



USF Board of Trustees

Tuesday, March 5, 2019

USF Marshall Student Center Ballroom

9:30 AM – 12:30 PM

A G E N D A

I. Call to Order and Comments Chair Brian Lamb

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

a. FL 101 – Approval of Minutes Chair Lamb
December 4, 2018
December 18, 2018
February 12, 2019

b. Consent Agenda (FL 102 – FL 104) Chair Lamb

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

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

Finance Committee Approved Items

FL 102 – Approval of Revisions to USF BOT Debt Management Policy

FL 103 – Approval of Assumption of Subleasehold Interest and Acquisition

FL 104 – Approval of Tampa Student Housing Rates

c. New Business – Action Items

FL 105 – Approval of Consolidation Implementation Plan and Timeline President Judy Genshaft and Trustee Hal Mullis

FL 106 – Approval of USFSM Campus Board Member President Genshaft

FL 107 – Approval of Naming Resolution President Genshaft

III. New Business – Informational Items

a. Performance-Based Funding and Preeminence Update

President Genshaft
Regional Chancellor Martin Tadlock
Regional Chancellor Karen Holbrook

b. USF System Campus Performance Updates

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

President Genshaft
Regional Chancellor Tadlock
Regional Chancellor Holbrook

IV. BOT Roundtable Discussion

Chair Lamb

V. Adjournment

Chair Lamb

Unofficial Minutes
USF Board of Trustees Regular Meeting
University of South Florida St. Petersburg - Campus Student Center
December 4, 2018

Chair Brian Lamb convened the regular meeting of the USF Board of Trustees at 9:30 AM. Chair Lamb welcomed everyone to the winter meeting and thanked USF St. Petersburg Regional Chancellor Martin Tadlock for hosting on the St. Petersburg campus.

Chair Lamb provided a brief overview:

Chair Lamb reported on a recent meeting with the Board of Governors. The USF St. Petersburg housing project was presented. There was unanimous full support by the BOG. On behalf of the Board of Trustees, Chair Lamb commended the USF Leadership team on their tireless efforts. Chair Lamb gave special thanks to Trustee Stephanie Goforth, who was instrumental in the process.

The Chair announced the upcoming Commencement ceremonies in which over 4000 students will graduate from the USF campuses between December 7th and 10th. There will be 7 ceremonies.

A Trustee Summit was held in Boca Raton at the Florida Atlantic University. There was excellent representation from the USF BOT members.

President Judy Genshaft called Roll with the following Trustees in attendance:

Trustee Michael Carrere – came in late, missed roll
Trustee Stephanie Goforth
Trustee Oscar Horton
Trustee Moneer Kheiredinne
Trustee Brian Lamb
Trustee Deanna Michael
Trustee Harold Mullis
Trustee Les Muma – not in attendance
Trustee John Ramil
Trustee Byron Shinn
Trustee Charles Tokarz
Trustee Nancy Watkins
Trustee Jordan Zimmerman

New Business Action Items

FL 101 – Approval of Minutes

September 4, 2018
September 10, 2018
September 14, 2018
October 5, 2018
November 5, 2018

After correcting a typo in the September 14 minutes Trustee Stephanie Goforth moved for approval with a second from Trustee Charles Tokarz and the minutes were unanimously approved.

Consent Agenda (FL 102 – FL 107)

Academics and Campus Environment Committee Approved Items

FL 102 – Approval of Tenure as a Condition of Employment, USF

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

FL 104 – Approval of Program Productivity Update

FL 105 – Approval of Proposed B.S. Cybersecurity

FL 106 – Approval of Renewal of Florida Statewide Mutual Aid Agreement

Finance Committee Approved Item

FL 107 – Approval of DSO Thresholds

Trustee Goforth commented on behalf of the ACE Committee and recommended approval for all of the items. Trustee Oscar Horton moved for approval with a second from Trustee Hal Mullis; the ACE Committee items were approved unanimously.

Chair Lamb commented on behalf of the Finance Committee and moved for approval on the item with a second by Trustee Goforth. The Finance Committee item was approved unanimously.

The United Faculty of Florida representative Dr. Arthur Shapiro was not in attendance.

New Business – Action Items (FL 108 – FL 110)

FL 108 – Approval of Presidential Position Description

Vice Chair of the Presidential Search Committee Rhea Law presented FL 109

President Judy Genshaft will be retiring from her position as President/CEO of the USF System effective July 1, 2019. To find her replacement, the Board of Trustees, in accordance with Florida Board of Governors regulation, convened a 15-person search committee and hired the firm Greenwood/Asher & Associates to assist in facilitating the search and identifying candidates to become USF's 7th President.

The Presidential Position Description outlines desired qualifications for USF's next President and was finalized during the Presidential Search Committee's workshop/meeting on November 29, 2018. Committee Chair and Trustee Les Muma and the consultants from Greenwood/Asher went on a listening tour where they visited all campuses on November 15 (USFSP and USFSM) and 28 (USFT); they met with respective campus leadership, including faculty, staff and students. In addition, an online community input survey was sent to over 60,000 constituents and made available on the USF website. A total of 777 responses were collected with the following breakdown: 128 from alumni/community members, 131 from faculty, 351 from students, 153 from staff, and 14 non-designated.

The successful candidate must have the vision, commitment and leadership skills to achieve the university's ambitions for sustained preeminence and to lead world-class faculty. They must also show a commitment to foster the growing national reputation of USF, which consists of campuses in multiple locations in Tampa, St. Petersburg and Sarasota-Manatee, with synergy in all aspects of its education, research and service mission in a changing global economy and higher education environment. Lastly, the successful candidate must be committed to continue the university's success in serving a broad socioeconomic cross section of society with equal student performance. The search committee will consider candidates under the totality of the following desired qualifications:

(For the full listing of qualifications please refer to the Presidential Search Committee website.)

Ms. Law commented on the outstanding job of consultants Greenwood/Asher on the depth and academic landscape as well as providing insight. She informed the Board that the next step is for the university and consultants to create and publish a marketing piece for prospective candidates.

Trustee Deanna Michael had comments surrounding shared governance and collaboration with faculty and Trustee Horton commented on the robust process. Vice Chair Jordan Zimmerman commended the search committee on their process and Trustee John Ramil commented on the committee's process of seeking input from all constituents of various areas. **Trustee Tokarz** commented on the communication between the search committee and various areas. Trustee Nancy Watkins commented on the difference of using "mandatory" versus "desired" as it relates to qualities the Board is seeking in USF's next President. Trustee Goforth made comments that, at the suggestion of the search firm, the committee is moving more towards listing qualifications as "desired."

Ms. Law referred to an article in *The Wall Street Journal* that there are currently nine universities in search of a new President and USF will need to differentiate itself to attract candidates with high qualifications.

Chair Lamb made comments that the search is being conducted with consistency toward's USF's long-term strategic thinking.

Trustee Ramil moved for approval of the qualifications with a second from Trustee Watkins. The motion was unanimously approved.

FL 109 – Approval of President's 2017–2018 Performance Evaluation

A PowerPoint was provided with a breakdown of the President's goals and the amounts of her potential stipend. (See the BOT website for a copy of the presentation.)

The President's goals are based on BOG- and BOT-approved USF System Accountability Plans and the USF Tampa Preeminence Plan. In addition, some goals are tied to the respective strategic plan that affects the USF System. Per the President's contract for the term July 1, 2017–June 30, 2018, the President is eligible for a total of \$300,000.00 via a performance-based compensation stipend. The Governance Committee may award up to 70% (\$210,000.00) of the stipend with the

remaining 30% (\$90,000.00) awarded by the Chair of the Board. These amounts are considered and awarded based upon the President's performance with respect to the goals and objectives approved by the Board at their October 12, 2017 meeting.

Vice Chair Zimmerman informed the Board on behalf of the Governance Committee that they are recommending the full 70% of their portion, totaling \$210,000.00 be awarded to President Genshaft. He then highlighted a few of President Genshaft's accomplishments during 2017-2018.

- Goal 1: Research
- Goal 2: Revenue Generating Funds
- Goal 3: Student Success
- Goal 4: Strategic Initiatives

- The System was top tier for Performance Base Funding
- There was a strong academic class during 2017-18 with an average GPA of 4.09 and SAT scores of 1283.
- USF was successful in record breaking Research expenditures of \$568 million in Research Expenditures and \$489 ½ million in total contracts and grants.
- The USF System was ranked #5 for US Patton's among public Universities and #12 worldwide among universities receiving US Patton's.
- The USF System sustained AA 2 Moody Ratings, stable outlook credit ratings and SMP strong ratings.
- USF surpassed the annual fundraising goal by more than \$5 million raising more than \$85 million.
- The USF System Faculty and Staff campaign raised \$7.1 million with an all-time high of %55 participation.
- Morsani College of Medicine had the highest average MCAT scores in the state among public and private universities.
- President Genshaft was recognized as a Lightning Community Hero.
- USF was named the Florida Preeminent University by the Board of Governors
- USF was accepted to Phi Beta Kappa.

Vice Chair Zimmerman commented on areas where USF can improve.

- Completing the fundraising for the downtown Tampa USF Health Morsani College of Medicine and Heart Health Institute and the football practice facility.
- Focus on enhancing student success
- Meeting the Performance Base Funding approved by the Board of Trustees and the Board of Governors as well as the respective work plans.

On behalf of the Governance Committee, Vice Chair Zimmerman asked for a motion to approve that President Judy Genshaft be awarded the full 70% of the total potential stipend, which will be \$210,000.00. Trustee Goforth made a motion, with a second by Trustee Mullis and was unanimously approved by the Board.

Trustee Mullis made comments about the transformation of USF under President Genshaft's leadership. Trustee Ramil commended the procedure taken by the Governance Committee based on the decision to award President Genshaft 70% of the stipend. Trustee Byron Shinn commented on the procedure of the Governance Committee and goals which were barely missed but overall performance was outstanding. Vice Chair Zimmerman thanked President Genshaft for her commitment and extraordinary leadership.

Chair Lamb discussed the remaining 30% of the stipend at his discretion to award:

- The Chair discussed getting feedback from key stakeholders such as State University System Chancellor Marshall Criser and elected officials in and around the region and at the state level. They all had a tremendous amount of support for President Genshaft.
- The Chair's personal interaction with President Genshaft, which he remarked as outstanding and he hopes that future presidents can mirror her leadership and continue to improve the regional campuses and position them to become preeminent.
- The President's transparency.

Chair Lamb announced that he will be awarding 95% of the 30% at his discretion (\$85,500.00), which brings the President's total stipend to \$295,500.00 (98.5% of the total possible stipend). Chair Lamb congratulated the President on an exceptional year.

President Genshaft acknowledged the committed USF System leadership team on all three campuses of their incredible support.

FL 110 – Approval of Operating Budget for USF Parking Facilities Revenue Bond

University Treasurer Fell Stubbs presented the item and informed the Board that the Auxiliary Facilities Bonds Operating Budget is due to the BOG in February 2019.

The FY 2019-2020 Operating Budget for the USF Parking Facilities Revenue Bond, Series 2016A ensures that debt service coverage complies with bond covenants and remains at levels to maintain or improve credit ratings, and ensures that reserves are maintained at an appropriate level.

Chair Lamb had questions concerning the completion of the parking study. Trustee Goforth questioned this item going before the ACE Committee.

Trustee Goforth made a motion to approve with a second from Trustee Mullis and the motion was approved unanimously.

Trustee Deanna Michael questioned if the study will include information concerning transportation and parking at the regional campuses.

Trustee Ramil had questions concerning recommendations in increased parking fees.

Chair Lamb made comments concerning the study should include consolidation otherwise its incomplete. The Chair asked to consider the students perspective in the study.

New Business Informational Items

Update from Consolidation Planning and Implementation Task Force on Consolidation Efforts

Consolidation Task Force Chair Jonathan Ellen presented a power point presentation which provided information on:

Consolidation Task Force Update.

- Student Access Recommendation
- Shared Governance / Transparency Recommendations
- Student Success / Academic Programs Recommendations
- Next steps
- Consolidation Task Force Sub Committees

Trustee Mullis reminded everyone that the legislature mandated the USF Board of Trustees to manage the USF System into a single accreditation by 2020.

The Task Force is charged with delivering the final report to the Board of Trustees by February 15, 2019. The internal Consolidation Implementation Committee is required to deliver their final report on the same date. The Board of Trustees is required to produce and submit to the Board of Governors on March 15 2019, a consolidation implementation plan to the Board of Governors. Trustee Mullis thanked Dr. Ellen on his support. Trustee Shinn commented on the challenges of the Consolidation Task Force. Trustee Goforth encouraged the Task Force to continue to hear and address the issues from the regional campuses.

Chair Lamb made comments that the Board will have to pull together a plan and asked for recommendations from Huron Consulting Group, Trustee Mullis and the team.

Trustee Mike Carrere had comments concerning timing and the due dates of the final reports.

Trustee Mullis commented on the enormous support and experience that Peter Stokes and his team at the Huron Consulting group has brought to the consolidation task force.

Huron Consulting Group Managing Director Peter Stokes provided an update on the Consolidation efforts.

USF Consolidation update

- Transition from planning to Implementation
- Guiding Principles and Requirements
- Process for Developing Considerations
- Progress Highlights – CIC Sub Committees and Activity
- Academic Structure

- Administrative Structure
- Access and Communications
- Research and Innovation
- Potential Board Activities

Trustee Shinn had questions concerning first year finding and startup costs. Trustee Shinn also discussed the idea of sending the School of Accountancy to the USF Sarasota Manatee campus.

Trustee Michael expressed concerns with the USF policy and process as it relates to the Tenure and Promotion guidelines and Faculty Governance.

Trustee Carrere commented on the structure of the Muma College of Business.

Chair Lamb offered the Board members the opportunity to get more involved in the consolidation process.

Trustee Watkins commented on having a solid foundation for greatness for all three campuses and plan to be in compliance with SACS.

Chair Lamb and Trustee Mullis suggested that the Board members have a briefing workshop meeting on a few critical issues as it relates to consolidation. No voting will occur.

Round Table Discussion

Trustee Mullis commented on the progress relating to the Tampa General Hospital and Morsani College of Medicine partnership discussions.

Trustee Shinn commented on a recent meeting with Senate President Bill Galvano and the budget. Trustee Shinn also had concerns about a transition plan with the new USF President.

Chair Lamb announced that there will be a discussion on transition no later than February 2019.

President Genshaft has hopes that the next USF President will be successful in moving the University forward and plans to offer her if needed.

Trustee Watkins provided an update on the investigation on a matter not in compliance with the BOG, concerning circumstances in the November 2nd certification letter to the BOG. Trustee Watkins will work with USF Auditor General Virginia Khalil and BOG Wendy Links on a review involving carry over funds and the E&G construction compliance structure.

Having no further business Chair Lamb wished everyone and their families a happy holiday season and adjourned the meeting at 12:05 PM.

University of South Florida
Board of Trustees
Special Conference Call
Tuesday, December 18, 2018
Unofficial Minutes

Chair Brian Lamb convened the USF Board of Trustees special conference call at 8:16am and asked President Judy Genshaft to call the roll.

President Genshaft called roll with the following Trustees present:

Trustee Michael Carrere (via telephone)
Trustee Stephanie Goforth (via telephone)
Trustee Oscar Horton (via telephone)
Trustee Moneer Kheireddine (via telephone)
Trustee Brian Lamb (via telephone)
Trustee Deanna Michael (via telephone)
Trustee Harold Mullis (via telephone)
Trustee Leslie Muma (via telephone)
Trustee John Ramil – absent
Trustee Byron Shinn – absent
Trustee Charles Tokarz (via telephone)
Trustee Nancy Watkins (via telephone)
Trustee Jordan Zimmerman – absent

Chair Lamb thanked the Board for coming together to allow for this call regarding carryforward balance strategies, as requested by the Florida Board of Governors. Chair Lamb mentioned and thanked Senior Vice President for Business and Financial Strategy David Lechner and Vice President and Chief Financial Officer Nick Trivunovich for making themselves available for individual briefings with trustees prior to the call. Chair Lamb then turned the call over to Mr. Lechner.

Mr. Lechner reviewed the presentation provided to the Board, which included an overview of what constitutes carryforward funds, as well as the total number of carryforward funds within the State University System of Florida, which, as of August 2018, was \$814 million. Of the \$814 million the BOG was seeking an accounting of \$289 million, \$149 million of which belonged to the USF System (\$118 to Tampa, USFSP and USFSM and \$31 million to USF Health). Mr. Lechner informed the Board that Mr. Trivunovich would be presenting updated spending plans as of November, which include the August amounts; this will allow the team to show the BOG that spending has and will happen in accordance with spending plans.

Mr. Trivunovich informed the Board that a thoughtful process was used to determine where and how these funds should be spent, which included meetings with deans and other senior vice presidents, as well as regional campus leadership. The goal is to ensure spending complements the University's efforts to continue to meet Preeminence and Performance-Based Funding metrics, while remaining focused on priorities that relate to student success through funding equipment needs and renovations. Mr. Trivunovich then detailed the proposed projects to be funded, such as a nuclear magnetic resonance console, a 3D printer for the College of Engineering to further studies in medical engineering and lab renovations for the College of Arts and Sciences Department of Cell Biology, Microbiology and Molecular Biology and the Department of Chemistry. He also highlighted plans to construct a new cooling tower to improve air conditioning systems on campus, as well as a potential partnership with

Microsoft Dynamics to improve business process software; there are also proposals to continue to fund student mental health initiatives and textbook affordability by reducing costs to students.

Mr. Lechner commented on the work that Provost Ralph Wilcox and Senior Vice President for Research, Innovation & Knowledge Enterprise Paul Sanberg did in helping the Business and Financial Strategy team in preparing these plans as they are aimed at ensuring continued student success, as well as furthering the University's research and in attracting world-class faculty and scholars.

Chair Lamb asked if these spending plans are tied directly to Preeminence and PBF metrics. Provost Wilcox responded by saying that a tremendous partnership approach was used in formulating the list of priorities to use carryforward funds on and that they were all cross-walked with these metrics in mind, and while clustering around the University's commitment to student success. The Provost also remarked that the Board can expect deans to be held accountable for the performance of their spending projects.

Mr. Trivunovich continued and reiterated the inclusive and thoughtful process that was used to arrive at these priorities. He then laid out the next steps: after seeking the Board's approval of these carryforward plans, they would then be submitted to the BOG for consideration their meeting January 30-31. Mr. Trivunovich also told the Board that the University's planning for carryforward funds usage does not stop at this meeting and is always an ongoing process. Mr. Lechner stated that because we are anticipating the BOG and the state legislature to see how USF is going to continue to maintain its preeminent status that these plans were consistently looked at through a student success focus, centered around metrics. Mr. Trivunovich then opened the floor for questions from the Board.

Trustee Hal Mullis asked if the BOG needed to approve these plans or if this is just an advisory measure. Mr. Lechner and Mr. Trivunovich informed the Trustee that approval is needed as the BOG wants to be able to show the legislature that allocated funds to the SUS are spent strategically and wisely. Trustee Mullis commended the team for their work and agreed that the proposed plans seem to be carefully aligned with student success, Preeminence and PBF metrics.

Chair Lamb reminded the Board of its authority in approving spending, specifically at the \$1 million and \$2 million thresholds. He asked Mr. Trivunovich to confirm that none of the proposed use of carryforward funds is for new, non-approved expenditures, but rather were previously approved and are now being repackaged as a carryforward expenditure. Mr. Trivunovich responded that there are a few new items that are below the Board's expenditure authorization limits, but they were part of the budget presented to the Board in August; he also stated that every major item has been included in the process that sees expenditure requests brought before the Board.

Chair Lamb then remarked on the continued best practice of transparency to the Board and internal due process. After asking for further comments and questions, Chair Lamb asked for a motion to approve the presented carryforward plans. A motion was made by Trustee Mullis and seconded by Trustee Mike Carerre and was passed unanimously by the Board.

Chair Lamb wished everyone a happy holiday season and adjourned the call at 8:39am.

University of South Florida
Board of Trustees Meeting
Tuesday, February 12, 2019
Unofficial Minutes

Chair Brian Lamb convened the USF Board of Trustees meeting at 10:52 AM.

The following trustees were present:

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

Consent Agenda (FL 101)

Audit & Compliance Committee Approved Item

FL 101 – Approval of Acceptance of Performance-Based Funding Data Integrity Audit & Approval of Data Integrity Certification

Chair Lamb thanked the trustees for making themselves available in between committee meetings they may not normally be members of so that this important item can be approved by the full Board. The approved item has a deadline to the Florida Board of Governors that comes after the BOT's March 5 meeting, hence the need for this meeting.

Chair Lamb asked for a motion to approve the consent agenda item, which was given by Trustee Oscar Horton and seconded by Trustee Hal Mullis. The item was approved unanimously.

Chair Lamb adjourned the meeting at 10:54 AM.

Agenda Item: FL 102

USF Board of Trustees
March 5, 2019

Issue: Revise USF BOT 06-003 Board of Trustees Debt Management Policy

Proposed action: Approve Amendment to USF Board of Trustees Debt Management Policy USF BOT 06-003

Executive Summary:

The USF Board of Trustees Debt Management Policy 06-003 is being revised to conform certain sections of the Policy to the Board of Governors Debt Management Guidelines, including selection of underwriters and advisors, continuing SEC disclosures and reporting subsequent events.

Additionally, revisions were made to clarify debt management responsibilities and financing structures.

Financial Impact:

N/A

Strategic Goal(s) Item Supports: Goal 4: Sound Financial Management to establish a strong and sustainable economic base in support of USF's continued academic advancement

Committee Review Date: Finance Committee – February 12, 2019

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

- Proposed amended draft of USF BOT 06-003 Debt Management Policy (redline format)
- Proposed amended draft of USF BOT 06-003 Debt Management Policy (clean format)

USF System or Institution specific: USF System

Prepared by: **Fell L. Stubbs, University Treasurer, (813) 974-3298**



UNIVERSITY OF SOUTH FLORIDA

DEBT MANAGEMENT POLICY

Policy & Procedures Manual	Effective Date	Amended Date	Policy Number
DEBT MANAGEMENT POLICY	12/07/06 – Approved by USF Board of Trustees	3/9/17	USF BOT 06-003

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UNIVERSITY OF SOUTH FLORIDA

DEBT MANAGEMENT POLICY

I. **INTRODUCTION (Purpose and Intent)**

Mission of the University

The University of South Florida (the “University”) is a multi-campus national research university that supports the development of the metropolitan Tampa Bay Region, the United States and the world. Building upon unique strengths inherent in Florida’s population, location, and natural resources, the university is dedicated to excellence in:

- Teaching and lifelong learning in a student-centered environment
- Research to advance knowledge and promote social, cultural, economic, educational, health, and technological development
- Service based on academic excellence and the ethic of community responsibility
- Community engagement to build university-community partnerships and collaborations.

Purpose of the Policy

To fulfill its mission, the University will need to make strategic capital investments in its facilities that could affect the University’s credit. Funding sources, including State funds (appropriations and debt), University debt, internal reserves and philanthropy will be ~~continuously~~ utilized by management to achieve the University’s strategic objectives. Debt, particularly tax-exempt debt, provides a low cost source of capital to fund investments and is viewed as a long-term component of liabilities.

The purpose of this document is to establish a policy for the University of South Florida to be used to evaluate the appropriate mix of funding sources, the capital funding structure and the appropriate use of leverage (the “Policy”).

II. **STATEMENT OF POLICY**

It is the policy of the University of South Florida that debt financing conform to the authority granted by Florida and Federal laws [and regulations](#), its Board of Trustees and the Board of Governors’ Debt Management Guidelines for Capital Outlay Projects initially approved on April 27, 2006, [and subsequently revised](#), and that the management of debt be conducted in such a manner as to promote the interests of the University.

This Policy will be implemented, reviewed and monitored by the University Chief Financial Officer, the ~~Office of the~~ University Treasurer (“Treasurer”) and the CFO of the DSO or CU.

III. ENTITIES COVERED BY THIS POLICY

The Policy applies to all units within the University, to direct support organizations (“DSO”), to component units (“CU”) and to units for which the University is financially and legally accountable. DSOs are separate not-for-profit corporations organized and operated exclusively to assist the University achieve its mission. CUs are organizations operated exclusively to assist the University achieve its mission. In accordance with Florida Statutes and Rules and University Regulations and Policies, these organizations receive, hold, invest and administer property and make expenditures to or for the benefit of the University.

All University, DSO and CU debt financings, to the extent such debt financings are allowed by applicable law, require approval by the DSO and CU Boards, the University Board of Trustees and the Florida Board of Governors, and such projects shall be managed by the University Chief Financial Officer or designated chief financial officer (“CFO”) of the DSO and CU.

IV. FINANCING OBJECTIVES

The financing objectives below, combined with the judgment of the University, and DSO and CU as appropriate, provide a framework for decisions regarding the use and management of debt. The objectives are subject to review and change over time.

- A. Identify eligible capital projects for debt financing. Restricting debt to projects that are critical to the mission of the University will ensure that debt capacity is optimally utilized. Projects that relate to the strategic objectives of the University and projects which are self-funding with associated revenues will receive priority consideration.
- B. Maintain favorable access to capital. Management will manage the timing and overall level of debt to ensure low-cost and timely access to the capital markets.
- C. Limit risk within the debt portfolio. Management will balance the goal of achieving the lowest cost of capital with the goal of limiting exposure to interest rate risk and other financing and credit risks.
- D. Manage credit to maintain the highest possible credit rating. Maintaining the highest possible credit rating will facilitate the issuance of debt at favorable cost. Outstanding debt will be limited to a level that will maintain acceptable credit ratings from the credit rating agencies. While maintaining or attaining a specific credit rating is not an objective of this Policy, the University Chief Financial Officer and University Treasurer System Finance

~~Council (the “Finance Council”)~~ will monitor the University’s credit ratings and assess factors that might affect those ratings.

V. **RESPONSIBILITIES**

Pursuant to the delegated authority of the University President, the responsibility for implementing the Policy and its procedures lies with the University Chief Financial Officer. The University Chief Financial Officer may delegate debt management duties to other officers.

The Treasurer will provide direction for managing outstanding University debt and the respective CFO of the DSO or CU will be responsible for managing the outstanding debt of the relevant organization. Debt management guidance, review and recommendations will be provided by the University Chief Financial Officer and Treasurer~~Finance Council~~.

VI. **DEBT MANAGEMENT STRATEGIES**

To achieve its financing objectives above, the University will adopt the following debt management strategies and procedures. These strategies will be reviewed and modified by the University over time.

A. Funding Strategies

1. Only capital projects that relate to the mission of the University will be considered for debt financing.
2. Projects which are self-funding or can create budgetary savings will receive priority consideration.
3. The Chief Financial Officer~~Finance Council~~ will prioritize all projects put forward for funding.
4. Projects supported by a security pledge that meet debt service obligations and provide for operations will be considered.
- ~~53.~~ State funding, ~~C~~ash reserves, philanthropy and all other sources of legally available funds are expected to finance a portion of the cost for the University’s or, as appropriate, the DSO’s and CU’s investment in facilities.
- ~~64.~~ Debt is to be used sparingly and strategically.
- ~~75.~~ The University, in the context of this Policy, will consider alternative financing ~~other funding~~ arrangements when appropriate and advantageous to the University.

B. Debt Capacity Assessment

1. This Policy requires the assessment of University debt capacity using key financial ratios. These ratios should be consistent with those used in the capital markets and will constitute benchmarks for debt capacity. The ratios will be evaluated over the past several years and will be compared to appropriate industry medians at specific rating levels.

The following ratios, supplemented from time to time with other measures, will be calculated on a University-wide basis and reported annually and on a pro forma basis when new debt is issued, and will be revised to reflect any changes in the capital markets and accounting standards:

- Actual Debt Service Coverage (x)
Measures the actual margin of protection for annual debt service payments from annual operations.

The Sum of:
operating surplus (deficit)
plus depreciation expense
plus interest expense
Divided by total principal and interest expense.

- Actual Debt Service to Operations (%)
Measures the ability to pay debt service associated with all outstanding debt and the impact on the overall budget.

Actual annual debt service
Divided by total operating expenses.

- Operating Margin (%)
Measures the operating surplus on each dollar of operating revenue.

Operating surplus (deficit)
Divided by total operating revenue.

- Expendable Financial Resources to Direct Debt (x)
Measures coverage of direct debt by financial resources that are ultimately expendable.

The Sum of:
unrestricted net assets
plus restricted expendable net assets
plus foundation unrestricted / temporarily restricted net assets
less foundation net investment in plant
Divided by outstanding direct debt.

- Expendable Financial Resources to Operations (x)
Measures coverage of operating expense by financial resources that are ultimately expendable.

The Sum of:

*unrestricted net assets
plus restricted expendable net assets
plus foundation unrestricted / temporarily restricted net
assets
less foundation net investment in plant
Divided by total operating expense.*

2. Target ratios or Policy limits may be established as part of this Policy. These targets or limits will vary depending on risk tolerance and strategic objectives.

C. Debt Instruments

1. Tax-Exempt Debt. Tax-exempt debt is beneficial and efforts will be made to maximize the amount of tax-exempt debt outstanding under the Policy.
2. Taxable Debt. The University debt portfolio will be managed to minimize the amount of taxable debt outstanding. Taxable debt will be used to fund projects ineligible for tax-exempt financing.

D. Financing Structures

1. Funding risk is reduced by maintaining diverse sources for project financing in addition to debt, including gifts and donations, equity contributions and public-private partnerships.
2. Funding risk is also reduced by maintaining diverse sources of pledged revenues or security for the debt.
3. Consideration will be given to the credit quality of the proposed transaction and likely credit ratings, access to public or private capital markets, competitive or negotiated sales, credit enhancement, bond covenants, debt service reserves, whether funded by bond proceeds or cash balances, compliance and reporting requirements.

E. Interest Rate Swaps

1. Interest rate swaps will be used by the University in a manner consistent with the Derivatives Policy to reduce interest rate risk and to manage variable rate exposure.
2. Interest rate swaps will be evaluated in a framework incorporating a cost/benefit analysis of any derivative instrument, market and interest rate conditions, and counterparty exposure.
3. Under no circumstances will a derivative transaction be utilized that is not fully understood or that imposes inappropriate risk on the University.
4. Only counterparties with ratings of "AA-" or better at the time of the transaction will be used.
5. If, following the transaction, the counterparty is downgraded, the relationship will be subject to immediate review.
6. All swap contracts will include provisions for collateralization

upon certain events to secure the interests of the University and particularly that the contract will terminate at the University's option if the counterparty's rating falls below a "BBB-".

7. Exposure to counterparties will be diversified.

E. Variable Interest Rate Exposure

1. Due to the typically low interest rate cost of variable rate debt relative to fixed rate debt, it may be beneficial for the University to maintain a portion of outstanding debt in a variable rate mode.
2. Variable rate debt, however, introduces a number of significant risks: the potential volatility of debt service requirements, a risk that associated credit arrangements that expire prior to the maturity of the underlying debt may be difficult or costly to renew, financing arrangements that may include rating triggers or covenants that could accelerate debt repayment and collateral pledge requirements. Thus, the amount of variable rate debt not swapped to fixed rates will be limited as a portion of the total amount of outstanding University debt. Fixed rate debt will be the primary source of capital infrastructure financing.
3. The amount of variable rate debt will vary depending on liquidity constraints, capital market conditions and the level of interest rates.

F. Off-Balance Sheet Financing

1. Off-balance sheet financing may will be considered by the University when it is desirable to work with a third party for risk sharing
and for leasing.
2. The effect of such financing will be considered on the cost of capital, credit ratings and debt capacity, making the assumption that the financing is included on the balance sheet.
3. Off-balance sheet financing will conform to the Florida Board of Governors' Public-Private Partnership Guidelines, effective as of September 3, 2015.

VII. DEBT MANAGEMENT PRACTICES

A. Debt Administration

1. The University Chief Financial Officer, who may delegate duties to other officers, will be responsible for structuring new University transactions, managing project funds and developing repayment schedules from units. The CFO of the DSO or CU will have similar responsibilities for the DSO or CU.
2. The University's outstanding debt will be managed by the Treasurer. The DSO's and CU's outstanding debt will be managed by the CFO of the DSO and CU.

3. The ~~University Treasurer System Finance Council~~ will review debt management practices and new transactions reported by the University and the DSOs and CUs at least on a quarterly basis with and will provide guidance and recommendations to the University Chief Financial Officer.
4. In circumstances where the University issues debt for capital projects benefiting multiple units, the Treasurer will pool the debt and allocate funds and financing costs for the various projects to the units on a consistent basis.
5. The ~~Finance Council~~ University Chief Financial Officer, ~~as needed~~, will review proposals for new financed projects and rank them according to the foregoing University objectives and strategy.
6. The ~~University Chief Financial Officer~~ Finance Council will review, at least annually, the University's debt capacity, repayment sources and other capital market, budget and financing considerations.
7. The University Board of Trustees and the DSO and CU Boards, if applicable, must approve capital projects before issuing the debt funding.

B. Structure

1. To obtain the lowest possible financing costs, debt should be structured with the strongest possible authorized security.
2. Debt maturity structures will not exceed the useful life of the facilities financed.
3. Debt service should not exceed the expected revenues used to repay the debt at any time.
4. Call features should be structured to provide maximum flexibility relative to cost.

C. Methods of Sale

1. Negotiated or competitive debt transactions will be considered on a case-by-case basis.
2. Private placements will be considered for debt transactions where the size is too small or the structure is too complicated for public debt issuance.

D. Purchase of Insurance or Other Credit Enhancement

1. Insurance and other credit enhancement opportunities will be evaluated and utilized if they are considered cost effective and when they do not require material debt and operating restrictions.

E. Selection of Underwriters and Advisors

1. A competitive selection ~~request for proposal~~ process will be utilized ~~from time to time~~ to select senior and co-managing underwriters. This request process will serve to select a group of lead underwriters for debt issuance for a specified period. The

process will also be utilized to pre-qualify a roster of other firms for participation on the underwriting team. A competitive or negotiated process will be utilized for any single issue.

2. Financial and legal advisors to the University and DSO's and CU's for debt issuance and management requirements will be selected from a request-for-proposal process from time to time to serve for a specified period. Advisors may be selected for any single issue utilizing a competitive or negotiated process.

F. Refunding Targets

1. Outstanding debt will be monitored for refunding opportunities.
2. As a guideline, refunding debt that produces a 5% or greater net present value will be considered.
3. Refunding outstanding debt will also be considered if the University benefits from eliminated restrictive covenants, payment obligations, reserve and/or security requirements or other obligations, or from consolidation into larger, more cost-effective transactions.

- G. Communications and other activities with rating agencies relating to credit ratings on University and DSO debt and activities relating to disclosure under Rule 15c2-12 of the Securities and Exchange Commission shall be conducted jointly between the University and/or DSO and the Florida Board of Governor's Office and State Division of Bond Finance under the management and coordination of the Florida Board of Governor's Office and State Division of Bond Finance. The University or DSO must notify the Florida Board of Governor's Office and State Division of Bond Finance in advance of any contact with a rating agency, such that the Florida Board of Governor's Office and State Division of Bond Finance will have an adequate opportunity to prepare and participate. In addition, the University or DSO must promptly notify the Florida Board of Governor's Office and State Division of Bond Finance when a rating agency requests to schedule surveillance calls, site visits, or other activities, or whenever any request for information is received, such that the Florida Board of Governor's Office, and State Division of Bond Finance will have an adequate opportunity to prepare and participate. The Florida Board of Governor's Office and State Division of Bond Finance must be notified on the same day that a rating agency publishes their final rating action, should the final rating action not be provided directly to the Florida Board of Governor's Office and State Division of Bond Finance. The Florida Board of Governor's Office and State Division of Bond Finance will coordinate with the University and/or DSO on the appropriate level of engagement by the Florida Board of Governor's Office and State Division of Bond Finance for any given call, draft report, site visit, etc., as determined by the Florida Board of Governor's Office and State Division of Bond Finance. The Florida Board of Governor's Office and State Division of Bond Finance must be copied on any communications between the University and/or the DSO and any rating agency. The University and DSO must provide all information relating to credit ratings or disclosure to the Florida Board of Governor's Office and State Division of Bond Finance and respond timely to requests from the Florida Board of Governor's Office and State

Division of Bond Finance for any information necessary to facilitate activities relating to credit ratings or appropriate disclosure.

H. Reporting to the Board of Trustees

1. The Treasurer will present an annual report to the Board of Trustees on debt issued and outstanding, the estimated University debt capacity and the credit ratings. The CFO of the DSO or CU will submit information as requested by the Treasurer for this annual report.

I. Reporting Subsequent Events and Amendments to the Board of Governors

1. The Treasurer will timely notify the Board of Governors and the Division of Bond Finance of any proposed changes in the terms or conditions of debt issued by the University or DSO. No material changes shall be made without specific Board authorization, which may include items such as, but not limited to:

- Extending maturities
- Changes in bond covenants
- Changes in pledged revenues
- Debt acceleration
- Cross default
- Changes to remedies provided to investors
- Variable rate refundings
- Other actions that may reduce debt service coverage or credit ratings
- Termination or modification of swap agreements
- Use of derivatives

VIII. ARBITRAGE AND INVESTMENT OF BOND PROCEEDS

Compliance with arbitrage requirements on invested tax-exempt bond funds will be maintained. Proceeds that are to be used to finance construction expenditures are excepted from the filing requirements, provided that proceeds are spent in accordance with requirements established by the IRS.

IX. DISCLOSURE

Initial and ongoing disclosure requirements will be met in accordance with Rule 15c2-12 of the Securities and Exchange Commission (SEC) Rules, ~~or~~ Florida Statutes or Rules, as applicable, and best practices including applicable policies, procedures and guidelines. Financial reports, statistical data and descriptions of any material events will be submitted as required under outstanding bond indentures.



UNIVERSITY OF SOUTH FLORIDA

DEBT MANAGEMENT POLICY

Policy & Procedures Manual	Effective Date	Amended Date	Policy Number
DEBT MANAGEMENT POLICY	12/07/06 – Approved by USF Board of Trustees	3/9/17	USF BOT 06-003

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UNIVERSITY OF SOUTH FLORIDA

DEBT MANAGEMENT POLICY

I. INTRODUCTION (Purpose and Intent)

Mission of the University

The University of South Florida (the “University”) is a multi-campus national research university that supports the development of the metropolitan Tampa Bay Region, the United States and the world. Building upon unique strengths inherent in Florida’s population, location, and natural resources, the university is dedicated to excellence in:

- Teaching and lifelong learning in a student-centered environment
- Research to advance knowledge and promote social, cultural, economic, educational, health, and technological development
- Service based on academic excellence and the ethic of community responsibility
- Community engagement to build university-community partnerships and collaborations.

Purpose of the Policy

To fulfill its mission, the University will need to make strategic capital investments in its facilities that could affect the University’s credit. Funding sources, including State funds (appropriations and debt), University debt, internal reserves and philanthropy will be utilized by management to achieve the University’s strategic objectives. Debt, particularly tax-exempt debt, provides a low cost source of capital to fund investments and is viewed as a long-term component of liabilities.

The purpose of this document is to establish a policy for the University of South Florida to be used to evaluate the appropriate mix of funding sources, the capital funding structure and the appropriate use of leverage (the “Policy”).

II. STATEMENT OF POLICY

It is the policy of the University of South Florida that debt financing conform to the authority granted by Florida and Federal laws and regulations, its Board of Trustees and the Board of Governors’ Debt Management Guidelines for Capital Outlay Projects initially approved on April 27, 2006, and subsequently revised, and that the management of debt be conducted in such a manner as to promote the interests of the University.

This Policy will be implemented, reviewed and monitored by the University Chief Financial Officer, the University Treasurer (“Treasurer”) and the CFO of the DSO or CU.

III. ENTITIES COVERED BY THIS POLICY

The Policy applies to all units within the University, to direct support organizations (“DSO”), to component units (“CU”) and to units for which the University is financially and legally accountable. DSOs are separate not-for-profit corporations organized and operated exclusively to assist the University achieve its mission. CUs are organizations operated exclusively to assist the University achieve its mission. In accordance with Florida Statutes and Rules and University Regulations and Policies, these organizations receive, hold, invest and administer property and make expenditures to or for the benefit of the University.

All University, DSO and CU debt financings, to the extent such debt financings are allowed by applicable law, require approval by the DSO and CU Boards, the University Board of Trustees and the Florida Board of Governors, and such projects shall be managed by the University Chief Financial Officer or designated chief financial officer (“CFO”) of the DSO and CU.

IV. FINANCING OBJECTIVES

The financing objectives below, combined with the judgment of the University, and DSO and CU as appropriate, provide a framework for decisions regarding the use and management of debt. The objectives are subject to review and change over time.

- A. Identify eligible capital projects for debt financing. Restricting debt to projects that are critical to the mission of the University will ensure that debt capacity is optimally utilized. Projects that relate to the strategic objectives of the University and projects which are self-funding with associated revenues will receive priority consideration.
- B. Maintain favorable access to capital. Management will manage the timing and overall level of debt to ensure low-cost and timely access to the capital markets.
- C. Limit risk within the debt portfolio. Management will balance the goal of achieving the lowest cost of capital with the goal of limiting exposure to interest rate risk and other financing and credit risks.
- D. Manage credit to maintain the highest possible credit rating. Maintaining the highest possible credit rating will facilitate the issuance of debt at favorable cost. Outstanding debt will be limited to a level that will maintain acceptable credit ratings from the credit rating agencies. While maintaining or attaining a specific credit rating is not an objective of this Policy, the University Chief Financial Officer

and University Treasurer will monitor the University's credit ratings and assess factors that might affect those ratings.

V. RESPONSIBILITIES

Pursuant to the delegated authority of the University President, the responsibility for implementing the Policy and its procedures lies with the University Chief Financial Officer. The University Chief Financial Officer may delegate debt management duties to other officers.

The Treasurer will provide direction for managing outstanding University debt and the respective CFO of the DSO or CU will be responsible for managing the outstanding debt of the relevant organization. Debt management guidance, review and recommendations will be provided by the University Chief Financial Officer and Treasurer.

VI. DEBT MANAGEMENT STRATEGIES

To achieve its financing objectives above, the University will adopt the following debt management strategies and procedures. These strategies will be reviewed and modified by the University over time.

A. Funding Strategies

1. Only capital projects that relate to the mission of the University will be considered for debt financing.
2. Projects which are self-funding or can create budgetary savings will receive priority consideration.
3. The Chief Financial Officer will prioritize all projects put forward for funding.
4. Projects supported by a security pledge that meet debt service obligations and provide for operations will be considered.
5. Cash reserves, philanthropy and all other sources of legally available funds are expected to finance a portion of the cost for the University's or, as appropriate, the DSO's and CU's investment in facilities.
6. Debt is to be used sparingly and strategically.
7. The University, in the context of this Policy, will consider alternative financing arrangements when appropriate and advantageous to the University.

B. Debt Capacity Assessment

1. This Policy requires the assessment of University debt capacity using key financial ratios. These ratios should be consistent with those used in the capital markets and will constitute benchmarks for debt capacity. The ratios will be evaluated over the past several years and will be compared to appropriate industry medians at specific rating levels.

The following ratios, supplemented from time to time with other measures, will be calculated on a University-wide basis and reported annually and on a pro forma basis when new debt is issued, and will be revised to reflect any changes in the capital markets and accounting standards:

- Actual Debt Service Coverage (x)

Measures the actual margin of protection for annual debt service payments from annual operations.

The Sum of:

operating surplus (deficit)

plus depreciation expense

plus interest expense

Divided by total principal and interest expense.

- Actual Debt Service to Operations (%)

Measures the ability to pay debt service associated with all outstanding debt and the impact on the overall budget.

Actual annual debt service

Divided by total operating expenses.

- Operating Margin (%)

Measures the operating surplus on each dollar of operating revenue.

Operating surplus (deficit)

Divided by total operating revenue.

- Expendable Financial Resources to Direct Debt (x)

Measures coverage of direct debt by financial resources that are ultimately expendable.

The Sum of:

unrestricted net assets

plus restricted expendable net assets

plus foundation unrestricted / temporarily restricted net assets

less foundation net investment in plant

Divided by outstanding direct debt.

- Expendable Financial Resources to Operations (x)

Measures coverage of operating expense by financial resources that are ultimately expendable.

The Sum of:

unrestricted net assets

plus restricted expendable net assets

plus foundation unrestricted / temporarily restricted net assets

less foundation net investment in plant

Divided by total operating expense.

2. Target ratios or Policy limits may be established as part of this Policy. These targets or limits will vary depending on risk tolerance and strategic objectives.

C. Debt Instruments

1. Tax-Exempt Debt. Tax-exempt debt is beneficial and efforts will be made to maximize the amount of tax-exempt debt outstanding under the Policy.
2. Taxable Debt. The University debt portfolio will be managed to minimize the amount of taxable debt outstanding. Taxable debt will be used to fund projects ineligible for tax-exempt financing.

D. Financing Structures

1. Funding risk is reduced by maintaining diverse sources for project financing in addition to debt, including gifts and donations, equity contributions and public-private partnerships.
2. Funding risk is also reduced by maintaining diverse sources of pledged revenues or security for the debt.
3. Consideration will be given to the credit quality of the proposed transaction and likely credit ratings, access to public or private capital markets, competitive or negotiated sales, credit enhancement, bond covenants, debt service reserves, whether funded by bond proceeds or cash balances, compliance and reporting requirements.

E. Interest Rate Swaps

1. Interest rate swaps will be used by the University in a manner consistent with the Derivatives Policy to reduce interest rate risk and to manage variable rate exposure.
2. Interest rate swaps will be evaluated in a framework incorporating a cost/benefit analysis of any derivative instrument, market and interest rate conditions, and counterparty exposure.
3. Under no circumstances will a derivative transaction be utilized that is not fully understood or that imposes inappropriate risk on the University.
4. Only counterparties with ratings of "AA-" or better at the time of the transaction will be used.
5. If, following the transaction, the counterparty is downgraded, the relationship will be subject to immediate review.

6. All swap contracts will include provisions for collateralization upon certain events to secure the interests of the University and particularly that the contract will terminate at the University's option if the counterparty's rating falls below a "BBB-".
7. Exposure to counterparties will be diversified.

E. Variable Interest Rate Exposure

1. Due to the typically low interest rate cost of variable rate debt relative to fixed rate debt, it may be beneficial for the University to maintain a portion of outstanding debt in a variable rate mode.
2. Variable rate debt, however, introduces a number of significant risks: the potential volatility of debt service requirements, a risk that associated credit arrangements that expire prior to the maturity of the underlying debt may be difficult or costly to renew, financing arrangements that may include rating triggers or covenants that could accelerate debt repayment and collateral pledge requirements. Thus, the amount of variable rate debt not swapped to fixed rates will be limited as a portion of the total amount of outstanding University debt. Fixed rate debt will be the primary source of capital infrastructure financing.
3. The amount of variable rate debt will vary depending on liquidity constraints, capital market conditions and the level of interest rates.

F. Off-Balance Sheet Financing

1. Off-balance sheet financing may be considered by the University when it is desirable to work with a third party for risk sharing and for leasing.
2. The effect of such financing will be considered on the cost of capital, credit ratings and debt capacity, making the assumption that the financing is included on the balance sheet.
3. Off-balance sheet financing will conform to the Florida Board of Governors' Public-Private Partnership Guidelines, effective as of September 3, 2015.

VII. DEBT MANAGEMENT PRACTICES

A. Debt Administration

1. The University Chief Financial Officer, who may delegate duties to other officers, will be responsible for structuring new University transactions, managing project funds and developing repayment schedules from units. The CFO of the DSO or CU will have similar responsibilities for the DSO or CU.
2. The University's outstanding debt will be managed by the Treasurer. The DSO's and CU's outstanding debt will be managed by the CFO of the DSO and CU.

3. The Treasurer will review debt management practices and new transactions reported by the University and the DSOs and CUs at least on a quarterly basis with and will provide guidance and recommendations to the University Chief Financial Officer.
4. In circumstances where the University issues debt for capital projects benefiting multiple units, the Treasurer will pool the debt and allocate funds and financing costs for the various projects to the units on a consistent basis.
5. The University Chief Financial Officer will review proposals for new financed projects and rank them according to the foregoing University objectives and strategy.
6. The University Chief Financial Officer will review, at least annually, the University's debt capacity, repayment sources and other capital market, budget and financing considerations.
7. The University Board of Trustees and the DSO and CU Boards, if applicable, must approve capital projects before issuing the debt.

B. Structure

1. To obtain the lowest possible financing costs, debt should be structured with the strongest possible authorized security.
2. Debt maturity structures will not exceed the useful life of the facilities financed.
3. Debt service should not exceed the expected revenues used to repay the debt at any time.
4. Call features should be structured to provide maximum flexibility relative to cost.

C. Methods of Sale

1. Negotiated or competitive debt transactions will be considered on a case-by-case basis.
2. Private placements will be considered for debt transactions where the size is too small or the structure is too complicated for public debt issuance.

D. Purchase of Insurance or Other Credit Enhancement

1. Insurance and other credit enhancement opportunities will be evaluated and utilized if they are considered cost effective and when they do not require material debt and operating restrictions.

E. Selection of Underwriters and Advisors

1. A competitive selection process will be utilized to select senior and co-managing underwriters. This process will serve to select a group of lead underwriters for debt issuance for a specified period. The process will also be utilized to pre-qualify a roster of other firms for participation on the underwriting team. A competitive or negotiated process will be utilized for any single issue.
2. Financial and legal advisors to the University and DSO's and CU's for debt issuance and management requirements will be

selected from a request-for-proposal process from time to time to serve for a specified period. Advisors may be selected for any single issue utilizing a competitive or negotiated process.

F. Refunding Targets

1. Outstanding debt will be monitored for refunding opportunities.
2. As a guideline, refunding debt that produces a 5% or greater net present value will be considered.
3. Refunding outstanding debt will also be considered if the University benefits from eliminated restrictive covenants, payment obligations, reserve and/or security requirements or other obligations, or from consolidation into larger, more cost-effective transactions.

G. Communications and other activities with rating agencies relating to credit ratings on University and DSO debt and activities relating to disclosure under Rule 15c2-12 of the Securities and Exchange Commission shall be conducted jointly between the University and/or DSO and the Florida Board of Governor's Office and State Division of Bond Finance under the management and coordination of the Florida Board of Governor's Office and State Division of Bond Finance. The University or DSO must notify the Florida Board of Governor's Office and State Division of Bond Finance in advance of any contact with a rating agency, such that the Florida Board of Governor's Office and State Division of Bond Finance will have an adequate opportunity to prepare and participate. In addition, the University or DSO must promptly notify the Florida Board of Governor's Office and State Division of Bond Finance when a rating agency requests to schedule surveillance calls, site visits, or other activities, or whenever any request for information is received, such that the Florida Board of Governor's Office, and State Division of Bond Finance will have an adequate opportunity to prepare and participate. The Florida Board of Governor's Office and State Division of Bond Finance must be notified on the same day that a rating agency publishes their final rating action, should the final rating action not be provided directly to the Florida Board of Governor's Office and State Division of Bond Finance. The Florida Board of Governor's Office and State Division of Bond Finance will coordinate with the University and/or DSO on the appropriate level of engagement by the Florida Board of Governor's Office and State Division of Bond Finance for any given call, draft report, site visit, etc., as determined by the Florida Board of Governor's Office and State Division of Bond Finance. The Florida Board of Governor's Office and State Division of Bond Finance must be copied on any communications between the University and/or the DSO and any rating agency. The University and DSO must provide all information relating to credit ratings or disclosure to the Florida Board of Governor's Office and State Division of Bond Finance and respond timely to requests from the Florida Board of Governor's Office and State Division of Bond Finance for any information necessary to facilitate activities relating to credit ratings or appropriate disclosure.

H. Reporting to the Board of Trustees

1. The Treasurer will present an annual report to the Board of

Trustees on debt issued and outstanding, the estimated University debt capacity and the credit ratings. The CFO of the DSO or CU will submit information as requested by the Treasurer for this annual report.

I. Reporting Subsequent Events and Amendments to the Board of Governors

1. The Treasurer will timely notify the Board of Governors and the Division of Bond Finance of any proposed changes in the terms or conditions of debt issued by the University or DSO. No material changes shall be made without specific Board authorization, which may include items such as, but not limited to:
 - Extending maturities
 - Changes in bond covenants
 - Changes in pledged revenues
 - Debt acceleration
 - Cross default
 - Changes to remedies provided to investors
 - Variable rate refundings
 - Other actions that may reduce debt service coverage or credit ratings
 - Termination or modification of swap agreements
 - Use of derivatives

VIII. ARBITRAGE AND INVESTMENT OF BOND PROCEEDS

Compliance with arbitrage requirements on invested tax-exempt bond funds will be maintained. Proceeds that are to be used to finance construction expenditures are excepted from the filing requirements, provided that proceeds are spent in accordance with requirements established by the IRS.

IX. DISCLOSURE

Initial and ongoing disclosure requirements will be met in accordance with Rule 15c2-12 of the Securities and Exchange Commission (SEC), Florida Statutes or Rules, as applicable, and best practices including applicable policies, procedures and guidelines. Financial reports, statistical data and descriptions of any material events will be submitted as required under outstanding bond indentures.

Agenda Item: FL 103

USF Board of Trustees
March 5, 2019

Issue: Assumption of Subleasehold Interest and Acquisition of Improvements from University Diagnostic Institute (“UDI”)

Proposed action: Approve the assumption of UDI’s subleasehold interest and the acquisition of UDI’s building improvements by the USF Financing Corporation and authorize the execution of documents attendant to the assumption, acquisition and related financing.

Executive Summary:

University Diagnostic Institute (UDI) is a full service imaging facility located on the USF Tampa campus. UDI currently occupies the property by way of a 99 year sublease on the land that was granted in 1984. UDI wishes to assign their interest in the sublease and sell their building improvements to the USF Financing Corporation, but wants to continue to operate within the facility in the short term by way of a five year space lease of the facility, paying market rates to the USF Financing Corporation for that use.

The UDI subleased property is in the research area of the campus, and this transaction will provide USF the intangibly valuable flexibility in redeploying this space in the future for research or any other priority uses.

The acquisition will be financed by the USF Financing Corporation utilizing a conventional mortgage obtained on a competitive basis. Appraisals were obtained supporting the purchase price.

The acquisition will not be consummated until environmental and other due diligence processes are completed.

Financial Impact: \$3,600,000

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

Committee Review Date: Finance Committee - February 12, 2019

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

USF System or Institution specific: System

Prepared by: David Lechner, Senior Vice President for Business and Financial Strategy
(813) 974-3297

Assumption of UDI Subleasehold Interest and Acquisition of UDI's Building Improvements

Presentation to Board of Trustees Finance Committee

February 12, 2019



Objective

**Gain control of a strategic parcel
of real estate**



History of University Diagnostic Institute

- Diagnostic Institute serves USF Health, Moffitt, Veterans, Florida Hospital, Shriners providing imaging services
- Founded by USF Researchers
- Initial lease was in 1984 for 99 years





Transaction Particulars

- USF Financing Corporation (USFFC) will:
 - assume the subleasehold interest
 - acquire the building improvements
- Purchase price of \$3,600,000
- Five year leaseback at \$376,000 per year, triple net
- Financing by USFFC with conventional mortgage
- Payments dedicated to pay down the debt
- Subject to normal diligence – environmental, title



Comparisons of Appraisals



Requested Action

Approve the assumption of the subleasehold interest, the acquisition of the building improvements, and grant authority to execute related documents to facilitate the transaction.



Agenda Item: FL 104

USF Board of Trustees
March 5, 2019

Issue: 2019-2020 USF Tampa Student Housing Rate Proposal

Proposed action: Approve 2019-2020 USF Tampa Student Housing Rates

Executive Summary:

In May 2016, the USF Board of Trustees approved the USF Tampa Student Housing Rental Request for three years (FYE 2017 – FYE 2019).

As a result of the predictable funding model, Housing & Residential Education has been able to invest \$36.77M in facilities infrastructure and upgrades while meeting or exceeding debt service coverage ratio targets. Reinvestment has extended the life of buildings and systems by 15-20 years.

We are seeking approval for a 1% housing increase for 2019-2020 to continue our path to success.

Financial Impact:

Housing operation is an Auxiliary funded by student rental revenues and Housing & Residential Education capital reserves. A 1% rate increase would generate approximately \$348,015 in revenue at a 95% occupancy rate.

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

Committee Review Date: February 12, 2019

Supporting Documentation Online (please circle):

Yes

No

USF System or Institution specific: USF - Tampa

Prepared by: Ana Hernandez, Assistant Vice President, Housing & Residential Education

Tampa Housing Update

Presentation to Board of Trustees
February 12, 2019

**University of
South Florida.**

A Preeminent Research University



Objectives:

Review our progress
Strategically move forward

**Together we have created a
High performing,
Financially stable,
Self-sustaining
Housing system.**



Track Record of Progress

Total bed count of 6,329 at Fall 2018 Semester:

- 1,098 new beds opened in Village project
- Demolished 549 beds in remaining Andros buildings

Met or exceeded all debt service coverage ratios

Resulting system strength used to bolster the St. Pete housing bond issue

Greatly Decreased Deferred Maintenance Backlog

Executed deferred maintenance (DM) plans shared with board (last in May, 2018):

- Fiscal 2017 - \$ 14 million of projects completed
- Fiscal 2018 - \$ 15 million of projects completed
- Fiscal 2019 - \$ 7 million of projects initiated, planned, completed

Internally financed strategic investment provided USF several advantages:

- **Avoided borrowing costs to fund DM**
- **In last three years, eliminated over \$80 million of DM (\$30 from projects plus \$50 from demolition)**
- **Extended the life of facility assets by 15-20 years.**

Intangible Value Provided by On-Campus Housing

- Greater safety
- Proven factor in graduation and retention rates
- Added convenience
- Offers a variety of options
- Access to living and learning communities
- Connection to campus life
- Greater flexibility (change rooms, roommates, length of contract)



A Preeminent Research University

Fiscal 2020 Request

Current Request:

One year, 1% Average Increase

Cost drivers:

- Salaries and benefits
- Utilities, repairs
- Cable, landscaping, amenities
- Reduced fees from P3

**While these costs are increasing much more than 1%,
because of our student sensitivity, we have elected
to be less aggressive in our DM program
and absorb portions of the cost.**

Other observations

- Small increase keeps faith with board guidance of modest increases versus no increases followed by large increases.
- USF rates lower than P3 rates
- Still comparable to other metro SUS institutions
- Allows us to meet debt service ratios at 1.4x

Requested Action

**Approve 1% increase
in housing rates for fiscal 2020.**



Tampa Housing Update

Presentation to Board of Trustees
February 12, 2019
Supplemental Materials

**University of
South Florida.**

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A Preeminent Research University

2018-2019 SUS Rate Comparison

	26% of beds	40% of beds	25% of beds	
Preeminent Universities	Traditional Double	Suite Double	Apartment Single	Proposed Increase for 2019-2020
University of Florida	\$5,296-\$5,630	\$6,120-\$7,458	\$6,348-\$6,858	4.40%
Florida State University		\$5,990-\$7,480	\$7,310	1%
University of South Florida	\$5,908	\$7,480	\$8,756	TBD
University of South Florida (P3 Village)	\$7,432	\$7,956-\$8,756		2.4%
SUS Institutions	Traditional Double	Suite Double	Apartment Single	Proposed Increase for 2019-2020
University of Central Florida		\$4,940-\$5,670	\$5,970-\$8,880	0%
Florida International University		\$5,300	\$6,500-\$8,600	0%
Florida Gulf Coast University			\$5,896	0%
University of North Florida	\$4,500	\$5,660-\$6,300		0%
University of West Florida		\$6,000	\$6,130-\$6,600	0%
Florida A&M	\$5,472-\$6,812			Not reported
Florida Atlantic University		\$6,100-\$7,300	\$8,400-\$10,360	Not reported
Florida Polytechnic University		\$5,940	\$8,064	Not reported
New College of Florida	\$5,890 - \$6,496		\$8,596	4%

University	City	Cost of Living Rent Index
University of Florida	Gainesville	29.02
Florida State University	Tallahassee	26.47
University of South Florida	Tampa	39.56
University of Central Florida	Orlando	38.79
Florida International University	Miami	57.81



A Preeminent Research University

2018-2019 Market Comparison

Off-Campus Community	Miles to Marshall Student Center (mi)	Lease Amount (12 months)
The Flats at 4200	0.4	\$9,120
The Venue at North Campus	0.6	\$8,748
ON50 (4BD/3BR)	0.7	\$7,620
40 Fifty Lofts	0.7	\$8,040
Avalon Heights	0.7	\$8,508
Monticello	0.9	\$7,320
The Ivy	1.2	\$7,080
Malibu USF	1.2	\$7,860
University LinQ	1.7	\$7,080
42 North	1.8	\$7,620
Reflections Apartments	2.5	\$7,188
The Province	3.0	\$8,148
Campus Lodge	3.4	\$6,720
Boardwalk at Morris Bridge	4.3	\$7,680

USF On-Campus Apartments
\$8,756
Academic Year Lease



Utilities Included. All Rates for 4BR/4BA.
 Affiliated properties in **BOLD**.



A Preeminent Research University

2019-2020 Rate Comparison

2019-2020 P3 Village Rates

Village Room Type	Bed Count	2018-2019 Annual Rate	% Increase	\$ Increase	2019-2020 Annual Rate
<i>P3 Traditional Double</i>	<i>906</i>	<i>\$7,432</i>	<i>0%</i>	<i>\$0</i>	<i>\$7,432</i>
P3 Traditional Single	27	\$9,400	5%	\$470	\$9,870
P3 Traditional Super Single	119	\$9,550	8.4%	\$800	\$10,350
P3 End Suite Double w/private bath	40	\$7,956	5%	\$398	\$8,354
<i>P3 Suite Double w/private bath</i>	<i>742</i>	<i>\$8,756</i>	<i>3.6%</i>	<i>\$319</i>	<i>\$9,075</i>
P3 Suite Single w/private bath	28	\$10,600	5%	\$530	\$11,130
P3 Suite Super Single	56	\$10,700	7.5%	\$800	\$11,500
Totals	1,918		2.4%		

2019-2020 Rate Model for USF Beds at 1% increase

USF Room Type	Bed Count	2018-2019 Annual Rate	% Increase	\$ Increase	2019-2020 Annual Rate (+1% Model)
Traditional Double	624	\$5,908	1.4%	\$82	\$5,990
Traditional Single	10	\$7,960	0%	\$0	\$7,960
<i>Suite Double</i>	<i>1520</i>	<i>\$7,480</i>	<i>0.3%</i>	<i>\$20</i>	<i>\$7,500</i>
Apartment Double	190	\$7,900	0.9%	\$70	\$7,970
<i>Apartment Single 4br</i>	<i>1468</i>	<i>\$8,756</i>	<i>1.6%</i>	<i>\$144</i>	<i>\$8,900</i>
Apartment Single 2br	48	\$9,600	2.1%	\$200	\$9,800
Totals	3860		1.0%		



Financial Projections

Budget

	FYE 2018 (Actual)	FYE 2019 (Projection)	FYE 2020 (No increase)	FYE 2020 (+1% Model)
Total Operating Revenues	40,390,309	38,304,014	38,614,636	38,962,651
Total Operating Expenses	22,293,811	22,865,076	23,221,804	23,569,819
Net Income	18,096,498	15,438,937	15,392,832	15,392,832
Debt Service Payment	10,982,818	11,027,812	10,994,880	10,994,880
Debt Service Coverage Ratio	1.65	1.40	1.40	1.40
Rate Increase	8.0%	6.5%	0%	1.0%
Occupancy Projection	103%	93%	95%	95%

Facility Reinvestment

	FYE 2018 (Actual)	FYE 2019 (Budget)	FYE 2020 (No increase)	FYE 2020 (+1% Model)
Facilities Projects - Non-capital	4,853,292	4,359,709	4,135,044	4,483,058
Facilities Projects - Capital	10,811,445	4,293,377	2,220,235	2,220,235
Total Reinvestment	15,664,737	8,653,086	6,355,279	6,703,294

Agenda Item: FL 105

USF Board of Trustees
March 5, 2019

Issue: USF System Consolidation Implementation Plan and Timeline

Proposed action: Approve USF System Consolidation Implementation Plan and Timeline

Background information:

Governor Rick Scott signed the Florida Excellence in Higher Education Act of 2018, requiring the USF System – composed of University of South Florida Tampa, USF St. Petersburg and USF Sarasota-Manatee – to consolidate accreditations under one umbrella.

The Board has until March 15, 2019 to adopt a plan and submit it to the Board of Governors of the State University System of Florida. Separate accreditation for each campus must be phased out no later than June 30, 2020 and on or before July 1, 2020, all of USF will come under a single institutional accreditation.

CONSOLIDATION IMPLEMENTATION PLAN & TIMELINE

// MARCH 15, 2019



Consolidation Implementation Plan & Timeline

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Consolidation Implementation Plan & Timeline

Overview and Executive Summary:

On March 11, 2018, Governor Rick Scott signed the Florida Excellence in Higher Education Act of 2018, requiring the USF System – comprised of the University of South Florida Tampa, the University of South Florida St. Petersburg and the University of South Florida Sarasota-Manatee – to consolidate under a single accreditation.

Subsection (5) of Section 1004.335, Florida Statutes, provides that:

(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.

In addition to the required processes outlined in Section 1004.335, F.S., the USF Board of Trustees wishes to highlight several additional key considerations that align with the BOT's Guiding Principles for Consolidation and the strategic priorities of the university.

Consolidation Implementation Plan & Timeline

SECTION I. PROCESS AND SUMMARY OF ACTIVITIES

Various groups and subject matter experts helped guide the consolidation process to ensure USF maintains its trajectory of providing world-class education as one geographically-distributed university.

USF Board of Trustees Consolidation, Accreditation and Preeminence Committee:

Within a few days of the law's passage, the USF Board of Trustees (BOT) created a new BOT Committee: the Consolidation, Accreditation and Preeminence (CAP) Committee. The CAP Committee, comprised of Trustees Hal Mullis (Chair), Stephanie Goforth, Byron Shinn and John Ramil, was charged by the BOT Chair with overseeing the consolidation process to a successful completion.

On April 23, 2018, the CAP Committee adopted a set of guiding principles designed to guide decision-making throughout the consolidation process and beyond. The principles are outlined below:

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.

The CAP continued to meet periodically on the following dates to review information related to the consolidation, to receive updates from the Consolidation Implementation Committee (CIC) and to track the ongoing progress of the external Task Force created by Section 1004.335, Florida Statutes (F.S.).

Consolidation Implementation Plan & Timeline

CAP Meeting Dates

- April 23, 2018
- May 22, 2018
- August 27, 2018
- October 29, 2018
- February 12, 2019

In addition to holding scheduled Committee meetings, Chair Hal Mullis provided an interim update to the Board of Governors (BOG) Strategic Planning Committee on September 12, 2018.

The full BOT heard an update on consolidation efforts at its December 4, 2018 meeting and held a workshop on consolidation on January 14, 2019. Finally, this plan is expected to be approved by the BOT for submission to the BOG on March 5, 2019.

The CAP committee will continue to meet over the next several months as significant milestones are reached in the process to consolidate USF's three separately accredited institutions in Tampa, St. Petersburg and Sarasota-Manatee into one unified university.

Consolidation Implementation Committee:

The President of the USF System, at the direction of the BOT CAP Committee, created an internal Consolidation Implementation Committee (CIC) to advise USF leadership on the steps and considerations it must take to consolidate the three separate USF System institution's accreditations into one singular institution accreditation on or before July 1, 2020. Co-chaired by Drs. Prithish Mukherjee and Donna Petersen, the work of the 86-member CIC has involved faculty and staff from each of the three USF System institutions who are experts in their particular area of appointment. The CIC organized into the following subcommittees to best prioritize and track the necessary elements of an accreditation change request submitted to SACS.

CIC Subcommittees:

- Student Success
 - Student Support Services
 - Enrollment Planning and Management
 - Student Success
 - Student Engagement
 - Health and Wellness
 - Career Development
 - Student Involvement

Consolidation Implementation Plan & Timeline

- General Education and Curriculum Alignment
- Faculty Affairs
 - Tenure and Promotion
 - Academic Structure
 - Faculty Governance
- Research
- External Affairs
- Business and Finance

The CIC had many meetings, as well as opportunities for public comment:

- | | |
|---------------------------------------|--------------------|
| • Full CIC kick-off meeting | June 11, 2018 |
| • CIC Co-Chairs meeting | June 29, 2018 |
| • CIC Co-Chairs meeting | July 13, 2018 |
| • CIC Co-Chairs meeting | July 27, 2018 |
| • USF St. Petersburg Listening Tour | August 17, 2018 |
| • CIC Co-Chairs meeting | August 24, 2018 |
| • USF Sarasota/Manatee Listening Tour | August 31, 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 |
| • Full CIC meeting | November 14, 2018 |
| • CIC Co-Chairs meeting | November 16, 2018 |
| • CIC Co-Chairs meeting | November 30, 2018 |
| • Town Hall with USF Tampa Faculty | December 5, 2018 |
| • CIC Co-Chairs meeting | December 14, 2018 |

In addition to the meetings listed above, the CIC subcommittees met weekly or bi-weekly to address their respective areas and draft considerations to be shared at the Co-Chairs meetings.

The final CIC Report and Considerations is included in Appendix A.

Consolidation Implementation Plan & Timeline

Consolidation Planning Study and Implementation Task Force:

The USF Consolidation Planning Study and Implementation Task Force was established into law and charged with making recommendations to the USF Board of Trustees on how to improve the student experience by phasing out the separate accreditations of each campus. The 13-member Task Force, comprised of public leaders from across the region and the state of Florida, was appointed pursuant to law and required to submit recommendations to the Board of Trustees by February 15, 2019.

After its initial meeting in April 2018, the full 13-member Task Force met monthly, either by phone or in person to discuss updates and recommendations emerging from the subcommittees.

It also held Town Halls at USF Sarasota-Manatee, USF St. Petersburg, and USF Tampa. These Town Hall meetings were well-attended. Task Force members heard input from over 100 members of the USF community and general public.

- | | |
|----------------------|---|
| • Task Force Meeting | April 25, 2018 (USF St. Petersburg) |
| • Task Force Call | May 30, 2018 |
| • Task Force Call | June 29, 2018 |
| • Task Force Call | July 26, 2018 |
| • Town Hall | August 22, 2018 (USF Tampa) |
| • Task Force Meeting | August 22, 2018 (USF Tampa) |
| • Town Hall | September 11, 2018 (USF St. Petersburg) |
| • Task Force Call | September 26, 2018 |
| • Town Hall | October 2, 2018 (USF Sarasota-Manatee) |
| • Task Force Meeting | October 29, 2018 (USF Sarasota-Manatee) |
| • Task Force Call | December 19, 2018 |
| • Task Force Meeting | January 23, 2019 |

Three subcommittees were created to address the focus areas of the Task Force as prescribed by law: Student Access, Shared Governance/Transparency, and Student Success/Academic Programs/Campus Identity. The subcommittees held 26 public meetings and reviewed nearly 1600 pages of background materials.

The final Task Force report is included in Appendix B.

Consolidation Implementation Plan & Timeline

Consolidation Clusters and Teams:

The CIC report, presented to USF leadership on December 19, 2018, recommended that faculty and staff across all three campuses be proactively engaged, and empowered USF leadership to make decisions necessary for submission of the SACSCOC substantive change prospectus.

In order to effectively engage stakeholders, Chief Academic Officer of the USF System, Provost Ralph Wilcox (in consultation with Regional Chancellors Martin Tadlock (USFSP) and Karen Holbrook (USFSM)) began work immediately to create Teams and Clusters in the following areas:

- 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)

The Teams and Clusters worked in an inclusive and timely manner to gather input and shape the CIC considerations into a concrete plan. The full report was submitted to the CIC Co-Chairs on February 12, 2019 and can be found in Appendix D.

Huron Consulting Group:

The BOT hired Huron Consulting Group to assist with the consolidation process. Huron served as the liaison between the internal CIC and external Task Force, ensuring that pertinent information was shared with each of the groups. Huron, an expert in university mergers and consolidations, provided valuable guidance to the CIC, the Task Force and the BOT.

Consolidation Implementation Plan & Timeline

SECTION II. THE PROCESS FOR TERMINATING EXISTING SEPARATE CAMPUS ACCREDITATIONS AND REPLACING WITH A CONSOLIDATED INSTITUTIONAL ACCREDITATION

In response to Paragraphs (a) and (c) of Subsection (5) of Section 1004.335, Florida Statutes.

- (a) **Establish 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; and**
- (c) **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.**

Background on Separate USF Campus Institutional Accreditations

In 2001, the Florida Legislature and Gov. Jeb Bush created Sections 1004.33 and 1004.34, Florida Statutes (F.S.), which required the University of South Florida to seek and obtain separate institutional accreditation for its campuses in St. Petersburg, FL and Sarasota-Manatee, FL. In order to achieve this new mandate, USF had to grant certain budgetary and governance autonomy to those campuses to meet the minimum requirements developed by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for separate accreditations. Florida law does not specifically call for governance autonomy for the USF regional campuses, but it was necessary to meet the standards set by SACSCOC for separate accreditation.

These autonomies included, but were not limited to: the ability to directly admit students, to develop the campus' own curriculum and degree programs, to manage a budget independent from the other campuses, to award degrees directly to students from the new "institution" (i.e. a student earned a "USF St. Petersburg" or "USF Sarasota-Manatee" diploma as opposed to a "USF" diploma) and others. However, even though the successful achievement of separate accreditation resulted in the recognition of each campus as its own "institution" – and therefore necessitated the creation of the new "USF System" comprised of the three institutions – each of the three resultant institutions remained under the leadership of one USF System President and one USF Board of Trustees.

In essence, SACSCOC set the standards that USF had to meet and abide by in order to successfully meet the requirements of Sections 1004.33 and 1004.34, F.S., for separate institutional accreditation for each campus. Similarly, SACSCOC today will again set the standards that USF must meet in order to comply with the new Section 1004.335, F.S., to achieve SACSCOC consolidated accreditation for USF by July 1, 2020.

USF St. Petersburg (USFSP), the more mature campus at the time of the 2001 law's passage successfully achieved separate SACSCOC institutional accreditation in 2006, as an institution eligible to award up to a Master's level degree. USF Sarasota-Manatee (USFSM) successfully achieved this same level of separate institutional accreditation in 2011.

Consolidation Implementation Plan & Timeline

Deadline to submit requested change to SACSCOC in order to meet the requirements of Section 1004.335, F.S.

In researching the process to achieve singular accreditation no later than July 1, 2020 (as required by law), it was determined that the latest possible opportunity for SACSCOC to approve a “substantive change” request to USF’s three existing institutional accreditations is at the SACSCOC’s June 8-11, 2020 meeting. However, in order for the accrediting body to have time to review and consider such a substantive change request, **SACSCOC’s deadline to receive the completed request from the USF Board of Trustees is March 15, 2020.**

The CIC and SACSCOC experts at each USF campus have determined the relevant components of a substantive change request and have focused their attention on those items to maximize the chances of a successful approval at the June 2020 SACSCOC meeting. Many of those same components are also included in the draft Task Force recommendations, as well.

Many additional issues have been discussed and raised along the way, which – though valuable to the optimum operation of a consolidated USF after July 1, 2020, and important for workforce and R&D needs – are not material to SACSCOC’s decision to approve a consolidated institutional accreditation for USF. Many of these issues will be addressed concurrently and are likely to continue to be examined and implemented in the months and years following USF’s consolidated accreditation.

The timelines shown below are those specifically relevant to SACSCOC’s decision to award a consolidated institutional accreditation to USF at or before their June 2020 meeting.

A. The process, steps and timeline to terminate the separate institutional accreditation of each USF campus by June 30, 2020 with no lapse in accreditation.

The separate accreditations for USFSP and USFSM will automatically lapse when the SACSCOC’s Board of Trustees approves the consolidation prospectus on June 11, 2020. No separate step is required to terminate their accreditations. When the consolidation prospectus is approved, all campuses will be operating under the SACSCOC accreditation of the main campus. Consolidation of SACSCOC accreditations into one requires coordination with other regulatory and accrediting bodies. Because federal financial aid is currently administered centrally by the USF System, communication with the U.S. Education Department will be a pro forma notification.

No changes in financial aid procedures are expected. Following approval of the consolidation prospectus by the SACSCOC Board of Trustees, SACSCOC will send a letter to the U.S. Education Department notifying it that SACSCOC has approved the consolidation.

Specialized accreditors accredit programs or organizational units that are subparts of the university. Communication with specialized accreditors is coordinated by the head of the academic unit that has specialized accreditation. In some cases this will be a dean or dean’s designee. In other cases it will be a department chair or department chair’s designee. Most specialized accreditations will not be impacted by consolidation, because the accredited program or organizational unit only exists on one campus (e.g., Engineering). But in other cases (e.g., Business), programs exist on more than one campus. In such cases, the specialized accreditor will specify the steps the program or

Consolidation Implementation Plan & Timeline

organizational unit must take to align with the accreditor's requirements.

B. The process, steps and timeline to successfully achieve a consolidated institutional accreditation for USF by July 1, 2020.

As noted above, in order for SACSCOC to evaluate, vote on, and award consolidated institutional accreditation to USF by July 1, 2020, the USF BOT must submit a "Substantive Change Prospectus" to SACSCOC no later than the SACSCOC-set deadline for their June 2020 meeting, which is **March 15, 2020**. The Substantive Change Prospectus must outline, in detail, how the USF BOT proposes that the consolidated institution will be organized, operate and provide for the various needs of its students.

The essential elements due to the SACSCOC by March 15, 2020 include:

- A. Description & Rationale for Consolidation
 - A1. Statement of the nature and purpose of the change
 - A2. Legal authority for change
 - A3. Organizational chart for new USF
 - A4. Governing board: membership, organization and authority
 - A5. Regulations and policies: Review and update
 - A6. Administrative structure
 - A7. Degree granting authority
 - A8. Mission statement and goals (and Strategic Plan)
- B. Academic & Student Support Services
 - B1. Enrollment planning and management (Admissions and Orientation)
 - B2. Registrar and Student Records
 - B3. Student Success and Advising
 - B4. Health and Wellness (including mental health counseling)
 - B5. Career Development and Placement
 - B6. Student engagement (including student government and organizations)
 - B7. Student conduct
 - B8. Student complaint procedures
 - B9. Veterans' Services
 - B10. Student Disability Services
- C. Faculty
 - C1. Faculty Resources and Workload

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- C2. Faculty Roster and Qualifications
- C3. Faculty Development
- C4. Faculty Governance and Curriculum Oversight
- C5. Tenure and Promotion
- C6. Academic Leadership
- D. Educational Programs, Evaluation & Assessment
 - D1. Educational policies, procedures and practices
 - D2. General education and QEP
 - D3. Curriculum Alignment (degrees, majors, concentrations and certificates)
 - D4. Student learning outcomes
 - D5. Institutional planning and effectiveness (strategic & annual accountability plans)
 - D6. Specialized accreditations
- E. Library, Learning & Physical Resources
 - E1. Library & learning resources, staffing and services (including digital platforms)
 - E2. Facilities, equipment and research infrastructure
 - E3. Digital infrastructure
 - E4. Inter-campus transportation and campus access
 - E5. Campus locations (existing)
- F. Financial Support
 - F1. Comprehensive business plan
 - F2. Current financial audits (including financial aid)
 - F3. Statement of financial position of unrestricted net assets
 - F4. Direct support organizations (DSO) overview and financial statements
- G. Institutional Information
 - G1. History and characteristics
 - G2. Student profile
 - G3. Peer institutions
 - G4. Degree offerings
 - G5. Distance learning
 - G6. Non-credit

A timeline of each of these elements is included in the following:

Board of Trustees Regular Meeting - New Business - Action Items

Consolidation Implementation Plan & Timeline

USF Consolidation Implementation Planning Timeline, March 18, 2019 through November 1, 2019											March	April	May	June	July	August	September	October	November
ID	Task	Start Date	End Date	Owner	Sub Owner(s)	TF	CIC	Aligned											
1	A. DESCRIPTION & RATIONALE FOR CONSOLIDATION	Mon 3/18/19	Fri 11/1/19																
2	A1. Statement of the nature and purpose of the change	Mon 4/1/19	Mon 4/29/19	Board of Trustees		--	--	--											
3	A1a. Narrative in Prospectus with reference to new Mission.	Mon 4/1/19	Mon 4/29/19		President, Exec. VP & Provost, SACSCOC Liaisons														
4	A2. Legal authority for change (Florida Statute): Describe in Prospectus	Mon 3/18/19	Mon 4/15/19	President		--	--	--											
5	A2a. Document evidence of legal authority for consolidation in Prospectus.	Mon 3/18/19	Mon 4/15/19		Office of General Counsel, SACSCOC Liaisons														
6	A3. Organizational chart for new USF	Mon 9/2/19	Fri 11/1/19	Board of Trustees		N/A	N/A	N/A											
7	A3a. Diagram in Prospectus with reference to delegations of authority.	Mon 9/2/19	Fri 11/1/19		President, Regional Chancellors, Office of General Counsel														
8	A4. Governing board, membership, organization and authority	Mon 4/1/19	Fri 11/1/19	Board of Trustees		Y	Y	✓ X											
9	A4a. Rosters & description of board before and after consolidation.	Mon 4/1/19	Fri 11/1/19		President, USF Board Operation's Office														
10	A4b. Role of current board members in the consolidation.	Mon 4/1/19	Fri 11/1/19		President, USF Board Operation's Office														
11	A4c. Current & proposed authority of the board.	Mon 4/1/19	Fri 11/1/19		President, USF Board Operation's Office														
12	A4d. Define and describe committees of the board.	Mon 4/1/19	Fri 11/1/19		President, USF Board Operation's Office														
13	A4e. Document current and proposed conflict of interest and board dismissal statements.	Mon 4/1/19	Fri 5/31/19		President, USF Board Operation's Office														
14	A4f. Describe any new foundations that will be established as a result of consolidation and the foundation's role in governance, if any.	Mon 4/1/19	Fri 5/31/19		President, Sr. VP Advancement, Sr. VP Research and Innovation														
15	A5. Regulations & Policies: Review & Update	Mon 3/18/19	Fri 11/1/19	President		N/A	Y	N/A											
16	A5a. Review all regulations and policies published by the Office of General Counsel.	Mon 3/18/19	Fri 11/1/19		Office of General Counsel														
17	A5b. Review all USF academic regulations, policies, and procedures and undergraduate & graduate catalogs; align and update as needed.	Mon 3/18/19	Mon 7/15/19		Exec. VP & Provost's Designee(s)														
18	A5c. Review all MOUs, articulation agreements and dual degree programs.	Mon 3/18/19	Fri 11/1/19		Exec. VP & Provost's Designee(s)														
19	A6. Administrative Structure	Thu 8/1/19	Fri 11/1/19	Board of Trustees		Y	Y	X											
20	A6a. Describe in Prospectus any differences in administrative oversight of programs or services.	Thu 8/1/19	Fri 11/1/19		President, Regional Chancellors, SACSCOC Liaisons														
21	A7. Degree granting authority	Mon 7/1/19	Fri 11/1/19	President		N/A	N/A	N/A											
22	A7a. Document in Prospectus any change in degree granting authority.	Mon 7/1/19	Fri 11/1/19		Exec. VP & Provost														
23	A8. Mission Statement and Goals (and Strategic Plan) to the BOT	Mon 3/18/19	Fri 11/1/19	Board of Trustees		N/A	Y	N/A											
24	A8a. Appoint Strategic Planning Steering Committee & Workgroup members.	Mon 3/18/19	Mon 4/15/19		Exec. VP & Provost														
25	A8b. Strategic Plan draft completed with input from varied constituencies.	Mon 3/18/19	Mon 9/16/19		Exec. VP & Provost														
26	A8c. Strategic Plan approved by BOT.	Mon 9/2/19	Tue 10/1/19		Board of Trustees														
27	A8d. Strategic Plan approved by BOG.	Tue 10/1/19	Fri 11/1/19		Board of Governors														
28	B. ACADEMIC & STUDENT SUPPORT SERVICES	Mon 3/18/19	Fri 11/1/19																
29	B1. Enrollment planning & management (Admissions & Orientation)	Mon 3/18/19	Mon 6/17/19	Exec. VP & Provost		Y	Y	✓											
30	B1a. Create EPM, Admissions, & Orientation administrative structure.	Mon 3/18/19	Mon 6/17/19		Exec. VP & Provost's Designee(s)														
31	B1b. Implement Admissions process for the new USF.	Mon 3/18/19	Mon 6/17/19		Exec. VP & Provost's Designee(s), Chief Information Officer														
32	B2. Registrar & Student Records	Mon 3/18/19	Fri 11/1/19	Exec. VP & Provost		N/A	Y	N/A											
33	B2a. Create Registrar's Office administrative structure.	Fri 5/31/19	Fri 11/1/19		Exec. VP & Provost's Designee(s)														
34	B2b. Complete any updates needed for Banner, Degree Works and Curriculum Management Systems B2b.	Thu 5/2/19	Fri 11/1/19		Exec. VP & Provost's Designee(s), Chief Information Officer														

● High-level Topic ● Tasks ● Subtasks

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Consolidation Implementation Plan & Timeline

USF Consolidation Implementation Planning Timeline, March 18, 2019 through November 1, 2019										March	April	May	June	July	August	September	October	November
ID	Task	Start Date	End Date	Owner	Sub Owner(s)	TF	CIC	Aligned										
35	B3. Student Success & Advising	Mon 3/18/19	Fri 11/1/19	Exec. VP & Provost		Y	Y	✓										
36	B3a. Create Student Success & Advising administrative structure.	Mon 3/18/19	Fri 11/1/19		Exec. VP & Provost's Designee(s)													
37	B3b. Complete any updates needed for all tools used by advisors (e.g., Archivum Insights; DegreeWorks; Civitas).	Mon 3/18/19	Fri 11/1/19		Exec. VP & Provost's Designee(s), Chief Information Officer													
38	B4. Health & Wellness (including mental health counseling)	Mon 3/18/19	Fri 11/1/19	Exec. VP & Provost		Y	Y	✓										
39	B4a. Create Student Health & Wellness administrative structure.	Mon 3/18/19	Fri 11/1/19		Exec. VP & Provost's Designee(s)													
40	B4b. Review and update as appropriate contract with New College for USF Sarasota-Manatee students.	Mon 3/18/19	Fri 11/1/19		Exec. VP & Provost's Designee(s), Office of General Counsel													
41	B5. Career Development & Placement	Mon 3/18/19	Fri 11/1/19	Exec. VP & Provost		Y	Y	✓										
42	B5a. Create Career Service administrative structure.	Mon 3/18/19	Fri 11/1/19		Exec. VP & Provost's Designee(s)													
43	B5b. Complete any updates needed for all career planning and placement tools (e.g., HandShake).	Mon 3/18/19	Fri 11/1/19		Exec. VP & Provost's Designee(s), Chief Information Officer													
44	B6. Student engagement (including student government and organizations)	Mon 3/18/19	Fri 11/1/19	Exec. VP & Provost		Y	Y	✓										
45	B6a. Engage consultant.	Wed 5/1/19	Fri 11/1/19		Exec. VP & Provost's Designee(s)													
46	B6b. Draft new constitution.	Mon 6/3/19	Mon 9/30/19		Exec. VP & Provost's Designee(s)													
47	B6c. Student referendum.	Tue 10/1/19	Fri 11/1/19		Exec. VP & Provost's Designee(s)													
48	B7. Student conduct	Mon 3/18/19	Fri 11/1/19	Exec. VP & Provost		N/A	Y	N/A										
49	B7a. Create administrative structure for judicial affairs and processes for adjudication of student conduct issues.	Mon 3/18/19	Fri 11/1/19		Exec. VP & Provost's Designee(s)													
50	B8. Student Complaint Procedures	Mon 3/18/19	Fri 11/1/19	Exec. VP & Provost		N/A	Y	N/A										
51	B8a. Review and update as necessary student complaint procedures and resolution tracking.	Mon 3/18/19	Fri 11/1/19		Exec. VP & Provost's Designee(s), College Deans, Dept. Chairs													
52	B8b. Establish system for documenting that all student complaints are processed in accordance with USF and Federal requirements.	Mon 3/18/19	Fri 11/1/19		Exec. VP & Provost's Designee(s), College Deans, Dept. Chairs													
53	B9. Veterans' Services	Mon 3/18/19	Fri 11/1/19	Exec. VP & Provost		N/A	Y	N/A										
54	B9a. Create administrative structure for Veterans' Services.	Mon 3/18/19	Fri 11/1/19		Exec. VP & Provost's Designee(s)													
55	B10. Student Disability Services	Mon 3/18/19	Fri 11/1/19	Exec. VP & Provost		N/A	Y	N/A										
56	B10a. Create administrative structure for Student Disability Services.	Mon 3/18/19	Fri 11/1/19		Exec. VP & Provost's Designee(s)													
57	C. FACULTY	Mon 3/18/19	Fri 11/1/19															
58	C1. Faculty Resources & Workload	Mon 3/18/19	Fri 11/1/19	Exec. VP & Provost		Y	Y	✓										
59	C1a. Align duplicative degree programs.	Mon 3/18/19	Mon 5/6/19		Disciplinary Curriculum Workgroups, Faculty Senates													
60	C1b. Disaggregate full-time faculty by program areas for new USF.	Mon 3/18/19	Fri 11/1/19		Office of Decision Support													
61	C1c. Develop workload tables based on Fall 2018-Spring 2019 enrollments and faculty.	Mon 3/18/19	Fri 9/13/19		Office of Decision Support													
62	C1d. Develop class size sections and class size trends, 5-years Fall tables each campus.	Mon 9/16/19	Fri 10/18/19		Office of Decision Support													
63	C1e. Determine comparison of student-to-faculty ratios with peer institutions.	Thu 8/1/19	Fri 10/18/19		Office of Decision Support													
64	C2. Faculty Roster & Qualifications	Mon 3/18/19	Fri 10/18/19	Exec. VP & Provost		N/A	N/A	N/A										
65	C2a. Integrate data in systems used to document faculty qualifications.	Mon 3/18/19	Fri 5/31/19		Office of Decision Support, Chief Information Officer													
66	C2b. Produce SACSCOC faculty qualifications roster for Fall 2018.	Mon 3/18/19	Fri 5/31/19		Office of Decision Support, Chief Information Officer													
67	C2c. Produce SACSCOC faculty qualifications roster for Spring 2019.	Mon 3/18/19	Fri 5/31/19		Office of Decision Support, Chief Information Officer													
68	C3. Faculty Development	Mon 3/18/19	Fri 11/1/19	Exec. VP & Provost		Y	Y	✓										
69	C3a. Assure faculty access to, and training in the use of, online library resources.	Mon 3/18/19	Fri 11/1/19		Librarians													

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70	C3b. Expand faculty professional development opportunities for online teaching.	Mon 3/18/19	Fri 11/1/19		Exec. VP & Provost's Designee(s)												
71	C3c. Standardized faculty online certification course for online teaching.	Mon 3/18/19	Fri 11/1/19		Exec. VP & Provost's Designee(s)												
72	C4. Faculty Governance & Curriculum Oversight	Mon 3/18/19	Mon 5/6/19	Exec. VP & Provost		Y	Y	✓									
73	C4a. Align duplicative degree programs.	Mon 3/18/19	Mon 5/6/19		Disciplinary Curriculum Workgroups, Faculty Senates												
74	C4b. Review and update as necessary department, school, college and faculty documents.	Mon 3/18/19	Mon 5/6/19		Dept. Chairs, College Deans, Faculty Councils/Committees												
75	C5. Tenure & Promotion	Mon 3/18/19	Mon 9/9/19	Exec. VP & Provost		N/A	Y	N/A									
76	C5a. Compile and compare T&P documents from USF-T, USF-SP, USF-SM.	Mon 3/18/19	Fri 5/10/19		Exec. VP & Provost's Designee(s), Faculty Senate Designees												
77	C5b. Identify cross-campus differences.	Mon 3/18/19	Fri 5/10/19		Exec. VP & Provost's Designee(s), Faculty Senate Designees												
78	C5c. Draft consolidated T&P document.	Mon 3/18/19	Fri 5/10/19		Exec. VP & Provost's Designee(s), Faculty Senate Designees												
79	C5d. Present draft at the March and April Senate/System Faculty Council meetings.	Mon 3/18/19	Thu 5/16/19		Faculty Senates, System Faculty Council												
80	C5e. Obtain approval from three Faculty Senates.	Mon 4/1/19	Tue 4/30/19		Faculty Senates, System Faculty Council												
81	C5f. Obtain approval from System Faculty Council.	Wed 5/1/19	Fri 5/31/19		Faculty Senates, System Faculty Council												
82	C5g. Coordinate ongoing process with Deans, other Administrators, and the United Faculty of Florida.	Mon 3/18/19	Mon 9/9/19		Exec. VP & Provost's Designee(s)												
83	C5h. Obtain approval from USF President and Executive Vice President & Provost.	Mon 6/3/19	Mon 7/1/19		President												
84	C6. Academic leadership	Mon 3/18/19	Fri 11/1/19	Board of Trustees		Y	Y	✗									
85	C6a. Resolve any differences in administrative oversight of degree programs or student services to assure equitable access for students.	Mon 3/18/19	Fri 11/1/19		Exec. VP & Provost's Designee(s), Regional Vice Chancellors												
D. EDUCATIONAL PROGRAMS, EVALUATION, AND ASSESSMENT																	
86	D1. Educational policies, procedures & practices	Mon 3/18/19	Fri 11/1/19	Exec. VP & Provost		Y	Y	✓									
87	D1a. Apply technical updates to policies and regulations to reflect one USF.	Mon 3/18/19	Fri 11/1/19		Exec. VP & Provost's Designee(s), Office of General Counsel												
89	D1b. Make any needed substantive changes to policies, regulations and practices related to admissions and to the evaluation and awarding of academic credit for one USF.	Wed 5/1/19	Fri 11/1/19		Exec. VP & Provost's Designee(s), Office of General Counsel, Faculty Senates												
90	D1c. Review and revise Undergraduate and Graduate catalog language for consistency.	Mon 3/18/19	Sun 9/1/19		Exec. VP & Provost's Designee(s), Faculty Senate Designees												
91	D1d. Review and revise website documentation of policies, practices, & procedures for deployment 07/01/20.	Mon 9/2/19	Fri 11/1/19		Exec. VP & Provost's Designee(s)												
92	D2. General education & QEP (Prospectus Section 10 and Site Visit Documentation)	Mon 3/18/19	Fri 11/1/19	Exec. VP & Provost		Y	Y	✓									
93	D2a. USF Tampa, USF St. Petersburg, USF Sarasota-Manatee agree to use General Education model developed in USF Tampa.	Mon 3/18/19	Mon 4/1/19		Faculty Senates												
94	D2b. Assessment rubric approval.	Mon 3/18/19	Mon 4/1/19		Faculty Senate Designees												
95	D2c. Train faculty on assessment rubric.	Fri 4/19/19	Fri 7/19/19		Faculty Senate Designees, Exec. VP & Provost's Designee(s)												
96	D2d. Approve top-tier courses.	Mon 3/18/19	Fri 4/19/19		Faculty Senate Designees												
97	D2e. Proposal submissions and reviews by "one" General Education Council.	Mon 7/1/19	Fri 11/1/19		Faculty Senate Designees												
98	D2f. Determine plans for current QEPs and initiate planning for development of a QEP for the new USF.	Mon 3/18/19	Fri 11/1/19		Exec. VP & Provost's Designee(s)												
99	D3. Curriculum alignment (degrees, majors, concentrations, certificates & ALCs)	Mon 3/18/19	Fri 11/1/19	Exec. VP & Provost		Y	Y	✓									
100	D3a. Appoint ad hoc disciplinary & Faculty Senate curriculum committees.	Mon 3/18/19	Wed 3/20/19		Exec. VP & Provost's Designee(s), Faculty Senates												

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101	D3b. Ad hoc disciplinary committees complete revisions and submit proposed curricular changes to ad hoc Faculty Senate committees.	Thu 3/21/19	Fri 4/19/19		Disciplinary Curriculum Workgroups												
102	D3c. Faculty Senate Ad hoc Curriculum Committees review and approve proposed curricular changes.	Mon 4/22/19	Mon 5/6/19		Faculty Senates												
103	D3d. Prepare and submit curriculum alignment report and request for any CIP code changes to SUS of Florida Board of Governors.	Tue 5/7/19	Sun 9/15/19		CAVP Liaison												
104	D3e. Update Student Information System, DegreeWorks, Undergraduate & Graduate catalog, ODS Academic Planning; Admissions, websites, etc.	Sun 9/1/19	Fri 11/1/19		Exec. VP & Provost's Designee(s), Chief Information Officer												
105	D4. Student learning outcomes	Mon 3/18/19	Fri 11/1/19	Exec. VP & Provost		Y	Y	✓									
106	D4a. Establish procedures for systematic evaluation of instructional results.	Mon 3/18/19	Fri 11/1/19		SACSCOC Liaisons, College Deans, Dept. Chairs												
107	D4b. Establish student learning outcomes for any programs of study that will be aligned for consolidation.	Mon 3/18/19	Mon 5/6/19		Departmental Faculty												
108	D4c. Develop assessment plans for each program of study that will be aligned in the new USF.	Mon 9/2/19	Fri 11/1/19		Departmental Faculty												
109	D4d. Implement the use of one system for USF to publish Academic Learning Compacts, track assessment of student learning outcomes, and incorporate assessment results into academic program reviews.	Thu 7/11/19	Fri 11/1/19		SACSCOC Liaisons, Chief Information Officer												
110	D5. Institutional planning & effectiveness (strategic & annual accountability plans)	Mon 3/18/19	Fri 11/1/19	Exec. VP & Provost		N/A	Y	N/A									
111	D5a. Create strategic plan, including mission and goals, for consolidated USF.	Mon 3/18/19	Fri 11/1/19		Board of Trustees, Exec. VP & Provost's Designee(s)												
112	D5b. Initiate plans for the alignment of strategic plans within operational divisions and colleges to mission and goals in USF strategic plan.	Mon 8/19/19	Fri 11/1/19		President's Cabinet, Council of Deans												
113	D5c. Initiate plans for the development of annual goals and methods of assessment for each operational division.	Wed 5/1/19	Fri 11/1/19		President's Cabinet, Council of Deans, Exec. VP & Provost's Designee(s), SACSCOC Liaisons												
114	D5d. Document plans to integrate strategic planning and assessment processes to monitor and ensure quality.	Wed 5/1/19	Fri 11/1/19		Exec. VP & Provost's Designee(s), Office of Decision Support, SACSCOC Liaisons												
115	D5e. Identify system to use for documentation and approval processes for assessing overall institutional effectiveness and the means used to monitor and ensure the quality of changes related to consolidation.	Mon 4/1/19	Mon 9/30/19		Exec. VP & Provost's Designee(s), Office of Decision Support, SACSCOC Liaisons												
116	D6. Specialized accreditations	Mon 3/18/19	Mon 9/30/19	Exec. VP & Provost		N/A	N/A	N/A									
117	D6a. Identify all agencies that currently accredit any programs or organizational units in the USF System and the date of the last review by each.	Mon 3/18/19	Tue 4/30/19		SACSCOC Liaisons, Chief Information Officer												
118	D6b. Formally notify specialized accreditors of USF Consolidation and follow the individual accreditors' processes for consolidation.	Mon 4/1/19	Mon 9/30/19		College Deans, Dept. Chairs												
119	E. LIBRARY, LEARNING, & PHYSICAL RESOURCES	Mon 3/18/19	Mon 9/30/19														
120	E1. Library & Learning resources, staffing & services (including digital platforms)	Mon 3/18/19	Mon 6/3/19	Exec. VP & Provost		N/A	Y	N/A									
121	E1a. Document all library and learning resources, in general as well as specific to the program, site, or institution.	Mon 3/18/19	Mon 6/3/19		Librarians, Exec. VP & Provost's Designee(s), Regional Vice Chancellors												
122	E1b. Document the staffing and services in place to support consolidation.	Mon 3/18/19	Mon 6/3/19		Librarians, Exec. VP & Provost's Designee(s), Regional Vice Chancellors												
123	E1c. If relevant, document any reliance on other universities.	Mon 3/18/19	Mon 6/3/19		Librarians, Exec. VP & Provost's Designee(s), Regional Vice Chancellors												
124	E1d. Document how students, faculty and staff will access electronic resources, including training opportunities.	Mon 3/18/19	Mon 6/3/19		Librarians, Exec. VP & Provost's Designee(s), Regional Vice Chancellors												
125	E2. Facilities, equipment & research infrastructure	Mon 6/3/19	Wed 7/31/19	President		Y	Y	✓									

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126	E2a. Document the physical facilities and equipment available and needed to support consolidation.	Mon 6/3/19	Wed 7/31/19		Chief Operating Officers, Chief Information Officer												
127	E2b. Assess the impact the consolidation will have on physical resources, facilities, and equipment.	Mon 6/3/19	Wed 7/31/19		Chief Operating Officers, Chief Information Officer												
128	E3. Digital infrastructure	Mon 6/3/19	Wed 7/31/19	Exec. VP & Provost		Y	Y	✓									
129	E3a. Identify the credit bearing educational programs (degrees, certificates and diplomas) where 50% or more of the credit hours are delivered or will be delivered through distance education.	Mon 6/3/19	Wed 7/31/19		Exec. VP & Provost's Designee(s)												
130	E3b. Describe the digital infrastructure available and any additional needed for consolidation.	Mon 6/3/19	Wed 7/31/19		Exec. VP & Provost's Designee(s), Chief Information Officer												
131	E4. Inter-campus transportation & campus access	Mon 6/3/19	Wed 7/31/19	President		Y	Y	✓									
132	E4a. Document any intercampus transportation currently available and assess transportation needs for supporting consolidation.	Mon 6/3/19	Wed 7/31/19		Exec. VP & Provost, Regional Chancellors												
133	E4b. Assess the impact the consolidation will have on physical resources, facilities, and equipment.	Mon 6/3/19	Wed 7/31/19		Exec. VP & Provost, Regional Chancellors												
134	E5. Campus locations (existing)	Mon 3/18/19	Fri 9/27/19	Exec. VP & Provost		--	--	--									
135	E5a. Identify and list all locations where 25% to 49% of credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction.	Mon 3/18/19	Fri 9/27/19		Exec. VP & Provost's Designee(s), SACSCOC Liaisons												
136	E5b. Identify and list all locations for all entities involved in the consolidation where 50% or more of the credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction.	Mon 3/18/19	Fri 9/27/19		Exec. VP & Provost's Designee(s), SACSCOC Liaisons												
137	F. FINANCIAL SUPPORT	Mon 3/18/19	Fri 11/1/19														
138	F1. Comprehensive business plan	Mon 3/18/19	Fri 11/1/19	Sr. VP Business & Financial Strategy		N/A	N/A	N/A									
139	F1a. Evaluate and document the financial transaction (i.e., consolidation) and the effect the transaction has on the net assets of all the institutions or entities involved.	Thu 8/1/19	Tue 10/1/19		Chief Financial Officers												
140	F1b. Identify and document the financial resources to support the consolidation, including a budget for Year 1.	Thu 8/1/19	Tue 10/1/19		Chief Financial Officers												
141	F1c. Project revenues and expenditures and cash flow for the consolidated institution in Year 1.	Thu 8/1/19	Mon 9/2/19		Chief Financial Officers												
142	F1d. Identify and document the amount of resources going to institutions or organizations for contractual or support services.	Thu 8/1/19	Tue 10/1/19		Chief Financial Officers, Office of General Counsel												
143	F1e. Identify and document the operational, management, and physical resources available for consolidation.	Thu 8/1/19	Tue 10/1/19		Chief Financial Officers												
144	F1f. Develop a contingency plan in case expected resources do not materialize or costs exceed projections.	Thu 8/1/19	Tue 10/1/19		Chief Financial Officers												
145	F1g. Provide evidence that the consolidated institution will have sound financial resources and a stable financial base to support the university's mission and the scope of its programs and services.	Mon 3/18/19	Fri 11/1/19		Chief Financial Officers												
146	F1h. Assess any impacts of consolidation on funding for existing programs and services.	Mon 3/18/19	Fri 11/1/19		Chief Financial Officers												
147	F1i. Provide documentation of adequate controls for all financial resources.	Mon 3/18/19	Fri 11/1/19		Chief Financial Officers												
148	F2. Current financial audits (including financial aid)	Mon 3/18/19	Fri 11/1/19	Sr. VP Business & Financial Strategy		N/A	N/A	N/A									
149	F2a. Obtain and provide financial audit reports and management letters for 2017-18 and 2018-19 for each institution involved in consolidation.	Tue 10/1/19	Wed 10/30/19		State Auditor, Chief Financial Officers												
150	F2b. Obtain and provide most recent financial aid audit. (Prospectus Section 9)	Tue 10/1/19	Wed 10/30/19		State Auditor, Chief Financial Officers, University Scholarships & Financial Aid Services												

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151	F2c. Obtain and provide copies of all documents/correspondence between USF and the US Dept of Education pertaining to reporting about the consolidation.	Mon 9/2/19	Tue 10/1/19		University Scholarships & Financial Aid Services, Exec. VP & Provost's Designee(s)												
152	F2d. Provide documentation of any limitations, suspensions, or termination by the U.S. Depart of Education re: student financial aid or other financial aid programs during the previous 3 years.	Mon 9/2/19	Tue 10/1/19		President, Exec. VP & Provost, University Scholarships & Financial Aid Services												
153	F3. Statement of financial position of unrestricted net assets	Mon 3/18/19	Fri 11/1/19	Sr. VP Business & Financial Strategy		N/A	N/A	N/A									
154	F3a. Develop a report of the financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the year 2018-19.	Mon 7/1/19	Fri 11/1/19		Chief Financial Officers												
155	F3b. Document compliance with federal and state financial aid responsibilities.	Mon 3/18/19	Fri 11/1/19		Chief Financial Officers, University Scholarships & Financial Aid Services												
156	F4. Direct support organizations (DSO) overview & financial statements	Mon 3/18/19	Fri 11/1/19	President		N/A	N/A	N/A									
157	F4a. Document any impact of consolidation on current foundations.	Mon 3/18/19	Wed 5/1/19		Sr. VP Advancement, Sr. VP Research and Innovation, Sr. VP Business & Financial Strategy												
158	F4b. Describe any new foundations that will be established as a result of consolidation.	Mon 9/2/19	Fri 11/1/19		Sr. VP Advancement, Sr. VP Research and Innovation, Sr. VP Business & Financial Strategy												
159	G. INSTITUTIONAL INFORMATION	Mon 3/18/19	Fri 11/1/19														
160	G1. History & characteristics	Mon 9/2/19	Fri 10/18/19	Board of Trustees		--	--	--									
161	G1a. Document the history of the institution, describe its current mission, indicate its geographic service area, and describe the composition of the student population.	Mon 9/2/19	Fri 10/18/19		President, SACSCOC Liaisons												
162	G2. Student profile	Mon 3/18/19	Wed 6/12/19	Exec. VP & Provost		--	--	--									
163	G2a. Create a student profile (numbers, demographics, levels, full and part-time, in-state, out-of-state).	Mon 3/18/19	Wed 6/12/19		Office of Decision Support, SACSCOC Liaisons												
164	G3. Peer institutions	Mon 3/18/19	Mon 10/14/19	Board of Trustees		--	--	--									
165	G3a. Identify peer Institutions for Consolidated USF for History and Characteristics section above.	Mon 3/18/19	Mon 10/14/19		President, Exec. VP & Provost, Office of Decision Support												
166	G4. Degree offerings	Mon 8/5/19	Fri 9/27/19	Exec. VP & Provost		Y	Y	✓									
167	G4a. Develop a list all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas.	Mon 8/5/19	Fri 9/27/19		CAVP Liaison, Office of Decision Support												
168	G4b. Develop a list all inactive degrees by discipline, level, certificates, number of hours.	Mon 8/5/19	Fri 9/27/19		CAVP Liaison, Office of Decision Support												
169	G5. Distance learning	Mon 4/1/19	Fri 5/31/19	Exec. VP & Provost		Y	Y	✓									
170	G5a. Identify the credit bearing educational programs (degrees, certificates and diplomas) where 50% or more of the credit hours are delivered or will be delivered through distance education.	Mon 4/1/19	Fri 5/31/19		Exec. VP & Provost's Designee(s)												
171	G6. Non credit	Mon 4/1/19	Fri 5/31/19	Exec. VP & Provost		N/A	N/A	N/A									
172	G6a. Identify and list all credit, non-credit, and pathways English as a Second Language (ESL) programs offered at the institution.	Mon 4/1/19	Fri 5/31/19		Exec. VP & Provost's Designee(s)												

● High-level Topic ● Tasks ● Subtasks

Given the complexity of this project, some tasks and timelines will need to be adjusted to meet the best interests of USF Consolidation, our students, faculty and staff.

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SECTION III. MINIMIZING DISRUPTION TO USF STUDENTS

In response to Paragraph (b) of Subsection (5) of Section 1004.335, Florida Statutes.

- (b) **The plan must minimize 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.**

We are already working as a consolidated university in the best interests of students so that their academic progress and, in particular, their ability to graduate in four years is not impeded by consolidation. Specifically, this is being enabled by a Student Success Committee with representation from all three campuses that was formed in October 2018 to coordinate and standardize all student success initiatives. Additionally, persistence and graduation rate efforts have been standardized with the formation of persistence committees using consistent predictive analytics practices. Additionally, the successful Finish-in-Four campaign and scholarship has been extended to all three campuses.

To assure that there are no impediments to a student's ability to graduate within 4 years after initial first-time-in-college enrollment, each degree program must have a sufficient number of qualified faculty to ensure the quality and integrity of each academic program (SACSCOC Principle 6.2b), with responsibility for program coordination appropriately assigned (SACSCOC Principle 6.2c). Oversight of faculty qualifications and sufficiency in a singularly accredited institution with multiple campuses requires coordination of Academic Affairs. The USF BOT is cognizant of the need for an organizational structure that will allow the academic administrator responsible for each degree program to match faculty credentials, expertise, and full-time status with curricular requirements and student enrollment demand, regardless of campus offering a course, so that students may progress seamlessly through their programs of study, regardless of campus, in the consolidated institution.

SECTION IV. PREPARING FOR DATA CONSOLIDATION

In response to Paragraph (d) of Subsection (5) of Section 1004.335, Florida Statutes.

- (d) **The plan must provide 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.**

Consolidated Data Reporting to IPEDS and BOG

In August 2020, one month prior to the beginning of the 2020-21 IPEDS Data Collection schedule, the USF Office of Decision Support will communicate with IPEDS/NCES who will make the requisite changes of submitting under one IPEDS ID.

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The USF System already submits System-level data to the BOG through the annual Accountability Plan. Therefore, our efforts will be concentrated on necessary IPEDS changes.

SECTION V. IMPORTANT CONSIDERATIONS FOR THE BOT, BOG AND OTHER CONSOLIDATION STAKEHOLDERS

Elevating USF Student Success through Consolidation:

While the law requires this plan to ensure that the consolidation process does not impede current students on their path to timely graduation (see Section III of this document), the BOT wishes to also briefly highlight the immeasurable benefits that successful consolidation will provide to future USF students. Students will have access to a much broader array of degree programs by discipline, level, mode of delivery and location. Strengthening partnerships with local corporations, not-for-profits, educational organizations and government entities will enhance academic offerings to better meet local workforce needs, as well as create more high-paying job opportunities for graduates. Students will also benefit from shared best practices in access and student success from across the three campuses. And, for the first time ever, all graduates from USF, regardless of the campus on which they received their primary instruction, will graduate with a degree from a Preeminent State Research University that is ranked in the Top 25 public research universities by the National Science Foundation.

Strengthening USF's Stature as a Preeminent State Research University:

Consolidation also offers the opportunity to strengthen USF's stature and designation as "preeminent." Currently, only USF Tampa meets the benchmarks set in law to achieve this designation. Therefore, only USF Tampa students, graduates and faculty share in the designation's benefits, prestige and financial rewards. Post-consolidation, students and graduates educated across all three USF campuses will attend and graduate from a "preeminent state research university."

However, it is critical to note that Florida Statutes Section 1001.7065 provides that an institution may only be designated "preeminent" and share in any newly appropriated funding for the program each year if the institution "annually meets at least 11 of the 12 academic and research excellence standards" in law. While, USF Tampa achieved the designation by meeting 11 of the 12 standards for the first time in 2018, it is not guaranteed that the designation will be retained if a consolidated USF fails to meet at least 11 standards in any future year.

Recognizing the potentially detrimental reputational and financial impacts associated with failing to remain preeminent, the USF BOT set its No. 1 guiding principle for consolidation the retention of, and strengthening of, USF's stature as preeminent. In essence, the BOT views any loss of the "preeminent state research university" designation as an unacceptable outcome. This was the same view of the Task Force, the CIC and the many supporters of consolidation in the Legislature who recognize the benefits of a preeminent USF for all students and faculty, regardless of campus.

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The BOT receives regular updates on the progress of each USF System campus towards meeting performance-based funding (PBF) metrics and preeminence benchmarks (where applicable). Although USF Tampa is presently evaluated separately for preeminent performance (based on its separate IPEDS data), the BOG requires the USF System to compete in PBF metrics as if it was already one consolidated university. So the BOT has ample experience in evaluating, measuring and reporting data on PBF for individual USF institutions, as well as a combined USF System.

Although no combined IPEDS data exists for the USF System today, the BOT can project that as a consolidated USF, the most high-risk areas for falling short on preeminence standards are found in meeting the following preeminence standards [from Section 1001.7065(2), F.S.]:

- (a) An average weighted grade point average of 4.0 or higher on a 4.0 scale and an average SAT score of . . . 1200 or higher on a 1600-point scale for fall semester incoming freshmen, as reported annually;
- (b) A top-50 ranking on at least two well-known and highly respected national public university rankings, including, but not limited to, the U.S. News and World Report rankings, reflecting national preeminence, using most recent rankings;
- (c) A freshman retention rate of 90 percent or higher for full-time, first-time-in-college students, as reported annually to the Integrated Postsecondary Education Data System (IPEDS);
- (d) A 4-year graduation rate of 60 percent or higher for full-time, first-time-in-college students, as reported annually to the IPEDS; and
- (l) An endowment of \$500 million or more, as reported in the Board of Governors Annual Accountability Report.

The remaining seven preeminence standards will either be unaffected by, or slightly improved by, consolidation accreditation. And in each of those seven standards, the current performance of USF Tampa already greatly exceeds the preeminence benchmarks so the risk of falling short is very low.

Neither USF Tampa, nor the USF System, currently meets metric (l), the \$500 million endowment threshold. This is noteworthy because until this endowment threshold is met, USF has no room for error on meeting any of the other 11 preeminence metrics to remain designated as preeminent. The current USF System endowment is valued at approximately \$480 million, but our ability to meet and sustain an endowment value of over \$500 million is highly dependent on external factors, such as market performance.

Both USF Tampa and the combined USF System meet the standards for metric (a) listed above, regarding average high school GPA and SAT scores of incoming freshmen. However, the current USF System freshmen GPA profile is only slightly above the required 4.0 standard, even though USF Tampa's performance exceeds a 4.1 average GPA. So this metric requires significant ongoing monitoring, as well as the implementation of uniform FTIC admission standards across all three campuses – an effort already underway in anticipation of consolidation.

USF Tampa currently exceeds the threshold for metric (b) by being ranked as a Top 50 Public University in four highly respected publications approved by the BOG. However, there is no guarantee that each of those four publications will automatically substitute USF Tampa's current Top 50 national public ranking with a consolidated USF. We

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remain cautiously confident that a consolidated USF can maintain a Top 50 public ranking in more than the minimum two publications, but performance across the USF System must continue to improve now and into the consolidated future. The following analysis will directly address performance in graduation and retention rates, which are also significant factors in maintaining and improving an institution's overall national ranking in most publications' scoring methodologies.

The BOT remains most focused on continued improvement in performance in two key student success preeminence metrics that also double as PBF metrics: the FTIC 4-year graduation rate; and the freshman-to-sophomore year retention rate (known as Academic Progress Rate, or APR, for PBF). The BOT can project that although USF Tampa already meets the required preeminence standards of a 60 percent 4-year graduation rate and a 90 percent freshmen retention rate, the performance of the USF System (including USFSP's and USFSM's performance) falls just short of the standards in these two critical areas.

Falling short in these two measures – graduation and retention rates – would represent the greatest potential risk to a consolidated USF earning preeminence. Consequently, the BOT will be redoubling its focus on each campus performing at a preeminent level. This tenet will be at the core of any decisions the BOT makes during and following the consolidation process to ensure the preeminent designation is retained, strengthened and enjoyed by all students, faculty and alumni of a consolidated USF. Strategies to achieve this goal are found throughout this implementation plan and timeline, as directed by the BOT's No. 1 Guiding Principle for Consolidation.

The Financial Health of a Consolidated USF:

The BOT and Task Force have made clear that in order to capitalize on the advantages of USF's consolidation, additional investment will be required. Expanding STEM and other degree offerings, increasing research capacity and productivity, and offering expanded doctoral programs will all require new resources. This can be achieved through a combination of direct operational support appropriations to each of the campuses, additional investment in the Preeminent State Research Universities program, the World Class Scholars and Graduate Excellence programs, Performance-based Funding, PECO and other sources.

The USF System submitted a Legislative Budget Request (LBR) to the BOG for FY 2019-2020 for \$20 million in new recurring funding to be shared equally by USF Tampa, USFSP, USFSM and USF Health. These funds would be used to hire at least 100 faculty members, who could help to immediately increase degree offerings and research capacity across a consolidated USF.

The financial health of the institution will remain at the forefront of all decisions made by the BOT throughout the consolidation process and beyond. While consolidation will bring about numerous examples of long-term efficiencies (which will be reinvested in the institution and student success efforts), the costs associated with a significant expansion of academic programs and research capacity, as currently contemplated, will far exceed those cost savings in the short-term. The programmatic and research expansions envisioned for a consolidated USF will require additional funding. It would be difficult – if not impossible – to achieve our goals in the face of any significant base budget reductions to the current operating budget.

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Administrative Structure of a Consolidated USF:

Of all the issues contemplated during the consolidation process, one that has garnered significant discussion has been the future administrative structure of a consolidated USF. This is certainly a critical issue that requires additional input and study prior to submitting a Substantive Change Prospectus to SACSCOC. Throughout the process, the BOT has been and will remain committed to creating a structure that best serves the needs of all USF students and faculty across all campuses – now and into the future.

A strong community desire has been expressed for USFSP and USFSM to be branch campuses of the consolidated USF. During the February 12, 2018 CAP Committee meeting, the President and the BOT expressly stated their support for USFSP and USFSM as branch campuses and this implementation plan contemplates the best way to move forward under that structural approach. Important determinations are still under review, including the level of authority on each campus of a Preeminent and consolidated USF. Authority, accountability and performance will be inexorably linked under any administrative model that is ultimately proposed in the SACSCOC Substantive Change Prospectus. Careful consideration and analysis of how faculty at all campuses can optimally carry out their teaching, research and service mission will be a critical component of the model's development. Over the next few months, the BOT will be engaged in conversations with the BOG, the Legislature, Governor and other stakeholders to design an administrative structure that serves all USF students and faculty, meets local workforce needs, and ensures accountable and preeminent performance across all campuses.

Optimism for a Bright Future under a Consolidated USF:

The BOT would like to express its sincere appreciation to the members of the Task Force, the CIC and many others who have spent countless hours planning for accreditation consolidation. This implementation plan demonstrates that in the vast majority of areas that must be addressed for consolidation, there is widespread agreement by all the stakeholders about the best course forward. (A crosswalk of the various areas of agreement between the Task Force and the CIC is included in Appendix C of this plan, which clearly shows significant alignment between those groups' recommendations.)

Additionally, throughout the process, both internal and external stakeholders have put forth tremendous new ideas to strengthen the institution through consolidation. The process has invigorated the institution's commitment to greater student success, better institutional performance outcomes, more empowered faculty, improved research capacity, and greater community partnerships to better serve the Tampa Bay region and the State of Florida.

While achieving consolidation according to the timeline prescribed in law is an enormous undertaking, the BOT is optimistic about the prospects for greater success for all of USF under this new organizational model.

APPENDIX A: APPENDIX A:

CIC Report, Dec. 19, 2018; Consolidation Plans for a Singly Accredited University of South Florida & CIC Subcommittee Considerations Spreadsheet

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

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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.

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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.

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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.

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- 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.

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- 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

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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 &

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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

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- 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.

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- 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

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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.

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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.

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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

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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, and 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):

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- (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

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- 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.

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- 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.

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- 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

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- 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).

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- 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

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- 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.

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- 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

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- 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

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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.

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(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.

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- 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

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- 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.

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- 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

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- 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.

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(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.

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- 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

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- 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,

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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.

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(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

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- c. Explore renting facilities in the short term

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(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.

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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.

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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.

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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.

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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.

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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;

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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

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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

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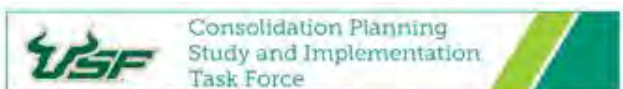
Appendix B: Final Recommendations of the Consolidation Planning Study and Implementation Task Force Subcommittees



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



Focus Area	Issue Statement	Recommendation	Description
			<ul style="list-style-type: none"> discouraged SAT prep courses to low-income prospective students. c. Involve 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 transitions to USF. b. Dedicate resources to fostering a welcoming environment for transfer students by providing similar programs and supports to those reserved 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.

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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 premier 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.

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 traditionally 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 Premier 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 USFSF as branch campuses as defined by SACSCOC. b. Develop an organizational structure that clarifies delegated authority and further 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 agenda. 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 equitable 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 structure, faculty, living and housing facilities.
 2. SACSCOC 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 education for numerous full and part-time degree programs, research activity and an extensive complement of student services. Florida Office of University Regulation (OVR)

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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 matters 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 non-academic geographic opportunities.	<ol style="list-style-type: none"> The Faculty Senate organizational structure should allow for Campus Senate Council or Committees with officer representation serving on the System Executive Committee (either as officers or council/committee chairs). Officers (Pres, VPs, Sec, and Sergeant-at-Arms) should have diverse representation from all campuses. 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. 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. Review and identify opportunities to consolidate committees with similar functions such as awards council, academic committees and Gen. Ed. committees without negative impacts for any campus.
4 General Education	An enhanced General Education model offers students and faculty a dual experience of quality learning and engagement. 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.	Strengthen the initial 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: <ul style="list-style-type: none"> Curricular alignment Course alignment Assessment Faculty oversight and engagement 	<ol style="list-style-type: none"> Create a unified general education curriculum and identify core values that ensure maximum ease of transfer for FIC and transfer students to USF. Appoint a representative faculty leadership to oversee the transition to a consolidated general curriculum to ensure consistent learning outcomes and seamless student mobility among USF campuses. 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 cross-engagement. Update governance processes and documents for the General Education Council of the Faculty Senate to support

USF Consolidation Task Force – Shared Governance and Transparency Subcommittee
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Focus Area	Vision Statement	Recommendation	Description
	civic engagement and experiences unique to their home campuses.		<ol style="list-style-type: none"> a unified university while creating equitable participation opportunities from all campuses. Implement an assessment plan for annual review and approval oversight of general education curriculum.
4 Student Government	Student government opportunities, both in leadership and local roles, shall remain open to students on all campuses. The student government experience and opportunities shall be enhanced by consolidable efforts with student participation available at both the local home campus and system levels.	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.	<ol style="list-style-type: none"> Create a system-level SGA and ensure alternating campus officer representation on the system-level SGA. Allow for equitable representation of student-elected positions across all three campuses. Define a clear process for equitable budget allocation. Outline and communicate processes and tools for student input/feedback during the consolidation transition. Develop a process for student leaders to assess and refine the student government structure two years post-consolidation.
5 Budget Transparency	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. 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	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.	<ol style="list-style-type: none"> Ensure the university's budget processes align with the organizational structures to promote matrixed responsibility, accountability, approval and reporting. Create a mechanism for transparency in the prioritization and decision-making processes of budget initiatives that meet a certain threshold. 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. 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. 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.

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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 in order to deliver organizational efficiencies.		<ul style="list-style-type: none"> c. 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. d. 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. e. 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. f. 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. g. Proposed post-consolidation online services should consider a menu of options: in-person/home campus access, online/virtual options, and collaborative space/resource initiatives. h. Engage and challenge staff to identify efficiencies and business process. Consider incentives to empower and reward staff for identifying efficiencies and implementing best practices. i. Encourage USF to identify opportunities for cross-training of staff and leveraging of innovative technologies to promote efficiencies across the university.

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 student 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 "Touch 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

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Focus Area	Vision Statement	Recommendation	Description
			<ul style="list-style-type: none"> h. better situated/equipped to understand real-life applications of degree programs i. Increase master and doctoral degree program delivery on the St. Petersburg and Sarasota-Manatee campuses no later than July 1, 2021 f. Increase online, blended and hybrid course offerings at all levels e. Ensure at least one college is “branded” on each USF campus, which reflects the unique identity of each campus b. Unless otherwise prescribed by law, develop guiding principles for a College unit, such as: <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 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 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
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	<ul style="list-style-type: none"> a. Identify high-impact practices that reflect campus identities through community collaboration, service learning opportunities, and civic engagement

USF Consolidation Task Force – Student Success / Academic Programs / Campus Identity Subcommittee
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Focus Area	Vision Statement	Recommendation	Description
	One university, geographically distributed, and USF’s commitment to delivering 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	<ul style="list-style-type: none"> b. Communicate distinctive academic and programmatic elements with external audiences to increase community awareness of campus identities and offerings c. Continue to increase opportunities for existing and new faculty to develop academic programs, increase research contributions, and strengthen campus identities d. Support on-campus student housing on the Sarasota-Manatee campus, which is critically important to enhance its identity, retaining housing demand studies and other relevant information e. Strengthen academic and non-curricular programs, initiatives, and research on all campuses, to further the identity of the campuses 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 broader communities and other communities of interest g. Foster cross-campus collaborative support the needs of the communities each campus serves h. Coordinate undergraduate admissions processes and outreach to emphasize one USF while highlighting the distinct campus identities
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.	<ul style="list-style-type: none"> a. Encourage proactive engagement of the USF Research & Innovation Office with faculty on all campuses 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

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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. Develop 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 curricula 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

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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

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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

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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

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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.

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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

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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:

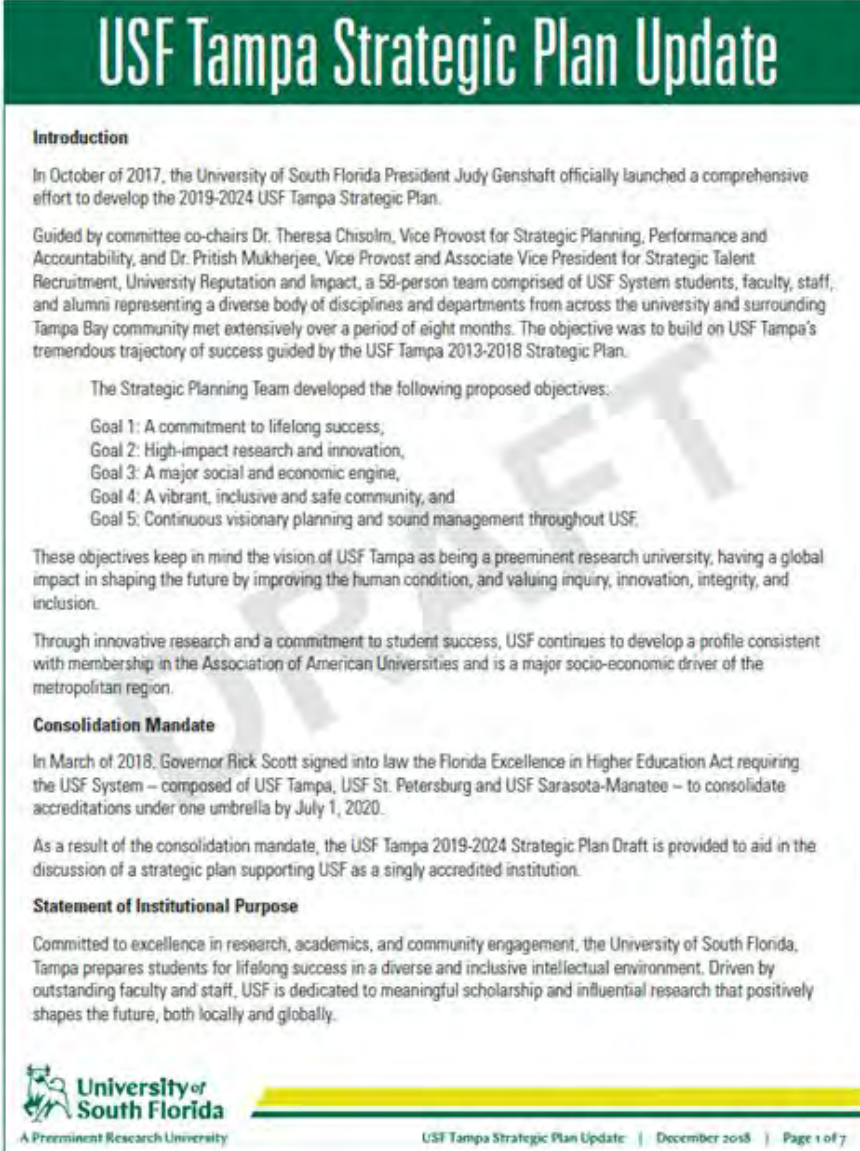
- High-quality education and excellence in teaching and learning
- High-impact scholarship, research, and creative activities
- Diversity of students, faculty, and staff
- Affordable and accessible education
- Global research, community engagement, and public service
- Social, economic, and environmental 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

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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.

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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

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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

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- **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

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- **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

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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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The Team

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

<i>CHARACTERISTIC</i>	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

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<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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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

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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.

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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.

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- 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.

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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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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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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.

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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, and 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.

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- 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

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- 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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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

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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

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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

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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.

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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 *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.
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.

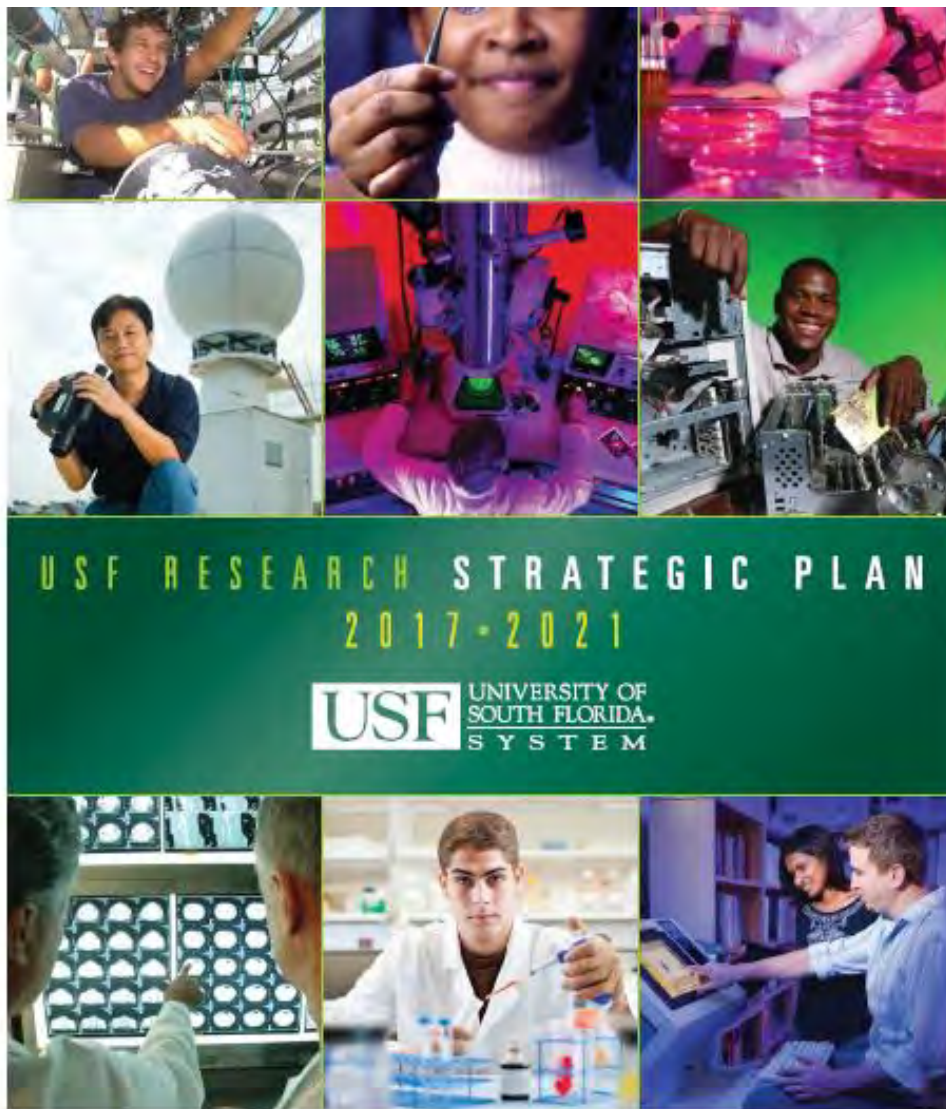
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[Appendix N: Executive Summary of USF System Research Strategic Plan 2017-2021](#)



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Approved by the USF System Board of Trustees: 6/24/16 | Last Updated: 7/27/16

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A New Mission for USF System Research
Create new knowledge and solutions for global problems, while preparing students to become the next generation of researchers and leaders, able to serve the needs of society

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>

USF RESEARCH STRATEGIC PLAN | 2017-2021
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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 (NAMPO), 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 | 2011-2011

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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 yearlong, 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

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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

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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 10 Human Security



Focus Area 9 Research Translation



Focus Area 12 Water

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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

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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 Neuromusculoskeletal 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

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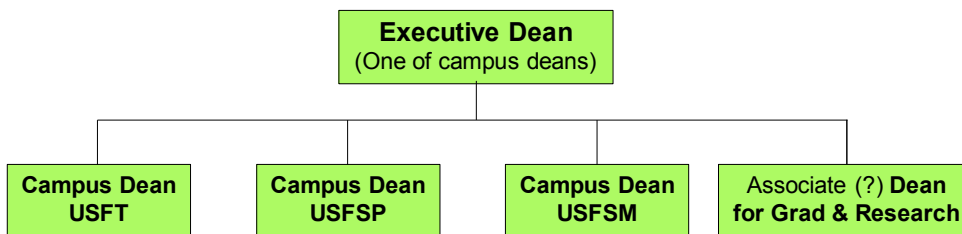
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Appendix P: Administrative and Academic Structure Proposed by Business Deans for Consideration

**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

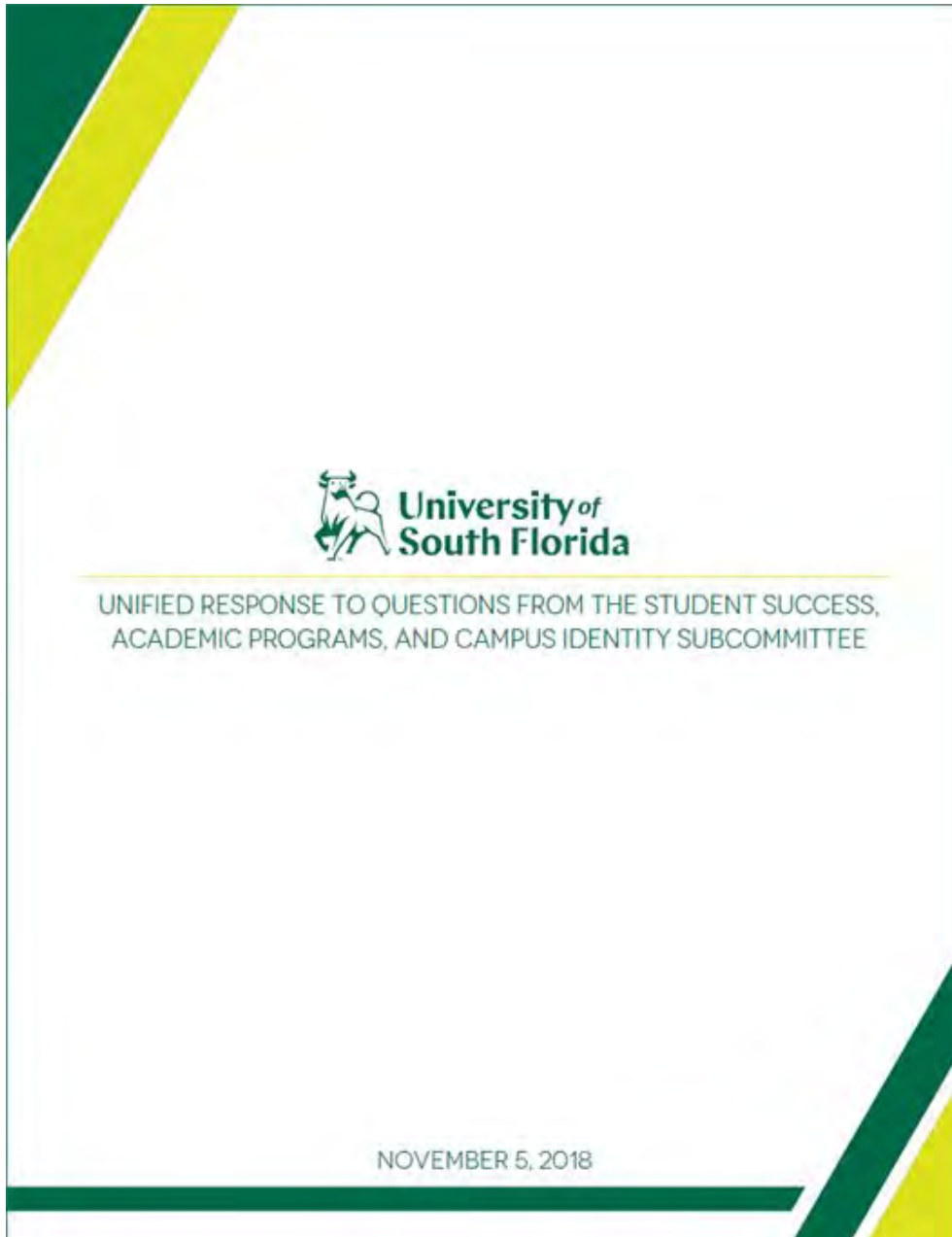
Sarasota-Manatee

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

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[Appendix O: Unified Response to Questions from the Student Success, Academic Programs, and Campus Identity Subcommittee of the Task Force](#)



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**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.

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United Response to Questions from the Student Success, Academic Programs, and Campus Identity Subcommittees
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 at par 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)



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United Response to Questions from the Student Success, Academic Programs, and Campus Identity Subcommittees
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 [3]
- Chemical Engineering, Baccalaureate [2]
- Civil Engineering, Baccalaureate [2]
- Electrical Engineering, Baccalaureate [2]



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- 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]



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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.



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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,



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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.



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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

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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

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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

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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

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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

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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	\$ 45.71
	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	\$ 69.99
	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

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Subcommittee	Tasks (if provided)	CIC Considerations for a Singly Accredited USF	Owner/Lead	Impact/Value (Why) a. SACSCOC 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, PFF, 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, PFF, 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, PFF, Orient., UGA	
	II. Tutoring	d. Develop or enhance Peer coaching component to each campus			Student Success & Learning	1/1/2019	Spring 2020	NSC, PFF, Orient., UGA
		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
	III. Housing and Residential Education	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		SACSCOC requirement	1/2/2019	7/1/2020	All tutoring centers
		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
	IV. Orientation	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
		a. Integrate Orientation technology across the campuses (VisualZen (VZ) Orientation)	USFSP, USFPA, 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, USFPA, USFSM		Other	1/2/2019 or sooner	7/1/2020	Orientation
	V. Veterans Services	c. Develop a standardized curriculum to ensure consistent knowledge gained.	USFSP, USFPA, USFSM		Other	1/2/2019 or sooner	7/1/2020	Orientation
		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, USFPA
	VI. Student Disability Services	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, USFPA
		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
	B. Enrollment Planning and Management	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)
		I. Financial Aid	Enrollment Planning and Management		Other			
		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			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	Dean of Admissions		Preeminence metric			
	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.	
	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.	
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			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.		

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	<p>i. Consolidate all lead generation/nurturing and application generation vendor contracts</p> <p>j. Consolidate multiple CRM systems for recruiting and marketing.</p> <p>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.</p> <p>l. Consolidate all admissions decisions and applicant evaluation for a unified USF under a single reporting line.</p> <p>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.</p> <p>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.</p> <p>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> <p>p. Consolidate all aspects of graduate admissions (recruitment, processing, evaluation, etc.) after realignment of home/host colleges/programs</p> <p>q. Assessment of consolidation, organizational structure and reporting of locally driven enrollment management programs such as the FUSE initiative</p>	<p>Dean of Admissions</p> <p>Dean of Admissions</p> <p>Dean of Admissions</p> <p>Dean of Admissions</p> <p>Dean of Admissions</p> <p>Dean of Admissions</p> <p>Dean of Admissions</p> <p>Dean of Admissions and Dean of Undergraduate Studies</p>	<p>Preeminence metric</p> <p>Preeminence metric</p> <p>Preeminence metric</p> <p>Preeminence metric</p> <p>Preeminence metric</p> <p>Preeminence metric</p> <p>Preeminence metric</p> <p>Other</p>	<p>7/1/2018</p> <p>1/1/2019</p> <p>4/1/2019</p> <p>7/1/2018</p> <p>7/1/2018</p> <p>7/1/2018</p> <p>7/1/2019</p> <p>4/1/2019</p> <p>4/1/2019</p>	<p>6/30/2020</p> <p>6/30/2020</p> <p>10/1/2019</p> <p>7/1/2019</p> <p>7/1/2019</p> <p>6/30/2019</p> <p>6/30/2020</p> <p>12/31/2019</p> <p>6/30/2019</p> <p>Ongoing</p> <p>2020-2021 Academic Year Registration Cycle</p> <p>2020 Academic Year Start</p> <p>Ongoing</p> <p>Effective 2019-20 Academic Year submission to the BOG</p> <p>Effective 2020-2021 Academic Year</p> <p>Effective 2020-2021 Academic Year</p> <p>Spring 2019 Commencement</p> <p>3/2020-Preparation for fall 2020 registration cycle</p> <p>Ongoing</p>	<p>Admissions personnel. Outside vendors</p> <p>Admissions personnel. Outside vendors</p> <p>Potential students and high school counselors. Multiple university partners</p> <p>Potential students and high school counselors.</p> <p>Potential students and high school counselors.</p> <p>Potential students and high school counselors.</p> <p>Potential students and high school counselors.</p> <p>Potential students and high school counselors.</p> <p>Potential students and high school counselors. Home/host colleges/programs. Multiple university partners</p> <p>Potential students and high school counselors.</p> <p>Office of the Registrar and Records and Registration Staff; Students</p> <p>Office of the Registrar and Records and Registration Staff; Academic Affairs</p> <p>Office of the Registrar and Records and Registration Staff; Academic Affairs; General Counsel</p> <p>Office of the Registrar and Records and Registration Staff; General Counsel; Students</p> <p>USF Calendar Committee</p> <p>Undergraduate and Graduate Studies; Entire USF Community</p> <p>Office of the Registrar and Records and Registration Staff; Colleges; Faculty</p> <p>Office of the Registrar and Records and Registration Staff</p> <p>Office of the Registrar and Records and Registration Staff; Students; Faculty</p> <p>Office of the Registrar and Records and Registration Staff; Entire USF Community</p>
III. Registrar	<p>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.</p> <p>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.</p> <p>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.</p> <p>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 URD policy and practice. Impact/Value: Ensure alignment of messaging is consistent across campuses.</p> <p>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.</p> <p>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.</p> <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> <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> <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> <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> <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>	<p>Student Success Committee, EPM Work Group</p> <p>Student Success Committee, EPM Work Group</p> <p>Student Success Committee, EPM Work Group</p> <p>Student Success Committee, EPM Work Group</p> <p>Student Success Committee, EPM Work Group</p> <p>Student Success Committee, EPM Work Group</p> <p>Student Success Committee, EPM Work Group</p> <p>Student Success Committee, EPM Work Group</p> <p>Student Success Committee, EPM Work Group</p> <p>Student Success Committee, EPM Work Group</p> <p>Student Success Committee, EPM Work Group</p> <p>Student Success Committee, EPM Work Group</p> <p>VP, Student Affairs and Student Success</p>	<p>Other</p> <p>SACSCOC requirement</p> <p>SACSCOC requirement</p> <p>Other</p> <p>Other</p> <p>SACSCOC requirement</p> <p>SACSCOC requirement</p> <p>Other</p> <p>Other</p> <p>Other</p> <p>Other</p>	<p>11/1/2018</p> <p>11/1/2018</p> <p>3/1/2019</p> <p>11/1/2018</p> <p>1/15/2019</p> <p>11/1/2018</p> <p>11/1/2018</p> <p>10/1/2018</p> <p>3/1/2019</p> <p>8/1/2019</p> <p>11/1/2018</p>	<p>Ongoing</p> <p>2020-2021 Academic Year Registration Cycle</p> <p>2020 Academic Year Start</p> <p>Ongoing</p> <p>Effective 2019-20 Academic Year submission to the BOG</p> <p>Effective 2020-2021 Academic Year</p> <p>Effective 2020-2021 Academic Year</p> <p>Spring 2019 Commencement</p> <p>3/2020-Preparation for fall 2020 registration cycle</p> <p>Ongoing</p>	<p>Office of the Registrar and Records and Registration Staff; Students</p> <p>Office of the Registrar and Records and Registration Staff; Academic Affairs</p> <p>Office of the Registrar and Records and Registration Staff; Academic Affairs; General Counsel</p> <p>Office of the Registrar and Records and Registration Staff; General Counsel; Students</p> <p>USF Calendar Committee</p> <p>Undergraduate and Graduate Studies; Entire USF Community</p> <p>Office of the Registrar and Records and Registration Staff; Colleges; Faculty</p> <p>Office of the Registrar and Records and Registration Staff</p> <p>Office of the Registrar and Records and Registration Staff; Students; Faculty</p> <p>Office of the Registrar and Records and Registration Staff; Entire USF Community</p>
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> <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>					

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	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		Undergraduate Studies				
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.)	Office of Transfer Student Success	Other			
	b. Establish a Tau Sigma – National Honor Society for Transfer Students (We would need to comply with requirements of the program to establish)	Office of Transfer Student Success	Other			URO, Cashier, Academic Colleges, Students
	c. Create an institutional strategic plan for transfer students (streamlined workflow for the transfer student experience: recruitment, onboarding, transition, support, progression, engagement, graduation)	UGS	SACSCOC requirement			Admissions, Financial Aid, URO, Academic Colleges, Career Services, Student Activities, Orientation, etc.
	d. Ensure that the definition for transfer students is standardized on the webpages for each USF campus (upper, lower, etc.)	Admissions	Other			URO, Transfer Success
	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	Office of Transfer Student Success	Other			OAA, Career Services, Veteran Success
II. FUSE-Specific	a. Create a reporting structure to track Fuse students	ODS/UGS	Other			URO, 8 Fuse partners, IT, Admissions
	b. Establish a centralized location for advising information	UGS/Academic Colleges	Other			IT
	c. Align curriculum GradPaths for each campus	Office of Transfer Student Success	Other			8 Fuse partners, Provost
	d. Create one singular application process for Fuse students	Admissions	Other			URO, Office of Transfer Student Success, 8 Fuse partners, IT
	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 USFP, while USFT provides a letter about the program and does not state they are admitted to the Fuse Program	Admissions	Other			Office of Transfer Student Success, 8 Fuse partners
E. Health & Wellness		AVP, Health and 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.	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
	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 AAAC 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	AAAC accreditation standards, CAS Standards	2020		All campus stakeholders
	b. We would like it considered that students on each campus have access to equitable AAAC 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	AAAC accreditation standards, CAS Standards	2020		All campus stakeholders
F. Career Development		Career Services				

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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	
	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 ePortfolio 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	

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	<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, 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, LSD 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, LSD 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, Stampede'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
	<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
	<p>f. Coordinated SG tailgates and Bulls blitz (first games, Homecoming game, War on I-4 game, etc.)</p>	Student Government from Tampa, St. Pete, & Sarasota	Increased school pride	Fall 2020	Ongoing	SG
	<p>g. Each campus will continue to have a campus programming board while also working collaboratively to serve a consolidated USF</p>	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
	<p>h. Coordinated student memorial process</p>	Student Government from Tampa, St. Pete, & Sarasota	Recognition of all system deceased students, faculty, and staff	Fall 2020	Ongoing	SG
	<p>i. Establish a USF system curriculum for Safe Zone, UnDocuAally</p>	USF Tampa OMA -	consistency of curriculum and training delivered	FALL 2020	Ongoing	Each Campus's OMA & Wellness departments
	<p>j. Implement system-wide weekly campus involvement/activity hour</p>	Dean of Students	Dedicated time for student engagement	Fall 2020	Ongoing	System Wide Campus Partners including Faculty & Staff
	<p>k. Expand Golden Bull and other student recognition programs to all campuses</p>	USF Student Affairs	Increased Connection to the USF System	Fall 2020	Ongoing	System Student Affairs
IV. Student Center	<p>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.</p>					

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		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 consolidated 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, 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
	VI. Fraternity & 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 NSC 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.	Director of Student Involvement at each campus	Allows all students to have access to fraternities and sororities	2019	Preparation for summer recruitment 2020	Students, SG, Alumni Relations, Student Centers, Housing, Residential Education, Directors of Student Involvement, Student Conduct offices
General Education & Curricular Alignment	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.	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	SACSCOC requirement Academic Program implications Student Success	May 2018	Ongoing	Each campus Students Faculty
		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.	GenEd Leadership (all campuses)	SACSCOC requirement Academic Program implications Student Success	May 2018	Ongoing	Each campus Students Faculty

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	<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. a. Form a subcommittee of faculty from all three GECs to develop a comprehensive consolidated assessment plan.</p>	GenEd Leadership (all campuses)	SACSOC requirement Institutional Research	August 2018	October 2018 (and ongoing)	Each campus Faculty Institutional Research Academic Affairs Undergrad Studies
	<p>IV. Structure/Oversight: 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. a. There will be one consolidated GEC with a Chair that rotates between campuses every 2-3 years. 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. 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. 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>	GenEd Leadership (all campuses)	SACSOC 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	July 1, 2020	Beyond	Each campus Students Faculty Community partners and geographic regions
<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>	Academic Affairs; Colleges/Deans				Students; Faculty
	<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>	DL Leaders	<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>	November 2018		Students; Faculty
	<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>	College Deans and Undergrad and Grad Councils	<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>	January 2019	July 2019	Faculty
	<p>c. Conduct analysis of each course based on pedagogy and learning outcomes</p>	DL Teams and Faculty	<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>	January 2019	July 2020	Students; Faculty
	<p>d. Define processes and communication plans.</p>	Faculty Senate	<p>The faculty governance structure must be aligned to ensure faculty control of the curriculum.</p>			Students; Faculty; Staff
	<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>	January 2019	July 2020	Students; Faculty; Staff
	<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>	January 2019	July 2020	Students; Faculty; Staff
	<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>	CIO and Digital Learning	<p>a. SACSOC b. All students must have equal access to all student services.</p>	January 2019	July 2020	Students; Faculty; Staff
	<p>b. Create active classrooms in order to ensure student access on all campuses (host and home)</p>	CIO/DL	<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>	December 2018	Ongoing	Students; Faculty
	<p>c. Utilize technology to enhance collaboration among faculty and students</p>	CIO/VP SASS/DL	<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>	January 2019	Ongoing	Students; Faculty
	<p>d. Develop a digital literacy module and support for students</p>	Dean-UGS	<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>	January 2019	July 2020	Students; Faculty; Staff

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e. Evaluate new technologies that can assist faculty in meeting the needs of students	DL Leaders	To support continual efforts toward student learning outcomes (success)	January 2019	Ongoing	Students; Faculty; Staff
f. Develop a strategy around learning analytics to include requirements gathering and determining how to use existing systems (Canvas, Civitas)	DL Leaders, VP-SASS, Dean UGS	To enhance retention through learning analytics that will be integrated into predictive analytics dashboard	January 2019	Ongoing	Students; Faculty; Staff
g. Explore the integration of digital learning into the undergraduate experience through mixed-modalities and design student support services	Dean UGS, DL Leaders, College Deans	To provide support to students regardless of mode of delivery to ensure student progression	January 2019	Ongoing	Students; Faculty; Staff
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	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	Spring 2019	Summer 2019	Campus committee, community stakeholders
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. 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	Spring 2019	Summer 2019	Program leadership, Program faculty
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.	Deans	Campus programs of distinction	Spring 2019	Summer 2019	Campus leadership, system leadership, program leadership
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.	System leadership	Align workload and advancement, tenure and promotion	Spring 2019	Summer 2019	
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.					
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:	Department Chairs/School Directors	Curricular Alignment is a SACSCOC Requirement	November 2018	January 2019	Faculty Students
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.	Department Chairs/School Directors	Curricular Alignment is a SACSCOC Requirement	November 2018	January 2019	Faculty Students

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	<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	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 SCH, full curricular integration with General Education enhancements, seek input from stakeholders, integrate OIP course certification and high impact practices, etc.) and keep them in mind while aligning curriculum.</p>	Provosts/RVCAAs	Providing unclear information to students impacts Time to Degree (Preeminence Metric)	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	Recommendation from Provost Wilcox	November 2018	January 2019	Faculty Students	
	<p>VI. Following curricular alignment decisions, the following details should be addressed/aligned:</p> <p>a. Existing courses in duplicated programs</p> <p>b. Admission requirements and deadlines</p> <p>c. Program pre- and co-requisites</p> <p>d. Common core/major requirements</p> <p>e. Prescribed electives</p> <p>f. Number of program hours</p> <p>g. Comprehensive/Qualifying exams</p> <p>h. Project/Thesis/Dissertation requirements</p> <p>i. Exit requirements</p> <p>j. Off-site locations (off-site campuses for SACSCOC purposes)</p> <p>k. Suspension and/or termination of curricular offerings</p>	Department Chairs/School Directors	Providing unclear information to students impacts Time to Degree (Preeminence Metric)	November 2018	January 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	Curricular Alignment is a SACSCOC Requirement	January 2019	March 2019	Faculty Students	
	<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	Providing unclear information to students impacts Time to Degree (Preeminence Metric)	Fall 2019	Fall 2019	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	State requirement to have an SCNS liaison	Fall 2019	Fall 2019	UGS and OGS 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	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>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	VP for SPPA	N/A	N/A	ODS 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)	November 2018	January 2019	Faculty Students	
	<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	Faculty oversight of curriculum is a requirement of SACSCOC	Spring 2019	Spring 2019	Faculty UGS and OGS staff	
<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.</p> <p>a. Each academic unit will identify key programs which will be offered as "Home" or "Host" sites.</p> <p>b. Each academic unit will address undergraduate and graduate programs state and national accreditation standing where applicable.</p>		Providing unclear information to students impacts Time to Degree (Preeminence Metric)	Summer 2019	Fall 2019	Faculty Students Staff	
	<p>II. Identify faculty rank, area of research, research productivity, and area of teaching emphasis.</p> <p>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>		Distinct college/academic unit identity	Spring 2019	Fall 2019	UGS and OGS Staff Faculty Students	
	<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>		Faculty bandwidth	Fall 2018	Summer 2019	Students, campus leaders, academic leaders, department chairs	
	<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>		Community Needs	Spring 2019	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>		Existing Programs	Fall 2018	Summer 2019		
	<p>VI. 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.</p>	Faculty and Administration	Distinctiveness Continuum	Spring 2019	Summer 2019		
	<p>VII. 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	1/15/2019	5/30/2019	Faculty	
					8/1/2019	6/30/2020	Faculty

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	<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
<p>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>	<p>I. Guiding Principles. 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> <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> <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> <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> <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> <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> <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> <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> <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	SACSCOC requirement	8/1/2019	6/30/2020	Faculty and Administration

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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 consolidated institution, establish one Faculty Senate that will be based on the current USFT Faculty Senate model and structure.	USFT, USFSP, USFSM Faculty Senates; System Faculty Council	SACSCOC requirement	8/1/2020	8/1/2021	Faculty
	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.	Faculty Affairs subcommittee OR an ad hoc committee with faculty representatives from all three campuses	Other	2/1/2019	5/1/2019	Faculty
	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.	USFT, USFSP, USFSM Faculty Senates; System Faculty Council	Other	8/1/2020	8/1/2021	Faculty
	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.	USFSP and USFSM	Other	8/1/2020	8/1/2021	Faculty
	V. Avoid disruptive changes while remaining efficient. The new Faculty Senate structure should involve minimal changes now while recognizing opportunities to improve over time.	USFT, USFSP, USFSM Faculty Senates; System Faculty Council	Other	8/1/2020	8/1/2021	Faculty
	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. Meet, if not at 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 Committee (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.			tbd		
	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			2019-20		
	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	SACSCOC-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:					
	a. Tiedemann College of Business	Development USF Tampa/USF St. Pete/USF Sarasota	SACSCOC	Ongoing	12/4/2018	USF System, Foundation and affected donors
	b. Muma College of Business	Development USF Tampa/USF St. Pete	SACS, Other	10/15/2018	12/4/2018	USF System, Foundation
	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: O-228, O-221, O-230, O-216, O-009; recommend revisions	Alumni / Foundation	SACS, Other	9/5/2018	12/4/2018	General Counsel, USF System, Foundation, Alumni Association

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	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
	XI. Communicate with communities a. Florida b. Tampa c. St. Pete d. Sarasota	UCM, Development USF Tampa/USF St. Pete/USF Sarasota	SACS, Other	Ongoing	Ongoing	All
	XII. Communicate that consolidation does not impact USF's commitment to diversity	System Diversity	Other	Ongoing	Ongoing	All
	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)	Alumni/ Development	Other	3/15/2019	12/13/2019	All
	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.	Development	Other	7/1/2019	Ongoing	USF System, Foundation, affected donors
	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: 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	UCM, Development USF Tampa/USF St. Pete/USF Sarasota	SACS, Preeminence, Other	Ongoing	Ongoing	All
	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.	UCM, Development USF Tampa/USF St. Pete/USF Sarasota	SACS, Preeminence, Other	11/5/2018	Ongoing	All

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**University of South Florida
Consolidation Planning Study and
Implementation Task Force
February 12, 2019**



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**USF Consolidation Planning Study and
Implementation Task Force**

Final Report

February 12, 2019

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**USF Consolidation Planning Study and
Implementation Task Force**

February 12, 2019

Mr. Brian Lamb
Board of Trustees Chair
University of South Florida

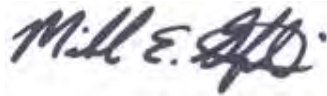
Dear Chair Lamb:

I am pleased to present the final report of the USF Consolidation Planning Study and Implementation Task Force.

The Task Force has worked extremely hard over the last ten months, meeting 35 times, hearing testimony from several dozens of subject matter experts and the USF community, and engaging in robust dialogue with various stakeholders. Task Force meetings have been open to all members of the public and the Task Force's work has been widely publicized. The recommendations made here are the result of careful deliberation and thoughtful discussion following the extensive input the Task Force received.

The Task Force's recommendations are focused on not only on strengthening the university's preeminence position but achieving greater student success on each campus. The Task Force is passionate and dedicated to enhancing opportunities for students, faculty and staff post-consolidation. USF is an incredible asset to the Tampa Bay region and the State of Florida that will only become stronger through the consolidation process.

Sincerely,



Michael E. Griffin
Chair, USF Consolidation Task Force

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Overview and Executive Summary

On March 11, 2018, Governor Rick Scott signed the Florida Excellence in Higher Education Act of 2018, requiring the USF System – comprised of the University of South Florida Tampa, the University of South Florida St. Petersburg and the University of South Florida Sarasota-Manatee – to consolidate under a single accreditation (see **Appendix A** for legislation). The Legislature and the Governor recognized that a single, unified accreditation will enhance the success of all USF students, faculty and staff.

The law established the USF Consolidation Planning Study and Implementation Task Force and appointed to it 13 community leaders from across the region and state (see **Appendix C** for a list of Task Force members). The Task Force was charged with submitting recommendations to the USF Board of Trustees by February 15, 2019 on specific topics (see **Appendix A** for list of topics outlined in the legislation) aimed at improving student success while phasing out the separate accreditations.

The consolidation process has been governed by a set of guiding principles which ensure USF maintains its accreditation, strengthens its stature as a Preeminent Research University and preserves the distinctive identities of each of its three campuses. These guiding principles include: (The full list of guiding principles can be found in **Appendix D.**)

- Strengthening the Preeminent stature of the campuses
- Preserving distinctive campus identities
- Prioritizing expanded student opportunities
- Building a clear, accountable leadership structure
- Establishing centers of excellence on each campus
- Promoting regional economic development without unwarranted duplication
- Maximizing operational efficiencies

From April to November 2018, the Task Force held public meetings and townhalls at each USF campus. Task Force members divided into three subcommittees:

- Student Success, Academic Programs, and Campus Identity;
- Shared Governance and Transparency; and
- Student Access.

Each subcommittee held public hearings to gather expert testimony and hear from USF leadership and community members. Based on their assigned topics for review, (see summary of activities) each subcommittee produced comprehensive recommendations, found in **Appendix F**.

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Summary of Activities

The Task Force commenced its work immediately and provided a short timeline for completion, with a deadline of February 15, 2019. The Task Force implemented a process that allowed for engagement and exchange of ideas with various stakeholders including students, faculty, staff and community members. The Task Force's goals include understanding how USF's current structure works, listening to the concerns of the USF community, and recommending initiatives to create a unified USF, geographically distributed.

Within a few days of the law being signed, a website was created to provide the USF community and general public with information regarding consolidation and the work of the Task Force. Agendas, meeting notes, background materials and other important information are accessible via the website. Additionally, the website provided the general public, faculty, staff and students with a mechanism for submitting electronic comments and suggestions to the Task Force. (The above mentioned information can be found at the following website: <https://www.usf.edu/system/board-of-trustees/system-consolidation/index.aspx>)

The Task Force held its first official meeting on April 25, 2018, at which the chair assigned members to one of three subcommittees: Student Access, Shared Governance/Transparency, and Student Success/Academic Programs/Campus Identity. Each subcommittee was charged with developing and delivering recommendations pertaining to specific requirements addressed in law. Each subcommittee held a series of public hearings –one on each USF campus – with testimony provided by subject matter experts and community leaders. At the end of each hearing, members of the public had the opportunity to offer comments.

Task Force:

After its initial meeting in April 2018, the full 13-member Task Force met monthly, either by phone or in person to discuss updates and recommendations emerging from the subcommittees.

It also held Town halls at USF Sarasota-Manatee, USF St. Petersburg, and USF Tampa. These Town Hall meetings were well attended, Task Force members heard input from approximately 103 members of the USF community and general public. (The full public comment record can be found in *Appendix E*)

Date	Activity	Location
April 25, 2018	Task Force Meeting	USF St. Petersburg
May 30, 2018	Task Force Call	N/A
June 29, 2018	Task Force Call	N/A
July 26, 2018	Task Force Call	N/A
August 22, 2018	Town Hall	USF Tampa
August 22, 2018	Task Force Meeting	USF Tampa

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September 11, 2018	Town Hall	USF St. Petersburg
September 26, 2018	Task Force Call	N/A
October 2, 2018	Town Hall	USF Sarasota-Manatee
November 29, 2018	Task Force Meeting	USF Sarasota-Manatee
December 19, 2018	Task Force Call	N/A
January 23, 2019	Task Force Meeting	USF Tampa

Subcommittees:

Three subcommittees were created to address the focus areas of the Task Force as prescribed by law:

1. Student Access:
 - a. Equitable distribution of programs and resources to establish pathways to admission for all students who require bridge programming and financial aid.
2. Shared Governance/Transparency
 - a. 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;
 - b. Developing and delivering integrated academic programs, student and faculty governance, and administrative services to better serve the students, faculty, and staff at the University of South Florida College of Marine Sciences, the University of South Florida Sarasota/Manatee, and the University of South Florida St. Petersburg;
 - c. Maintaining faculty input from all campuses during the review and development of general education requirements to reflect the distinctive identity of each campus.
3. Student Success/Academic Programs/Campus Identity
 - 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.

Student Access Subcommittee:

The Student Access subcommittee included Anddrikk Frazier, Chair; Alison Barlow, and Byron Shinn. The subcommittee's focus area was the "Equitable distribution of programs

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and resources to establish pathways to admission for all students who require bridge programming and financial aid.”

The subcommittee held one hearing at each of the USF campuses; USF St. Petersburg on June 13, 2018, USF Sarasota Manatee on July 17, 2018, and USF Tampa on August 7, 2018. The hearings included presentations on topics related to student access, including:

- Student access as a part of overall student success;
- Challenges facing low-income, first generation, first time in college, transfers, minority or other under-served populations;
- Changes in admissions criteria and best practices to mitigate any unintended consequences;
- Financial aid and scholarships;
- Pathway programs and concerns for transfer students; and
- Community outreach and engagement to prospective students.

Presenters included: USF representatives from the offices of Admissions, Financial Aid, Student Success, the USF Foundation, Institutional Effectiveness, Diversity and Inclusion, and Communications as well as external speakers from Hillsborough Community College, St. Petersburg College, the Florida College Access Network, UnidosNow, Pinellas County Schools, and Manatee High School.

The Student Access subcommittee was provided abundant information on areas and topics that impact access. The information, including testimony, written documents, presentations and public comment was broad, but themes emerged including community outreach, financial impact, diversity, transfer students and access to academic programs.

The Student Access subcommittee met on the dates below and presented recommendations to the full Task Force on August 22, 2018.

Date	Activity	Location
May 18, 2018	Student Access Call	N/A
June 13, 2018	Public Hearing	USF St. Petersburg
July 17, 2018	Public Hearing	USF Sarasota-Manatee
August 7, 2018	Public Hearing	USF Tampa
August 16, 2018	Student Access Meeting	USF Tampa
August 21, 2018	Student Access Call	N/A

Shared Governance / Transparency Subcommittee:

The Shared Governance / Transparency subcommittee members included Melissa Seixas, Chair; Kayla Rykiel, and Nicole Washington. The subcommittee focus areas were:

- a. Establishing budget transparency and accountability regarding the review and approval of student fees among campuses, including fee differentials and athletic

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- fees, to enable the identification of the equitable distribution of resources to each campus, including the University of South Florida Health;
- b. Developing and delivering integrated academic programs, student and faculty governance, and administrative services to better serve the students, faculty, and staff at the University of South Florida College of Marine Sciences, the University of South Florida Sarasota/Manatee, and the University of South Florida St. Petersburg; and
 - c. Maintaining faculty input from all campuses during the review and development of general education requirements to reflect the distinctive identity of each campus.

The subcommittee held one hearing at each of the USF campuses: USF Tampa on July 18, 2018, USF St. Petersburg on September 11, 2018, and USF Sarasota Manatee on October 2, 2018. Presenters included representatives from the Board of Governors for the State University System of Florida, and leadership from USF System and regional campuses, including SACSCOC Liaisons, the General Counsel, Financial Affairs, student and faculty government, and General Education.

The Shared Governance and Transparency subcommittee focused efforts on university, faculty and student governance along with general education models, student fees and shared services. Much of the work of the subcommittee centered on building strength in consolidation while maintaining existing campus unique benefits.

The Shared Governance/Transparency subcommittee met on the dates below and presented recommendations to the full Task Force on November 29, 2018.

Date	Activity	Location
May 23, 2018	Shared Governance Call	N/A
June 14, 2018	Shared Governance Call	N/A
July 16, 2018	Shared Governance Call	N/A
July 18, 2018	Public Hearing	USF Tampa
September 11, 2018	Public Hearing	USF St. Petersburg
October 2, 2018	Public Hearing	USF Sarasota-Manatee
October 8, 2018	Shared Governance Call	N/A
October 24, 2018	Shared Governance Meeting	USF Health (CAMLIS)
November 1, 2018	Shared Governance Call	N/A
November 13, 2018	Shared Governance Call	N/A

Student Success/Academic Programs/Campus Identity Subcommittee:

The Student Success/Academic Programs/Campus Identity subcommittee included Michael "Mike" Griffin, Chair; Frederick "Rick" Piccolo, and Dr. Tonjua Williams. The committee focus areas were:

- 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

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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; and
- c. Developing the research capacity at each campus.

The Student Success/Academic Programs/Campus Identity subcommittee held one hearing at each of the USF campuses: USF Tampa on July 9, 2018, USF Sarasota-Manatee on August 28, 2018, and USF St. Petersburg on October 18, 2018. Speakers included: leadership from USF System and regional campuses, including SACSCOC Liaisons, student success and student affairs, innovative education, community engagement, academic affairs and career services, the Board of Governors for the State University System of Florida, the Tampa Bay Partnership, St. Petersburg Downtown Partnership, the Greater Sarasota Chamber of Commerce, Burning Glass Technologies, Huron Consulting Group. Additionally, the regional chancellors and several deans presented, as did leaders from the region’s businesses, including BayCare Health Systems, and FCCI Insurance Group.

In addition to the three hearings, the Student Success/Academic Programs/Campus Identity subcommittee held two additional in person meetings to discuss academic programming in the context of consolidation.

The Student Success/Academic Programs/Campus Identity subcommittee worked through an incredible amount of information, feedback and comment to develop recommendations that provide equity while improving student success. While student success was the core focus of the subcommittee, it also reviewed subject areas including academic programs, campus identity, research capacity and community engagement.

The Student Success/Academic Programs/Campus Identity subcommittee met on the dates below and presented recommendations to the Task Force on November 29, 2018.

Date	Activity	Location
May 16, 2018	Student Success Call	N/A
June 25, 2018	Student Success Call	N/A
July 9, 2018	Public Hearing	USF Tampa
August 28, 2018	Public Hearing	USF Sarasota-Manatee
September 19, 2018	Student Success Meeting	USF Health (CAMLs)
October 18, 2018	Public Hearing	USF St. Petersburg
November 6, 2018	Student Success Meeting	USF Health (CAMLs)
November 14, 2018	Student Success Meeting	USF St. Petersburg
November 19, 2018	Student Success Call	N/A

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Recommendations

The Task Force wishes to highlight key recommendations for special emphasis, based on the subcommittees' extensive deliberations. The Task Force also recommends that through the consolidation transition, the USF Board of Trustees implement a process to review progress toward these recommendations on an annual or otherwise reasonable basis.

I. Student Success, Academic Programs and Campus Identity Recommendations

Student Success

- Develop guiding principles for a unified student success movement through an inclusive and collaborative campus stakeholder engagement process.
- Provide all campuses with the necessary support to serve their unique student populations while ensuring that equitable services are offered across USF.
- Leverage the new Student Success Committee to promote a unified approach to student success.
- 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.
- Strengthen intervention initiatives and ensure the programs are reflective of and responsive to all student populations.
- Empower faculty to have conversations with students about potential career paths in their academic discipline.

Academic Programs

- 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 F for "Unified Response" plan].
- Strengthen processes for the expansion of existing academic degree offerings such as examining evidence of student demand, critical mass, and capacity to deliver.
- Empower local university leadership to strengthen employer partnerships to inform curriculum development.
- Consider including updated labor market data sources in Program Reviews, so that students are better situated/equipped to understand real-life applications of degree programs.
- Increase master and doctoral degree program delivery on the St. Petersburg and Sarasota-Manatee campuses no later than July 1, 2021.
- Increase online, blended and hybrid course offerings at all levels.
- In consultation with Regional Chancellors and using established academic benchmarks, promote the opportunity for colleges to be homed across regional campuses.
- Unless otherwise prescribed by law, develop guiding principles for a college unit, such as
 - One college per academic discipline;

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- Establish realistic and manageable-sized college units informed by benchmarks for what constitutes a College;
- A comprehensive resource plan and reasonable timeframe for attaining established benchmarks and a defined process for underperformance; and
- Meeting local workforce needs of the communities USF serves.
- 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.
- 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.

Campus Identity

- Identify high-impact practices that reflect campus identities through community collaboration, service learning opportunities, and civic engagement.
- Communicate distinctive academic and programmatic elements with external audiences to increase community awareness of campus identities and offerings.
- Continue to increase opportunities for existing and new faculty to develop academic programs, increase research contributions, and strengthen campus identities.
- 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.
- Strengthen academic and non-curricular programs, initiatives, and research on all campuses, to further the identity of the campuses.
- 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.
- Foster cross-university collaborations to support the needs of the communities each campus serves.
- Coordinate undergraduate admissions processes and outreach to emphasize one USF while highlighting the distinct campus identities.

Research Capacity

- Encourage proactive engagement of the USF Research & Innovation Office with faculty on all campuses.
- Support the growth of campus research initiatives and strengths through strategies including joint appointments for faculty on the St. Petersburg and Sarasota-Manatee campuses.
- Empower faculty on all campuses to identify research assets and opportunities and to engage in the planning efforts designed to expand research capacity.
- Design an online database that highlights the research resources and centers that are available to all USF faculty.
- Develop state-of-the-art technologies to promote cross-campus collaboration.

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- Prioritize the construction of the Integrated Science and Technology Complex (ISTC) on the Sarasota-Manatee campus to serve local research and teaching needs.

Community Engagement

- 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.
- Enhance partnerships with educational organizations, including K-12 schools and regional community colleges, to foster community collaboration, innovative programs, and student access and success.
- Establish mechanisms that allow engaged partners to inform the design of contemporary, real-world curricula and the development of relevant applied research.

II. Shared Governance and Transparency Recommendations

University Governance

- The governance structure of USF should reflect several principles. First, the President of USF has ultimate accountability for all actions within USF and all lines of authority should ultimately end at the President. Second, university campuses are distinct entities and governance structures should reflect university imperatives rather than corporate or bureaucratic structures. Third, the structure should facilitate the overall development of the university while maintaining the unique advantages of the branch campus model.
- Each branch campus should have a regional chancellor who shall report directly to the president. The chancellor shall manage, supervise, hire, promote and fire all branch campus employees – academic and nonacademic – in a manner consistent with USF policies, procedures, and guidelines, and, for personnel matters at or above the director level, the regional chancellor shall act in consultation, collaboration and concurrence with the appropriate senior vice president. Colleges and schools located on branch campus would have a reporting obligation to the branch chief academic officer. The regional chancellors will coordinate campus budgets with the senior vice president for business and finance and submit to the President who will forward those recommendations to the USF Board of Trustees along with any additional recommendations from the President.
- This governance structure preserves the President’s singular leadership role while recognizing that strong regional chancellors provide a more dynamic on-site management presence to ensure USF’s continued preeminence as well as provide a greater on-the-ground understanding of how to foster the unique advantages of each branch campus.
- 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.

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- Designate USFSM and USFSP as branch campuses as defined by SACSCOC, which includes the following:
 - Permanent in nature
 - Offers courses in educational programs leading to a degree, certificate, or other recognized educational credential
 - Has its own faculty and administrative or supervisory organization and
 - Has its own budgetary and hiring authority
- Define, update and communicate 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.

Faculty Governance

- Empower Faculty Governance to contribute to the coordination and delivery of value-added student experiences.
- Develop one Faculty Senate, including campus councils, across the university to include equitable representation by campuses.
- 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.
- 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.
- 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.
- 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.

General Education

- Create a unified general education curriculum and identify core values that ensures maximum ease of transition for FTIC and transfer students to USF.
- 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.

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- 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.
- Update governance processes and documents for the General Education Council of the Faculty Senate to support a unified university while creating equitable participation opportunities from all campuses.
- Implement an assessment plan for annual review and approval oversight of general education curriculum.

Student Governance

- Create a system-level SGA and ensure alternating campus officer representation on the system-level SGA.
- Allow for equitable representation of student-elected positions across all three campuses.
- Define a clear process for equitable budget allocation.
- Outline and communicate processes and tools for student input/feedback during the consolidation transition.
- Develop a process for student leaders to assess and refine the student government structure two years post-consolidation

Budget Transparency

- Create a mechanism for transparency in the prioritization and decision-making processes of budget initiatives that meet a certain threshold.
- To maintain the university's commitment to affordability, examine and determine a fee structure that minimizes impact on students' costs and ensures that current students continue to benefit from the fee structure under which they entered USF. The consolidation of USF is an opportunity for improved coordination and efficiency not an opportunity for the redistribution of burdens. Students at branch campus should not be subject to fees for services that are not readily accessible to branch campus students.
- Student fees should be collected and maintained at each campus with intra-university transfers used to reallocate funds when a centralized service is determined by the regional chancellors and senior vice president for business and finance to be a more cost effective means of delivering an equivalent level of service.
- 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.
- 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.
- 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.

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- Proposed post-consolidation shared services should consider a menu of options: in-person/home campus access, online/virtual options, and collaborative space/resource initiatives.
- Engage and challenge staff to identify efficiencies and business process. Consider incentives to empower and reward staff for identifying efficiencies and implementing best practices.
- Encourage USF to identify opportunities for cross-training of staff and leveraging of innovative technologies to promote efficiencies across the university.

III. Student Access Recommendations

Communications & community outreach

- Appoint a “Community Advisory Board” to strengthen connections and track access goals.
- Develop a unified USF communications plan to provide an understanding of college access options including bridge programs.
- Dedicate additional resources at each campus to foster community partnerships.

Scholarships, financial aid & admissions

- Expand the reach of existing USF Foundation scholarship programs.
- 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.
- Partner with local communities to identify new sources of financial assistance to attract students from underserved populations.
- 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.

Promotion of a diverse student body

- Engage the community in ways that encourages a diverse applicant pool to USF.
- Foster student readiness among potential applicants, for example, by developing partnerships to provide free or discounted SAT prep courses to low-income prospective students.
- Introduce families in the community to USF early on in a student’s educational journey by organizing campus visits, open houses, and other activities.
- Promote diversity among USF faculty and staff.

Transfer students & student mobility

- Educate potential transfer students from the Florida College System early on regarding the admissions process and academic and social transition to USF.

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- Dedicate resources to fostering a welcoming environment for transfer students by providing similar programs and supports to those received by incoming freshmen.
- Dedicate financial and staffing resources to expanding and marketing bridge programs, including FUSE.
- Promote student mobility for FCS students (and across the three USF campuses) by expanding access to a broader array of courses and degree programs.

Academic programs & course delivery

- Enhance the flexibility, accessibility, and relevancy of course programming at each campus location for the undergraduate and graduate level.
- Continue to explore alternate delivery models (e.g. hybrid, virtual, asynchronous) and creative uses of technology to increase student access.
- 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.
- Expand access to relevant programs to better align with local workforce demands.



Appendices





Appendix A



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Ch. 2018-4 LAWS OF FLORIDA Ch. 2018-4

(i) The president of the University of South Florida or his or her designee; and

(j) One student member appointed by the University of South Florida Alumni Association.

(3) The Board of Trustees shall assign personnel from each campus to staff the task force. The chair of the task force may consult experts in university mergers and consolidations to assist the task force in developing recommendations.

(4) No later than February 15, 2019, the task force must submit a report to the University of South Florida Board of Trustees which includes, at a minimum, 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 of South Florida College of Marine Science, the University of South Florida Sarasota/Manatee, and the University of South Florida St. Petersburg.

(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:

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Ch. 2018-4 LAWS OF FLORIDA Ch. 2018-4

(b) The Sarasota/Manatee campus of the University of South Florida shall be known as the "University of South Florida Sarasota/Manatee" and shall include any college of the University of South Florida which is headquartered or primarily located in Sarasota County or Manatee County.

(2) The University of South Florida St. Petersburg and the University of South Florida Sarasota/Manatee shall each have a campus board and a regional chancellor. The Chair of the Board of Trustees of the University of South Florida, based upon recommendations of the President of the University of South Florida, shall appoint:

(a) Seven residents of Pinellas County to serve 4-year staggered terms on the Campus Board of the University of South Florida St. Petersburg. A member of the Board of Trustees of the University of South Florida who resides in Pinellas County shall jointly serve as a member of the Board of Trustees and as chair of the campus board. The chair of the faculty senate or the equivalent and the president of the student body of the campus shall serve as ex officio members.

(b) Four residents of Manatee County and three residents of Sarasota County to serve 4-year staggered terms on the Campus Board of the University of South Florida Sarasota/Manatee. A member of the Board of Trustees of the University of South Florida who resides in Manatee County or Sarasota County shall be selected by the Chair of the Board of Trustees of the University of South Florida to serve jointly as a member of the Board of Trustees and as chair of the campus board. The chair of the faculty senate or the equivalent and the president of the student body of the campus shall serve as ex officio members.

The Board of Trustees may reappoint a member to the campus board, other than the chair, for one additional term.

(3) Each campus board has the powers and duties provided by law, which include the authority to approve and submit an annual operating plan, budget, and legislative budget request to the Board of Trustees of the University of South Florida.

(4) The Board of Trustees shall publish and approve an annual operating budget for each campus and a report on the distribution of funds, including student tuition and fees, preeminence funding, and performance-based funding, provided to each campus.

(5) The Board of Trustees must publish on its website a biennial regional impact report, beginning July 1, 2021, which details the specific increased investments in university programs located in Pinellas, Manatee, and Sarasota Counties. The report shall include, at a minimum, trend information related to access to new degree programs for students in those counties, any changes in student enrollment and outcomes at each campus located in those counties, increased research conducted and research infrastructure

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Appendix B



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**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.

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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;

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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

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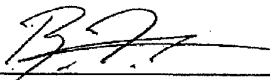
in this charter, all such votes shall be conducted in a noticed, public meeting. Only Members of the Task Force may vote. Members may abstain from voting only under those circumstances prescribed by law (i.e. the member has a financial interest in a matter before the Task Force). Voting by proxy or by 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 (Date) 4/4/18
Chair, USF Board of Trustees

Approved as to Form and
Legal Sufficiency


Attorney, USF



Appendix C



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Michael “Mike” Griffin, Chair
*Senior Managing Director,
Savills Studley Occupier Services*

Alison Barlow
*Executive Director, St.
Petersburg Innovation District*

Addrikk Frazier
*Managing Partner, Integral
Energy*

Dr. Judy Genshaft
USF System President

Dr. Karen Holbrook
*Regional Chancellor, USF
Sarasota-Manatee*

Frederick “Rick” Piccolo
*President and CEO, Sarasota
Bradenton International
Airport*

Kayla Rykiel
Student Representative

Melissa Seixas
*Vice President, Government and
Community Relations for Duke
Energy*

Debbie Sembler
Former Marketing Executive

Byron Shinn
*Partner-in-Charge, Carr, Riggs,
& Ingram*

Dr. Martin Tadlock
*Regional Chancellor, USF St.
Petersburg*

Nicole Washington
*State Policy Consultant, Lumina
Foundation*

Dr. Tonjua Williams
President, St. Petersburg College



Appendix D



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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



Appendix E



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UNIVERSITY OF SOUTH FLORIDA

Consolidation
Planning Study and
Implementation
Task Force

**PUBLIC
COMMENT
RECORD**

As of 11/16/18

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**University of South Florida
Consolidation Planning Study and Implementation Task Force
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Introductory Information

In accordance with the Florida Excellence in Higher Education Act, the USF Consolidation Planning Study and Implementation Task Force was established. The law requires the Task Force to make recommendations to the USF Board of Trustees on areas including student access, shared governance, academic programs and campus identity. The Task Force is comprised of members of the community, the President of USF and the Regional Chancellors at USF St. Petersburg and USF Sarasota-Manatee and is operating from a shared set of guiding principles set forth by the USF Board of Trustees.

Hearing from faculty, staff, students and community members is an important part of the Task Force's charge. In order to do so in a meaningful way, the Task Force held a series of Town Hall meetings, one at each USF campus. These Town Hall meetings invited the USF community to share public comment regarding USF accreditation consolidation and were held during the following times:

Aug. 22, 2018 | 3:00 PM

USF Tampa, Marshall Student Center 3707

Sept. 11, 2018 | 2:00 PM

USF St. Petersburg, Student Center Ballroom

Oct. 2, 2018 | 3:00 PM

USF Sarasota Manatee, Selby Auditorium

Additionally, the Task Force has accepted comments via an online portal and email. This document provides a summary of the public comment received to date from the Town Hall meetings and online submissions. The online portal for public comments can be found here: bit.ly/usf-consolidation

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Tampa Town Hall August 22, 2018

1. Dr. Robert Frisina, Director of Biomedical Engineering at USF Tampa, commented that this process must recognize how preeminence was reached, and that USF should still continue to utilize concerted strategic planning efforts. He stated that not everything can be funded, therefore USF must remain strategic and selective in that sense.
2. Dr. Timothy Boaz, President of the USF Tampa Faculty Senate, described the transformation USF has made in the last thirty years, stating that the greatest achievements came from a gradual, deliberate process rather than dramatic changes. He also recognized that resources need to be allocated correctly and that it may take some time for those allocations to be effective.
3. Dr. Michael Cross, Director of the Office of Undergraduate Research, observed that not only is the USF System consolidating, but also the USF community as whole. He requested as a faculty member that more communication may help him better understand the high-level implications of his role in consolidation alongside communication to students regarding new opportunities presented by consolidation.
4. Dr. Gregory Teague, faculty member at USF Tampa and Special Advisor to the President for USF System Strategic Planning, explained there is a lot of interest in the outside perspectives that the Task Force will bring, but there is still some fear of loss of autonomy at regional campuses. He described that there is desire for strong resources, but priorities should still remain for research and strategic investment, departmental success that furthers student success. Involvement by those who will be affected by decision-making and communication among workgroups should happen as early as possible.
5. Dr. Stephen Turner, faculty member at USF Tampa, described the past structure before separate accreditation, noting that faculty had to report to two different supervisors, which often created issues. He recommended that academic and administrative governance need to be united.
6. Dr. Scott Besley, faculty member at USF Tampa, discussed the General Education Council, which has recently been working to revise the general education curriculum. They have created a flexible model with a pyramid for student achievement. He stated that there should not be many issues with general education through consolidation and the council is ready and willing to take on the task.
7. Dr. Robert Bishop, the dean of the College of Engineering, stated that the college is growing and is rising in the ranking. He stated he would like to be able to expand the college to all campuses, but more resources would be needed to extend the programs.
8. Dr. Richard Manning, faculty member at USF Tampa, recommended that the Task Force ensure the individuals who will be impacted by the changes brought forth by consolidation are consulted during the process. He commented that Task Force is largely comprised of community members

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and recommended that they consult faculty at every stage of the consolidation process.

9. Dr. Paul Atchley, Dean of Undergraduate Studies, commented that there needs to be more investment and more structure in order to get the best results rather than asking current employees to double up on responsibilities.

10. Dr. Julie Leos, Assistant Dean of students at USF Tampa, spoke regarding housing and residential education, stating that it is a growing powerhouse aiming to create a residential experience that is above all other universities. She recommended that when considering consolidation, residential education should be consistent with student success.

11. Dr. Steven Surrency, faculty member at USF Tampa, recommended that the principle of subsidiarity is honored as much as possible. Additionally, he recommended that programs are not too rigid, as it makes it difficult for departments to follow if there is no flexibility.

12. Dr. Jill Roberts, faculty member at USF Tampa, asked that the Task Force be aware that faculty are heavily invested in their own curriculum, which often takes countless meetings, hearings, and battles to create. She also recommended that the Undergraduate Council is consulted regarding consolidation of councils and other efforts.

13. Cliff Henderson, faculty member at USF Tampa, expressed concern regarding student access with research facilities possibly being spread across campuses. He stated that it does not take much geographical distance to create issues for student access, which he experienced working at other universities with campuses only 4-5 miles away.

14. David Naar, faculty member at USF Tampa, recommended that a student from each campus be on the Task Force for equal representation.

15. Valerie Harwood, faculty member at USF Tampa, expressed concern regarding merging two biology departments, as they have been autonomous and well-established with different degree programs and research assignments for years. She urged the Task Force to involve faculty as much as possible.

16. Ralph Wilcox, Executive Vice President and Provost of the USF System, commented that it is important to speak about student success when discussing student access. He also spoke regarding the Preeminence designation and how it would help extend access to students in St. Petersburg and Sarasota-Manatee.

17. A member of USF Tampa Student Government commented that there have been great strides toward connecting students, faculty, and administration. He stated that connecting these groups facilitates success all around. He requested that opportunities to continue these relationships still remain.

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St. Petersburg Town Hall September 11, 2018

- 1.** Dr. Patti Helton, Regional Vice Chancellor for Student Affairs at USF St. Petersburg, expressed concern regarding the raising of admission standards at USF St. Petersburg, which may limit student access.
- 2.** Dr. Melanie Reidinger-Whitmore, faculty member at USF St. Petersburg, reminded the Task Force that there needs to be a balance between maintaining excellent teaching and small class sizes while growing research opportunities. She also noted that USF St. Petersburg will need space, buildings, and research infrastructure to continue to succeed and offer more opportunities for students.
- 3.** Kaeden Kelso, USF St. Petersburg SGA President, asked the Task Force to preserve USF St. Petersburg's unique identity including smaller classes and the community. He also suggested the addition of athletics and Greek life could be beneficial to the campus as well as adding programs in high demand fields in the community such as nursing, engineering, computer science, and the arts.
- 4.** Dr. Jacob Diaz, Dean of Students at USF St. Petersburg, commented that he was drawn to USF St. Petersburg by the diversity, inclusion, and opportunities for everyone in the community. He expressed his excitement and fear of what may be gained and potentially lost in consolidation, but ultimately that USF must continue to improve student access and success.
- 5.** Diane Morton, Executive Director of the Warehouse Arts District Association, recommended that more arts and culture be woven into the curriculum at USF St. Petersburg alongside partnerships with non-profits in the area.
- 6.** Dr. Michelle Madden, Director of Institutional Effectiveness and Assessment and the SACSCOC Liaison at USF St. Petersburg, recommended that the Task Force consider the SACSCOC guidelines regarding "branch campuses" and "instructional sites." She would like to see USF St. Petersburg and USF Sarasota-Manatee remain branch campuses rather than become instructional sites.
- 7.** Jason Mathis, CEO of the St. Petersburg Downtown Partnership, described the five programmatic elements that should be focused on during consolidation: arts, engineering, health care, business and entrepreneurship, and continued support for marine science. He expressed his hope that consolidation will bring new resources and opportunities.
- 8.** Dr. Catherine Cardwell, Dean of the Library at USF St. Petersburg, shared that the library is a "learning laboratory" for the campus and has many great resources that are utilized. She emphasized that when programs expand, resources will also have to increase to meet the demand from faculty and students.
- 9.** Robert Kapusta, Managing Partner of Fisher & Saul's, P.A., stated that USF St. Petersburg originally advocated to be separate because it was not treated equally with USF Tampa. He suggested that this was an opportunity to set the right priorities at USF St. Petersburg and create a more equal structure, as well as improve the opportunity to set the right priorities at USF St. Petersburg and create a more equal structure, as well as improve the arts curriculum as the community demand grows and increase the capabilities of the marine science program.

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USF St. Petersburg Town Hall

10. John Hamilton, St. Petersburg community member, expressed three areas that he believed the Task Force should take note of: 1. Expanding research due to influx of new resources; 2. Expanding programming in the arts; and 3. Need for activities on USF St. Petersburg campus such as athletics, intramural sports, and Greek life.

11. Karly Taylor, student at USF St. Petersburg, described her experience and explained she choose to attend USF St. Petersburg over USF Tampa due to the smaller atmosphere and the student voice on campus.

12. Dr. Joan Reid, faculty member at USF St. Petersburg, expressed her concerns regarding consolidation for faculty. She recounted an incident between herself and an employee from the Tampa campus who suggested that their programs would be separated and she would no longer be a part of the same department. She asked that the Task Force ensure that all voices are heard and equal in the process.

13. Sheila Cowley, a playwright in St. Petersburg, recommended that more performing arts be incorporated into the curriculum, as there is a built-in audience for performances and many opportunities in the area.

14. Jazia Duarte, student at USF St. Petersburg, expressed her concern that consolidation might hinder progress toward sustainability efforts at USF St. Petersburg. She also stated that the small campus environment made the transition from high school to college easier, asking for assurances that the missions and visions of each campus are blended to ensure new students are afforded the same opportunities as she was given.

15. Paula Kramer, St. Petersburg Dance Alliance, commented that consolidation is an opportunity to fill an obvious void in the Arts and the growing dance community in St. Petersburg.

16. Crystal DelGiudice, former USF Student, shared that as a graduate from the USF dance performance program, there is a critical need for greater investments in the arts at the St. Petersburg campus, including dance, theatre, and music.

17. Samantha Fiore, student at USF St. Petersburg, described the tightly-knit community at USF St. Peterburg due to student leaders on campus. She wanted to ensure that student voices at USF St. Petersburg are heard regarding consolidation in order to keep its unique personality.

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18. Dr. Sri Sundram, Dean of the Kate Tiedemann College of Business at USF St. Petersburg, recommended that the Task Force rethink how each campus can best serve their community with the programs offered as well as ensure that faculty and staff are involved in the consolidation process. He also noted there is a very strong community at USF St. Petersburg and the economic and social impact of consolidation needs to be considered.

19. Dr. Allyson Watson, Dean of the College of Education at USF St. Petersburg, described her thoughts as USF moves into a "new era," including the inclusive community, research and innovation, and sustainability aspects at the St. Petersburg campus. She emphasized the shortage of k-12 teachers, yet low demand for teaching programs demonstrates a need for revised curriculum to include interdisciplinary education

20. Dr. Magali Michael, Dean of the College of Arts and Sciences at USF St. Petersburg, expressed her hope that consolidation will increase potential at USF St. Petersburg. She described several areas of research in which faculty are excelling, as well as many current successful programs and her expectation of growth. She also mentioned the possibility of forming a College of Interdisciplinary Studies at USF St. Petersburg.

21. Dr. James Moy, Dean of the College of the Arts at USF Tampa, expressed that it may be difficult to transfer infrastructure from one campus to another but that there is a desire to share more resources in the Arts as there is a need for more art-related programs at USF St. Petersburg.

22. John Collins, Executive Director of the St. Petersburg Arts Alliance, shared some examples of ways that USF St. Petersburg could develop arts programming, which include local internships and community service projects as well as requiring some arts courses that fit in with non-arts majors.

23. Donna Knudsen, Director of the Office of Graduate Studies at USF St. Petersburg, explained that when students are surveyed at the beginning of their time at USF St. Petersburg, the number one reason they are satisfied is because of the faculty. She stated that they are also surveyed when they leave, which is often due to lack of programs and graduate student funding.

24. Jay Sokolovsky, faculty member at USF St. Petersburg, expressed deep concern that consolidation was passed through the legislature without consulting the community. He cited his experience as an instructor at both USF Tampa and USF St. Petersburg and how the campuses operate differently. He referenced his work at the University of Maryland, describing that when consolidated, the branch campus become an Honors College; he recommended USF consider doing the same with St. Petersburg.

25. Tonya Elmore, President and CEO of the Tampa Bay Innovation Center, reminded the Task Force that this center will require strong talent from the College of Business and Entrepreneurship program at USF St. Petersburg for success. She asked that they continue to look at the economic impact for sponsored research and programs, including developers, data scientists, and engineers.

26. Chris Steinocher, President and CEO of the St. Petersburg Area Chamber of Commerce, commented on the strong love the community has for the city of St. Petersburg. He described the community support and demand

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USF St. Petersburg Town Hall

for local businesses, as well as the hope that the community will continue to grow in art and design, specialized manufacturing, marine and life sciences, data analytics, and financial tech and services opportunities.

27. Dr. James McHale, faculty member at USF St. Petersburg, described the difficulty of conducting research at an institution that cannot keep excellent faculty members due to severe lack of start-up funding. He expressed his desire to see consolidation uplift campuses with more funding for ground-breaking research.

28. Hugh Tulloch, community member of St. Petersburg, recommended that USF St. Petersburg launch an International Relations program, as there are many faculty with the proper credentials that could support it.

29. Mark Aeling, sculptor and President of the Board of the Warehouse Arts District Association, described the growth in the arts community in St. Petersburg that has a mission of creating sustainability for the arts.

30. Representative Wengay “Newt” Newton expressed his support for the USF community and recommended that STEM be embraced to help bring well-paying jobs to the area.

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Sarasota-Manatee Town Hall

October 2, 2018

1. Dr. Anila Jain, USF Sarasota-Manatee Campus Board member, expressed her concern that the majority of the students at USF Sarastoa-Manatee are first generation college attendees and may not have had the opportunity for a college education without the regional institution. She also noted the low student to faculty ratio and the unique hospitality and cybersecurity programs that are vital to the community. She also mentioned that many students work full time and it is important to expand to support the workforce needs.
2. Dr. Carol Probstfeld, the President of State College of Florida, noted that State College of Florida's closest and largest partner is USF Sarasota-Manatee. There is a need for local control and local authority for academic programs.
3. Dr. Richard Barnhouse, Vice President for Strategic Enrollment Management at State College of Florida, discussed the importance of USF Sarasota-Manatee offering upper-level and graduate-level coursework for local students as well as the importance of local decision-making for governance but also from a curricular perspective to best meet the needs of this community.
4. Linda de Mello, Director of the Cross College Alliance, discussed the Alliance and how the entities come together to re-think education for this community, while moving forward with a center for creativity and competitiveness in the community.
5. Dr. Pat Moreo, Dean of College of Hospitality and Tourism Leadership (CHTL) at USF Sarasota-Manatee, explained that CHTL is an important part of the campus and is one of seven autonomous programs in the country, with three others located in Florida. He discussed that expanding the program to other USF campuses would help increase enrollment, but there still is a need for local control for partnerships and the community. USF Sarasota-Manatee has submitted a proposal to Representative Sprowls detailing how much funding is required to expand the program. ** Please see appendix for handout provided during meeting
6. Keith Barron, faculty member at USF Sarasota-Manatee, expressed the need for expertis in the hospitality field to deliver hospitality courses.
7. Scott Hopes, Chair of the Manatee County School Board, expressed concern that Huron had not consulted local entities when developing the initial academic structure recommendations. He recommended that the Tampa Bay 2018 Regional Competitiveness Report also be reviewed for local job information and asked that USF use this opportunity to refocus on producing the workforce needed in Sarasota-Bradenton area.
8. Lee Williams, Regional Vice Chancellor for Advancement at USF Sarasota-Manatee, stated that donor gifts given to USF Sarasota-Manatee will stay there. The donor's tax receipt will be from USF Tampa, but unless the donor specifies otherwise, the money will be used at USF Sarasota-Manatee.
9. Dr. Greg Smogard, Innovation and Business Development Officer at USF Sarasota-Manatee, discussed current partnerships that USF Sarasota-Manatee has with many local businesses. He stated that USFSM is already cultivating essential student skills such as creativity, communication, cultural literacy and critical thinking, but

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additional resources are needed to expand these programs. Maintaining local decision making authority is critical to being responsive to the needs of the community.

10. Dr. Brett Kemker, Regional Vice chancellor for Academic and Student Affairs at USF Sarasota-Manatee, stated that USF Sarasota-Manatee must establish a strong sense of investment by maintaining current and establishing future colleges. While USF Sarasota-Manatee supports hosting programs from the Muma COB, there is also a desire and need to keep the College of Hospitality as well as create other new colleges. The curriculum has been developed deliberately with interdisciplinary learning and investment in these programs to provide the community with customized curriculum offerings based on local business needs. ** Please see appendix for handout provided during meeting

11. Dr. Anurag Agarwal, faculty member at USF Sarasota-Manatee, stated that student success is the most important outcome, but it is often contingent upon faculty success, which will help drive up overall metrics. He shared that faculty feel it would be unreasonable for all faculty to be held to the same R1 tenure and promotion standards immediately after consolidation due to different work performance, access to resources and existing tenure and promotion guidelines.

12. John Jorgensen, CEO of Sylint Group, made recommendations regarding cybersecurity and noted how Sylint is currently working with USF Sarasota-Manatee to strengthen programs and respond to the ever-changing needs in the field. He expressed the desire to keep the program local and had concerns about replicating it remotely.

13. Dr. Joe Askren, faculty member at USF Sarasota-Manatee, commented that the College of Hospitality and Tourism Leadership at USF Sarasota-Manatee must remain autonomous, as recent labor statistics show that job growth in hospitality outpaces all other job growth. The partnership USF Sarasota-Manatee has with the Ritz Carlton is critical, noting many industry partners recognize that a hospitality degree is different than a business degree.

14. Dr. Katerina Berezina, faculty at USF Sarasota-Manatee, expressed her excitement for consolidation, but added that she has concerns about making the College of Hospitality and Tourism Leadership part of another college. She explained that outstanding and specialized faculty alongside highly motivated students and industry partners are critical for success.

15. Robert Kaplan, community member, shared the concern that students will not be accepted at USF Sarasota-Manatee based on their high school GPA, due to increased admission standards and will have trouble if they must drive back and forth to Tampa. He suggested that graduate-level courses should be removed to allow for more undergraduate courses.

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16. Dr. Kathy Black, faculty at USF Sarasota-Manatee, commented that there is a potential for increased visibility for USF Sarasota-Manatee's aging research and education, as aging has tremendous societal impacts, especially in Florida. She would like to see the programs at USFSM be more responsive to learners of all ages. One in five UFS Sarasota-Manatee faculty are conducting research connected to aging.

17. Bill Hampton, consultant for USF Sarasota-Manatee, shared how he conducted community focus groups in the USFSM area that showed a bold vision for the campus. Consolidation provides an opportunity for the university to evaluate USF Sarasota-Manatee's role in the ecosystem as a unique piece of the system.

18. Murray Devine, Communications, Marketing and Community Investment Manager for the Community Foundation of Sarasota County, discussed the partnership that USF Sarasota-Manatee has with the Community Foundation of Sarasota County. He stated that USF Sarasota-Manatee has been awarded over \$500k in grants from CFSC and \$2 million in scholarships for students. Additionally, the support provided to veterans is extremely impressive.

19. Roger Frazee, community member and past chair of the USF Sarasota-Manatee Community Leadership Council, noted that USF Sarasota-Manatee must remain a regional campus, as it has always strived to meet the needs of families in the surrounding area. He stated that USF Sarasota-Manatee has high growth potential, but it needs additional resources to expand such as student housing and an academic and technology building.

20. Jacki Dezelski, President/CEO of the Manatee County Chamber of Commerce, urged the Task Force to safeguard the profile and resources at USF Sarasota-Manatee, including the College of Hospitality and Tourism Leadership. She noted that the College's advisory boards are filled with top local leaders who help respond directly to local business needs in one of the fastest growing areas in the country. She also stressed the need for on-campus housing and a science and technology building as well as the value of the Cross College Alliance to the community.

21. Dr. Mike Gillespie, faculty member and President of the USF Sarasota-Manatee Faculty Senate, expressed concern that USF Sarasota-Manatee may have increased demands, but less control post-consolidation. He explained the demand/control model and noted that increasing demands at USF Sarasota-Manatee require more local control in order to be successful.

22. Dr. Sandra Stone, faculty member and Vice President of the USF Sarasota-Manatee Faculty Senate, underscored that one of the BOT guiding principles is to serve students. The USF Sarasota-Manatee student population is not traditional, is generally older and tends to be place-bound by jobs or personal reasons. For many USF Sarasota-Manatee is the only viable option for a four year degree and USFSM has developed programming to meet their needs.

23. Jovana Hoti, USF Sarasota-Manatee student, commented how she values the low student-to-faculty ratio and ability to get a quality education close to home.

24. Bob Turner, community member, commented that USF Sarasota-Manatee is valued in the community because of local partnerships with businesses. Consolidation has many positive benefits, but USFSM needs a level of local autonomy and additional resources to address to community needs.

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25. Sami Araboghli, USF Sarasota-Manatee student, commented that USF Sarasota-Manatee is greatly valued by the local community and consolidation should take advantage of that. USF Sarasota-Manatee should implement more programs in the arts, as well as graduate medical programs as it is close to five hospitals. He also stated that more facilities for research (e.g. a STEM building) as well as student housing are needed to attract more students.

26. Dr. Paul Kirchman, Dean of the College of Science and Mathematics at USF Sarasota-Manatee, presented a proposal that would change the current College of Science and Math at USF Sarasota-Manatee to the College of Integrated Science. He explained that USF Sarasota-Manatee is small enough to be agile and responsive to the needs of the community. He also expressed the need for resources such as on-campus housing and a science and technology building. ** Please see appendix for handout provided during meeting

27. Michael Klene, Student Body President at USF Sarasota-Manatee, expressed concerns regarding possible new student fees without equivalent services. He stated that there is significantly less facility space (sq. ft.) per student at USF Sarasota-Manatee than USF St. Petersburg and USF Tampa and reminded the Task Force that many students choose USF Sarasota-Manatee because it is cost-effective, so there should be a middle-ground regarding fees post-consolidation.

28. Evan Fruehauf, Student Body Vice President at USF Sarasota-Manatee, noted his appreciation for consistent opportunities for student voices to be heard regarding consolidation. He also stated that this type of two-way communication should be available post-consolidation.

29. Dr. Phillip Wagner, faculty at USF Sarasota-Manatee, expressed concerns regarding current instructor positions at USF Sarasota-Manatee, noting that instructors primarily teach lower-level general education course and are major facilitators of student success. He recommended adding greater resources and possibly multi-year contracts to improve instructor morale.

30. Dr. Jane Rose, Dean of the College of Liberal Arts and Social Sciences at USF Sarasota-Manatee, shared a proposal for a new College of Integrative Studies at USF Sarasota-Manatee. She informed the Task Force that multiple interdisciplinary degrees options, blended with internships and skill building, are better positioned to advance education and enhance student success. ** Please see appendix for handout provided during meeting

31. Dr. Gert-Jan de Vreede, Interim Dean of the College of Business at USF Sarasota-Manatee, explained how USF Sarasota-Manatee has changed over the years to adapt to student and community needs while performing impactful research. He stated that USF Sarasota-Manatee is making a significant contribution to a preeminent university, which calls for a balance of rights, responsibilities, authority, and accountability.

32. Elizabeth Cordes, Business Program Manager at the Manatee County EDC, expressed the need for a diversified workforce for the local economy and the successful partnership with USF Sarasota-Manatee to provide resources and opportunities to the community.

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33. Dr. Donal O'Shea, the President of New College of Florida, informed the Task Force that Sarasota-Manatee is the only county that would not be covered by a R1 institution or a "full scale" university if USF Sarasota-Manatee no longer existed. USF Sarasota-Manatee plays an important role in responding to community needs and providing graduate level programs. He asked that USF Sarasota-Manatee receive more resources and maintain local autonomy, colleges and master level programs.

34. CJ Fishman, community member and board member of CHTL Advisory Council, recommended that USF Sarasota-Manatee keep the College of Hospitality and Tourism Leadership and expand throughout the USF System.

35. Lisa Krouse, Executive Vice President at FCCI, explained that USF Sarasota-Manatee has contributed tremendously to FCCI's success through a long-standing partnership. FCCI's strategic plan includes a strong talent strategy that needs deliberate action from USF Sarasota-Manatee to develop future leaders in the insurance industry.

36. Dr. Laurey Stryker, former regional chancellor at USF Sarasota-Manatee, questioned the benefits of consolidation and views it as years of hard work for separate accreditation and establishment being taken away. She stated that resources come from community, donor, and student support. She fears that uncertainty will cause the loss of many talented faculty members and urged members of the community to contact their local legislative delegation to overturn the law.

37. Destin Wells, Vice President of Business Development at the Sarasota County EDC, emphasized that change can be uncomfortable, but that consolidation presents a tremendous opportunity. He presented data regarding job growth in the area and asked that the Task Force use the data to create programs within growth areas and to ensure student success. ** Please see appendix for handout provided during meeting

38. Dr. Tom Becker, faculty at USF Sarasota-Manatee, commented that it is not unusual for confusion to accompany change. He stated that he understands that preeminence moves the focus to funding. He is troubled by the fact that the Legislature prioritizes students graduating in as little time as possible over learning.

39. Dr. Denise Davis-Cotton, Director of The Florida Center for Partnerships for Arts Integrated Teaching (PAInT), discussed the program and noted it provides supportive infrastructure for teaching and learning across all disciplines and opportunities for students at USF Sarasota-Manatee. She commented that the economic contribution of arts and cultural production in Florida is significant. ** Please see appendix for handout provided during meeting

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USF Sarasota-Manatee Town Hall

40. Ernie Withers, President of Mercedes Benz of Sarasota, expressed the desire to build on-campus housing and a science and technology building at USF Sarasota-Manatee. He mentioned that consolidation for businesses means saving money and asked USF Sarasota-Manatee be represented to ensure faculty and staff portions are not eliminated and the campuses are provided with a fair share of resources.

41. Lauren Henry, former student at USF Sarasota-Manatee, shared that one of the things that makes USF Sarasota-Manatee unique is that it is truly a regional campus that tailors programs to community needs and provides a personalized learning experience. The campus is poised for greatness and as it continues to grow, it will need more resources such as housing, academic buildings, and faculty. She requested that the community stay involved and that the campus remain autonomous.

42. Charles Baumann, community member, expressed his concerns for consolidation noting he would like to ensure the campus is represented, has sufficient resources, and the ability to create new academic programs without approval from USF Tampa. He stated that community and academic partnerships need to be sustained and encouraged.

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Online Comment Submissions

1. Randall Russell, President & CEO of Foundation for a Healthy St. Petersburg submitted via online portal: “The ability to connect students who can access the potential expansion of programs offered at USFSP from other campuses can: 1) propel community connections to students adjacent and/or near USFSP campus; 2) Offer interdisciplinary programs and degrees to fuel a changing economy and creative new career pathways; and 3) craft advanced degree programs to grow and sustain new talent in the unique USFSP environment. University ivory towers are created when the local surrounding and adjacent communities are ignored. The impact USFSP can have on people who have generational poverty, higher rates of unemployment, and poorer health outcomes because of these conditions will greatly benefit if USFSP can find partnerships with community leaders to bridge access. The Foundation is interested in supporting the bridges being built between St Petersburg College, the Pinellas County School Board, and the Pinellas Technical College to address resident pathways to meaningful and immediately useful degree programs from USF. This connects to the interdisciplinary programs. The second area could be amassing the wide-ranging and deep talent of the faculty in Tampa and Sarasota who can work with degree programs that are interdisciplinary. I am the graduate of an Individualized Major Program from Indiana University where I bridged political science, with german, and music to earn a bachelor of arts offering multiple job options as one example. Finally the use of advance degree offerings locally.”

2. Elizabeth Wilder, a USF Tampa student, submitted via online portal: “It would improve the student experience at USF if there was more study rooms. During the semester we struggle to find seating to study in between classes. Often times my peers and I have to sit on the floor of the NES because there are not enough tables. However it is not just a problem in the NES, it also extends to other building on campus.”

3. Janet Schalk, an alumni and current graduate student, submitted via online portal: “I am very pleased about USF’s new status as a preeminent university. I also understand this requires the consolidation of accreditation of the multiple USF campuses. It seems that this would be a welcome move for all campuses, despite past initiatives to pursue SEPARATE accreditation in order to maintain the independence of USFSP and USFSM. I assume that the sister campuses would be happy to facilitate consolidation, but I’m sure they’re concerned about potentially losing some of their independence in the process. I hope that the Task Force will go above and beyond in making sure the needs of the sister campuses are addressed in the consolidation process, and that the Task Force makes an extra effort to maintain the identities of these campuses.”

4. Emma Huffner, a community member, submitted via online portal: “Nice that budget is being taken into account of in this law. Also nice that they’re trying to be more beneficial to students across the three campuses and providing a sense of togetherness.”

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USF Online Comments

5. Jamie Bennett, a doctoral candidate, submitted via online portal: "I am a former foster youth, former Academic Success Coordinator at USFSP, and current student pursuing an Ed.D in Program Development/Innovative Education at USF. I wanted to provide comment on the unique challenges for youth who are in foster care, have been adopted as teens, or have aged out of the foster care system. Financial aid programs exist but more should be done to reduce inequities for this population. County/region wide data on educational outcomes for student from foster care is not readily available, but specific data on foster youth population at USF can be obtained through the cashier's office as these students use a waiver for their tuition. I encourage USF to consider this unique population when thinking about access for vulnerable students. These students experience challenges at a higher rate than the average student in navigating university from enrollment through completion due to lack of family support, limited experience in navigating higher education systems, and potential residual effects of a childhood spent in foster care. Financial support alone is often not enough to help students from foster care enroll in college and earn a bachelors degree in a timely manner." ** See appendix for an overview of the national snapshot regarding this topic by former foster youth Molly Sarubbi

6. David Thompson, USF St. Petersburg alumni submitted via online portal: "I served as Student Body President when consolidation was passed into law and throughout the early process. Earlier this year on behalf of Student Government I submitted a letter to Rep. Sprowls, Sen Brandes, and the USF Board of Trustees and System Leadership. We interacted with students across our campus and came up with a list of key priorities during the legislative process. I would like to reiterate those concerns for the transition task force.

- 1. A continued commitment to small class sizes and a low faculty to student ratio on the St. Petersburg Campus.
- 2. Local empowerment to continue campus specific programs, like the Honors College and Compass FYE.
- 3. Student Government authority to finance and support clubs and organizations, as well CITE, SGEF, and student fees based out of the St. Petersburg.
- 4. Continued development of the physical aspects of our campus with investment in new capital projects and completion of existing ones. 5. Financial and Staff support for the presence of Fraternity and Sorority Life, Intercollegiate Athletics, and an Office of Research and Innovation based out of St. Petersburg. 6. A diverse and inclusive Student Body should remain at the forefront of our mission."

7. Lisa Vanover, a community member and graduate student at USFSP, submitted via email: " Thank you for your work to strengthen the USF System through this consolidation. I appreciate the time you are giving this important endeavor.

I'm a proud USFSP stakeholder, many times over: employer of USFSP graduates in my former business; spouse of an associate professor; collaborator regarding sustainability and civic engagement initiatives; graduate student in the MBA program; and, since April, member of the Kate Tiedemann College of Business team. Also, I have hired USF Tampa graduates, and I plan to get my doctorate there. In other words, I am a true Bull.

I am writing this as a graduate student and as a community member only. I wanted to listen to the Town Hall, see what the common threads were, and then provide a comment, so thank you for accepting written comments.

Before I joined the USFSP team, each time I came to the campus, I walked away feeling deeply connected, enlivened by the beauty, vibrancy, and culture of the place. Now, I hear that feeling resound in the pride that faculty, staff, and students take in being a part of the campus. And at the Town Hall, I heard students, alumni, community members, and industry partners all speak with love for the unique, innovative place that is USFSP. Chancellor

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Tadlock aptly described the symbiotic relationship between the City and the University; “we are the City, and the City are (sic) us.” Geographers call this kind of love place attachment.

With the consolidation, we have the opportunity to become stronger by joining with USF Tampa and USFSM. I support the consolidation and our collective work to meet and exceed preeminence levels and obtain the top level of performance-based funding. As a data geek, I appreciate the importance of driving the numbers, and I understand why most of the consolidation and overall metrics are focused on student success and revenue.

I have three points I ask you to consider in your work:

- I hope you will agree that we have an opportunity to ensure goals and metrics regarding place attachment, engagement, culture, and satisfaction are on the list and tracked over time. These additions would ensure that the USFSP vibrancy, uniqueness, and sense of place are not lost in this transition. This could be measured by things like: Number of students, visitors, faculty, and staff ranking our campus high on a sense of place and innovation scorecard - Number of undergraduate students who would return to USFSP for their Master’s degree and Faculty and staff satisfaction and retention
- Like others, I was a bit concerned regarding the future SACSCOC status of USFSP because section 1004.341, the statute section authorizing these campuses, does not include the word “branch.” As you heard on Tuesday, there was a considerable, and understandable, amount of concern regarding ensuring USFSP remains strong for our community. While community members did not use SACSCOC status language, they may not know about structure options and their relationship to institutional strength. Due to the recent announcement of President Genshaft’s retirement and upcoming system leadership change, reaffirming the future status of the smaller campuses would be timely. I have been advised that Task Force members have said USFSP and USFSM will be branch campuses, and that reassures me. Thinking of the overall USFSP community, I’d like to suggest that if the Task Force could provide reassurance to the students, faculty, and staff at USFSP and USFSM that they will firmly recommend to the Board of Governors SACSCOC branch campus status for each campus, their overall buy-in to this process would be strengthened and the change curve timeframe would perhaps be shortened, both of which would help strengthen the USF System.
- I live in south Pinellas County, close to south St. Pete. I see the need for more economic development, more STEAM opportunities, and strong education opportunities, as Dr. Watson referred to. I am very excited about the access opportunities that the SPC-USFSP PATHe program will provide, and I commend the work that was done to develop that program and all of the other excellent programs that USFSP is already engaged in regarding south St. Pete.

However, I also want to challenge you to address the need for more resources and more commitment to this part of the county. As you know, not only is USFSP close to south St Pete, but so is the rest of the Innovation District. Many people, institutions, and companies would benefit through more resources for this work, allocated strategically and sustainably.

In summary, engagement and sense of place, structure, and community development all matter, and they should all matter in this process. Long-term, it is not only excellence and preeminence that will define us. These pieces of our culture; our ability to be strong and responsive; and our ability to help to lift up south St Pete will define us as well. We have the opportunity to do this right by beginning with the end in mind and building strength into this new version of USFSP, which will in turn strengthen the USF System and Tampa Bay and create strong opportunities for students. I hope you will agree we should do that and make recommendations accordingly.

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8. Jody McBrien, a USFSM faculty member, submitted via online portal: "I have been faculty at USF/USFSM since 2005 and have gone through the ranks from assistant to full professor. Shortly after starting at USF, the legislature chose to separate the campuses. USFSM fought against that. However, we worked hard after the determination to create processes that we are proud of and that serve our students well. Now we may lose those structures we created over many years. We are expected to meet the preeminence mark without full assurance that we will receive identical support as Tampa faculty in terms of course loads, graduate assistants, doc committee opportunities, lab facilities, equal pay, etc. Given that this decision came from the FL legislature, I would like full assurance from them that there will be equal financing and opportunities for all three campuses. This will certainly mean that the Tampa campus will need to redistribute finances with a result of financial loss to that campus. USFSM faculty do remarkable work and research, especially given the disproportionate campus resources. Given equitable money and other resources, I have every confidence that our faculty will contribute to preeminence. Without such a guarantee, however, we are simply not on a fair playing field. I find it challenging when a legislative body orders something without considering details, as in this case. Given their mandate, they should require equal resources."

9. Dr. Jane Rose, Dean of USFSM College of Liberal Arts & Social Sciences submitted via online portal: "Because of its size, established ethos, and already existing unique programs, USFSM can enhance USF's stature by providing a new college of Integrative Studies. Data from employers has questioned the effectiveness of traditional university degrees in narrow disciplines, and has posited that better career preparation for success in the 21st century would be interdisciplinary. High-impact integrative degrees are not merely multi-disciplinary, but truly blend fields of knowledge for more effective analysis and problem-solving, ideally also including an internship for application of integrative skills. USFSM is uniquely positioned to enhance USF's commitment to student success by providing the option of interdisciplinary degrees through this new college. With its College of Integrative Studies, USFSM can contribute to the ONE University more than geographic distribution, it can provide an educational option that the main campus is too big and too siloed to offer. This proposal builds on what USFSM already does. To illustrate, the College of Liberal Arts and Social Sciences currently offers four truly interdisciplinary degree programs with curricula not offered by any other USFSM campus (I can describe). They illustrate USFSM's unique capability to provide this new dimension to USF. Through its new college of Integrative Studies, USFSM can use its agility and responsiveness to develop high-impact academic programs focused on student success in the 21st century."

10. Kristal Holmes, community member, submitted via online portal: "Offering more degree programs which do not require the GRE would help increase enrollment!. Also many in the community have mentioned nursing programs for B.S and R.N certification not being readily or that the waiting list were extremely long. So working on this issue would a great help to the community. Thank you for seeking public input on these matters."

11. Stevan High, Director of the Ringling Museum of Art and member of the Cross College Alliance submitted via online portal: "I am writing to support the importance of USFSM to our region and as a component of the greater USF community. USFSM has been a presence in our community for many years and for the last 4 years has been a partner in the establishment of the Cross College Alliance (CCA). Our region is one of the fastest growing areas in the country and the establishment of the CCA capitalizes on the academic excellence existing in our regions by bringing together five centers of higher education. USFSM plays a critical role in this partnership along with New College, State College of Florida, Ringling College of Art and Design, and FSU-Ringling Museum. It is

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important that USFSM maintain its status as a regional campus by maintaining its important academic programs in hospitality leadership, business, and education. The consolidation should take advantage of what USFSM adds to the USF System, the unique students and community of Sarasota/Bradenton served by a curriculum tailored to workforce needs as well as first time college students.”

12. Tom Gardner, a community member, submitted via online portal: “I am a local businessman, community volunteer and co-founder of BRIDGE Angel Investors. The Sarasota community is rapidly evolving from an economic base supported principally by tourism and retirement to one that also has a thriving tech and health care new business startup ecosystem. USFSM does now and is needed to continue playing an important role in this ecosystem. I am in favor of the consolidation, because it puts the needs of students first. I am nonetheless concerned that safeguards are put in place to ensure that all available capital is not hoarded in Tampa post-consolidation, thus starving USFSM and making it difficult to develop the campus as a community resource for the greater Sarasota and Manatee counties’ region.”

13. Dr. Ulyee Choe submitted via email: “The DOH along with community partners recently completed the Community Health Assessment. I have attached the report and the executive summary. Three areas bubbled up to the surface as top health priorities.

1. Access to care – ensuring access for medical, dental, behavioral health for all residents
2. Behavioral health – includes mental health and substance abuse. For Pinellas, we have one of the highest rates of suicide in the state. Similar to the rest of country, we are also seeing the effects of the opioid epidemic with 204 opioid-related deaths reported in our county.

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1. Built Environment/ Social Determinants of Health. Ensuring access to healthy behaviors.

Any efforts to address these top health priority areas would be beneficial. Specifically to the medical community:

- Ensuring that doctors, nurses, and other ancillary staff are trained and available. There are always discussion about impending shortages.
- Working with on a number of mental health committees, I understand there is high turnover and difficulty with recruitment of mental health physicians and nurse practitioners.
- More education about the social determinants of health (SDoH) to the medical community would be beneficial. Medical governing bodies/ boards are pushing for more SDoH education. It is important that physicians realize that where someone lives, works and plays has a bigger effect on health than even health care services."

14. erviceBarb Bushnell, a staff member, submitted via online portal: "I would love for us to have light rail running between all three campuses and the new medical facilities downtown. It would be a wonderful way to really seal the three campuses under one roof and provide the ultimate service for our students. **If we end up having faculty teach between the different campuses, light rail would make this feasible vs sitting in traffic for hours. I am excited with the consolidation efforts and see a great outcomes for our students.**

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Appendix

CONSOLIDATION TOWN MEETING

OCTOBER 2, 2018

PAT MOREO SPEAKING POINTS @ 3 MINUTES EACH

WE ARE THE ONLY HOSPITALITY PROGRAM IN THE USF SYSTEM

17 YEARS OLD AND SACS ACCREDITED.

LEGISLATION STIPULATES THAT THE COLLEGES REMAIN ON THEIR CURRENT CAMPUS.

WE ARE ONE OF 8 AUTONOMOUS PROGRAMS IN THE U.S., INCLUDING 3 OTHERS HERE IN FLORIDA

PROPOSAL PREPARED FOR REPRESENTATIVE SPROWLES TO EXPAND THE COLLEGE'S DEGREES AND OFFERINGS TO USFSP AND USFT. ENROLLMENT TO AT LEAST TRIPLE.

CONSOLIDATION OFFERS THE OPPORTUNITY FOR OUR COLLEGE TO OPERATE AS ONE COLLEGE GEOGRAPHICALLY DISBURSED. WE BEGAN OFFERING OUR INTRODUCTORY COURSE IN TAMPA THIS SEMESTER.

ADDITION OF A RESIDENCE HALL WILL GREATLY ENHANCE THE ENROLLMENTS HERE IN SARASOTA-MANATEE BOTH FROM REGIONAL STUDENTS, OTHER FLORIDA STUDENTS AND TRANSFER STUDENTS FROM OUT OF STATE WHO WILL AUGMENT A BADLY NEEDED LABOR POOL.

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Destin Wells, Vice President of Business Development
 Phone: 407-489-3410
 Email: dwells@edcsarasotacounty.com

Job Overview In North Port - Sarasota - Bradenton MSA			
	Current Jobs	Average Wage	5-year Forecast
Health Care	49,137	\$49,000	30,240
Tech/Cybersecurity	5,536	\$70,222	2,700
Insurance	3,803	\$68,611	2,131
Business and Finance	13,594	\$66,700	7,431
Aerospace Engineering	63	\$102,000	23

Award Gaps in North Port-Sarasota-Bradenton, FL MSA, Knowledge Occupations					
SOC	Title	Award Gap		Target	Annual
		(Surplus)	Awards	Range	Demand
11-0000	Management Occupations	760	319	1,079 – 1,106	1,079
	Healthcare Practitioners and				
29-0000	Technical Occupations	614	314	928 – 1,081	1,081
	Education, Training, and Library				
25-0000	Occupations	580	198	777 – 1,010	1,010
	Business and Financial Operations				
13-0000	Occupations	427	114	541 – 1,387	1,387
	Community and Social Service				
21-0000	Occupations	218	100	317 – 398	398
	Architecture and Engineering				
17-0000	Occupations	208	25	233 – 287	287
	Arts, Design, Entertainment,				
27-0000	Sports, and Media Occupations	165	234	399 – 401	401
	Life, Physical, and Social Science				
19-0000	Occupations	108	36	144 – 181	144
23-0000	Legal Occupations	102	13	115 – 194	194
	Computer and Mathematical				
15-0000	Occupations	69	107	176 – 317	317

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APPENDIX B // Task Force Final Report*Appendix***University of South Florida Sarasota-Manatee
Town Hall Meeting**

As we begin consolidation to establish a more relevant footprint; a more unified force to be reckoned with, it is important that we make a solid statement to the world, our competing institutions, and our invaluable community partners; about our intentions moving forward with the Sarasota Manatee campus.

It is for this reason that we must establish a strong sense of investment, permanence, and value. This is accomplished with the fortification and the creation of current and future colleges respectively based on the Sarasota Manatee Campus proper that can serve all three campuses.

- We support the Muma College of Business at Sarasota Manatee, and hosting those programs thereunto.
- We support the College of Hospitality & Tourism Leadership at Sarasota Manatee
 - The only college of its kind in the USF system.
 - SACS-COC accredited College Established ~7yrs ago
- We support creating other colleges at USF Sarasota-Manatee:

Our curriculum has been developed deliberately with these unique overarching themes:

- **IncrediBULL Critical Thinking**
 - This is one of the most successful; most completely embraced Quality Enhancement Plan that I in my 20+ years in higher ed have ever seen.
- **Interdisciplinary/ Multidisciplinary/ Transdisciplinary/ Integrated Learning**
 - Is integrated across our curriculum and is part of our identity.

Continuing to develop students with CREATIVITY AND CRITICAL THINKING skills is vital to our Student Success and future contributors to our community:

These initiatives amplify and expand learning opportunities to prepare our students for work and life. That preparation includes classroom, service and work experiences. We have connecting our students with employers through internships and employment. In recent meetings with community leaders as a new administrator here, they are adamant about having a university in their community that will serve their employment needs through the provision of a customized curriculum developed and controlled on this campus that is specific to their industry.

Given the examples I have provided, we are excited and committed to expand our scope of opportunity for our faculty and staff to develop the next generation of community leaders by maintaining the integrity of our unique identity and contributions to USF at large.

*Brett E. Kemker, PhD
October 2, 2018*

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Good Afternoon and Thank you for spending this time here today!

In 2016, Florida's governor awarded PAInT as the State Center here at USFSM to engage state-wide arts integration partnerships. PAInT provides a **supportive infrastructure** for teaching and learning across all disciplines. We know that **72%** of business leaders say that creativity is the number one skill they are seeking when hiring. So, PAInT enables us to **provide a well-rounded education through CREATIVE and CRITICAL THINKING processes.**

PAInT is more than Arts! In a society struggling to find equity and social justice, PAInT promotes personal well-being and helps students understand other cultures. By instilling cultural competences, learners respond effectively and appropriately to different cultures *in* and *through* the arts.

PAInT also provides opportunities to prepare students as users, consumers, participants, and producers; ultimately, contributing to a **multibillion dollar** arts and cultural industry. In Florida, arts and cultural production contribution to the **national Gross Domestic Product** was **840 Billion Dollars**. In Sarasota County, nonprofit Arts and Cultural Organizations spending was over **201 million dollars**. In Manatee County, it was over **14 million dollars**.

“Arts integration is a diversity of knowledge, programs, experiences, and aspirations that bring meaning to ideas and content through the arts and human interactions.”

High schools cannot have graduation as the finish line and universities cannot have acceptances as anything other than a start. *Why PAInT?* A student involved in the arts is **4 times** more times likely to be recognized for academic achievement. Low-income students highly engaged in the arts are **2 times** more likely to graduate college. Students with four years of arts score **100 points higher on the average SAT score.**

PAInT provides a menu of services across four major themes: *Literacy, STEM/STEAM, Creativity, and Arts in Health (which includes Aging).*

Because **PAInT is more than Arts**, it instills a harmonious engagement among our communities through commitment, vision, and mission. PAInT provides the tools and resources for us to **Teach Students to Learn from the Past...Fulfill the Present...Preserve the Future...Embrace Diversity...Master the Arts and Sciences... Respect the Dignity of Self and Others... Affirm Hope... And more important, obtain the knowledge to Change the World.**

I bear witness to the positive impact of PAInT in Florida. Learners: See things **they have never seen** before. Do things **they have never done** before. Feel things **they have never felt** before; and Go places **they have never been** before.

I anticipate the sustainability of PAInT with *hope, expectancy, and unity!*

Look through the lens of PAInT as Validation. Look through the lens of PAInT as Opportunity... Look through the lens of PAInT as Engagement and Understand that PAInT is more than Arts....It is a vital part of Florida's Economic Prosperity. PAInT provides learners with access to a thriving Industry!


I am Dr. Denise Davis-Cotton the Chair of the Staff Advisory Council, and I lead the Florida Center for Partnerships for Arts Integrated Teaching (commonly known throughout Florida as PAInT) here at USFSM.

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Appendix

Diversity: Will America's Future Cultural Landscape Represent Diverse Programs and Include Diverse Populations/Perspectives?

Why Should We Care?



Conceptual Framework



I have the right to learn and practice the arts in a positive environment where everyone understands and acts on the knowledge that I am engaging in valuable and important work.

USF UNIVERSITY OF SOUTH FLORIDA SARASOTA-MANATEE

PAInT **USF** UNIVERSITY OF SOUTH FLORIDA

Florida Center for Partnerships for Arts-Integrated Teaching

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APPENDIX B // Task Force Final Report*Appendix***Guiding Principles for USF Consolidation**

- **Embrace: One University, Geographically Distributed**
- **Commit: Student Success**

Because of its size and established ethos, as well as already existing unique programs, USFSM is capable of enhancing USF's stature by providing a new college of Integrative Studies. For some time, data from employers has questioned the effectiveness of traditional university degrees in narrow disciplines, and has posited that better career preparation for success in the 21st century would be interdisciplinary. High-impact integrative degrees are not merely multi-disciplinary, but truly blend fields of knowledge for more effective analysis and problem-solving, ideally also including an internship for application of integrative skills.

Over the past few years, USFSM, not being inhibited by departmentalization or size, has been able to create new degrees and redesign inherited degrees to be interdisciplinary. USFSM is uniquely positioned to enhance USF's commitment to student success by providing the option of interdisciplinary degrees through this new college. With its College of Integrative Studies, USFSM can contribute to the ONE University more than geographic distribution, it can provide an educational option that the main campus is too big and too siloed to offer.

The new College of Integrative Studies would offer at least four totally new degrees; and these degrees could have multiple tracks. USFSM faculty are developing a variety of interdisciplinary degree options within their current resources. However, this proposal is not a transformation. It builds on what USFSM already does. To illustrate, the College of Liberal Arts and Social Sciences, which includes Education, currently offers four truly interdisciplinary degree programs. They illustrate USFSM's unique capability to provide this new dimension to USF.

Current Integrative Degrees offered exclusively at USFSM–

- B.A. Professional and Technical Communications
Core of written and oral communication combined with courses from business, and information technology disciplines, includes required internship
- B.A. Interdisciplinary Education
Combines Education with courses from liberal arts or social sciences disciplines (does not lead to credential)
- M.A. English Education
Core of methods combines with courses in English language and literature and education courses (does not lead to certification)
- B.A. Interdisciplinary Social Sciences
(Degree exists at USFT and USFSP, but our version is totally different; we need to change its title)
Core of integrative theory and methods combined with courses from multiple social sciences focused on the topics theme, includes required internship

In summary, through its new college of Integrative Studies, USFSM can use its agility and responsiveness to develop high-impact academic programs focused on student success in the 21st century.

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Proposal for a College of Integrated Science (currently the USFSM College of Science & Mathematics)

A proposal that the **campus' unique identity be integrated/interdisciplinary/multidisciplinary degrees and research**. In a presentation on this campus, a representative of Burning Glass Technologies stated that businesses are looking for students who merge different fields. He also referenced communication, critical thinking, and creativity as necessary skills. These are all learning goals already emphasized on this campus. The addition of the multidisciplinary degrees will increase options for students and give this campus a **unique identity that complements the other campuses**. These degrees also work well with a small faculty that can be agile and responsive to the changing needs of the community, the University, and the world.

Students interested in such a program may come from anywhere in the state, not just the current 50 mile radius where most of our student are currently recruited. To open the possibilities for any student the campus will require a solution to the lack of housing, either **dorms on campus or private apartments nearby**, which currently do not exist.

The National Science Foundation (NSF) has recently sent a "Dear Colleague Letter" in which they call for "convergence research", which is interdisciplinary. Taking advantage of NSF's goal to fund convergence research and building on an interdisciplinary identity for this campus will require research facilities, which are currently severely lacking on this campus. To add to role of this campus as an undergraduate teaching site, we will need additional research facilities. There is an existing proposal for an **Integrated Science & Technology building**.

Degrees to continue here, utilizing existing and future college faculty

- Biology* (or whatever Tampa's current 6 or 7 biology degrees end up being) (**STEM** area of emphasis)
- Psychology* - Home Tampa Psychology
- 2+2 Mechanical Engineering (year 3 & 4 in Tampa) currently active (**STEM** area of emphasis)
- Nursing (all 4 years) CoN upper level here in 2020. FTICs already here (**HEALTH** area of emphasis)

Degrees housed in this college

- Multidisciplinary Biological Science* (New) –CIP code 30.0101 (**STEM** area of emphasis)
- Multidisciplinary Behavioral Science* (New) –CIP code 30.1701 (**STEM** area of emphasis)
- Communication Sci. & Disorders B.S. (Existing) – CIP code 51.0201 (**HEALTH** area of emphasis)

Nursing and allied health were consistently mentioned as needs in this area, and want to continue to address those needs.

*Note that biology and psychology are the primary degrees that students currently use to continue on to graduate programs such as **medical, dental, pharmacy, veterinary, genetic counselling, and other allied health degrees**, but that the multidisciplinary degrees can be designed to meet the same requirements.

Consider adding other degrees housed in Tampa

- Mathematics B.A. (possible by adding one or 2 faculty or by having excellent distance learning facilities on each campus so that students here can participate in small Tampa classes) (**STEM** area of emphasis)
- Expanded engineering pathways from just Mechanical to Civil, Industrial, and Chemical (possible by adding 2 course - EGN 3311 Statics and EGN 3343 Thermodynamics) (**STEM** area of emphasis)
- Communication Sciences & Disorders B.A. – Tampa CSD under CIP 51.0204 (**HEALTH** area of emphasis)
- Communication Sciences & Disorders Clinical doctorate SLP-D (**HEALTH** area of emphasis)

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The 341 Participating Arts & Economic Prosperity 5 Study Regions

State	Name of Study Region	Type of Region	2015 Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Economic Spending by Cultural Activities	Total Spending by the Nonprofit Arts and Culture INDICATOR	TOTAL ECONOMIC IMPACT			
							Job-Tier Upstream Jobs	Midstream Jobs	Downstream Jobs	State Government Revenue
NATIONAL ESTIMATES OF ECONOMIC IMPACT							4.6 Million	5% of Billions	56.8 Billion	\$7.7 Billion
AK	City of Anchorage	City	32,469	\$K 770,265	\$9,283,046	\$18,862,811	548	\$10,982,000	\$805,000	\$1,295,000
AL	City of Huntsville/Madison County	Multi-County Region	382,079	\$53,841,563	\$16,237,737	\$69,961,300	3,073	\$51,200,000	\$3,133,000	\$3,487,000
AR	Northwest Arkansas Region	Multi-County Region	683,113	\$67,303,606	\$53,693,488	\$131,397,094	4,547	\$93,889,000	\$3,484,000	\$10,782,000
AZ	City of Flagstaff	City	68,298	\$5,646,791	\$3,139,298	\$8,786,089	2,036	\$67,683,000	\$4,662,000	\$4,639,000
AZ	West Valley Region	City	669,054	\$16,854,637	\$12,783,542	\$29,638,180	3,084	\$34,996,000	\$1,371,000	\$1,723,000
AZ	City of Phoenix	Multi-City Region	1,276,000	\$15,189,366	\$9,795,364	\$24,984,730	784	\$18,008,000	\$1,087,000	\$1,503,000
CA	City of Laguna Beach	City	1,537,038	\$164,694,283	\$272,176,200	\$436,870,483	12,113	\$235,526,000	\$10,544,000	\$24,550,000
CA	City of Peninsula	City	33,241	\$40,118,891	\$55,644,915	\$95,763,806	2,513	\$58,914,000	\$4,844,000	\$4,798,000
CA	City of Walnut Creek	City	21,930	\$2,902,134	\$1,780,139	\$4,682,273	146	\$2,730,000	\$174,000	\$240,000
CA	City of Thousand Oaks	City	67,672	\$1,097,821	\$20,432,138	\$41,429,959	1,036	\$23,587,000	\$1,491,000	\$2,142,000
CA	San Luis Obispo County	County	129,342	\$8,609,672	\$4,203,040	\$12,812,711	630	\$8,370,000	\$461,000	\$646,000
CA	City of Riverside	City	376,013	\$18,693,022	\$14,020,587	\$32,713,609	916	\$16,842,000	\$1,119,000	\$1,650,000
CA	Santa Barbara County	County	318,204	\$17,875,088	\$22,414,227	\$40,289,315	1,268	\$18,958,000	\$1,784,000	\$2,746,000
CA	Sonoma County	County	440,668	\$16,303,289	\$7,295,776	\$19,599,065	5,837	\$13,142,000	\$8,326,000	\$10,737,000
CA	City and County of San Francisco	County	500,292	\$45,118,219	\$35,290,313	\$80,408,532	2,684	\$47,873,000	\$3,167,000	\$4,210,000
CA	City of San Jose	City	852,469	\$70,811,058	\$66,740,310	\$144,551,368	39,899	\$1,006,718,000	\$39,852,000	\$71,227,000
CA	City of San Diego	City	1,013,285	\$73,463,553	\$117,146,926	\$190,610,479	4,255	\$91,719,000	\$5,856,000	\$7,612,000
CA	City of San Diego	City	1,381,269	\$53,561,393	\$345,370,945	\$1,099,834,358	35,914	\$894,006,000	\$48,122,000	\$67,871,000
CA	Bay Area Cultural District	Cultural District	1,341,049	\$380,437,810	\$288,710,435	\$669,148,245	23,078	\$555,908,000	\$28,994,000	\$48,591,000
CA	Sacramento County	County	1,482,026	\$82,336,356	\$84,387,257	\$166,723,613	5,884	\$133,213,000	\$8,854,000	\$10,990,000
CA	Santa Clara County	County	1,094,605	\$12,340,340	\$138,697,139	\$251,038,495	5,516	\$127,837,000	\$8,434,000	\$11,687,000
CA	Riverside County	County	2,389,271	\$63,973,037	\$51,190,927	\$115,163,964	3,683	\$86,448,000	\$2,693,000	\$7,162,000
CO	Town of Crested Butte	City	1,241	\$6,334,422	\$5,681,804	\$12,016,226	283	\$5,198,000	\$453,000	\$245,000
CO	City of Durango	City	17,834	\$8,619,712	\$9,476,898	\$18,096,610	602	\$13,313,000	\$975,000	\$476,000
CO	City of Grand Junction	City	60,210	\$11,275,100	\$5,991,168	\$17,266,268	513	\$12,330,000	\$596,000	\$436,000
CO	City of Boulder	City	105,112	\$35,514,381	\$34,283,239	\$69,797,620	1,833	\$47,549,000	\$2,224,000	\$3,331,000
CO	Pikes Peak Region	Multi-County Region	684,908	\$51,193,211	\$102,008,841	\$153,202,052	5,079	\$100,800,000	\$10,849,000	\$5,052,000
CO	Denver and Colorado Springs Creative District	Cultural District	686,001	\$30,771,971	\$16,271,894	\$47,043,865	1,239	\$14,354,000	\$2,316,000	\$1,134,000
CT	Madison County	County	194,943	\$20,883,683	\$11,117,221	\$32,000,904	963	\$17,117,000	\$1,249,000	\$1,477,000

Source: Arts and Economic Prosperity 5, Americans for the Arts, 2017 (www.AmericansfortheArts.org/EconomicImpact).

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Appendix

The 341 Participating Arts & Economic Prosperity 5 Study Regions

State	Name of Study Region	Type of Region	Arts Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Estimated Spending by Cultural Activities	Total Spending by the Nonprofit Arts and Cultural Organizations (MHI) (MAY)	TOTAL ECONOMIC IMPACT			
							Jobs	Household Income	Government Revenue	State Government Revenue
NATIONAL ESTIMATES OF ECONOMIC IMPACT										
				843.8 Billion	5192.5 Billion	5166.3 Billion	4.5 Million	56.1 Billion	56.8 Billion	57.7 Billion
CT	Northeast Connecticut Region	Multi-City Region	184,993	\$2,148,961	\$12,877,676	\$34,366,037	812	\$16,727,000	\$1,647,000	\$1,505,000
CT	Southeastern Connecticut Region	County	273,708	\$67,092,766	\$812,133,782	\$168,373,548	4,460	\$82,747,000	\$3,880,000	\$6,590,000
CT	Greater New Haven Area	Multi-City Region	579,001	\$114,867,991	\$19,821,820	\$324,689,811	5,607	\$92,530,000	\$6,540,000	\$7,236,000
CT	Fairfield County	County	148,148	\$18,421,548	\$66,618,260	\$225,239,616	5,780	\$14,388,000	\$9,374,000	\$11,239,000
CT	State of Connecticut	State	3,296,077	\$515,311,370	\$281,938,021	\$797,249,381	23,116	\$284,913,000	\$29,741,000	\$40,538,000
DC	District of Columbia	City	658,893	\$1,654,234,168	\$1,252,037,238	\$2,906,271,526	39,423	\$1,695,795,000	\$224,260,000	\$32,735,000
DC	Greater Washington Region	Multi-County Region	4,168,071	\$2,172,209,916	\$1,277,623,033	\$3,790,329,794	4,062	\$11,840,000	\$1,805,000	\$8,647,000
DE	State of Delaware	State	935,614	\$103,624,375	\$45,279,208	\$149,903,883	1,646	\$32,723,000	\$1,801,000	\$2,317,000
FL	City of Winter Park	City	29,442	\$16,275,065	\$29,466,839	\$45,982,094	689	\$14,933,000	\$1,287,600	\$1,459,000
FL	City of Lake Worth	City	37,597	\$14,656,049	\$13,615,298	\$27,266,347	1,432	\$29,632,000	\$2,369,000	\$3,594,000
FL	City of DeSoto	City	57,346	\$14,295,794	\$41,691,737	\$55,967,481	317	\$7,433,000	\$601,000	\$690,000
FL	Town of Jupiter	City	60,681	\$8,019,104	\$51,102,235	\$13,129,339	111	\$11,689,000	\$979,000	\$1,115,000
FL	City of Delray Beach	City	55,063	\$11,319,692	\$10,115,146	\$21,434,838	1,389	\$22,187,000	\$2,670,000	\$3,985,000
FL	City of Fort Myers	City	79,018	\$13,682,062	\$30,023,809	\$49,716,938	2,192	\$41,332,000	\$980,000	\$1,130,000
FL	Moore County	County	71,136	\$23,184,733	\$57,877,545	\$85,064,238	4,489	\$143,228,000	\$7,745,000	\$1,608,000
FL	City of Boca Raton	City	91,132	\$15,787,773	\$11,057,897	\$21,825,684	5,291	\$121,034,000	\$10,136,000	\$1,650,000
FL	City of Miami Beach	City	91,223	\$84,720,941	\$78,134,159	\$159,394,541	681	\$12,661,000	\$1,127,000	\$1,890,000
FL	City of West Palm Beach	City	104,031	\$117,010,342	\$108,093,175	\$232,033,417	792	\$14,437,000	\$1,015,000	\$1,394,000
FL	Indian River County	County	144,719	\$16,019,023	\$4,895,149	\$24,974,172	2,347	\$60,433,000	\$5,987,000	\$8,100,000
FL	Martin County	County	153,392	\$14,266,782	\$12,845,638	\$27,152,370	6,907	\$163,458,000	\$6,907,000	\$8,100,000
FL	Alachua County	County	256,380	\$35,562,147	\$67,892,593	\$104,455,740	11,130	\$21,501,000	\$3,287,000	\$5,124,000
FL	City of Ocala	City	262,373	\$123,444,125	\$65,576,512	\$189,324,687	15,907	\$163,458,000	\$6,907,000	\$8,100,000
FL	Lake (River) Cultural Park	Cultural District	263,372	\$21,251,216	\$30,390,137	\$59,843,383	2,185	\$41,318,000	\$3,411,000	\$1,000,000
FL	Leon County	County	283,988	\$100,944,010	\$101,416,276	\$201,870,246	7,161	\$12,594,000	\$10,920,000	\$15,646,000
FL	St. Lucie County	County	291,024	\$3,119,978	\$4,687,659	\$7,817,544	222	\$4,575,000	\$38,000	\$49,000
FL	DeSoto County	County	310,211	\$1,923,406	\$1,731,658	\$3,654,064	113	\$2,501,000	\$38,000	\$238,000
FL	Escambia County	County	310,685	\$27,449,875	\$63,364,635	\$88,814,819	2,072	\$59,233,000	\$4,410,000	\$6,220,000
FL	Lake County	County	319,690	\$1,137,478	\$4,016,604	\$9,154,882	201	\$1,692,000	\$380,000	\$635,000
FL	Collier County	County	344,777	\$6,979,732	\$44,713,126	\$107,664,849	2,023	\$57,399,000	\$3,660,000	\$7,199,000

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Source: Arts and Economic Prosperity 5, Americans for the Arts, 2011 (www.AmericansForTheArts.org/EconomicImpact).

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Appendix

The 341 Participating Arts & Economic Prosperity 5 Study Regions

State	Name of Study Region	Type of Region	2015 Population	ESTIMATED SPENDING BY SOURCE			Estimated Spending by Nonprofit Arts and Cultural Organizations	Unmatched Spending for Cultural Activities	Total Spending for the Nonprofit Arts and Cultural Industry	TOTAL ECONOMIC IMPACT	
				State Government	Local Government	State Government				Local Government	
FL	Manatee County	County	551,740	\$14,441,702	\$32,987,333	\$47,429,035	1,245	\$33,936,000	\$3,221,000	\$1,502,000	
FL	City of Tampa	City	558,699	\$130,701,948	\$218,525,750	\$349,227,738	11,885	\$262,991,000	\$16,937,000	\$24,857,000	
FL	Sarasota County	County	396,942	\$701,314,977	\$95,439,521	\$295,884,458	7,444	\$325,677,000	\$12,495,000	\$19,544,000	
FL	City of Miami	City	439,323	\$1,072,576,448	\$262,938,866	\$729,475,354	31,196	\$694,600,000	\$31,250,000	\$44,697,000	
FL	Seminole County	County	442,316	\$9,253,173	\$3,306,215	\$16,559,388	464	\$11,042,000	\$85,000	\$1,118,000	
FL	Volusia County	County	507,331	\$13,720,631	\$35,015,240	\$48,735,871	1,472	\$33,370,000	\$2,580,000	\$4,016,000	
FL	Bradford County	County	566,888	\$7,119,719	\$5,505,227	\$10,624,943	412	\$7,711,000	\$439,000	\$734,000	
FL	Treasure Coast Region	Multi-County Region	589,129	\$33,408,733	\$26,938,353	\$59,844,126	1,625	\$31,874,000	\$2,433,000	\$4,313,000	
FL	Leak County	County	534,638	\$15,790,432	\$31,799,415	\$46,589,847	1,499	\$33,345,000	\$2,509,000	\$3,703,000	
FL	Leak County	County	679,411	\$33,978,684	\$106,117,564	\$140,096,048	1,879	\$89,230,000	\$7,360,000	\$11,208,000	
FL	Greater Sarasota/Immersion Area	Multi-County Region	741,704	\$215,935,619	\$126,476,824	\$342,453,443	6,704	\$244,933,000	\$14,715,000	\$23,506,000	
FL	Pinellas County	County	100,598	\$100,195,060	\$140,781,392	\$240,977,042	7,211	\$155,344,000	\$11,467,000	\$18,130,000	
FL	Orange County	County	1,263,001	\$154,947,436	\$116,262,239	\$271,209,675	9,630	\$218,241,000	\$9,853,000	\$13,243,000	
FL	Hillsborough County	County	1,316,239	\$175,225,260	\$257,987,724	\$433,212,984	14,362	\$323,133,000	\$20,950,000	\$30,264,000	
FL	Palm Beach County	County	1,397,710	\$194,382,190	\$160,992,666	\$355,374,856	8,237	\$188,770,000	\$13,787,000	\$19,977,000	
FL	Brevard County	County	1,469,214	\$146,488,077	\$265,744,813	\$412,232,890	11,078	\$266,867,000	\$20,107,000	\$29,591,000	
FL	Greater Tampa/St. Petersburg Area	Multi-County Region	2,264,196	\$279,620,330	\$378,769,700	\$674,190,030	22,171	\$484,377,000	\$32,371,000	\$49,594,000	
FL	Miami-Dade County	County	2,652,874	\$351,811,946	\$778,598,817	\$1,130,510,813	40,944	\$1,205,508,000	\$90,644,000	\$96,319,000	
FL	Central Florida Region	Multi-County Region	4,020,872	\$322,291,372	\$192,656,578	\$399,917,970	13,764	\$307,242,000	\$17,160,000	\$20,774,000	
FL	State of Florida	State	19,493,397	\$2,265,571,265	\$2,300,556,073	\$4,566,127,338	151,366	\$3,340,159,000	\$201,163,000	\$291,176,000	
GA	Columbia County	County	139,257	\$43,311	\$44,626	\$87,937	3	\$35,000	\$4,000	\$3,000	
GA	City of Savannah	City	144,352	\$34,999,185	\$101,140,651	\$136,139,836	4,548	\$85,377,000	\$9,379,000	\$5,338,000	
GA	Macon-Bibb County	County	153,691	\$49,136,794	\$38,977,787	\$88,114,581	3,223	\$66,948,000	\$3,679,000	\$3,091,000	
GA	Richmond County	County	201,268	\$72,811,418	\$19,985,000	\$92,796,418	2,403	\$40,466,000	\$2,657,000	\$1,986,000	
GA	Greater Augusta Area	Multi-County Region	340,625	\$75,654,649	\$19,985,000	\$95,639,649	3,405	\$40,466,000	\$2,657,000	\$1,986,000	
GA	City of Atlanta	City	456,022	\$71,199,510	\$231,656,425	\$302,855,935	15,362	\$478,049,000	\$27,325,000	\$27,118,000	
GA	Fulton County	County	696,319	\$102,483,711	\$234,338,626	\$336,822,337	15,948	\$405,130,000	\$27,881,000	\$27,670,000	
GA	Metropolitan Atlanta	Multi-County Region	4,375,973	\$454,779,646	\$285,041,141	\$739,820,787	21,514	\$565,754,000	\$32,932,000	\$31,279,000	
GA	Greater Atlanta Region	Multi-County Region	5,649,194	\$442,568,312	\$281,193,599	\$723,761,911	23,043	\$724,319,000	\$33,475,000	\$32,014,000	

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Source: Arts and Economic Prosperity 5, Americans for the Arts, 2017 (www.AmericansForTheArts.org/EconomicImpact).

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The 341 Participating Arts & Economic Prosperity 5 Study Regions

State	Name of Study Region	Type of Region	2015 Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Estimated Investments by Cultural Activities	Total Spending on the Nonprofit Arts and Culture (PSDI) \$TR	TOTAL ECONOMIC IMPACT				
							Full-Time Equivalent Jobs	Household Income	Local Government Revenue	State Government Revenue	
NATIONAL ESTIMATES OF ECONOMIC IMPACT							4.5 Million	\$61.9 Billion	\$6.9 Billion	\$7.7 Billion	\$7.7 Billion
AL	State of Hawaii	State	1,419,561	\$125,921,332	\$79,722,000	\$205,643,337	5,900	\$154,648,000	\$4,039,000	\$19,143,200	\$19,143,200
AK	Greatest Day Midway Region	Multi-County Region	611,548	\$71,922,202	\$113,115,609	\$185,038,511	5,677	\$724,804,000	\$7,460,000	\$9,308,000	\$9,308,000
AR	Wood River Valley	Multi-City Region	13,094	\$15,449,150	\$15,449,987	\$29,318,137	893	\$15,394,000	\$704,000	\$1,350,000	\$1,350,000
IL	City of Chicago	City	2,722,180	\$1,704,800,814	\$1,956,970,318	\$3,331,774,649	85,248	\$1,896,230,000	\$182,015,000	\$1,544,680,000	\$1,544,680,000
IL	State of Illinois	State	12,880,180	\$1,780,676,315	\$2,253,017,062	\$4,033,693,401	111,098	\$2,598,861,000	\$247,032,000	\$2,316,615,000	\$2,316,615,000
IN	City of Indianapolis	City	37,394	\$75,135	\$1,701,879	\$2,176,812	53	\$1,018,000	\$66,000	\$121,000	\$121,000
IN	City of Evansville	City	85,333	\$23,091,548	\$11,466,796	\$34,558,341	1,175	\$20,096,000	\$1,250,000	\$1,139,000	\$1,139,000
IN	City of Carmel	City	85,682	\$12,579,425	\$6,951,895	\$19,531,320	633	\$11,247,000	\$709,000	\$1,202,000	\$1,202,000
IN	Hamilton County	County	302,623	\$36,204,799	\$31,502,862	\$67,707,621	1,921	\$34,084,000	\$2,087,000	\$1,562,000	\$1,562,000
IN	City of Indianapolis	City	648,748	\$212,291,491	\$214,336,618	\$440,630,109	14,729	\$180,653,000	\$17,824,000	\$25,907,000	\$25,907,000
KS	Douglas County	County	116,545	\$15,670,491	\$15,090,356	\$30,760,847	1,061	\$19,290,000	\$1,251,000	\$1,337,000	\$1,337,000
KS	City of Wichita	City	388,413	\$43,936,616	\$50,788,472	\$94,725,128	2,441	\$70,921,000	\$4,981,000	\$4,526,000	\$4,526,000
KS	Jackson County	County	979,272	\$12,335,839	\$10,438,997	\$22,774,824	873	\$14,061,000	\$874,000	\$1,061,000	\$1,061,000
KY	City of Paducah	City	34,378	\$18,655,851	\$9,391,310	\$27,447,161	991	\$15,312,000	\$850,000	\$1,121,000	\$1,121,000
KY	Lanington-Egbert Urban County	County	310,797	\$15,120,322	\$15,984,825	\$32,144,147	1,185	\$29,241,000	\$840,000	\$3,377,000	\$3,377,000
KY	City of Louisville	City	612,780	\$24,550,560	\$27,946,184	\$402,266,714	17,229	\$333,818,000	\$10,786,000	\$32,088,000	\$32,088,000
LA	City of Lafayette	City	126,046	\$5,316,368	\$10,620,627	\$16,976,994	389	\$11,879,000	\$724,000	\$749,000	\$749,000
MA	City of Northfield	City	12,094	\$2,746,727	\$382,790	\$5,131,427	125	\$3,087,000	\$117,000	\$11,000	\$11,000
MA	City of Cantonage	City	109,894	\$119,802,629	\$55,007,895	\$174,810,524	6,129	\$99,221,000	\$7,015,000	\$6,595,000	\$6,595,000
MA	City of Lowell	City	109,343	\$8,688,661	\$1,605,666	\$12,294,327	300	\$8,002,000	\$479,000	\$469,000	\$469,000
MA	City of Springfield	City	153,991	\$36,109,244	\$13,876,246	\$49,985,490	1,837	\$24,734,000	\$2,251,000	\$1,201,000	\$1,201,000
MA	City of Worcester	City	183,816	\$64,599,636	\$8,185,858	\$126,699,494	4,062	\$71,793,000	\$4,494,000	\$3,447,000	\$3,447,000
MA	City of Boston	City	653,894	\$763,849,012	\$590,249,049	\$1,354,137,661	42,889	\$908,937,000	\$34,509,000	\$32,418,000	\$32,418,000
MA	State of Massachusetts	State	6,745,408	\$3,046,703,275	\$373,995,273	\$3,266,299,548	73,284	\$1,433,631,000	\$42,897,000	\$51,187,000	\$51,187,000
MD	City of Baltimore	City	652,793	\$326,333,182	\$276,675,260	\$606,008,440	15,652	\$392,417,000	\$27,746,000	\$16,734,000	\$16,734,000
MD	Prince George's County	County	904,430	\$23,782,748	\$34,910,511	\$58,693,259	1,166	\$31,096,000	\$2,331,000	\$1,722,000	\$1,722,000
MD	Montgomery County	County	1,030,487	\$105,044,795	\$78,111,500	\$183,216,296	3,807	\$84,248,000	\$7,652,000	\$1,977,000	\$1,977,000
MD	State of Maryland	State	5,976,467	\$11,330,379	\$453,172,892	\$981,572,364	22,244	\$642,449,000	\$41,770,000	\$42,546,000	\$42,546,000
ME	High Peaks Region	Multi-City Region	4,292	\$733,716	\$1,021,519	\$1,755,237	46	\$899,000	\$71,000	\$80,000	\$80,000

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Source: Arts and Economic Prosperity 5, Anceplan for the Arts, 2017 (www.Arts.org/EconomicImpact)

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Appendix

The 341 Participating Arts & Economic Prosperity 5 Study Regions

State	Name of Study Region	Type of Region	2015 Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Estimated Spending by Cultural Audiences	Total Spending by the Nonprofit Arts and Culture (NSO + NAW)	NATIONAL ESTIMATES OF ECONOMIC IMPACT			TOTAL ECONOMIC IMPACT		
							\$34.8 Billion	\$182.5 Billion	\$168.4 Billion	Jobs Supported	Regional Household Income Generated	Local Government Expenditure
ME	City of Waterville	City	16,182	\$4,449,410	\$1,843,453	\$6,292,863	239	\$3,921,000	\$117,000	\$210,000	\$396,000	
ME	City of Bangor	City	32,568	\$2,437,656	\$4,577,435	\$10,015,091	312	\$5,193,000	\$361,000	\$446,000	\$5,980,000	
ME	Greater Bangor Area	County	39,651	\$2,483,717	\$5,124,419	\$7,608,136	355	\$3,190,000	\$344,000	\$372,000	\$3,726,000	
ME	City of Portland	City	66,666	\$46,272,402	\$25,028,802	\$75,699,687	4,972	\$37,532,000	\$2,913,000	\$4,576,000	\$45,021,000	
ME	State of Maine	Both	1,330,089	\$92,277,694	\$37,967,891	\$130,245,585	4,190	\$93,219,000	\$3,642,000	\$6,651,000	\$103,512,000	
ME	Greater Area Around Area	Multi-County Region	193,311	\$48,916,641	\$20,931,630	\$69,848,271	2,579	\$66,475,000	\$2,786,000	\$5,966,000	\$75,227,000	
MO	City of Pine City	City	3,076	\$422,217	\$561,510	\$986,727	18	\$442,000	\$15,000	\$78,000	\$576,000	
MO	Cook County	County	5,133	\$2,579,514	\$3,077,212	\$5,656,726	127	\$2,941,000	\$56,000	\$108,000	\$3,105,000	
MO	City of Virginia	City	8,649	\$1,155,668	\$664,610	\$1,820,278	9	\$117,000	\$6,000	\$15,000	\$138,000	
MO	City of Grand Rapids	City	11,097	\$2,131,920	\$2,346,065	\$4,477,985	139	\$3,244,000	\$105,000	\$407,000	\$3,756,000	
MO	City of Fergus Falls	City	13,904	\$2,172,944	\$462,035	\$2,634,979	84	\$1,850,000	\$44,000	\$222,000	\$2,116,000	
MO	City of Red Wing	City	16,470	\$1,724,398	\$504,243	\$2,228,641	66	\$1,383,000	\$36,000	\$149,000	\$1,568,000	
MO	City of Northfield	City	20,156	\$1,297,441	\$874,352	\$2,171,793	39	\$1,207,000	\$33,000	\$114,000	\$1,354,000	
MO	Miller Lake County	County	25,884	\$275,335	\$270,677	\$546,012	17	\$433,000	\$16,000	\$7,000	\$466,000	
MO	City of Winona	City	21,184	\$3,269,457	\$1,499,202	\$4,768,659	135	\$2,833,000	\$76,000	\$402,000	\$3,311,000	
MO	City of St. Louis Park	City	47,502	\$758,069	\$759,072	\$1,517,141	40	\$1,030,000	\$35,000	\$128,000	\$1,203,000	
MO	Chicago County	County	54,023	\$633,430	\$3,300,334	\$3,933,764	46	\$1,125,000	\$41,000	\$229,000	\$1,395,000	
MO	City of St. Cloud	City	66,185	\$5,345,315	\$7,988,946	\$13,334,261	338	\$7,950,000	\$250,000	\$403,000	\$8,603,000	
MO	North Central Minnesota Region	Multi-County Region	84,627	\$1,430,565	\$1,435,317	\$2,865,882	63	\$1,554,000	\$49,000	\$263,000	\$1,866,000	
MO	Northwest Minnesota Region	Multi-County Region	85,833	\$616,142	\$677,641	\$1,293,783	23	\$555,000	\$11,000	\$48,000	\$614,000	
MO	City of Duluth	City	86,138	\$14,291,391	\$21,754,978	\$36,046,369	923	\$21,902,000	\$779,000	\$2,968,000	\$25,649,000	
MO	Business Labor Region (Minnesota)	Multi-County Region	162,821	\$2,733,533	\$885,007	\$3,618,540	95	\$2,382,000	\$62,000	\$290,000	\$2,734,000	
MO	East Central Minnesota Region	Multi-County Region	184,948	\$3,402,459	\$5,894,425	\$9,296,884	172	\$4,348,000	\$150,000	\$775,000	\$5,273,000	
MO	Lake Region (Minnesota)	Multi-County Region	224,676	\$6,485,666	\$3,338,821	\$9,824,487	279	\$5,392,000	\$161,000	\$746,000	\$6,299,000	
MO	South Central Minnesota Region	Multi-County Region	231,622	\$6,039,650	\$7,166,691	\$13,206,341	348	\$7,729,000	\$263,000	\$1,034,000	\$9,026,000	
MO	Southwest Minnesota Region	Multi-County Region	278,421	\$4,368,274	\$2,416,051	\$6,784,325	308	\$4,556,000	\$130,000	\$570,000	\$5,256,000	
MO	City of St. Paul	City	297,640	\$21,609,958	\$195,282,563	\$476,872,921	13,466	\$33,781,000	\$10,784,000	\$40,249,000	\$84,814,000	
MO	Arrowhead Region (Minnesota)	Multi-County Region	326,489	\$19,637,859	\$20,102,830	\$39,740,689	1,663	\$24,877,000	\$827,000	\$3,219,000	\$28,923,000	
MO	Multiple Areas east the Northwest Suburbia	Multi-County Region	332,804	\$1,487,198	\$2,534,610	\$4,021,808	99	\$2,384,000	\$103,000	\$339,000	\$2,826,000	

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Source: Arts and Economic Prosperity 5, Americans for the Arts, 2017 (www.AmericansforTheArts.org/EconomicImpact).

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Appendix

The 341 Participating Arts & Economic Prosperity 5 Study Regions

State	Name of Study Region	Type of Region	501c Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Estimated Spending to Cultural Audiences	Total Spending for the Nonprofit Arts and Culture (MID-STAY)	TOTAL ECONOMIC IMPACT				
							Jobs Generated	Household Income	Government Revenue	Local Government Revenue	State Government Revenue
NATIONAL ESTIMATES OF ECONOMIC IMPACT											
			407,207	\$123,394,524	\$17,285,057	\$540,679,591	15,254	\$381,958,000	\$12,170,000	\$45,834,000	
MN	City of Minneapolis	City	407,207	\$123,394,524	\$17,285,057	\$540,679,591	15,254	\$381,958,000	\$12,170,000	\$45,834,000	
ND	Central Minnesota Region	Multi-County Region	405,934	\$9,860,644	\$7,633,791	\$16,484,387	488	\$10,531,000	\$321,000	\$1,379,000	
ND	Southeast Minnesota Region	Multi-County Region	500,137	\$16,890,210	\$8,885,650	\$25,775,860	715	\$15,297,000	\$412,000	\$2,171,000	
MN	Seven-County Metro Area (Minneapolis)	Multi-County Region	3,922,032	\$29,370,639	\$10,402,886	\$11,662,662,314	20,665	\$749,220,000	\$24,200,000	\$90,200,000	
ND	State of Minnesota	State	5,485,594	\$69,291,653	\$50,739,429	\$1,146,851,482	33,381	\$827,891,000	\$26,603,000	\$100,605,000	
ND	City of Hennepin	City	17,893	\$1,599,047	\$1,692,452	\$5,092,939	120	\$2,430,000	\$323,000	\$183,000	
ND	City of Rapid	City	51,216	\$1,795,936	\$3,558,721	\$5,351,487	191	\$5,433,000	\$251,000	\$201,000	
ND	Northwestern County	County	89,485	\$19,879,729	\$10,978,249	\$33,657,598	666	\$17,207,000	\$875,000	\$845,000	
ND	City of Columbia	City	116,495	\$5,152,344	\$5,560,715	\$14,714,003	609	\$13,766,000	\$679,000	\$605,000	
ND	City of Springfield	City	165,378	\$9,278,504	\$17,087,113	\$26,848,617	1,065	\$29,543,000	\$1,245,000	\$1,042,000	
ND	City of Jackson City	City	470,800	\$18,706,593	\$42,565,241	\$34,714,003	1,665	\$29,543,000	\$1,245,000	\$1,042,000	
ND	Greater St. Louis Area	Multi-County Region	1,319,295	\$163,545,576	\$227,188,013	\$344,211,034	7,515	\$228,798,000	\$7,910,000	\$1,038,000	
ND	Grand Center Arts & Entertainment District	Cultural District	1,319,295	\$77,176,797	\$29,240,356	\$596,934,189	18,125	\$476,226,000	\$28,586,000	\$23,118,000	
ND	Greater Kansas City Metropolitan Area	Multi-County Region	1,741,569	\$179,516,915	\$96,591,206	\$276,078,131	8,970	\$253,834,000	\$10,097,000	\$14,673,000	
ND	State of Missouri	State	6,063,589	\$602,802,718	\$436,105,742	\$1,939,899,489	31,923	\$805,621,000	\$42,615,000	\$46,998,000	
ND	Lafayette County	County	92,930	\$2,555,657	\$3,337,600	\$10,093,087	336	\$5,745,000	\$287,000	\$799,000	
ND	City of Milwaukee	City	69,831	\$20,392,313	\$13,543,180	\$54,035,493	1,913	\$39,184,000	\$2,361,000	\$2,005,000	
ND	Town of Hillsborough	City	6,186	\$1,584,300	\$3,382,197	\$3,576,487	185	\$3,298,000	\$394,000	\$327,000	
ND	Town of Carthage	City	20,984	\$3,640,257	\$4,070,917	\$7,711,844	274	\$5,870,000	\$370,000	\$439,000	
ND	Yadkin County	County	39,164	\$11,790,194	\$4,040,372	\$54,806,946	1,307	\$24,227,000	\$1,881,000	\$1,858,000	
ND	The River Valley	Multi-County Region	50,698	\$659,237	\$70,670	\$886,407	28	\$461,000	\$51,000	\$35,000	
ND	Lenoir County	County	58,685	\$11,706,879	\$5,491,794	\$17,188,663	412	\$9,047,000	\$324,000	\$738,000	
ND	Town of Chapel Hill	City	59,216	\$932,885	\$12,566,803	\$13,595,083	366	\$8,911,000	\$941,000	\$713,000	
ND	Albemarle Region	Multi-County Region	61,865	\$2,724,823	\$28,513,313	\$17,031,210	4,542	\$95,683,000	\$4,710,000	\$5,565,000	
ND	City of Asheville	City	87,882	\$19,541,466	\$4,211,893	\$6,846,881	209	\$3,724,000	\$236,000	\$501,000	
ND	Moore County	County	99,077	\$6,476,979	\$8,669,670	\$28,658,972	1,894	\$43,228,000	\$3,047,000	\$3,288,000	
ND	Cleveland County	County	97,276	\$2,187,735	\$6,389,243	\$13,246,262	311	\$6,888,000	\$407,000	\$505,000	
ND	City of High Point	City	108,529	\$3,560,289	\$3,107,458	\$5,655,197	138	\$2,814,000	\$225,000	\$345,000	

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The 341 Participating Arts & Economic Prosperity 5 Study Regions

State	Name of Study Region	Type of Region	2015 Population	NATIONAL ESTIMATES OF ECONOMIC IMPACT			Total Spending by Arts and Culture INDUSTRY	Total Spending by Arts and Culture INDUSTRY	TOTAL ECONOMIC IMPACT			
				\$4.8 Billion	\$16.5 Billion	\$16.5 Billion			4.4 Million	Household Income	Local Government Revenue	State Government Revenue
NC	Wayne County	County	124,456	\$1,570,039	\$3,260,763	\$4,830,803	152	\$3,209,000	\$239,000	\$316,000	\$116,000	
NC	Johnson County	County	134,750	\$2,166,430	\$1,037,548	\$3,861,068	124	\$2,226,000	\$128,000	\$115,000	\$115,000	
NC	Orange County	County	140,400	\$93,643,475	\$36,666,872	\$130,310,347	5,001	\$105,151,000	\$5,378,000	\$7,131,000	\$7,131,000	
NC	Cherokee County	County	154,871	\$12,649,201	\$76,871,210	\$49,240,442	1,442	\$29,803,000	\$1,344,000	\$3,453,000	\$3,453,000	
NC	Town of Cary	City	155,227	\$6,193,643	\$10,826,791	\$16,980,404	828	\$17,733,000	\$954,000	\$977,000	\$977,000	
NC	Alamance County	County	155,292	\$3,877,725	\$4,937,253	\$8,815,078	299	\$5,233,000	\$194,000	\$405,000	\$405,000	
NC	NC County	County	179,354	\$12,859,847	\$5,422,000	\$18,111,847	862	\$17,532,000	\$751,000	\$807,000	\$807,000	
NC	Cosas Qy Charlotte	Cultural District	179,422	\$194,891,617	\$29,406,680	\$216,498,297	5,430	\$166,889,000	\$4,713,000	\$10,565,000	\$10,565,000	
NC	Caldwell County	County	192,103	\$2,265,571	\$4,677,402	\$6,942,073	309	\$4,333,000	\$293,000	\$332,000	\$332,000	
NC	New Hanover County	County	216,298	\$14,861,737	\$40,863,688	\$56,806,425	2,076	\$44,121,000	\$1,971,000	\$2,769,000	\$2,769,000	
NC	Forsythe County	County	240,519	\$26,355,882	\$43,520,678	\$69,834,560	2,233	\$51,238,000	\$2,472,000	\$3,811,000	\$3,811,000	
NC	Durham County	County	284,460	\$104,819,126	\$49,551,897	\$154,371,023	5,722	\$130,221,000	\$6,960,000	\$6,397,000	\$6,397,000	
NC	Chatham County	County	326,248	\$29,653,942	\$39,520,110	\$49,176,053	1,467	\$38,161,000	\$3,924,000	\$3,319,000	\$3,319,000	
NC	Northwest Commission	Multi-County Region	363,345	\$22,649,818	\$33,311,688	\$75,954,504	1,916	\$36,187,000	\$2,617,000	\$3,791,000	\$3,791,000	
NC	Forsyth County	County	365,298	\$104,706,797	\$32,083,038	\$136,789,835	5,249	\$129,468,000	\$6,052,000	\$7,110,000	\$7,110,000	
NC	City of Raleigh	City	439,896	\$107,668,956	\$763,988,153	\$531,657,111	18,894	\$356,721,000	\$23,817,000	\$27,648,000	\$27,648,000	
NC	Guilford County	County	512,119	\$67,065,726	\$95,177,857	\$162,243,583	5,863	\$112,061,000	\$7,209,000	\$8,333,000	\$8,333,000	
NC	Wake County	County	696,691	\$179,145,249	\$78,019,208	\$557,154,477	19,473	\$379,750,000	\$27,110,000	\$29,098,000	\$29,098,000	
NC	Mecklenburg County	County	1,012,539	\$197,377,853	\$164,985,768	\$362,363,621	7,452	\$358,664,000	\$20,404,000	\$13,444,000	\$13,444,000	
NC	Eastern Region	Multi-County Region	1,069,434	\$27,750,102	\$56,999,129	\$84,750,231	3,857	\$58,982,000	\$3,926,000	\$4,349,000	\$4,349,000	
NC	Advantage West Region	Multi-County Region	1,131,482	\$74,230,599	\$164,631,483	\$229,862,074	7,064	\$149,351,000	\$11,239,000	\$12,991,000	\$12,991,000	
NC	Spitouse Commission	Multi-County Region	1,131,493	\$10,330,984	\$77,078,811	\$127,451,995	4,447	\$90,230,000	\$6,336,000	\$6,441,000	\$6,441,000	
NC	Piedmont Triad Regional Partnership	Multi-County Region	1,679,041	\$207,776,417	\$185,181,256	\$392,933,673	14,234	\$292,819,000	\$18,467,000	\$20,750,000	\$20,750,000	
NC	Research Triangle Regional Partnership	Multi-County Region	2,190,333	\$387,905,466	\$479,338,358	\$863,243,823	31,219	\$628,046,000	\$40,218,000	\$43,565,000	\$43,565,000	
NC	Charlotte Regional Partnership	Multi-County Region	2,889,165	\$165,863,794	\$166,532,445	\$332,396,239	10,340	\$242,047,000	\$13,441,000	\$15,017,000	\$15,017,000	
NC	Greater Charlotte Region	Multi-County Region	2,891,806	\$178,142,400	\$180,278,450	\$359,420,850	11,786	\$249,104,000	\$14,266,000	\$17,216,000	\$17,216,000	
NC	State of North Carolina	State	9,943,964	\$937,487,172	\$1,179,042,966	\$3,116,540,138	71,877	\$1,487,662,000	\$94,544,000	\$106,895,000	\$106,895,000	
MD	State of Tennessee	State	15,444	\$1,255,380	\$5,806,000	\$6,861,380	193	\$3,653,000	\$177,000	\$376,000	\$376,000	
MD	City of Grand Forks	City	56,087	\$2,781,581	\$3,139,033	\$5,940,616	180	\$3,049,000	\$187,000	\$205,000	\$205,000	

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The 341 Participating Arts & Economic Prosperity 5 Study Regions

State	Name of Study Region	Type of Region	2015 Population	Funds Spent by Nonprofit Arts and Cultural Organizations	Estimated Spending by Cultural Audience	Total Spending by the Nonprofit Arts and Culture (MSP) \$100.3 Billion	TOTAL ECONOMIC IMPACT			
							Full-Time Equivalent Jobs	Local Government Revenue	Local Government Expenditure	State Government Revenue
NATIONAL ESTIMATES OF ECONOMIC IMPACT										
			56.14 Billion	302.5 Billion	1.4 Billion	306.1 Billion	56.9 Billion	57.2 Billion	57.2 Billion	57.2 Billion
ND	Bismarck-Mandan Region	Multi-City Region	89,719	\$22,135,263	\$19,075,541	\$41,210,804	1,559	\$27,543,000	\$1,209,000	\$2,317,000
ND	Greater Minot Region	Multi-County Region	97,119	\$5,739,851	\$4,770,610	\$13,510,471	323	\$5,081,000	\$465,000	\$456,000
ND	Greater Fargo-Moorhead Area	Multi-City Region	194,125	\$17,509,395	\$14,056,440	\$41,545,895	1,533	\$29,868,000	\$1,275,000	\$2,312,000
ND	State of North Dakota	State	779,462	\$56,459,214	\$52,440,871	\$116,176,979	3,863	\$72,934,000	\$5,255,000	\$6,032,000
NE	City of Lincoln	City	272,896	\$39,555,593	\$48,329,816	\$98,895,979	2,775	\$79,020,000	\$4,793,000	\$5,086,000
NE	City of Rochester	City	29,921	\$4,353,943	\$1,902,214	\$12,256,157	403	\$8,080,000	\$444,000	\$604,000
NE	Greater Peoria Region	Multi-City Region	36,396	\$21,456,027	\$39,345,032	\$58,841,659	1,825	\$38,468,000	\$3,797,000	\$5,061,000
NE	Greater Council Bluffs Area	Multi-City Region	84,300	\$17,833,522	\$13,351,816	\$33,145,366	962	\$22,458,000	\$1,472,000	\$1,532,000
NE	Midwest Region	Multi-City Region	82,700	\$13,271,384	\$5,263,101	\$18,534,485	659	\$12,724,000	\$965,000	\$941,000
NE	City of May County	County	95,344	\$4,544,984	\$15,021,300	\$19,566,334	430	\$8,144,000	\$1,216,000	\$1,055,000
NE	Central and County	County	137,389	\$9,546,724	\$7,186,474	\$16,743,198	275	\$9,272,000	\$984,000	\$839,000
NE	City of Omaha	City	280,579	\$109,363,244	\$69,963,054	\$178,338,298	4,563	\$133,782,000	\$7,200,000	\$8,360,000
NE	Greater Omaha	Multi-City Region	371,537	\$33,851,147	\$18,713,944	\$48,899,899	1,357	\$26,724,000	\$2,144,000	\$1,936,000
NE	Nebraska County	County	499,727	\$15,784,179	\$16,024,988	\$31,813,167	987	\$17,218,000	\$1,404,000	\$1,781,000
NE	State of Nebraska	State	1,938,175	\$198,140,344	\$222,674,136	\$519,814,484	14,343	\$340,948,000	\$17,305,000	\$33,559,000
NE	City of Las Cruces	City	101,498	\$8,318,433	\$10,596,813	\$19,195,248	426	\$15,360,000	\$700,000	\$1,276,000
NM	Doña Ana County	County	213,676	\$12,920,210	\$20,191,342	\$33,111,396	743	\$18,022,000	\$1,240,000	\$2,199,000
NV	City of Reno	City	236,895	\$50,139,403	\$38,892,672	\$89,035,075	2,654	\$52,815,000	\$2,645,000	\$3,323,000
NV	State of Nevada	State	3,039,009	\$237,268,372	\$344,426,892	\$477,735,264	10,481	\$259,438,000	\$12,001,000	\$24,627,000
NV	Washoe County	County	972,834	\$106,269,769	\$62,683,723	\$172,259,432	3,176	\$76,199,000	\$1,339,000	\$1,820,000
NY	Western New York	Multi-County Region	1,394,749	\$156,024,039	\$196,125,442	\$302,149,852	10,162	\$209,340,000	\$27,497,000	\$12,861,000
OH	Dayton Region	Multi-County Region	800,826	\$65,159,728	\$118,527,088	\$213,686,813	8,625	\$153,263,000	\$10,270,000	\$13,085,000
OH	Greater Columbus Area	County	1,231,393	\$22,477,493	\$189,782,016	\$412,259,509	14,982	\$373,393,000	\$20,321,000	\$26,453,000
OK	City of Tulsa	City	317,474	\$1,188,716	\$668,971	\$1,798,487	66	\$974,000	\$54,000	\$56,000
OK	City of Oklahoma	City	11,096	\$1,811,682	\$2,331,481	\$3,943,163	79	\$1,583,000	\$153,000	\$185,000
OK	City of Phoenix City	City	24,766	\$2,799,217	\$2,206,719	\$5,005,936	112	\$2,317,000	\$158,000	\$147,000
OK	City of Norman	City	118,040	\$11,552,877	\$44,421,918	\$56,174,796	1,544	\$24,213,000	\$1,856,000	\$2,993,000
OK	Greater Tulsa Region	Multi-County Region	1,180,244	\$91,182,185	\$137,689,013	\$228,871,179	7,976	\$156,636,000	\$5,481,000	\$12,200,000
OK	Greater Oklahoma City Region	Multi-County Region	1,304,374	\$320,484,100	\$393,263,040	\$602,747,142	20,371	\$417,542,000	\$28,183,000	\$33,536,000

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The 341 Participating Arts & Economic Prosperity 5 Study Regions

STATE	Name of Study Region	Type of Region	2015 Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Industrial Spending by Cultural Audiences	Total Spending by Arts and Cultural Organizations (2010-2015)	TOTAL ECONOMIC IMPACT				TOTAL ECONOMIC IMPACT
							Full-Time Equivalent Jobs Supported	Household Income Generated	Local Government Revenue	State Government Revenue	
NATIONAL ESTIMATES OF ECONOMIC IMPACT											
				\$4.8 Billion	\$402.5 Billion	\$183.3 Billion	\$56.3 Billion	\$7.7 Billion			
OK	State of Oklahoma	State	3,878,051	\$791,249,795	\$541,290,845	\$972,830,432	29,165	\$589,207,000	\$34,107,000	\$45,397,000	\$45,397,000
OR	Western Oregon Area	Multi-City Region	29,554	\$37,543,117	\$63,076,556	\$100,696,681	3,455	\$65,420,000	\$6,958,000	\$1,715,000	\$1,715,000
OR	Clatsop County	County	37,474	\$1,878,043	\$10,849,912	\$13,723,553	319	\$8,721,000	\$702,000	\$560,000	\$560,000
OR	Tillamook County	County	46,656	\$1,585,890	\$9,824,455	\$10,422,982	872	\$6,854,000	\$229,000	\$113,000	\$113,000
OR	Northwest Oregon Region	Multi-County Region	44,370	\$552,001	\$555,933	\$1,208,943	39	\$657,000	\$38,000	\$14,000	\$14,000
OR	City of Corvallis	City	37,190	\$47,545,447	\$44,334,926	\$73,870,377	1,968	\$32,804,000	\$3,024,000	\$2,744,000	\$2,744,000
OR	Yamhill County	County	101,218	\$20,664,640	\$28,305,837	\$44,970,477	1,050	\$20,855,000	\$1,418,000	\$1,449,000	\$1,449,000
OR	City of Eugene	City	160,561	\$46,760,513	\$21,403,287	\$62,233,892	2,401	\$45,714,000	\$2,366,000	\$1,567,000	\$1,567,000
OR	Central Oregon Region	Multi-City Region	192,540	\$9,508,518	\$24,706,823	\$34,655,381	968	\$18,522,000	\$1,482,000	\$919,000	\$919,000
OR	Clatsop County	County	194,872	\$1,451,109	\$9,016,568	\$14,837,677	417	\$8,027,000	\$491,000	\$716,000	\$716,000
OR	Washington County	County	502,998	\$11,813,264	\$7,272,740	\$21,846,813	942	\$14,947,000	\$785,000	\$795,000	\$795,000
OR	Greater Portland Area	Multi-County Region	1,734,692	\$14,420,434	\$115,382,321	\$306,492,752	11,205	\$248,297,000	\$19,695,000	\$13,979,000	\$13,979,000
OR	State of Oregon	State	3,979,219	\$164,065,917	\$322,950,808	\$887,032,695	22,299	\$469,461,000	\$29,219,000	\$23,056,000	\$23,056,000
PA	Southwestern Pennsylvania Area	Multi-City Region	34,208	\$13,154,243	\$27,430,415	\$46,754,998	1,160	\$24,419,000	\$1,084,000	\$2,212,000	\$2,212,000
PA	Allegheny County	County	278,443	\$19,091,120	\$23,147,814	\$42,238,564	1,456	\$29,795,000	\$1,601,000	\$2,318,000	\$2,318,000
PA	Butler County	County	413,691	\$10,805,527	\$8,140,047	\$18,945,574	625	\$11,551,000	\$785,000	\$1,095,000	\$1,095,000
PA	Greater Harrisburg Area	Multi-County Region	560,469	\$12,694,667	\$7,400,784	\$20,094,451	763	\$10,347,000	\$705,000	\$1,297,000	\$1,297,000
PA	Lehigh Valley Region	Multi-County Region	732,918	\$63,164,601	\$10,200,986	\$186,385,487	6,908	\$140,315,000	\$7,008,000	\$11,710,000	\$11,710,000
PA	Allegheny County	County	1,231,255	\$345,174,646	\$509,510,255	\$1,459,384,911	32,311	\$660,526,000	\$47,224,000	\$67,397,000	\$67,397,000
PA	City and County of Philadelphia	County	1,560,257	\$441,923,423	\$765,172,686	\$1,814,190,139	37,590	\$950,410,000	\$81,009,000	\$75,979,000	\$75,979,000
PA	Greater Philadelphia Region	Multi-County Region	4,079,593	\$992,509,546	\$992,141,419	\$1,884,656,945	35,225	\$1,295,210,000	\$18,559,000	\$125,606,000	\$125,606,000
PA	State of Pennsylvania	State	12,787,209	\$1,753,109,722	\$1,634,033,604	\$3,388,145,326	100,114	\$2,295,857,000	\$176,522,000	\$223,514,000	\$223,514,000
RI	City of Providence	City	179,134	\$93,832,355	\$111,944,211	\$265,786,766	8,135	\$121,255,000	\$10,094,000	\$16,910,000	\$16,910,000
SC	City of Charleston	City	130,113	\$66,091,990	\$20,433,781	\$186,528,751	6,744	\$131,324,000	\$5,794,000	\$9,244,000	\$9,244,000
SC	Greater Spartanburg Area	County	245,146	\$13,279,645	\$13,756,095	\$27,035,650	866	\$17,057,000	\$820,000	\$1,180,000	\$1,180,000
SC	Greater Columbia Area	Multi-County Region	675,642	\$21,371,683	\$21,870,117	\$32,081,796	1,130	\$32,372,000	\$1,170,000	\$1,549,000	\$1,549,000
SD	City of Sioux Falls	City	168,846	\$20,112,501	\$44,338,509	\$64,671,086	2,570	\$33,015,000	\$3,330,000	\$3,303,000	\$3,303,000
SD	Black Hills Region	Multi-County Region	199,655	\$22,974,749	\$91,334,239	\$114,305,668	3,573	\$70,842,000	\$3,700,000	\$5,247,000	\$5,247,000

Source: Arts and Economic Prosperity 5, Americans for the Arts, 2017 (www.AmericanForTheArts.org/EconomicImpact).

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Appendix

The 341 Participating Arts & Economic Prosperity 5 Study Regions

State	Name of Study Region	Type of Region	2015 Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Estimated Spending by Cultural Audiences	Total Spending by the Nonprofit Arts and Culture (INDUSTRIAL)	Total Economic Impact	Total Tax Equivalent Jobs	Local Household Income Generated	Local Government Revenue	State Government Revenue
NATIONAL ESTIMATES OF ECONOMIC IMPACT											
\$4.4 Billion											
3106.3 Billion											
365.1 Billion											
\$8.3 Billion											
\$7.7 Billion											
TN	Greater Knox Falls Arm	Multi-County Region	24,151	\$20,601,653	\$34,445,941	\$105,447,594	3,567	\$71,135,000	\$3,190,000	\$5,233,000	\$5,233,000
TN	County County	County	12,423	\$1,102,883	\$916,143	\$1,006,026	16	\$284,000	\$44,000	\$67,000	\$67,000
TN	City of Fishboms	City	18,896	\$610,715	\$437,871	\$1,048,586	32	\$502,000	\$71,000	\$54,000	\$54,000
TN	Macon County	County	79,203	\$104,264	\$66,542	\$170,806	3	\$70,000	\$6,000	\$10,000	\$10,000
TN	Hickman County	County	24,334	\$1,182,455	\$628,056	\$1,799,511	39	\$1,107,000	\$30,000	\$103,000	\$103,000
TN	Madison County	County	25,267	\$22,544	\$288,340	\$311,444	5	\$87,000	\$14,000	\$14,000	\$14,000
TN	Henry County	County	32,204	\$183,574	\$341,722	\$725,056	18	\$355,000	\$20,000	\$47,000	\$47,000
TN	Weakley County	County	34,373	\$211,563	\$1,174,550	\$1,386,113	37	\$845,000	\$63,000	\$97,000	\$97,000
TN	City of Columbia	City	36,071	\$1,297,704	\$6,362,126	\$7,659,830	213	\$7,687,000	\$317,000	\$491,000	\$491,000
TN	Carroll County	County	39,918	\$106,671	\$416,862	\$523,533	9	\$179,000	\$17,000	\$32,000	\$32,000
TN	Moore County	County	43,333	\$666,880	\$4,027,214	\$4,694,094	145	\$1,033,000	\$254,000	\$434,000	\$434,000
TN	Green County	County	49,472	\$1,001,637	\$7,137,024	\$8,138,661	151	\$3,402,000	\$212,000	\$402,000	\$402,000
TN	Madison County	County	75,626	\$2,031,320	\$1,383,250	\$7,494,770	170	\$3,314,000	\$241,000	\$407,000	\$407,000
TN	Hendrix County	County	53,036	\$760,318	\$1,259,169	\$2,019,487	62	\$1,176,000	\$74,000	\$119,000	\$119,000
TN	City of Jackson	City	67,319	\$2,666,496	\$2,052,410	\$4,718,906	100	\$3,108,000	\$144,000	\$237,000	\$237,000
TN	Greene County	County	68,335	\$2,505,621	\$2,341,470	\$4,747,091	116	\$2,175,000	\$140,000	\$251,000	\$251,000
TN	Putnam County	County	74,155	\$2,038,202	\$3,655,493	\$2,403,685	79	\$1,691,000	\$81,000	\$128,000	\$128,000
TN	Bevier County	County	95,110	\$1,644,416	\$4,133,568	\$45,700,084	1,047	\$16,109,000	\$2,554,000	\$2,160,000	\$2,160,000
TN	Washington County	County	175,241	\$3,257,920	\$11,198,694	\$18,456,631	553	\$10,962,000	\$1,371,000	\$2,223,000	\$2,223,000
TN	Montgomery County	County	185,961	\$2,864,420	\$2,041,349	\$5,005,769	181	\$2,256,000	\$215,000	\$340,000	\$340,000
TN	Greater Kingsport Arm	Multi-County Region	213,782	\$9,652,287	\$19,346,481	\$29,598,688	793	\$16,034,000	\$1,260,000	\$1,749,000	\$1,749,000
TN	Southwest Tennessee Development District	Multi-County Region	251,519	\$1,020,245	\$3,140,012	\$6,279,247	236	\$3,949,000	\$205,000	\$327,000	\$327,000
TN	Northeast Tennessee Development District	Multi-County Region	251,739	\$2,281,302	\$7,771,421	\$12,054,723	539	\$5,426,000	\$365,000	\$652,000	\$652,000
TN	Reelfoot County	County	288,926	\$10,790,787	\$20,370,806	\$31,169,333	1,084	\$18,266,000	\$1,394,000	\$1,992,000	\$1,992,000
TN	Upper Cumberland Development District	Multi-County Region	343,630	\$6,334,696	\$4,778,035	\$11,112,731	327	\$6,312,000	\$426,000	\$678,000	\$678,000
TN	Hamilton County	County	351,220	\$6,766,855	\$107,710,325	\$172,479,680	6,345	\$148,845,000	\$7,284,000	\$12,582,000	\$12,582,000
TN	South Central Tennessee Development District	Multi-County Region	430,544	\$4,064,456	\$10,909,233	\$14,967,689	392	\$7,249,000	\$569,000	\$916,000	\$916,000
TN	Four Tennessee Development District	Multi-County Region	507,224	\$15,334,312	\$19,081,142	\$33,447,994	1,481	\$23,264,000	\$2,821,000	\$3,277,000	\$3,277,000
TN	Southwest Tennessee Development District	Multi-County Region	616,050	\$67,352,490	\$110,017,033	\$183,349,483	6,007	\$150,096,000	\$7,681,000	\$13,233,000	\$13,233,000

Source: Arts and Economic Prosperity 5, Americans for the Arts, 2017 (www.AmericasforTheArts.org/EconomicImpact).

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The 341 Participating Arts & Economic Prosperity 5 Study Regions

Name of Study Region	Type of Region	2019 Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Estimated Spending by Cultural Audiences	Total Spending by the Nonprofit Arts and Culture (NSA+OAA)	TOTAL ECONOMIC IMPACT			
						Supported Jobs	Household Income	Local Government Revenue	State Government Revenue
NATIONAL ESTIMATES OF ECONOMIC IMPACT									
			\$63.8 Billion	\$102.5 Billion	\$166.3 Billion	4.6 Million	\$16.1 Billion	\$6.9 Billion	\$7.7 Billion
Greater Knoxville Region	Multi-County Region	650,511	\$46,160,880	\$97,765,533	\$145,927,413	5,308	\$104,004,000	\$8,390,000	\$10,242,000
Northville-Davidson County	County	688,347	\$178,780,284	\$280,560,557	\$459,340,841	14,277	\$305,465,000	\$19,642,000	\$31,470,000
Shelby County	County	938,808	\$118,196,607	\$79,131,575	\$197,328,182	6,138	\$160,806,000	\$8,332,000	\$14,044,000
Manlius-Area Association of Governments	Multi-County Region	1,066,819	\$116,215,928	\$79,248,425	\$195,464,353	5,943	\$160,908,000	\$8,341,000	\$14,097,000
East Tennessee Development District	Multi-County Region	1,202,594	\$53,564,737	\$148,670,020	\$202,234,757	6,807	\$128,340,000	\$11,189,000	\$13,279,000
Greater Nashville Regional Council	Multi-County Region	1,856,623	\$200,353,380	\$287,705,334	\$488,058,714	16,228	\$345,770,000	\$22,329,000	\$35,966,000
State of Tennessee	State	6,549,352	\$470,782,916	\$698,300,655	\$1,169,083,611	38,482	\$837,774,000	\$55,943,000	\$81,988,000
City of Sugar Land	City	86,777	\$646,740	\$523,361	\$1,170,101	33	\$614,000	\$72,000	\$84,000
City of Louisville	City	102,889	\$1,513,284	\$304,772	\$1,818,056	66	\$1,229,000	\$125,000	\$159,000
City of Richmond	City	108,617	\$12,143,635	\$8,457,425	\$20,596,060	694	\$14,840,000	\$831,000	\$1,095,000
City of Waco	City	130,194	\$3,391,910	\$32,299,881	\$36,690,791	2,184	\$45,720,000	\$3,782,000	\$5,617,000
City of Irving	City	202,406	\$34,192,919	\$1,260,973	\$35,453,892	1,031	\$30,911,000	\$1,151,000	\$1,407,000
City of El Paso	City	679,036	\$39,578,686	\$43,468,775	\$83,047,461	4,193	\$73,708,000	\$5,795,000	\$6,257,000
City of Fort Worth	City	812,238	\$255,976,253	\$194,654,165	\$450,630,418	14,480	\$337,917,000	\$26,552,000	\$29,403,000
Fort Worth Cultural District	Cultural District	812,238	\$150,010,452	\$114,739,000	\$264,749,452	8,506	\$198,470,000	\$15,589,000	\$17,279,000
City of Dallas	City	1,281,047	\$631,469,325	\$259,701,244	\$891,170,549	33,564	\$685,249,000	\$45,100,000	\$52,132,000
Dallas Arts District	Cultural District	1,281,047	\$282,234,392	\$113,557,787	\$395,792,179	14,932	\$380,968,000	\$19,996,000	\$23,142,000
City of San Antonio	City	1,436,897	\$143,127,136	\$280,305,439	\$423,432,575	15,193	\$367,271,000	\$23,606,000	\$31,695,000
Harris County	County	4,441,370	\$565,143,030	\$528,803,376	\$1,094,946,389	25,102	\$785,492,000	\$56,045,000	\$60,640,000
East End Cultural District	Cultural District	4,441,370	\$5,177,402	\$5,028,736	\$8,206,138	185	\$5,698,000	\$447,000	\$504,000
Houston Museum District Association	Cultural District	4,441,370	\$721,550,313	\$324,523,136	\$646,073,449	14,783	\$461,644,000	\$33,392,000	\$36,189,000
Midtown Cultural District	Cultural District	4,441,370	\$4,111,403	\$4,719,940	\$8,831,343	201	\$6,259,000	\$463,000	\$510,000
Washington Avenue Cultural District	Cultural District	4,441,370	\$2,520,697	\$2,196,630	\$4,717,327	109	\$3,402,000	\$240,000	\$258,000
Greater Houston Region	Multi-County Region	6,517,279	\$79,435,793	\$57,967,268	\$1,117,403,683	25,817	\$801,630,000	\$57,332,000	\$63,007,000
Dallas-Forth Worth-Arlington MSA	Multi-County Region	6,945,656	\$99,509,582	\$475,855,433	\$1,475,366,015	52,848	\$1,200,922,000	\$78,216,000	\$88,992,000
Fort Collins	County	47,069	\$13,330,445	\$62,797,842	\$76,128,287	1,953	\$34,261,000	\$3,451,000	\$3,371,000
City of Logan	City	48,697	\$17,572,786	\$13,753,037	\$31,325,823	1,104	\$17,351,000	\$1,453,000	\$1,241,000
Salt Lake City	City	190,484	\$112,442,764	\$194,120,153	\$306,562,917	10,478	\$215,686,000	\$13,080,000	\$14,857,000
City of Falls Church	City	13,601	\$6,749,150	\$19,029,073	\$25,778,223	626	\$8,156,000	\$1,046,000	\$1,304,000

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Source: Arts and Economic Prosperity 5. Americans for the Arts. 2017. www.AmericansForTheArts.org/EconomicImpact/

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The 341 Participating Arts & Economic Prosperity 5 Study Regions

Name of Study Region	Type of Region	2015 Population	Estimated Spending by Prosperity 5 Arts and Cultural Organizations	Estimated Spending by Cultural Audiences	Total Spending by the Nonprofit Arts and Culture (INDUSTRY)	TOTAL ECONOMIC IMPACT			
						4.6 Million	\$36.3 Billion	\$50.7 Billion	\$7.7 Billion
						Full-Time Equivalent Jobs Supported	Household Income Generated	Local Government Revenues Generated	State Government Revenues Generated
City of Fairfax	City	24,443	\$2,639,540	\$1,052,653	\$3,692,193	105	\$2,175,000	\$145,000	\$137,000
City of Lynchburg	City	79,047	\$6,643,618	\$4,207,822	\$10,856,440	351	\$5,311,000	\$477,000	\$485,000
James River Arts & Cultural District	Cultural District	79,047	\$6,394,249	\$3,759,455	\$10,153,704	334	\$4,945,000	\$444,000	\$454,000
Greater Charlottesville Area	Multi-County Region	150,069	\$60,659,938	\$61,250,521	\$121,910,459	3,131	\$51,688,000	\$5,919,000	\$5,844,000
City of Alexandria	City	150,575	\$35,827,799	\$76,016,409	\$111,843,508	2,623	\$56,913,000	\$5,831,000	\$3,710,000
Arlington County	County	226,908	\$170,762,477	\$18,476,219	\$189,238,696	5,156	\$118,675,000	\$7,512,000	\$6,192,000
City of Virginia Beach	City	650,980	\$25,929,369	\$61,802,140	\$87,731,519	2,875	\$52,494,000	\$3,739,000	\$3,235,000
Richmond & Tri-Cities Region	Multi-County Region	1,046,822	\$211,682,685	\$148,391,431	\$360,072,116	10,702	\$204,206,000	\$14,653,000	\$16,976,000
Fairfax County	County	1,137,538	\$173,409,618	\$91,189,315	\$271,599,133	6,220	\$145,515,000	\$9,268,000	\$10,033,000
Greater Fairfax Area	Multi-County Region	1,175,622	\$182,794,508	\$113,271,041	\$301,069,549	6,952	\$155,846,000	\$10,479,000	\$11,974,000
Greater Washington Area	Multi-City Region	1,107,972	\$59,120,540	\$56,038,913	\$85,159,453	3,671	\$60,485,000	\$3,475,000	\$6,616,000
State of Vermont	State	626,562	\$78,656,911	\$44,027,403	\$122,884,314	4,268	\$71,747,000	\$3,597,000	\$1,188,000
City of Tacoma	City	203,446	\$74,848,459	\$60,565,471	\$137,213,930	3,656	\$86,035,000	\$5,979,000	\$7,977,000
Douglas County	County	27,766	\$9,730,760	\$14,967,671	\$24,698,431	632	\$10,247,000	\$1,240,000	\$1,274,000
City of La Crosse	City	52,440	\$12,827,852	\$19,855,615	\$32,683,467	1,132	\$24,318,000	\$1,410,000	\$1,827,000
Fern Cliffs County	County	101,264	\$4,209,343	\$5,800,746	\$10,310,089	393	\$8,745,000	\$525,000	\$594,000
Greater Green Bay Area	County	256,670	\$23,192,446	\$12,925,635	\$36,318,081	1,311	\$25,617,000	\$1,369,000	\$1,620,000
Greater Fox Cities Region	Multi-County Region	401,008	\$40,077,573	\$18,279,738	\$58,357,311	1,613	\$32,448,000	\$3,740,000	\$2,785,000
Leane County	County	516,234	\$145,739,632	\$104,161,535	\$249,901,167	9,154	\$183,574,000	\$9,943,000	\$13,953,000
State of Wisconsin	State	5,757,554	\$376,915,991	\$279,941,276	\$656,857,267	26,695	\$355,512,000	\$34,716,000	\$40,510,000
City of Mangrove	City	31,073	\$27,454,214	\$8,020,706	\$35,474,920	1,298	\$23,710,000	\$763,000	\$2,306,000
Town of Ashlee	City	10,449	\$18,725,980	\$33,321,991	\$51,247,941	1,088	\$22,751,000	\$1,930,000	\$3,145,000

(Source: Arts and Economic Prosperity 5, Americans for the Arts, 2017 (www.AmericanforTheArts.org/EconomicImpact))



Appendix F



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Student Access Subcommittee Final Recommendations				
	Focus Area	Vision Statement	Recommendation	Description
1	Communications and community outreach	<p>The confusing variety of options for college and what is needed for each puts additional pressure on prospective students and families.</p> <p>Prospective students shall be provided a clear understanding of college options, admission requirements and college readiness.</p>	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 and admissions	All prospective students, including under-served, low-income, or first-generation, shall 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.

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Student Access Subcommittee Final Recommendations				
	Focus Area	Vision Statement	Recommendation	Description
3	Promotion of a diverse student body	The diversity of the student population shall 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 discounted SAT prep courses to low-income prospective students. 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 and student mobility	As a large portion of USF's student population, transfer students shall benefit from expanded pathway programs.	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 and course delivery	Under the future USF model, students shall benefit from 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.

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Student Access Subcommittee Additional Recommendations		
	Focus Area	Recommendation
6	Communications and 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 and community outreach	Enhance branding efforts to communicate USF as the go-to preeminent research university for prospective students in the region.
8	Communications and community outreach	Expand admissions pathways with local high schools for guaranteed admissions.
9	Communications and community outreach	Develop outreach offices at USF St. Petersburg and USF Sarasota-Manatee.
10	Communications and community outreach	Enhance communications with the local community about recruitment, student body composition, and student success statistics.
11	Scholarships, financial aid and admissions	Explore multiple summer bridge programs including focus on STEM, career specific programs, and internships.
12	Scholarships, financial aid and 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 and admissions	Expand “last dollar” scholarship offerings.
14	Scholarships, financial aid and admissions	Support and increase awareness around Florida College Access Network’s Seminars.
15	Scholarships, financial aid and admissions	Educate prospective students on the summer and spring admissions options, and on the importance of applying early.
16	Scholarships, financial aid and 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 and admissions	Collaborate with local partners to provide direct assistance to prospective students and their families applying for financial aid.
18	Scholarships, financial aid and admissions	Explore different communication channels and leverage technology to disseminate information regarding scholarships and financial aid.
19	Scholarships, financial aid and admissions	Continue to prioritize transparency in communicating the cost of attendance and available financial assistance to prospective students and families.

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Shared Governance /Transparency Subcommittee Final Recommendations				
	Focus Area	Vision Statement	Recommendation	Description
1	University Governance	<p>Empowered campuses make for a stronger USF and fulfilling student experience:</p> <p>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.</p>	<p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>d. Task internal academic and administrative committees to identify new opportunities for collaboration among campuses and finding efficiencies in governance processes.</p>

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.*

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Shared Governance /Transparency Subcommittee Final Recommendations				
	Focus Area	Vision Statement	Recommendation	Description
2	Faculty Governance	<p>Engaged faculty and equitable campus representation shall support Preeminence objectives and offer students the benefits of learning from engaged leaders:</p> <p>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.</p>	<p>Ensure continued representation of faculty priorities through a strong and respected Faculty Senate structure that promotes collaborative dialogue and decision-making between faculty and university leadership, and reflects the priorities of both academic matters and unique geographic opportunities.</p>	<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. 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. 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. 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. 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.
3	General Education	<p>An enhanced General Education model offers students and faculty a dual experience of quality learning and engagement:</p>	<p>Strengthen the internal collaborative Enhanced General Education Leadership process review to model High Impact Practices (HIP) and ensure representation from all</p>	<ul style="list-style-type: none"> a. Create a unified general education curriculum and identify core values that ensures maximum ease of transition for FTIC and transfer students to USF. 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.

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Shared Governance /Transparency Subcommittee Final Recommendations				
	Focus Area	Vision Statement	Recommendation	Description
	General Education <i>(cont'd)</i>	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, civic engagement and experiences unique to their home campuses.	campuses to shape key focus areas of: <ul style="list-style-type: none"> • Curricular alignment • Course alignment • Assessment • Faculty oversight and engagement 	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. d. Update governance processes and documents for the General Education Council of the Faculty Senate to support a unified university while creating equitable participation opportunities from all campuses. e. Implement an assessment plan for annual review and approval oversight of general education curriculum.
4	Student Governance	Student government opportunities, both in leadership and local roles, shall remain open to students on all campuses: The student government experience and opportunities shall be enhanced by consolidation efforts with student participation available at both the	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.	a. Create a system-level SGA and ensure alternating campus officer representation on the system-level SGA. b. Allow for equitable representation of student-elected positions across all three campuses. c. Define a clear process for equitable budget allocation. d. Outline and communicate processes and tools for student input/feedback during the consolidation transition. e. Develop a process for student leaders to assess and refine the student government structure two years post-consolidation.

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Shared Governance /Transparency Subcommittee Final Recommendations			
Focus Area	Vision Statement	Recommendation	Description
	local home campus and system levels.		
5 Budget Transparency	<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 clear understanding of financial decision</p>	<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>	<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> <p>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.</p> <p>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.</p> <p>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.</p>

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Shared Governance /Transparency Subcommittee Final Recommendations				
Focus Area	Vision Statement	Recommendation	Description	
Budget Transparency <i>(cont'd)</i>	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"> 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. 	

Student Success/Academic Programs/Campus Identity Subcommittee Final Recommendations				
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	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	<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 	

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Student Success/Academic Programs/Campus Identity Subcommittee Final Recommendations				
Focus Area	Vision Statement	Recommendation	Description	
Student Success <i>(cont'd)</i>	to their chosen fields while also supporting economic and community development.	needs and providing support for the unique student populations of each campus.		<ul style="list-style-type: none"> 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 better situated/equipped to understand real-life applications of degree programs e. Increase master and doctoral degree program delivery on the St. Petersburg and Sarasota-Manatee campuses no later than July 1, 2021 f. Increase online, blended and hybrid course offerings at all levels g. In consultation with Regional Chancellors and using established academic benchmarks, promote the opportunity for colleges to be homed across regional campuses. h. Unless otherwise prescribed by law, develop guiding principles for a College unit, such as: <ul style="list-style-type: none"> a. One college per academic discipline

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Student Success/Academic Programs/Campus Identity Subcommittee Final Recommendations				
Focus Area	Vision Statement	Recommendation	Description	
Academic programs <i>(cont'd)</i>				<ul style="list-style-type: none"> 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 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 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
3 Campus identity	Promoting a unified educational mission while leveraging distinctive regional strengths reflects “one university geographically distributed” and USF’s commitment to designing rich and relevant learning experiences for students.	Implement initiatives that leverage the distinctive elements and communities that USF serves to strengthen campus identity while 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.		<ul style="list-style-type: none"> a. Identify high-impact practices that reflect campus identities through community collaboration, service learning opportunities, and civic engagement b. Communicate distinctive academic and programmatic elements with external audiences to increase community awareness of campus identities and offerings c. Continue to increase opportunities for existing and new faculty to develop academic programs, increase research contributions, and strengthen campus identities 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 e. Strengthen academic and non-curricular programs, initiatives, and research on all campuses, to further the identity of the campuses f. Develop new academic programs on each of the campuses, which are part of the master academic plan and lead to more

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Student Success/Academic Programs/Campus Identity Subcommittee Final Recommendations				
	Focus Area	Vision Statement	Recommendation	Description
	Campus identity <i>(cont'd)</i>			vibrant connections with the business communities and other communities of interest g. Foster cross-university collaborations to support the needs of the communities each campus serves h. Coordinate undergraduate admissions processes and outreach to emphasize one USF while highlighting the distinct campus identities
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 Association of American Universities (AAU).	Provide the resources and infrastructure that will facilitate the flourishing of research and scholarly activities and collaborations across the University.	a. Encourage proactive engagement of the USF Research & Innovation Office with faculty on all campuses 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 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	Strengthen relationships with community stakeholders,	a. Strengthen relationships with local businesses and non-profit organizations in relevant industry sectors including the arts,

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Student Success/Academic Programs/Campus Identity Subcommittee Final Recommendations			
Focus Area	Vision Statement	Recommendation	Description
Community engagement <i>(cont'd)</i>	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.	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.	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

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**Unified Response to Questions from the Student Success,
Academic Programs, and Campus Identity Subcommittee**

November 5, 2018

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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.

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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)

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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]

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- 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]

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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.

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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,

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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.

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USF Tampa:	3	\$0.39 M	\$0.30 M
USF St. Petersburg:	9	\$1.20 M	\$0.32 M
USF Sarasota-Manatee:	17	\$2.29 M	\$0.73 M
TOTAL =	29	\$3.88 M	\$1.35 M

Librarian, Research Technician, and Administrative Staff are calculated at 1:6 new faculty = 5 positions at \$80,000 salary + benefits = **\$0.40 M recurring** + \$5,000 office setup = **\$25 K non-recurring**

GRAND TOTAL for Year 2 = \$ 4.28 M recurring (personnel) + \$1.38M non-recurring (startup for preeminent research faculty and support personnel)

C. Future Proposed Degree Expansion Investments (2022-24) will be calculated at a later date.

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2. *If yes to a, how does this enhance the unique identity of your campus? Are there any separate educational missions unique to your campus that are beneficial to the future of your campus? Do they require new funding?*

Consistent with SACSCOC accreditation guidelines, there can only be **one mission within a singularly-accredited university**. Each unit may contribute to the mission in different ways such as:

USF Tampa:

USF Tampa is a comprehensive preeminent state research university, defined by research output, academic program array, along with an unparalleled commitment to student access for success.

In summary, we see USF's Tampa campus as:

- An international research powerhouse with a focus on positive impact, improving the human condition, and economic growth, with particular strengths in health and life sciences, and engineering,
- An attractive destination for the best and brightest students and most talented professors from around the world,
- A diverse learning community dedicated to student success delivered through a comprehensive, rigorous and relevant curriculum, built within a digital ecosystem,
- A welcoming and globally engaged campus with academic, cultural and athletic opportunities,
- A strong partner with the communities we serve: in Tampa Bay, across the State of Florida, around the nation, and throughout the world, and
- Building a complementary networked identity in collaboration with colleagues on our campuses in St. Petersburg and Sarasota-Manatee.

USF St. Petersburg:

With the opening of the new STEM, INQ lab in Coquina Hall and the move to align curriculum in teacher preparation with STEM principles, the USF SP College of Education is positioned to be the state leader in preparing all future teachers for implementation of STEM in the classroom regardless of grade level or discipline taught. The unique baccalaureate degree offered in the USF SP College of Education is different from any of the USF System education degrees. The undergraduate degree is a Bachelor of Science in Education, approved and accredited by the state and prepares program graduates for certification and endorsement in 4 areas: Elementary Education, Exceptional Student Education, Reading Endorsement and ESOL Endorsement. No other program graduates education candidates with those credentials within the 120 credit hour requirement. The program could be a state model for undergraduate education degrees.

Early discussions in the USF SP Kate Tiedemann College of Business about “Blue” business with the College of Marine Sciences and “Green Business” with the USF SP College of Arts and Sciences have occurred. Both would be interdisciplinary, and both reflect one of the core identities of USF SP, Environmental Sustainability. Both would need core faculty to complement existing faculty.

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The two new distinct BS degrees in Sustainability Studies and in Environmental Chemistry, in the USF SP College of Arts and Sciences, will further support the unique identity of USF SP as a campus invested in the environment and sustainability. The new distinct BS degree in Computational and Applied Mathematics lays the groundwork for hosting degree programs in Computer Science and Engineering—both of which will require funding to set up teaching laboratories.

The new hosted second degree Nursing BSN will further support USF SP's commitment to the health sector in St. Petersburg and Pinellas County. We already supply graduates with laboratory science degrees in Biology, Health Science, Environmental Science, and in Fall 2019 Environmental Chemistry—all of whom have skills to contribute to the health sector.

USF Sarasota-Manatee:

The programs that exist currently are very much aligned with the needs of the community and region and the partnerships that have been established with the other area universities as well as the local businesses. There are many examples of how the advisory boards for three of the four colleges help address the needs of the community and develop a relevant curriculum.

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3. *What impediments exist to developing research capacity at your campus?*

USF Tampa:

Sustaining the campus' competitive position as a Preeminent State Research University and any future growth in the campus' research portfolio and productivity is severely hampered by (a) limited faculty resources (and salaries that are not competitive with national aspirational peers), (b) inadequate research laboratory space, (c) paucity of state-of-the-art research instrumentation (including research computing), and (d) insufficient financial aid for graduate students.

USF St. Petersburg:

Research and teaching lab space and funds to equip space. Research start-up funds for research faculty.

Access to Doctoral Students: While many of our faculty have published in top-level journals, the propensity in which they can publish in these journals is impacted by two factors. First, the higher teaching load (5 courses a year). Second, not participating in the doctoral program limits access to doctoral students who serve as great support in research activities for our faculty.

Graduate Assistants: The lack of graduate assistants support has a similar impact on our faculty productivity.

USF Sarasota-Manatee:

The absence of the following are impediments. We have the following needs to increase research productivity and become more competitive for grants – especially federal grants:

- A STEM building, defined as the Integrated Science and Technology Complex (ISTC) (on the PECO list) and relevant equipment and technology to serve research and teaching needs.
- Temporary space during construction of the ISTC building (see below).
- Doctoral programs and graduate assistants.
- Appropriate faculty positions – increase in the percentage of the tenure-track and tenured faculty. We have a faculty hiring strategy that will change a less-than-stable faculty into a stable faculty. This is essential for research productivity – and the ability to obtain grants.
- Equity in teaching and service work assignments across the new USF.
- Start-up funds for new faculty in tenure-track positions.
- Internal funding for existing faculty to seed research initiatives that will pave the way for obtaining external awards.
- Formalized relationships across USF to accelerate USF S-M scholarship.
- A residence hall and student center.

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4. *What one thing would be the most beneficial assistance to enhance the research capacity at your location?*

USF Tampa:

Without a critical mass of (I) research intensive faculty, USF cannot compete head-to-head with similar colleges/departments at AAU institutions and other aspirational peers. For example, Chemistry has 27 tenured/tenure track and 39 total faculty (the Public AAU average is 42.5/51.4) – along with (II) additional support for world class graduate students, (III) state-of-the-art research facilities on USF’s current 5-year Capital Improvement Plan: (a) Engineering Research Building (\$150 M), and (b) STEM Research/Interdisciplinary Research Building (\$72.6 M), and (IV) instrumentation.

USF St. Petersburg:

The development of additional research and teaching labs through re-designing existing and/or acquisition of new space. For the Kate Tiedemann College of Business, access to doctoral students and graduate assistants.

USF Sarasota-Manatee:

USF Sarasota-Manatee must have a building for research and education. We have designed the Integrated Science and Technology Complex (\$44.5 M) to accommodate several programs in the sciences, information technology, some non-STEM programs, professional training space, business development and research space, and community-accessible spaces (etc.).



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5. *Regarding identification of specific degrees: In St. Petersburg, the community college also confers baccalaureate degrees that were approved by USF and provides a University Partnership Center that was developed to address the community need for master's and doctoral degrees in Pinellas County. There does not seem to have been much research beyond the City of St. Petersburg regarding bachelor, masters, or doctoral program needs. The need is there. Overlooking this component could have huge implications for program offerings and growth opportunities at USF SP as well as USF S-M. What else needs to be done regarding the identification of new programs and the location of current program offerings? What impact does program offerings/ location have on faculty, staff, and administrators as programs ownership shifts?*

Please refer to the collective response to Question 1 and see Attachments (1), (2), and (3) for proposed degree expansion, considerations, online degree programs delivered by USF Tampa, USF St. Petersburg, and USF Sarasota-Manatee, the USF System 5-year New Degree Master Plan, and a data response regarding the Florida State College System Baccalaureate degree programs and productivity.

USF Tampa:

Research on market needs will be conducted to verify community and student demand across the greater Tampa Bay region as part of the planning and implementation stage, beginning in Spring 2019.

USF St. Petersburg:

We need to revise and implement the existing USF System 5-Year Master Academic Plan. Programs on the plan have been carefully researched as to demand locally, regionally, and statewide. Also, programs on the plan have been carefully evaluated in terms of programmatic offerings already available in the State University System to avoid unnecessary duplication.

USF Sarasota-Manatee:

Several new programs have been identified as feasible to deliver on the USF S-M campus. These have been assigned to come on board by each of 5 years in the future – assuming there are appropriate new financial resources that would allow for faculty hires.

Careful consideration will be given to utilizing instructional (and research) space in the University Partnership Center, as well as other sites across the region, in order to accommodate the proposed expansion of academic program delivery.



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6. *Campus Identity: Campus branding and meeting the needs of the entire community is what makes the institution premier. I have not heard of a plan or strategy to maintain or strengthen the campus identity for USFSP/USFSM/USFT and ~~the~~ USF ~~System~~ as a whole in any of the discussions. What are your plans to maintain the individual campus identity? What changes if any, are you planning to make to ensure that each campus maintains its own identity while developing the ~~system~~ identity of USF – A singularly-accredited university? Please share the status of the assessment of the educational mission - separate or unified? What are the recommendations regarding the educational mission?*

The matter of campus branding will be addressed by the External Affairs Sub-Committee of the Consolidation Implementation Committee. Specific strategies related to strengthening individual campus identities, within a unified mission of one university, will be addressed as part of the USF branding initiative. As a Carnegie classified *Doctoral University with Highest Research Activity*, and a Florida designated *Preeminent State Research University*, USF's singular Mission will rest on three pillars:

- Student Access for Success,
- Research, Innovation, and Economic Development, and
- Partnership for mutual benefit and impact.

USF Tampa:

“We define ourselves not by a name, date, or city, but by the impact we have on the world.”

USF Tampa may be the oldest of the three campuses, yet we are, by no means, rooted in tradition like other preeminent universities and most AAU institutions. Rather, we are defined by our **bold ambition, innovation, and creativity, agility, freshness, and vigor.**

1. **We are a global research powerhouse**, with a balance between basic and high impact translational research activity, and focused on interdisciplinary convergence – “building bridges and not silos” –well-positioned to serve the State of Florida’s needs in finding innovative solutions to complex problems:

Healthy Florida:

- Health and wellness [USF = Brain & spinal cord; Heart health]
- Opioids
- Mental health and disabilities
- Childhood development

Secure Florida:

- Marine and coastal [USF = Water]
- Cybersecurity, technology, and data [USF = Human security; Data science]

Prosperous Florida:

- Translational research [USF = Research translation]



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- Human-technology interface (artificial intelligence, autonomous vehicles)
 - Space exploration and commercialization
2. **We are a national model for student success**, providing access for success to students from diverse socioeconomic, first generation, racial and ethnic, and national backgrounds. USF Tampa has a proud record of (a) attracting the “best and brightest” students from across Florida and around the world, (b) retention (91.3%), 4-yr (60.4%), and 6-yr (73.1%) graduation rates with elimination of the completion gap, (c) students earning competitive national fellowships (e.g. Fulbright, Gilman, Goldwater, Marshall, Peace Corps., etc.), and (d) placement in the top postgraduate and professional programs in the world.
 3. **We provide a vibrant living, learning, exploring, and working community** on campus. With living and learning communities in support of a rigorous, relevant, and engaged learning environment.
 4. **We cherish our mutually beneficial partnerships with business, industry, and public sector agencies in the community**, and we are committed to building a complementary networked identity in collaboration with colleagues on our campuses in St. Petersburg and Sarasota-Manatee.
 5. **We are shaping a digital ecosystem to support success in all we do.**

USF St. Petersburg:

We offer learning and living opportunities dramatically different from the other USF campuses. Our small size, downtown waterfront location, and unique identity draw students from all over the region. We are recognized for our close connection to the City of St. Petersburg and to key stakeholders in Pinellas County. The campus is an anchor to the Innovation District and to Downtown St. Petersburg. USF SP has an active and growing research portfolio. The preeminence and performance based metrics where USF SP has the largest potential impact are retention and 4-year graduation rates.

USF Sarasota-Manatee:

Student success is a high priority for the USF S-M campus. USF S-M has research-experienced and productive faculty, but much is needed to solidify the research culture. We know how to generate new knowledge and effectively communicate such to our students and how to approach complex problem solving through our research. Success in obtaining competitive research grants, especially federal grants, is contingent upon the availability of appropriate resources.



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7. *Research Capacity: What is the impact on faculty who have not been involved in research?***USF Tampa:**

Professional development and mentoring, along with equity of assignment, equity of support, and equity of scholarly/scientific/creative performance assessment will be essential across all campuses within a consolidated USF. USF Tampa has already adopted a differentiated faculty staffing model with an appropriate balance of tenured and tenure-earning research faculty and non-tenure earning instructors, consistent with a Carnegie classified Doctoral University: Highest Research Activity (n=115).

USF St. Petersburg:

Faculty who have primarily been involved in teaching and service will need support to move to intensive research assignments. Support includes those things listed in other sections of this document, i.e., graduate assistants, research and teaching lab space, load adjustments, etc.

The Kate Tiedemann College of Business is AACSB Accredited. The professional accreditation requires us to maintain certain faculty qualification standards consistent with the mission. As a comprehensive regional university, our current faculty standards (requirements for publication and intellectual contributions by faculty) are consistent with this mission. The majority (over 90%) of our faculty meet these standards. With a shift to a R1 University, our standards will need changes to remain consistent with the Muma College of Business.

USF Sarasota-Manatee:

Virtually all faculty at USF SM have research capability. Both past and prospective research accomplishments are criteria used in new hires of faculty (other than adjunct). The level of research expected at an R1 institution would be difficult to achieve at USF SM due to the lack of research resources (start-up funding and facilities and equipment for the STEM fields) and the amount of teaching that is expected on our campus. Some faculty who devote the majority of their professional effort to teaching may prefer to enter a non-tenure-earning teaching track where research is not expected.



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8. *How and where do you see your respective campuses making greater contributions to strengthen preeminence designation and the path to achieve AAU?*

Consistent, Preeminent levels of Student Success (Freshman Retention and 4-yr/6-yr Graduation rates) will be essential across all campuses in the first instance. Focused research investment and productivity will follow.

Association of American Universities (AAU) performance metrics are:

Phase I Indicators

1. Competitively funded federal research support,
2. Membership in the National Academies (NAS, NAE, IOM),
3. Faculty awards, fellowships, and memberships,
4. Citations,

Phase II Indicators

5. USDA, state, and industrial research funding,
6. Doctoral education,
7. Number of postdoctoral appointees, and
8. Undergraduate education.

USF Tampa:

Research investments – Total Expenditures (\$568 M), Federal Research Expenditures (\$254 M), Postdoctoral Fellows (281)

Research Outputs – Doctorates (721), NAMs (13), Citation Impact (1.66), Patents (120)/ Licenses (122), Startups (10)

USF Tampa is home to 13 members of the National Academies. USF Faculty Awards, Fellowships, and Members – 101 Highly Prestigious Awards (2017)

Top 50 national and global rankings (U.S. publics): *Times Higher Education World University Rankings* (#38); *Kiplinger Best College Value* (#39); *Academic Ranking of World Universities* (#41); and *Center for Measuring University Performance* (#26-50).

USF Tampa's most recent Freshman Retention Rate is 91.3%; 4-year Graduation Rate is 60.4%, and 6-year Graduation Rate is 73.1%

USF St. Petersburg:

All colleges have high research faculty members and research clusters that, with additional research time and space, will further contribute to USF's research profile. Clusters: Child advocacy and health, Florida studies, Environmental Sustainability, Oceanography, Finance, Entrepreneurship, Innovation and STEM Education, Digital Journalism and Media Studies, Graphic Arts.



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“AAU universities across the United States aim to continually advance society through education, research, and discovery.” With consolidation, the Kate Tiedemann School of Business will focus on calling the disciplines of “Finance” and “Entrepreneurship” home on the USF St. Petersburg Campus. Our contribution to strengthen preeminence and develop a path to achieve AAU will be focused on three strategies:

1. Raise the research of the faculty – create a supportive environment for faculty to achieve performance to meet preeminence standards.
2. Student Performance – Strengthen student support services to achieve high-level of retention and graduation in a timely manner.
3. Community Engagement and Innovation – continue to develop partnerships with the business and general community to generate public-private partnerships that enhance our academic offerings and also to create a meaningful and sustainable economic impact in our communities. Innovation will be key to driving this economic impact.

USF Sarasota-Manatee:

USFSM needs to continue to advance student success – especially graduation rates. Retention rates are improving and only slightly below the USF benchmark. They are likely to meet the benchmark this year and progress to exceed it. We need to enact the faculty hiring strategy that will allow for greater research success in grants and publications.



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9. *What are your faculty to student ratios? If the ratio is lower than our benchmark institutions, what are your plans to increase enrollment while achieving greater levels of student success?*

The average Student-to-Faculty (S2F) ratio at the 34 public AAU universities is 17:1 (Fall 2016). The University of Florida (AAU) was at 20:1 in 2016 prior to launching an extensive investment in additional faculty positions last year. This year, the USF System is at 21:1.

While it is possible that both USF St. Petersburg (18:1) and USF Sarasota-Manatee (12:1) have capacity, smaller campuses do not realize the same economies as larger institutions. Any enrollment growth must first be carefully managed to ensure significant gains in retention and graduation rates.

Student to Faculty Ratio		Fall 2017	Fall 2018	Δ
USF System		21.4	21.0	0.4
USF Tampa		22.3	22.1	0.2
	College of Arts and Sciences	23.0	22.7	0.3
	School of Humanities	7.6	7.2	0.4
	School of Natural Science & Mathematics	31.2	30.0	1.1
	School of Social Sciences	24.2	26.5	-2.4
	College of Behavioral and Community Sciences	14.6	14.1	0.5
	Muma College of Business	46.1	43.1	3.0
	College of Education	14.3	13.4	0.9
	College of Engineering	34.8	31.8	3.0
	College of Marine Science	3.3	3.0	0.2
	Morsani College of Medicine*	2.6	2.7	0.0
	College of Nursing	17.6	18.3	-0.7
	Patel College of Global Sustainability	44.9	15.8	29.1
	College of Pharmacy*	8.1	8.5	-0.4
	College of Public Health	16.3	15.4	0.9
	College of The Arts	9.2	9.9	-0.7
USF St. Petersburg		19.0	18.2	0.8
	College of Arts & Sciences	11.7	17.3	-5.7
	Kate Tiedemann College of Business	18.9	18.8	0.0
	College of Education	4.1	3.5	0.6
USF Sarasota-Manatee		13.2	11.6	1.5
	College of Business	18.7	15.9	2.8
	College of Liberal Arts and Social Sciences	5.4	6.6	-1.2
	College of Science and Mathematics	14.4	14.7	-0.2
	College of Hospitality & Tourism Leadership	14.0	11.5	2.5

*MCOM and Pharmacy are excluded from Tampa and System S2F Ratio

Source: USF System Office of Decision Support, IPEDS methodology for Student-to-Faculty Ratio

Methodology: Total adjusted FTE students divided by total adjusted FTE instructional staff (excludes medical and those in stand-alone graduate or professional programs; aligned with reporting in IPEDS -Enrollment and HR Surveys); for more detail <https://surveys.nces.ed.gov>



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10. Please provide an updated breakdown of current enrollment and faculty by campus and college.

Fall 2018		Instructional Faculty		Student Headcount	
Campus	College	Faculty Full-Time	%	Total	
				(Full/Part-Time)	%
USF System	All Colleges	2,056	100%	50,696	100%
			% of USF System		% of USF System
USF Tampa	All Colleges	1,822	89%	43,864	87%
			% of campus		% of campus
USF Tampa	Arts and Sciences USF T	570	31.3%	16,610	37.9%
USF Tampa	Behavioral and Community Sciences USF T	125	6.9%	2,539	5.8%
USF Tampa	Business USF T	101	5.5%	6,124	14.0%
USF Tampa	Education USF T	103	5.7%	2,204	5.0%
USF Tampa	Engineering USF T	152	8.3%	6,256	14.3%
USF Tampa	Graduate Studies USF T	-	0.0%	225	0.5%
USF Tampa	Honors College USF T	10	0.5%	-	0.0%
USF Tampa	Marine Sciences USF T	21	1.2%	88	0.2%
USF Tampa	Medicine USF T	483	26.5%	1,586	3.6%
USF Tampa	Nursing USF T	50	2.7%	2,354	5.4%
USF Tampa	Patel Center for Global Solutions USF T	6	0.3%	156	0.4%
USF Tampa	Pharmacy USF T	42	2.3%	406	0.9%
USF Tampa	Public Health USF T	53	2.9%	1,400	3.2%
USF Tampa	The Arts USF T	80	4.4%	1,137	2.6%
USF Tampa	Undergraduate Studies USF T	1	0.1%	576	1.3%
USF Tampa	Other T	25	1.4%	2,203	5.0%
			% of USF System		% of USF System
USF St. Petersburg	All Colleges	142	7%	4,753	9%
			% of campus		% of campus
USF St. Petersburg	Arts and Sciences USFSP	91	64.1%	2,574	54.2%
USF St. Petersburg	Business USFSP	31	21.8%	1,199	25.2%
USF St. Petersburg	Education USFSP	20	14.1%	197	4.1%
USF St. Petersburg	Other USFSP	-	0.0%	783	16.5%
			% of USF System		% of USF System
USF Sarasota-Manatee	All Colleges	92	4%	2,079	4%
			% of campus		% of campus
USF Sarasota-Manatee	Business USFSM	23	25.0%	680	32.7%
USF Sarasota-Manatee	College of Liberal Arts and Social Sciences USFSM	38	41.3%	523	25.2%
USF Sarasota-Manatee	College of Science and Mathematics USFSM	23	25.0%	579	27.8%
USF Sarasota-Manatee	Hospitality & Tourism Leadership USFSM	8	8.7%	151	7.3%
USF Sarasota-Manatee	Other USFSM	-	0.0%	146	7.0%

Source: USF System Office of Decision Support



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11. Please provide the faculty you have hired in the last year by position type and ~~college-campus~~. What faculty are you currently hiring?

Please see Attachments (4) and (5) for a response to these questions.



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12. Based *on* the programs outlined in the statute language for consolidation, which are most needed on your campus?
Please provide the data to support the need(s).
-

Please refer to the temporal academic program priorities presented in response to Question #1 and outlined in Attachment 1 (and pp. 2-5 of this document).



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13. What differentiates your campus from the others currently? What about in the future?

Please refer to Question #6.



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Attachments

- Attachment (1) USF Consolidation Academic Program Planning, Year 0 (2019-20) through Year 4 (2023-24).
- Attachment (2) Online Degree Programs Currently delivered at USF Tampa, USF St. Petersburg, and USF Sarasota-Manatee.
- Attachment (3) The Florida College System Baccalaureate Degree Programs and Productivity.
- Attachment (4) Faculty hired at USF Tampa, USF St. Petersburg, and USF Sarasota-Manatee in the past year, by type.
- Attachment (5) USF Tampa, USF St. Petersburg, and USF Sarasota-Manatee Faculty Search Plans for the 2019-20 academic year.



**University of South Florida Consolidation
Academic Program Planning Data
Three Year Rolling Averages for Enrollment and Degrees Awarded Annually**

Legend:
Blue = Program in development as per Five-Year Master Academic Plan
Green = Program on the Five-Year Master Academic Plan
Orange = New program
Light Gray = Undergraduate program currently offered on more than one campus
Light Yellow = Graduate program currently offered on more than one USF campus
✓ = Term the program is anticipated to be offered
✓ = Ph.D. program that USFSP and/or USFSM wish to offer
FUSE = The FUSE program is an enhanced transfer agreement between the USF System and 8 Florida College System partners
* = Fully Online Program
Degree Level Legend: B-Bachelors; M-Masters; S-Specialist; P-Professional Doctorate; R-Research Doctorate

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USF Consolidation Academic Program Planning Data - DRAFT

Campus	CIP	CIP TITLE	REG LEVEL	2014-16 Enrollment Average	2015-17 Enrollment Average	2016-18 Enrollment Average	2015-16 Degrees Awarded	2016-17 Degrees Awarded	2017-18 Degrees Awarded	STRATEGIC EMPHASIS	Year 0 2019-20 USFT	Year 0 2019-20 USFSP	Year 0 2019-20 USFSM	Year 1 2020-21 USFT	Year 1 2020-21 USFSP	Year 1 2020-21 USFSM	Year 2 2021-22 USFT	Year 2 2021-22 USFSP	Year 2 2021-22 USFSM	Year 3 2022-23 USFT	Year 3 2022-23 USFSP	Year 3 2022-23 USFSM	Year 4 2023-24 USFT	Year 4 2023-24 USFSP	Year 4 2023-24 USFSM
USFSM	011001	Food Science	B	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	STEM															
USFT	030104	Environmental Science	B	329	315	310	97	128	85	STEM															
USFSP	030104	Environmental Science	B	81	91	114	24	27	21	STEM															
USFT	030104	Environmental Science	M	25	21	19	5	16	6	STEM															
USFSP	030104	Environmental Science	M	22	22	16	6	7	7	STEM															
USFSM	030201	Natural Resources Management and Policy	B	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	STEM	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan									
USFT	040201	Architecture	M	111	105	97	47	42	30	STEM															
USFT	040301	City/Urban, Community and Regional Planning	M	22	31	38	8	7	19																
USFT	040401	Environmental Design/Architecture	M	9	10	9	4	5	8	STEM															
USFT	050107	Latin American Studies	M	11	10	9	5	5	2	GLOBAL															
USFT	050201	African-American/Black Studies	B	13	13	12	7	6	6	GLOBAL															
USFT	050207	Women's Studies	B	24	27	25	12	9	17																
USFT	050207	Women's Studies	M	12	12	11	7	6	7																
USFT	090101	Speech Communication & Rhetoric (Communication)	B	554	583	611	244	235	206	GAP ANALYSIS															
USFT	090101	Speech Communication & Rhetoric (Communication)	M	10	9	8	5	5	5	GAP ANALYSIS															
USFT	090101	Speech Communication & Rhetoric (Communication)	R	42	41	41	7	6	8	GAP ANALYSIS															
USFT	090102	Mass Communication/Media Studies	B	852	835	797	246	237	276																
USFSP	090102	Mass Communication/Media Studies (FUSE) ²	B	108	115	131	32	32	31																
USFT	090102	Mass Communication/Media Studies	M	40	46	46	16	8	21																
USFSP	090401	Journalism	M	12	14	11	1	8	8																
USFSP	090499	Journalism, Other	M	28	27	29	13	14	14			*	*	*	*	*	*	*	*	*	*	*	*	*	*
USFT	090702	Digital Communication & Media/Multimedia	R	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	STEM	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan									
USFT	090900	Public Relations, Advertising, and Applied Communication	B	New 2018	New 2018	40				GAP ANALYSIS															
USFT	090903	Advertising	M	New 2018	New 2018	New 2018	New 2018	New 2018	New 2018																
USFT	110101	Computer and Information Sciences, General	B	327	429	581	105	117	134	STEM															
USFT	110103	Information Technology (Information Studies) ¹	B	106	121	151	28	26	33	STEM	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
USFT	110103	Information Technology (Engineering; FUSE)	B	188	255	440	27	89	116	STEM	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
USFSM	110103	Information Technology (FUSE)	B	133	139	147	24	27	28	STEM		*	*	*	*	*	*	*	*	*	*	*	*	*	*
USFT	110103	Information Technology	M	19	28	32	3	8	11	STEM	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
USFT	110104	Informatics	R	In development	In development	In development	In development	In development	In development	STEM															
USFT	110401	Information Science/Studies (Intelligence Studies) ¹	M	23	44	58	4	9	13	STEM	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
USFT	110501	Computer Systems Analysis/Analyst (Business Analytics)	M	222	268	291	163	137	146	STEM															
USFT	110701	Computer Science	M	78	83	80	30	65	49	STEM															
USFT	111003	Computer and IS Security/Information Assurance (Cybersecurity)	B	In development	In development	In development	In development	In development	In development	STEM															
USFSM	130101	Education, General	M	15	14	11	6	7	5	EDUCATION		*	*	*	*	*	*	*	*	*	*	*	*	*	*
USFT	130301	Curriculum and Instruction ¹	M	168	163	164	90	76	86	EDUCATION	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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USFT	130301	Curriculum and Instruction ¹	S	21	22	22	10	15	11	EDUCATION	*			*	*	*	*	*	*	*	*	*	*	*	*
USFT	130301	Curriculum and Instruction ¹	R	389	388	403	51	58	49	EDUCATION	*			*	✓	✓	*	*	*	*	*	*	*	*	*
USFT	130401	Education Administration/Leadership, General	M	62	56	54	45	18	35																
USFSP	130401	Education Administration/Leadership, General	M	60	62	57	18	28	30		*			*	*	*	*	*	*	*	*	*	*	*	*
USFSM	130401	Education Administration/Leadership, General	M	27	24	22	8	13	8																
USFT	130401	Education Administration/Leadership, General	S	13	21	23	0	2	11	EDUCATION															
USFT	130401	Education Administration/Leadership, General	R	48	51	51	1	1	2	EDUCATION															
USFT	130501	Learning Design & Technology (Instructional Technology) ²	M	New 2018	New 2018	New 2018	New 2018	New 2018	New 2018	STEM	*			*	*	*	*	*	✓	*	✓	*	*	*	*
USFT	131001	Special Education and Teaching, General (FUSE)	B	73	81	75	21	19	17	EDUCATION															
USFT	131001	Special Education and Teaching, General	M	29	32	30	5	11	14	EDUCATION	*			*	*	*	*	*	*	*	*	*	*	*	*
USFSP	131001	Special Education and Teaching, General	M	33	26	17	18	5	12	EDUCATION															
USFT	131004	Education/Teaching of the Gifted and Talented	M	16	11	8	7	5	3	EDUCATION	*			*	*	*	*	*	*	*	*	*	*	*	*
USFT	131013	Education/Teaching of Individuals with Autism	M	15	14	15	3	5	5	EDUCATION	*			*	*	*	*	*	*	*	*	*	*	*	*
USFT	131101	Counselor Education/School Counseling and Guidance Services	M	82	64	50	29	34	17	EDUCATION															
USFT	131201	Adult and Continuing Education and Teaching	M	51	36	29	27	25	7	EDUCATION															
USFT	131202	Elementary Education and Teaching (FUSE)	B	481	452	419	157	125	134	EDUCATION					✓										
USFSM	131202	Elementary Education and Teaching (FUSE)	B	151	152	151	30	28	43	EDUCATION															
USFT	131202	Elementary Education and Teaching	M	53	45	39	23	15	15	EDUCATION															
USFSP	131202	Elementary Education and Teaching	M	47	47	41	9	21	16	EDUCATION															
USFSM	131202	Elementary Education and Teaching	M	7	8	7	4	3	7	EDUCATION															
USFSP	131203	Junior High/Intermediate/Middle School Education and Teaching	M	15	13	7	10	8	6	EDUCATION															
USFSP	131205	Secondary Education and Teaching	M	In development	In development	In development	In development	In development	In development	EDUCATION					✓										
USFSP	131206	Teacher Education, Multiple Levels	B	177	146	179	63	73	56	EDUCATION															
USFT	131210	Early Childhood Education and Teaching (FUSE)	B	80	79	80	23	16	21	EDUCATION															
USFT	131305	English/Language Arts Teacher Education (FUSE)	B	160	153	141	35	41	32	EDUCATION															
USFT	131305	English/Language Arts Teacher Education	M	29	25	22	15	5	8	EDUCATION															
USFSP	131305	English/Language Arts Teacher Education	M	17	11	11	11	6	4	EDUCATION															
USFSM	131305	English/Language Arts Teacher Education	M	5	5	5	3	2	2	EDUCATION															
USFT	131306	Foreign Language Teacher Education	M	8	6	5	2	2	2	EDUCATION															
USFT	131311	Mathematics Teacher Education (FUSE) ²	B	108	100	90	35	23	17	EDUCATION								✓	✓						
USFT	131311	Mathematics Teacher Education	M	20	18	14	6	6	8	EDUCATION															
USFT	131312	Music Teacher Education	B	95	93	101	20	19	16	EDUCATION															
USFT	131312	Music Teacher Education	M	7	6	8	2	4	1	EDUCATION	*			*	*	*	*	*	*	*	*	*	*	*	*
USFT	131314	Physical Education Teaching and Coaching (FUSE) ²	B	192	170	155	48	47	45	EDUCATION															
USFT	131314	Physical Education Teaching and Coaching	M	40	36	32	19	19	16	EDUCATION	*			*	*	*	*	*	*	*	*	*	*	*	*
USFT	131315	Reading Teacher Education	M	44	34	29	27	17	11	EDUCATION	*			*	*	*	*	*	*	*	*	*	*	*	*

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USFSP	131315	Reading Teacher Education	M	15	13	11	5	7	6	EDUCATION															
USFT	131316	Science Teacher Education/General Science Teacher Education (FUSE) ²	B	46	40	39	12	10	13	EDUCATION								✓	✓						
USFT	131316	Science Teacher Education/General Science Teacher Education	M	15	12	12	8	5	6	EDUCATION															
USFT	131317	Social Science Teacher Education (FUSE)	B	148	134	122	37	30	21	EDUCATION									✓						
USFT	131317	Social Science Teacher Education	M	17	12	10	7	2	4	EDUCATION															
USFT	131320	Trade and Industrial Teacher Education	M	20	14	14	10	11	7	EDUCATION	*			*	*	*	*	*	*	*	*	*	*	*	*
USFT	131401	Teaching English as a Second or Foreign Language/ESL language	R	42	41	40	6	5	8	EDUCATION															
USFT	140501	Bioengineering and Biomedical Engineering	B	In development	In development	In development	In development	In development	In development	STEM	✓														
USFT	140501	Bioengineering and Biomedical Engineering	M	28	32	29	28	13	25	STEM															
USFT	140501	Bioengineering and Biomedical Engineering	R	22	22	24	3	4	2	STEM															
USFT	140701	Chemical Engineering	B	353	461	568	91	89	137	STEM						✓									
USFT	140701	Chemical Engineering	M	18	18	16	7	5	11	STEM															
USFT	140701	Chemical Engineering	R	21	19	20	5	6	1	STEM															
USFT	140801	Civil Engineering, General	B	288	333	405	87	104	101	STEM					✓	✓									
USFT	140801	Civil Engineering, General	M	83	88	92	43	45	52	STEM															
USFT	140801	Civil Engineering, General	R	48	50	53	6	6	9	STEM															
USFT	140901	Computer Engineering, General	B	151	195	263	44	50	45	STEM															
USFT	140901	Computer Engineering, General	M	17	15	15	8	12	7	STEM															
USFT	140901	Computer Engineering, General	R	76	82	89	10	5	12	STEM															
USFT	141001	Electrical and Electronics Engineering	B	279	333	403	83	70	98	STEM					✓	✓									
USFT	141001	Electrical and Electronics Engineering	M	241	251	239	129	171	146	STEM															
USFT	141001	Electrical and Electronics Engineering	R	103	115	124	12	14	21	STEM															
USFT	141401	Environmental/Environmental Health Engineering	M	25	26	31	11	5	12	STEM															
USFT	141401	Environmental/Environmental Health Engineering	R	17	20	24	5	3	2	STEM															
USFT	141801	Materials Engineering	M	13	17	23	7	19	13	STEM															
USFT	141901	Mechanical Engineering	B	591	743	887	151	159	212	STEM					✓	✓									
USFT	141901	Mechanical Engineering	M	62	88	109	32	49	63	STEM															
USFT	141901	Mechanical Engineering	R	42	41	43	10	6	6	STEM															
USFT	143501	Industrial Engineering	B	182	221	244	42	58	84	STEM						✓									
USFT	143501	Industrial Engineering	M	31	51	56	12	30	51	STEM															
USFT	143501	Industrial Engineering	R	23	23	25	9	4	2	STEM															
USFT	151501	Engineering/Industrial Management	M	120	114	99	51	78	52	STEM	*			*	*	*	*	*	*	*	*	*	*	*	*
USFT	160101	Foreign Languages & Literature, General (World Languages & Cultures)	B	0	20	51			18	GLOBAL															
USFSP	160101	Foreign Languages & Literature, General	B	14	18	21	3	5	5	GLOBAL															
USFT	160102	Linguistics	M	30	27	22	16	18	12	GLOBAL															
USFT	160102	Linguistics	R	0	2	5	0	0		GLOBAL															

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USFT	160901	French Language and Literature	M	11	10	9	5	4	6	GLOBAL																
USFT	160905	Spanish Language and Literature	M	18	17	17	5	8	5	GLOBAL																
USFT	230101	English Language and Literature, General (FUSE) ²	B	441	434	427	169	167	139																	
USFSP	230101	English Language and Literature, General	B	110	104	100	39	46	37																	
USFSM	230101	English Language and Literature, General (FUSE) ²	B	39	43	41	12	6	10																	
USFT	230101	English Language and Literature, General	M	21	21	20	6	12	10																	
USFT	230101	English Language and Literature, General	R	54	49	46	10	10	6																	
USFT	231302	Creative Writing	M	25	26	27	6	9	7																	
USFSM	231303	Professional & Technical Communication	B	38	50	56	7	10	23																	
USFT	240101	Liberal Arts and Sciences/Liberal Studies	M	21	22	24	6	8	11																	
USFSP	240101	Liberal Arts and Sciences/Liberal Studies	M	45	42	42	10	11	11																	
USFT	240102	General Studies ¹	B	364	416	482	150	173	195		*		*	✓	*	*	*	*	*	*	*	*	*	*	*	
USFSM	240102	General Studies ¹	B	64	59	55	26	18	18			*	*	*	*	*	*	*	*	*	*	*	*	*	*	
USFT	240103	Humanities/Humanistic Studies	B	72	60	53	31	18	16																	
USFT	250101	Library and Information Science	M	198	216	232	57	81	86		*		*	*	*	*	*	*	*	*	*	*	*	*	*	
USFT	260101	Biology/Biological Sciences, General (FUSE)	B	1,462	1,532	1,630	252	288	278	STEM																
USFSP	260101	Biology/Biological Sciences, General (FUSE) ²	B	419	443	304	110	127	113	STEM																
USFSM	260101	Biology/Biological Sciences, General (FUSE)	B	154	208	241	9	34	35	STEM																
USFT	260101	Biology/Biological Sciences, General	M	42	43	47	14	22	20	STEM					✓											
USFT	260102	Biomedical Sciences, General (FUSE)	B	2,881	2,952	2,931	630	621	631	STEM				✓	✓											
USFT	260406	Cell/Cellular and Molecular Biology	R	30	32	37	11	5	6	STEM																
USFT	260503	Medical Microbiology and Bacteriology	B	210	189	175	44	39	48	STEM																
USFT	260503	Medical Microbiology and Bacteriology	M	14	14	10	8	8	10	STEM																
USFT	260911	Oncology and Cancer Biology	R	30	30	33	3	5	3	STEM																
USFT	261103	Bioinformatics	M	13	15	16	2	11	6	STEM																
USFT	261201	Biotechnology	M	19	20	17	5	13	15	STEM																
USFSP	261307	Conservation Biology	M		14	18				STEM																
USFT	261399	Ecology, Evolution, Systematics and Population Biology, Other	R	14	19	24	1	4	1	STEM																
USFT	269999	Biological and Biomedical Sciences, Other ¹	M	454	418	363	305	324	239	STEM	*		*	*	*	*	*	*	*	*	*	*	*	*	*	
USFT	269999	Biological and Biomedical Sciences, Other	R	90	86	80	13	25	15	STEM																
USFT	270101	Mathematics, General	B	224	228	229	42	48	43	STEM																
USFT	270101	Mathematics, General	M	14	15	17	8	7	8	STEM																
USFT	270101	Mathematics, General	R	60	58	53	3	11	12	STEM																
USFSP	270304	Computational and Applied Mathematics	B	New 2018	New 2018	New 2018	New 2018	New 2018	New 2018	STEM																
USFT	270399	Applied Mathematics, Other	M	S-Yr Plan	S-Yr Plan	S-Yr Plan	S-Yr Plan	S-Yr Plan	S-Yr Plan	STEM	S-Yr Plan	S-Yr Plan	S-Yr Plan	S-Yr Plan	S-Yr Plan	S-Yr Plan	✓									
USFT	270501	Statistics, General	B	67	71	83	19	26	18	STEM																

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USFT	270501	Statistics, General	M	16	16	15	6	14	7	STEM															
USFT	300101	Biological and Physical Sciences	B	55	29	22	21	14	5	STEM															
USFT	301101	Gerontology	B	45	36	27	20	23	18	HEALTH															
USFT	301101	Gerontology	M	15	13	12	5	7	6	HEALTH	*			*	*	*	*	*	*	*	*	*	*	*	*
USFT	301101	Gerontology	R	20	19	18	4	5	4	HEALTH															
USFSM	302001	International/Global Studies	B	In development	In development	In development	In development	In development	In development	GLOBAL						✓									
USFSP	303301	Sustainability Studies	B	In development	In development	In development	In development	In development	In development	STEM		✓													
USFT	303301	Sustainability Studies ¹	M	42	58	98	36	48	90	STEM	*			*	*	*	*	*	*	*	✓	*	*	*	*
USFT	310504	Sport and Fitness Administration/Management	M	0	0	0	26	23	23																
USFT	310505	Kinesiology and Exercise Science	M	33	38	45	16	14	20	STEM															
USFT	380101	Philosophy	B	71	71	70	19	32	24																
USFT	380101	Philosophy	M	3	2	1	3	7	5																
USFT	380101	Philosophy	R	57	56	53	10	7	6																
USFT	380201	Religion/Religious Studies	B	26	18	15	18	16	12																
USFT	380201	Religion/Religious Studies	M	8	9	10	5	2	4																
USFT	400501	Chemistry, General	B	406	414	408	74	63	69	STEM					✓										
USFT	400501	Chemistry, General	M	2	2	3	5	3	4	STEM															
USFT	400501	Chemistry, General	R	117	128	139	10	13	21	STEM															
USFSP	400509	Environmental Chemistry	B	In development	In development	In development	In development	In development	In development	STEM		✓													
USFT	400601	Geology/Earth Science, General (FUSE)	B	144	142	134	38	30	37	STEM															
USFT	400601	Geology/Earth Science, General	M	20	22	24	11	10	5	STEM															
USFT	400601	Geology/Earth Science, General	R	50	53	52	4	4	4	STEM															
USFT	400607	Oceanography, Chemical and Physical	M	38	35	31	12	9	9	STEM					✓										
USFT	400607	Oceanography, Chemical and Physical	R	61	65	66	4	10	9	STEM					✓										
USFT	400801	Physics, General	B	227	242	245	35	30	40	STEM															
USFT	400801	Physics, General	M	5	5	3	5	10	10	STEM															
USFT	400801	Physics, General	R	71	69	64	7	13	16	STEM															
USFT	420101	Psychology, General (FUSE)	B	1,469	1,475	1,549	472	472	490																
USFSP	420101	Psychology, General (FUSE)	B	339	348	373	126	121	130																
USFSM	420101	Psychology, General (FUSE)	B	187	176	162	57	49	43																
USFT	420101	Psychology, General	M				12	14	10										✓						
USFSP	420101	Psychology, General	M	27	24	20	13	14	7																
USFT	420101	Psychology, General	R	109	101	94	12	17	21																
USFT	422805	School Psychology	M	0	0	0	9	9	9																
USFT	422805	School Psychology	R	44	46	47	4	4	5																
USFT	422814	Applied Behavior Analysis	M	68	87	78	27	14	48		*			*	*	*	*	*	*	*	*	*	*	*	*

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USFT	422814	Applied Behavior Analysis	R	13	16	16	0	1	3																
USFT	430103	Criminal Justice/Law Enforcement Administration	M	44	42	54	18	19	21																
USFSM	430103	Criminal Justice/Law Enforcement Administration	M	17	15	15	7	10	3				*	*	*	*	*	*	*	*	*	*	*	*	*
USFT	430303	Critical Infrastructure Protection (Cybersecurity)	M	159	228	244	24	112	124	STEM	*			*	*	*	*	*	*	*	*	*	*	*	*
USFT	440000	Human Services, General	B	218	218	156	78	100	89																
USFT	440000	Human Services, General ¹	M	25	43	91	0	5	21		*			*	*	*	*	*	*	*	*	*	*	*	*
USFT	440401	Public Administration	M	81	74	68	37	38	21																
USFT	440701	Social Work (FUSE)	B	223	227	165	75	82	92									✓	✓						
USFT	440701	Social Work	M	166	188	202	62	127	90		*			*	*	*	*	*	*	*	*	*	*	*	*
USFT	440701	Social Work	R	9	6	67	0	4	3																
USFT	450101	Social Sciences, General (Interdisciplinary Social Science)	B	242	228	231	95	88	101																
USFSP	450101	Social Sciences, General (Interdisciplinary Social Science) (FUSE) ²	B	96	88	75	27	52	27																
USFSM	450101	Social Sciences, General (Interdisciplinary Social Science) (FUSE) ^{1,2}	B	106	93	86	28	31	21			*	*	*	*	*	*	*	*	*	*	*	*	*	*
USFT	450201	Anthropology	B	190	175	175	78	63	68																
USFSP	450201	Anthropology (FUSE)	B	55	54	54	15	16	20																
USFT	450201	Anthropology	M	55	52	48	15	16	14																
USFT	450201	Anthropology	R	68	65	64	11	7	5																
USFT	450401	Criminology (FUSE)	B	828	798	816	319	269	311		*			*	*	*	*	*	*	*	*	*	*	*	*
USFSP	450401	Criminology (FUSE)	B	126	128	143	43	54	51																
USFSM	450401	Criminology (FUSE)	B	88	86	88	29	29	28																
USFT	450401	Criminology	M	18	16	21	7	7	9		*			*	*	*	*	*	*	*	*	*	*	*	*
USFT	450401	Criminology	R	28	28	28	7	4	4																
USFT	450601	Economics, General	B	309	348	387	104	121	104																
USFSP	450601	Economics, General (FUSE)	B	80	81	86	19	20	22																
USFT	450601	Economics, General	M	23	23	24	10	21	13																
USFT	450601	Economics, General	R	20	22	22	2	4	3																
USFT	450701	Geography	B	36	37	38	11	14	13																
USFSP	450701	Geography	B	6	6	14	2	1	5																
USFT	450701	Geography	M	13	10	8	5	4	4																
USFT	450799	Geography, Other	R	39	41	41	3	6	5																
USFT	450901	International Relations and Affairs	B	348	304	277	151	111	106	GLOBAL															
USFT	450901	International Relations and Affairs	R	28	29	31	0	2	7	GLOBAL															
USFT	451001	Political Science and Government, General	B	453	449	450	133	153	136																
USFSP	451001	Political Science and Government, General (FUSE)	B	71	63	78	36	25	22																
USFT	451001	Political Science and Government, General	M	34	29	24	16	10	10																
USFT	451101	Sociology	B	186	167	145	92	64	70																

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USF Consolidation Academic Program Planning Data - DRAFT

Campus	CIP	CIP TITLE	REG LEVEL	2014-16 Enrollment Average	2015-17 Enrollment Average	2016-18 Enrollment Average	2015-16 Degrees Awarded	2016-17 Degrees Awarded	2017-18 Degrees Awarded	STRATEGIC EMPHASIS	Year 0 2019-20 USFT	Year 0 2019-20 USFSP	Year 0 2019-20 USFSM	Year 1 2020-21 USFT	Year 1 2020-21 USFSP	Year 1 2020-21 USFSM	Year 2 2021-22 USFT	Year 2 2021-22 USFSP	Year 2 2021-22 USFSM	Year 3 2022-23 USFT	Year 3 2022-23 USFSP	Year 3 2022-23 USFSM	Year 4 2023-24 USFT	Year 4 2023-24 USFSP	Year 4 2023-24 USFSM	
USFT	451101	Sociology	M	12	11	11	8	4	3																	
USFT	451101	Sociology	R	27	27	27	4	3	5																	
USFT	500301	Dance, General	B	73	69	66	17	10	13																	
USFSP	500409	Graphic Design	B	39	38	72	16	20	16	GAP ANALYSIS																
USFT	500499	Design	B	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan		5-Yr Plan	5-Yr Plan	5-Yr Plan	✓												
USFT	500501	Drama and Dramatics/Theatre Arts, General	B	129	121	107	37	34	37																	
USFT	500701	Art/Art Studies, General (FUSE)	B	141	141	152	34	40	31																	
USFT	500702	Fine/Studio Arts, General (FUSE)	B	150	149	144	25	38	27					✓												
USFT	500702	Fine/Studio Arts, General	M	31	29	30	11	10	7																	
USFT	500703	Art History, Criticism and Conservation (FUSE)	B	42	41	45	8	11	12																	
USFT	500703	Art History, Criticism and Conservation	M	10	10	10	5	3	4																	
USFT	500901	Music, General	R	18	17	15	3	2	3																	
USFT	500903	Music Performance, General	B	62	58	60	14	9	14																	
USFT	500903	Music Performance, General	M	63	59	58	27	23	26																	
USFT	509999	Visual and Performing Arts, Other (Music Studies)	B	63	58	51	22	23	23																	
USFT	510000	Health Services/ Allied Health/ Health Sciences, General (FUSE) ¹	B	2,205	2,464	2,609	642	752	795	HEALTH										✓						
USFSP	510000	Health Services/ Allied Health/ Health Sciences, General (FUSE)	B	99	127	190	29	24	47	HEALTH																
USFSM	510201	Communication Sciences and Disorders, General (FUSE)	B	77	88	115	39	40	38	HEALTH		*	*	*	*	*	*	*	*	*	*	*	*	*	*	
USFT	510202	Audiology/Audiologist	R	54	57	60	13	11	13	HEALTH																
USFT	510204	Audiology/Audiologist and Speech-Language Pathology/Pathologist (FUSE) ²	B	417	399	378	132	120	117	HEALTH										✓						
USFT	510204	Audiology/Audiologist and Speech-Language Pathology/Pathologist ¹	M	155	158	155	66	63	66	HEALTH	*		*	*	*	*	*	*	*	✓	*	*	*	*	*	
USFT	510204	Audiology/Audiologist and Speech-Language Pathology/Pathologist	R	15	18	20	2	2	2	HEALTH																
USFT	510701	Health/Health Care Administration/Management	B	30	26	22	13	10	7	HEALTH																
USFT	510701	Health/Health Care Administration/Management	M	31	33	31	12	20	13	HEALTH											✓					
USFT	510912	Physician Assistant	M	30	30	51				HEALTH																
USFT	510913	Athletic Training/Trainer	M	33	50	59		5	24	HEALTH	*		*	*	*	*	*	*	*	*	*	*	*	*	*	
USFT	511005	Clinical Lab Science/Medical Technology/Technologist	B	86	81	83	8	6	7	HEALTH																
USFT	511201	Medicine	P	687	702	708	172	162	158	HEALTH																
USFT	511505	Marriage and Family Therapy/Counseling	M	In development	In development	In development	In development	In development	In development	HEALTH				✓												
USFT	512001	Pharmacy	P	354	372	384	53	111	91	HEALTH																
USFT	512099	Pharmacy, Pharmaceutical Sciences, and Administration, Other ¹	M	1	6	14	0	0	6	HEALTH	*		*	*	*	*	*	*	*	*	*	*	*	*	*	
USFT	512099	Pharmacy, Pharmaceutical Sciences, and Administration, Other	R	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	HEALTH	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	
USFT	512201	Public Health, General (FUSE)	B	762	716	654	319	321	294	HEALTH	*		*	✓	✓	*	*	*	*	*	*	*	*	*	*	
USFT	512201	Public Health, General (MPH) ¹	M	563	569	584	231	202	189	HEALTH	*		*	*	*	*	*	*	*	*	*	✓	✓	*	*	
USFT	512201	Public Health, General ¹	R	115	130	144	24	18	23	HEALTH	*		*	*	*	*	*	*	*	*	*	*	*	*	*	
USFT	512212	Behavioral Aspects of Health	R		8	14				HEALTH																

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USFT	512299	Public Health, Other (MSPH)	M	50	47	43	20	24	16	HEALTH															
USFT	512306	Occupational Therapy/Therapist	R	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	HEALTH	5-Yr Plan	5-Yr Plan	5-Yr Plan	✓											
USFT	512307	Orthotist/Prosthetics	M	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	HEALTH	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan
USFT	512308	Physical Therapy/Therapist	P	179	122	124	148	79	42	HEALTH															
USFT	512310	Vocational Rehabilitation Counseling/Counselor	M	124	133	134	38	29	52	HEALTH															
USFT	512314	Rehabilitation Sciences (Suspended beginning Spring 2019)	R	Suspended	Suspended	Suspended				HEALTH															
USFT	512706	Medical Informatics ¹	M	200	203	184	62	85	81	HEALTH	*			*	*	*	*	*	*	*	*	*	*	*	*
USFT	513801	Registered Nursing/Registered Nurse ¹	B	1,542	1,497	1,432	507	556	496	HEALTH	*			*	✓	✓	*	*	*	*	*	*	*	*	*
USFT	513801	Registered Nursing/Registered Nurse	M	694	587	536	317	263	218	HEALTH	*			*	*	*	✓	✓	*	*	*	*	*	*	*
USFT	513804	Nurse Anesthesia (Transitioning to DNP)	M	37	80	118			31	HEALTH															
USFT	513808	Nursing Science	R	31	29	26	10	3	5	HEALTH															
USFT	513818	Nursing Practice	P	125	167	207	17	36	34	HEALTH											✓	✓			
USFT	520101	Business/Commerce, General	B	1,192	790	738	218	213	201																
USFSM	520101	Business/Commerce, General	B	234	230	228	22	21	16																
USFT	520101	Business/Commerce, General	M	30	33	43	22	12	23																
USFT	520201	Business Administration and Management, General	B	685	561	343	93	84	104																
USFSP	520201	Business Administration and Management, General	B	377	433	441			50																
USFSM	520201	Business Administration and Management, General (FUSE) ²	B	71	69	56	33	30	33																
USFT	520201	Business Administration and Management, General ¹	M	339	351	401	161	125	148		*			*	*	*	*	*	*	*	*	*	*	*	*
USFSP	520201	Business Administration and Management, General ¹	M	205	212	227	96	77	76			*		*	*	*	*	*	*	*	*	*	*	*	*
USFSM	520201	Business Administration and Management, General	M	61	79	80	16	30	36																
USFT	520201	Business Administration and Management, General	R	61	88	112	8	10	28																
USFT	520203	Logistics, Materials & Supply Chain Management	B	In development	In development	In development	In development	In development	In development	STEM	✓														
USFT	520203	Logistics, Materials & Supply Chain Management	M	In development	In development	In development	In development	In development	In development	STEM	✓														
USFT	520301	Accounting (FUSE)	B	706	793	811	199	219	235	GAP ANALYSIS		*		*	*	*	*	*	*	*	*	*	*	*	*
USFSP	520301	Accounting (FUSE)	B	203	202	211	59	73	65	GAP ANALYSIS															
USFSM	520301	Accounting (FUSE)	B	116	104	95	46	32	32	GAP ANALYSIS															
USFT	520301	Accounting	M	95	98	98	67	58	68	GAP ANALYSIS															
USFSP	520301	Accounting	M	26	37	50	1	10	23	GAP ANALYSIS															
USFSP	520601	Business Managerial Economics (FUSE)	B	21	18	27	13	16	11																
USFSP	520701	Entrepreneurship/Entrepreneurial Studies	B	37	37	39	18	15	16						✓									✓	
USFT	520701	Entrepreneurship/Entrepreneurial Studies	M	86	88	78	52	54	47																
USFT	520801	Finance, General (FUSE) ²	B	761	955	1,077	262	320	344	GAP ANALYSIS															
USFSP	520801	Finance, General (FUSE) ²	B	112	111	122	51	62	51	GAP ANALYSIS															
USFSM	520801	Finance, General (FUSE)	B	47	57	57	26	21	37	GAP ANALYSIS															
USFT	520801	Finance, General	M	88	102	111	43	57	75	GAP ANALYSIS															

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USF Consolidation Academic Program Planning Data - DRAFT

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USFT	520804	Financial Planning and Services	B	In development	In development	In development	In development	In development	In development		✓						✓	✓							
USFT	520804	Financial Planning and Services	M	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan		5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	✓						✓	✓	
USFSM	520901	Hospitality Administration/Management, General (FUSE)	B	156	159	151	55	49	36					✓		✓									
USFSM	520901	Hospitality Administration/Management, General	M	27	23	18	10	15	5																
USFT	521101	International Business/Trade/Commerce	B	207	251	273	50	44	46	GLOBAL															
USFSP	521101	International Business/Trade/Commerce	B	18	21	30	9	13	3	GLOBAL															
USFT	521201	Management Information Systems, General (FUSE) ²	B	320	389	445	115	131	146	STEM								✓							
USFSP	521201	Management Information Systems, General (FUSE)	B	57	60	62	23	31	23	STEM															
USFSM	521301	Management Science	B	In development	In development	In development	In development	In development	In development	STEM					✓	✓									
USFT	521301	Management Science	M	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	STEM	5-Yr Plan	5-Yr Plan	5-Yr Plan	✓											
USFT	521401	Marketing/Marketing Management, General (FUSE) ²	B	611	792	928	268	254	264																
USFSP	521401	Marketing/Marketing Management, General (FUSE)	B	96	102	121	55	48	55																
USFSM	521401	Marketing/Marketing Management, General (FUSE)	B	33	40	40	11	26	33																
USFT	521401	Marketing/Marketing Management, General	M	51	59	67	21	41	32																
USFT	521499	Marketing, Other (Advertising)	B	34	53	76	10	2	1																
USFSM	521701	Insurance (Risk Management)	B	New 2018	New 2018	4				GAP ANALYSIS				✓					✓						
USFT	540101	History, General	B	251	243	227	94	99	98																
USFSP	540101	History, General (FUSE)	B	70	64	68	30	15	22																
USFSM	540101	History, General (FUSE)	B	39	42	46	13	14	12																
USFT	540101	History, General	M	28	27	25	8	10	8																
USFT	540101	History, General	R	22	27	31	2	1	5																

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APPENDIX C: APPENDIX C:

Crosswalk between Task Force Recommendations and CIC Considerations

Consolidation Implementation Plan and Timeline

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APPENDIX C // Crosswalk - Task Force Recommendations to Considerations

Student Success/Academic Programs/Campus Identity Subcommittee Final Recommendations				Crosswalk with CIC Considerations		
Focus Area	Issue Statement	Recommendation	Description	CIC Considerations		
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.	a. Develop guiding principles for a unified student success movement through an inclusive and collaborative campus stakeholder engagement process	S.Ca. 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. Provide all campuses with the necessary support to serve their unique student populations while ensuring that equitable services are offered across USF	S.Ca. 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. S.Cc. 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. S.Cd. We will coordinate the delivery of support services to underserved, high need students.	
				c. Leverage the new Student Success Committee to promote a unified approach to student success	S.Ca. 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. S.Cb. 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 service 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.	
				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	S.Ca. 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.	
				e. Strengthen intervention initiatives and ensure the programs are reflective of and responsive to all student populations	S.Ca. 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 S.Cb. 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. S.Cc. 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. S.Cd. We will coordinate the delivery of support services to underserved, high need students.	
				f. Empower faculty to have conversations with students about potential career paths in their academic discipline	Not considered, but consistent with CIC deliberations.	

APPENDIX C // Crosswalk - Task Force Recommendations to Considerations

				<p>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]</p>	<p>G:BIa. 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. G:D-EVII. 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 G:D-EVIII. 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). G:D-EIX. New degree programs should continue to be handled through ODS before being vetted through UGS/OGS and UGC/GC. G:D-EX. 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. G:D-EXI. 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. F:BV1. 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>
				<p>b. Strengthen processes for the expansion of existing academic degree offerings such as examining evidence of student demand, critical mass, and capacity to deliver</p>	<p>G:BIIC-d. 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. 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 G:D-EII. Faculty should consult local job market data and consider unique strengths of the campuses when making decisions about aligned curriculum. F:BV. 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. F:BV1. 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>
				<p>c. Empower local university leadership to strengthen employer partnerships to inform curriculum development</p>	<p>S:FI1b. Develop cross-campus teams to enhance curriculum development and expand community partnerships.</p>
				<p>d. Consider including updated labor market data sources in Program Reviews, so that students are better situated/equipped to understand real-life applications of degree programs</p>	<p>G:D-EII. Faculty should consult local job market data and consider unique strengths of the campuses when making decisions about aligned curriculum.</p>

APPENDIX C // Crosswalk - Task Force Recommendations to Considerations

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.	<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:BV. 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. F:BV. 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. R:Va. Alignment of Research Colleges and Centers. a. PhD and MS program development should follow careful analysis of need, facilities, and research infrastructure.</p>
				<p>f. Increase online, blended and hybrid course offerings at all levels</p>	<p>G:IIIa-c. 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.</p>
				<p>g. In consultation with Regional Chancellors and using established academic benchmarks, promote the opportunity for colleges to be homed across regional campuses.</p>	<p>G:Fla-b. 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. F:III. 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.</p>
				<p>h. Unless otherwise prescribed by law, develop guiding principles for a College unit, such as a. One college per academic discipline</p>	<p>G:FIVa-b. 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). G:FVa-b. 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.</p>
<p>b. Establish realistic and manageable-sized college units informed by benchmarks for what constitutes a College</p>	<p>F:BI. 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. F:BIII. 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>				

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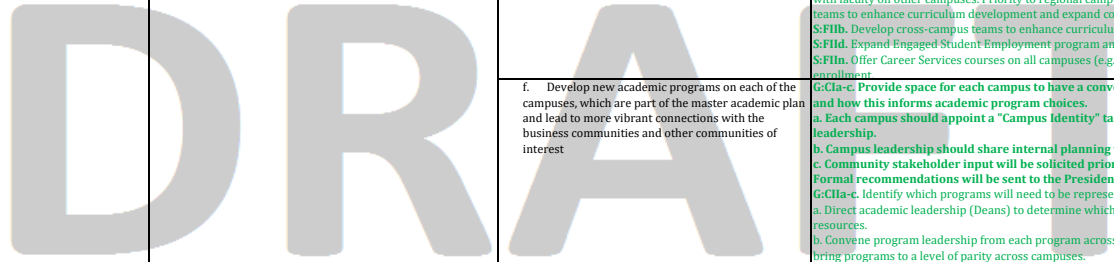
			<p>c. A comprehensive resource plan and reasonable timeframe for attaining established benchmarks and a defined process for underperformance</p>	<p>G:CIIa-c. Identify which programs will need to be represented on each campus with similar resource levels. a. Direct academic leadership (Deans) to determine 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. e. Deliver a roadmap of parity with prioritization of programs to the President and the Board of Trustees for consideration.</p>
			<p>d. Meeting local workforce needs of the communities USF serves</p>	<p>G:FIIIa-f. 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</p>
			<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>G:Ala-d. 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. G:D-EII. Faculty should consult local job market data and consider unique strengths of the campuses when making decisions about aligned curriculum. <i>Not considered, but consistent with CIC deliberations.</i></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>	<p><i>Not considered, but consistent with CIC deliberations.</i></p>
			<p>a. Identify high-impact practices that reflect campus identities through community collaboration, service learning opportunities, and civic engagement</p>	<p>S:FIIf. Develop cross-campus teams to enhance curriculum development and expand community partnerships. S:FIId. Expand Engaged Student Employment program and Career Readiness Badging Program for SM & SP students. S:FIIn. Offer Career Services courses on all campuses (e.g., Job Search course) through cross-campus course enrollment. S:GIIIa. 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. S:GIIf. 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) S:GIId. Continue to coordinate centralized Homecoming, USF Week with campus-specific programming S:GIIf. Each campus will continue to have a campus programming board while also working collaboratively to serve a consolidated USF S:GIIf. Implement system-wide weekly campus Involvement/activity hour F:BVIII. 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>

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		<p>Promoting a unified educational mission while leveraging distinctive regional strengths reflects "one</p>	<p>Implement initiatives that leverage the distinctive elements and communities that USF serves to strengthen campus identity while also supporting key features that establish University-wide</p>	<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>G:FIIIa-f. 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 E:XIa-d. Communicate with communities a. Florida b. Tampa c. St. Pete d. Sarasota S:BIH. Consolidate marketing materials (print, digital and social media) to promote a unified USF while preserving the unique value proposition of each campus</p> <p>G:BI. 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. G:BIV. 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 G:FIa. 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. R:IIa-d. 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. R:IIIa-c. 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 R:VIa. 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.</p> <p>S:AIIIa. 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. S:AIIIb. Establish an onboarding work group across housing systems to align the student onboarding and welcome experience. S:AIIIc. Align Residential Curricula and link them to Living Learning Communities and academic initiatives to enhance the student experience S:AIIIId. All campuses adopt Case Management Model and use of predictive analytics, scholar practitioner model S:AIIIe. Determine a plan for students switching campuses to have a smooth transition from one housing department to another.</p>
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3	Campus identity	university geographically distributed" and USF's commitment to designing rich and relevant learning experiences for students.	standards across all campuses. Empower local university leadership to spearhead relationship building with surrounding communities to enhance campus identities.	<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>3(a) & 3(c) Considerations</p> <p>G:BI. 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>G:BIIV. 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</p> <p>G:FI. Identify faculty rank, area of research, research productivity, and area of teaching emphasis.</p> <p>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.</p> <p>R:IIa-d. Enhance Research Opportunities across the system</p> <p>a. Foster collaborative research- Seed Grants</p> <p>b. Increase access to research core facilities</p> <p>c. Create a robust Web Portal for all Research Cores that includes capabilities, fees, and scheduling</p> <p>d. Establish state of the art telecommunication connections between campuses for teaching, seminars, collaborative meetings.</p> <p>R:IIIa-c. Research Support Services</p> <p>a. Office of Research is currently a system-wide office that provides pre- and post- grants management, compliance, and fiscal oversight. No changes necessary</p> <p>b. Empower Regional/College research offices to support local faculty grant-related activities.</p> <p>c. Expand support for development of entrepreneurial activities and patents on the regional campuses</p> <p>R:VIa. Faculty Research Development</p> <p>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.S:FIib. Develop cross-campus teams to enhance curriculum development and expand community partnerships.</p> <p>S:FIib. Develop cross-campus teams to enhance curriculum development and expand community partnerships</p> <p>S:FIId. Expand Engaged Student Employment program and Career Readiness Badging Program for SM & SP students.</p> <p>S:FIIn. Offer Career Services courses on all campuses (e.g., Job Search course) through cross-campus course enrollment</p> <p>G:CIa-c. Provide space for each campus to have a conversation about what makes them distinct academically, and how this informs academic program choices.</p> <p>a. Each campus should appoint a "Campus Identity" task force to explore and provide recommendations to leadership.</p> <p>b. Campus leadership should share internal planning with the campus community</p> <p>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.</p> <p>G:CIa-c. Identify which programs will need to be represented on each campus with similar resource levels.</p> <p>a. Direct academic leadership (Deans) to determine which academic programs should be at an equivalent level of resources.</p> <p>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.</p> <p>c. Deliver a roadmap of parity with prioritization of programs to the President and the Board of Trustees for consideration.</p> <p>G:FIIIa-f. 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>
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				<p>h. Coordinate undergraduate admissions processes and outreach to emphasize one USF while highlighting the distinct campus identities</p>	<p>S:BIla. 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 S:BIH. Consolidate marketing materials (print, digital and social media) to promote a unified USF while preserving the unique value proposition of each campus S:BIK. 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 S:BIIm. Consolidate all in-state recruiting initiatives under a single reporting line based with consideration related to territory assignments and recruiting personnel at each campus. S:BIIn. 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. S:BIIo. 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 S:BIIp. Consolidate all aspects of graduate admissions (recruitment, processing, evaluation, etc.) after realignment of home/host colleges/programs S:BIIq. Assessment of consolidation, organizational structure and reporting of locally driven enrollment management programs such as the FUSE initiative</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 Association of American Universities (AAU).	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>R:Ia-b. 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 R:IIa-c. 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.</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>	<p>R:IVd. Ensure that Research Expectations are Appropriate and Clear during P&T Decisions. Track faculty contributions to collaborative research to promote and reward collaborative research. R:Vb. Alignment of Research Colleges and Centers. Likewise, research centers should be aligned with faculty hiring initiatives (clusters), development of graduate programs, and a needs assessment (system and state). R:VIa. Faculty Research Development. 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.</p>
				<p>c. Empower faculty on all campuses to identify research assets and opportunities and to engage in the planning efforts designed to expand research capacity</p>	<p>R:Ia. Follow existing Research Strategic Plan (2017-21). 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. R:IIb-d. Enhance Research Opportunities across the system. 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. R:VIIa-c. Recommendation 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. c. Explore renting facilities in the short term.</p>
				<p>d. Design an online database that highlights the research resources and centers that are available to all USF faculty</p>	<p>R:IIc. Enhance Research Opportunities across the system. Create a robust Web Portal for all Research Cores that includes capabilities, fees, and scheduling</p>
				<p>e. Develop state-of-the-art technologies to promote cross-campus collaboration</p>	<p>R:IIId. Establish state of the art telecommunication connections between campuses for teaching, seminars, collaborative meetings.</p>
				<p>f. Prioritize the construction of the Integrated Science and Technology Complex (ISTC) on the Sarasota-Manatee campus to serve local research and teaching needs</p>	<p>R:VIIa-c. Recommendation 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. c. Explore renting facilities in the short term.</p>

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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.	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	E:XIa-d. Communicate with communities a. Florida b. Tampa c. St. Pete d. Sarasota E:XII. Communicate that consolidation does not impact USF's commitment to diversity S:FII. Deliver consistent employer engagement events in our geographic regions (Employer Institute, employer strategy sessions/visits and on-campus recruitment events) S:FIIj. Extend Corporate Leadership training program opportunities across all campuses
				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	S:BIIk. 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. E:XII. Communicate that consolidation does not impact USF's commitment to diversity
				c. Establish mechanisms that allow engaged partners to inform the design of contemporary, real-world curricula and the development of relevant applied research	S:FIIb. Develop cross-campus teams to enhance curriculum development and expand community partnerships R:Va-b. 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).

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 Additional Notes

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Shared Governance/Transparency Subcommittee Final Recommendations Crosswalk with CIC Considerations				
Focus Area	Issue 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	<p>a. The governance structure of USF should reflect several principles. First, the President of USF has ultimate accountability for all actions within USF and all lines of authority should ultimately end at the President. Second, university campuses are distinct entities and governance structures should reflect university imperatives rather than corporate or bureaucratic structures. Third, the structure should facilitate the overall development of the university while maintaining the unique advantages of the branch campus model.</p>	<p>G:CIa-c. 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. Formal recommendations will be sent to the President and the Board of Trustees for consideration. G:CIa-c. 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. G:CIa-b. 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). G:Fla-b. 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. F:BI. 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, AAI, and PBF metrics. F:BVIII. 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>
			<p>b. Each branch campus should have a regional chancellor who shall report to the President. The chancellor shall manage, supervise, hire and fire all branch campus employees - academic and nonacademic - in a manner consistent with USF policies, procedures, and guidelines, and, for personnel matters at or above the director level, the regional chancellor shall act in consultation, collaboration, and concurrence with the appropriate senior vice president. Colleges and schools located on branch campus would have a reporting obligation to the branch chief academic officer. The regional chancellors will coordinate campus budgets with the senior vice president for business and finance and submit to the President who will forward those recommendations to the USF Board of Trustees along with any additional recommendations from the President.</p>	<p>BOT Guiding Principles for USF Consolidation: -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; -Embrace a model of "One University Geographically Distributed" while preserving campus identity - guided by a transparent and collaborative process; -Strengthen USF's stature as a Preeminent Research University with national and global prominence; -Commit to "Students First", through expanding access and raising educational attainment while continuing USF's national best practice of student success and diversity</p>
			<p>c. This governance structure preserves the President's singular leadership role while recognizing that strong regional chancellors provide a more dynamic on-site management presence to ensure USF's continued preeminence as well as provide a greater on-the-ground understanding of how to foster the unique advantages of each branch campus.</p>	<p>See above.</p>

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	<p>students regardless of home campus, and to enable the continued status of USF as a Preeminent State Research University.</p>	<p>d. 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.</p> <p>e. Designate USFSM and USFSP as branch campuses as defined by SACSDOC, which includes the following: -Permanent in nature; -Offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; -Has its own faculty and administrative or supervisory organization, and -Has its own budgetary and hiring authority</p> <p>f. Define, update and communicate 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.</p>	<p>E.I. Reaffirm there is one USF System Foundation (message). E.VIII. Develop list of legislators and appointed and elected officials to communicate with about consolidation E.IX. Communicate with Donors regarding consolidation and that gifts they restricted will remain dedicated to the campus or program they intended E.X. Communicate with Alumni regarding consolidation benefits E.XIa-d. Communicate with communities a. Florida b. Tampa c. St. Pete d. Sarasota E.XVa-i. 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 i. etc. G.CIa-c. 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. Formal recommendations will be sent to the President and the Board of Trustees for consideration.</p> <p>F.BI. Guiding Principle: USF will be one University with three campuses. Although each campus may have distinct qualities, the consolidated university operates as a Preeminent SRS 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> <p><i>Role of campus board not addressed.</i></p>
	<p>Engaged faculty and equitable campus representation shall support Preeminence objectives and offer</p>	<p>a. Empower Faculty Governance to contribute to the coordination and delivery of value-added student experiences.</p> <p>b. Develop one Faculty Senate, including campus councils, across the university to include equitable representation by campuses.</p> <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>F.CVII. 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.</p> <p>F.CI. 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 USF Faculty Senate model and structure. F.CVI. 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.</p> <p>F.CVII. 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.</p> <p>F.CII. 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. F.CIV. 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>

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		soft skills, while providing opportunities for service learning, civic engagement and experiences unique to their home campuses.	Assessment Faculty oversight and engagement	<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 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>	<p>S:FF. Help faculty leadership to work to standardize rewards, tenure and promotion policies systemwide related to HIPs related work. F:CH. 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. F:CV. 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> <p>G:AIVa-d. 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. a. There will be one consolidated GEC with a Chair that rotates between campuses every 2-3 years. 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. 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. 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. F:CI. 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>
4	Student Governance	<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>	<p>G:AIIa. 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. S:Gla. Consider having one Student Government Constitution for the USF Tampa, Sarasota, and St. Petersburg campuses S:Glg. Conduct assessments/research on readership and student campus identification in regards to considering whether there should be a consolidated structure S:GII. Create a plan to collaborate in order to serve the USF Consolidated campuses S:Glc. 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. S:GId. Explore a fully online newspaper. S:GII. Create a plan to collaborate in order to serve the USF Consolidated campuses S:Glg. Conduct assessments/research on readership and student campus identification in regards to considering whether there should be a consolidated structure Not considered, but consistent with CIC deliberations.</p>
				<p>a. Create a mechanism for transparency in the prioritization and decision-making processes of budget initiatives that meet a certain threshold.</p>	Not considered, but consistent with CIC deliberations.

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5	Budget Transparency	<p>b. To maintain the university's commitment to affordability, examine and determine a fee structure that minimizes impact on students' costs and ensures that current students continue to benefit from the fee structure under which they entered USF. The consolidation of USF is an opportunity for improved coordination and efficiency not an opportunity for the redistribution of burdens. Students at branch campus should not be subject to fees for services that are not readily accessible to branch campus students.</p>	<p>S:DiA. 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.) S:EIb. Ensure baseline consistency in services and identification of deviations through consistent assessment and monitoring. S:EIe. 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). S:EIHa. Students should have access to mental health resources on all of the campuses. S:EIHd. 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). S:EIVa. All students should have access to all recreation and intramural activities on all the campuses. S:EVc. 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. S:EVHa. 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. S:EVib. 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. S:Gic. 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. S:Gid. Consider that the Student Centers fee should be examined thoroughly to determine the impact on the Activity and Service fee per credit hour S:GIf. Implement a new or revised student organization registration process that would work for each campus and provide equitable service S:GIHa. 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. S:GIVa. 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. S:GIVc. Consider that the Student Centers fee should be examined thoroughly to determine the impact on the Activity and Service fee per credit hour</p>
		<p>c. Student fees should be collected and maintained at each campus with intra-university transfers used to reallocate funds when a centralized service is determined by the regional chancellors to be a more cost-effective means of delivering an equivalent level of service.</p>	<p>Not considered.</p>
		<p>d. 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.</p>	<p>Not considered.</p>
		<p>e. 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.</p>	<p>Not considered.</p>
		<p>f. 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.</p>	<p>S:EIVa. All students should have access to all recreation and intramural activities on all the campuses. S:Gig. Conduct assessments/research on readership and student campus identification in regards to considering whether there should be a consolidated structure. S:GIVc. Consider that the Student Centers fee should be examined thoroughly to determine the impact on the Activity and Service fee per credit hour.</p>
		<p>g. Proposed post-consolidation shared services should consider a menu of options: in-person/home campus access, online/virtual options, and collaborative space/resource initiatives.</p>	<p>S:Atc. Develop a systemwide Parent/Family Office to provide consistent education, services, programs, and support regardless of location. S:GIHa. 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. S:GIHb. 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>
		<p>h. Engage and challenge staff to identify efficiencies and business processes. Consider incentives to empower and reward staff for identifying efficiencies and implementing best practices.</p>	<p>Not considered, but consistent with CIC deliberations.</p>
		<p>i. Encourage USF to identify opportunities for cross-training of staff and leveraging of innovative technologies to promote efficiencies across the university.</p>	<p>S:IIIk. 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. S:Vj. Consider that training processes are collaborative and consistent for boards, GAs, hearing officers and professional and residential staff. GE:BIv. 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</p>

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 Additional Notes

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Student Access Subcommittee Final Recommendations Crosswalk with CIC Considerations					
Focus Area	Issue Statement	Recommendation	Description	CIC Considerations	
1	Communications and 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.	<p>a. Appoint a "Community Advisory Board" to strengthen connections and track access goals.</p> <p>b. Develop a unified USF communications plan to provide an understanding of college access options including bridge programs.</p> <p>c. Dedicate additional resources at each campus to foster existing and build new community partnerships.</p>	<p>S:Flb. Align definitions, processes and policies for key programs and practices (including internships, Community Engaged Learning, Civic Engagement, Co-Ops, etc.)</p> <p>S:Fld. Standardize attributes for designating Community Engaged Learning, Internship, and other Experiential Learning courses for student transcripts.</p> <p>S:Flc. Establish one Council or Advisory Board for each Unit made up of leadership, faculty, staff and representatives from colleges and schools from each campus.</p> <p>S:Blc. Collaborate and develop a single outreach presentation for high schools and on campus recruiting events.</p> <p>S:Blc. Centralize all communications related to financial aid for consistent process and messaging.</p> <p>S:Blh. Consolidate the undergraduate FTIC admission criteria and admissions grid to admit to a single unified USF, effective July 1 2018.</p> <p>S:Blg. 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</p> <p>S:Blh. Consolidate marketing materials (print, digital and social media) to promote a unified USF while preserving the unique value proposition of each campus</p> <p>S:Blh. Consolidate all lead generation/nurturing and application generation vendor contracts</p> <p>S:Blj. Consolidate multiple CRM systems for recruiting and marketing.</p> <p>S:Blk. 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.</p> <p>S:Blm. Consolidate all in-state recruiting initiatives under a single reporting line based with consideration related to territory assignments and recruiting personnel at each campus.</p> <p>S:Bln. 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.</p> <p>S:Flb. Develop cross-campus teams to enhance curriculum development and expand community partnerships</p> <p>S:Flg. Expand career exploration opportunities across campuses, such as Intern For A Day, Experiential Learning Expo, through use of Handshake, technology and transportation resources</p> <p>S:Flh. Implement "layered" experiential learning opportunities combining High-Impact Practices to maximize experiential learning impact</p> <p>S:Flh. Expansion of High-Impact Practices in support of Gen Ed refresh across all campuses</p>
2	Scholarships, financial aid and 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.	<p>a. Expand the reach of existing USF Foundation scholarship programs.</p> <p>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.</p> <p>c. Partner with the local communities to identify new and creative sources of financial assistance to attract students from underserved populations.</p> <p>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.</p>	<p>Not considered, but consistent with CIC deliberations.</p> <p>S:Blc. Collaborate and develop a single outreach presentation for high schools and on campus recruiting events.</p> <p>S:Blc. Centralize all communications related to financial aid for consistent process and messaging.</p> <p>S:Blc. Establish uniform dates and deadlines for admission to a unified USF</p> <p>S:Blh. Consolidate marketing materials (print, digital and social media) to promote a unified USF while preserving the unique value proposition of each campus</p> <p>S:Blk. 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.</p> <p>S:Blf. 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> <p>S:Blh. Communication Recommendation: 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> <p>Not considered, but consistent with CIC deliberations.</p> <p>S:Blc. Collaborate and develop a single outreach presentation for high schools and on campus recruiting events.</p> <p>S:Blc. Collaborate and develop a single presentation for Orientation.</p> <p>S:Blh. 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> <p>S:Blc. Create a reporting structure to track Fuse students</p>
			<p>a. Engage the community in ways that encourages a diverse applicant pool to USF.</p> <p>b. Foster student readiness among potential applicants, for example, by developing partnerships to provide free or discounted SAT prep courses to low-income prospective students.</p>	<p>E:XIa-d. Communicate with communities</p> <p>a. Florida</p> <p>b. Tampa</p> <p>c. St. Pete</p> <p>d. Sarasota</p> <p>E:XII. Communicate that consolidation does not impact USF's commitment to diversity</p> <p>Not considered, but consistent with CIC deliberations.</p>	

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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 communities USF serves as an institution.	<p>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.</p> <p>d. Promote diversity among USF faculty and staff.</p>	<p>S:AIc. Develop a systemwide Parent/Family Office to provide consistent education, services, programs, and support regardless of location.</p> <p>S:AIvb. Standardize the onboarding process and expand the use of technology and multimedia for students and families to help simplify the matriculation process.</p> <p>S:BIIf. 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.</p> <p>S:BIIm. Consolidate all in-state recruiting initiatives under a single reporting line based with consideration related to territory assignments and recruiting personnel at each campus.</p> <p>S:BIlo. 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> <p>S:BIh. Assessment of consolidation, organizational structure and reporting of locally driven enrollment management programs such as the FUSE initiative</p> <p>E:XIa-d. Communicate with communities</p> <p>a. Florida</p> <p>b. Tampa</p> <p>c. St. Pete</p> <p>d. Sarasota</p> <p>E:XII. Communicate that consolidation does not impact USF's commitment to diversity</p>
4	Transfer students and 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.	<p>a. Educate potential transfer students from the Florida College System early on regarding the admissions process and academic and social transition to USF.</p> <p>b. Dedicate resources to fostering a welcoming environment for transfer students by providing similar programs and supports to those received by incoming freshmen.</p> <p>c. Dedicate financial and staffing resources to expanding and marketing bridge programs, including FUSE.</p> <p>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.</p>	<p>S:BIIf. 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</p> <p>S:BIIf. Consolidate marketing materials (print, digital and social media) to promote a unified USF while preserving the unique value proposition of each campus</p> <p>S:DIa. 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> <p>S:DIc. Create an institutional strategic plan for transfer students (streamlined workflow for the transfer student experience: recruitment, onboarding, transition, support, progression, engagement, graduation)</p> <p>S:DIId. Ensure that the definition for transfer students is standardized on the webpages for each USF campus (upper, lower, etc.)</p> <p>S:AIa. Develop a universal approach and sequenced-learning objective-focused onboarding and transition plan for all USF students</p> <p>S:AIb. Create a solid week of welcome/arrival experience for all incoming students with aligned outcomes through a strategic visioning of USF student transition.</p> <p>S:AIc. Develop a systemwide Parent/Family Office to provide consistent education, services, programs, and support regardless of location.</p> <p>S:AIId. Develop or enhance Peer coaching component to each campus</p> <p>S:AIvb. Standardize the onboarding process and expand the use of technology and multimedia for students and families to help simplify the matriculation process.</p> <p>S:AIvc. Develop a standardized curriculum to ensure consistent knowledge gained.</p> <p>S:CC. 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>S:Cd. We will coordinate the delivery of support services to underserved, high need students.</p> <p>S:DIa. 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> <p>S:DIb. Establish a Tau Sigma - National Honor Society for Transfer Students (We would need to comply with requirements of the program to establish)</p> <p>S:DIc. Create an institutional strategic plan for transfer students (streamlined workflow for the transfer student experience: recruitment, onboarding, transition, support, progression, engagement, graduation)</p> <p>S:DIId. Ensure that the definition for transfer students is standardized on the webpages for each USF campus (upper, lower, etc.)</p> <p>S:DIle. 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> <p>S:DIla. Create a reporting structure to track FUSE students.</p> <p>S:DIIf. Establish a centralized location for advising information.</p> <p>S:BIIf. 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.</p> <p>S:DIa. 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> <p>S:DIb. Establish a Tau Sigma - National Honor Society for Transfer Students (We would need to comply with requirements of the program to establish)</p> <p>S:DIc. Create an institutional strategic plan for transfer students (streamlined workflow for the transfer student experience: recruitment, onboarding, transition, support, progression, engagement, graduation)</p> <p>S:DIla. Create a reporting structure to track FUSE students</p> <p>G:BIa. 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>G:BIb. 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>b. Create active classrooms in order to ensure student access on all campuses (host and home)</p>

APPENDIX C // Crosswalk - Task Force Recommendations to Considerations

5	Academic programs and 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.	<p>a. Enhance the flexibility, accessibility, and relevancy of course programming at each campus location for the undergraduate and graduate level.</p>	<p>G:BIa,e. 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 e. Investigate the use of master courses to ensure consistency across campuses. G:BIb,c,g. 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. 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 g. Explore the integration of digital learning into the undergraduate experience through mixed-modalities and design student support services G:CIa-c. 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. Formal recommendations will be sent to the President and the Board of Trustees for consideration. G:Fla-b. 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>
				<p>b. Continue to explore alternate delivery models (e.g. hybrid, virtual, asynchronous) and creative uses of technology to increase student access.</p>	<p>G:BIa. 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 G:BIb. 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. b. Create active classrooms in order to ensure student access on all campuses (host and home) G:BIIIa,c,d. 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. 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 G:BVb-c. Resources. Ensure that all campuses have the resources to support the teaching and learning process regardless of modality, home or host campus. b. Monitor the distance learning fees in order to evaluate use is consistent with State guidelines c. Employ cost-effective approaches to online learning.</p>
				<p>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.</p>	<p>G:BIVc. 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. c. Create a community of practice where all faculty training and resources are centralized for easy access G:BVa,d,f,g. 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 d. Provide additional resources and training to support hybrid and online development for faculty 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. G:FVa-b. Determine the binary functions of the academic unit distinctiveness and provide the optimal student pathway on the continuum. b. Align core curricular courses which can be offered at multiple sites and in varied student learning modalities. F:BIx. 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>
				<p>d. Expand access to relevant programs to better align with local workforce demands.</p>	<p>G:BIa-b. 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 G:BIIf. Implement quality standards, and ongoing assessment and improvements to programs, curricula and courses delivered in a variety of modes G:BIII. Develop quality assurance frameworks, guidelines, and benchmarks for USF</p>

GREEN CLOSELY ALIGNED
 GREEN ALIGNED
 RED NOT ALIGNED
 Additional Notes

APPENDIX D: APPENDIX D:

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Consolidation Implementation Plan and Timeline

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Draft Recommendations: Consolidation Teams and Clusters Report, February 8, 2019

CONSOLIDATION TEAMS AND CLUSTERS DRAFT REPORT

FEBRUARY 12, 2019

**DRAFT
RECOMMENDATIONS**



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Consolidation Implementation Committee

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 12, 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.

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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 USF 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, Singularity-Accredited, Research Universities (benchmarking).

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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.

DRAFT RECOMMENDATIONS

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Executive Committee

Members: Ralph Wilcox (USF), Catherine Cardwell (USF SP), Theresa Chisolm (USF T), Brett Kemker (USF S-M), Deanna Michael (USF SP), Dwayne Smith (USF T)

Staff: Cynthia Brown Hernandez (USF T), Michael Wrona (USF T)

Task 1:

Review and, as appropriate, comment on Considerations presented by the Consolidation Implementation Committee Subcommittees.

(A separate response was not submitted for this Task)

Task 2:

Review and, as appropriate, comment on Recommendations presented by the Subcommittees of the USF Consolidation Planning, Study, and Implementation Task Force.

(A separate response was not submitted for this Task)

Task 3:

Curriculum Consolidation – Principles and Processes (to be completed in Summer/Fall 2019).

In consideration of:

- *CIC Considerations C, III; D-E, I-VI; X; F, IV-V*
- *Taskforce Recommendations: Student Success/Academic Programs/Campus Identity Subcommittee: Focus Area 2. Academic Programs*

Rationale for Curriculum Alignment:

- *Curriculum alignment must occur prior to the submission of the Substantive Change Prospectus to SACSCOC prior to March 15, 2020 to meet both the:*
 - *BOG requirement of one degree program inventory for USF; and, the*
 - *SACSCOC guidance provided to USF to align credentials (i.e., degrees) to be awarded*

Principles:

- *Curriculum revision and alignment must be student-centered and faculty-driven.*
- *Curriculum alignment must adhere to relevant SACSCOC Principles of Accreditation and Policies, relevant BOG Regulations, and relevant USF Regulations and Policies.*

Executive Committee

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- *Undergraduate curriculum revision and alignment must consider the 12-conditions of curriculum review developed by the Provost & Executive Vice President of the USF System.*
- *In the process of consolidation, the curriculum should be reviewed and aligned to strengthen the degree program components (i.e., major(s), concentrations, minors, certificates), with a focus on:*
 - *Student Success, including success post-graduation*
 - *Assure that curriculum revisions support the development and implementation of “Guided Pathways”*
 - *Strategic priorities of USF, the SUS, and the unit(s) with which the degree program will be aligned*
 - *Workforce needs and community needs*
 - *Maintenance and/or enhancement of the quality of the program, including plans for the annual assessment of student learning outcomes and specialized accreditation, as applicable*
 - *Resource availability, including faculty, for continued delivery across campuses on which the degree program(s) are currently offered, with full consideration of use of online delivery*
 - *Identification of economies and efficiencies that may be realized from consolidation*

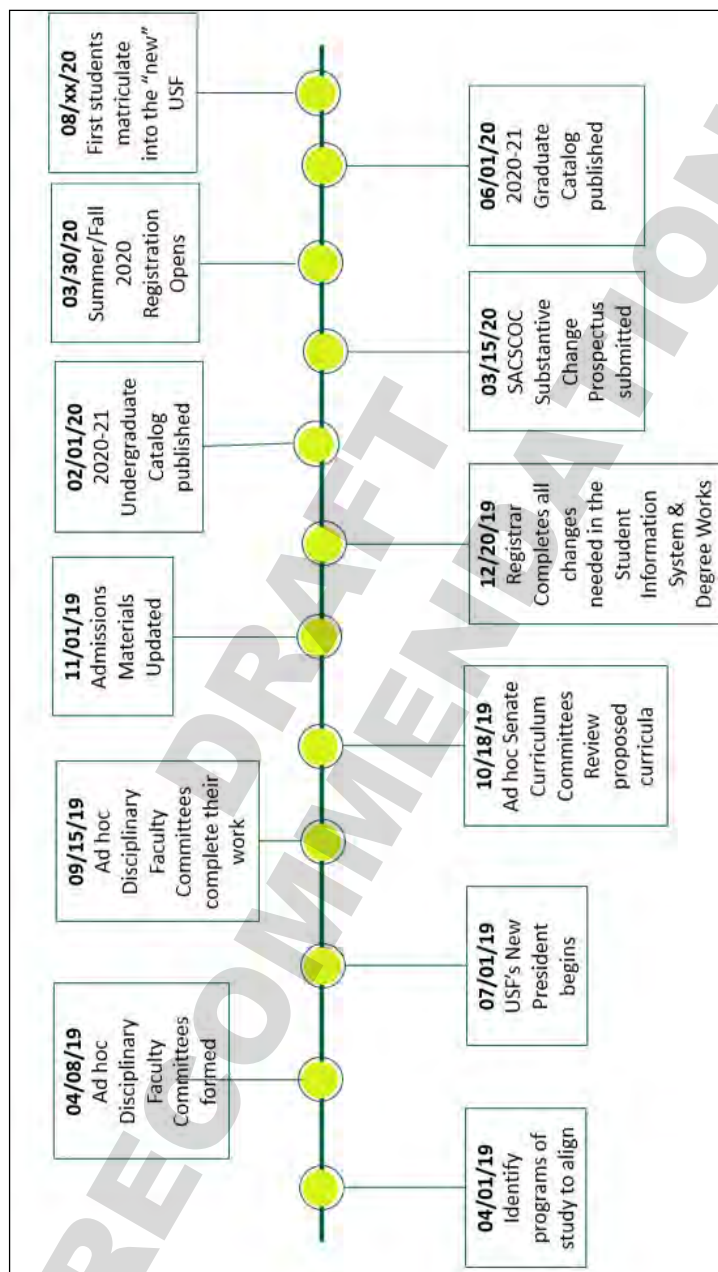
Responsible Parties:

- *USF System Provost & Executive Vice President*
- *USF System Academic Program Advisory Committee members, as follows:*
 - *USF Vice Provost for Strategic Planning, Performance, & Accountability*
 - *USF St. Petersburg Regional Vice Chancellor of Academic Affairs*
 - *USF Sarasota-Manatee Regional Vice Chancellor for Academic and Student Affairs*
 - *USF Dean of Undergraduate Studies*
 - *USF Dean of Graduate Studies*
 - *USF Health Leadership Representative*
 - *3 USF System Faculty Council Representatives (one from each member institution)*
- *Deans of USF Tampa (including Health), USF St. Petersburg, & USF Sarasota-Manatee*
- *University Registrar*
- *USF System Chief Information Officer*
- *Dean of Admissions*
- *USF System Data Administrator & USF System Associate Vice President for the Office of Decision Support (for reporting purposes)*

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Executive Committee: Curriculum Consolidation Tentative Timeline



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TENTATIVE Detailed Process Timeline for Curricular Alignment

	Task Name	Responsible Party(ies)	Start	Finish
1	Identify degree programs and credentials which must be aligned	USF System APAC Chair, in collaboration with <ul style="list-style-type: none"> • UGS Dean (or designee) – Tampa • OGS Dean (or designee) – Tampa • Regional Vice Chancellors for Academic Affairs (RVC-A) • System Faculty Council Liaisons 	3/15/19	4/1/19
2	Outline clear guidelines and steps for curriculum alignment based on regulatory requirements and accreditation principles	USF System APAC Chair, in collaboration with <ul style="list-style-type: none"> • RVC-A SP & SM • UGS Dean (or designee) – Tampa • OGS Dean (or designee) – Tampa • SACSCOC Liaisons • System Faculty Council Liaison 	3/15/19	4/15/19
3	Establish technical mechanism for supporting curriculum revision: Either Curriculog (if implemented) or alternative process	Ad-Hoc Committee on Curricular Processes (includes USF System CIO)	4/01/19	6/30/19
4	Appoint Ad hoc Disciplinary Faculty Curriculum Committees (proportional representation)	Provost & Senior Vice President and Regional Chancellors in consultation with <ul style="list-style-type: none"> • Deans • Regional Vice Chancellors for Academics • System Faculty Council Liaison 	4/01/19	4/15/19
5	Ad hoc Disciplinary Faculty Curriculum Committees elect committee chairs and develop a timeline to meet required completion dates	APAC Chair to organize and assure committees meet and elect a Chair	4/15/19	4/30/19

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6	Ad hoc Disciplinary Faculty Curriculum Committees complete alignment, including <ul style="list-style-type: none"> • 4-semester and 8-semester plans for undergraduate programs of study; • Curriculum plans for graduate programs of study; • Develop annual assessment plans that align with SLOs and ACLs; • Update SLOs and ALCs as necessary 	Ad hoc Disciplinary Faculty Curriculum Committees	4/30/19*	9/15/19
7	Faculty Senates appoint Ad hoc UG, GR, and Gen Ed Councils	USF System Faculty Council	8/01/19	8/15/19
8	Ad hoc Senate Councils review and approve recommended curriculum changes		8/15/19	10/17/19
9	Admissions Applications updated	Dean of Admissions	10/18/19	10/18/19
10	Curriculum codes created and entered into SIS	University Registrar, in consultation with: <ul style="list-style-type: none"> • ODS (for reporting) • Ad-Hoc Committee on Curricular Processes 	10/18/19	11/01/19
11	Crosswalks updated	<ul style="list-style-type: none"> • Associate Vice President - ODS • Associate Vice President - IT • Data Admin 	11/05/19	01/31/20
12	Work with FUSE and other transfer institution partners to align curriculum	Undergraduate Studies Dean	11/04/19	To be Determined
13	Degree Works updated	<ul style="list-style-type: none"> • University Registrar • Degree Works IT Team 	11/04/19	12/20/19
14	Websites and other published documents updated as needed	To Be Determined (TBD)	11/04/19	To be determined
15	Course Schedule Changes for Summer B 2020 and Fall 2020 implemented	Registrar's Office		To be determined
16	Submit SACSCOC Substantive Change prospectus for consolidation	SACSCOC Liaison Tampa		03/15/20
17	Undergraduate Catalog developed and published for 2020-21	Undergraduate Studies		03/01/20

Executive Committee

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18	Summer and Fall 2020 Registration opens	Registrar's Office	3/30/20	Semester Start Dates
19	Graduate Studies Catalog for 2020-21 Published	Graduate Studies		06/01/20
20	First students matriculate into the consolidated USF following approval by SACSCOC on June 11, 2020.			Summer B ~ 06/22/20 (Date needs to be confirmed),
21	Continue review of curriculum for post final approval of consolidation by SACSCOC	<ul style="list-style-type: none"> • Undergraduate Studies • Graduate Studies • SACSCOC Liaison • ODS Academic Planning & Performance Unit 	Ongoing	

* Committees are encouraged but not expected to meet during Summer 2019

DEFINITIONS utilized in discussions:**DEGREE PROGRAM** (as defined in BOG Regulation 8.011 & USF System Regulation 3.038)

- An organized curriculum leading to a degree in an area of study recognized as an academic discipline by the higher education community, as demonstrated by assignment of a unique Classification of Instructional Programs (CIP) code and name by the National Center for Educational Statistics.
- Each degree program shall have designated faculty effort and instructional resources, and shall include at least one program major, but may have multiple majors.
- Degree programs are ordinarily housed in a single department or school within a College, with curricular authority and responsibility residing with the unit(s) faculty. (See Definitions below)
- Degree programs are included in the State University System Academic Degree Program Inventory.
- Five (5) degree program levels are used in the SUS: Bachelor (B), Master (M), Specialist (S), Research Doctoral (R), and Professional Doctoral (P). At the five (5) levels, one or more "degrees" (also referred to as a "credential") can be offered within a degree program.
 - A "degree" is the student's ultimate goal when matriculating in the university. The designator used for the degree can be specific (BSAE, MSAE, DPT, EDD), non-specified (BS, MS, PhD).
 - A single degree program may contain many majors leading to different "degrees". For example, if a degree program is included in the SUS Academic Degree Program Inventory for USF to offer a bachelors in CIP 45.0601 Economics, General leading to a BS degree, a BA degree in Economics could also be

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offered in the same degree program, as long as it shares common core courses with the BS, and appropriate university-level approvals are obtained.

MAJOR (i.e., Program of Study)

- *A major represents a degree-seeking student's primary field of study and is often referred to as a "program of study". A major shall be reasonably associated with the academic discipline within the degree program under which it is offered and shall share common core courses with any other majors within the same degree program. The major appears on the diploma and on the official transcript.*

MINOR

- *A minor represents an optional, secondary field of study for an undergraduate degree-seeking student. A minor is a structured plan of study requiring a minimum of 12 credit hours. The minor appears on the official transcript.*

CONCENTRATION

- *A concentration is a structured plan of study which is offered as part of a major and enhances or complements the degree to be awarded in a manner which leads to specific educational or occupational goals, and/or from different disciplines that provide an interdisciplinary focus.*
- *The number of credit hours for a concentration varies, but cannot equal or exceed the number of credit hours established for the major at a degree level – i.e., the number of credit hours for a concentration must be a subset of the credit hours required for the major. The concentration appears on the official transcript.]*

CERTIFICATE

- *An organized set of courses offered as a distinct area of study that leads to specific educational or occupational goals.*
- *Certificates may consist of courses that are part of a major or courses that are created outside of a major. The number of credit hours for a certificate shall be set by the University.*

The credential is the "certificate" (i.e., the student does not earn a degree).

SPECIALTY/TRACK/EMPHASIS/ETC. (Sub-curricular areas of study)

- *Areas of study within a major or concentration that are less formal and not tracked in the Student Information System.*
- *The number of credits for a sub-curricular area of study varies but cannot equal or exceed the number of credit hours established for a major or if within a concentration, the number of credit hours for the concentration.*
- *Sub-curricular areas of study do not appear on the transcript or diploma.*
- *Faculty are highly encouraged not to use these terms and instead develop concentrations as sub-curricular*

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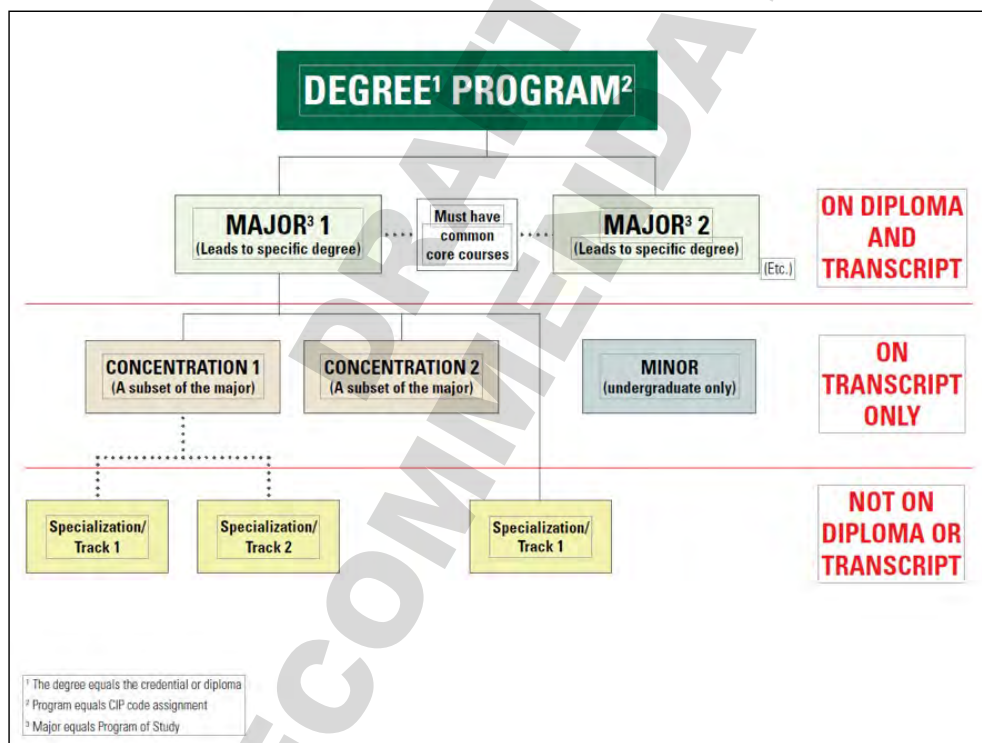
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areas of study are not tracked for students, faculty assignment, program review, unit performance, and/or planning purposes.

Administration: Every major, minor, concentration, or certificate must be assigned to a responsible faculty group, most often a department or a school.

Source(s):

- *SUS BOG Regulation 8.011*
- *USF System Regulation 3.038*
- *University of South Florida Registrar (Personal communication 11/22/19)*
- <https://nces.ed.gov/ipeds/cipcode/>



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Task 4:

Criteria & Process for Endorsing Curricula Expansion (demonstrable community need, student demand, and adequate resources).

In consideration of:

- *CIC Considerations (C, II; Considerations D-E, I-VIII-IX)*
- *Taskforce Recommendations: Student Access Subcommittee Focus Area 5: Academic programs and course delivery; and, Student Success/Academic Programs/Campus Identity Subcommittee: Focus Area 2. Academic Programs*
- *USF System Regulation 3.038 Academic Curricular Offerings and USF System and SUS BOG regulations referred to within <http://regulationspolicies.usf.edu/regulations/pdfs/regulation-usf3.038.pdf>*

Criteria (as specified in Unified Response to Student Success/Academic Programs/Campus Identity Subcommittee Chair Griffin, 11/05/18):

- *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,*
- *Implementation of the current USF System New Degree 5-year Master Plan.*

Responsible Parties:

- *USF System Board of Trustees (including advisory committees)*
- *USF System Provost & Executive Vice President; and, other members the USF System Academic Leadership Council (SALC)*
- *USF System Representative to the SUS BOG CAVP Workgroup.*
- *USF Tampa Associate Vice President for Innovative Education; liaison to the SUS BOG for online education*
- *Faculty Senate Curriculum Committees*

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- *Faculty, Chairs/Directors, Deans*
- *Community advisory committee members and USF System Alumni, as relevant*

Process:

- *Responsibility for Oversight & Coordination: USF System Academic Leadership Council*
 - *Oversight and coordination for academic program expansion is provided by the USF System Academic Leadership Council (SALC).*
 - *SALC membership is comprised of senior academic leaders from the three campuses and USF Health,*
 - *SALC members routinely and systematically review and prioritize proposed future curricular offerings.*
 - *Proposals for new degree programs, majors and certificates, on behalf of academic units and their faculty are made directly to SALC by:*
 - *USF Tampa College Deans (including those from Health)*
 - *Regional Vice Chancellors of Academics from USF St. Petersburg and USF Sarasota-Manatee on behalf of their Deans who solicit input from their faculties and academic leadership*
 - *USF Tampa's Associate Vice President for Innovative Education, (as liaison to the SUS BOG for online education)*
 - *SALC also is responsive to educational needs identified through a variety of mechanisms for community engagement; as well as workforce demand studies.*
 - *SALC will continue to provide oversight and coordination for the expansion of currently available programs of study to each of the three campuses, based on the criteria outlined above; as well as continuing its work for the prioritization of new degree programs*
 - *The USF System's SUS BOG CAVP Academic Planning Workgroup representative for will continue to coordinate with those offices and faculty committees responsible for the oversight of curriculum development.*
 - *Support for the CAVP Workgroup functions is provided through the USF System Office of Decision Support, Academic Planning unit.*

Initial Roadmap

- *The plan for expansion of academic program offerings across the three USF campuses, developed by Provost Wilcox, Regional Chancellor Tadlock and Regional Chancellor Holbrook and presented to the University of South Florida Consolidation Planning, Study and Implementation Taskforce's Student Success/Academic Programs/Campus Identity Subcommittee on 11/05/18 will serve as the initial roadmap.*

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Comments:

- *CIC considerations in Section D-E,*
 - *VIII would suggest there is no role for central academic administration as the “full cycle” of course and curricular proposal process is to be housed in UGS/OGS. Faculty Senate (Tampa) Curriculum committees are “advisory” to the Chief Academic Officer.*
 - *IX. New degree programs should continue to be handled through ODS before being vetted through UGS/OGS and UGC/GC. Faculty Senate Curriculum Committees are “advisory” and new degree program authorization resides in the BOT; and, for doctoral programs the BOG.*

Task 5:

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.

- *The Executive Committee discussed and supported the Provost and Executive Vice President’s memorandum dated September 27, 2018, Subject: Filling vacant full-time, permanent faculty and/or administrative positions and/or creating new administrative positions in anticipation of consolidation.*

Task 6:

Recommendation for USF Strategic Planning, 2020-2025.

In consideration of:

- *CIC Considerations*
- *Taskforce Recommendations: Student Success/Academic Programs/Campus Identity Subcommittee: Focus Area 3. Campus Identity*

Need for Strategic Plan for a Consolidated USF with Single Accreditation:

- *SACSCOC Principle 2.1. The institution has a clearly defined, comprehensive and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning, and where applicable, research and public service.*
 - *SACSCOC Guidance None of the campuses can have a separate unique mission statement. However, the USF BOT may want to create one new mission statement for the consolidated institution that specifies the uniqueness of each campus.*
- *SUS of Florida BOG: The activities of the SUS BOG Strategic Planning Committee include the review and approval of institutional strategic plans.*
 - *BOG Regulation 2.0002 University Accountability Plans: “Each board of trustees shall prepare an accountability plan and submit updates on an annual basis for consideration by the Board of*

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Governors. The accountability plan shall outline the university's top priorities, strategic directions, and specific actions for achieving those priorities, as well as progress towards previously approved institutional and System-wide goals."

- Each university's accountability plan shall include the following:
 - (a) The university's mission statement

Principles:

- Strategic Plan for a Consolidated USF with Single Accreditation should build upon:
 - Existing plans within the USF System (<https://www.usf.edu/system/about/strategic-plans.aspx>; <https://www.usf.edu/research-innovation/researchers/huron-report.aspx>; etc.)
 - USF's system-wide valued represented by the acronym "BULLISH" <https://www.usf.edu/bullish/>
 - The extensive, collaborative work completed for the development of the USF's next strategic plan <https://www.usf.edu/provost/tampa-strategic-plan/>
 - USF's 5 Year Preeminence Plan https://www.flbog.edu/documents/meetings/0272_1132_8575_3.3.12.5%20SPC%20USF%20Preeminence%20Plan%20FINAL.pdf
- Strategic Plan for a Consolidated USF with Single Accreditation must articulate with:
 - SUS of Florida BOG 2025 Strategic Plan https://www.flbog.edu/pressroom/doc/2025_System_Strategic_Plan_Amended_FINAL.pdf
- Process must include broad representation from stakeholders across all campuses

Responsible Parties:

- 2020-2025 Strategic Planning Steering Committee & Workgroup (to be formed)
 - Steering Committee Members (Tentative List)
 - Greg Teague (USF System Strategic Plan Committee Chair)
 - Pritish Mukherjee (USF 2019-2024 Strategic Plan Committee Co-Chair)
 - Theresa Chisolm (USF 2019-2024 Strategic Plan Committee Co-Chair)
 - TBN USF Health Representative
 - TBN USF St. Petersburg Representative (#1)
 - TBN USF St. Petersburg Representative (#2)
 - TBN USF Sarasota-Manatee Representative (#1)
 - TBN USF Sarasota-Manatee Representative (#2)
 - TBN Representative USF Business & Finance

Workgroups: In addition to the Steering Committee a broad range of stakeholders will form "workgroups". The workgroups will represent faculty, staff, students, alumni, and community partners.

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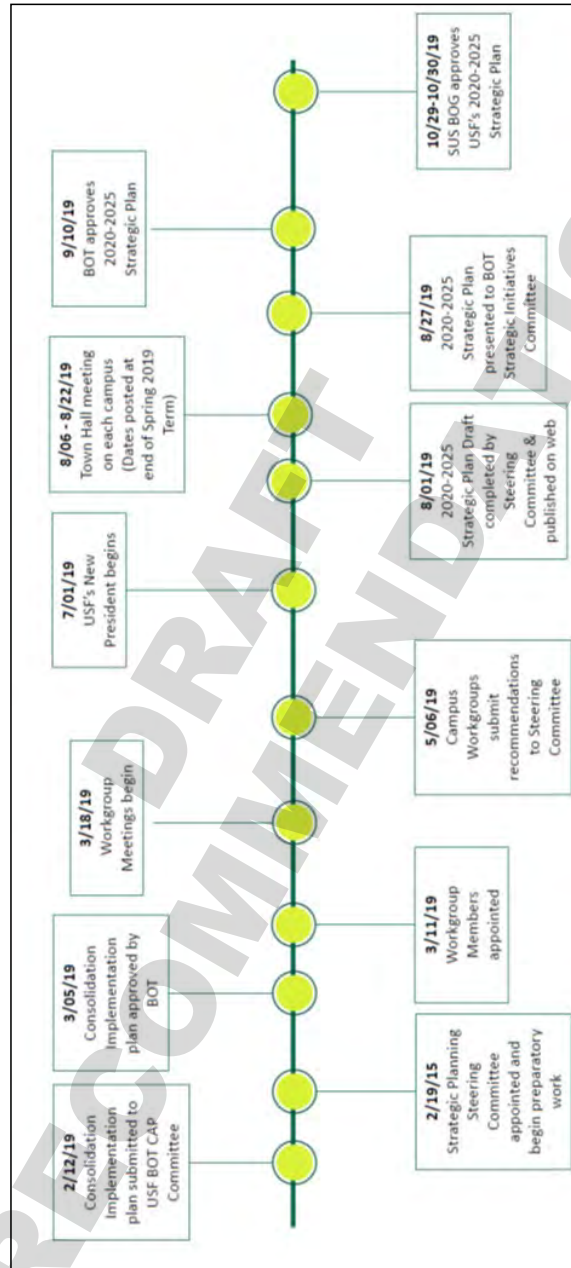
Process:

- *A Strategic Planning Steering Committee and campus workgroups will be charged with development of the 2020-25 Strategic Plan for a Consolidated USF with Single Accreditation*
- *Since maintaining preeminence is a key principle for consolidation, the substantive strategic planning work completed by the current preeminent institution (USF Tampa) provides a starting point for integration of all university stakeholders into the planning process*
- *Workgroups will be charged with reviewing and analyzing the strategic planning work completed to date for the preeminent institution to determine applicability for maintaining preeminence, as well as unique campus identity and current campus strategic planning goals, within the consolidated USF with single accreditation. Workgroup recommendations, as appropriate, will be incorporated into the current draft plan*
- *The draft of the 2020-25 Strategic Plan for the Consolidated USF with Single Accreditation will be disseminated to stakeholders via web posting and at least one town hall on each campus.*
- *With consideration of any additional comments, concerns or questions received through dissemination of the draft plan, a final plan will be submitted to the USF Board of Trustees for review and approval*
- *Once approved by the USF BOT, the USF's 2020-25 Strategic Plan must be submitted to the SUS of Florida's BOG for final approval.*
- *All steps will be completed prior to the submission of the Substantive Change request for consolidation of accreditation to SACSCOC.*

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: Executive Committee: Strategic Planning Tentative Timeline



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Task 7:

Department, School, and College Structure – Defining the academic unit(s) and incubating programs, departments, and schools in colleges.

On Friday, January 18, 2019, the Executive Committee members unanimously agreed that we would use the following definitions, which are applicable to both a Florida Preeminent Research University and/or AAU institutions:

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. Nationally, designation as a school is often (but not always) associated with disciplinary accreditations.*

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.*

The Executive Committee members discussed the need to develop Structural and Operational Benchmarks (excluding Honors College and Morsani College of Medicine for defining academic unit(s) and recommend this work be completed in the near future:

- *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,*

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- *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.*

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**TEAM A:
FACULTY
GOVERNANCE**

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Team A: Faculty Governance

Members:

James Garey (USF T), Raymond Arsenault (USF SP), Timothy Boaz (USF T), Michael Gillespie (USF S-M), Jenifer Jasinski Schneider (USF T), Deanna Michael (USF SP)

Task:

1. **Review and, as appropriate, comment on Considerations presented by the CIC Faculty Affairs and Research Subcommittees.**

We have no comments other than those addressed in other tasks below.

2. **Review and, as appropriate, comment on Recommendations presented by the Shared Governance/ Transparency Subcommittee of the USF Consolidation Planning, Study, and Implementation Task Force.**

We have no comments on the Task Force recommendations regarding faculty governance.

3. **Develop a process and timeline for establishing a Faculty Senate Constitution and Bylaws (effective July 1, 2020). (Optional: If you would like to provide a timeline graphic, either print ready or legibly drawn, please upload it to your cluster's Box folder following the instructions on Page 1.)**

The CIC subcommittee on Faculty Affairs reached an agreement on how to organize one unified faculty senate for the consolidated University. There are currently some uncertainties concerning faculty alignment with academic units across the three campuses, so some adjustments will need to be made to the following plan related to apportionment.

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.

A working group with six members composed of each current Faculty Senate President and one designee chosen by each president shall create the initial consolidated Constitution and Bylaws by modifying the existing USFT Faculty Senate Constitution and Bylaws. The working group may invite ad-hoc members as needed. The workgroup shall take the following considerations into account:

- *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 must be provided for in the apportionment model for the new USF Faculty Senate. 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. There will be one Faculty Senate Executive Committee*

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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 Senate. 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.

- *Campus Faculty Councils. USFSM and USFSP will each have a Campus Faculty Council. Each campus should decide the size of its campus council and elect them independently but should include at least one faculty Senator. This will ensure communication between the Campus Councils and the Faculty Senate. The Campus Faculty Council will attend to issues that are particular to each campus.*
- *The new Faculty Senate structure should involve minimal changes now while recognizing opportunities to improve over time.*
- *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. Ensure that the appropriate hardware is installed in rooms where Senate and Council meetings take place.*
- *The new faculty governance structure should operate effectively and efficiently. The new faculty governance structure should be evaluated during the second year after consolidation. The new Faculty Senate will form an ad hoc committee consisting of faculty representation from all three campuses to evaluate and recommend changes to improve the new governance structure.*

Timeline

Spring 2019

Convene a workgroup consisting of the Faculty Senate Presidents from each campus and an additional faculty member from each campus chosen by the respective Senate President. The workgroup will prepare a preliminary draft Constitution and preliminary draft By-Laws to be completed by the end of the Spring/Summer 2019 semester.

September 2019

Introduce drafts of the proposed Constitution and Bylaws at the first Faculty Senate meeting of each campus in the Fall 2019 semester for discussion. [The drafts should be introduced at the August Faculty Senate Executive Committee meeting for the Tampa campus for preliminary discussion].

October 2019

Ratification vote by Faculty Senates on each campus at their October meetings. [2/3 vote of Senators present and voting assuming a quorum]

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November 2019

Ratification vote by the Faculty on each campus to be completed before the end of the Fall semester. [Majority of general faculty voting]

December 2019

The new Constitution should be presented to the USF President for final approval.

- 4. Develop a process and timeline for Faculty Senate Council and Committee Structure: Membership and Charge (effective July 1, 2020). (Optional: If you would like to provide a timeline or process diagram, either print ready or legibly drawn, please upload it to your cluster's Box folder following the instructions on Page 1.)**

The current Council and Committee structure at USFT is outlined in the Bylaws. So it would make sense for the post-consolidation Council and Committee structure to be determined by the workgroup described in section 3 above as a part of their development of a proposed set of Bylaws. The workgroup will also develop a transition plan for the Faculty Senate. The transition plan should be completed by November 2019 and go into effect in the Spring of 2020 to ensure there is a Senate membership, Senate Officers, Senate Council Chairs, and Senate Council Members in place by July 1st 2020 for the consolidated faculty senate. A suggested plan follows:

- *Faculty members who are currently serving as Senators on their campus with terms of office that would continue into AY 2020-2021 and who wish to continue in the consolidated Senate may complete their terms on the new consolidated Senate, but must notify the Faculty Senate Administrator no later than February 15th, 2020.*
- *Vacant Senate seats will be identified and elections completed no later than March 15th, 2020 according to the academic alignment and consolidated faculty senate apportionment rules.*
- *Elections for the consolidated Senate Officers will occur no later than April 15th 2020, and be effective July 1st, 2020.*
- *The System Faculty Council should work with the existing Tampa Senate Committee on Committees to open council membership to nomination of faculty from all campuses. This process should occur in the Spring Semester of 2020. The appointments will be approved by the first consolidated Faculty Senate President Elect by the end of the Spring 2020 Semester.*

- 5. Develop a process and timeline for new USF Tenure and Promotion Guidelines (to be effective July 1, 2020). (Optional: If you would like to provide a timeline or process diagram, either print ready or legibly drawn, please upload it to your cluster's Box folder following the instructions on Page 1.)**

The CIC subcommittee on Faculty Affairs reached a consensus for the following considerations about new consolidated USF tenure and/or promotion guidelines, taking into account faculty workload and expected research contribution, and recommendations to grow and strengthen the faculty. The subcommittee recommended that consolidated academic

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units (Colleges, Schools and Departments) should follow similar considerations and timelines to develop their more specific T&P criteria and guidelines.

- *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.*
- *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.*
- *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.*
- *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.*
- *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.*
- *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.*
- *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*

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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.

- *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.*
- *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.*

Process and Timelines

Maintaining preeminence and UFF consultation are important considerations. Because of the short timeline needed to have consolidated USF T&P guidelines approved by all three Senates and to have time to consult with the USF Chapter of the United Faculty of Florida, the following timeline and process for T&P consolidation has been recommended:

- *An attached spreadsheet has been assembled that compares the three campus T&P Documents.*
- *A small team (Gregg Teague, Steve Lange, Michael Gillespie) will draft a consolidated document with controversial parts highlighted by the March 6th USFT SEC meeting. Lange serves the dual purpose of UFF and St. Pete Faculty representative to ensure UFF consultation occurs.*
- *The February 21st SFC meeting will be used to iron out the cross campus differences (the team above will meet with the SFC for an early start at 8:30) keeping the CIC subcommittee considerations in mind.*
- *The draft will go before the two Senate/SFC meetings (March and April) throughout the Spring for final approval by the 3 Senates and SFC in April meetings. SFC could do final approval in May or June.*
- *Jim Garey will coordinate process with Deans, other Administrators, and UFF throughout.*

Proposed timeline and process for Instructor Career Path consolidation

- *Small team of Instructors (Katie Tricarico USFT; Nicole Stowell, USFSP; Phil Wagner, USFSM) will draft a consolidated document by March 1st 2019.*
- *This will go to SFC for special early March meeting to work out any additional issues. The UFF will be consulted in the process as they have several members who attend the SFC meetings.*
- *The draft goes before the three Senates/SFC throughout the Spring 2019 for final approval by 3 senates and SFC in April 2019 meetings.*
- *Jim Garey will coordinate process with Deans, other Administrators and UFF throughout.*

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6. Develop a process to assure Faculty Oversight and Ownership of the Curriculum that will be delivered by the consolidated university, beginning July 1, 2020. (Bulleted lists, figures, and tables are acceptable.)

These processes will occur as outlined in the consolidated USF Faculty Senate Constitution and Bylaws and other materials to be carried out as outlined in sections 3 and 4 above.

Currently, three USF System Faculty Council Representatives (one from each member institution) serve on the Academic Program Advisory Council (APAC). We recommend that the BOT change the faculty representation of APAC to include one faculty senate representative from each campus.

7. What are the Pros and Cons of faculty selecting (or being assigned) a “home” campus? (Bulleted lists and tables are acceptable.)

Team A has noted that the UFF CBA has negotiated a process if an administrator moves a faculty member permanently from one home campus to another. The CBA (Article 9.5) defines Principal place of employment as the location stated on the employment contract. At least a 9 month notice is required to change the principal place of employment. There is language for the faculty member to express concerns and an encouragement for a department to consider voluntary changes or new hires if practicable.

We also noted that Article 9.5 of the CBA defines a Secondary place of employment as a site more than 15 miles from their Primary place of employment. There is a required 90 day notice of assignment to a Secondary place with the ability of the faculty member to express concerns.

Finally, Article 9.5 of the CBA requires travel reimbursement and suggests an assignment adjustment to compensate for the expense and time the travel would require.

Team A feels that a faculty member who wishes to initiate a change in place of employment from one campus to another should simply negotiate with their Chair/Director/Dean who would likely consider any benefit or detriment to USF or student success, and if the appropriate resources/space were available at the new location. Because of CBA Article 9.5, we recommend that the USF UFF be consulted in any changes or additions to the process of how faculty move their Principal place of employment. Team A is open to the USF UFF working out such a process as part of future or ongoing CBA negotiations.

8. What are the ramifications for Faculty Appointment and procedures for requesting a transfer?

See section 7 above.

9. What are the ramifications for Faculty Assignment (by campus location and online)?

See section 7 above.

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10. Other items as approved by the Team Leader.

We considered the annual evaluation process in a consolidated USF and but noted that the annual evaluation process is described very well in Article 10 of the CBA.

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Now, Near, Far Action Items

Action Item (Assigned Task)	Timing (Now, Near, Far)	Timeline Start Date	Timeline End Date	Resources Needed (Y/N)	If Yes, Provide Comment(s)
<i>3, 4, 6 Process and timeline for consolidated faculty senate; assure faculty oversight and ownership of curriculum</i>	<i>Near</i>	<i>Spring 2019</i>	<i>July 1 2020</i>	<i>yes</i>	<i>Installation of remote teleconferencing in rooms where Senate and Senate Councils meet at all three campuses</i>
<i>5. Develop process and timeline for consolidated USF T&P guidelines</i>	<i>Now</i>	<i>February 2019</i>	<i>July 1 2019</i>	<i>no</i>	
<i>7, 8, 9 Home Campus changes</i>	<i>Near</i>	<i>Spring 2019</i>	<i>Fall 2019</i>	<i>no</i>	

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**TEAM B:
ACADEMIC
LEADERSHIP &
PERFORMANCE
ACCOUNTABILITY**

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Team B: Academic Leadership & Performance Accountability

Members:

Ralph Wilcox (USF), Catherine Cardwell (USF SP), Theresa Chisolm (USF T), Brett Kemker (USF S-M), Dwayne Smith (USF T)

Task:

1. **Review and, as appropriate, comment on Considerations presented by the CIC Faculty Affairs Subcommittee.**

We did not submit a separate document.

2. **Review and, as appropriate, comment on Recommendations presented by the Shared Governance/ Transparency Subcommittee of the USF Consolidation Planning, Study, and Implementation Task Force.**

We did not submit a Separate Document.

3. **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)*

Team B developed a draft document outlining the responsibilities of academic leaders as they might exist in a one university geographically distributed with a single accreditation (see Proposed Academic Leadership Roles table on following pages). This table was developed for discussion purposes only and is thus labeled as a draft.

Team B Academic Leadership & Performance Accountability

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There was agreement that the Regional Vice Chancellors for Academic Affairs in USFSP and USFSM would also hold the title of Vice Provost.

4. **Other items as approved by the Team Leader.**

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Proposed Academic Leadership Roles

Proposed Academic Leadership Roles and Responsibilities in a Consolidated USF with Single Accreditation

	Provost and Executive Vice President/Chief Academic Officer	Senior Vice President for USF Health	Senior Vice President for Research and Innovation	Vice President for Student Success	Vice President for USF World	Vice President for Information Technologies and Chief Information Officer	Senior Vice Provost for Faculty Affairs	Vice Provost for Strategic Planning, Performance and Accountability	Vice Provost for Strategic University Recruitment and Reputation and Impact	Vice Provost for Academic Relations and Academic Planning	Vice President of Academic Affairs USFSP	Vice President for Academic Affairs USFSM	Associate Vice President for Academic Decision Support	Associate Vice President for Academic Innovative Education	Executive Deans/Deans	Associate Deans	Directors/Chairs	Others (Campus based)	Others	Assistant/Associate Vice President for Student Affairs USFSM	Assistant/Associate Vice President for Student Affairs USFSP
Strategic Planning	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES		YES				
Budget Planning	YES	YES	YES	NO	NO	YES	YES	YES	NO	NO	YES	YES	YES	YES	YES		YES				
Curriculum Design and Delivery	NO	NO	NO	NO	NO	YES	NO	NO	NO	NO	YES	MAYBE	YES	NO	NO		YES				
Academic Quality Assurance and Accreditation	YES	YES	NO	NO	YES	NO	YES	YES	NO	NO	YES	YES	YES	YES	YES		YES				
Assessment of Learning Outcomes	NO	NO	NO	NO	NO	NO	NO	YES	NO	NO	YES	YES	YES	MAYBE			YES				
Faculty Appointment/Hiring and Professional Development	YES	YES	NO	NO	NO	NO	YES	NO	YES	NO	NO	NO	NO	NO	YES		YES				
Faculty Assignment	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	MAYBE		YES				
Collective Bargaining and Employee Relations	YES	NO	NO	NO	NO	NO	YES	NO	NO	YES	NO	NO	NO	NO	MAYBE		NO				
Student Advising/Advocacy and Success	YES	NO	NO	YES	YES	MAYBE	NO	NO	NO	NO	YES	YES	NO	NO	YES		YES				
Class Scheduling	NO	NO	NO	YES	NO	YES	NO	NO	NO	NO	YES	YES	NO	NO	NO		YES				
Setting the Academic Calendar	YES	NO	NO	YES	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO		NO				
Annual Evaluation of Faculty	NO	NO	NO	NO	NO	NO	YES	NO	NO	NO	YES	YES	NO	NO	YES		YES				
Tenure and Promotion	YES	YES	NO	NO	NO	NO	YES	NO	NO	NO	NO	NO	NO	NO	YES		YES				
Articulation with Other Accredited Facility Representatives	YES	NO	NO	NO	MAYBE	NO	YES	YES	MAYBE	YES	YES	YES	NO	NO	YES		NO				
Faculty Recruitment	NO	NO	NO	NO	NO	NO	YES	NO	YES	YES	MAYBE	MAYBE	NO	NO	YES		YES				
Graduate Student Recruitment	NO	NO	NO	NO	NO	NO	NO	NO	YES	NO	NO	NO	NO	YES	YES		YES				

January 18, 2019

Executive Committee Consolidation Implementation Planning Process

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Proposed Academic Leadership Roles and Responsibilities in a Consolidated USF with Single Accreditation

	Provost and Executive Vice President/C Chief Academic Officer	Senior Vice President for USF Health	Senior Vice President for Innovation	Vice President for Student Success	Vice President for USF World	Vice President for Information Technology and Chief Information Officer	Senior Vice Provost for Faculty Affairs	Vice Provost for Strategic Planning, Performance and Accountability	Vice Provost for Strategic Recruitment, University Reputation and Impact	Vice Provost for Academic Labor Relations and Academic Planning	Vice President for Academic Affairs USFSP	Vice President for Academic Affairs USFSM	Associate Vice President for Academic Decision Support	Associate Vice President for Academic Innovative Education	Executive Deans	Associate Deans	Directors/Chairs	Others	Others (Campus based)	Assistant/Associate Vice President for Student Affairs USFSP	Assistant/Associate Vice President for Student Affairs USFSM
Undergraduate Student Recruitment Admissions	NO	NO	MAYBE	MAYBE	NO	NO	NO	NO	YES	NO	NO	NO	NO	YES	MAYBE	NO	NO				
Enrollment Planning and Management	YES	NO	NO	YES	NO	NO	NO	NO	NO	NO	YES	NO	NO	NO	YES	NO	MAYBE				
Creative, Scholarly and Research Productivity	YES	YES	NO	NO	MAYBE	YES	NO	NO	YES	NO	YES	NO	NO	NO	YES	YES	YES				
Outreach and Engagement	YES	YES	YES	YES	YES	NO	NO	NO	YES	NO	YES	NO	NO	YES	YES	YES	YES				
Interests, Clinicals	NO	YES	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	MAYBE	MAYBE	MAYBE				
Dissemination	YES	YES	YES	YES	MAYBE	NO	NO	NO	NO	NO	YES	NO	NO	NO	YES	YES	YES				
Programmatic Bankings	YES	YES	YES	YES	NO	NO	NO	YES	YES	NO	MAYBE	MAYBE	YES	MAYBE	MAYBE	MAYBE	YES				
Institutional Bankings	YES	YES	YES	YES	YES	NO	NO	YES	YES	NO	MAYBE	MAYBE	YES	MAYBE	MAYBE	MAYBE	NO				
AAU Preeminence and Performance-Based Funding Accountability	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES	YES	YES	YES				
Annual Evaluation of Deans	YES	YES	NO	NO	NO	NO	YES	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO				
Annual Evaluation of Chairs	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	YES	NO	NO				
Annual Evaluation of Staff	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES				
Service Quality Assurance for Students (Departmental Support)	YES	YES (patients)	YES	YES	YES	YES	NO	NO	NO	NO	YES	NO	NO	YES	YES	YES	YES				
Student Complaints	YES	YES (patients)	NO	YES	YES	NO	NO	NO	NO	NO	YES	NO	NO	YES	YES	YES	YES				
Clinical Facilities and Matters	NO	YES	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	MAYBE	MAYBE	MAYBE				
Corporate Relations	YES	YES	YES	MAYBE	MAYBE	MAYBE	NO	NO	NO	NO	YES	NO	NO	YES	YES	YES	NO				

January 18, 2019

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Executive Committee Consolidation Implementation Planning Process

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Proposed Academic Leadership Roles and Responsibilities in a Consolidated USF with Single Accreditation

Offices/offices noted in the header are USF-Wide	Prost and Executive Vice President/C Chief Academic Officer	Senior Vice President for USF Health	Senior Vice President for Research and Innovation	Vice President for Student Success	Vice President for USF World	Vice President for Information Technology and Chief Information Officer	Senior Vice President for Faculty Affairs	Vice Provost for Strategic Planning, Performance and Accountability	Vice Provost for Strategic Planning, Recruitment, Reputation and Impact	Vice Provost for Academic Relations and Academic Planning	Vice Provost for Academic Affairs USFSP	Vice Provost for Academic Affairs USFSM	Associate Vice President for Academic Affairs-Innovative Education	Executive Deans/Deans	Associate Deans	Directors/Chairs	Others (Campus based)	Others	Assistant/Associate Vice President for Student Affairs USFSM	Assistant/Associate Vice President for Student Affairs USFSP
Academic and Research Space Planning	YES	NO	YES	NO	NO	NO	NO	NO	NO	YES	YES	NO	NO	YES		YES				
Regulatory Compliance (BOG, BDL, etc.)	YES	YES	YES	MAYBE	YES	YES	MAYBE	YES	NO	NO	NO	YES	YES	NO		NO				
Other						Note: Identified gaps in IT support to meet research and faculty needs.														

January 15, 2019

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Executive Committee Consolidation Implementation Planning Process

APPENDIX D // Consolidation Teams and Clusters Report

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**TEAM C:
EDUCATIONAL
POLICIES,
PROCEDURES &
PRACTICES**

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Team C: Educational Policies, Procedures and Practices

Members:

Jennifer Lister (USF T), Jodi Adamchak (USF), Richard Borghesi (USF S-M), Amber Dumford (USF T), Susan Perry (USF T), Susan Toler (USF SP)

Task:

1. Review and, as appropriate, comment on considerations presented by the CIC Subcommittees
2. 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 university geographically distributed”, on three campuses, with clear lines of accountability and authority. (Optional: If you would like to provide a timeline or process graphic, either print ready or legibly drawn, please upload it to your cluster’s Box folder following the instructions on Page 1.)

Definition of Terms (<http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-0-001.pdf>)

Regulation

Regulations generally include statements of broad and general applicability to guide the conduct or action of the University System, USF and their constituents or the general public and require approval by the USF System Board of Trustees and the Florida Board of Governors. Generally, guidelines are developed as Regulations because they deal with directives required by Florida Statute, BOG Regulation or other legally recognized entity with the authority to require the University to adopt specific subject matter guidelines. Only the USF System on behalf of all members or USF may adopt Regulations.

Select Regulation

The term Select Regulation is defined by the BOG Regulation Development Procedure. Select Regulations are Regulations that pertain to student tuition and fees, admissions, and articulation which require approval by the Board of 3 Governors in accordance with the BOG Regulation Development Procedure prior to becoming effective.

Policy

Policies are defined as statements with broad application to guide the conduct of the University System or the individual institutions within the University System and their constituents and require approval by the President

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or the appropriate Regional Chancellor. Generally, guidelines are developed as Policies to assist with institutional compliance, promote operational efficiencies and/or enhance the System or the individual institution's mission.

Board of Trustees Governance Policies (BOT Policies)

BOT Policies are defined as policies adopted for the USF System by the Board of Trustees in a noticed open meeting. Such BOT Policies include USF BOT 06-001: Investments, USF BOT 06-002: Derivatives, USF BOT 06-003: Debt Management, USF BOT 07-001: Governance, and USF BOT 09-001: Real Property. A BOT Policy is treated as a Regulation, which will require specific notice and approval by the Board of Trustees (BOT) and internal approvals as required by the USF System (as per this Policy).

Internal Guideline, Procedure or Protocol

These are not addressed in the Policy and are considered statements with specific and limited applications to guide the academic or administrative unit in its routine internal management responsibilities. The academic or administrative area is responsible for adoption, maintaining, updating and applying those internal guidelines, procedures or protocols.

Current process for developing or repealing policies and regulations

<http://regulationspolicies.usf.edu/regulation-policy-development-repeal/regulation-policy-development-repeal.asp>

Summary of Current Regulations and Policies:

- System Documents – 250
- Institution-Specific Documents - USFSM (1), USFSP (20), USFT (18)
- 20 Subject Categories:
 - Academic Affairs (61)
 - Academic Affairs & USF Health (1, System)
 - Administration (1, USFSP)
 - Administration & Financial Services (10, all USFSP)
 - Administrative Services (44)
 - Administrative Services/Human Resources (37)
 - Board of Trustees (5)
 - Business & Finance (29)
 - Communications & Marketing (7)
 - Diversity, Inclusion, & Equal Opportunity (2)
 - Government Relations (1, System)
 - Information Technology (12)

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- *Research & Innovation (17, listed with “and” instead of “&” for 1)*
- *Student Affairs (5, USFSP)*
- *Student Affairs & Student Success (23)*
- *University Advancement (8)*
- *USF Health (3)*
- *USF System Audit (3)*
- *USF System Compliance & Ethics Program (3)*
- *USF System Services (14)*
- *4 Type Categories:*
 - *Regulation (76, all System)*
 - *Policy (209)*
 - *Procedure (2, USFSP)*
 - *Form (1, USFSP)*

General Considerations:

- *Collapse redundant subject categories (e.g., Academic Affairs, Administration/Administrative, Student Affairs) and/or reorganize.*
- *Remove the 2 Procedures and 1 Form (see 4 Type Categories above) and merge into the appropriate policy or regulation. There should only be two types of documents – regulations and policies.*
- *Workgroups led by the VP associated with the subject category (e.g., Dr. Paul Dosal for Student Affairs) should be formed to complete action items as indicated in the recommended timeline below.*
- *Revised policies and regulations should include a footnote, guiding readers to campus-specific resources (e.g., “Campus-specific procedures and processes may exist.”)*
- *It is expected that this work of revising and maintaining policies and regulations will be an ongoing effort, not a one-time clean-up.*
- *It is acknowledged that the Ad Hoc Curriculum Committee has already reviewed catalog language related to policies and regulations for both the undergraduate and graduate catalog. This language has already been aligned across the three campuses and three sets of catalogs and will be reflected in the new digital catalogs.*

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Now, Near, Far Action Items

Action Item (Assigned Task)	Timing (Now, Near, Far)	Timeline Start Date	Timeline End Date	Resources Needed (Y/N)	If Yes, Provide Comment(s)
<i>Technical changes to policies and regulations – OGC makes broad edits to policies and regulations to change system and campus-specific terminology.</i>	<i>Now</i>	<i>March 2019</i>	<i>June 2019</i>	<i>No</i>	
<i>Substantive changes to policies and regulations – a. Workgroups repeal institution-specific policies and incorporate language from those into the parallel system policies. b. Workgroups review policies for other substantive changes needed and work with the appropriate constituencies to recommend those changes.</i>	<i>Near</i>	<i>March 2019</i>	<i>December 2019 (30-day comment period to follow)</i>	<i>Yes</i>	<i>1. Summer stipends and/or release time for workgroup members. 2. Software for maintaining and storing regulations and policies (consider Digarc, software purchased to manage curriculum and catalog).</i>

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<p><i>New policies or regulations drafted – Workgroups identify any missing policies that are now needed and work with appropriate constituencies to draft those policies.</i></p>	<p><i>Far</i></p>	<p><i>2020</i></p>	<p><i>2021</i></p>	<p><i>Yes</i></p>	<p><i>1. Summer stipends and/or release time for workgroup members.</i> <i>2. Software for maintaining and storing regulations and policies (consider Digarc, software purchased to manage curriculum and catalog).</i></p>
<p><i>Procedures, Forms, and Catalog language review – Teams within units review and revise any informal procedures, processes, forms, or catalog language.</i></p>	<p><i>Far</i></p>	<p><i>2020</i></p>	<p><i>2021</i></p>	<p><i>No</i></p>	

DRAFT RECOMMENDATIONS

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Appendix A: USFSP Policies, Procedures, etc.

Title	Policy/ Procedure	Number	Category	Stakeholder
<i>Issuance of USFSP Policies and Procedures</i>	<i>Policy</i>	<i>0-0011SP</i>	<i>Administration</i>	
<i>After the Fact Purchase Orders</i>	<i>Procedure</i>		<i>Admin. & Finance</i>	<i>David Everingham Associate Vice- Chancellor of Financial Affairs</i>
<i>Animals on USFSP Campus</i>	<i>Policy</i>	<i>6-004SP</i>	<i>Admin. & Finance</i>	
<i>Facilities, Use of</i>	<i>Policy</i>	<i>6-024SP</i>	<i>Admin. & Finance</i>	
<i>Key Control and Rekeying of Facilities</i>	<i>Policy</i>	<i>6-012SP</i>	<i>Admin & Finance</i>	
<i>Opening of Rooms and Other Facilities</i>	<i>Policy</i>	<i>6-001SP</i>	<i>Admin & Finance</i>	
<i>Policy Administration Compliance</i>	<i>Policy</i>	<i>0-0012SP</i>	<i>Admin & Finance</i>	
<i>Temporary Signage</i>	<i>Policy</i>	<i>3-008SP</i>	<i>Admin & Finance</i>	
<i>Tobacco and Smoke Free Campus</i>	<i>Policy</i>	<i>0-607SP</i>	<i>Admin. & Finance</i>	
<i>Counseling Center</i>	<i>Policy</i>	<i>30-021SP</i>	<i>Student Affairs</i>	
<i>Course Notes and Recording</i>	<i>Policy</i>	<i>10-048SP</i>	<i>Student Affairs</i>	<i>Merge with USF Policy</i>
<i>Student Events Management</i>	<i>Policy</i>	<i>30-016SP</i>	<i>Student Affairs</i>	<i>Anthony Carinci</i>
<i>Student Publications Program</i>	<i>Policy</i>	<i>30-009SP</i>	<i>Student Affairs</i>	<i>Dwayne Isaacs</i>
<i>Veterans Services for Students</i>	<i>Policy</i>	<i>34-001SP</i>	<i>Student Affairs</i>	<i>Milton White</i>
<i>Graduate Office, Administration of</i>	<i>Policy</i>	<i>11-0011SP</i>	<i>Administration</i>	<i>Donna Knudson / Cathi Cardwell</i>
<i>Testing and Final Examinations</i>	<i>Policy</i>	<i>10-005SP</i>	<i>Academic Affairs</i>	<i>Shari Schwartz</i>
Other				
<i>Public Records Charge Document</i>	<i>Form</i>			
<i>Tobacco and Smoke Free Campus Boundaries</i>		<i>0-607SP Map</i>	<i>Admin. & Finance</i>	

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**TEAM D:
STUDENT
AFFAIRS, ACCESS
& SUCCESS**

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Team D: Student Affairs, Access & Success

Members:

Paul Dosal (USF T), Ruthann Atchley (USF T), Jacob Diaz (USF SP), Darren Gambrell (USF S-M), Patti Helton (USF SP), Brett Kemker (USF S-M), Thomas Miller (USF T)

Task:

1. **Review and, as appropriate, comment on Considerations presented by the CIC Student Success Subcommittee.**

The student success movement, launched at the Tampa campus in 2009, has achieved national recognition as a model for student success, with exceptional achievements in promoting persistence and degree completion for under-represented minorities and limited-income students. The movement has been based on the fundamental belief that every student will succeed, a commitment to “Students First” that supports a clear institutional commitment to elevate the performance of all students, not particular cohorts of them. While some elements of this initiative—predictive analytics, case management, and the MWell4 Success program—have been extended to or adopted by the other two campuses, the implementation of the programs, practices, and policies has not been consistent across the three campuses. To institutionalize the student success movement as a permanent priority on all three campuses, administrative structures and processes should ensure that all three campuses move forward on the same path, at the same rate, with proper planning, performance, and accountability measures in place to ensure that we strengthen priority #1, preeminence.

We embrace a model of “One University Geographically Distributed” while preserving campus identity because we recognize the wisdom and value of customizing the programs and practices to serve the particular needs and interests of students at each campus. However, we should aim first to deliver the programs, practices, and policies that will elevate performance at USFSP and USFSM. The reality is that only the Tampa campus qualifies as a preeminent university under current guidelines. A consolidated USF today would fall short of two benchmarks required for preeminence: a 90% retention rate and 60% four-year graduation rate.

To strengthen preeminence, Team D recommends the establishment of a unified leadership structure that can deliver—and be held accountable for—higher levels of performance immediately. While Team D advocates for a fully integrated administrative structure that allows for representation and input from the leadership on all three campuses, the unit must act as one, pursuing the same objectives. With or without the SACSCOC requirements that students should have equitable access to the same high-quality services, Team D recommends equitable access as a fundamental tenet of our consolidated student success initiative because we believe that each and every student will succeed when given the opportunity to do so.

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2. 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.

The creation and maintenance of campus climates that provide the educational benefits of diversity to undergraduate students is a critical component of our student success initiatives. Our students must graduate with the tools and credentials required to succeed in the global marketplace or graduate and professional schools. Toward that end, Team D easily embraces the Student Access Subcommittees' recommendation to promote an environment that reflects the diversity of the communities that USF serves. However, Team D would emphasize the value of a particular program that promotes that diversity and provides seamless student mobility for transfer students (another Student Access Subcommittee recommendation). That program is FUSE, a partnership between USF and eight Florida College System institutions by which students can enroll at an FCS institution with the understanding that they will be guaranteed admission into a particular USF program provided that they graduate within three years and meet the minimum admissions requirements.

The consolidation of three separately accredited institutions into a single university provides a rare opportunity to fortify the university's commitment to deliver the programs and practices that will enhance transfer student success. The plans submitted by Team D, including a consolidated administrative structure, include plans to strengthen transfer student success in general and FUSE in particular.

3. What programs, departments and/or centers will be "housed" under this university-wide organizational umbrella? What will the unit be called?

To institutionalize the student success movement in Tampa and eliminate the administrative silos that slowed its progress, the Tampa campus integrated three units that are typically administered separately by three senior-level administrators: Enrollment Planning & Management, Student Affairs, and Undergraduate Studies. These three units came under the leadership of a single Vice President on July 1, 2016. This administrative model facilitated a greater degree of functional integration between units providing support services to students. To cite only one example, the structure has allowed for a cross-functional team, the Persistence Committee, to take root and flourish, driving performance upward on retention and graduation rates and placing USF in a position to earn the coveted designation as a preeminent university. Similar cross-functional teams have formed at USFSP and USFSM, and they have begun to produce similar results under a similar administrative structure.

To provide focused and consistent student support across three campuses, virtually all units that provide non-academic support services to undergraduate students will be housed in the same organizational structure. These units include but are not limited to Financial Aid, Registrar, Orientation, Victim Advocacy, Career Services, Veterans Success, Campus Recreation, Student Health Services, Counseling, FUSE, Undergraduate Research, and the Academy for Teaching and Learning Excellence. These units recruit, enroll, orient, support, tutor, counsel, engage, mentor, train, house, treat, discipline, coach, and prepare our students for success in their careers or post-graduate studies.

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To reflect and promote the complete integration of units that are singularly focused on a university-wide strategic objective, the unit will simply be called “Student Success.”

4. What Student Governance structure will be implemented under Consolidation? (Optional: If you would like to provide an organizational chart, either print ready or legibly drawn, please upload it to your cluster’s Box folder following the instructions on Page 1.) <We have uploaded “Q4_Q5_Organizational Chart”

The Shared Governance-Transparency Subcommittee recommended the formation of a student government 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.” Further:

- *“Create a system-level SGA and ensure alternating campus officer representation on the system-level SGA.*
- *Allow for equitable representation of student-elected positions across all three campuses.*
- *Define a clear process for equitable budget allocation.*
- *Outline and communicate processes and tools for student input/feedback during the consolidation transition.*
- *Develop a process for student leaders to assess and refine the student government structure two years post-consolidation.*

The creation of a “system-level” student government would represent a significant change to the current structure. While there is already a council of student government presidents that allows for a degree of coordination, it is little more than a means of communication, not a mechanism for unified representation and implementation of student government initiatives. Given that we are tasked with forging a single unit with the authority and responsibility to deliver a seamless student success movement, a student government structure that aligns with and supports that objective is imperative. Student governments have the authority to recommend the allocation of fees to departments and student organizations. Any structure or budgetary process that allows for inequities in the collection and allocation of student fees would undercut efforts to provide students with equitable access to high-quality services and programs. Therefore, Team D concurs with and advances the Task Force recommendation to create a system-level Student Government association, in a structure that still allows for student government to be housed on each of the three campuses.

Such an approach approximates a “federalist” model with national (a union of three campuses) and state (campus level) structures. The Task Force recommendations lead us toward the creation of a unified student government association at the main campus in Tampa with executive, legislative, and judicial authority over all three campuses. Students at St. Petersburg and Sarasota-Manatee will elect and be served by a “state” government with an executive carrying the title and responsibilities of a governor and a legislative branch (or council) with the authority to recommend the allocation of local fees and represent the students on issues relevant to that campus.

Creating this new structure and facilitating the transition to it will require quick and focused attention. If, for example, we would like to have the new system-level student government in place for July 1, 2020, three-campus

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elections would have to be held in the early spring of 2020. That would require the adoption (or drafting) of three-campus governing documents by about November 2020.

Given this aggressive timeline and the complexities of the issues involved, Team D recommends the engagement of an external consultant as soon as possible. A nationally-recognized expert in student government would be in position to recommend the structures and practices reflective of a preeminent, multi-campus university aspiring to AAU eligibility. This consultant could also be given the responsibility to assess the feasibility and wisdom of addressing other pressing and complex issues, including but not limited to:

- *whether and to what extent graduate student representation should be separated from undergraduate student representation.*
- *whether and to what extent USF Health should be separately represented*
- *how, and to what extent, the budget allocation authority and process should be adjusted to reflect the values and objectives of a preeminent, multi-campus university.*

Student government leaders currently allocate funds to student organizations and activities, as well as administrative departments that provide critical student services. These funding decisions impact strategic student success initiatives, diminishing the extent to which the consolidated Student Success administrators will have authority aligned with responsibility. Therefore, the student government structure as well as its funding authority and processes should be reviewed carefully and, where necessary, revised to ensure that the new consolidated student government will strengthen and reflect the university's status as a preeminent university.

5. What is the proposed leadership (and reporting) structure for the unit in a Consolidated USF (and by campus)? (Optional: If you would like to provide an organizational chart, either print ready or legibly drawn, please upload it to your cluster's Box folder following the instructions on Page 1.)

The unit will be led by a Vice President for Student Success who will report directly to the Executive Vice President and Provost. The Vice President will directly supervise a team of unit leaders (bearing the title of Associate Vice President, Dean, or Vice Provost), each of whom will have the authority and responsibility to implement or supervise specific elements of the university's student success initiative. Two of these leaders will also be designated as the accountable Student Success officer at St. Petersburg and Sarasota-Manatee. The unit leaders will constitute the Student Success Cabinet, which will collectively provide the strategic direction for a single student success movement, geographically distributed.

The new structure should not diminish the power and prestige of the Regional Chancellors, each of whom should continue to play a critical role as the "Champion" of student success at the branch campuses. In fact, two members of Team D expressed dissenting views on the issue of reporting lines. Given the need to address local campus and community needs, they recommend that personnel on the branch campuses should continue to have a solid reporting line to their respective Chancellor's. While the dissenting members support a unified USF Student Success effort,

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they believe the various functional areas should report to a branch campus Senior Student Success Officer instead of reporting to a “team of unit leaders” based in Tampa.

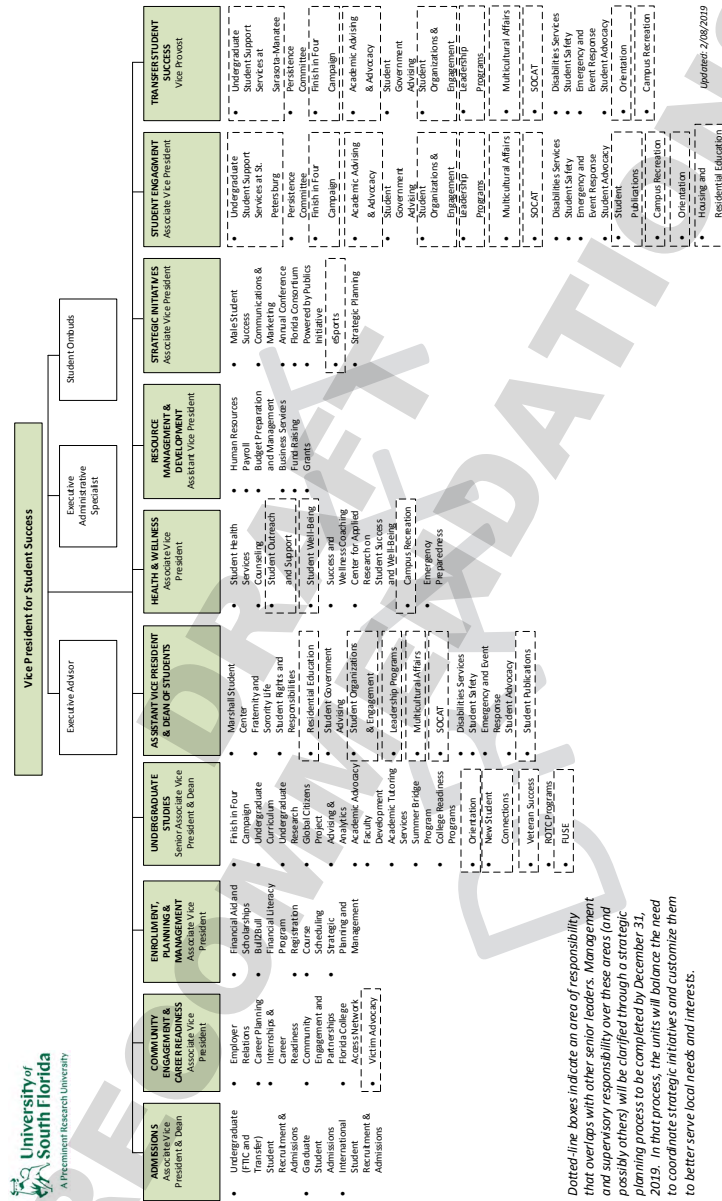
While the organizational chart submitted with this report reflects the view of a majority of Team D members, it should still be viewed as a “road map” rather than a completed journey. There is considerable overlap in the functional responsibilities assigned to each unit. Moreover, leaders located on one campus would exercise managerial (strategic) responsibilities over strategic initiatives while supervisory responsibility (day to day oversight) might reside with an accountable officer physically located on the same campus. These relationships can be worked out through a series of direct and dotted reporting lines established through a deliberate strategic planning process involving all members of the Student Success teams in Tampa, St. Petersburg, and Sarasota-Manatee. That process should be undertaken by the end of the spring 2019 semester and conclude by the December 31, 2019.

The Student Success plan produced by the Student Success Task Force in Tampa covered a ten-year period ending in 2020. Representatives from faculty, staff, and students at all three campuses will constitute a new task force, charged with the responsibility for developing a comprehensive plan for advancing student success and strengthening preeminence for another ten-year period ending in 2030. To provide administrative support to that effort, the attached organizational chart includes a new unit led by an Associate Vice President for Strategic Initiatives.

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Organizational Chart



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6. What are the Pros and Cons of students selecting (or being assigned) a “home” campus? (Bulleted lists and tables are acceptable.)

To create a single university community, Team D recommends that students designate a campus affiliation or preference, for identification and tracking purposes only. The designation of a home campus will perpetuate the sense of belonging to only one campus when, in reality, they are members of the same university.

CONSIDERATIONS for students having a USF or HOME CAMPUS DESIGNATION		
CATEGORY	USF DESIGNATION	HOME CAMPUS DESIGNATION
<i>Identity</i>	<i>Students would clearly identify with USF and not an individual campus.</i>	<i>Student identifies and has affinity with home campus and the value proposition of that campus</i>
<i>Tuition</i>	<i>Simplifies the charging of tuition and fees, making tuition and fees uniform for the University. However, if tuition and fees are not uniform for all campuses, there would be no means of identify the correct rates to charge.</i>	<i>Charging of tuition is no change from current model.</i>
<i>Services</i>	<i>Students could seek services on any campus; however, services may not be equal.</i>	<i>Student access to services on other campuses might be limited.</i>
<i>Administrative Structure</i>	<i>Supports the centralization of administrative units on a single campus.</i>	<i>Adds complexity of solid and dotted line reporting to Tampa and home campus</i>
<i>Admissions</i>	<i>Easier to centralize admissions as admission is to USF regardless of campus and majors available on each campus</i>	<i>As the Tampa campus is reaching its capacity for new admits/enrollment, not admitting students to a particular campus could impact course availability, which may impact persistence and graduation.</i>
<i>Housing</i>	<i>Difficult to predict housing demand and occupancy from year to year</i>	<i>Much easier to plan for each cycle of new and returning students to housing</i>
<i>Advising</i>	<i>Allows for centralized advising</i>	<i>May make it difficult to determine who will initiate interventions when students are not identified with a campus. Who would be accountable for service delivery when a student isn't associated with a campus?</i>

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<i>Foundation Relations</i>	<i>The USF Foundation would have to update donor agreements for those instances where the donor specified the support for a particular campus or students of a campus.</i>	<i>No change to current status</i>
<i>Reporting</i>	<i>Very difficult to project course demand and scheduling as student can freely take courses on any campus</i>	<i>Easier to project course demand knowing a student's home campus, but there will still be fluidity especially regarding on-line courses</i>
<i>Enrollment Management</i>	<i>Easier to manage enrollment as one university regardless of campus. However, Tampa may have to over enroll to make up for deficiencies at other campuses</i>	<i>Given a preference, students may come to Tampa, with the resulting loss of enrollment on the other campuses.</i>
<i>Reporting</i>	<i>Easier as one university without having to report each home campus</i>	<i>Federal reporting may require that student enrollment is reported on the campus where they enroll in the majority of their courses--by term.</i>
<i>Persistence</i>	<i>Allows for centralized reporting of persistence but complicates assignment to case management system</i>	<i>Campus would be accountable for persistence (retention and graduation) and assigning student to case management system</i>

7. What are the distinctive strengths within the unit, by campus, and how will they be preserved? (Bulleted lists and tables are acceptable.)***USF Tampa Strengths:***

- *Administrative structure without the traditional division between Academic and Student Affairs*
- *National distinction in student success*
- *Tradition of planning, performance, accountability*
- *Innovative use of predictive analytics to promote student success*
- *Cross-functional Persistence Committee is a cutting-edge best practice*
- *Financial aid leveraging model*
- *Close collaboration with IT to implement new technologies (Appian, Microsoft Dynamics, etc.)*

USF Saint Petersburg Strengths:

- *Staff offers personalized attention and a "safety net" for students.*
- *High-performing team knows each other well.*

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- *Unique waterfront feature for sailing, kayaking and other water sports.*
- *A small campus feeling with quality housing options.*
- *Small but substantial number of on-campus residents allow for personalized attention and strong residential curriculum and programming.*
- *USFSP Wellness Center is an integrated health and mental health center that is accredited by the International Association of Counseling Services Inc (IACS).*

USF Sarasota-Manatee Strengths:

- *Personalized services for students, our small size allows us to focus on individual students and their unique needs*
- *Creativity in delivering programs and services, often we need to get creative because we don't have robust support services (due to size)*
- *Single location allows students to connect with staff and take care of items without needing to visit multiple offices*
- *Staff are proactive with interventions for students, our size allows us to catch challenges earlier and provide support for students before things become bigger problems*
- *Ability for staff to be involved in multiple professional areas, allows staff to be better trained and support students holistically*

8. How will uniformity of student admissions be accomplished, while maintaining access and diversity, and enhancing student success?

In a consolidated university, all three campus will embrace and act on the same mission and vision. During the summer of 2018, officials at all three campuses developed a set of "Shared Principles" and collaboratively developed enrollment targets and strategies designed to enroll a high ability diverse student body that can succeed at USF and persist toward graduation, that is, "Access for Success."

In a unified admissions model, students will be admitted to USF regardless of campus, but they may need to select a "home" campus. As such, there may only be a need to establish USF goals and targets for headcount and academic profile, not campus goals and targets.

To achieve further enrollment gains that strengthen preeminence by promoting access to success, Team D recommends:

- *One application where a student can prioritize campus and major associated with campus;*
- *One set of dates and deadlines;*
- *One admissions grid (criteria) where the grid changes (tightens) during admissions cycle; and*
- *One set of scholarship criteria.*

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- *Increase the promotion of the FUSE program, which is a transfer agreement between the USF system and currently 8 Florida College System (FCS) partners.*
 - *Unify transfer admissions policies, requirements, and processing (along with recruitment)*
 - *Strengthen the FUSE program to promote transfer student success*
 - *Centralize graduate admissions processing but maintain the current practice of having the departments make the admission decision*
 - *Align authority and responsibility with a Dean of Admissions, with direct reports on all three campuses.*
- 9. How will we bring greater clarity and articulation to consistency of FUSE Grad Pathways to all USF campuses.**

First, the consolidated Student Success unit will prioritize transfer student success. To date, preeminence and PBF metrics have encouraged all SUS institutions to focus on the performance of its FTIC cohorts. However, transfer students constitute a majority of our undergraduate students and they contribute to PBF metrics. USF should anticipate the addition of transfer student metrics to PBF and preeminence metrics. By making transfer student success a top priority of our student success movement, we will establish a more favorable climate in which the FUSE program can grow and prosper.

The FUSE pathways, originally developed between three USF campuses and eight different FCS partners, offer viable pathways to success for transfer students, many of them under-represented, first-generation, limited-income students. While consolidation will facilitate the task of streamlining the “grad paths,” the greater challenge and opportunity is to manage the existing pathways and provide the necessary support services to the students currently in the pipeline and about to enroll in a USF institution. There are hundreds of FUSE students completing their associates’ degree at a partner institution and preparing to enroll at USF. There is an acute shortage of staff to support these students and support their goal of completing their baccalaureate degree within three years. These students are not properly tracked, at least not to the extent that FTIC students are monitored in our case management system. To provide them with appropriate advice while they are enrolled at a FUSE partner, deliver a valuable on-boarding process, and support their timely degree completion, USF may have to add strength to our transfer student success initiative, including additional investments in business intelligence tools, personnel, and programs.

Consolidating the student success teams into a single unit will likely offer some viable opportunities to reassign personnel to the transfer student success initiative, but we should move the consolidation effort forward with no illusions that FUSE will continue to grow and flourish as designed without additional resources. There should be no serious discussions of adding additional FUSE partners unless and until we are confident that we can manage our existing partnerships well. More importantly, we can only enhance FUSE by making transfer student success a top priority of a consolidated USF.

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10. How will equity of student access to services be accomplished across all campuses?

USF must establish adopt a general framework and structure that will (1) address the SACSCOC requirement that we provide equitable access to student service across all campuses, while, (2) also meeting the goals expressed by the SSAPCI Taskforce of “allowing for flexibility to meet local geographic and student population needs”. In establishing this framework, our student success units would benefit from taking direction from the Florida Legislature and prioritize our decisions regarding which service to provide universally as those that are in direct service of strengthening preeminence, supporting PBF metrics, maintaining University standing in light of national accreditations and national rankings, and supporting our goals to achieve AAU membership. This grounding in central principles is necessary given that a careful evaluation of the asset maps and recommendations developed by the CIC make clear that there are likely an unscalable number of individual services that are currently offered across our campuses. While at the same time, there are also many key (preeminence or metric serving) services that cannot yet be offered at all campuses because of a shortage of personnel and/or resources. Therefore, in order to accomplish the stated goal of establishing equity of student access to services, USF student success leaders will need to accomplish the following steps in the next 12 months.

- *Assess the impact of current services and programs on Preeminence, PBF, and AAU metrics,*
- *Empower appropriate multi-campus committees to revise and enhance current services and programs to bring greater focus to strategic university priorities.*
- *Standardize the delivery of such services and programs by July 1, 2020.*

11. How will student complaints be managed, tracked, and resolved on each campus? (Bulleed lists and tables are acceptable.)

The non-academic grievance process should be centralized through a Dean of Students office and tracked on the same data base, Simplicity. These grievances may originate at any one of the three campuses and even resolved there, but they should be tracked in one system and resolved consistently.

Academic grievances will be managed and tracked by each college for all campuses. Right now, academic grievance records are largely managed by associate deans.

The Office of the Ombuds at USF Tampa will assume multi-campus responsibility for processing and tracking student complaints, working with delegates at the two branch campuses.

12. Identify any accredited programs and explain the process/timeline for [re]accreditation of programs in the unit under Consolidation. (Bulleed lists and tables are acceptable.)

The Counseling Centers in Tampa and St. Petersburg are both accredited by the International Association of Counseling Services (IACS) and have both have been accredited within the last two years for a term of eight years.

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However, the Counseling Center in Tampa has been accredited for a traditional University Counseling Center, whereas the Counseling Center in St. Petersburg was accredited as an integrated program (both Counseling and Health).

Student Health Services last underwent accreditation by the Accreditation Association for Ambulatory Health Care (AAAHC) in 2017 and is currently in the process of reaccrediting, with the site visit scheduled for late December 2019 or early January 2020. Any changes for the accreditation would need to be submitted 18 months in advance of the accreditation. Submitting any changes now would cause our accreditation to have a gap, which is never advisable as that would make the next site visit very challenging.

New College has discussed pursuing IACS accreditation for the Counseling Center and they are requesting the funds for the accreditation with the upcoming fiscal year budget. The health services at New College are still developing and will likely take another year to find more space to practice and position the college for accreditation. Student Health Services is hoping that over the course of the next two years, SHS will identify and develop space on the USFSM campus (in addition to the New College space) that would meet the AAAHC accreditation standards.

Team D Recommendations:

- *Continue the separate accreditations for the Counseling Centers at Tampa and St. Petersburg until 2023. At that point, SHS will seek to include St. Petersburg in their AAAHC accreditation. The Counseling Centers in Tampa and St. Petersburg may then seek a consolidated accreditation for traditional University Counseling Centers.*
- *Encourage New College to pursue Accreditation from IACS for the Counseling Center.*
- *Work with New College and USFSM to find additional space for medical services and to pursue AAAHC accreditation for that clinic as well in 2023.*

13. 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? (Bulleted lists and tables are acceptable.)

From an institutional perspective, a consolidated USF must strengthen preeminence. The very act of consolidation risks preeminence to the extent that time and resources are diverted from current efforts to elevate performance. However, given that USF performance on two preeminence metrics, retention and graduate rates, barely exceeded the thresholds, the consolidated multi-campus university must continue to elevate performance on these key metrics. To mitigate the risk of falling beneath the preeminence thresholds:

USF leadership will line up authority with responsibility so that strategic initiatives—case management, predictive analytics, FIF, enrollment objectives, and more—are not obstructed, delayed or weakened.

The consolidated organizational structure will allow for customization of services and local supervision of student success personnel and their work.

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The relative lack of personnel has led the smaller campuses to provide fewer services, and as a result, some critical programs, such as undergraduate research, are not fully promoted. To enhance preeminence, additional personnel may need to be assigned to critical initiatives (such as FUSE), by adding or reassigning personnel.

The Consolidated Student Success unit will strengthen FUSE and promote it as part of a larger effort to promote transfer student success. While the preeminence criteria do not include transfer student metrics, transfer students constitute a majority of our undergraduate student population and contribute to PBF metrics. More importantly, FUSE offers viable pathways to success for underrepresented students. These students contribute to a vibrant and diverse community that provides educational benefits to all students. The maintenance of a diverse community contributed to the elimination of achievement gaps by race, ethnicity, and socio-economic status, achievements for which the student success movement at USF has gained national recognition.

14. Other items as approved by the Team Leader.

DRAFT
RECOMMENDATION

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**TEAM E:
UNDERGRADUATE
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Team E: Undergraduate Studies

Members:

Paul Atchley (USF T), Scott Besley (USF T), Kyna Betancourt (USF T), Allison Cleveland-Roberts (USF T), S. Morgan Gresham (USF SP), Jill Roberts (USF T), Phillip Wagner (USF S-M)

Task:

1. **Review and, as appropriate, comment on Considerations presented by the CIC Student Success, and General Education & Curricular Alignment Subcommittees.**

Team E has no further comments other than those addressed in this narrative.

2. **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.**

Team E has no further comments other than those addressed in this narrative.

3. **What programs, departments and/or centers will be “housed” under this organizational umbrella? (Bulleted lists and tables are acceptable.)**

Undergraduate Studies responsibilities remain the same in a consolidated USF. The current UGS organizational structure is outlined below, and it is anticipated that like duties on other campuses will be coordinated through the system UGS office.

Key aspects of UGS include:

Curriculum

- *Management of Undergraduate Catalog*
- *Undergraduate Council support*
- *General Education Council and General Education Assessment*
- *SACSCOC Quality Enhancement Plan*

Student Onboarding and Support

- *Orientation*
- *New Student Connections and Parent and Family Programs*
- *Veteran Support*

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- *Student Support Services, Upward Bound and the College Reach Out Program*
- *Student Athlete Enrichment Center*
- *Office of Academic Advocacy*
- *Coordination for Student Advising and the Council of Academic Advisors*

Academic and Co-curricular functions

- *Bachelor of General Studies and Bachelor of Applied Science*
- *ROTC programs and the Joint Military Leadership Center*
- *Leadership studies minor*
- *Academic Foundations and Exploratory Pathways programs*
- *Fuse program and the Office of Transfer Student Success*
- *Undergraduate Research*

Teaching and Learning Improvement

- *Academic Success Center*
- *Academy for Teaching and Learning Excellence*

4. **What is the proposed leadership (and reporting) structure for the unit in a Consolidated USF? (Optional: If you would like to provide an organizational chart, either print ready or legibly drawn, please upload it to your cluster's Box folder following the instructions on Page 1.)**

UGS anticipates the reporting structure in place for UGS Tampa will be adaptable for system-wide responsibilities. Current UGS Dean and ADs (Assistant and Associate Deans) would maintain responsibility for coordination of functions in their respective areas. Those areas are:

Curriculum - *Catalog, curriculum and the QEP*

Advising and Student Support - *Coordination of Advising, Advocacy, New Student Connections and Family Programs*

Transfer Initiatives and Onboarding - *FUSE, transfer success, TRIO and similar programs*

Teaching and Learning Improvement - *Academy for Teaching and Learning Excellence, Academic Success Center*

General Education and co-curricular programs - *Gen Ed, Undergraduate Research, BGS/BSAS, corporate degree programs*

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USFSP and USF-SM leadership

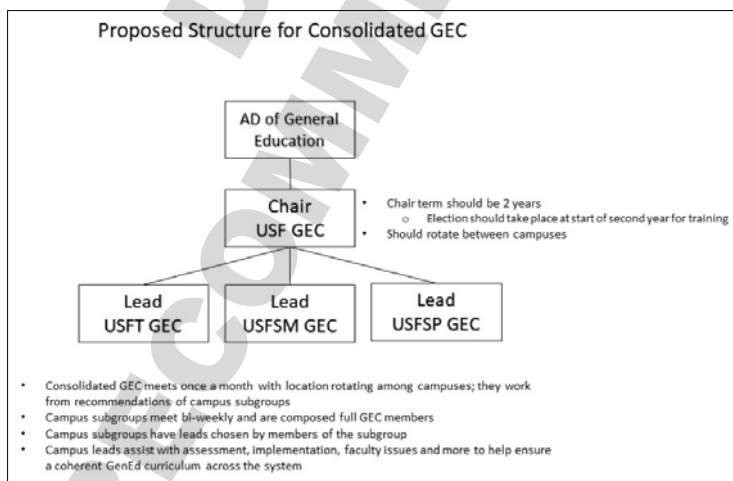
Each campus will need a qualified person to serve as part of the UGS leadership team to ensure each campus has leadership for key initiatives and to promote the flow of information to UGS leadership on the Tampa campus. Title will depend on the qualifications of the most qualified candidates available.

Campus units (USFSP/USFS-M) that fall under these functions are distributed in various ways on the other campuses. As such, lines of accountability will need to be designed for each function. The principle of a strengthened preeminence will guide how we approach consolidation. Special care will be taken to assure there are clear lines of communication and leadership for all functions, with special attention to those who impact metrics and accreditation. We anticipate working directly with campus AVPs to develop plans for continuous improvement across the system, grounded in frequent assessment.

5. **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). (Optional: If you would like to provide an organizational chart, either print ready or legibly drawn, please upload it to your cluster’s Box folder following the instructions on Page 1.)**

All Faculty Senate Councils including Undergrad Council and General Education Council will ultimately be established based on final review and authority of that body. UGS anticipates providing support for consolidated curriculum councils with cross-campus representation.

General Education:



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Undergraduate Council: There will be one UGC with cross-campus representation as determined by the Faculty Senate. Department and College curriculum committees will vet and approve all proposals prior to consideration by the UGC. UGS will provide guidance and staff support for the UGC. The UGC Chair will rotate between campuses every 3 years. The UGC will meet twice per month with the location rotating among campuses and with virtual meeting technology available.

UGS courses curriculum committee: To oversee and ensure uniformity of learning outcomes for courses and academic programs housed in UGS, UGS will constitute a curriculum review committee. The committee will consist of instructors teaching courses housed in UGS (Academic Foundations, Leadership Studies and Exploratory Curricula) and faculty from across the three campuses, and be headed by the AD for General Education, Academics and Assessment.

Council on Academic Advising: The existing Council on Academic Advising has historically been a system-wide Council that has served as an advisory board to the Dean of UGS. This Council should be reinvigorated and serve as a group that should be engaged in the coordination of advising practices across units/campuses, as well as development and implementation of policy.

Ethics and Integrity Council: It is recommended that a common Ethics and Integrity Council be convened following the consolidation.

An Academic Regulations Committee needs to be centralized, possibly in UGS, with a cross department and cross office committee in the same manner as fee adjustments, etc. to ensure equitable decisions for all students.

The addition of an Advising technology and training coordinator in UGS is needed to support the establishment of centralized onboarding, training calendar, and liaison with curriculum.

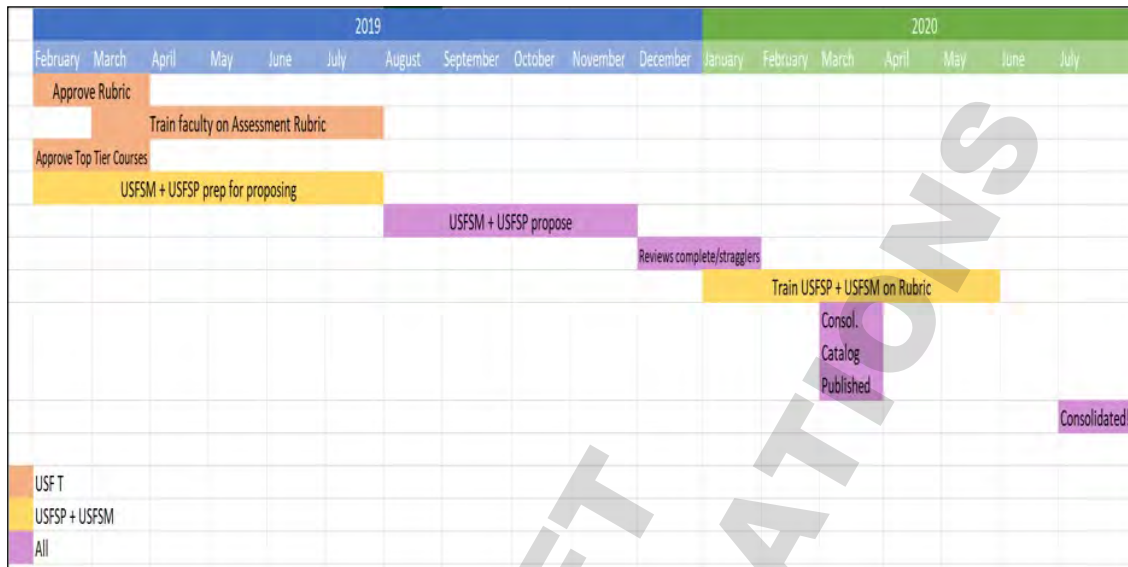
Continue work on automating graduation certification as well as consider other options to shore up this process: centralized certifiers or UGS graduation advisors in the specific colleges.

- 6. 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? (Optional: If you would like to provide a timeline or other graphic, either print ready or legibly drawn, please upload it to your cluster's Box folder following the instructions on Page 1.)**

General Education: Yes, the faculty on both USFSM and USFSP have voted to adopt the Enhanced General Education. A Gen Ed consolidation plan has been created covering the following topics: the current state of overlap in general education courses across the campuses, the proposed process for course reviews and approvals, the plan for teaching out the old general education curricula on all three campuses, and final considerations/recommendations. Appended to this plan are a timeline for consolidation (also shown below), an Excel workbook tracking current overlap in general education courses, and a sample shell syllabus that can be used as a means of certifying required components of general education courses while allowing each campus the flexibility to change content to match their unique identity. This report can be provided if needed.

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QEP: The unified QEP will begin in 2025. Immediately following consolidation, a QEP planning committee will be formed with membership from all three campuses. Between 2020 and 2025, the three existing QEPs will be integrated into existing curricular and co-curricular programs. Between 2020 and 2025, the unified QEP will be planned and implemented.

Flexibility: Previous experience with the USF Lakeland “teach out” shows that approaching issues of degree requirements and pathways for students be accomplished with as much flexibility as possible. For example, in some cases students benefit from an earlier (pre-consolidation) or a later (post-consolidation) catalog. We should approach each case with student success in mind, including being mindful of timely graduation and avoidance of excess credit hours. Faculty must be encouraged to find solutions to curricular issues, such as classes that will no longer be offered, that maintain academic rigor without sacrificing student success. UGS will work with academic units to set a tone of flexibility and support.

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8. How will uniformity of learning outcomes, by degree program, be assured across all campuses? (Bulleted lists and tables are acceptable.)

UGS will follow the guidance of the key documents regarding a consolidated curriculum:

- *Curriculum Consolidation – Principles and Processes (to be completed in Summer/Fall 2019) – Document Title: Executive Committee Curriculum Alignment DRAFT for Distribution 1_22_19 USE.pdf*
- *Criteria & Process for Endorsing Curricula Expansion (demonstrable community need, student demand, and adequate resources). Executive Committee Criteria and Process for Curricular Expansion Draft 1_22_19.pdf*

It is important to note that the key to this process will be examining the curricula of ALL undergraduate degree programs to ensure they meet important features as described in these documents, and that the curricula can assure programs are meeting stated learning outcomes.

USF Institutional Effectiveness currently provides infrastructure to the system, which will remain in place post-consolidation, to assure effective tracking of learning outcomes as part of SACSCOC requirements. We will continue to rely upon those systems and support personnel.

In 2018, UGS invested in personnel to provide additional infrastructure for authentic and sharable assessment of student learning outcomes with faculty across the system for both General Education and all undergraduate degree programs. The first investment was in an Assistant Dean, Dr. Kyna Betancourt, who could provide leadership for assessment of curriculum. Her guidance has been instrumental in developing what our recent NILOA (National Institute for Learning Outcomes Assessment) coach called a “truly impressive” assessment plan for General Education. Dr. Betancourt is also collaborating with Institutional Effectiveness to revamp learning outcomes assessment for degree programs for the USF system, and we expect similarly impressive outcomes. The second investment was in personnel to support tool development to make learning outcomes more visible to faculty. As the NILOA coach noted following her recent visit, faculty shared concerns that they often do not have the data to fully understand what is needed to engage in meaningful curricular design. UGS has hired a user application specialist, Steven Johnson, to build data reporting systems that will be able to track and make visible the learning outcomes associated with department curricula. An example of this approach can be found at Kansas State University (<https://www.k-state.edu/assessment/surveys/dashboard/index.html>) - Undergraduate Learning Assessment).

We believe this approach will join departments distributed across the system in a common, data-based conversation about learning outcomes and support assessment and ensure that we meet accreditation standards. We also plan to examine how our teaching and learning centers can support departments at a curricular level. Based on the visit from NILOA, there are personnel on the regional campuses that now access learning data and serve faculty directly in a manner that is not employed on the Tampa campus. We plan to develop an organizational structure to marry our teaching and learning centers with data “coaches” to construct powerful tools for curriculum change.

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9. What are the distinctive strengths within the unit, by campus, and how will they be preserved? (Bulleted lists and tables are acceptable.)

A major strength of USF Tampa UGS is in the degree to which it is aligned to support key outcomes (Preeminence, PBF, accreditation). UGS Tampa has units and processes to support retention and timely graduation, a culture of being outcomes focused, and a history of success assisting with key institutional priorities. We believe that UGS in a consolidated university will successfully continue to offer support across all campuses.

USFSP and USFS-M are more decentralized because they are able to leverage their smaller size to more directly engage units. The more “intimate” setting can provide greater connections between students/staff and faculty to support student success. To preserve this benefit, it will be important not to exactly replicate the structure of UGS Tampa on all campuses by developing copies of each unit in UGS Tampa on each other campus. Instead, we will need to develop an understanding of what processes must be covered and establish responsible parties on each campus. For example, The Office of Academic Advocacy has played a critical role in student success at USF Tampa. However, it is a very resource intensive unit which is unlikely to be replicated on a smaller campus. But the functions of Advocacy should be replicated on each campus, so thought will need to be given as to how job duties at USFSP and USFSM can be modified to cover those functions, and how lines of accountability for those processes will be maintained.

The intimate nature of USFSP and USF-SM has also led to a strength in deskside “coaching” and data sharing to help with teaching and learning improvement, and curriculum enhancements by departments. These practices must be preserved and modeled for the larger Tampa campus.

10. 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? (Bulleted lists and tables are acceptable.)

The UGS Tampa dean currently owns two PBF (performance-based funding) metrics (undergraduate degrees in areas of strategic emphasis and excess credit hours) and it has key roles through its work with advising, academic advocacy, and the dean’s role with enforcement of undergraduate policies with PBF and Preeminence metrics associated with progression (academic progress rate in PBF and retention rate in Preeminence) and timely graduation. PBF metrics are currently consolidated in the system, but UGS Tampa can only indirectly provide support of operations on the other campuses. Preeminence metrics are not currently system-wide; but they will be post consolidation. Therefore, UGS will be responsible for ensuring effective procedures and policies are being followed on all campuses. Conversations have already taken place to ensure that key policies such as degree progression are being followed on all campuses. Work that remains includes formalization of the structure of advising across campuses and development of a plan to have the work of academic advocacy touch all students. Initial conversations have already occurred to begin this work. It is expected that stakeholders from across the campuses led by Dr. Irvin and the director of the Office of Academic Advocacy and other key units will define roles and responsibilities for personnel on each campus related to progression and timely graduation. These discussions will take place in spring and summer of 2019 and lead to development of a formal structure to support key initiatives such as Finish in Four prior to Fall 2019.

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For the components of UGS that are part of accreditation (Gen Ed, BGS and BSAS programs, learning outcomes in the undergraduate curriculum, QEP) work previously described in response to questions 5, 6 and 8 will ensure we meet the standards set by SACSCOC.

Finally, the ongoing division of USF Health from many of the functional aspects of student success, even in cases where undergraduate curriculum is involved such as improving teaching and learning, has the potential to reduce the ability of USF to ensure uniform delivery of curriculum.

11. Other items as approved by the Team Leader.

Advising

Organizational Structure and Technology Infrastructure

- *At a minimum, USFSP and USF-SM must have a centralized advising administrator to coordinate with Tampa, communicate with the local advisors, train local advisors, and coordinate technology needs for advising – these positions must maintain a dotted-line supervisor role with local staff. If all majors must be advised on all campuses but the colleges do not have a significant administrative leadership structure at USFSP & USF-SM, a decentralized advising structure is not recommended on these campuses.*
 - *Centralized advising administrators and colleges must share hiring duties and evaluations performed by advising administrators should be shared with academic colleges.*
 - *Authorized advising officers should be appropriately titled and their offices properly supported to ensure effective advising practice and accountability.*
- *Policy is needed to guide where students should go based on enrollment hours, location, course modalities and/or home campus. Students should be advised regardless of the campus where they are taking classes, which means advising must be staffed to support current volume as well as swirl.*
- *Recommendations should be discussed by campus stakeholders to consider moving transfer articulation processes into a centralized function such as the Office of Transfer Student Success or the URO (Undergraduate Registrar's Office).*
- *College advising centers in Tampa and the centralized advising at USFSP and USF-SM must be assured dedicated reoccurring funding to support operating expenses, promotional ladder, and professional development.*
- *Archivum Insights must have a strong functional and IT infrastructure to support the type of communication and collaboration the advising community requires.*
 - *Web Presence: centralized information for new and current users*
 - *The inclusion of more work flow in Insights (hope to pilot ARC this spring): change of major, minor declaration, double major/concurrent degree declaration, change catalog year, request for substitution/exceptions.*
 - *Intentional push for more courses in Canvas to positively effect Civitas predictions.*

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Academic Advocacy

A structure of responsibility and accountability to coordinate the efforts going forward is necessary. Academic Advocacy has an appropriate home within the Student Success unit of Undergraduate Studies on the Tampa campus. This structure allows for the VP of Student Success and AVP/Dean of Undergraduate Studies to engage and direct their efforts in response to campus and institutional needs.

The following structure is recommended for optimizing the strengths of the Academic Advocacy unit within Student Success/UGS: The Director for Academic Advocacy will guide the Action Teams designated by other campus partners in coordinating efforts and roles specific to Academic Advocacy. This work will include setting goals, providing training on workflow and technology, support professional development, and establish a clear vision for academic advocacy on all campuses. This includes first-year retention, progression tracking, and graduation tracking. The Assistant Director for Academic Advocacy will support integration of BCSSE (Beginning College Survey of Student Engagement) and FYR (first-year retention) model into Academic Advocate workflow and have oversight of first-year retention efforts.

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**TEAM F:
GRADUATE
STUDIES**

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RECOMMENDATIONS**

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APPENDIX D // Consolidation Teams and Clusters Report

Draft Recommendations: Consolidation Teams and Clusters Report, February 8, 2019

Team F: Graduate Studies

Members:

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Task:

- Review and, as appropriate, comment on Considerations presented by the CIC Student Success, General Education & Curricular Alignment, and Research Subcommittees.**

Draft CIC Considerations December 19, 2018

Subcommittee	Tasks (if provided)	CIC Considerations for a Singly Accredited USF	Team F Comments	
Student Success	A. Student Support Services New Student Considerations	1. Develop a universal approach and sequenced learning objective-focused onboarding and transition plan for all USF students.	This is typically handled at the department level for graduate students. OCS does sponsor an optional Orientation session that is more general in nature.	
		2. Create a solid week of welcome/arrival experience for all incoming students with aligned outcomes through a strategic, seamless USF student transition.	OCS has a week of welcome activities for graduate students. All students are invited-attendance is optional.	
		3. Develop a systemwide Parent/Family Office to provide consistent education, services, programs, and support regardless of location.	Graduate departments are encouraged to establish peer and faculty mentoring programs.	
		4. Develop or enhance Peer coaching component to each campus.		
	B. Tutoring	5. Implement early interventions for students with low literacy and fall tests towards the beginning of the term.		
		6. Implement an intervention model of tutoring for all disciplines.		
	B. Housing and Residential Education	7. Work with the general education as it is developed to identify a way to create synergy between course updates and the use of learning for success.		
		8. Streamline all processes to Residential Education such as roommate agreements, daily scheduling, resident communication, and intentional orientation/tracking and coding to help students in need.	Please ensure that graduate students (who live on campus) are included in these initiatives.	
		9. Establish an onboarding work group across housing systems to align the student onboarding and welcome experience.		
		10. Align Residential Curricula and their living learning communities and academic initiatives to enhance the student experience.		
C. Orientation	11. Develop a plan for student housing campaigns to have a smooth transition from one housing department to another.			
	12. Integrate Orientation technology across the campuses (Virtual (V) Orientation).	Each campus holds orientation for students in "home" programs.		
	13. Streamline the onboarding process and expand the use of technology and multimedia for students and families to help simplify the matriculation process.			
V. Veterans Services	14. Develop a standardized curriculum to ensure consistent knowledge gained.			
	15. Provide a certifying official for Veterans Administration certifications on each campus.			
K. Student Disability Services	16. Develop and implement Federal Work Study and/or Veterans Internship programs on each campus to support preparation of Veterans Administration benefits for students.			
	17. Standardize accommodation letter across three campuses.			
B. Enrollment Planning and Management	Financial Aid	18. Align SSS database across campuses, in order to provide seamless services to all students no matter which campus.		
		19. Practical alignment for the system around Admissions Appeals, Course Substitution, Peer/Write/In/Academic Coaching.		
		20. Evaluate the two online scholarship application products and select one vendor for USF. This should result in cost savings.	The current Spring system is a little cumbersome for graduate students. They have voiced a need to be able to apply to a single award, such as the Dissertation Completion Fellowship, without having to answer all of the other questions that undergraduate answer.	
		21. 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.		
		22. Collaborate and develop a single outreach presentation for high schools and on campus recruiting events.		
		23. Collaborate and develop a single presentation for Orientation.		
		24. Conduct all communications related to Financial Aid for consistent process and messaging.		
		25. Assign students to a campus. This is needed to assess each campus' initiatives for PAF, Preeminence, critical metrics, and execution of campus specific interventions. This designation can be for internal use only and not communicated to students.		
		26. 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.		
		E. Admissions	27. Consolidate the online graduate application (FIC and Transfer) for three campuses to one unified USF application effective July 1 2018. When possible, prioritize their home campus.	
28. Establish uniform dates and deadlines for admission to a unified USF.	Graduate programs establish preferred deadlines (which allows the student to be considered for fellowships/awards). There is standard deadline for final admissions at the graduate level for each enrollment period.			
29. Consolidate undergraduate FIC scholarships based on one scholarship grid for a unified USF effective July 1 2018.	Consolidate graduate fellowships based on one scholarship grid for a unified USF effective July 1 2018.			
30. Consolidate undergraduate Transfer scholarships based on one scholarship grid for a unified USF effective July 1 2018. This initiative will be based on the USC financial aid leverage model.				
31. Consolidate the undergraduate FIC admission criteria and admission grid to admit to a single unified USF effective July 1 2018.				
32. Consolidate the undergraduate transfer admission criteria and admission grid to admit to a single unified USF effective July 1 2018. Note that this change will be based on the realignment of home/host colleges/programs.				
33. Consolidate marketing materials (print, digital and social media) to promote a unified USF while preserving the unique value proposition of each system.	This would be valuable at the graduate level as well.			
34. Consolidate all lead generation/nurturing and application generation vendor contracts.				
35. Consolidate multiple CRM systems for recruiting and marketing.	The Office of Graduate Studies would benefit from access to CRM to assist with messaging and policy enforcement.			

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	<p>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.</p> <p>l. Consolidate all admissions decisions and applicant evaluation for a unified USF under a single reporting line.</p> <p>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.</p> <p>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.</p> <p>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> <p>p. Consolidate all aspects of graduate admissions (recruitment, processing, evaluation, etc.) after realignment of home/host colleges/programs</p> <p>q. Assessment of consolidation, organizational structure and reporting of locally driven enrollment management programs such as the FUSE initiative</p>	<p>Recruiting at the graduate level usually occurs at the dept. level.</p> <p>Departments and Colleges should have access to this information so that they can personally recruit students.</p>
III. Registrar	<p>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.</p> <p>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.</p> <p>c. Appeals Consideration: 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.</p> <p>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 URF policy and practice. Impact/Value: Ensure alignment of messaging is consistent across campuses.</p> <p>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.</p> <p>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.</p> <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> <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> <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> <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> <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>	<p>Graduate Studies has their processes/committees for these functions.</p>
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> <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 Archvum 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. Archvum Insights will be supported by continuous development and resourcing.</p>	
D. Student Engagement		
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> <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> <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> <p>d. Ensure that the definition for transfer students is standardized on the webpages for each USF campus (upper, lower, etc.)</p> <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>	
II. FUSE Specific	<p>a. Create a reporting structure to track Fuse students</p> <p>b. Establish a centralized location for advising information</p> <p>c. Align curriculum GradPaths for each campus</p> <p>d. Create one singular application process for Fuse students</p>	

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	<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>	
E. Health & Wellness		
I. Overall Considerations	<p>a. Development of a cross-campus USF Health Campus Committee</p>	A graduate representative should be included on this committee.
	<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>	
	<p>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.</p>	
	<p>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.</p>	
	<p>d. Mandate the completion of five life skills modules (Alcohol/EDU, 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.</p>	
	<p>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).</p>	
	<p>f. Develop a process to determine budget needs of departments and budget allocation from student fees.</p>	
III. Counseling/Mental Health Services	<p>a. Students should have access to mental health resources on all of the campuses.</p>	
	<p>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.</p>	
	<p>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.</p>	
	<p>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).</p>	
IV. Recreation/Intramurals	<p>a. All students should have access to all recreation and intramural activities on all the campuses.</p>	
	<p>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.</p>	
V. Behavioral Intervention Team/Victim Advocacy	<p>a. Consolidate the internal processes and operations of the Behavioral Intervention Teams across the campuses so the response is a uniform one on all campuses.</p>	
	<p>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.</p>	
	<p>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.</p>	
VI. Health Services	<p>a. Students on each campus should have access to equitable AAAC 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.</p>	
	<p>b. We would like it considered that students on each campus have access to equitable AAAC 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.</p>	
E. Career Development		
I. Policy	<p>a. Standardize Units' Names and Functions throughout System</p>	
	<p>b. Align definitions, processes and policies for key programs and practices (including internships, Community Engaged Learning, Civic Engagement, Co-Ops, etc.)</p>	
	<p>c. Develop cross-campus teams to develop data and process systems</p>	
	<p>d. Standardize attributes for designating Community Engaged Learning, Internship, and other Experiential Learning courses for student transcripts</p>	
	<p>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</p>	
	<p>f. Help faculty leadership to work to standardize rewards, tenure and promotion policies systemwide related to HIPs related work</p>	
II. Practice	<p>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</p>	
	<p>b. Develop cross-campus teams to enhance curriculum development and expand community partnerships</p>	
	<p>c. Increase FWS positions utilized for community engaged work for all campuses</p>	
	<p>d. Expand Engaged Student Employment program and Career Readiness Badging Program for SM & SP students</p>	
	<p>e. Provide training and coordination of FWS positions for all campuses</p>	
	<p>f. Deliver consistent employer engagement events in our geographic regions (Employer Institute, employer strategy sessions/visits and on-campus recruitment events)</p>	
	<p>g. Expand career exploration opportunities across campuses, such as Intern For A Day, Experiential Learning Expo, through use of Handshake, technology and transportation resources</p>	
	<p>h. Implement "layered" experiential learning opportunities combining high-impact practices to maximize experiential learning impact</p>	Increase internship opportunities for graduate students across all three campuses

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	<p>i. Expansion of High-Impact Practices in support of Gen Ed refresh across all campuses</p> <p>j. Extend Corporate Leadership training program opportunities across all campuses</p> <p>k. Expand and enhance ePortfolio practice across all campuses in support of student personal, academic, and professional development.</p> <p>l. Implement MyPlan, My Pathways across all campuses</p> <p>m. Maximize effectiveness (employer notes, etc.) of Handshake through development and implementation of a broader Handshake committee.</p> <p>n. Offer Career Services courses on all campuses (e.g., Job Search course) through cross-campus course enrollment</p> <p>o. Implement Professional Association "system" memberships to save money on institutional memberships</p> <p>p. Professional Development topics shared across campuses (e.g., Career Facilitator, Strengths Training, Burning Glass)</p> <p>q. Establish single, consistent system for keeping and sharing student information</p>	
G. Student Involvement		
I. Student Government	<p>a. Consider having one Student Government Constitution for the USF Tampa, Sarasota, and St. Petersburg campuses</p> <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> <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> <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> <p>e. Explore a fully online newspaper</p> <p>f. Create a plan to collaborate in order to serve the USF Consolidated campuses</p> <p>g. Conduct assessments/research on readership and student campus identification in regards to considering whether there should be a consolidated structure</p>	<p>Develop a Graduate Student Council and possibly merge that with the existing Graduate/Professional Student Council (based in GCS).</p>
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> <p>c. Implement a new or revised student organization registration process that would work for each campus and provide equitable service</p> <p>d. Any student can join any organization on any campus</p>	
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.-MLX parade, Disney Leadership Series, ULS, Stampet'd)</p> <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> <p>d. Continue to coordinate centralized Homecoming, USF Week with campus-specific programming</p>	

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		<p>e. Establish coordinated efforts for current and future programs, i.e. Stampede of Service, Spring Break Trips, Heritage Months, International celebration, education</p> <p>f. Coordinated SG tailgates and Bulls blitz (first games, Homecoming game, War on I-4 game, etc.)</p> <p>g. Each campus will continue to have a campus programming board while also working collaboratively to serve a consolidated USF</p> <p>h. Coordinated student memorial process</p> <p>i. Establish a USF system curriculum for Safe Zone, UnDocuAlly</p> <p>j. Implement system-wide weekly campus involvement/activity hour</p> <p>k. Expand Golden Bull and other student recognition programs to all campuses</p>	
	IV. Student Center	<p>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.</p> <p>b. Review and revise space, event, meeting and reservation procedures, policies, and guidelines</p> <p>c. Consider that the Student Centers fee should be examined thoroughly to determine the impact on the Activity and Service fee per credit hour</p>	
	V. Student Conduct	<p>a. Consider the creation of an appropriate oversight structure to ensure consistency in adjudication across the three campuses.</p> <p>b. Consider maintaining student conduct offices on each campus with the same name, mission, vision, core values, and communication tools.</p> <p>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.</p> <p>d. Consider that all campuses continue to use the same judicial database with access to view all USF student cases</p> <p>e. Consider that all campuses have consistent processes and forms with USF system letterhead but office-specific contact information</p> <p>f. Consider instituting regular case management meetings to ensure consistency, communication, and collaboration</p> <p>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.</p> <p>h. Consider that the appeals stay with the campus office that addressed the behavior</p> <p>i. Consider the Admissions Prior Conduct process continues to be a system wide process with the Tampa campus being the coordinating office</p> <p>j. Consider that training processes are collaborative and consistent for boards, GAs, hearing officers and professional and residential staff.</p> <p>k. Consider provisions of consistent and equitable access to educational and outreach programs.</p>	
	VI. Fraternity & Sororities	<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 NSC 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>	
	General Education & Curricular Alignment	<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: 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.</p>	

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		<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> <ul style="list-style-type: none"> 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. 	
		<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> <ul style="list-style-type: none"> a. Form a subcommittee of faculty from all three GECs to develop a comprehensive consolidated assessment plan. 	
		<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.</p> <p>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> <ul style="list-style-type: none"> a. There will be one consolidated GEC with a Chair that rotates between campuses every 2-3 years. 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. 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. 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>B. Develop an overarching delivery model for clusters of talent and homes for programs</p>		<p>K. Academic Programs & Course Delivery</p> <p>Develop a process to determine the best mode of delivery of courses without duplication</p> <ul style="list-style-type: none"> 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 	
		<ul style="list-style-type: none"> b. Develop a process and policy governing the decisions around the mode of delivery in order to track online courses and avoid duplication 	
		<ul style="list-style-type: none"> c. Conduct analysis of each course based on pedagogy and learning outcomes 	
		<ul style="list-style-type: none"> d. Define processes and communication plans. 	
		<ul style="list-style-type: none"> e. Investigate the use of master courses to ensure consistency across campuses. 	
		<ul style="list-style-type: none"> f. Ensure the application of academic policies across locations 	
		<p>II. Technology Infrastructure</p> <p>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> <ul style="list-style-type: none"> a. Partner with the System IO to perform an environmental scan of existing technology infrastructure 	
		<ul style="list-style-type: none"> b. Create active classrooms in order to ensure student access on all campuses (host and home) 	
		<ul style="list-style-type: none"> c. Utilize technology to enhance collaboration among faculty and students 	
		<ul style="list-style-type: none"> d. Develop a digital literacy module and support for students 	
		<ul style="list-style-type: none"> e. Evaluate new technologies that can assist faculty in meeting the needs of students 	
		<ul style="list-style-type: none"> 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. <p>III. Quality & Assessment</p> <p>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> <ul style="list-style-type: none"> a. Emphasize value (best practices, alignment, skills, continuous improvement) of mixed modalities 	

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	<p>b. Establish a process to track quality and high-quality certification data to meet state BOG guidelines</p> <p>c. Implement quality standards, and ongoing assessment and improvements to programs, curricula and courses delivered in a variety of modes</p> <p>d. Develop quality assurance frameworks, guidelines, and benchmarks for USF</p> <p>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</p> <p>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</p> <p>b. Maintain records on faculty participation in the faculty online certification course</p> <p>c. Create a community of practice where all faculty training and resources are centralized for easy access</p> <p>d. Continuous training for instructional designers emphasizing a consistent approach to development</p> <p>e. Develop outcome measures that focus on the impact of faculty development on student learning</p> <p>V. Resources Ensure that all campuses have the resources to support the teaching and learning process regardless of modality, home or host campus.</p> <p>a. Hire additional instructional designers to meet the demand</p> <p>b. Monitor the distance learning fees in order to evaluate use is consistent with State guidelines</p> <p>c. Employ cost-effective approaches to online learning</p> <p>d. Provide additional resources and training to support hybrid and online development for faculty</p> <p>e. Create budgetary plans that can be implemented quickly</p> <p>f. Provide additional support to enhance student services for online students</p> <p>g. Ensure all campuses have sufficient equipment and facilities to accomplish their primary purpose of delivering high-quality instruction</p>	
C. Explore whether and how separate educational missions would be beneficial to the future of each campus	<p>i. Provide space for each campus to have a conversation about what makes them distinct academically, and how this informs academic program choices.</p> <p>a. Each campus should appoint a "Campus Identity" task force to explore and provide recommendations to leadership.</p> <p>b. Campus leadership should share internal planning with the campus community</p> <p>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.</p> <p>ii. Identify which programs will need to be represented on each campus with similar resource levels:</p> <p>a. Direct academic leadership (Deans) to determine which academic programs should be at an equivalent level of resources.</p> <p>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.</p> <p>c. Deliver a roadmap of parity with prioritization of programs to the President and the Board of Trustees for consideration.</p> <p>iii. Identify which programs should retain distinct features and the nature of those features:</p> <p>a. Direct academic leadership (Deans) to determine which programs should be distinct based on the process from Focus Area.</p> <p>b. Identify the ways in which a program is distinct, such as degree level (undergraduate versus graduate), and resources (such as teaching laboratories).</p> <p>iv. Develop workload standards and guidelines that provide a path for promotion and promote excellence among all faculty.</p> <p>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.</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>I. Faculty should look for the following in an effort to identify duplicates across campuses within disciplines:</p> <p>a. CIP code matches</p> <p>b. Program title matches/partial matches</p> <p>c. Duplications within and across curricular offerings (e.g. major-to-major match, major-to-concentration match, minor-to-certificate match).</p> <p>ii. Faculty should consult local job market data and consider unique strengths of the campuses when making decisions about aligned curriculum.</p> <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> <p>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 OEP course certification and High Impact Practices, etc.) and keep them in mind while aligning curriculum.</p> <p>v. Faculty should minimize variable credit courses and convert special topics courses to permanent courses.</p> <p>vi. Following curricular alignment decisions, the following details should be addressed/aligned:</p> <p>a. Existing courses in duplicated programs</p> <p>b. Admission requirements and deadlines</p> <p>c. Program pre- and co-requirements</p> <p>d. Common core/major requirements</p> <p>e. Prescribed electives</p> <p>f. Number of program hours</p> <p>g. Comprehensive/Qualifying exams</p> <p>h. Project/Thesis/Dissertation requirements</p> <p>i. Exit requirements</p> <p>j. Off-site locations (off-site campuses for SACS/COC purposes)</p> <p>k. Suspension and/or termination of curricular offerings</p> <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> <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> <p>ix. New degree programs should continue to be handled through ODS before being vetted through UGS/OGS and UGC/GC.</p>	<p>Expand professional development opportunities at the regionals.</p> <p>OGS has already begun to assume this responsibility</p>

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		<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> <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 curricular 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> <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> <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>	
	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>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.</p> <p>a. Each academic unit will identify key programs which will be offered as "Home" or "Host" sites.</p> <p>b. Each academic unit will address undergraduate and graduate programs state and national accreditation standing where applicable.</p> <p>II. Identify faculty rank, area of research, research productivity, and area of teaching emphasis.</p> <p>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> <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. USFSA - Hospitality, arts, business, education</p> <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> <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>	<p>Team F recommends a single Graduate Council with regional representations in keeping with a single Faculty Senate.</p> <p>The Graduate Council handles this responsibility.</p> <p>This is in progress.</p> <p>Align new programs and program levels (master's, doctoral) to be complementary to programs who have achieved programmatic accreditation. Example: USFSP Journalism (both programs) have programmatic accreditation and the bachelor's and master's level and the highly-respected Poynter Institute is adjacent to USFSP; yet, doctoral program is being recommended for USF.</p>
Faculty Affairs	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>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.</p> <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> <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> <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> <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> <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> <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> <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 interest 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> <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> <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>	

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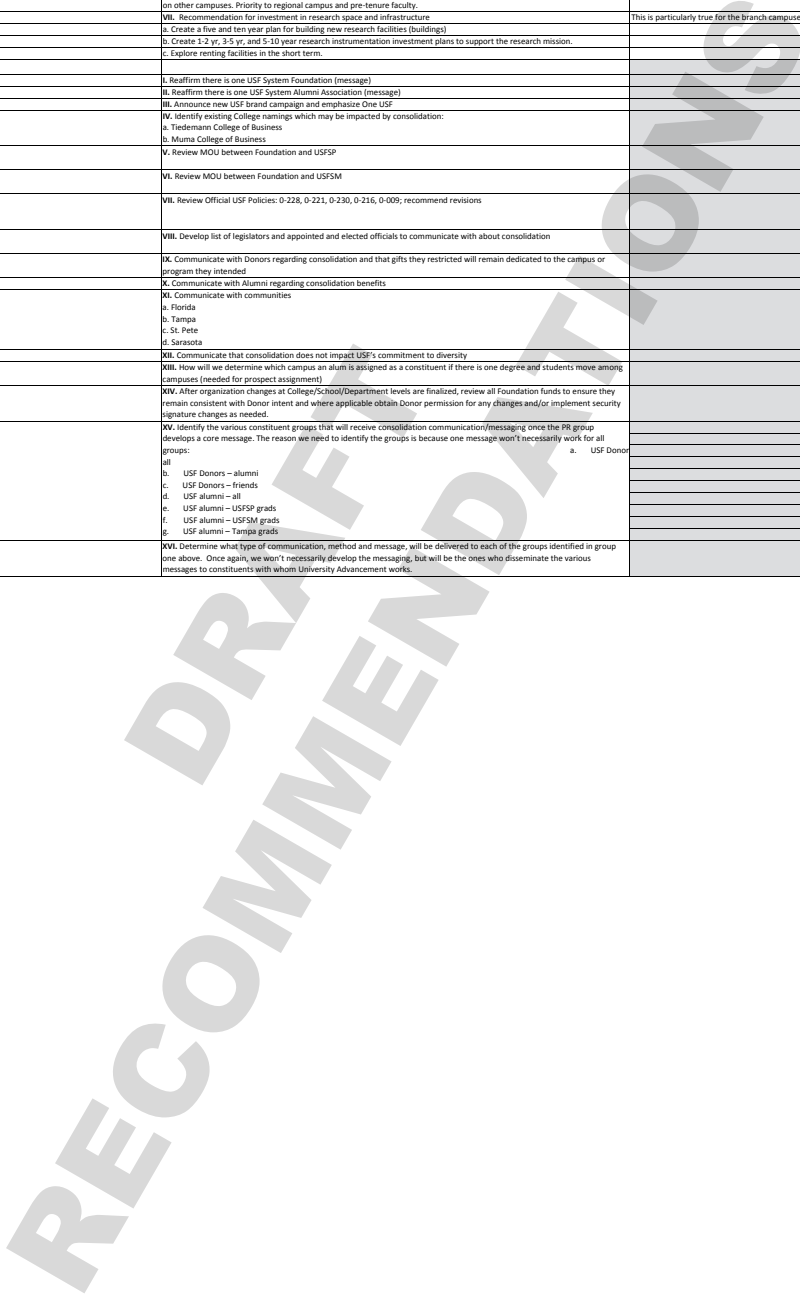
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	<p>B. Recommend the optimal organizational structure and reporting lines for academic departments and recommend administrative support consistent with the optimal organizational structure for academic departments</p>	<p>I. Guiding Principle: USF will be one University with three campuses. Although each campus may have distinct qualities, the consolidated university operates as a Preeminent SJS 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> <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> <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> <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> <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> <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> <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> <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> <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>	
	<p>C. Review and recommend policies for shared governance</p>	<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 USF Faculty Senate model and structure.</p> <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> <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> <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> <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> <p>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.</p> <p>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.</p>	
<p>Research</p>		<p>I. Follow existing Research Strategic Plan (2017-21)</p> <p>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.</p> <p>b. Hold town halls to present the strategic plan and explore opportunities with faculty across the system</p> <p>II. Enhance Research Opportunities across the system</p> <p>a. Foster collaborative research-Seed Grants</p> <p>b. Increase access to Research core facilities</p> <p>c. Create a robust Web Portal for all Research Cores that includes capabilities, fees, and scheduling</p> <p>d. Establish state of the art telecommunication connections between campuses for teaching, seminars, collaborative meetings.</p> <p>III. Research Support Services</p> <p>a. Office of Research is currently a system-wide office that provides pre- and post- grants management, compliance, and fiscal oversight. No changes necessary</p> <p>b. Empower Regional/College research offices to support local faculty grant-related activities.</p> <p>c. Expand support for development of entrepreneurial activities and patents on the regional campuses</p> <p>IV. Ensure that Research Expectations are Appropriate and Clear during P&T Decisions</p> <p>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.</p> <p>b. Look into a model in which research productivity is evaluated in the context of start up funds at hire</p> <p>c. Expectation for new hires should clearly establish research expectations. Positions that are >50% teaching should utilize non-tenure earning or instructor titles.</p> <p>d. Track faculty contributions to collaborative research to promote and reward collaborative research.</p> <p>V. Alignment of Research Colleges and Centers</p>	

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		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 (systems 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. Recommendation for investment in research space and infrastructure	This is particularly true for the Branch campuses.
		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.	
		c. Explore renting facilities in the short term.	
External Affairs			
		b. 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, 0-109; 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 Donor		
	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		
	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.		



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2. 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.

Graduate Studies

Student Success/Academic Programs/Campus Identity Subcommittee Final Recommendations					
Focus Area	Issue Statement	Recommendation	Description	Team F Comments	
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 population while ensuring that equitable services are offered across USF c. Leverage the new Student Success Committee to promote a systemic 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 "Track in Four" initiative e. Strengthen intervention initiatives and ensure all 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 	<p>Ensure that all functions that fall within Graduate Studies are either on the regional and centralized or functions at a system-wide level (which can be performed at any location) to ensure economies of scale.</p> <p>Consider having a sub-committee for graduate student success.</p> <p>Consider asking graduate programs to request students to develop individualized development plans (IDPs). Provide faculty with resources to identify and address a post-graduate degree.</p>
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 adjusting and curating geographically distributed Colleges and Schools.	<ul style="list-style-type: none"> a. Develop recommendations for expanding academic degree offerings at the Bachelor's, 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/expand partnerships to inform curriculum development d. Consider including updated labor market data sources in Program Reviews, so that students are better situated/equipped to understand real-life applications of degree programs e. Increase master and doctoral degree program delivery on the St. Petersburg and Sarasota-Manatee campuses no later than July 1, 2021 f. Increase values, blended and hybrid course offerings at all levels g. In consultation with Regional Chancellors and using established academic benchmarks, promote the opportunity for colleges to be housed across regional campuses. h. Unlink otherwise prescribed by law, develop guiding principles for a College unit, such as: <ul style="list-style-type: none"> a. One college per academic discipline b. Establish a viable 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 defined process for under performance d. Meeting local workforce needs of the communities USF serves i. Ensure that existing academic offerings available on campus pre-consolidation remain available under a single accreditation pursuant to determinations made according to faculty led program reviews and continued demand evidence 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>This would be helpful at the graduate level as well.</p> <p>Increase graduate internship opportunities on all campuses.</p>
3	Campus identity	Promoting a unified educational mission while leveraging distinctive regional strengths reflects "one university geographically distributed" and USF's commitment to designing rich and relevant learning experiences for students.	Implement initiatives that leverage the distinctive elements and communities that USF serves to strengthen campus identity while 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.	<ul style="list-style-type: none"> a. Identify high-impact practices that reflect campus identities through community collaboration, service learning opportunities, and civic engagement b. Communicate distinctive academic and programmatic elements with external audiences to increase community awareness of campus identities and offerings c. Continue to increase opportunities for existing and new faculty to develop academic programs, increase research contributions, and strengthen campus identities d. Support on-campus student housing on the Sarasota-Manatee campus, which is critically important to enhance its identity, attract housing demand, and other relevant information e. Strengthen academic and non-curricular programs, initiatives, and research on all campuses, to further the identity of the campuses 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 g. Foster cross-university collaborations to support the needs of the communities each campus serves 	

APPENDIX D // Consolidation Teams and Clusters Report

Draft Recommendations: Consolidation Teams and Clusters Report, February 8, 2019

Graduate Studies

Student Success/Academic Programs/Campus Identity Subcommittee Final Recommendations					
Focus Area	Issue Statement	Recommendation	Description	Team F Comments	
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 toward membership in the Association of American Universities (AAU).	Provide the resources and infrastructure that will facilitate the flourishing of research and scholarly activities and collaborations across the University.	h. Coordinate under graduate admissions processes and outreach to emphasize one USF while highlighting the distinct campus identities	
				a. Encourage proactive engagement of the USF Research & Innovation Office with faculty on all campuses 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 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.	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 curriculum and the development of relevant applied research	

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3. What programs, departments and/or centers will be “housed” under this organizational umbrella? (Bulleted lists and tables are acceptable.)

Programs

- *Awards/Fellowship Management*
- *Tuition Waivers (including payment of Student Health Insurance and Fees)*
- *Curriculum Processing (Programs/Courses)*
 - *Production of the Graduate catalog*
- *Management of Student Academic Issues*
 - *Petitions/Grievances/Complaints*
- *Student wellness and well-being (student accommodations)*
- *Professional Development*
- *Graduate Research Activities*
 - *Responsible Conduct of Research*
 - *Graduate Student Research Symposium*
 - *Statewide Graduate Student Research Symposium*
 - *Three Minute Thesis (3MT®) competition*
 - *Chih Foundation Research & Publication Award*
 - *Outstanding Thesis & Dissertation Awards*
- *Diversity Initiatives (McKnight Fellowships, Sloan UCEM grant, potential McNair program)*
- *Electronic Thesis and Dissertation Processing*
- *Office of Postdoctoral Affairs*
- *Communications and Website Management*
- *Data Reporting and Surveys*
 - *State reporting on students and errors*
 - *GA waiver reports*
 - *GSS report (post-doc count)*
 - *Petersen's Graduate Survey, etc.*
- *Facilitate outreach to potential Graduate Students (Metric1)*
- *Graduate Student Services*
 - *Graduate Professional Student Council*
 - *Orientation/Commencement/Appreciation activities*

Team F Graduate Studies

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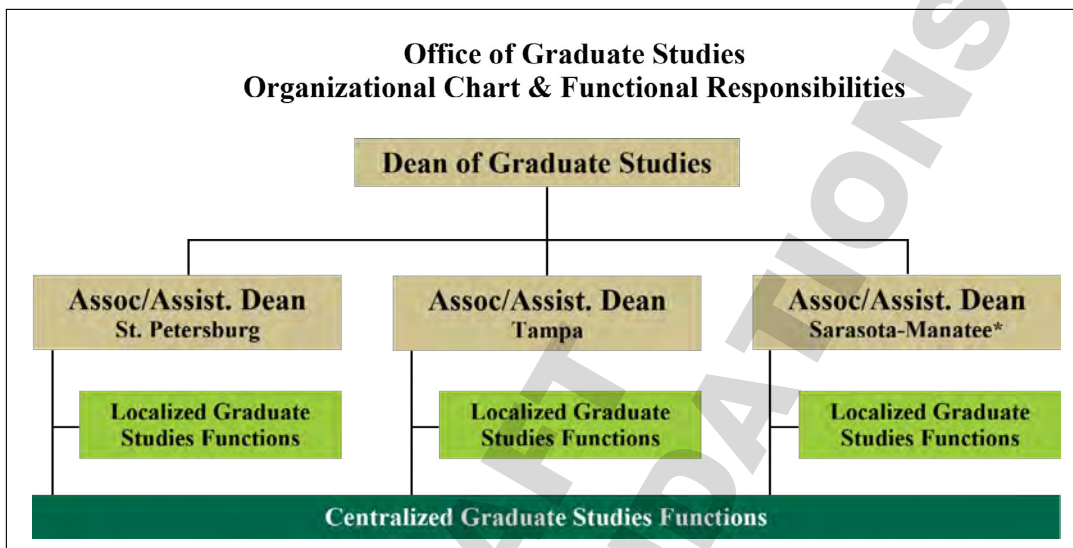
- *College of Graduate Studies*
 - *Cybersecurity degree program*
 - *Courses for Peace Corps students and Graduate Teaching Assistants*
- *Graduate Student Success Initiative*
 - *Track PhD Placements*
 - *For our Graduate Student Success initiative, we recommend a greater role in:*
 - *Graduate Faculty Credentialing*
 - *Degree Certification*
- *Graduate Student Travel Funds*
- *Oversee enrollment in English Proficiency programs for new TAs*

DRAFT
RECOMMENDATIONS

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4. What is the proposed leadership (and reporting) structure for the unit in a Consolidated USF? (Optional: If you would like to provide an organizational chart, either print ready or legibly drawn, please upload it to your cluster’s Box folder following the instructions on Page 1.)



We propose that the Office of Graduate Studies is led by a Dean with three Associate or Assistant Deans reporting to the Dean. Ideally, one Associate/Assistant Dean will reside on each campus and will be responsible for all localized graduate studies functions on their campus as well as assist the Dean with oversight of specific system-wide, centralized functions. Staffing on each campus will depend on allocation of responsibility.

* Sarasota-Manatee Graduate Programs are too small (approximately 150 graduate students) to support full office at this time. Localized functions can be administered by Tampa or St. Petersburg until Sarasota-Manatee is able to support an office. In the interim, leadership on the Sarasota-Manatee campus could be assumed by a faculty member who has a part-time assignment with the Office of Graduate Studies.

The primary programs and functions of the Office of Graduate Studies have been divided into three categories to reflect strategic areas of focus (see Table on page 4), each overseen by an Associate/Assistant Dean. Additionally, we have indicated which of these functions will be centralized and which shall be maintained on each campus in order to best serve their student populations. It is important to note that some centralized functions can be administered on any single campus while still serving the entire system (e.g., ETDs can be processed in St. Petersburg for all three campuses).

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Office of Graduate Studies Functional Responsibilities

Office of Graduate Studies Functional Responsibilities			
	Graduate Academic Affairs	Graduate Student Support	Graduate Initiatives
Localized Functions Supported on each campus	Academic Program Support Point person able to answer questions on all academic affairs issues	Student Wellness and Wellbeing Professional Development Orientation/Commencement/Appreciation Graduate Professional Student Council	Campus Initiatives Building Regional Identity and Communities Diversity Program visibility - Facilitate outreach to potential students (Metric #1)
Centralized Functions Administered on any single campus	Awards & Fellowships Tuition Waivers Curriculum Processing Management of Student Academic Issues (Petitions, Grievances, Complaints) Electronic Thesis & Dissertation Processing English Proficiency Program Enrollment Degree Certification Graduate Faculty Credentialing Graduate Certificates College of Graduate Studies (Cyber Security Program, Peace Corps Courses, and Graduate Teaching Courses)	Graduate Research Activities (Responsible Conduct Research (RCR), Graduate Student Research Symposium, 3MT®, Graduate Research Awards) Online Professional Development Graduate Student Travel Funds Office of Postdoctoral Affairs	Graduate Student Success Diversity Grants and Programs Communications, Marketing, and Website Management Data Reporting and Surveys Track PhD Placement

APPENDIX D // Consolidation Teams and Clusters Report

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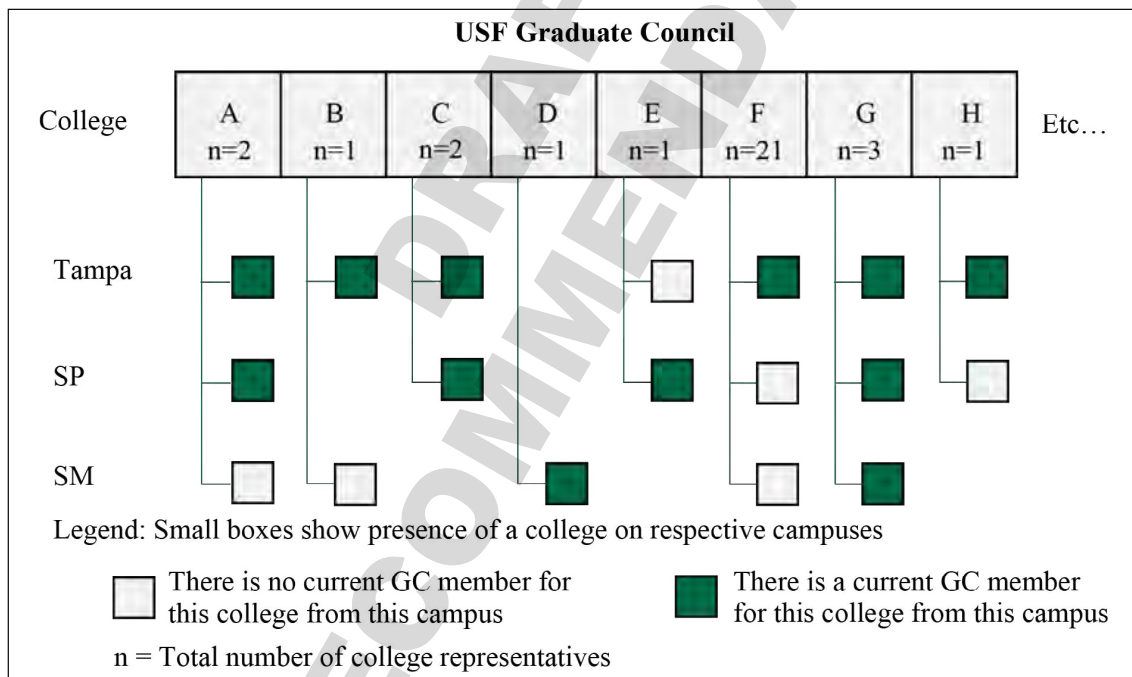
5. What is the proposed faculty governance structure for the unit in a Consolidated USF (to ensure broad-based representation on all campuses)? Include committees and councils (e.g. graduate curriculum council). (Optional: If you would like to provide an organizational chart, either print ready or legibly drawn, please upload it to your cluster’s Box folder following the instructions on Page 1.)

Graduate Council (GC) is an official body of the USF Faculty Senate and works closely with the USF Office of Graduate Studies. Per the Faculty Senate Bylaws: Graduate Council advises the Provost and the Senior Vice President for USF Health or their designees on principles, policies, and procedures affecting graduate education at USF.

We propose continuation of a single, consolidated Graduate Council that will oversee:

- *Policy development*
- *Curriculum processing*
- *Fellowship awards*

The following figure illustrates a hypothetical representation of college and campus membership on the Graduate Council after consolidation.



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Headings A-H represent colleges at USF post-consolidation. A box indicates the presence of a college on each campus, whether homed or hosted. A filled box indicates that a currently serving member of the GC for that college is located on that campus. An unfilled box indicates that the college is currently represented by at least one member from a different campus.

The recommended formula calls for at least one tenured/tenure-earning faculty member by College. For larger colleges, the representation would be 1 per 100 (and fraction of 100) tenured/tenure-earning faculty. There will also be one member from the Library. Student representation would be one student per campus. There will be two student members for campuses with more than 5,000 graduate students.

GC members will be appointed for staggered three-year terms, with one-third of the total membership retiring each year. Provision shall be made in the process of recruitment and selection of GC members by the Faculty Senate to ensure adequate campus representation on the GC at all times; where possible, this would include equitable opportunity for membership across campuses within colleges. Student representatives will serve for only one year. Each GC member will serve on a standing subcommittee of the GC. The Chair of the GC will be elected annually, and provision shall be made to ensure that members from all campuses have equitable opportunity to fill this position.

Currently, the Office of Graduate Studies also oversees the Associate Deans Council and Enrollment/Graduate Associate Deans (EGAD) meetings. The goal of these meetings is to provide information that assists Associate Deans with issues associated with enrollment and management of graduate students.

6. How will uniformity of learning outcomes, by degree program, be assured across all campuses? (Bulleted lists, tables, and/or process diagrams are acceptable.)

Graduate Policies and Procedures:

The Graduate Council will be responsible for insuring the uniformity of graduate policies and procedures across campuses.

As illustrated in our proposed organizational chart on pages 3-4, some functions associated with the Office of Graduate Studies will be centralized. However, certain functions must be maintained on local campuses to best serve their respective student populations. An Associate/Assistant Dean will be responsible for all localized graduate studies functions on their campus and will assist the Dean with oversight of specific system-wide and centralized functions. Cross-campus committees will be organized as needed to assure graduate studies policies and procedures are consistently followed and applied on each campus.

With an eye toward Graduate Student Success and maintaining the University's preeminent designation, we should revisit the policies and procedures associated with graduate faculty credentialing by specifying the academic rigor necessary to meet the teaching and research missions of our graduate programs. Graduate degree certification also needs greater structure to make sure that graduate students are informed of degree requirements and can finish their degrees in a timely fashion with consideration given to the degree of student indebtedness.

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Graduate Research Activities and Professional Development:

Graduate Students from all campuses will be invited to participate in the Graduate Student Research Symposium and 3MT® Competition. Consideration should also be given to increasing the number of research awards and fellowships to promote graduate student research productivity and to recruit strong graduate students on all campuses. Professional development activities will be available on all three campuses by increasing the use of digital technology to deliver these opportunities to our graduate students without the constraints of time and location.

7. What are the distinctive strengths within the unit, by campus, and how will they be preserved? (Bulleted lists and tables are acceptable.)

The distinctive strength of the Office of Graduate Studies is the emphasis on meeting the needs of graduate students and faculty who serve them. Personal interactions and individual solutions are sought for each student and faculty member that contacts our office. Prompt service is a priority. We will preserve this strength by having Offices of Graduate Studies on each campus.

While the primary focus is the same across campuses, each campus has its own distinct strengths. The Office of Graduate Studies at Tampa has led the way in automating curriculum, fellowship, waiver and petition processes. These processes will be expanded to include all campuses, thereby ensuring uniformity in processing across campuses.

The Office of Graduate Studies on the St. Petersburg campus has met the needs of their graduate students by strengthening the ties with their community, using effective marketing techniques to promote their programs, and focusing on retention of their students. Given the smaller size of this office, cross-training of staff is a priority. These skills/practices could be scaled up on other campuses.

The number of graduate students in Sarasota is smaller. As such, the departments play a larger role in managing their graduate students. In addition, there are opportunities for new research collaborations in the Sarasota area.

8. 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? (Bulleted lists and tables are acceptable.)

- *Programmatic Rankings may fall, affecting community perception of programs and placement of graduates.

 - *Create academic and research programs that respond to the community needs and promote regional economic development.**
- *Quality/number of research opportunities for graduate students on each campus may be insufficient

 - *Increase number of Fellowships/RA positions available*
 - *Recruit strong Research faculty that will attract new graduate students**

APPENDIX D // Consolidation Teams and Clusters Report

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- *Graduate Student Diversity*
 - *Establish similar programming across campuses to insure the success of all graduate students.*
- *Interdisciplinary education programs and research are not sufficiently incentivized.*
 - *Develop a financial structure that facilitates the development of interdisciplinary programs.*
- *There is a need for sufficient technology on each campus*
 - *Update technology to facilitate program delivery and communication among programs (i.e., online education, professional development).*

9. Other items as approved by the Team Leader.

The committee recommends a name change for the Office of Graduate Studies to reflect the new era of USF as a Preeminent State Research University and drive to become a member of the AAU. Renaming the Office of Graduate Studies will raise the stature of the office as the leader in graduate education across all USF campuses and in our community, as well as demonstrate our commitment to the Graduate Student Success Initiative. Additionally, a name change will distinguish our office from college-level graduate studies offices, reducing confusion among faculty, staff, students, and the community.

Finally, concerns were raised about reporting structure within the Office of Graduate Studies and how it may affect their relationship to administration on the individual campuses.

Many Graduate Schools also oversee the development and management of Graduate Certificates. By taking on this role, we can identify graduate certificates that are no longer needed and facilitate the development of graduate certificates that meet the demands of a 21st century workforce. Another advantage would be academic oversight of student progression through these programs and enhanced recruitment of these students to our graduate programs.

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Draft Recommendations: Consolidation Teams and Clusters Report, February 8, 2019

Now, Near, Far Action Items

Action Item (Assigned Task)	Timing (Now, Near, Far)	Timeline Start Date	Timeline End Date	Resources Needed (Y/N)	If Yes, Provide Comment(s)
<i>Alignment of curriculum within same CIP code (current majors within the same CIP code must have a common core by BOG regulation).</i>	<i>Now</i>	<i>9/1/18</i>	<i>12/1/19</i>	<i>No</i>	
<i>Complete data entry for the Tampa campus into the new catalog system (Acalog)</i>	<i>Now</i>	<i>3/15/19</i>	<i>8/1/19</i>	<i>No</i>	
<i>Align Graduate Studies policies and procedures across campuses and update catalog.</i>	<i>Now</i>	<i>12/1/18</i>	<i>12/1/1019</i>	<i>No</i>	
<i>Assume responsibility for SCNS processing for graduate course proposals</i>	<i>Now</i>	<i>10/1/18</i>	<i>2/15/19</i>	<i>No</i>	
<i>Prepare course flows for the new curriculum processing system (Curriculog)</i>	<i>Now</i>	<i>12/1/18</i>	<i>12/1/1019</i>	<i>No</i>	
<i>Alignment of curriculum within Colleges across campuses and input into Acculog</i>	<i>Near</i>	<i>5/1/19</i>	<i>1/6/20</i>	<i>No</i>	
<i>Align Graduate Studies functions across campuses (and ensuring adequate staffing) to allow for student access to all Graduate Studies services regardless of location.</i>	<i>Near</i>	<i>5/1/19</i>	<i>3/15/20</i>	<i>Yes</i>	<i>New staff and possible reclassifications will be needed to meet office needs.</i>

Team F Graduate Studies

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<i>Assist with the transfer/establish of doctoral programs on the USFSP and USFSM campuses</i>	<i>Near</i>	<i>7/1/20</i>	<i>6/30/22</i>	<i>Yes</i>	<i>Infrastructure and new faculty may be needed.</i>
<i>Assign centralized functions to be performed on each of the three campuses</i>	<i>Near</i>	<i>7/1/19</i>	<i>12/21/19</i>	<i>No</i>	
<i>Establish cross campus teams/committees to ensure uniform implementation of University policies/procedures</i>	<i>Near</i>	<i>7/1/19</i>	<i>12/21/19</i>	<i>No</i>	
<i>Solicit review and approval by Faculty Senate re: proposed composition of Graduate Council post-consolidation</i>	<i>Near</i>	<i>7/1/19</i>	<i>12/31/19</i>	<i>No</i>	
<i>Develop a unified mission and goals for the restructured Office of Graduate Studies</i>	<i>Near</i>	<i>1/6/20</i>	<i>7/1/20</i>	<i>No</i>	
<i>Increase the number awards/fellowships and GA positions to encourage an increase in the number of graduate students on the branch campuses.</i>	<i>Near</i>	<i>9/1/19</i>	<i>2/1/20</i>	<i>Yes</i>	<i>More fellowships and GA positions (with the accompanying waivers and insurance subsidies) are needed to recruit and support graduate students on the branch campuses.</i>
<i>Establish regular meetings among the Graduate Studies Deans to discuss initiatives and office operations.</i>	<i>Near</i>	<i>9/1/19</i>	<i>3/15/20</i>	<i>No</i>	

Team F Graduate Studies

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<i>Include all graduate students in the all of the research activities sponsored by the Office of Graduate Studies.</i>	<i>Near</i>	<i>9/1/19</i>	<i>5/1/20</i>	<i>No</i>	
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DRAFT RECOMMENDATIONS

APPENDIX D // Consolidation Teams and Clusters Report

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**TEAM G:
RESEARCH
INFRASTRUCTURE
& SUPPORT**

RECOMMENDATIONS
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Team G: Research Infrastructure & Support

Members:

Rebecca Puig (USF), Jerome Breslin (USF T), James Garey (USF T), Sandra Justice (USF S-M), James McHale (USF SP), Sudeep Sarkar (USF T), Julianne Serovich (USF T)

Recap of January 17

Attendees: *Jamie McHale, Jim Garey, Julie Serovich, Sandy Justice, and Jerome Breslin.*

Absent: *John Arthur and Sudeep Sarkar (Update: John Arthur has been moved to the USF World Team)*

The Team reviewed the six Task Force SSAPCI Subcommittee Recommendations (Item 3 in Box).

There was a general discussion that an inventory of resources is needed for all campuses. This inventory should include core facilities, equipment, lab space, shared space, and central services. It was identified that graduate students are also important to a successful research infrastructure and having the students commute between campuses is a challenge. Education and training are also needed for support staff, since managing grants is not among the primary roles and responsibilities of the staff. The infrequency of managing grants leads to a lack of sufficient infrastructure (e.g., Human Resources, fiscal).

A brief discussion on faculty “home campus” assignments occurred, and it was recommended that this topic be tabled for now and further explored by those looking at academic alignment. Team A is looking at this – and it is addressed in the UFF Collective Bargaining Agreement as well.

Several of the team members felt that state-of-the-art technologies exist and will probably be open system-wide eventually. There was a recommendation to request a list of existing resources from Information Technologies for further evaluation.

Information was shared with the team, via Box, on the proposed construction of Integrated Science and Technology Complex (ISTC) at the Sarasota-Manatee Campus. Members will review the materials and discuss this topic further during our next meeting.

Action Item(s):

- *A recommendation was made that an inventory be conducted on the Sarasota-Manatee and St. Petersburg's campuses in order to identify what resources are needed to establish a strong research infrastructure.*
- *A recommendation was made that a mapping of resources system-wide to include core facilities, space, equipment, shared space, and central services is needed.*
- *Request a list from IT of the existing state-of-the-art technologies that will become available system-wide.*

APPENDIX D // Consolidation Teams and Clusters Report

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Recap of January 25, 2019

Attendees: James McHale, Julie Serovich, Jim Garey, Sandy Justice, Jerome Breslin and Sudeep Sarkar.

Absent: Sudeep Sarkar

The Team reviewed the CIC Subcommittee Considerations, I-VI.

There was general support by the Team for the CIC Subcommittee's recommendation in Item I to follow the existing Research Strategic Plan (2017-2021).

The recommendations put forward in Item II were similar to those presented by the SSAPCI Subcommittee regarding seed grants, core facilities, web portals, and state of the art telecommunications between the campuses to promote collaboration. As mentioned in the Team's previous conference call, a survey is needed to determine what resources exist and what needs to be established for a robust research infrastructure. There was a general consensus that a seed grant for core facilities between campuses should be recommended to promote collaboration.

Item III was regarding research support services. No further recommendations were made regarding were made regarding item III a. There was a general consensus that further education was needed regarding the importance of patents (Item III, C) even though it is not always taken into consideration for tenure the potential for intangible benefits are recognized.

Item IV, ensuring that research expectations were appropriate and clear during promotion and tenure decisions, item V on the alignment of research in colleges and centers, and item VI regarding faculty research development was deferred to Team A for review and recommendations.

Item VII was tabled until the next conference call.

Action Item(s):

- Establish a seed grant program for core facilities between campuses.
- Education needs to occur on the importance of translating research into new technologies, medicines, and products through patents.
- Items IV, V and VI should be assigned to Team A

APPENDIX D // Consolidation Teams and Clusters Report

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Recap of February 4, 2019

Attendees: James McHale, Julie Serovich, Jim Garey, Sandy Justice, Jerome Breslin and Sudeep Sarkar.

Absent: N/A

The Team reviewed the CIC Subcommittee Considerations, VII.

There was a general discussion regarding the lack of available research space and the need for additional facilities. In the past, the State had an appropriation referred to as PECO funds for building. When State funds became scarce, these funds were applied to other areas of importance within the State, leaving much needed infrastructure unfunded. As a result, conference rooms have been converted to offices and larger offices are being divided into two offices, some are even finding themselves housed in hallways. Although leasing space is an option, it is not financially conducive since it results in “sunk costs” for building out the space for bench science (e.g. single-pass HVAC, hoods). There was a recommendation that when future space is built-out for bench science it should be more generic and customization of lab space should be avoided. It was mentioned again that a mapping of resources system-wide was sorely needed.

Action Item(s):

- *A recommendation was made that a mapping of resources system-wide to include core facilities, space, equipment, shared space, and central services.*
 - *There was a request made to obtain a copy of Elizabeth Clifford's inventory of St. Petersburg's space.*
- *A recommendation was made that future faculty research labs should be flexible shared space and that customization of labs for a particular research should be minimized.*

APPENDIX D // Consolidation Teams and Clusters Report

Draft Recommendations: Consolidation Teams and Clusters Report, February 8, 2019

Now, Near, Far Action Items

Action Item (Assigned Task)	Timing (Now, Near, Far)	Timeline Start Date	Timeline End Date	Resources Needed (Y/N)	If Yes, Provide Comment(s)
<i>A recommendation was made that an inventory be conducted on the Sarasota-Manatee and St. Petersburg's campuses in order to identify what resources are needed to establish a strong research infrastructure.</i>	NEAR	7/1/19	12/31/19	YES	<i>FTE(s) to conduct the inventory</i>
<i>A recommendation was made that a mapping of resources system-wide to include core facilities, space, equipment, shared space, and central services is needed.</i>	NEAR	7/1/19	12/31/19	YES	<i>FTE(s) to conduct the mapping of resources</i>
<i>Request a list from IT of the existing state-of-the-art technologies that will become available system-wide.</i>	NOW & NEAR	2/11/19 7/1/19	2/28/19 12/31/19	NO & YES	<p><i>Now</i></p> <ul style="list-style-type: none"> • <i>Identify and promote a standardized way in which to communicate virtually between campuses (e.g., Zoom)</i> • <i>Identify software which is currently campus specific that can be shared system-wide (could incur costs by adding users)</i>

Team G Research Infrastructure & Support

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<i>Establish a seed grant program for core facilities between campuses.</i>	NEAR	7/1/19	12/21/19	YES	<ul style="list-style-type: none"> • Funding Source will need to be identified. • USF Research Council has a program established for equipment which could be modified to address this need.
<i>Education needs to occur on the importance of translating research into new technologies, medicines, and products through patents.</i>	NEAR	7/1/19	Ongoing	YES	FTE(s) assigned from Patents & Licensing to provide the education
<i>CIC Subcommittee Considerations Items IV, V and VI should be assigned to Team A</i>	NOW	2/8/19	2/8/19	NO	
<i>There was a request made to obtain a copy of Elizabeth Clifford's inventory of St. Petersburg's space.</i>	NOW	2/8/19	2/28/19	NO	
<i>A recommendation was made that future faculty research labs should be flexible shared space and that customization of labs for a particular research should be minimized.</i>	NEAR	7/1/19	6/30/20	YES	FTE(s) to research flexible shared space models.

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**TEAM H:
DECISION
SUPPORT &
INSTITUTIONAL
EFFECTIVENESS**

DRAFT RECOMMENDATIONS

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Team H: Decision Support & Institutional Effectiveness

Members:

Valeria Garcia (USF), Adam Caskie (USF T), Bonnie Jones (USF S-M), Michelle Madden (USF SP), Shari Schwartz (USF SP), Michael Wrona (USF T)

Task:

1. **Review and, as appropriate, comment on Considerations presented by the CIC Subcommittees.**

Comments from Team H are included below.

2. **Review and, as appropriate, comment on Recommendations presented by Subcommittees of the USF Consolidation Planning, Study, and Implementation Task Force.**

Comments from Team H are included in the pages at the end of this section:

- *Task Force Shared Governance-Transparency Subcommittee Recommendations – Team H_FINAL*
- *Task Force Student Access Subcommittee Recommendations – Team H_FINAL*
- *Task Force SSAPCI Subcommittee Recommendations – Team H_FINAL*

3. **What programs, departments and/or centers will be “housed” under this university-wide organizational umbrella? What will the unit be called? (Bulleted lists and tables are acceptable.)**

The Office of Decision Support (ODS) is a well-established office at the university, serving as a system-wide entity for over a decade with a foundation of collaboration across campuses already in place. All three campus Institutional Research (IR) / Institutional Effectiveness (IE) functions have been meeting regularly and working collaboratively for years. By design, ODS facilitates decision-making by providing data, analysis, business solutions and reporting; coordinates reporting and related needs across the University of South Florida (USF) system; facilitates academic planning and new degree requests; and supports the strategic planning efforts by ensuring competitive performance and regional accreditation. The office has been reorganized over the years to be responsive to the needs of the university and will continue to adapt to support the strategic goals of USF. A consolidated ODS will be arranged to support needs as deemed appropriate at USF, across campuses. ODS serves as the official data source for faculty and student data. This responsibility is codified through various roles including that of the official reporting unit to the Board of Governors, Federal Regulatory entities, and external entities as part of USF Policy 11-007.

The consolidation of like functions across the campuses is an opportunity to leverage the experiences and talents of skilled professionals to support the IR and IE related functions for the university. It will be critical that, at the very

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minimum, current resources remain in place to support these functions across all campuses, with acknowledgment that maturation of different units or functions of the office will require additional resources.

Team H collectively agrees that the current organizational structure of ODS will remain intact for the consolidated Office of Decision Support, with the exception of the areas of Institutional Effectiveness, Accreditation and Assessment which require further discussion. This will be one of the items addressed by the transition team for a consolidated ODS.

In order to address the immediate needs of the USF System in advance of consolidation, Team H proposes that a system-wide Continuous Improvement workgroup be formed to immediately support the facilitation and creation of the consolidation documents required for submission to SACSCOC by March 2020. This workgroup will function under the leadership of the Vice Provost of Strategic Planning, Performance and Accountability, including regular meetings, updates and communication. It is expected that the progress of this workgroup be made transparent and communicated regularly with leadership across the USF System as appropriate. The Continuous Improvement workgroup will be comprised of the SACSCOC liaisons and other staff as deemed necessary from each of the three campuses. Team H reached consensus in that this workgroup may have value post-consolidation; however, continuation of the workgroup will be determined by the needs of the evolving university, and would be considered as a unit under the umbrella of a consolidated ODS.

Team H was in agreement on the units that will make up the consolidated ODS will be:

- *Academic Knowledge Management*
 - *Provides project management services and business analysis expertise; supports special projects aligned with strategic priorities of the university.*
- *Faculty Data Reporting & Analytics*
 - *Provides system-wide support by collecting, analyzing, and disseminating faculty data and information, in a variety of formats, for use in institutional planning, policy development, governmental reporting and strategic decision-making processes.*
- *Institutional Effectiveness and Academic Planning*
 - *Provides support around the following from both a compliance and continuous improvement lens.*
 - *Sub-unit: Institutional Effectiveness & Assessment*
 - *Sub-unit: Accreditation - Academic Program Review and Specialized Accreditation*
 - *Sub-unit: Academic Planning*
- *Institutional Research & Analytics*
 - *Provides system-wide support by collecting, analyzing, and disseminating student data and information, in a variety of formats, for use in institutional planning, policy development, governmental reporting and strategic decision-making processes.*

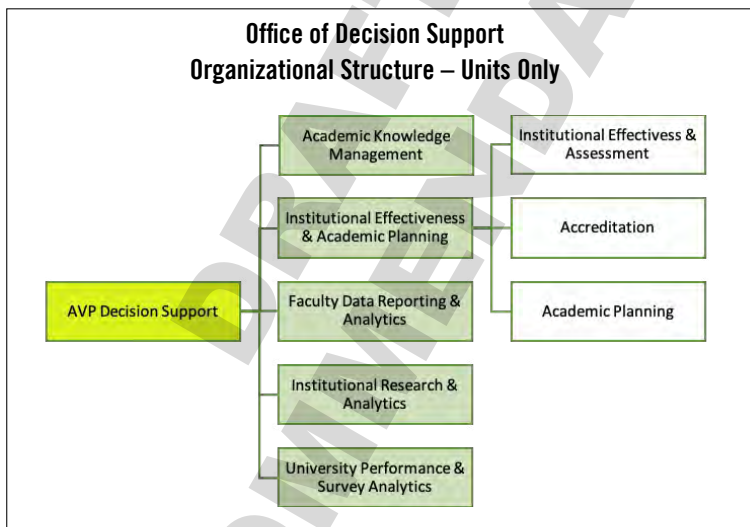
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- *University Performance & Survey Analytics*
 - *Continuously monitors and assesses the university's performance against internal and external benchmarks by collecting, evaluating, and analyzing reputable higher education data from a variety of sources to support evidence-based strategic planning that supports institutional improvement.*

- 4. **What is the proposed leadership (and reporting) structure for the unit in a Consolidated USF? (Optional: If you would like to provide an organizational chart, either print ready or legibly drawn, please upload it to your cluster's Box folder following the instructions on Page 1.)**

Team H was in agreement that in order to ensure that necessary and appropriate authority and accountability are in place to fulfill the responsibilities of ODS, the office will continue to be led by an Associate Vice President with a reporting line to the USF Vice Provost of Strategic Planning, Performance and Accountability and to the Provost. With the exception of the proposed Continuous Improvement workgroup which has not yet been identified as a unit or has had reporting lines determined, all of the units within ODS will report up through the AVP of Decision Support.



Team H did not come to consensus at this time on a more detailed organizational structure beyond the overarching leadership. Unknown governance and administrative structures make it difficult to formalize how the local needs of each of the three campus will be supported with staff resources from across the ODS units. However, Team H did agree on the following:

- *The consolidated ODS structure will ensure that its core functions (outlined under Q6 below), housed within the 5 major units (outlined under Q3 above) will be fulfilled for the consolidated USF, regardless of campus.*

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- *The detailed organizational chart, including reporting lines and responsibilities will be addressed more intentionally, once more is known of the consolidated university structures.*
 - *With a focus on addressing the tasks/actions identified as “now, near, and far” by Team H, all current staff (filled and vacant positions) supporting these functions across all three campuses will be actively transitioning towards a consolidated ODS structure (ODS Transition Team).*
 - *In order to maximize cross-campus communication, increase staff participation and engagement, and minimize impact on staff time and budget, all available technology will be utilized to team members.*
 - *Various strategies will be encouraged (e.g., regular meetings via phone or in person, status updates, project management) to ensure communication, teamwork and timely completion of tasks.*
 - *With a goal of maintaining the highest levels of decision support to the university community, ODS leadership will seek to identify gaps where our work can be enhanced and seek to create opportunities for ODS staff to contribute in new and strategically focused ways.*
- 5. What are the distinctive strengths within the unit, by campus, and how will they be preserved? (Bulleted lists and tables are acceptable.)**

Questions 5 & 6 were seen as connected, thus our response captured below responds to both.

- 6. 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?**

The distinctive strengths of units within the current Office of Decision Support (USF T) and the IE/IR offices at USF SP and USF SM are numerous. As a collective, Team H agreed that the following distinctive strengths must be preserved include:

- *Expertise with regional accreditation (SACSCOC) – principles, policies, and procedures,*
- *Expertise with BOG regulations and processes;*
- *Strategic planning;*
- *Student, faculty and curricular data;*
- *Information Governance leadership;*
- *Reporting, analytical, and visualization tools;*
- *Project management and coordination;*
- *Objective leadership supporting decision-making;*
- *Ethical leadership and upholding data integrity;*

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- *Best practices with data reporting and quality assurance;*
- *Strong communication skills and interpersonal skills;*
- *Ability to bridge across functional, technical and administrative areas.*

The core functions outlined below were agreed upon unanimously by Team H members and capture, at a high level, the functions supported by ODS AND represents a comprehensive list of tasks/actions tied directly to these core functions, and are critical for pre- and post-consolidation planning. At a high level, the table below outlines examples that fall under each of these core functional areas.

Core Functions	Examples
<i>External Reporting</i>	<i>External Data policy / Quality Assurance processes; External Surveys; Rankings</i>
<i>Institutional Reporting</i>	<i>Accountability and metrics monitoring; BOT/Campus Board reports; Athletics Report; Student Success Reporting; predictive modeling and studies; student surveys</i>
<i>Regulatory Compliance/Risk Management</i>	<i>SACSCOC; Program Review; BOG/State reporting; IPEDS</i>
<i>Faculty Development</i>	<i>Faculty master roster; Faculty credentialing; Academic Analytics support and training; FIS functional support</i>
<i>Process</i>	<i>Accreditation; Assessment; Project Management; Data Dive; Information Governance; Strategic Planning</i>
<i>Tools</i>	<i>Academic Analytics; Web Reporting System; Academic/Curricular interfaces; Civitas; dashboards</i>

7. Other items as approved by the Team Leader.

Team H also agreed that the following outstanding items would be discussed / addressed by the ODS Transition Team leadership team:

- *Unit budget post-consolidation*
- *Title and compensation equity across positions and responsibilities*

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Now, Near, Far Action Items

Core Functions	Function Description (High Level)	Function Summary	Risks, Other Considerations	Physical Presence on Campus needed	Team H Implementation Action Items	Now / Near / Far	Consolidation Principle Alignment	Timeline	Contributing Members	Additional Funding or Resources
External Reporting	Reporting to Community Partners	examples - HCAN, FCAN, CADIC, COQBS, Florida Metro Consortium, others?	community needs / reporting will need to be reviewed to ensure needs are met once consolidated, redefined requests, etc.	Reporting needs central; Community partner meetings will continue as determined by leadership	As the official data source for student and faculty data, ODS will compile an inventory of regular reporting needs and if deemed appropriate, will continue to support data and reports.	Near		Inventory of regular community partner reporting needs by March 2019; Review of reporting needs post-consolidation with community partners by December 2019	Community partners	
External Reporting	EDR Process	All requests for external data through ODS (USF Policy 11-007)		PD/Training periodic	As the responsible office for compliance of USF System Policy 11-007, all campuses will take necessary steps to fully follow the External Data Request processes and practices.	Now	AAU	Ensure all campuses share the same process and route requests consistently		Current IR lead on each campus needs to be available to support the EDR data review process. Resources on Tampa campus to support the management of the process.
External Reporting	External Surveys	Support over 20 survey submissions including Common Data Set, Princeton Review, US News, Best Finance, SFA Environmental/Sustainability, ADP, CPAHR, Delaware, OSU	consider lag years in surveys and when impacts to rankings will occur	none	A thorough inventory of external surveys submitted to across the campuses, including a transition timeline will be developed and will serve as a guide to ODS for reporting pre- and post-consolidation.	Near	Preeminence	Inventory of surveys supported and associated timelines post-consolidation by Spring 2019;	Not all are for system, but many	
Faculty Development, Assessment	Assessment - General Education	Development of rubrics and consultation on instruments; alignment of assignments with assessment methods; rationale for methods of assessment	without partnership and/or appropriate resources, ODS cannot provide meaningful support with assessment functions for a large institution	TBD on team recommendation	ODS will continue to partner with ATLE to facilitate General Education Assessment, with the goal of participating in a coordinated system for assessment.	Far	SACSCOC / Accreditation	Status quo with regards to current partnership until academic and administrative structures are in place to be able to engage in new activities.	ATLE: Undergraduate Studies, Graduate Studies	Professional development support could require additional resources or redirection of current resources.

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Core Functions	Function Description (High Level)	Function Summary	Risks, Other Considerations	Physical Presence on Campus needed	Team H Implementation Action Items	Now / Near / Far	Consolidation Principle Alignment	Timeline	Contributing Members	Additional Funding or Resources
Process	Assessment - Academic, Student Support Services	Develop and implement process to ensure compliance with SACSCOC requirements in 8.2.c; Ensure compliance with SACSCOC and BOG requirements; collaborate with ALE on faculty development	without partnership and/or appropriate resources, ODS cannot provide meaningful support with assessment functions for a large institution	TBD	ODS will continue to serve as an administrative, coordinating entity to ensure compliance and consistency in assessment practice related to Academic and Student Support services.	Now	SACSCOC/ Accreditation	adhering to current schedules	Academic Affairs and Student Support service units	
Process	Assessment - Academic, Student Support Services	Develop and implement process to ensure compliance with SACSCOC requirements in 8.2.c; Ensure compliance with SACSCOC and BOG requirements; collaborate with ALE on faculty development	Dependency on organizational and academic structural changes; dependency on impact from SACSCOC and BOG Consolidation team/cluster feedback;	TBD	ODS will facilitate processes related to assessment of Academic and Student Support services that are impacted by consolidation.	Near	SACSCOC/ Accreditation			
Process	Assessment - Administrative	Adapt annual College and Administrative Unit Reviews to ensure compliance with SACSCOC requirements in 7.3	without partnership and/or appropriate resources, ODS cannot provide meaningful support with assessment functions for a large institution; there is already a lag in current assessment	TBD	ODS will continue to serve as an administrative, coordinating entity to ensure compliance and consistency in practice related to Administrative assessment.	Now	SACSCOC/Accreditation	adhering to current schedules	Administrative units	
Process	Assessment - Administrative	Adapt annual College and Administrative Unit Reviews to ensure compliance with SACSCOC requirements in 7.3	Dependency on organizational and academic structural changes; dependency on impact from Consolidation team/cluster feedback.	TBD	ODS will facilitate processes related to assessment of Administrative units that are impacted by consolidation.	Near	SACSCOC/Accreditation			

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Process	Specialized Accreditation	Consultants and project managers in collaboration with the deans for AACSB, NCATE/CAEP, ACPHA, ABET, write reports, provide data, attend workshops and conferences	Dependency on Consolidation implementation cluster feedback - recommendations	TBD	ODS will continue to serve as an administrative, coordinating entity to ensure compliance and consistency in practice, and facilitate processes related to specialized accreditation that are impacted by consolidation.	Near	SACSCOC/Accreditation	adhering to current schedules	colleges will lead based on consolidated structure	
Process	Academic Program Review process support	Coordinate scheduling, contracts with external evaluators, meet with deans and evaluators to set tone of expectations	Pending guidance from BOG staff on impacts to program review schedules post-consolidation	TBD	ODS will continue to coordinate the completion of value-added academic program reviews.	Now	SACSCOC/Accreditation	adhering to current schedules		
Assessment, Regulatory Compliance/Risk Mitigation, Process	Academic Program Review	Coordinate APR process- train participants, provide data tables, coordinate scheduling and contracts with external evaluators, collect and organize reports, review reports, participate in kickoff and exit meetings, submit final reports to BOG	Pending guidance from BOG staff on impacts to program review schedules post-consolidation	TBD	ODS will initiate partnerships with the colleges to ensure faculty understand the value of program review processes.	Near	SACSCOC/Accreditation		colleges will lead based on consolidated structure	May require additional resources
Institutional Reporting	Course Evaluations (Explorance Blue-Support)	Administer Student Assessment of Instruction	Seveas Functional Owner; Tampa faculty senate considering changing questions already; change of questions may also require additional support	none needed except for PD/training support	ODS will continue to serve as the functional owner of the administration of student assessment of instruction (course evaluations).	Far	SACSCOC	Decision on tool post-consolidation	IT	TBD upon business case and investment proposal

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Faculty Development, Regulatory Compliance/Risk Mitigation	Faculty Credentialing, Roster Development and Maintenance	Ensure that all faculty are properly credentialled in FAIR as required by SACSCOC and that HR has Diplomas and Transcripts	Extremely onerous process if credentialled are not in place in the systems of records; can result in a major resource need to ensure compliance; different approaches at each campus	none	Collectively all three campuses will agree on process and tools and will advance the work needed around faculty credentialing, SACSCOC roster development and maintenance.	Near	SACSCOC	By spring 2019		May require additional resources
Faculty Development, Regulatory Compliance/Risk Mitigation	Faculty Credentialing, Roster Development and Maintenance	Ensure that all faculty are properly credentialled in FAIR as required by SACSCOC and that HR has Diplomas and Transcripts	Immediate need for USF Health prospectus		Finalization of the USF Health SACSCOC faculty roster by spring 2019 and the consolidated SACSCOC USF faculty roster by December 2019.	Near	SACSCOC	By spring 2019 Health roster; By December 2019 consolidated USF roster		May require additional resources
Faculty Development, Tool	Academic Analytics Support	Provide data, training, and administration for Academic Analytics Suite	Gearing up for system implementation; many units use reporting from AA as part of their portfolios for APR	none needed except for training support	Under strategic guidance of the Provost Office, ODS will serve as the functional lead on strategy and implementation of Academic Analytics suite of tools across all campuses.	Near	Preeminence	System-wide implementation by August 2019; Training and implementation 2019-20 AY	Faculty Productivity Resources Committee Dwayne, Pritish, Ori, JT, Library	Professional development support could require additional resources or redirection of current resources.
Faculty Development, Process	Support faculty development and faculty data analytics.	Partner with appropriate units in promoting a culture of evidence and continuous improvement; Provide data, analytics, training, and decision support using faculty productivity tools and resources.	confusion of resources to academic community; dependency on consolidated structures in place.	none needed except for training support	ODS will partner with other key units across the university to provide comprehensive and interconnected support around the strategic use of faculty productivity data tools and analysis.	Fair	AAU	post-consolidation	Provost Office, ORI, Library, IT	Professional development support could require additional resources or redirection of current resources.

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Faculty Development, Process	Support faculty development and faculty data analytics.	Partner with appropriate units in promoting a culture of evidence and continuous improvement. Provide data, analytics, training, and decision support using faculty productivity tools and resources.		rotating meeting schedule; teleconference options	Advance the work of the Faculty Committee, comprised of representation from ODS, Library, IT, campuses, and other units as appropriate.	Near	AAU	Review membership, set cadence of meetings and deliverables by Summer 2019; Engage with other units as appropriate to ensure access to tools is consistent system wide.	ODS, Library, IT, campus representatives, others as appropriate	Resource time of contributing units depending on direction of the work identified by the committee.
Faculty Development, Tool	Faculty Information System Support	New system for Tenure & Promotion, Faculty Annual Evaluations, and Faculty Assignments	Serve as Functional Owner, T&P	none needed except for PD/training support	Under strategic guidance of the Provost Office, ODS will serve as the functional lead on strategy and implementation of the use of the Faculty Information System (FIS) across all campuses.	Near	AAU	TBD	IT, colleges, Innovative Education	Future development of the system will continue to require additional funding; Professional development support could require additional resources or redirection of current resources; Training materials support from InEd may require funding support.
Faculty Development, Tool	FAIR System Support	House SACS Roster, Effort, Student Assessment of Instruction Results	Serve as System Owner	none needed except for PD/training support	ODS will continue to serve as system owner of the FAIR system until all functions supported by FAIR are realized in the FIS system.	Far	SACSCOC	Continued support of the FAIR system with progress towards sunseting the FAIR system	IT, HR	
Institutional Reporting	Accountability and metrics monitoring	Support PBF/PE Accountability Team; College Reviews, PPA Matrix		none needed except for PD/training support	ODS will continue to serve as the lead office for monitoring and reporting on accountability and performance metrics. Responsibilities include ensuring data integrity, providing decision support to campus leadership on progress and goal setting, liaison with BOG staff.	Now	Preeminence	continue to monitor; make timelines of metric changes to one USF post-consolidation by summer 2019		

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Institutional Reporting, Process	Ad Hoc Internal Reporting	Reporting as needed by multiple constituents to support ongoing University operations	needs assessment; prepare for initial post-consolidation- how will we support?	Ability to capture needs by leadership critical. Will need strategies to engage with leadership across campus.	A needs assessment will be done across campuses of ad hoc reports needed, including the development of a clear intake processes and prioritization will be required.	Near	various	Engage in a needs assessment summer / fall 2019, and subsequently on an ongoing basis post-consolidation	campus leadership as appropriate	resources time will be needed to provide timely support
Institutional Reporting, Process	Ad Hoc Internal Reporting	Pre-and post-consolidation support including SACSCOC for consolidation; managing curricular changes; facilitates implementation of curriculum management software and modification of reports to reflect new college, dept, and curriculum codes that will be created for the new institution. Facilitate Archiving of System Academic database in data warehouse once Digital is fully implemented); managing data reporting implications	Resources and timelines; assessment of support and needs; strains on current resources pose risk to standing workload		ODS will continue to support appropriate pre- and post-consolidation planning and implementation as needed by leadership.	Now	various	by Fall 2019 identify actual support needed, timelines and resources	IT, Data Admin, other central units	Current resources are being utilized to support these efforts, additional pressures to the current teams may require resource support
Institutional Reporting	BOT / Campus Board Reports	Examples - Athletics report, Diversity update, campus updates	needs assessment	Ability to capture needs by leadership critical. Will need strategies to engage with leadership across campus.	An inventory of standing BOT/campus reports will be completed with input across campuses, along with needs assessment. A clear intake processes and prioritization will be required.	Near	various	inventory of recurring/standing reports in place by summer 2019;	BOT staff	

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Institutional Reporting	Student Success reporting	Enrollment, Planning and Analysis (EPM) analysis/support, FF report support, Banner cohort ODS is functional owner), NSC reporting and analysis, Financial Aid related studies, FEPP & Employment Studies, Admissions dashboards, Academic dashboards, longitudinal studies	<p>funding of EPM analysis by SASS; many projects/analyses are done for system/campuses; need to have consistency in place pre-consolidation;</p> <p>Permanent presence on campus not needed as long as there is an established practice of transparent communication, updates via cross-campus and cross-functional working committees</p>	<p>none-see comment in 'other considerations'</p>	<p>An assessment and documentation of all current student success dashboards will be conducted in order to determine overlap and next steps.</p>	Near	Student Success	<p>Inventory of all current student success reporting and dashboards by summer 2019;</p> <p>Clear plan on adding, merging, or eliminating reports due to need or duplicity. Completion of plan post-consolidation</p>	<p>Student Success units, IT, ODS</p>	<p>Training will require need for additional resources to support reporting needs</p>
Institutional Reporting	Student Success reporting	Enrollment, Planning and Analysis (EPM) analysis/support, FF report support, Banner cohort ODS is functional owner), NSC reporting and analysis, Financial Aid related studies, FEPP & Employment Studies, Admissions dashboards, Academic dashboards, longitudinal studies	<p>Permanent presence on campus not needed as long as there is an established practice of transparent communication, updates via cross-campus and cross-functional working committees</p>	<p>none-see comment in 'other considerations'</p>	<p>ODS will continue to serve as the responsible party for official reporting on student success metrics. Function to include establishing cohorts, methodology, role with Information Governance.</p>	Now	Student Success	<p>current practices will continue</p>		

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Institutional Reporting	Student Success reporting	Enrollment, Planning and Analysis (EPA) report support, Banner cohort (ODS) is functional owner), NSC reporting and analysis, Financial Aid related studies, FETPP & Employment Studies, Academic dashboards, longitudinal studies	Permanent presence on campus not needed as long as there is an established practice of transparent communication, updates via cross-campus and cross-functional working committees	none- see comment in 'other considerations'	Establish a standing Cohort Working Committee, comprised of membership across the system, to increase communication to multiple stakeholders and advance transparency and education around how cohorts are established, defined and monitored.	Now	Student Success	now	Cohort Working Committee membership	Project management support
Institutional Reporting	Student Success reporting	Enrollment, Planning and Analysis (EPA) report support, Banner cohort (ODS) is functional owner), NSC reporting and analysis, Financial Aid related studies, FETPP & Employment Studies, Academic dashboards, longitudinal studies	Permanent presence on campus not needed as long as there is an established practice of transparent communication, updates via cross-campus and cross-functional working committees	none- see comment in 'other considerations'	In partnership with other units, establish intentional connections between operational and official reporting to allow for alignment with accountability metric reporting.	Near	Student Success	Will determine opportunities where these connections are possible by summer 2019; Will establish and adhere to agreed upon reporting schedules for communicating updates on key student success metrics to university leadership- AY 2019-20	Student Success units, IT, ODS resources	
Institutional Reporting	Statistical Analyses and Predictive Modeling and studies	FYR model; GPA model; student flow; Financial Aid - Student Indebtedness	many projects/analyses are done for system/campuses; need to have consistency in place pre-consolidation;	none- see comment in 'other considerations'	Compile a listing of current analyses and modeling supported across campuses by summer 2019; determine continuation and establish a plan for those identified for reporting in AY 2020-21	Far	Student Success	Compile a listing of current analyses and modeling supported across campuses by summer 2019; determine continuation and establish a plan for those identified for reporting in AY 2020-21		

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Institutional Reporting, Process	Strategic Planning	Support of strategic planning efforts are shared across campuses. Level of involvement has included leading committees; devising and leading the planning process; support mission development, goal-setting, outcome measurement; follow-up reviews and revisions; peer and aspirant review and recommendations; qualitative analyses	support of strategic planning will be determined post-consolidation when governance and structures are finalized	TBD	Continue to support the university's strategic planning efforts in varying capacities, including serving in a leadership capacity in committee work; providing support with benchmarking, data and information; qualitative analysis; and project management.	Fair	Premminence	TBD dependent on executive committee recommendation	strategic planning committee, President's office	
Institutional Reporting, Process	Leadership Initiatives / Projects	Facilitate Provost-led initiatives, e.g., comprehensive review of undergraduate curricula; reform of General Education; implementation of new curriculum management system	requires review of requests in the queue and calendar outline of what is already supported; prioritization; needs assessment; prepare for increased support initially post-consolidation - how will we support?	Ability to capture needs by leadership critical. Will need to implement strategies with leadership across campuses.	An inventory of existing leadership initiatives projects will be compiled with input from all campuses, along with a needs assessment. A clear make process and prioritization will be required.	Fair	various	Engage in a needs assessment by summer / fall 2019; identify on subsequent an ongoing basis post-consolidation	campus leadership as appropriate	resource time will be needed to provide timely support

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Core Functions	Function Description (High Level)	Function Summary	Risks, Other Considerations	Physical Presence on Campus needed	Team H Implementation Action Items	Now / Near / Far	Consolidation Principle Alignment	Timeline	Contributing Members	Additional Funding or Resources
Institutional Reporting, Tool	Civitas Support	Manage relationship with vendor, serve as co-functional lead, provision / manage access, support projects to improve or originate and validate at-risk lists; support additional analyses related to student success	Civitas data already tied into Archium system as part of insights; Ability to support Civitas related analyses dependent on EPM analyst funding. ODS administration/provisioning of access is a low risk as access managed and documented, however, in a decentralized way which may pose as an audit risk.	none needed except for PD/training support	ODS will continue serve as the co-functional lead (along with UGS for advisor modules), and liaison with the Civitas team. Responsibilities include ensuring the tool is functional, managing the relationship with the vendor, implementing new tools within the reporting suite as approved by SASS leadership, providing technical support to the USF community, providing training support.	Now	Student Success	now	IT, UGS, Persistence Committee	expanded training and support will require additional resources to support
Institutional Reporting, Tool	Support the infrastructure, access for deployment/ use of SAS VA	Fully support the deployment, enhancements, development, access of SAS VA	ODS funded and supported, no IT support; prepare for increased support initially post-consolidation - how will we support??	none needed except for PD/training support	ODS will continue to serve as system owner of SAS VA and ODS Reporting Suite.	Now	various	now		
Institutional Reporting, Tool	WRS report writing	Support university wide community with reports from Banner (operational data)	New tool will require retooling of skills of current report writing team; Transition to the new tool will require ODS resources.	none needed except for PD/training support	ODS will continue to support WRS report writing for operational purposes.	Now	Student Success	now	IT, RO	

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Tools	WRS conversion project	Approx. 9 month project to convert approx. 900 reports and off an unsustainable server	Dependency on vendor and IT for implementation; only option 1a is funded; option 1b for a university wide system is currently unfunded	none needed except for PD/training support	ODS will serve as a functional partner on the WRS Replacement Team to transition WRS to a stable reporting environment.	Near	Student Success	Approximate timeline for conversion is end of CY2019 for option 1a (if and shift of current WRS reports)	WRS Replacement Team	Resource reallocation for funded option 1a ; New resources required for unfunded option 1b
Tools	WRS conversion project		Option 1b for a university wide system is currently unfunded; not funding this expanded view is a risk to process inance and MAU profiling, as well as to student access	TBD on scope of strategy	Partner with IT on a university-wide strategy around reporting of student data including requisite governance responsibilities, ownership, training, etc.	Fair	various	Ongoing conversations	ODS, IT	TBD on scope of strategy; New resources required for unfunded option 1b
Misc. University Support	SQL support of Admissions letters	under direction of Admissions, support the SQL coding of letters	Ideally this will be converted fully to campus CRM's - TBD		ODS must focus on core functions and responsibilities, thus supporting such functions - SQL support of Admissions letters - is an inefficient use to ODS resource and poses a risk to the university to continue to allow. ODS will elevate requests placed to move this responsibility outside of the office.	Near		Transition responsibility by 2019-20	Admissions	

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Misc. University Support	Banner Security support	Serve as the workflow for Banner security	Audit risk; not appropriate for this office to support		ODS must focus on core functions and responsibilities, thus supporting such functions - Banner workflow - is an inefficient use of ODS resources and poses a risk to the university to continue to allow ODS to place requests outside of the office.	Near		summer 2019 proceed with concept proposal, have automated process by end of December 2019 / spring 2020	IT, Audit	TBD based on IT assessment
Misc. University Support	Banner Workflow Support	Serve as the owner, and security checkpoint for Third Party Payments System for UCO	Institutional risk as third party payments are dependent on this support. Not appropriate for this office to support		ODS must focus on core functions and responsibilities, thus supporting such functions - Banner workflow support - is an inefficient use of ODS resources and poses a risk to the university to continue to allow ODS to place requests outside of the office.	Near		summer 2019 proceed with concept proposal, have automated process by end of December 2019 / spring 2020	IT, UCO	TBD based on IT assessment
Process	BOG SUDS Files Executive Review	A/P serve as an executive reviewer of BOG SUDS file submissions (more than for those file ODS serves as Data Steward)	Continue to support function	None needed	ODS senior leadership will continue to serve as an Executive Reviewer for state file submissions, working in tandem with the USF Data Administration office.				Data Admin	

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Process	Project Management for Academic Affairs	Team helps to manage Ad hoc projects within Academic Affairs (e.g., HPS, Goals in Banner, Accountability Plan, Strategic Plan, Consolidation Implementation)			ODS will continue to facilitate curricular change processes (e.g., creation, suspension, and termination of degree programs); APAC & SALC, UG & GR Studies; facilitate council; facilitate communication with BOT, BOG, and SCNS; maintain Master Academic Plan (5-year plan); maintain Common Course Prerequisites Manual; Monitor and report USF info to the BOG APPRISE system		Preeminence			
Process	Academic Planning and Curricular Changes	Facilitate curricular change processes, e.g., creation, suspension, and termination of degree programs; provide support to APAC & SALC, UG & GR Studies, and Faculty Councils; facilitate communication with BOT, BOG, and SCNS; maintain Master Academic Plan (5-year plan); maintain Common Course Prerequisites Manual; Monitor and report USF info to the BOG APPRISE system	level of which the new tools (curricling) will be implemented and actualized		ODS will continue to facilitate curricular change processes (e.g., creation, suspension, and termination of degree programs); provide support to APAC & SALC, UG & GR Studies, and Faculty Councils; facilitate communication with BOT, BOG, and SCNS; maintain Master Academic Plan (5-year plan); maintain Common Course Prerequisites Manual; Monitor and report USF info to the BOG APPRISE system	Near				

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Process	Data Dive	ODS leads a monthly forum for staff across USF Tampa including health to answer questions, provide updates, train around accountability metrics, share across colleges/units	teleconference participation will need to be standard		ODS will lead, facilitate, staff and advance the work of the Data Dive forum, with a focus on expanding participation across campuses.	Near	AAU	expand membership across the system by summer 2019; in advance of the 2019-20 AY starting, establish the meeting schedule, modes of delivery, documentation, communication.	currently only for USF Tampa	
Process	Information Governance Program	Approved charter and program by president, sponsored by Provost and CFO.	is underway, with a focus on Student Information Governance working committee, co-chaired by ODS and IT		ODS will co-chair the Student Information Governance (SIG) team, along with IT to advance the work of establishing a robust Information Governance program for the university.	Near	Preeminence	underway, SIG charter by Spring 2019; Action Items completed by AY 2019-20	SIG membership	Institutionalizing a robust IG program will require investment in tools and resource support.
Process	Institutional Reporting	There are several high-level student surveys administered at the university - Graduating Senior Survey, Graduate Student Survey, Entering Student survey (BCSSE), NSSE, First Destination survey, and a Climate survey. Currently ODS has full oversight of the Graduating Senior survey, and involvement with a few others; Aside from these surveys, there are hundreds of surveys being administered to USF students without coordination which induces survey fatigue and low response rates.	survey, fatigue, low response rates, uncoordinated use of data, inefficient; at minimum, a survey calendar can be developed and instituted by ODS with current resources		In order to establish an institutional student survey program at the University, ODS will serve as coordinating and advisory entity with the following responsibilities: compile an inventory of student surveys currently administered by units, streamline redundancies while preserving meaningful survey instruments/items, develop a University wide survey calendar, and partner on or provide advisory support for new/proposed/revised surveys.	Far	Student Success	TBD depending on scope and resources	resources will be required, at least 1.0 FTE manager level with survey expertise	

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Regulatory Compliance/Risk Mitigation	Carnegie Classification analysis and timeline	maintain a watchful eye on Carnegie Classification changes and assess impact to university	focus has been on Tampa; now watching campus changes		A timeline and executive summary of USF's Carnegie classification will be developed, communicated and monitored leading up to consolidation.	Near	AAU	by summer 2019 establish timeline and related deliverables		
Regulatory Compliance/Risk Mitigation	Rankings	Under the direction of the President and Provost, work collaboratively with other senior leadership and various offices to advance USF's placement in rankings- current and post-consolidation			ODS will continue to provide official analysis for university-level rankings strategically identified by leadership for monitoring, occasionally in partnership with other units across the university, as well as collaborate with others to advance USF's placement in rankings pre- and post-consolidation.	Near	Preeminence	Establish timelines per ranking to clearly detail - summer 2019	Pritch, rankings workgroups	
Regulatory Compliance/Risk Mitigation	Accountability Plan	Coordination of entire process, data validation before campus review, system roll-up, projection/goal setting support	process already in place for system-wide		ODS will continue to serve as the lead office for monitoring and reporting on accountability and performance metrics. Responsibilities include ensuring data integrity, providing decision support to campus leadership on progress and goal setting, liaison with BOG staff.	Now	Preeminence	AVP ODS to meet with BOG staff on timeline for consolidate USF poll/inf		
Regulatory Compliance/Risk Mitigation	BOG and Other State level Reporting- Adhoc	Coordinate reporting/ responses to adhoc requests from the BOG as funneled through the USF Data Administrator; Reporting to FDOE (USFSP).	Reporting to FDOE will need to be assessed to determine if this will continue post-consolidation		ODS will continue to work alongside the USF Data Administration office to ensure timely response and integrity of BOG adhoc reporting requests related to student or faculty data.	Now		now	Data Admin	

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Regulatory Compliance/ Risk Mitigation	BOG SUDS file data steward	ODS serves as the data stewards for several SUDS files - all SIF files (SIF, SIFP, SIFD), RET, IRD F, Academic Program Review, Specialized Accreditation Survey, ALC reports, Center & Institute reports. Includes responsibilities such as file build, communicate with stakeholders, work through error reports, prepare executive review files			ODS will continue to be the data steward for the retention, SIF, and IRDF files, working with appropriate offices during the file build (i.e., Registrar's office, IT, USF data Administration).	Now	Preeminence	now	Data Admin	
Regulatory Compliance/ Risk Mitigation	IPEDS Reporting and conversion (includes maintenance)	Keyholder, submit data directly into IPEDS website, provide data and support to campuses; coordinate communications with IPEDS and BOG; development of conversion = processes and views of data for IPEDS survey builds - transition from BOG lead on providing this support to the SUS institutions	ODS will need to work with the BOG to ensure proper protocols and communication are in place leading up to consolidation and reporting as one to IPEDS.		ODS will continue to serve as the IPEDS Keyholder - responsible party - for official reporting to IPEDS on behalf of the university. This includes working with the BOG in their capacity as second-lock Keyholder for submission federally.	Now	AAU	now	campus IPEDS Keyholders	

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Regulatory Compliance/ Risk Mitigation, Accreditation	SACSCOC Reporting & QEP Support	Produce annual reports and substantive change requests; support in an advisory capacity. Provide consultation to faculty/ administrators to evaluate situations that may constitute substantive change according to SACSCOC definition; work with applicable parties to submit necessary documentation and application to SACSCOC			Support all SACSCOC reporting, including facilitating substantive change.	Near	SACSCOC/ Accreditation			Additional resources if the needs grow for reporting due to consolidation
Regulatory Compliance/ Risk Mitigation, Accreditation	SACSCOC Reporting	Complete the requisite substantive change report in advance of consolidation.	Critical		The three SACSCOC divisions from each USF campus will work together to support the completion of the requisite substantive change report. Under the created unit of "Continuous Improvement", the unit will report directly to Vice Provost for Strategic Planning, Performance & Accountability with regular meetings, updates and communication.	Now / Near	SACSCOC/ Accreditation	Immediate work ongoing through submission to SACSCOC in 2020.		
Regulatory Compliance/ Risk Mitigation, Accreditation	SACSCOC Reporting & QEP Support	Support of the QEP	Decision on how QEP will be addressed as one consolidated institution.		ODS will serve in an advisory capacity for the Quality Enhancement Plan team.	Near	SACSCOC/ Accreditation			adhering to current needs/schedules; adjust as decisions on QEP are made

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Tools	System for Assessment Management	Modify SAM as needed, e.g., to enable roll up of assessment results for use at the academic leadership level (e.g., College Reviews at USFT) and prepare for consolidation.	System wide tool to get us ready for consolidation		Identify the selected tool to address current needs and enable roll up of assessment results for use at the academic leadership level (e.g., College Reviews at USFT) and prepare for consolidation.	Now	AAU	now	IT-across campuses	TBD based on IT assessment
Tools	System for Assessment Management		Prioritization and support of needed modifications to current tool by IT will be critical		With input from all campuses, and with the support of IT resources, ensure appropriate modification of the selected tool for assessment are completed, tested and ready for use.	Near	AAU	Modification of the tool by IT by Spring 2019	IT, campuses	TBD based on IT assessment
Tool, Process	Continuous Improvement culture; need for connection of disparate systems/ tools to be able to capture alignment across the university	Continuous improvement culture; need for connection of disparate systems/ tools to be able to capture alignment across the university	Continuing to operate with disparate systems is a risk to accreditation, data integrity, student success; IT dependency		Complete an inventory of tools, by campus, and decide which ones to use for the consolidated institution and identify the cost of tools (investment proposal).	Far	AAU	Inventory of tools used and available (DATE); assess where there are opportunities to make -> post consolidation effort, ongoing		TBD based on IT assessment
Tools	Academic Data Systems	Maintain curriculum codes database, degree inventory, course proposal system, and course inventory (??)	new purchase and deployment of Acalog/Curriculum	TBD	Assess ODS level of implementation and role of Curriculum/Accalog- by end of fall 2019.	Near	SACSCOC	Both will go live in fall 2019 (map); campuses will roll out December 2019	UGS, GS, departments, faculty councils	

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Tools	Maintenance of a code repository	Purchased out of ODS budget and support the use of a code repository across ODS	ODS funded and supported, no IT support		Assess the current best practices in place across campuses around code maintenance, documentation and back-up. Streamline best practices for consistency and back-up.	Near	Premierance	Spring 2019 assessment of others who need to be included in using the repository; summer 2019 training		sharing of cost to be reviewed
Tools	Reporting tools	Development of ODS Reporting Suite using SASVA and Power BI - includes student success related data, PE, PBF, Admissions, other; Current resources available on ODS site; System Academics site	Requires current data and reporting resources at all campuses to have access, train on, and collaborate on reporting needs. Current resources are required to maintain current levels of reporting		Conduct an assessment of data tools being used, how access across campuses can be supported, and strategy on use of tools to support university goals.	Near	Student Success	March 2019 - establish listing of tools and data sources used by all currently; Spring 2019 - agreement of goals to use system-wide; Summer 2019 training on tools as appropriate;	various	sharing of cost to be reviewed
Tools	Consistent/centralized data sources	Working with IT and other units across the system to house data sources centrally, in one DWHOUSE.	DWHOUSE at USFSP; data sources housed in different manners inconsistently across campus.		Working through the Information Governance structure, conduct an assessment of data sources being used and how they can be centralized for consistency in access and use.	Near	various	assessment of data sources currently being used by Spring 2019; Streamline DWHOUSE and source data timeliness dependent on availability of other units	IT - across campuses	TBD based on IT assessment

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Regulatory Compliance/ Risk Mitigation, Process	Review all draft MOUs and contracts related to academics.	Review all draft MOUs and Contracts related to transfer, articulation, dual degree programs, and collaborative academic partnerships to ensure compliance with SACSCOC requirements.			ODS will continue to review all draft MOUs and Contracts related to transfer, articulation, dual degree programs, and collaborative academic partnerships to ensure compliance with SACSCOC requirements.	Near	SACSCOC			
Regulatory Compliance/ Risk Mitigation, Process	Review proposals to create, suspend, or terminate centers and institutes.	Review proposals to create, suspend, or terminate centers and institutes; ensure compliance with BOG requirements, and facilitate communications with the BOG about centers and institutes.			ODS will continue to review proposals to create, suspend, or terminate centers and institutes; ensure compliance with BOG requirements; and facilitate communications with the BOG about centers and institutes.	Near	SACSCOC			

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Draft CIC Considerations December 19, 2018

Subcommittee	Tasks (If provided)	CIC Considerations for a Singly Accredited USF	Owner/Leag	Impact/Value (Why) a. SACSOC requirement b. Preeminence metric c. other	Start Date	End Date	Relevant Stakeholders	Team H Comments
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)	Required per SACSOC Principle B.2. ODS/R/IE will provide guidance and structure of a comprehensive assessment and continuous improvement plan, which will include checkpoints throughout the assessment cycle.
		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.	Required per SACSOC Principle B.2. ODS/R/IE will provide guidance and structure of a comprehensive assessment and continuous improvement plan, which will include checkpoints throughout the assessment cycle.
		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	Required per SACSOC Principle B.2. ODS/R/IE will provide guidance and structure of a comprehensive assessment and continuous improvement plan, which will include checkpoints throughout the assessment cycle.
		d. Develop or enhance Peer coaching component to each campus		Student Success & Learning	1/1/2019	Spring 2020	NSC, PFP, Orient, UGA	Required per SACSOC Principle B.2. ODS/R/IE will provide guidance and structure of a comprehensive assessment and continuous improvement plan, which will include checkpoints throughout the assessment cycle.
	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	1/1/2019	7/1/2020	All tutoring centers	Required per SACSOC Principle B.2. ODS/R/IE will provide guidance and structure of a comprehensive assessment and continuous improvement plan, which will include checkpoints throughout the assessment cycle.
		b. Implement an asynchronous method of tutoring for all campuses	Academic Success Center	Other	1/1/2019	7/1/2020	All tutoring centers	Required per SACSOC Principle B.2. ODS/R/IE will provide guidance and structure of a comprehensive assessment and continuous improvement plan, which will include checkpoints throughout the assessment cycle. This must include a comprehensive assessment of all distance education programs/courses.
		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	Required per SACSOC Principle B.2. ODS/R/IE will provide guidance and structure of a comprehensive assessment and continuous improvement plan, which will include checkpoints throughout the assessment cycle. Should include assessment of living learning communities.
		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	Any data that will be ingested in ArchiVum Insights (Case Management) should be centralized and supported with strong documentation (IT function).
		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	Post-consolidation, any changes to data elements (e.g., codes, attributes, crosswalks) should be controlled, monitored, clear, documented, and communicated to ensure reporting (operational and official) is reliable.
	IV. Orientation	a. Integrate Orientation technology across the campuses (Virtualize (V2) 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	Required per SACSOC Principle B.2. ODS/R/IE will provide guidance and structure of a comprehensive assessment and continuous improvement plan, which will include checkpoints throughout the assessment cycle.
	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	Post-consolidation, any changes to data elements (e.g., codes, attributes, crosswalks) should be controlled, monitored, clear, documented, and communicated to ensure reporting (operational and official) is reliable.
	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	

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	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	Post-consolidation, any changes to data elements (e.g., codes, attributes, crosswalks) should be controlled, monitored, clear, documented, and communicated to ensure reporting (operational and official) is reliable.
	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		Enrollment Planning and Management					
L. 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	Ensure software compatibility with existing databases (IT function).
	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	Need to ensure consistency of information to meet SACSCOC 12.6 principle.
	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.	Need to ensure consistency of information to meet SACSCOC 10.5 principle.
	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		9/13/2019	11/1/2019	Continuing and admitted students, and families.	
	f. Assign students to a campus. This is needed to assess each campus' initiatives for PEI. 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 PEI and Preeminence targets.	Post-consolidation, any changes to data elements (e.g., codes, attributes, crosswalks) should be controlled, monitored, clear, documented, and communicated to ensure reporting (operational and official) is reliable. If campus is captured in data sources, data assessed in support of accountability metrics would be operational, not official.
	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 area in EPM, i.e., Admissions, Financial Aid, Registrar's Office.	
B. Admissions	a. Consolidate the undergraduate application (FIC 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.	Need to ensure consistency of information to meet SACSCOC 10.5 principle. Post-consolidation, any changes to data elements (e.g., codes, attributes, crosswalks) should be controlled, monitored, clear, documented, and communicated to ensure reporting (operational and official) is reliable. If campus is captured in data sources, data assessed in support of accountability metrics would be operational, not official.
	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.	Post-consolidation, any changes to data elements (e.g., codes, attributes, crosswalks) should be controlled, monitored, clear, documented, and communicated to ensure reporting (operational and official) is reliable.
	c. Establish uniform dates and guidelines 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.	Post-consolidation, any changes to data elements (e.g., codes, attributes, crosswalks) should be controlled, monitored, clear, documented, and communicated to ensure reporting (operational and official) is reliable.
	e. Consolidate undergraduate Transfer scholarships based on one scholarship grid for unified USF effective July 1 2018. This initiative will be based on the RNI financial aid averaging model.	Dean of Admissions		4/1/2019	6/30/2019	Potential students and high school counselors. Office of Financial Aid and FAPAC.	Post-consolidation, any changes to data elements (e.g., codes, attributes, crosswalks) should be controlled, monitored, clear, documented, and communicated to ensure reporting (operational and official) is reliable.
	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.	Post-consolidation, any changes to data elements (e.g., codes, attributes, crosswalks) should be controlled, monitored, clear, documented, and communicated to ensure reporting (operational and official) is reliable.
	g. Consolidate the undergraduate transfer admission criteria and admissions grid to admit to a single unified USF, effective July 1 2018. 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.	Need to ensure consistency of information to meet SACSCOC 10.5 principle. Post-consolidation, any changes to data elements (e.g., codes, attributes, crosswalks) should be controlled, monitored, clear, documented, and communicated to ensure reporting (operational and official) is reliable.

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	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.	Need to ensure consistency of information to meet SACSCOC 10.5 principle.
	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	Need to ensure consistency of information to meet SACSCOC 10.5 principle.
	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.	Need to ensure consistency of information to meet SACSCOC 10.5 principle.
	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	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	Need to ensure consistency of information to meet SACSCOC 10.5 principle.
	q. Assessment of consolidation, organizational structure and reporting of locally driven enrollment management programs such as the USF initiative	Dean of Admissions and Dean of Undergraduate Studies			4/1/2019	6/30/2019	Potential students and high school counselors.	Provide support for assessment and continuous improvement, including surveys.

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	Registrar	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 systems 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	Need to ensure consistency of information to meet SACSCOC 12.5 principle.
		Courses 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 systems 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	Post consolidation, any changes to data elements (e.g., codes, attributes, crosswalks) should be controlled, monitored, clear, documented, and communicated to ensure reporting (operational and official) is reliable.
		Appeals Considerations: Develop the 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		11/1/2019	2020 Academic Year Start	Office of the Registrar and Records and Registration Staff; Academic Affairs; General Counsel	
		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 to 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	Need to ensure consistency of information to meet SACSCOC 12.5 principle.
		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	
		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	Rules and regulations across catalogs must be aligned at the time of consolidation, July 1, 2020.
		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.	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	Need to ensure consistency of information to meet SACSCOC 10.2 principle.
		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.	Student Success Committee, EPM Work Group	Other		10/1/2018	Spring 2019 Commencement	Office of the Registrar and Records and Registration Staff	
		Communication Consideration: Ensure information on the web, email, and myUSF is accessible, consistent, and alignment for each audience (students, families and other third parties, faculty and staff) across campuses.	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	Supports SACSCOC principle 1 - institutional integrity.

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	<p>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 Registration Staff, Entire USF Community	Post-consolidation, any changes to data elements (e.g., codes, attributes, crosswalks) should be controlled, monitored, clear, documented, and communicated to ensure reporting (operational and official) is reliable.
	<p>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 actions reports, 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 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 challenge issues faced by individual students and by students by classification.</p>	VP Student Affairs and Student Success	Student Success					ODS will continue to serve from an official reporting capacity.
	<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 chance 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>							ODS will continue to serve from an official reporting capacity, as well as to support institutional research and data analytics.
	<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>							Need to ensure consistency of information to meet SACSCOC 12.6 principle.
	<p>d. We will coordinate the delivery of support services to underserved, high need students.</p>							Need to ensure consistency of information to meet SACSCOC 8.2c principle.
	<p>e. Systematic use of the Archimedes 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. Archimedes insights will be supported by continuous development and resourcing.</p>							ODS will continue to provide support from an official reporting capacity. Post-consolidation, any changes to data elements (e.g., codes, attributes, crosswalks) should be controlled, monitored, clear, documented, and communicated to ensure reporting (operational and official) is reliable.
D. Student Engagement	<p>a. Establish a reporting structure so all students benefit from the services/resources offered to transfer students. USF has an Office of Transfer Student Success (formerly Office of State and Community College Relations).</p>	Undergraduate Studies	Office of Transfer Student Success	Other				ODS will continue to provide support from an official reporting capacity.
I. Transfer Students	<p>b. Establish a The 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	ODS will continue to serve from an official reporting capacity. Post-consolidation, any changes to data elements (e.g., codes, attributes, crosswalks) should be controlled, monitored, clear, documented, and communicated to ensure reporting (operational and official) is reliable.
	<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.	ODS will provide support for assessment and continuous improvement, including surveys.
	<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 USF 2018 – week of activity joint for transfer students)</p>	Office of Transfer Student Success	Other				OAA, Career Services, Veterans Success	
	<p>f. FUSE-specific</p> <p>a. Create a reporting structure to track Fuse students</p>	ODS/UGS	Other				URO, B Fuse partners, IT, Admissions	ODS will continue to serve from an official reporting capacity. Post-consolidation, any changes to data elements (e.g., codes, attributes, crosswalks) should be controlled, monitored, clear, documented, and communicated to ensure reporting (operational and official) is reliable.

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	B. Establish a centralized location for advising information	USF/Academic Colleges	Other			IT	Use of Archivum Insights (Case Management) for use of consistent systems and subsequent reporting.
	C. Align curriculum GradPaths for each campus	Office of Transfer Student Success	Other			8 Fuse partners, Provost	GradPaths must comply with SACSOC Policy on the Quality and Integrity of Educational Credentials.
	D. Create one singular application process for Fuse students	Admissions	Other			URO, Office of Transfer Student Success, 8 Fuse partners, IT	
	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	Admissions	Other			Office of Transfer Student Success, 8 Fuse partners	Post-consolidation, any changes to data elements (e.g., codes, attributes, crosswalks) should be controlled, monitored, clear, documented, and communicated to ensure reporting (operational and official) is reliable.
K. Health & Wellness		AVP, Health and Wellness					
L. Overall Considerations	A. Development of a cross-campus USF Health Campus Committee						SACSOC Principle 8.2c
	B. Ensure baseline consistency in services and identification of deviations through consistent assessment and monitoring						
M. Health Promotion	A. Implement the National College Health Assessment in spring 2020 to be in line with the State University System for benchmarking purposes.	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	Consultation with ODS and other central offices to coordinate timing/scheduling of survey administration.
	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	SACSOC Principle 8.2c
	C. Implement the biennial review (under Part 66 of the Original 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	Appears to be a candidate for review under USF System Policy 11-007 External Data Requests.
	D. Mandate the completion of five life skills modules (Alcohol/EDU, sexual assault prevention, Kognito (for staff/faculty) as well, financial literacy and academic integrity) for all students (FTE, 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 8 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	SACSOC	2021		Wellness Center/Center for Student Well-Being	
N. Counseling/Mental Health Services	A. Students should have access to mental health resources on all of the campuses.	All campus stakeholders	SACSOC, 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	SACSOC (continuity and availability of services)	2020		Counseling Centers on each campus	Use of Archivum Insights (Case Management) for use of consistent systems and subsequent reporting.
	C. To ensure a uniform experience across the campuses, consolidated internal processes, assessments, credentials/certifications, and specialties is recommended, wherever possible and/or warranted based on unique campus needs.	All campus stakeholders	SACSOC, IACS (International Association of Counseling Services) Accreditation	2020		Counseling Centers on each campus	

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		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
N. Recreation/Intramurals		a. All students should have access to all recreation and intramural activities on all the campuses.	All campus stakeholders	SACSCOC		2020		Campus Recreational/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
N. 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, resources, 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 Deed Colleague letter (now rescinded), CAS Standards.		2020		Victim Advocacy program
N. 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 AAACNP 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					
a. 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-Op, 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 highlighting 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 research, tenure and promotion policies systemwide related to WPS related work	AVP	B		April 2019	Ongoing	Faculty
		g. Review & Promote changes will have a significant impact on the Faculty Information System (FIS). Post-consolidation, any changes to data elements (e.g., codes, attributes, crosswalks) should be controlled, monitored, clear documented, and communicated to ensure reporting (operational and official) is reliable.						
		h. Post-consolidation, any changes to data elements (e.g., codes, attributes, crosswalks) should be controlled, monitored, clear documented, and communicated to ensure reporting (operational and official) is reliable.						
b. Practice		a. Adopt the model of "Career Advocacy" across all campuses to promote a general culture throughout our Career Readiness work that prioritizes a long-term, 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 & SF 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

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		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	SACSCOC Principle 8.2c
		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	SACSCOC Principle 8.2c
		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 ePortfolio 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	SACSCOC Principle 8.2c
		l. Implement MyPlan, My Pathways across all campuses	Unit Director	A, B, C, D	Current Work	Ongoing	Faculty, Students, Administration, Community Partners	SACSCOC Principle 8.2c
		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 membership	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	SACSCOC Principle 12.5
		r. 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 BOJ seat, and the creation of an equitable budget allocation	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	
	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	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	2019	2020	USF System Student Organizations, USF System SGA's, A&S funded entities, Dean of Students, Student Affairs & Student Success, USF General Counsel	
	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.	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	
	d.	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 Offices, USF 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	
	e.	Explore a fully online newspaper	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	
	f.	Create a plan to collaborate in order to serve the USF Consolidated campuses	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	
	g.	Conduct assessments/research on leadership and student campus identification in regards to considering whether there should be a consolidated structure	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	

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<p>B. Student Organizations</p>	<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>	<p>Current Org/Inv administrators from each campus</p>	<p>Students will see all involvement opportunities within the system in one program; data collection will be uniform across all campuses</p>	<p>Fall 2019</p>	<p>Fall 2020</p>	<p>Students, All departments that use current platform, SGA at all campuses</p>
	<p>c. Implement a new or revised student organization registration process that would work for each campus and provide equitable service</p>	<p>Student Engagement at USFSM, LSO at USFSF, CLCE at USFT, SGA as needed</p>	<p>Student leader experiences are consistent but remain unique to each campus individual needs</p>	<p>Fall 2019</p>	<p>Fall 2020</p>	<p>students, student organizations, USFSM Student Engagement, St. Pete LSO, Tampa CLCE, Faculty/Staff Advisors</p>
	<p>d. Any student can join any organization on any campus</p>	<p>Student Engagement at USFSM, LSO at USFSF, CLCE at USFT</p>	<p>Access to student organizations is available campus to campus</p>	<p>Fall 2020</p>	<p>ongoing</p>	<p>students, student organizations, USFSM Student Engagement, St. Pete LSO, Tampa CLCE, Faculty/Staff Advisors, SGA at all campuses</p>
<p>III. Programming, Leadership, Civic Engagement, Multicultural Programming</p>	<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. M&K parade, Disney Leadership Series, U.S. Stampede @)</p>	<p>Dean of Students</p>	<p>Coordinated Campus wide signature programs</p>	<p>Fall 2020</p>	<p>Ongoing</p>	<p>Programming Board, SG, FSJ, Campus Partners, local communities, System steering committees</p>
	<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>	<p>Tampa SG</p>	<p>Equitable access to campus programs and events regardless of host campus</p>	<p>ASAP</p>	<p>Ongoing</p>	
	<p>d. Continue to coordinate centralized Homecoming, USF Week with campus specific programming</p>	<p>USF System Steering Committee</p>	<p>Coordinated Homecoming/USF Week schedules</p>	<p>Already Happening</p>	<p>Ongoing</p>	<p>Steering Committee, Programming Board, Division (Sarasota), Alysonia (St. Pete), Josh Wilson (Tampa)</p>
	<p>e. Establish coordinated efforts for current and future programs (i.e. Stampede of Service, Spring Break Trip, Heritage Month, International celebration, education)</p>	<p>Tampa - OMA & CLCE; St. Pete LSO & OMA, Sarasota Student Engagement /SG</p>	<p>Increase in opportunities for all system students</p>	<p>Fall 2020</p>	<p>Ongoing</p>	<p>Tampa CLCE- Sarasota Student Engagement, St. Pete Leadership & Student Orgs, Tampa OMA, St. Pete OMA</p>
	<p>f. Coordinated SG tailgates and Bulls (1st first game, Homecoming game, War on 1-4 game, etc.)</p>	<p>Student Government from Tampa, St. Pete, & Sarasota</p>	<p>Increased school pride</p>	<p>Fall 2020</p>	<p>Ongoing</p>	<p>SG</p>
	<p>g. Each campus will continue to have a campus programming board while also working collaboratively to serve a consolidated USF</p>	<p>USF Student Programs Coordinator, Tampa CAB Advisor, Sarasota CAB Advisor</p>	<p>Each campus will maintain unique identity from a student programming perspective</p>	<p>Fall 2020</p>	<p>Ongoing</p>	<p>HAB (St. Pete) CAB (USF Tampa), Sarasota Programming</p>
	<p>h. Coordinated student memorial process</p>	<p>Student Government from Tampa, St. Pete, & Sarasota</p>	<p>Recognition of all system honored students, faculty, and staff</p>	<p>Fall 2020</p>	<p>Ongoing</p>	<p>SG</p>
	<p>i. Establish a USF system curriculum for Safe Zone, UnDocuAlly</p>	<p>USF Tampa OMA</p>	<p>Consistency of curriculum and training delivered</p>	<p>FALL 2020</p>	<p>Ongoing</p>	<p>Each Campus' OMA & Wellness departments - systemwide Campus Partners including Faculty &</p>
	<p>j. Implement system wide weekly campus involvement/faculty hour</p>	<p>Dean of Students</p>	<p>Dedicated time for student engagement</p>	<p>Fall 2020</p>	<p>Ongoing</p>	<p>System Student Affairs</p>
	<p>k. Expand Golden Bull and other student recognition programs to all campuses</p>	<p>USF Student Affairs</p>	<p>Increased connection to the USF system</p>	<p>Fall 2020</p>	<p>Ongoing</p>	
<p>IV. Student Center</p>	<p>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 moved out on its usage currently, so adding more programs and/or bodies to programs is going to be challenging without expansion of current centers.</p>					

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		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 consolidated USF System	2019	Ongoing	Student Center Staff, USF System Student organizations, faculty, staff and university departments, local and national	
		c. Consider that the Student Centers fee should be examined thoroughly to determine the impact on the facility and service fee per credit hour	Student Center Directors, USF System Financial Officers, USOSP and USFT Student Government Associations	We will need to determine how the student centers will be funded with the addition of a new ABS fee structure under a consolidated USF system	2020	Ongoing	USF Business Offices, All ABS 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						SACSCOC Principles 12.3 and 12.4
		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	Legal Counsel, Students, Student Conduct offices	SACSCOC Principles 12.3 and 12.4
		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	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	SACSCOC Principles 12.3 and 12.4
		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, SPS, SOS, SDCAT, Victims' Advocacy, IT	SACSCOC Principles 12.3 and 12.4
		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	SACSCOC Principles 12.3 and 12.4
		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	SACSCOC Principles 12.3 and 12.4 and 12.5
		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	SACSCOC Principles 12.3 and 12.4 and 12.5
		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	SACSCOC Principles 12.3 and 12.4 and 12.5
		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	SACSCOC Principles 12.3 and 12.4 and 12.5
		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	SACSCOC Principles 12.3 and 12.4 and 12.5
	VI. Fraternity & Sororities	a. The committee requested that the Director of PSI 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						
		b. Recommend sustaining PSI, main, centralized operations at Tampa campus with participation accessible for students from other campuses.	Director of Student Involvement at each campus	Allows all students to have access to Fraternities and sororities	2019	Preparation for summer recruitment 2020	Students, SG, Alumni Relations, Student Centers, Housing, Residential Education, Directors of Student Involvement, Student Conduct offices	

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General Education & Curricular Alignment	A. Develop a plan to ensure Gen Ed 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.	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; Manager, Chair of General Education Committee, USF St. Petersburg	SACSCOC requirement Academic Program Implications Student Success	May 2018	Ongoing	Each campus Students Faculty
		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.	GenEd Leadership (all campuses)	SACSCOC requirement Academic Program Implications Student Success	May 2018	Ongoing	Each campus Students Faculty
		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.	GenEd Leadership (all campuses)	SACSCOC requirement Institutional Research	August 2018	October 2018 (and ongoing)	Each campus Faculty Institutional Research Academic Affairs Undergrad Studies
		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. a. There will be one consolidated GEC with a Chair that rotates between campuses every 2-3 years. 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. c. There will be subcommittees on	GenEd Leadership (all campuses)	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	July 1, 2020	Beyond	Each campus Students Faculty Community partners and geographic regions
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	Academic Affairs; Colleges/Deans					Students; Faculty
	a. Continue to explore alternative delivery modes (e.g. hybrid, asynchronous, synchronous) and creative uses of technology to increase student access and increase student learning outcomes	DL Leaders	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.		November 2018		Students; Faculty

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b. Develop a process and policy governing the decisions around the mode of delivery in order to track online courses and avoid duplication	College Deans and Undergrad and Grad Councils	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	January 2019	July 2019	Faculty	Should be considered under the Institution-wide Information Governance program.
c. Conduct analysis of each course based on pedagogy and learning outcomes	DL Teams and Faculty	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	July 2020	Students; Faculty	Learning outcomes must be the same irrespective of method of delivery.
d. Define processes and communication plans.	Faculty Senate	The faculty governance structure must be aligned to ensure faculty control of the curriculum.			Students; Faculty; Staff	
e. Investigate the use of master courses to ensure consistency across campuses.		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.	January 2019	July 2020	Students; Faculty; Staff	
f. Ensure the application of academic policies across locations		a. The faculty governance structure must be aligned to ensure faculty control of the curriculum.	January 2019	July 2020	Students; Faculty; Staff	
h. Technology Infrastructure. Create a personal 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	CIO and Digital Learning	a. SAECODE b. All students must have equal access to all student services.	January 2019	July 2020	Students; Faculty; Staff	
b. Create active classrooms in order to ensure student access on all campuses (host and home)	CIO/DL	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	December 2018	Ongoing	Students; Faculty	
c. Utilize technology to enhance collaboration among faculty and students	CIO/VP SAS/DL	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	
d. Develop a digital literacy module and support for students	Dean UGS	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	July 2020	Students; Faculty; Staff	
e. Evaluate new technologies that can assist faculty in meeting the needs of students	DL Leaders	To support continual efforts toward student learning outcomes (success)	January 2019	Ongoing	Students; Faculty; Staff	
f. Develop a strategy around learning analytics to include requirements gathering and determining how to use existing systems (Canvas, Civitas)	DL Leaders, VP-SAS, Dean UGS	To enhance retention through learning analytics that will be integrated into predictive analytics dashboard	January 2019	Ongoing	Students; Faculty; Staff	CDS will serve in an official reporting capacity and relationship with Civitas.

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e. Explore the integration of digital learning into the undergraduate experience through mixed-modalities and design student support services	Dean UGS, DL Leaders, College Deans	To provide support to students regardless of mode of delivery to ensure student progression	January 2019	Ongoing	Students; Faculty; Staff	
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.						SACSOC Principle 10.6
d. Emphasize value (best practices, alignment, skills, continuous improvement) of mixed modalities	DL Leaders	Faculty development to provide understanding of and guidance for different teaching modes.	January 2019	Ongoing	Students; Faculty; Staff	
b. Establish a process to track quality and high-quality certification data to meet state RPO guidelines	DL Leaders	To meet the goals set by the RPO and to ensure faculty have the tools and knowledge of use of tools to impact student learning outcomes	January 2019	Ongoing	Students; Faculty; Staff	DOs to be aware of changes to certification data as the knowledge helps with other reporting responsibilities.
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: 85 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	
M. 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	SACSOC requirement	November 2018	Ongoing	Faculty; Staff	Tied directly to SACSOC faculty credentialing. Could potentially be included in the FIS system. Records would need to be centrally housed.
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	Supports SACSOC principle 6.5
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; SACSOC; Prevalence	January 2019	Ongoing	Faculty; Students	Supports SACSOC principle 6.5
N. Resources Ensure that all campuses have the resources to support the teaching and learning process regardless of modality, time or cost 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 the inefficiencies.	November 2018	Ongoing	Students; Faculty; Staff (DL)	
d. Provide additional resources and training to support hybrid and online development for faculty	Administration	To provide for 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/D 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	COVID 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	Campus leadership	Distinct campus identity	Spring 2019	Summer 2019	Campus committee, community stakeholders	SACSOC implication as USF can only have one mission.

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<p>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.</p>	Deans	Campus programs of parity	Spring 2019	Summer 2019	Program Leadership, Program faculty	
<p>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).</p>	Deans	Campus programs of distinction	Spring 2019	Summer 2019	Campus leadership, system leadership, program leadership	
<p>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).</p>	System leadership	Align workload and advancement, tenure and promotion	Spring 2019	Summer 2019		Supports SACSCOC principle E3
<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>	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 Semester 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., "tiers").</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 300 SQH, full curricular integration with General Education enhancements, leakage from stakeholders, integrate CEP course certification and High Impact Practices, etc.) and keep them in mind while aligning curriculum.</p>	Provost/VC/CAA	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-requirements 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	Critical alignment decision: Academic assessment methods for each degree program and standalone certificate.
<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 USC/SC.</p>	VP for SPFA	Provost level oversight is necessary for this as it BOG interaction.	N/A	N/A	ODS Staff	This will ensure accreditation and BOG compliance.

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	<p>X. All curricular offerings must be consistent with currently approved policies and the current catalog. 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 SACS/COE. 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/identify 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 proposals from that campus and then bring recommendations to the larger council.</p>	Faculty Senate	Faculty oversight of curriculum is a requirement of SACS/COE	Spring 2019	Spring 2019	Faculty UGS and OGS staff	Ensure OGS/IE involvement in this process.
	<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	Consideration of OGS representation in an office capacity to inform regarding changes or revisions to policies need to consider any downstream reporting or data implications.
	<p>XIII. UGS and OGS should examine academic policies currently represented in the catalog 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	Any changes or revisions to policies need to consider any downstream reporting or data implications.
F. Make recommendations for rationalizing overlapping schools and shaping unique identities for each school (e.g. the Norma College of Business and the Kate Tiedemann College of Business)	<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.</p> <p>a. Each academic unit will identify key programs which will be offered as "Home" or "Host" sites.</p> <p>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 chair	
	<p>II. Identify faculty rank, area of research, research productivity, and area of teaching emphasis.</p> <p>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		Utilize Academic Analytics tools and other university tools to support the alignment with Preeminence. Aligns with SACS/COE principle 6
	<p>III. The USF system campuses each support and enhance the needs within their respective communities.</p> <p>a. Academic and campus leaders must define the student and community needs through the consolidation.</p> <p>b. Commute/Access/Financial Benefits 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. USFSF - Arts, Innovation District, waterfront, small student faculty ratio, USG, 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 content 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.) in the same CIP across three campuses but each campus has varied core course components).</p>	Existing Programs		Fall 2018	Summer 2019		Required per SACS/COE Principles 7 & 8. OGS/IE will provide guidance and structure of a comprehensive assessment and continuous improvement plan, which will include checkpoints throughout the assessment cycle.
	<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 certifications.</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		Required per SACS/COE Principles 7 & 8. OGS/IE will provide guidance and structure of a comprehensive assessment and continuous improvement plan, which will include checkpoints throughout the assessment cycle.

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Faculty Affairs	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.	Faculty and Administration	SACSCOC requirement; Preeminence metric	1/15/2019	5/30/2019	Faculty	Tenure & Promotion changes will have a significant impact on the Faculty Information System (FIS). Post-consolidation, any changes to data elements (e.g., codes, attributes, crosswalks) should be controlled, monitored, clear, documented, and communicated to ensure reporting (operational and official) is reliable.
		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.	Faculty and Administration	SACSCOC requirement; Preeminence metric	8/1/2019	6/30/2020	Faculty	
		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	Faculty and Administration	SACSCOC requirement; Preeminence metric	8/1/2019	6/30/2020	Faculty	
		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.	Faculty and Administration	SACSCOC requirement; Preeminence metric	8/1/2019	6/30/2020	Faculty	
		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.	Faculty and Administration	SACSCOC requirement; Preeminence metric	8/1/2019	6/30/2020	Faculty	
		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.	Faculty and Administration	SACSCOC requirement; Preeminence metric	8/1/2019	6/30/2020	Faculty	
		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.	Faculty and Administration	SACSCOC requirement; Preeminence metric	8/1/2019	6/30/2020	Faculty	

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	<p>VII. 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 Preeminence 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 remaining 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	
<p>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>	<p>Guiding Principle: USF will be one University with three campuses. Although each campus may have distinct qualities, the consolidated university operates as a Preeminence US 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 PEF 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 tenure/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.</p> <p>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	Post consolidation, any changes to data elements (e.g., codes, attributes, crosswalks) should be controlled, monitored, clear, documented, and communicated to ensure reporting (operational and official) is reliable.
	<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	SACSCOC Principle 6.2c requires an adequate number of full-time faculty in each program "to ensure curriculum and program quality, integrity, and review." Neither USG studies nor GR studies has those faculty, so they should not be offering degree programs (e.g., BSAS, BGS, MS in Cybersecurity). These programs should be moved out of USG and GR Studies. Sarasota has BSAS and BGS embedded in colleges. It would be good to follow this example on Tampa campus.

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	<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 end 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 "imprints" 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 Council	SACSCOC requirement		8/1/2020	8/1/2021	Faculty
	<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 representation model for the new USF Faculty Senate (see description #II 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</p>	USFT, USFSP, USFSM Faculty Council	Other		8/1/2020	8/1/2021	Faculty

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	<p>IV. Form Campus Faculty Councils. USFSP and USFSM 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>	USF, USFSP, USFSM Faculty Senate; System Faculty Council	Other	8/1/2020	8/1/2021	Faculty																						
	<p>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.</p>	IT	Other	8/1/2020	8/1/2021	Faculty																						
	<p>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 representatives from all three campuses to evaluate and recommend changes for the new governance structure.</p>	An ad hoc committee with representatives from all three campuses	Other	8/1/2021	5/30/2022	Faculty																						
Research	<p>I. Follow existing Research Strategic Plan (2017-21)</p> <p>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.</p> <p>b. Hold town halls to present the strategic plan and explore opportunities with faculty across the system</p> <p>II. Enhance Research Opportunities across the system</p> <p>a. Foster collaborative research- Seed Grants</p> <p>b. Increase access to research core facilities</p> <p>c. Create a robust Web Portal for all Research Cores that includes capabilities, fees, and scheduling</p> <p>d. Establish state of the art telecommunication connections between campuses for teaching, seminars, collaborative meetings</p> <p>III. Research Support Services</p> <p>a. Office of Research is currently a system-wide office that provides pre and post grant management, compliance, and fiscal oversight. No changes necessary</p> <p>b. Empower Regional/College research offices to support local faculty grant-related activities.</p> <p>c. Expand support for development of entrepreneurial activities and patents on the regional campuses</p> <p>IV. Ensure that Research Expectations are Appropriate and Clear during R&T Decisions</p> <p>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.</p> <p>b. Look into a model in which research productivity is evaluated in the context of start-up funds at hire.</p> <p>c. Expectation for new hires should clearly establish research expectations. Positions that are >50% teaching should utilize non-tenure earning or instructor titles</p> <p>d. Track faculty contributions to collaborative research to promote and reward collaborative research</p> <p>V. Alignment of Research Colleges and Centers</p> <p>a. PhD and MS program development should follow careful analysis of need, facilities, and research infrastructure</p> <p>b. Likewise, research centers should be aligned with faculty hiring initiatives (grants), development of graduate programs, and a needs assessment (system and state).</p>	Office of Research (ORI)	ORI and College Deans	Research Advisory Comm (R&C)	ORI	IT	ORI	Departments and Colleges	ORI, ADRs	Provost and College Deans	College Level	Department Chairs	Graduate School	Colleges and ORI	2018	2020	2019	2019	2019	2019,20	Exists Now	Exists Now	2019	2020	2020	2020	2020-2024	2020-2024

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	<p>c. The committee discussed the College of Marine Science without coming to a specific recommendation. The merits of USFSR building programs around marine and atmospheric sciences was recognized.</p>				nd			
	<p>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.</p>	OU/Provost			2030			
	<p>VII. Recommendation 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. c. Explore renting facilities in the short term.</p>	ADPs and VP of Research			2019-29			
		ADPs and VP of Research						
		Deans, VP of Research			2019-20			
External Affairs	<p>I. Reaffirm there is one USF System Foundation (message)</p>	Foundation	SAC/OC- Endowment		3/15/2019	Ongoing	All	
	<p>II. Reaffirm there is one USF System Alumni Association (message)</p>	Foundation	Other		3/15/2019	Ongoing	All	
	<p>III. Announce new USF brand campaign and emphasize One USF</p>	UCM	SACS, Other		9/5/2018	Ongoing	All	
	<p>IV. Identify existing College names which may be impacted by consolidation: a. Tidemann College of Business b. Murda College of Business</p>	Development USF Tampa/USF St. Pete/USF Sarasota	SAC/OC		Ongoing	12/4/2018	USF System, Foundation and affected donors	
	<p>V. Review MDU between Foundation and USFSR</p>	Development USF Tampa/USF St. Pete	SACS, Other		10/15/2018	12/4/2018	USF System, Foundation	
	<p>VI. Review MDU between Foundation and USFSR</p>	Development USF Tampa/USF Sarasota	SACS, Other		10/15/2018	12/4/2018	USF System, Foundation	
	<p>VII. Review Official USF Policies: O-218, O-221, O-238, O-216, O-200; recommend revisions</p>	Alumni / Foundation	SACS, Other		9/5/2018	12/4/2018	General Counsel, USF System, Foundation, Alumni Association	
	<p>VIII. Develop list of legislators and appointed and elected officials to communicate with about consolidation</p>	Government Relations	SACS, Other		Ongoing	12/4/2018	USF System, legislators and elected officials	
	<p>IX. Communicate with Donors regarding consolidation and that gifts they restricted will remain dedicated to the campus or program they intended</p>	Development	Other		3/15/2019	5/1/2019	All	
	<p>X. Communicate with Alumni regarding consolidation benefits</p>	Alumni	Other		3/15/2019	5/1/2019	All	
	<p>XI. Communicate with communities a. Florida b. Tampa c. St. Peter d. Sarasota</p>	UCM, Development USF Tampa/USF St. Pete/USF Sarasota	SACS, Other		Ongoing	Ongoing	All	
	<p>XII. Communicate that consolidation does not impact USF's commitment to diversity</p>	System Diversity	Other		Ongoing	Ongoing	All	
	<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>	Alumni/ Development	Other		3/15/2019	12/13/2019	All	
	<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>	Development	Other		7/1/2019	Ongoing	USF System, Foundation, affected donors	
	<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 alumni - friends d. USF alumni - all e. USF alumni - USFSR grads f. USF alumni - USFSM grads g. USF alumni - Tampa grads h. USF Faculty staff i. etc.</p>	UCM, Development USF Tampa/USF St. Pete/USF Sarasota	SACS, Preeminence, Other		Ongoing	Ongoing	All	
	<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>	UCM, Development USF Tampa/USF St. Pete/USF Sarasota	SACS, Preeminence, Other		11/9/2018	Ongoing	All	

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Decision Support and Institutional Effectiveness

Student Success/Academic Programs/Campus Identity Subcommittee Final Recommendations					
Focus Area	Issue Statement	Recommendation	Description	Team H Comments	
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.	a. Develop guiding principles for a unified student success movement through an inclusive and collaborative campus stakeholder engagement process	Guiding principles should account for data and reporting implications in order for student success to be assessed, and initiatives to be tracked/reported on.
				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 "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.	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 better situated/equipped to understand real-life applications of degree programs	Including updated labor market data in Program Reviews would require additional staff resources, and/or expertise in another central unit to provide to ODS for inclusion. Additionally, more real-time labor market data would require additional resources, not currently available to USF.
				e. Increase master and doctoral degree program delivery on the St. Petersburg and Sarasota-Manatee campuses no later than July 1, 2021	Given the infrastructure requirements of most graduate programs, consideration should be made to the timeline or wording to suggest that while increases will be planned and committed to, they may be phased increases extending beyond 2021. Statement should also be revised to include ongoing assessment for graduate level offerings.
				f. Increase online, blended and hybrid course offerings at all levels	Consider assessment and continuous improvement of such offerings and be able to demonstrate both in relation to F2F programs.
				g. In consultation with Regional Chancellors and using established academic benchmarks, promote the opportunity for colleges to be homed across regional campuses.	
				h. Unless otherwise prescribed by law, develop guiding principles for a College unit, such as	
				a. One college per academic discipline	Requires more clarification and discussion.
				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	

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Decision Support and Institutional Effectiveness

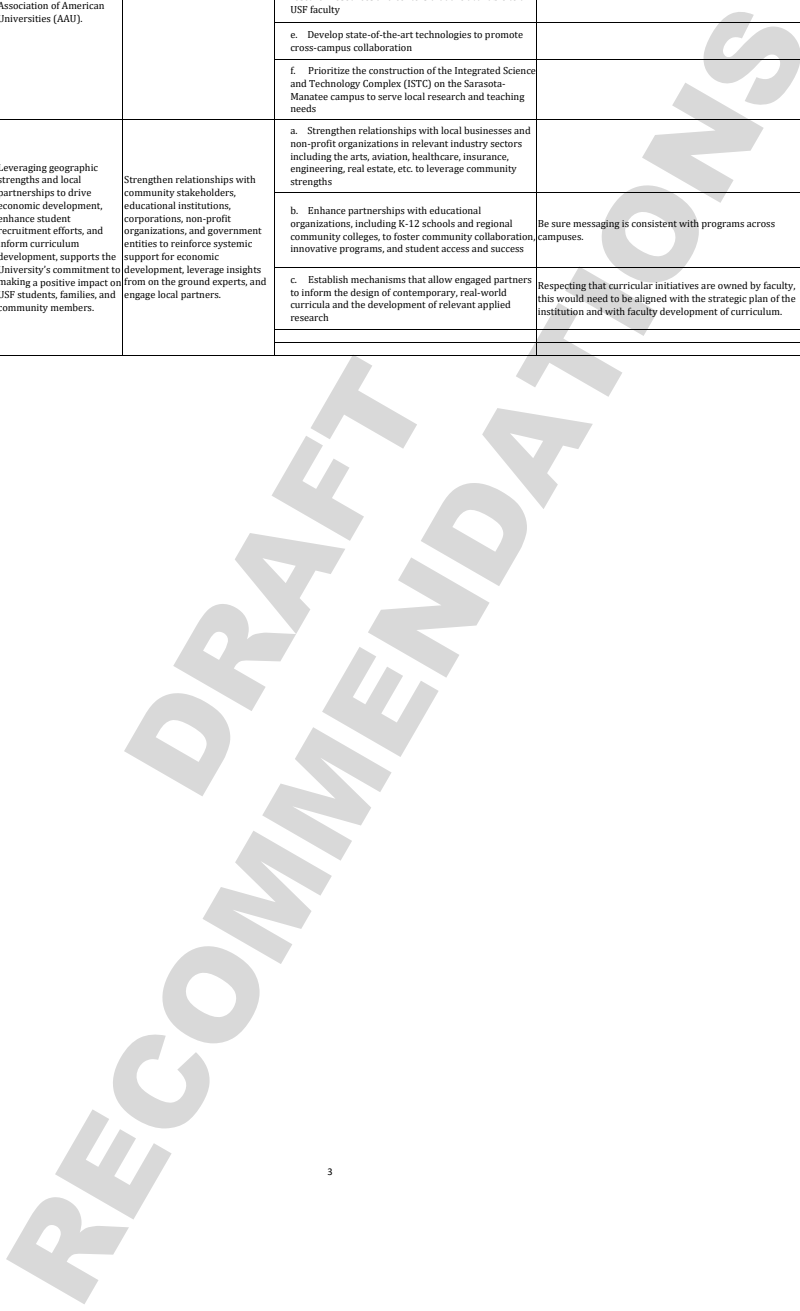
				<p>i. Ensure that existing academic offerings available on campuses pre-consolidation remain available under a single accreditation pursuant to determinations made according to faculty-led program reviews and continued demand evidence</p> <p>j. Add a student representative as a full member to the USF System Academic Program Advisory Council with provision to rotate by campus on an annual membership basis</p>	<p>Student representatives on APAC should be non-voting members. They lack the in-depth knowledge of BOG and USF that is required to vote.</p>
3	Campus identity	Promoting a unified educational mission while leveraging distinctive regional strengths reflects "one university geographically distributed" and USF's commitment to designing rich and relevant learning experiences for students.	Implement initiatives that leverage the distinctive elements and communities that USF serves to strengthen campus identity while 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>a. Identify high-impact practices that reflect campus identities through community collaboration, service learning opportunities, and civic engagement</p>	<p>Important to look at the work being done around HIPs as part of Gen Ed, as well as other efforts being done centrally addressing HIPs would be helpful to advancing this recommendation.</p>
				<p>b. Communicate distinctive academic and programmatic elements with external audiences to increase community awareness of campus identities and offerings</p>	<p>Care must be exercised to ensure compliance with the SACSCOC Policy on Advertising and Student Recruitment and other SACSCOC requirements when communicating different messages to different audiences.</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>Dissenting opinions by Team H members.</p> <p>One member believes that supporting on-campus housing would undermine the regional commuter identity that has been a defining characteristic, while another member believes the defining characteristic of the campus is its personalized support of student success which would be enhanced by having a residence hall.</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	Provide the resources and infrastructure that will facilitate the flourishing of research and scholarly activities and collaborations across the	<p>a. Encourage proactive engagement of the USF Research & Innovation Office with faculty on all campuses</p>	<p>Ensure compliance with SACSCOC Principle 13.5.</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>	
				<p>c. Empower faculty on all campuses to identify research assets and opportunities and to engage in the planning efforts designed to expand research capacity</p>	

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Decision Support and Institutional Effectiveness

		aspirations towards membership in the Association of American Universities (AAU).	University.	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.	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	Be sure messaging is consistent with programs across campuses.
				c. Establish mechanisms that allow engaged partners to inform the design of contemporary, real-world curricula and the development of relevant applied research	Respecting that curricular initiatives are owned by faculty, this would need to be aligned with the strategic plan of the institution and with faculty development of curriculum.



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Student Access Subcommittee's Top 5 Recommendations					
	Focus Area	Issue Statement	Recommendation	Description	Team H Comments
1	Communications and 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. 	Ensure compliance with SACSCOC Principle 10.5.
2	Scholarships, financial aid and 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. 	Ensure compliance with SACSCOC Principle 13.6.
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 discounted SAT prep courses to low-income prospective students. 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 and 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 and 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. 	Consider assessment plan for such models. Ensure compliance with SACSCOC Substantive Change Policy.


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**TEAM I:
INNOVATIVE
EDUCATION**

**DRAFT
RECOMMENDATIONS**

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Team I: Innovative Education

Members:

Cynthia DeLuca (USF T), Sidney Fernandes (USF), Mark Koulianos (USF T), Moez Limayem (USF T), Karla Morris (USF SP), Ehsan Sheybani (USF S-M)

Introduction

Through discussions with stakeholders, it was evident that the core values of the units within Team I: Innovative Education are access, quality, student success and innovation. We have created recommendations that align with the guiding principles of the Board of Trustees, and with the Board of Governor's best practices for "transformative and innovative approaches to the delivery of higher education". Team I believes a consolidated USF Innovative Education will build on the strengths of the multiple campuses.

Our recommendations for a consolidated division directly respond to and integrate recommendations from the internal and external task forces, specifically to enhance access through an increased number of online and digital courses and degree programs "aligned with regional workforce demands promot[ing] a successful journey through the student lifecycle from recruitment and the academic experience to employment and alumni engagement".

To further support our recommendations, the Consolidation Plans for a Singly Accredited University of South Florida submitted on behalf of the Consolidation Implementation Committee (CIC) presented a plan which included the following recommendation for the Provost, in consultation with the regional chancellors, 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 in eight areas. The area that directly impacts Team I, is "Building a Digital Ecosystem".

The recommendation from the CIC is consistent with the recent announcement by the Provost of a strategic priority that "is based on the recognition that USF's future success will, in large part, be dependent upon a comprehensive, robust and responsive digital ecosystem. From helping to secure a safe campus environment, to strengthening student, faculty and staff talent acquisition, supporting faculty assignment and evaluation – to facilitating access to success in student learning, advising, timely progression to graduation and placement, enhancing business and communication practices, including branding and marketing, and elevating research productivity – USF, like other top tier research universities, will necessarily become reliant on an integrated system of digital tools and analytics to inform and support our institution's strategic path forward. This will become even more important as a consolidated USF competes with a new tier of peer and aspirational peer institutions, most of them well-established and better resourced." (Fall Address, November 2018).

The Digital Ecosystem task force, led by the CIO and the AVP of Innovative Education, is further supported by a recent article by Gartner (2018, December). The article, Predicts 2019: Higher Education – Digital Transformation

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in Progress, emphasizes that “expectations highlighting student success, ecosystem development and changing workforce requirements are driving higher education [Administrators] to consider and deploy alternative business models to keep pace and advance their institutions’ digital ambitions”. As such, the goal of this task force is to create an ecosystem that promotes educational connections, and that builds a culture of one USF, geographically distributed.

Many of the recommendations from Team I will continue to evolve throughout the planning and implementation of a digital ecosystem. As well, the final organizational structure will be dependent on the approved consolidation plans including the placement of colleges/programs on the geographically distributed campuses and the governing decisions therein.

Notes:

- *Team I refers to Innovative Education (with corresponding units) as a division with multiple units;*
- *The final recommendations were approved by Team I; however, it should be recognized that there were often diverse perspectives and opinions presented and discussed. The final is a reflection of the results reached by the majority.*

Task:

1. **Review and, as appropriate, comment on Considerations presented by the CIC Student Success and Research Subcommittees**

All task force recommendations, internal and external, highlighted the importance of providing seamless access to courses through multiple modes of delivery. These are tasks directly related to one unit within Team I: Innovative Education. To provide a more detailed listing of tasks related to the unit, digital and online learning, we have attached Appendix A.

It should be noted that there are recommendations within the various task force reports that impact other units within the Team I charge, such as Summer/PreCollege and Corporate Training and Professional Education. We have integrated support for those recommendations within our written response to the questions presented.

2. **Review and, as appropriate, comment on Recommendations presented by Subcommittees of the USF Consolidation Planning, Study, and Implementation Task Force.**

SEE ABOVE

3. **What programs, departments and/or centers will be “housed” under this university-wide organizational umbrella? What will the unit be called? (Bulleted lists and tables are acceptable.)**

The following programs will be housed within the newly consolidated USF Innovative Education division: Summer@ USF (including PreCollege); Digital Learning (i.e. online/e-learning); Learning Analytics; Quality Assurance;

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Testing Services; Corporate Training and Professional Education (including Osher Lifelong Learning (OLLI); Faculty Development and Support for Digital Learning, Data, Technology and Reporting; and Digital Marketing and Recruitment.

Team I agreed that the division would be named USF Innovative Education. The team believes the name accurately reflects the diversity of programs that lie within the unit as well as promotes an agile, creative and innovative team that will meet the needs of today's learners and of our regional workforce. The division is fueled by technology and innovation with a concentrated effort to collaborate and contribute to the university's mission and goals with an emphasis on student success. Our reach is wide and diverse, and we embody the essence of lifelong learning, with programs ranging from pre-college to corporate training.

4. What is the proposed leadership (and reporting) structure for the unit in a Consolidated USF? (Optional: If you would like to provide an organizational chart, either print ready or legibly drawn, please upload it to your cluster's Box folder following the instructions on Page 1.)

A clear, unified and preliminary (Phase I) overarching leadership structure is proposed on the attached organizational chart (Appendix B). As this division has many different units, we felt it appropriate to attach individual organizational charts (Appendices C, D and E) as well as an overarching leadership organizational structure. It is important to note that we will continue to develop a plan for a Phase 2 comprehensive, sustainable organizational structure that will merge leadership positions and functions to create a more efficient division.

The functional areas that the Team identified as possible units within the consolidated Innovative Education division are: Faculty Development and Support for Digital Learning, Quality Assurance and Learning Analytics.

The team felt that many of our decisions for a final organization structure will be dependent on final recommendations of college and administrative structures.

In all areas addressed in our charge, we recommend that the USF College of Medicine remain autonomous due to the complexity associated with significant differences in mission and governance. However, it should be noted that USF Pharmacy, Nursing and Public Health are included in the new organizational structure for all units except Corporate Training and Professional Education.

The decision not to consolidate USF Health's Office of Continuing Professional Development (USF Health OCPD) within USF Innovative Education's CTPE was based on the fact that "a significant amount of continuing education designed and implemented by USF Health OCPD is interprofessional in nature with emphasis on skills-based, simulated training that uses procedure laboratories and virtual simulation to assess, teach and evaluate skill proficiency, judgment and decision making". However, a yearly report of activities will be required. This report will be sent to the AVP of Innovative Education.

In addition to the overarching leadership, we recommend the establishment of a USF Innovative Education Executive Committee. Membership to include: USF Innovative Education, USF Health OCPD and the College of Medicine. The committee will meet annually to assess the organizational structures and make any necessary adjustments as well

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as review the yearly activities to ensure compliance and consistency with all policies and procedures (i.e. USF Policy 10.042 and BOG Regulation 8.002).

5. What are the distinctive strengths within the unit, by campus, and how will they be preserved? (Bulleted lists and tables are acceptable.)

For all of our units, it will be imperative to maintain a strong affiliation with the communities that surround the geographically distributed campuses. Examples of unique strengths are identified in the attached documentation (Appendices F and G) as well as the information below.

For instance, Corporate Training and Professional Education units across the three campuses have already begun to consolidate using the Board of Trustee's guiding principles. In order to build new partnerships with companies, keep current on industry standards and respond to labor market needs, it is important for each geographically distributed campus to maintain a strong identity within their communities. The consolidated unit supports and builds upon the recommendation of the USF Consolidation Planning Study and Implementation Task Force, to "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".

The development and delivery of pre-college programs is another example. In order to develop meaningful K-12 pipeline programs to expand pathways to USF, it will be important for the geographically distributed campuses to seek inspiration from the local school districts and surrounding community organizations and align them with Colleges and programs on specific campuses. Team I supports the recommendation of the larger task force to "enhance partnerships with educational organizations, including K-12 schools and regional community colleges, to foster community collaboration, innovative programs, and student access and success".

In the unit that will be responsible for digital and online learning, our Phase 2 proposed functional structure would support a consolidated USF by leveraging the existing expertise across campuses with a focus on quality, innovation, student experience and engagement, and equity of course design and development. The new division will develop and adhere to a set of nationally researched standards. This quality assurance measure will be of utmost importance in ensuring the highest level of course quality to meet the needs and expectations of today's learners, regardless of geographic location. A consolidated division would also ensure that all students taking and faculty implementing online and digital learning courses will have appropriate access to technology and digital resources.

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- 6. How will a Consolidated USF assure academic quality assurance in Digital and Online Learning, Summer@USF, Pre-College Programs, Corporate Training & Professional Education (to meet the distinctive needs of the communities we serve), Testing Services, and OLLI-USF? (Bulleted lists, tables, and process flowcharts or other graphics are acceptable. If providing graphics, please upload them to your cluster's Box folder following the instructions on Page 1.)**

Team I recognizes that the consolidated USF Innovative Education will be an academic support division that prioritizes the implementation of consistent standards, processes, procedures and resources across the institution. An example of this would be the use of the Florida Online Course Design Quality Review (designed using a national standard rubric for best practices in design and development of online and digital courses).

The overarching leadership structure that is recommended would provide centralized administrative review and decision making to ensure standardization and compliance with USF, state and federal policies and regulations. Students and community stakeholders will benefit from this model of quality assurance by receiving equal access and support from units within this division. Innovative Education will further develop a culture and curriculum that facilitates the ability of students to seamlessly access courses across face-to-face, online and blended instructional modes.

The proposed consolidated division aligns multiple units with very similar missions and program offerings across the geographically distributed campuses. As well, it proposes an alignment of USF Health (excluding the College of Medicine) for every area except Corporate Training and Professional Education. Team I recognizes that Colleges and programs will have different accreditation requirements; however, the processes and procedures that will be developed will be flexible enough to accommodate the different requirements while still ensuring quality and compliance.

Consolidating our units and our resources will enhance responsiveness to regional economic and community development needs both for credit and non-credit offerings. The division will be able to create transformative, innovative programs to reach more learners and impact the communities surrounding our campuses, across the State of Florida and around the world.

- 7. Other items as approved by the Team Leader.**

Current unit that exists with recommendations to realign

- *Graduate Certificates:*

Currently, on the USF Tampa campus, Innovative Education houses the processing of graduate certificates. On the other two campuses, this activity is decentralized. Team I supports the recommendation of Team F: Graduate Studies to centralize this activity under the Office of Graduate Studies (i.e. consistent with its post-consolidation organizational structure). Their recommendation appears as follows: "Many Graduate Schools also oversee the development and management of Graduate Certificates. By taking on this role, we can identify

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graduate certificates that are no longer needed and facilitate the development of graduate certificates that meet the demands of a 21st century workforce. Another advantage would be academic oversight of student progression through these programs and enhanced recruitment of these students to our graduate programs”.

New units to be added post consolidation:

- **Faculty Development and Support for Digital Learning**

In order to be a leader in transformational education, we need to continually challenge traditional teaching by changing the way classes are taught based on research that identifies how today's students learn best. It is the recommendation of Team I that Innovative Education be responsible for working with faculty from across the geographically distributed campuses to support the use of innovative pedagogy and teaching and learning technologies. Through collaboration and research based practices, this unit will provide professional development for faculty with the focus of using technology to enhance learning outcomes (student success). Together we will develop a set of university standards by leveraging the best and most successful instructional technologies with proven teaching pedagogies. The leadership role for this unit will be held a faculty member. The structure of this unit will be determined during our comprehensive Phase 2 organizational structure.

There are several offices currently focused on faculty that teach undergraduate students (i.e. ATLE-USF-T, Center for Innovative Teaching and Learning-USF-SP). The Team recommends that these offices and this new unit work with the appropriate leadership to determine specific areas of focus, opportunities for partnership and future organizational structure.

- **Learning Analytics:**

This unit, in collaboration with IT, will conduct analysis of data and insights captured through digital learning platforms, develop advanced teaching practices, and establish strategies for better utilization of technology. Examples of data points include students' interaction within courses in the learning management system, interactions with learning objects and multimedia, submission data, and other predictors of learning outcomes. The unit will provide recommendations based on analysis performed by this unit to faculty, instructional designers, and the faculty development and support for digital learning team members. The unit will strive to leverage the analytics to drive the learning outcomes and student success.

It was evident throughout the recommendations of the internal and external task forces and to the members of Team I that there must be a seamless relationship between Innovative Education and IT in order to fulfill the tasks. USF needs to invest in creation of a learning analytics platform to include predictive and prescriptive analytics by leveraging current tools and assets in USF IT as well as through strategic industry partnerships. The IT infrastructure will determine the success of providing equitable teaching and learning environments across the geographical distributed campuses

- **Quality Assurance:**

Team I recommends the creation of a Quality Assurance Unit to ensure that courses at USF meet the quality standards such as those found in the Florida Online Quality Course Review process in accordance with the

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Florida Board of Governors'2025 Strategic Plan for Online Learning. This unit will operate independently of course design & development and will provide consistency in the oversight and evaluation of quality courses. The unit will collaborate with other units within Innovative Education to provide a comprehensive approach to quality assurance.

Current areas that are within Innovative Education that will remain:

- **Marketing and Recruitment:**

In order to enroll diverse, high ability, undergraduate and graduate students who can succeed at USF and persist towards graduation, we need to develop a comprehensive, cohesive communications and marketing strategy designed to make it easy for prospective students and their families to positively engage with USF throughout the entire admissions lifecycle, to include the suspect, prospect, applicant, admit and enrolled stages of the customer journey. This includes:

- *Document the admissions customer journey based on student type (FTIC, transfer, graduate and non-credit); campus (Tampa, St. Pete, Sarasota-Manatee); term of entry (summer, fall, spring); and intended major/program;*
- *Develop prospective student personas that document customer demographics, academic profile, motivations, obstacles, expectations and communications preferences;*
- *Utilize customer journey documentation and prospective student personas to inform the recruitment marketing strategy, to include determining which marketing platforms and communications channels to utilize and which digital marketing assets to produce;*
- *Determine how to measure the effectiveness of all communications and marketing outreach, to include identifying critical metrics and systems of record, building real-time dashboards, and developing reporting templates that inform leadership decisions about resource allocation;*
- *Utilize sophisticated, powerful, industry-standard CRM and marketing technology;*
- *Utilize marketing technology to produce communications and marketing campaigns, to include building digital platforms, producing marketing assets, launching and managing live campaigns, measuring outcomes and optimizing performance in real time;*
- *Support professional undergraduate, graduate and non-credit recruiters, regardless of reporting structure, in all recruitment and yield activities, to include management of social media campaigns, paid and organic digital advertising campaigns, call campaigns, campus tours, USF-hosted campus events, USF-hosted off-site events and related activities.*

These tasks will be produced by the Marketing and Recruitment Team currently housed in USF Innovative Education, working in close collaboration with the Dean of Admissions, IT and University Communications and Marketing. This reporting structure will be subject to an annual assessment. It is Team I recommendation that these tasks remain under the consolidated USF Innovative Education division in support of recommendations presented by Team D: Student Affairs, Access and Success

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- *Innovative Education Data, Technology and Reporting:*

*In the present organizational structure USF Tampa's Innovative Education's Data, Technology and Reporting unit currently represents the USF System's external and internal online data and reports. (*Note: these data are verified by the Office of Decision Support before being considered official reports). Such reporting and data collection include State Authorization Reciprocity Agreements (SARA) and reporting online information to the Board of Governors. The unit also supports technology such as Proctorio; Kaltura (Streaming Services); Camtasia (Video Recording); Blackboard Ultra (Virtual Classroom); Turnitin (Plagiarism); Articulate Storyline (Course Development); Canvas Catalog (LMS Non-Credit); and Canvas (System LMS for USF). Team I recommends that Innovative Education assume responsibility for the data and support involving online/digital activities for all campuses with appropriate onsite personnel at the regional campuses.*

Overarching Initiative:

- *Digital Ecosystem*

Design and implementation of an overarching digital ecosystem will be a priority for IT and Innovative Education in this consolidated Innovative Education division. Though each campuses' digital learning strategy may be different, specific to its curricular goals, there will be synergy that addresses technology-enabled pedagogical innovation such as blended learning, teaching/learning tools, student assessment, and a host of other instructional elements. The overarching plan will emphasize a cooperative effort across all departments, colleges and geographically distributed campuses. The CIO, with the support from the Team I, emphasized the following priorities:

- *Standardization and investment in digital platforms and tools used across the USF system to ensure a consistent and high-quality experience for all USF students and faculty.*
- *Standardization of the technology support model and infrastructure across the USF system.*

Notes for consideration:

- *Instructional designers:*

Consistent with the quality assurance recommendations in this report, Team I, recommends that all units employing team members with the title of Instruct/Multimedia Developer be aligned with Innovative Education in order to share resources, technologies and training, through creation of a community of practice. Currently, these titles exist in the Libraries, IT and several Colleges across multiple campuses.

- *Distance Learning Fees:*

It is recommended that all Digital and Online Learning units adhere to the Florida Statutes as it pertains to distance learning fee revenue. Under Florida Statutes and in accordance with USF policy, the university will assess a student who enrolls in a course listed in the Florida Higher Education Distance Learning Catalog a per credit hour distance learning course fee [s.1009.24 (17) Florida Statutes]. The USF Board of Trustees has the authority to set all mandatory tuition and fees assessed by the university, including fees associated with

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distance learning. The amount of the fee may not typically exceed the additional costs of the services provided which are attributable to the development and delivery of the distance-learning course.

The guidelines for the permissible use of the Distance Learning Fee are based on the recommendation of USF's Office of Internal Audit and are in accordance with Florida Statute 1009.24 (17) (b) which states that "the amount of the distance learning course fee may not exceed the additional cost of the services provided which are attributable to the development and delivery of the distance learning course." In an effort to remain compliant, all dl revenues should be managed centrally under the consolidated USF Innovative Education.

DRAFT
RECOMMENDATION

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Team I: Innovative Education
Now, Near, Far Action Items

TEAM/CLUSTER NAME	ACTION ITEM	TIMING (Now, Near, Far)	START DATE	END DATE	RESOURCES NEEDED (Yes or No)	IF YES, COMMENT
	1. ACADEMIC PROGRAMS & COURSE DELIVERY Develop a process to determine the best mode of delivery of courses without duplication.					
Team I: Innovative Education/MT	1a. 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	Now	3/19	Ongoing	Yes	Resources for this recommendation will be captured in the proposed Phase 2 Organizational Structure. This recommendation will need support from the Learning Analytics and Faculty Development and Support for Digital Learning units.
Team I: Innovative Education Team E: Undergraduate Studies Team F: Graduate Studies	1b. Develop a process and policy governing the decisions around the mode of delivery in order to track online courses and avoid duplication	Near	3/19	7/19	No	
Team I: Innovative Education and Colleges	1c. Conduct analysis of each course based on pedagogy and learning outcomes	Near	3/19	7/20	Yes	Resources for this recommendation will be captured in the proposed Phase 2 Organizational Structure. This recommendation will need support from the Learning Analytics and Faculty Development and Support for Digital Learning units.
Team I: Innovative Education	1d. Define processes and communication plans	Near	7/19	Ongoing	No	
Team I: Innovative Education and Colleges	1e. Investigate the use of master courses to ensure consistency across campuses	Far	3/19	7/20	No	
Team I: Innovative Education Team E: Undergraduate Studies Team F: Graduate Studies	1f. Ensure the application of academic policies across locations	Near	3/19	7/20	No	

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TEAM/CLUSTER NAME	ACTION ITEM	TIMING <i>(Now, Near, Far)</i>	START DATE	END DATE	RESOURCES NEEDED <i>(Yes or No)</i>	IF YES, COMMENT
	2. 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.					
IT/Team I: Innovative Education	2a. Partner with the System CIO to perform an environmental scan of existing technology infrastructure	Now	3/19	7/19	No	Potential resources include: Team to conduct needs assessment then research active learning classroom models and programming surrounding their success at other institutions.
IT/Team I: Innovative Education	2b. Create active classrooms in order to ensure student access on all campuses (host and home)	Near	Now	Ongoing	Yes	Funding, facility, and project management support to implement the physical classrooms. Team to collaborate with faculty on development of training and resources to promote impactful instruction within the active learning environments.
IT/Team I: Innovative Education	2c. Utilize technology to enhance collaboration among faculty and students	Near	7/19	Ongoing	Yes	Team to conduct needs assessment. Funding to support purchase and implementation of identified technology. Team to conduct training and promote successful collaboration.
Team I: Innovative Education Team E: Undergraduate Studies Team F: Graduate Studies	2d. Develop a digital literacy module and support for students	Far	7/20	7/20	Yes	This will likely impact courses that do not have a DL fee attached, additional funding will be needed to acquire technology for exploration and pilot programs.
IT/Team I: Innovative Education	2e. Evaluate new technologies that can assist faculty in meeting the needs of students	Near	6/19	Ongoing	Yes	Resources for this recommendation will be captured in the proposed Phase 2 organizational structure which outlines a Learning Analytics unit.
Team I: Innovative Education/IT	2f. Develop a strategy around learning analytics to include requirements gathering and determining how to use existing systems (Canvas, Civitas)	Near	7/19	Ongoing	Yes	Because this will also impact students and faculty in courses that do not have a DL Fee attached, additional funding will be needed to support this initiative. This will enable the division to extend the services of the units involved in digital learning beyond online courses.
Team I: Innovative Education Team E: Undergraduate Studies	2g. Explore the integration of digital learning into the undergraduate experience through mixed-modalities and design student support services	Near	7/19	On-going	Yes	

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TEAM/CLUSTER NAME	ACTION ITEM	TIMING <i>(Now, Near, Far)</i>	START DATE	END DATE	RESOURCES NEEDED <i>(Yes or No)</i>	IF YES, COMMENT
	<p>3. 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>					
Team I: Innovative Education	3a. Emphasize value (best practices, alignment, skills, continuous improvement) of mixed modalities	Near	7/19	On-going		
Team I: Innovative Education	3b. Establish a process to track quality and high-quality certification data to meet state BOG guidelines	Now	3/19	On-going		
Team I: Innovative Education	3c. Implement of quality standards, and ongoing assessment and improvements to programs, curricula and courses delivered in a variety of modes	Now	3/19	Ongoing	Yes	Because this will also impact students and faculty in courses that do not have a DL Fee attached, additional funding will be needed to support this initiative. This will enable the division to extend the services of the units involved in digital learning beyond online courses.
Team I: Innovative Education	3d. Develop quality assurance frameworks, guidelines, and benchmarks for USF	Near	8/19	7/19	No	

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TEAM/CLUSTER NAME	ACTION ITEM	TIMING <i>(Now, Near, Far)</i>	START DATE	END DATE	RESOURCES NEEDED <i>(Yes or No)</i>	IF YES, COMMENT
	4. 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.					
Team I: Innovative Education	4a. 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	Near	8/19	Ongoing	Yes	Resources for this recommendation will be captured in the proposed Phase 2 Organizational Structure. This recommendation will be supported by the Faculty Development and Support for Digital Learning unit.
Team I: Innovative Education	4b. Maintain records on faculty participation in the faculty online certification course	Now	Started 2016	Ongoing	Yes	Resources for this recommendation will be captured in the proposed Phase 2 Organizational Structure. This recommendation will be supported by the Faculty Development and Support for Digital Learning unit.
Team I: Innovative Education	4c. Create a community of practice where all faculty training and resources are centralized for easy access	Far	7/20	Ongoing	Yes	Resources for this recommendation will be captured in the proposed Phase 2 Organizational Structure. This recommendation will be supported by the Faculty Development and Support for Digital Learning unit.
Team I: Innovative Education	4d. Continuous training for instructional designers emphasizing a consistent approach to development	Now	3/19	On-going	Yes	Resources for this recommendation will be captured in the proposed Phase 2 Organizational Structure. This recommendation will be supported by the Faculty Development and Support for Digital Learning unit.
Team I: Innovative Education Faculty Colleges Team E: Undergraduate Studies Team F: Graduate Studies	4e. Develop outcome measures that focus on the impact of faculty development on student learning	Far	7/20	On-going	Yes	Resources for this recommendation will be captured in the proposed Phase 2 Organizational Structure. This recommendation will be supported by the Faculty Development and Support for Digital Learning unit.

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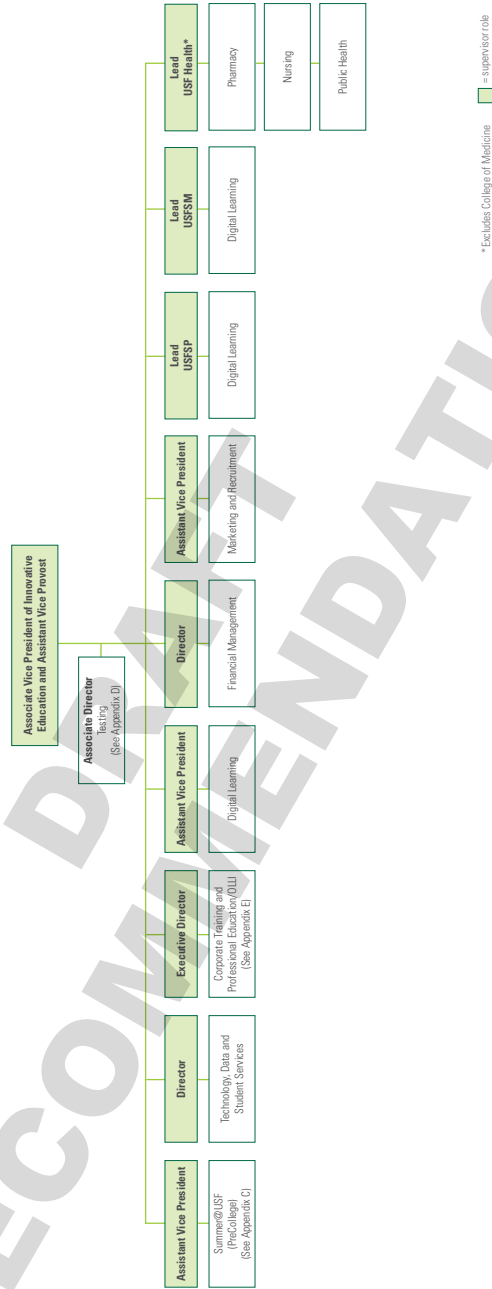
Draft Recommendations: Consolidation Teams and Clusters Report, February 8, 2019

TEAM/CLUSTER NAME	ACTION ITEM	TIMING <i>(Now, Near, Far)</i>	START DATE	END DATE	RESOURCES NEEDED <i>(Yes, or No)</i>	IF YES, COMMENT
	5. RESOURCES Ensure that all campuses have the resources to support the teaching and learning process regardless of modality, home or host campus.					
Team I: Innovative Education	5a. Hire additional instructional designers to meet the demand	Near	7/19	7/20	Yes	Because this will also impact students and faculty in courses that do not have a DL Fee attached, additional funding will be needed to support this initiative. This will enable the division to extend the services of the design unit beyond online courses.
Team I: Innovative Education	5b. Monitor the distance learning fees in order to evaluate use is consistent with State guidelines	Now	4/19	On-going		
Team I: Innovative Education	5c. Employ cost-effective approaches to online learning	Now	4/19	On-going		
Team I: Innovative Education Provost Business and Finance	5d. Provide additional resources and training to support hybrid and online development for faculty	Near	7/19	On-going	Yes	The current regulations on use of dl fee prohibit the fee being attached to any course that is less than 80/20
Team I Business and Finance	5e. Create budgetary plans that can be implemented equitably	Near	7/19	7/20		
Team I: Innovative Education Team D: Student Success	5f. Provide additional support to enhance student services for online students	Far	7/20	On-going	Yes	Providing coverage outside of normal business hours and online may incur additional cost
IT/Team I: Innovative Education	5g. Ensure all campuses have sufficient equipment and facilities to accomplish their primary purpose of delivering high-quality instruction	Near	7/19	7/20	Yes	Resources for this recommendation are captured in the proposed Phase 2 Organization Structure. However, because this will also impact students and faculty in courses that do not have a DL Fee attached, additional funding will be needed to support this initiative

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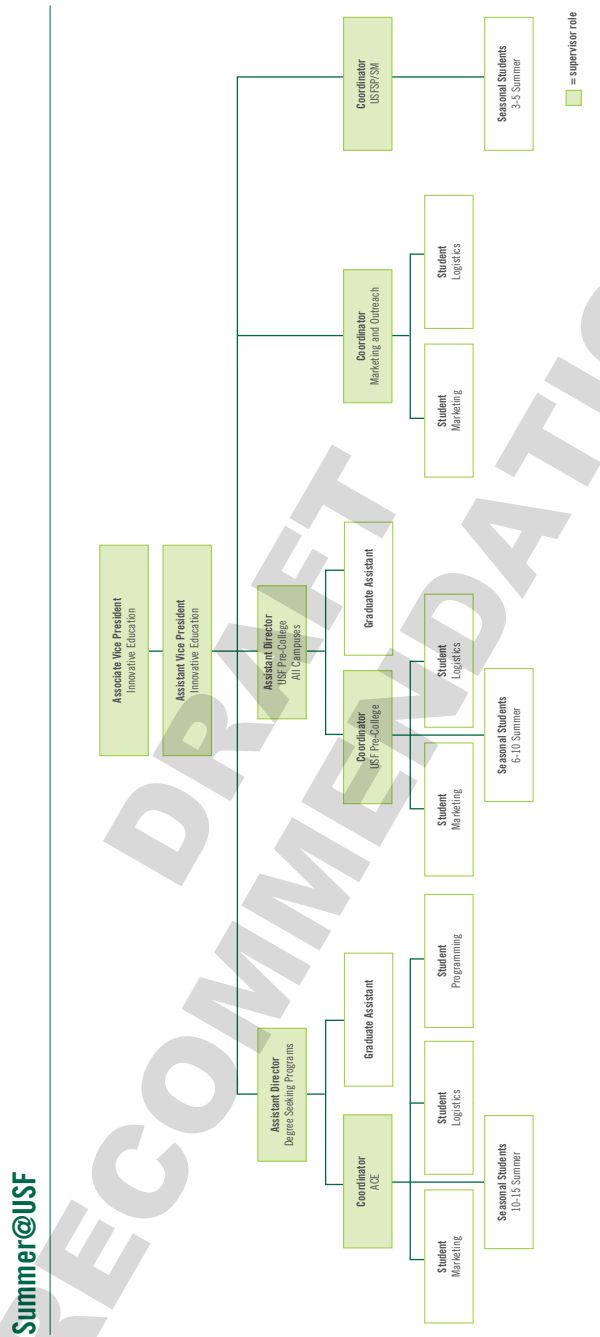
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USF Innovative Education Leadership: Phase One



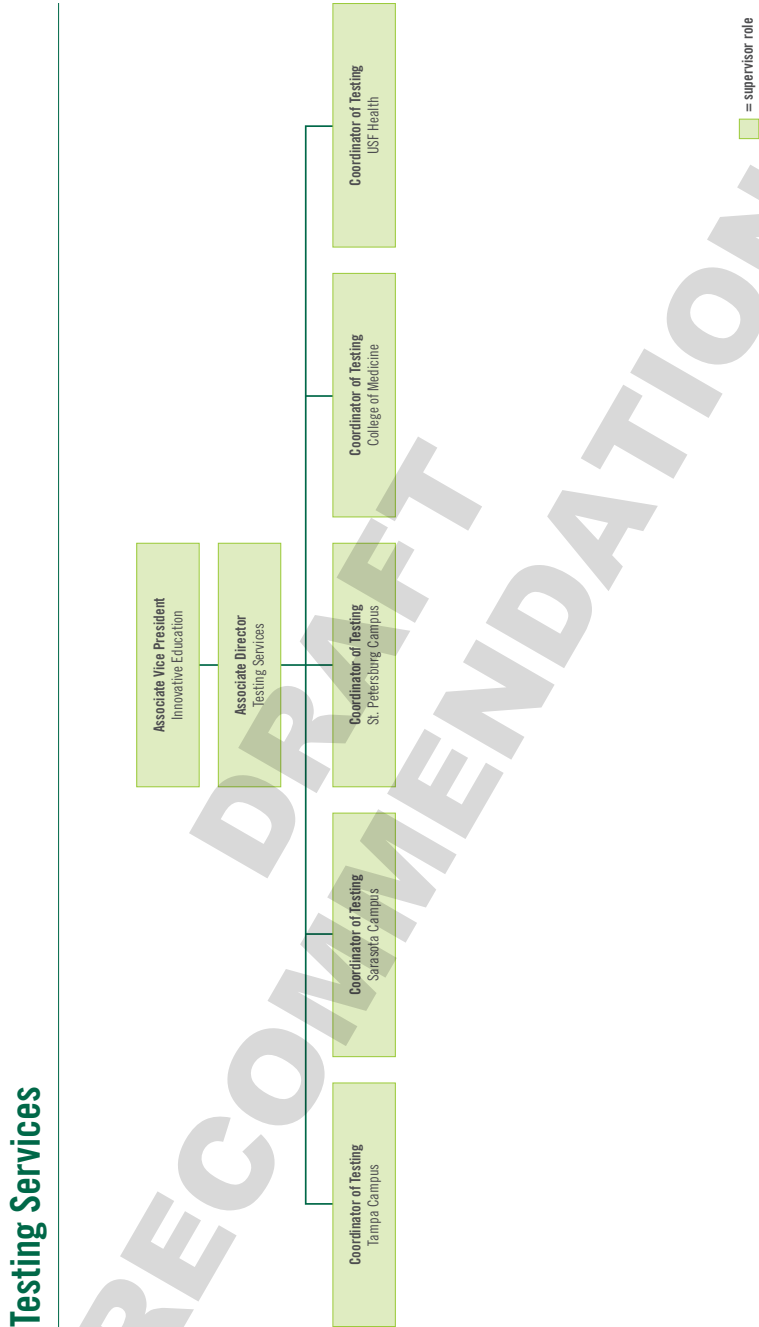
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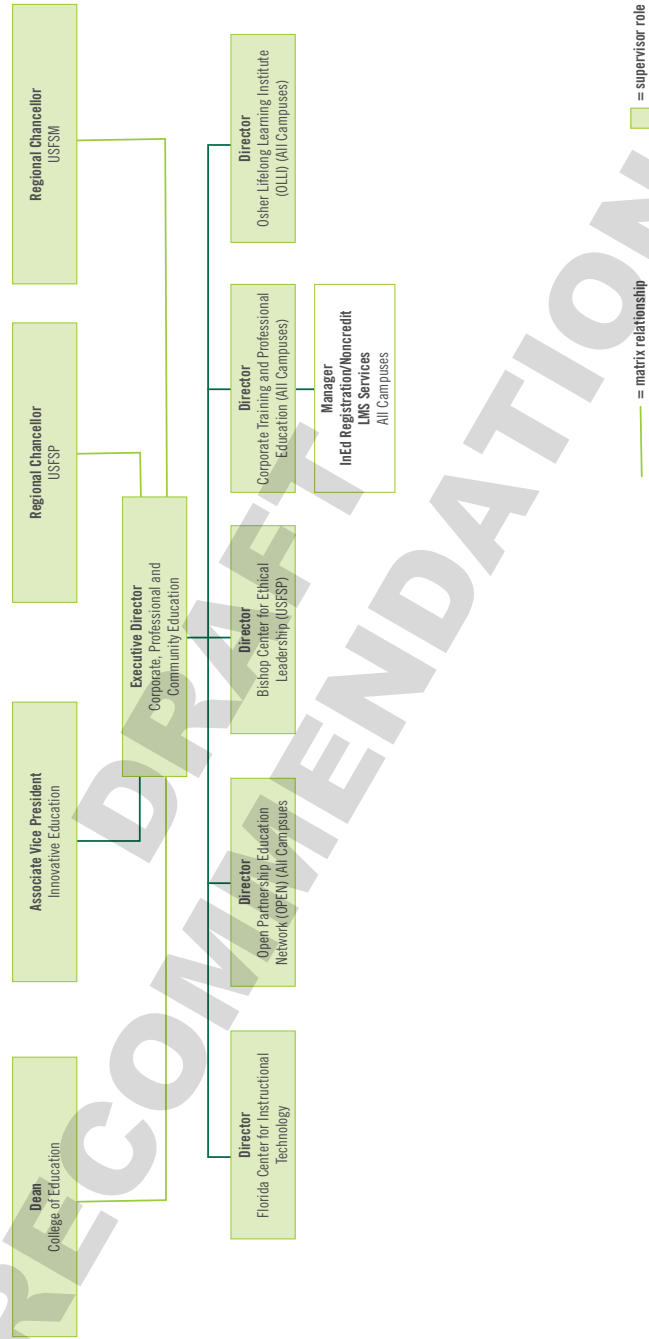
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Corporate, Professional and Community Education



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Summer@USF

What are the distinctive strengths within the unit, by campus, and how will they be preserved?

The strength of a Summer@USF centralized office is founded on the continued commitment to student success through the recruitment, retention, and persistence of all students to degree completion. The continued mission of the office is to support student success outcomes through the development and implementation of special cohort and/or alternative calendar programs. Many of these services and support structures do not exist on all campuses and would need to be created according to the following needs.

The current *Re-Imagining Summer* system initiative is focused on a unified vision of Summer@USF that supports USF system goals and initiatives. Through this group's work, updates to registration dates, parts of term, pathway programs, and many other alterations have been proposed. As these structural changes impact all geographically distributed campuses within one USF, a central point of communication and guidance is critical. Leadership in this area will help align the needs of specific student populations, departments, and overall campuses with meaningful initiatives, communication strategies, and elevation of issues as they arise. The same can be said for Intersession program development and implementation.

Unifying USF PreCollege across all campuses and integrating it into Summer@USF gives an opportunity to better serve interested and local populations by highlighting the unique programs and experiences located across the region. As consolidation creates regional homes for academic programs, USF PreCollege would align program offerings to capitalize on student and faculty involvement respective of each campus. A central office will cement standard operating procedures that will ensure compliance standards are met across the geographically distributed campuses. From a fiscal perspective, the cost recovery model most programs currently follow creates a need for centralized and streamlined efforts in marketing, registration services, financial modeling/disbursement, and other operational needs. This not only provides a better experience for students and their parents with a one-stop shop for program information and applications, but also serves the university's need to consolidate oversight when working with minors.

With over 1/3 of incoming FTICs starting their undergraduate experience in the summer, it is the university's responsibility to the student and student success outcomes to provide a purposeful transition experience. Goals should be shared across the region to create a sense of belonging, an academic foundation, and a pathway to meaningful involvement. A central vision of summer transition will be created as a shared concept for students navigating between campuses with flexibility given to the home campus. The scope of initiatives as it relates to Summer@USF will need to be identified prior to staffing. Determining the appropriate levels of responsibility for student onboarding, course identification, course development, mentor staff, student affairs programming, etc. will be required to establish a clear and effective path forward.

What is the proposed leadership (and reporting) structure for the unit in a Consolidated USF?

Please see organizational chart provided. Review of the current organizational chart showed no current full-time employees devoted to these efforts on the Sarasota-Manatee and St. Petersburg campuses. Centralizing efforts and ensuring scope of services across all campuses will require appropriate staffing, in which not all positions currently exist. Brief highlights of each position are below.

Assistant Vice President – Focused on overall mission and needs across the consolidated Summer@USF. The AVP serves as point of contact for consolidated committee work, college leadership partnerships for initiative development and implementation, and managing efforts directly on St. Petersburg and Sarasota-Manatee campuses. Oversight of: two Asst. Directors and a Coordinator of Outreach and Communication on the Tampa Campus; a Coordinator on St. Petersburg (this position will also serve the Sarasota-Manatee-Manatee campus) in support of Summer@USF, Intersession, the ACE program, and USF PreCollege. Tampa will serve as the home campus but, to be successful in the position, the AVP will need to spend required time on the other two campuses.

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Assistant Director of Degree Seeking Programs – Focused on Summer@USF, Intersession, and the ACE program. Dependent on needs/initiatives of all FTIC summer entering students, roles can shift. This position will work to compile data to inform decision making around course offerings and needs during summer and intersessions. Provides supervision to the ACE coordinator and supports program development. In collaboration with the Coordinator of Outreach and Communication, provides updates to the unit's website, social media, and CRM outreach campaigns.

Asst Dir. of USF PreCollege – Develop strategy and partnerships to successfully sustain and grow USF PreCollege across the geographically distributed campuses. Responsibilities over 1) registration, marketing and outreach through partnerships with the Office of Admissions and local agencies and 2) all aspects of daily logistics and residential experiences on Tampa campus. Provides supervision to the PC coordinator. In collaboration with the Coordinator of Outreach and Communication, provides updates to the unit's website, social media, and CRM outreach campaigns.

ACE Coordinator – With opportunities to grow into supporting both summer and spring offerings for FTIC success and persistence, the ACE coordinator serves as point for student onboarding, mentor development, student concerns, and programing throughout the calendar year. Supervise 3 year-round Lead Mentor positions and seasonal summer mentor staff. With consolidation and work on a new portal for FTIC onboarding, the coordinator will work with ACE specific logistics for onboarding and development of year round programming and interventions to impact transition success and encourage timely progression to degree. Partners with the PC coordinator and PC AD to develop and teach SLS course for mentor staff.

PC Coordinator – Focus on organizing internal logistics for USF PreCollege including, but not limited to, application and registration process, housing, record keeping adhering to compliance standards, relational communication with past participants, and supervision of 2 year round lead mentor positions. Partners with the ACE coordinator and PC AD to develop and teach SLS course for mentor staff.

Marketing and Outreach Coordinator – Oversees unit website, social media, and CRM utilization strategies. Lead in streamlining campaign development for Summer@USF, USF PreCollege, Intersession, and ACE. Supervise two student employees in areas of graphic design and logistics.

St. Petersburg Coordinator – Reporting directly to the AVP, supports initiatives across Summer@USF, USF PreCollege, and St. Petersburg (as well as Sarasota-Manatee-Manatee) intersession in line with the mission and the scope of the consolidated office. Supports logistics in planning for USF PreCollege and summer cohort experiences, both curricular and student experience. Supervise and train mentors for the St. Petersburg campus programs as needed.

Graduate Assistants – Will be utilized on projects as relates to USF PreCollege and summer academic programs. Roles will shift based on current need for academic cycle.

How will a Consolidated Summer@USF and Pre-College Programs office assure academic quality to meet the distinctive needs of the communities we serve?

With Sarasota-Manatee and St. Petersburg campuses not having formal offices supporting these initiatives, consolidating all functions to a central office will help ensure consistency and efficiency. For example, currently all three campuses run different models to support the incoming Summer B FTIC population. In consolidating the admissions process and having departments housed across campuses, the current need is to consolidate how these students transition into their university experience. Having one centralized USF PreCollege office helps ensure that all programs meet the academic and compliance standards set forth by General Council while meeting the needs of the geographically distributed campuses by promoting access and success. A major theme of the Re-Imagining Summer initiative is to provide students, parents, and the community at large a one-stop shop for everything related to summer at USF (new website in development). Having a central office to manage this ensures streamlined and coherent information in one place that serves the needs and interests of all stakeholders.

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USF Office of Corporate, Professional and Community Education a Division of Innovative Education

What programs, departments and or centers would be housed under this university wide organization umbrella? What will it be called?

Unit would be called "USF Office of Corporate, Professional and Community Education. Please see attached [Table 1](#) to see the programs, departments and centers that would be house under the consolidated university structure.

What is the rationale for the proposed organization structure and the units included? What are the distinctive strengths within the unit, by campus, and how will they be preserved?

The strength of consolidating the various non-credit and community engagement units under a central organization structure unit will allow USF to extend its most successful community engagement programs to all three of its campuses. Doing so will create the foundation for lifelong learning that leverages geographic strengths and local partnerships across the greater Tampa Bay Area. This foundation of lifelong learning and community interaction will allow USF to serve as the nexus for economic growth and technology innovation that will have real impact on the communities we serve.

The consolidation will also allow these entities to mutually support and financially sustain one another and grow their respective programs by sharing a common vision that leverages the unique value proposition of each unit. A key component of this integration would be so that the surpluses that are generated by the revenue generating units, the Office of Corporate Training and Professional Education (CPTe) and Florida Center for Instructional Technology (FCIT), could financially support the extension of the Community Programs of OLLI, and OPEN to all campuses and to fund the creation of additional non-credit, auxiliary revenue generating programs for the Bishop Center of Ethical Leadership. The community engagement units will help supply the revenue generating units with the connections to the community that will be used develop the non-credit curricula of the future. Through their interactions with business, civic and education leaders the combined unit would have their "finger on the pulse" of the continuing education needs for all three communities. USF undergraduate and graduate programs will provide the foundation for future learning and the programs offered through this unit will provide the ability to upskill as the needs of the marketplace changes. Through creation of a lifelong learning model that is directly connected to the community, USF will foster the environment for continuous skill improvement that will have a tangible and recurring economic benefit by developing a workforce that is nimble, agile and has the skills that are needed to drive and sustain the growing Tampa Bay economy.

Consolidating these units under a shared structure and vision will allow all units to leverage and take advantage of CPTe's infrastructure to extend their programs including CPTe's noncredit registration systems, CPTe's Non-Credit Canvas LMS and the Innovative Education support teams such as Digital Marketing, HR and Finance that support CPTe today. By leveraging this existing infrastructure and taking advantage of economies of scale and shared resources the consolidated unit will be able to extend these programs without unnecessary duplication of effort or expense thus minimizing waste of investment dollars.

Although we would be extending the most successful programs to each campus, the campuses and programs would maintain their distinct appeal because of the nature of the community engagement programs. The local community will shape the flavor of the local extensions of these programs thus retaining their own identity. Extending these successful programs to the Tampa, St. Petersburg and Sarasota-Manatee areas will strengthen relationships with local businesses as they will create a greater number of integrated "touchpoints" that will funnel demand or need to the appropriate units. The combined unit will enhance partnerships with local educational organizations by partnering with K-12, technical and community colleges in the area. The greatest dividends will come in the area of engaging with marketplace partners that will help us design contemporary, real world curricula and skills that will address the needs and skill gaps in the community.

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Lastly, the consolidated organization would take advantage of the unrealized synergies and potential by tying these organizations together in a unified and meaningful way to maximize impact of a consolidated USF on the communities that surround our campuses and throughout the greater Tampa Bay Area.

What is the proposed leadership (and reporting) structure for the unit in a Consolidated USF?

Please see organizational chart provided (Appendix E).

In the proposed model we would be asking for one additional position. Funding for this position will be paid for through increased auxiliary surplus that is generated by the unit.

Executive Director Corporate, Professional and Community Education – the Executive Director's focus will be on the overall mission of the unit for the USF system including, but not limited to devising and implementing the strategy for the combined units to leverage each unit's and communities' individual strengths in a systemic way. Lastly, The Executive Director would ensure that each unit would be appropriately funded and financially supported and responsible. Tampa or St Pete would serve as the home campus but to be successful in the position the Executive Director would need to spend time each week on all three campuses.

Additional Positions: Additional positions will be funded through auxiliary surpluses as we transition over time. It is thought that these positions would initially be funded by CPTe and then through self-sustaining auxiliary surpluses generated by the programs themselves with CPTe surpluses providing a safety net of funding if needed.

1. **OLLI Program Coordinator -St Petersburg**
2. **OLLI Program Coordinator- Sarasota-Manatee**
3. **OPEN Program Coordinator –Tampa**
4. **OPEN Program Coordinator –Sarasota Manatee**

- a. CPTe activities for all campuses would be directed from the Tampa Campus. CPTe already has MOU agreements with The Bishop Center and OPEN including shared expense for a shared logistics person in St Pete with plans to add another one in Sarasota.
- b. OPEN activities would be directed out of the St Pete Campus
- c. OLLI activities for all campuses will be directed and coordinated out of the Tampa Campus
- d. The Bishop Center would serve primarily St Pete but would work with CPTe Tampa to coordinate and direct CPTe activities for Sarasota. The Bishop Center would continue to support it's for credit activities (Minor in Leadership) for whatever future college houses the minor.
- e. E. FCIT would continue to be housed and work out of the Tampa Campus.

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**TEAM J:
USF WORLD**

RECOMMENDATIONS
DRAFT

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Team J: USF World

Members:

Roger Brindley (USF), Ross Andel (USF T), John Arthur (USF SP), Kiki Caruson (USF), Jean Kabongo (USF S-M), Lynette Menezes (USF T)

The team met on Thursday, January 24th at USF Tampa and on January 31st at USF St. Petersburg. This report represents a summary of those conversations and of feedback from the broader constituencies represented by the team.

The Guiding Principles for USF Consolidation

Central to discussions were the Guiding Principles. The principles were approved by the Board of Trustees Consolidation, Accreditation and Preeminence Committee in order to frame all consolidation discussions:

- *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.*

These principles framed our discussions and individual members of Team J endeavored to keep the Guiding Principles in mind at each step of the deliberative process. The team were tasked with seven questions. Comments specific to the comments presented by sub-committees (Q. 1 and Q.2) are included. This report focuses on Questions 3 through 7 and places summary recommendations in this context.

3. What programs, departments and/or centers will be housed under this organizational umbrella?

It is important to note that USF World is already a system office and therefore many of the recommended organizational structures are already in place. It is the recommendation to maintain each of the following system processes:

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- *Education Abroad Office (EAO). All three campuses design and promote EA programs that are coordinated for synergy under the system-wide EAO. That EAO maintains all records and data (including Open Doors) for the system.*
- *International Services Office (ISO). The ISO is responsible for all required Federal documentation of the 6,493 int'l students, graduates on Optional Practice Training, short term and int'l J-1 students and scholars, and employees working across USF on the H1B visa. There are 15 Designated School Officials (DSO) including 3 in St. Petersburg and 1 at Sarasota-Manatee. As required by the Student and Exchange Visitor Information System (SEVIS) of the U.S. Department of Homeland Security, there must be one Primary DSO responsible for all institutional activity. That person is the Director of the Int'l Services Office*
- *International Risk and Safety Officer (IRSO). All faculty, staff and student int'l travel system-wide, is reviewed by the IRSO. The IRSO also oversees Policy 10-507 and group int'l travel and health insurance coverage for the system for all registered travelers. The IRSO also chairs the Global Risk Assessment Committee, which includes representation from across the system, and reviews all travel to State Dept. Tier 3&4 countries.*
- *Resources for System Faculty. USF World houses faculty travel grants, Fulbright mentoring, global event funding, and customized programs for faculty. These resources are available to, and used by, all system faculty. Annual USF World awards and recognition of faculty include faculty on all 3 campuses. USF World also currently houses the Center for Strategic and Diplomatic Studies.*
- *Resources for System Students. As part of the broader student success initiative, USF World manages the Peace Corps Prep program for undergraduate students and coordinates Peace Corps programing across the system. Travel scholarships for the EAO, co-curricular programming for international students and scholars, student modules for creating global resumes, and professional development programs such as the Glo-bull ambassadors are operated by USF World.*
- *Global Partnerships and Data. USF World oversees the signing and record keeping of all 229 system-wide General Agreements, and maintains all 41 Memorandum of Understanding, currently signed by either the Executive Vice President or Sr. Vice President for USF Health. All faculty global interactions including international research, travel, publications, presentations, etc. are tracked and maintained in the Global Discovery Hub and reported for the USF system.*
- *International Alumni and Development. USF now has in excess of 10,000 int'l alumni and USF World houses robust systems to establish/reestablish global alumni networks. USF World also employs an Int'l Development Officer. Both initiatives require close and ongoing partnership with USF Advancement and data includes all three campuses.*
- *INTO USF. INTO USF academic services report through to the Vice President for USF World, who liaises with INTO University Partnerships and INTO North America as well as advising the current Interim Center Director. There is ongoing discussion concerning English Language delivery being extended to the USFSP campus, as international student enrollment is planned for the years after consolidation.*

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As a result of this multi-faceted and broad system-wide folio, USF World works closely with the Global Initiatives Office at USFSP, the Center for Global Engagement at USFSM, and Health International in USF Health.

Timeline:

Each of the processes identified above are expected to continue throughout the consolidation planning phase, and be maintained after July 1, 2020.

4. What is the proposed leadership (and reporting structure) for the unit in a consolidated USF (and by campus)?

To date the USFSM and USFSP campus offices have maintained budget autonomy but collaborate with USF World around all aspects of inbound and outbound student mobility, and in some areas of faculty support. The strategic initiatives on each campus have allowed for some differentiation, such as USFSP's focus on academic articulation in China and USFSM's history of hosting short-term students on J-1 visas. However, under one accreditation and following the BOT guiding principles of a "clear, simple and unified leadership structure," and a "transparent and collaborative process," closer operational synergies are recommended. Team J endorses that there should be one nomenclature for USF World in a consolidated structure. This would mean that the Global Initiatives Office at USFSP, the Center for Global Engagement at USFSM, would now be renamed as part of "USF World" as befits a system office.

The location of USF World staff and the associated distribution of resources will be governed by the Guiding Principles, changes in the profile of students and the expected growth of programs. If, for example, with a new hall of residence under construction, USFSP recruits more international students to campus, then the human and financial resources to appropriately support international student success on that campus must be forthcoming. Similarly, we are expecting growth in the numbers of students able to access Education Abroad and anticipate further resourcing as necessary. Further, and in order that USF can benefit from distinct and innovative new programs across one consolidated system, USF World will create formal communication structures to ensure opportunities are recognized and implemented. Given the Vice President for USF World is accountable for the global engagement of students, staff and faculty across the system in multiple ways, he/she must be in close consultation with campus leaders and then be responsible for equitably allocating resources across the faculty irrespective of campus. Simultaneously, the Vice President must encourage a centralized, agile and focused strategy that supports all aspects of student success, world-class research, and the global prominence of a consolidated system (see Guiding Principles), while recognizing and promoting the differentiated capacities and expertise across all campuses. The current USF World organization chart is submitted in Appendix A. The current employees at USFSP and USFSM are not featured in Appendix A as the distinctive needs of each campus will need to be addressed. Therefore, the precise reporting lines for USFSP and USFSM employees within the USF World organization will be established after further consultation to confirm the ongoing needs, initiatives and capacities of the USF World offices across the system campuses.

There are currently 47 FTE in USF World in Tampa, 3.2 FTE working on global affairs at USFSM and another 4 FTE

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at USFSP. Team J recommends that employees engaged providing administration for global affairs at USFSP and USFSM now report to the AVP for USF World and that this position be renamed “Associate Vice President for Global Operations.” The USFSP and USFSM employees would retain a dotted line to a senior administrator at their “home” campus. Employees located at USFT would retain their current reporting lines.

The current employees at USFSM and USFSP are:

- Wendy Baker, Director, USFSP Global Initiatives
- Joseph Kenny, Education Abroad Program Manager, USFSP
- Angelica Rodriguez Jimenez, International Student Advisor, USFSP
- Gloria Parrott, Office Assistant (part-time OPS), USFSP
- Yanzheng Li (Cindy), China Operations Coordinator (part-time OPS), USFSP
- Amela Malkic, Director, Center of Global Engagement, USFSM
- Phal Patel, Fiscal and Business Analyst, USFSM
- Keegan McQuillan, Program Assistant (.7 FTE, OPS)
- Pablo Tamayo, Graduate Assistant, (part-time-OPS)

USF Health will retain a direct line to the Sr. Vice President for USF Health because of the specialized nature of their international outreach. At this time, the expertise for global engagement in the allied health fields remains firmly with USF Health. USF Health International maintains significant senior administrative oversight reporting to an Assistant Vice President, Dr. Lynette Menezes. Dr. Menezes has a dotted line to the USF World Vice President. The current USF Health International organization chart is submitted in Appendix B.

The administrators in USF Health International have the experience and critical knowledge to determine the suitability and mitigating actions associated with the mobility of students, staff and faculty in the four health colleges. Global health efforts including but not limited to humanitarian and disaster relief, environmental health issues, control of epidemics and elimination of tropical infectious diseases (such as Dengue and Malaria), managing outbreaks of emerging infectious diseases (such as Sika and Ebola) in sometimes remote and mostly under resourced settings, demand skilled knowledge at every step of planning and implementation. In addition, specialized familiarity with medical and socio-cultural norms, sovereign laws pertaining to practice and liability, etc., are found only in USF Health. Still, even here, in order to maintain and extend current collaboration, build new synergies, ensure consistency of operations and be well placed to support innovative practice, Team J recommends that in addition to their hard report line to Dr. Lynette Menezes, there is a dotted line for the following USF Health International employees to USF World:

- Cristienn Jourdanne, Dir. for int’l Programs and Dir. for Panama Initiatives, USF Health
- Jesse Casanova, Asst. Director –Study abroad, USF Health
- Tina Dinh, Program Asst., & Travel Coordinator, USF Health

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This more centralized USF World organizational model will require assurances that consistent communication through defined strategies that engage administrators, faculty, staff and students alike are planned and implemented. Those strategies are described below.

Timeline:

These organization changes will be complete by December 2019, so that they are included in the SACSCOC Substantive Change document.

5. What is the proposed faculty governance structure for the Unit in a consolidated USF? Include Committees and Councils.

The current structure in place includes the Global Risk Assessment Committee that is a standing committee and meets monthly, and the Associate Deans for Global (ADG) that meet every semester. The ADG meetings will become increasingly important under one consolidated academic plan. However, with a centralized USF World organization, there will be a need to ensure that each campus in a consolidated institution has an excellent communication structure. With this in mind, USF World will create standing monthly meetings with the senior administrators at both USFSP and USFSM, as well as with the AVP for USF Health International. In doing so, the leadership of each campus will have a regular, predictable and ongoing opportunity to strategize and implement initiatives designed to strengthen the global systems and processes across the consolidated university. As USF works towards the July 1, 2020 consolidation deadline, USF World will revisit vision and mission statements and create a five year plan for 2020-2025. With these critical tasks in mind, and recognizing the need for broad stakeholders input, Team J recommends that USF World construct:

- *A Faculty Advisory Board will meet on a standing schedule (perhaps once a month). It will be constituted of faculty from each of the four campus units with sufficient representation that opportunities and challenges across the system are adequately addressed. The faculty will represent their academic communities and counsel USF World leadership. The Board would also assist USF World in ensuring critical communication and information is shared across the consolidated institution. The Board will also advise where USF World resources should be available to the academic community regardless of campus location.*
- *Global Community Engagement Advisory Board will comprise of external stakeholders who will advise and assist USF World on its mission and goals. The board will be representative of stakeholders with a wide range of global experience including corporate partners, local government representatives, private sector organization leadership and prominent USF alumni from across the Tampa Bay Region and possibly beyond.*
- *Global Research Workgroup Research & Innovation administrators, faculty from each campus engaged in global research, Deans representatives and stakeholders from Business and Finance. The goal, in line with the Guiding Principles, will be to expand research capacity by improving support services for faculty and students engaged in international research.*

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- *USF World Town Hall Meetings. These meetings will be held once a semester on each campus and would be open to all faculty and staff. The intention would be to share the latest updates on the global work of the university including opportunities to engage, and promote innovative discussion around future planning.*

The membership qualifications and requirements for these two Advisory Boards will be established through communication between USF World and senior administrators at USF Health, USFSP, USFSM and USFT.

Timeline:

Invitations to serve will be disseminated early in the fall of 2019, and membership confirmed by December 2019. This will allow the two Boards to meet in the spring semester, well ahead of the July 1, 2020 consolidation date.

6. What are the distinctive strengths in the unit by campus and how will these be preserved?

Above all, maintaining a face-to-face presence on every campus is critical. Students, staff and faculty at USFSM and at USFSP must have an on-campus point of contact. They are used to having an office they can go to with questions and ideas. In accordance with federal law, USF World will want to maintain a DSO on every campus. The Education Abroad Office also values a permanent presence on each campus. It is understood that students with questions or concerns about study abroad plans or their immigration status, appreciate having a known person available and accessible to them. In this spirit, by having a consolidated and coordinated approach, the expectation is that the sum will be greater than the parts and the evidence of a globally engaged university will be apparent through a robust presence on every campus with a local point of contact. USF World will ensure an equitable distribution of global resources as the university seeks to equip every campus.

Both USFSM and USFSP have maintained distinctive elements to their global profiles. USFSM has a history of bringing short-term scholars to Sarasota-Manatee, notably in the field of hospitality management. Similarly, USFSP has been home to the most vibrant study abroad programs to Vietnam, and is developing some distinctive academic articulation with partners overseas.

Looking beyond the consolidation deadline:

The precise nature of future programs will emerge as the consolidation process unfolds and into the years beyond, but there should be opportunities to leverage USF World and the experience of system-wide colleagues. For example, USF World would welcome international student enrollment across campuses once student success structures are in place. USF World can assist International Admissions with recruiting international students to USFSP. Similarly, USF World supports efforts to build a residence hall at USFSM as we see this as a critical piece of campus infrastructure necessary for student success whether recruiting students from Mumbai, Minneapolis, or Miami. Similarly, USF as a consolidated system is in significant need of additional short-term international student and scholar (J-1) housing. A preeminent university committed to student success and international research should have quality temporary housing, as seen frequently among our peers nationally. Given the substantial expense of temporary housing in Tampa

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Bay, student exchange and important research collaboration are both affected by a lack of J-1 housing and many potential students and scholars may simply choose to visit other institutions altogether.

As the USF system matures, USF World will look to leverage the distinctiveness that comes with very different campuses in location, size, academic scope, and co-curricular cultures. As the institution considers transportation options, we ask that special attention be paid to the needs of international students. They are least likely to own a car or some other form of independent transportation and will need access to all three campuses as well as USF's growing footprint in downtown Tampa.

7. What risks can be identified and how will they be mitigated?

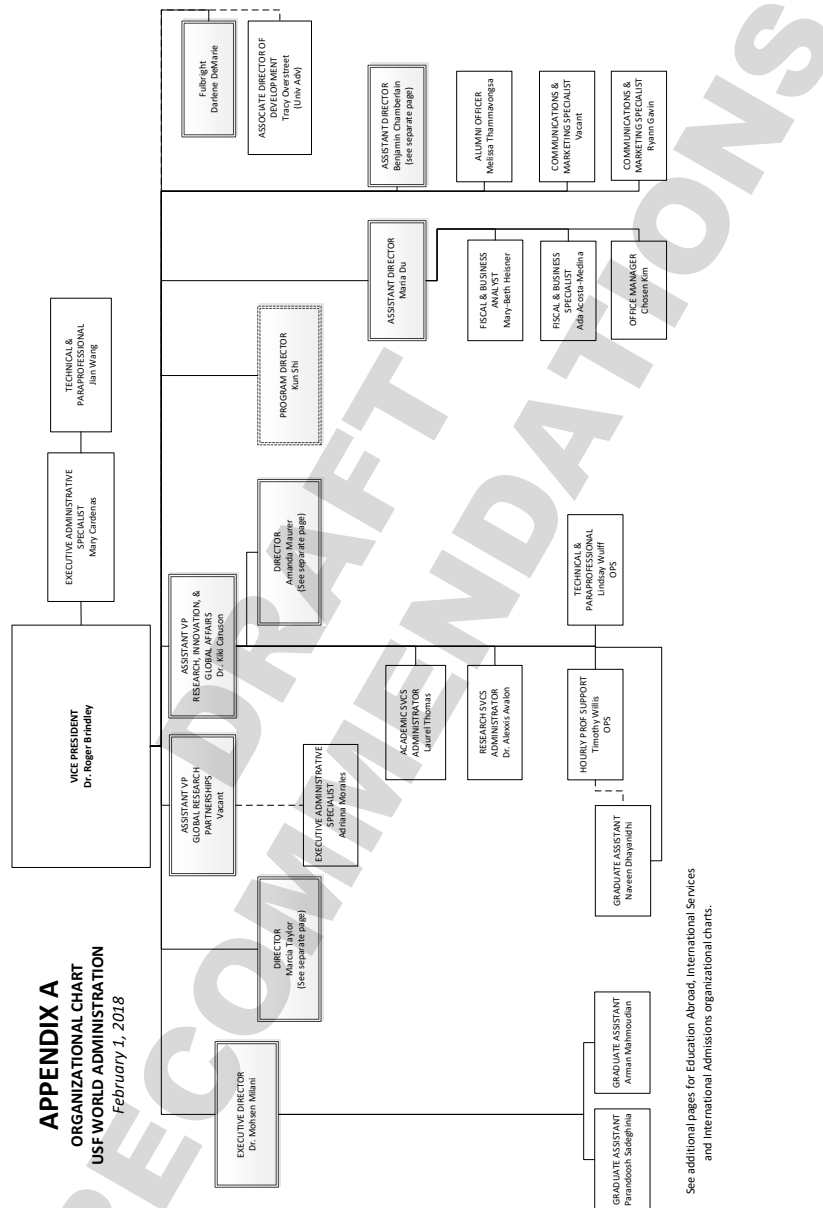
For colleagues at USFSP and USFSM the largest risks are associated with loss of location-specific identities and a loss of staff and resources, including concerns around the distribution of human and fiscal resources for global initiatives and services for students, staff and faculty. In the spirit of the Guiding Principles and with a philosophy of "do no harm," Team J has laid out recommendations in this document that will allow for stronger communication and more effective economies of scale. This will lead in turn to further productive collaboration, and a growth in the global capacities of a consolidated system. As noted above, USF World recognizes the need for students, staff and faculty to access global services "locally" and is committed to this approach. In addition, USF World will need to strengthen the training of faculty and administrative staff across the campuses on key systems (e.g., Archivum travel module). These employees will also need to be familiar with international student services and opportunities for student success so that they are able to advise all students consistently.

There is one other tangible risk that USF will need to address. Federal Government approval for issuing I-20's for international students requires USF updates our I-17 status when "substantive" changes occur. Currently, change documents associated with I-17's are taking the U.S. Government 9-18 months to review. Any changes to the location of existing academic programs will require that the PDSO inform the Department of Homeland Security (DHS). Technically, USFSM is already part of the USF I-17 but USFSP has a separate document and will likely be required by the DHS to come under one umbrella I-17 reflective of our broader consolidation. Given the approval process takes 9-18 months, USF World strongly recommends that as soon as the BOT consolidation plan is approved by the Florida Board of Governors, the PDSO should be asked to update the DHS of the need for an I-17 substantive change. The DHS may want to complete a site visit with associated costs.

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Organizational Charts

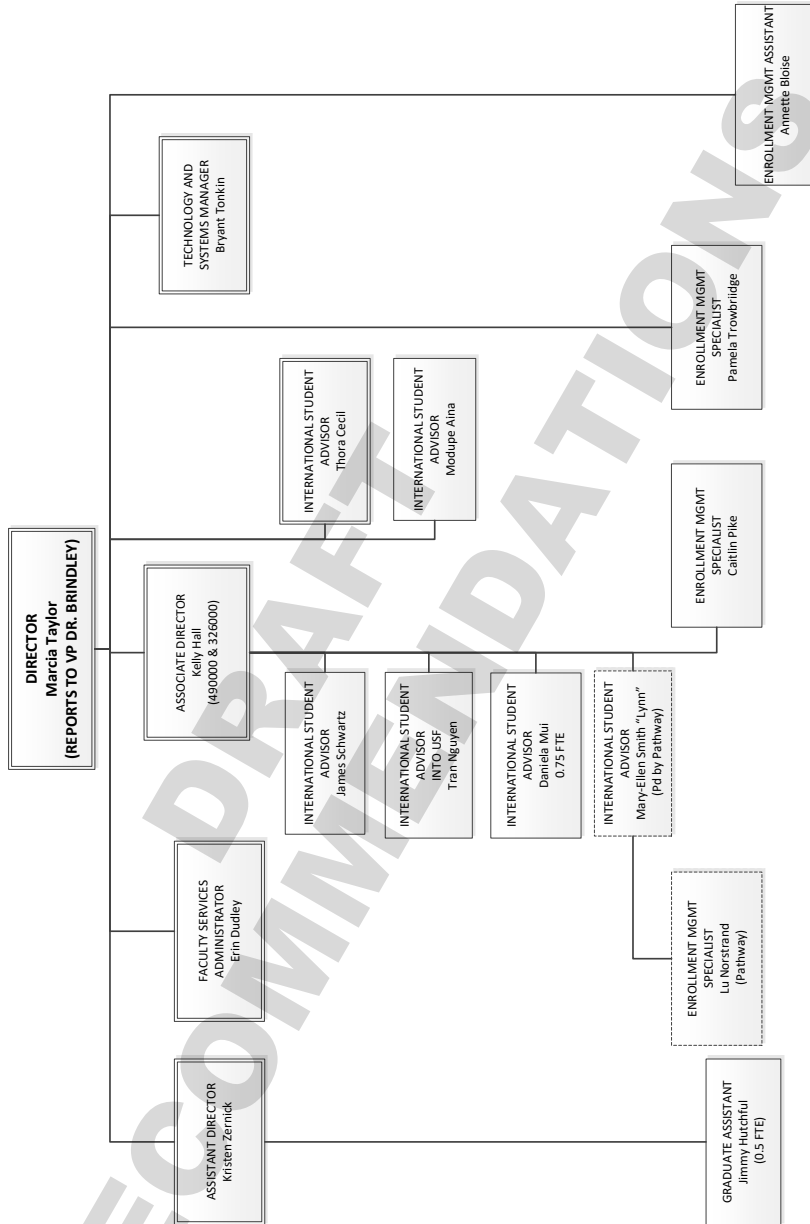


See additional pages for Education Abroad, International Services and International Admissions organizational charts.

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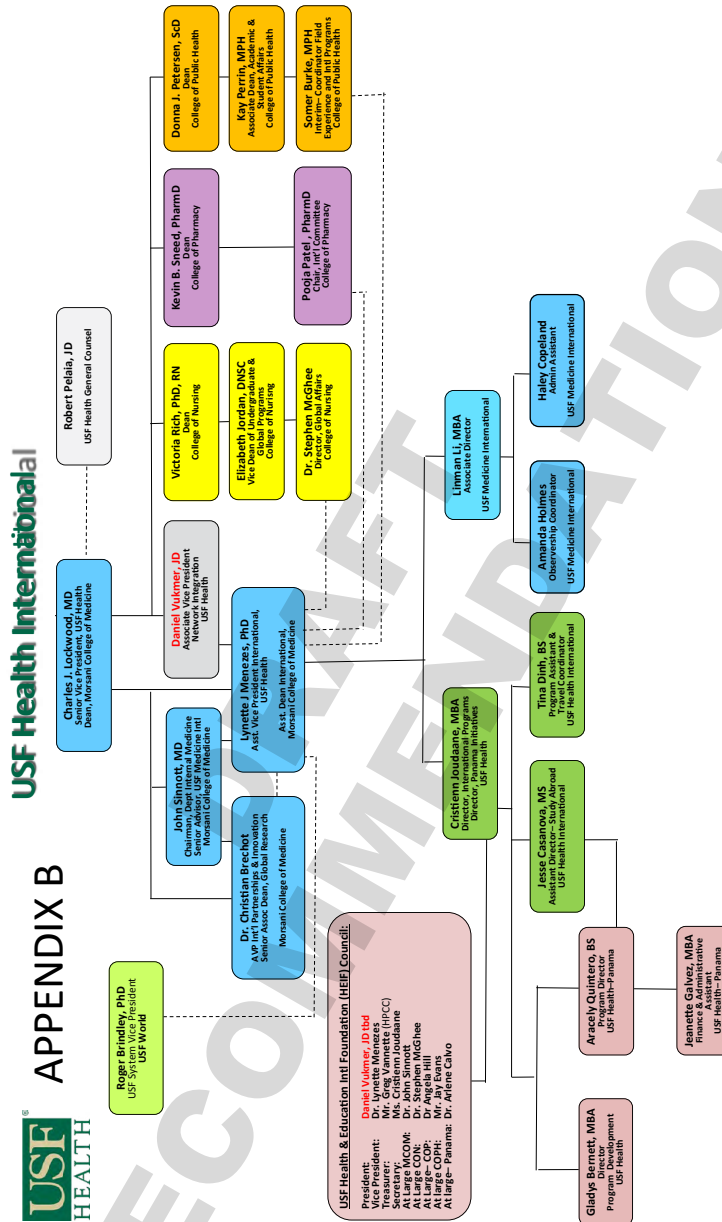
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**USF WORLD
INTERNATIONAL SERVICES**



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CIC Subcommittee Considerations

Team J USF World

Draft CIC Considerations December 19, 2018

Subcommittee	Tasks (if provided)	CIC Considerations for a Singly Accredited USF	Team J Comments
Student Success	A. Student Support Services		
	C. 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 systemwide Parent/Family Office to provide consistent education, services, programs, and support regardless of location. d. Develop or enhance Peer coaching component to each campus	The International FTC orientation, "Glo-Bull Beginnings" is already a week in length. As more international students locate across the system, this orientation will have to be aligned and accessible to all international FTCs.
	D. 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.	
	H. 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.	Establish badly needed residential housing for international students and short term visitor and scholar (1-3) housing at USF on all three campuses that is accessible and affordable. A transportation system must connect the campuses. Offer shuttle service for USF Tampa students and visiting scholars to downtown USF Health facilities.
	I. 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.	USF will need one common "on-boarding" for international students across all three campuses.
	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		
	F. Financial Aid	a. Evaluate the two online scholarship application products and select one vendor for USF. This should result in cost savings. b. Consolidate 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.	
	A. Admissions	a. Consolidate the undergraduate application (FTC 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 FTC 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 FTC 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.	Please remember international student transfers in the scholarship process. We anticipate the number of junior year international students entering USF will increase. Some may be from HCC, PSC/SJC and others from out of state.

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	<p>k. Consolidate all recruiting and admissions initiatives related to special population such as outreach and access, high ability students, National Merit/Hispanic, Honors College, SES, etc.</p> <p>l. Consolidate all admissions decisions and applicant evaluation for a unified USF under a single reporting line.</p> <p>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.</p> <p>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.</p> <p>o. Continue the current organizational structure with direct campus report for campus hours and visits and campus events (application generation and yield events) as these are unique to the campus identity</p> <p>p. Consolidate all aspects of graduate admissions (recruitment, processing, evaluation, etc.) after realignment of home/host colleges/programs</p> <p>q. Assessment of consolidation, organizational structure and reporting of locally driven enrollment management programs such as the FUSE initiative</p>	
II. Registrar	<p>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.</p> <p>b. Course and Registration Consideration: All registration tools, processing and activities are consistent across campuses; ensure alignment of courses and requests 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.</p> <p>c. Appeals Consideration: 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <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> <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> <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> <p>j. Reporting Consideration: Disseminate consistent definitions of part-time and full-time status, use of student home campus info, 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> <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>	<p>Team J anticipates in the "near/far" future the St. Petersburg campus will attract more int'l UG students. USF international recruitment must be coordinated.</p> <p>To include international students (who represent a quarter of all graduate students)</p> <p>Team J strongly recommends an Admissions voice on the Calendar Committee. Some international students graduate high school in June or even early July, in many countries. Starting any earlier than USF currently does could impact international student yield and enrollment.</p> <p>Team J recommends cultural sensitivity in the context of communications - especially relating to international student populations.</p> <p>Please note: By law all F-1 visa holders must have a home campus noted on immigration documents.</p>
III. 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> <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 Archimedes 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. Archimedes Insights will be supported by continuous development and resourcing.</p>	
IV. Student Engagement		The Office of National Scholarships should continue developing their communication across all three campuses.
V. Transfer Students	<p>a. Establish a reporting structure so all students benefit from the services/resources offered to transfer students. USF has an Office of Transfer Student Success (formerly Office of State and Community College Relations.)</p> <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> <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> <p>d. Ensure that the definition for transfer students is standardized on the webpages for each USF campus (upper, lower, etc.)</p> <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>	<p>Team J is aware of the likely growth in 2+2 academic articulation between USF and other foreign universities - in essence these are international FUSE programs.</p>
VI. FUSE Specific	<p>a. Create a reporting structure to track Fuse students</p>	

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	<p>b. Establish a centralized location for advising information</p> <p>c. Align curriculum GradPaths for each campus</p> <p>d. Create one singular application process for Fuse students</p> <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 USFSF, while USF provides a letter about the program and does not state they are admitted to the Fuse Program</p>	
E. Health & Wellness		
E. 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>	Team J recognizes USF Health's importance in this capacity.
F. 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> <p>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.</p> <p>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.</p> <p>d. Mandate the completion of the life skills modules (Alcohol/EDU, sexual assault prevention, Roparis for staff/faculty as well, financial literacy and academic integrity) for all students (FTE, transfer, graduate students) prior to matriculation. Implementation of this consideration, including necessary communication, budgeting, and compliance functions should be centralized through the Tampa campus.</p> <p>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).</p> <p>f. Develop a process to determine budget needs of departments and budget allocation from student fees.</p>	<p>Health education must include robust and renewable Title IX and Cleary training of all faculty.</p> <p>Team J recognizes that international student populations may have different needs in these areas as compared to their domestic peers and encourages sensitivity to different cultures and attitudes.</p>
G. Counseling/Mental Health Services	<p>a. Students should have access to mental health resources on all of the campuses.</p> <p>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.</p> <p>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.</p> <p>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).</p>	All students (including international) must have prompt access to counseling and mental health services; ensure adequate resources to meet student demand on all campuses.
H. Recreation/Intramurals	<p>a. All students should have access to all recreation and intramural activities on all the campuses.</p> <p>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.</p>	This will require transportation services.
I. Behavioral Intervention Team/Victim Advocacy	<p>a. Consolidate the internal processes and operations of the Behavior Intervention Teams across the campuses so the response is uniform one on all campuses.</p> <p>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.</p> <p>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.</p>	With sufficient resources across the institution for appropriate student care.
VI. Health Services	<p>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.</p> <p>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.</p>	USF Health currently supervises access to psychiatric services and this should build on that structure.
F. Career Development		
A. Policy	<p>a. Standardize Units' Names and Functions throughout System</p> <p>b. Align definitions, processes and policies for key programs and practices (including internships, Community Engaged Learning, Civic Engagement, Co-Ops, etc.)</p> <p>c. Develop cross-campus teams to develop data and process systems</p> <p>d. Standardize attributes for designating Community Engaged Learning, Internship, and other Experiential Learning courses for student transcripts</p> <p>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</p> <p>f. Help faculty leadership to work to standardize rewards, tenure and promotion policies systemwide related to HIPs related work</p>	<p>Team J recommends using "USF World" across all three campuses.</p> <p>Include education abroad and international scholar and student services units in these cross campus teams.</p> <p>Team J reminds colleagues that Education Abroad is a HIP and should be included in the rewards and recognition process.</p>
B. Practice	<p>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</p> <p>b. Develop cross-campus teams to enhance curriculum development and expand community partnerships</p> <p>c. Increase FWS positions utilized for community engaged work for all campuses</p> <p>d. Expand Engaged Student Employment program and Career Readiness Badging Program for SM & SF students</p>	Such communication should include internships and international internships for domestic as well as int'l students. International students frequently have career goals on arrival at USF and so this model is much appreciated.
		A reminder that all international students with the option of a credit bearing internship that counts towards their degree will ensure they are CPT eligible.

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	<p>e. Provide training and coordination of FWS positions for all campuses</p> <p>f. Deliver consistent employer engagement events in our geographic regions (Employer Institute, employer strategy sessions/skits and on-campus recruitment events)</p> <p>g. Expand career exploration opportunities across campuses, such as Intern For A Day, Experiential Learning Expo, through use of Handshake, technology and transportation resources</p> <p>h. Implement "layered" experiential learning opportunities combining High-Impact Practices to maximize experiential learning impact</p> <p>i. Expansion of High-Impact Practices in support of Gen Ed refresh across all campuses</p> <p>j. Extend Corporate Leadership training program opportunities across all campuses</p> <p>k. Expand and enhance ePortfolio practice across all campuses in support of student personal, academic, and professional development.</p> <p>l. Implement MyPlan, My Pathways across all campuses</p> <p>m. Maximize effectiveness (employer roles, etc.) of Handshake through development and implementation of a broader Handshake committee.</p> <p>n. Offer Career Services courses on all campuses (e.g., Job Search course) through cross-campus course enrollment</p> <p>o. Implement Professional Association "system" memberships to save money on institutional memberships</p> <p>p. Professional Development topics shared across campuses (e.g., Career Facilitator, Strengths Training, Burning Glass)</p> <p>q. Establish single, consistent system for keeping and sharing student information</p>	<p>A reminder that international students may only work a maximum of twenty hours per week on campus.</p> <p>Education Abroad offers international interships and looks to develop more to meet the growing demand across the campuses.</p> <p>Education abroad experiences are a High-Impact Practice and should be included in the Gen Ed curriculum.</p>
<p>II. Student Involvement</p> <p>A. Student Government</p>	<p>a. Consider having one Student Government Constitution for the USF Tampa, Sarasota, and St. Petersburg campuses</p> <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> <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> <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> <p>e. Explore a fully online newspaper</p> <p>f. Create a plan to collaborate in order to serve the USF Consolidated campuses</p> <p>g. Conduct assessments/research on residency and student campus identification in regards to considering whether there should be a consolidated structure</p>	
<p>B. Student Organizations</p>	<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> <p>c. Implement a new or revised student organization registration process that would work for each campus and provide equitable service</p> <p>d. Any student can join any organization on any campus</p>	<p>Team J notes that historically, international students have been very active in student organizations. High participation in student organizations should continue to be encouraged and supported across the campuses.</p>
<p>III. Programming, Leadership, Civic Engagement, Multicultural Programming</p>	<p>a. The three campuses have a good model to work 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>	

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		<p>b. Each campus will continue to host signature programs unique to their campus but open to all students (i.e.- MKK parade, Disney Leadership Series, USF Stampede-d)</p> <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> <p>d. Continue to coordinate centralized Homecoming, USF Week with campus-specific programming</p> <p>e. Establish coordinated efforts for current and future programs, i.e. Stampede of Service, Spring Break Trips, Heritage Months, International celebration, education</p> <p>f. Coordinated SG tailgates and Bulls blitz (first games, Homecoming game, War on I-4 game, etc.)</p> <p>g. Each campus will continue to have a campus programming board while also working collaboratively to serve a consolidated USF</p> <p>h. Coordinated student memorial process</p> <p>i. Establish a USF system curriculum for Safe Zone, UNDocuUity</p> <p>j. Implement system-wide weekly campus involvement/activity hour</p>	<p>All three campuses celebrate International Education Week each November (e.g., iFest, SEE JOHNS NOTES). International Services regularly supports all intl students (Wednesday with World, intl student groups, 1-3 scholar activities, etc).</p>
IV. Student Center		<p>k. Expand Golden Bull and other student recognition programs to all campuses</p> <p>l. 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 bodes to programs is going to be challenging without expansion of current centers.</p> <p>m. Review and revise space, event, meeting and reservation procedures, policies, and guidelines</p> <p>n. Consider that the Student Centers fee should be examined thoroughly to determine the impact on the Activity and Service fee per credit hour</p>	
V. Student Conduct		<p>o. Consider the creation of an appropriate oversight structure to ensure consistency in adjudication across the three campuses.</p> <p>p. Consider maintaining student conduct offices on each campus with the same name, mission, vision, core values, and communication tools.</p> <p>q. 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.</p> <p>r. Consider that all campuses continue to use the same judicial database with access to view all USF student cases</p> <p>s. Consider that all campuses have consistent processes and forms with USF system letterhead but office-specific contact information</p> <p>t. Consider instituting regular case management meetings to ensure consistency, communication, and collaboration</p> <p>u. 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.</p> <p>v. Consider that the appeals stay with the campus office that addressed the behavior</p> <p>w. Consider the Admissions Prior Conduct process continues to be a system wide process with the Tampa campus being the coordinating office</p> <p>x. Consider that training processes are collaborative and consistent for boards, GAL, hearing officers and professional and residential staff.</p> <p>y. Consider provisions of consistent and equitable access to educational and outreach programs.</p>	
VI. Fraternity & Sororities		<p>z. 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>aa. Recommend sustaining FSL main, centralized operations at Tampa campus with participation accessible for students from other campuses.</p>	

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General Education & Curricular Alignment	A. Develop a plan to ensure Gen Education requirements meet the accreditation standards and reflect the distinctive identities of each campus	<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> <ul style="list-style-type: none"> 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. 	
		<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> <ul style="list-style-type: none"> a. Identify current overlap and divergence to understand the scope of the issue b. Review the leadership imposed "gap" 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. 	
		<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> <ul style="list-style-type: none"> a. Form a subcommittee of faculty from all three GECs to develop a comprehensive consolidated assessment plan. 	
		<p>IV. Structure/Oversight: 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.</p> <ul style="list-style-type: none"> 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. b. There will be one consolidated GEC with a Chair that rotates between campuses every 2-3 years. c. The consolidated GEC will meet once per month with location rotating among campuses; they will work off of recommendations from subcommittees at each campus. d. 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. e. 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. 	
	B. Develop an overarching delivery model for clusters of talent and homes for programs	<p>I. Academic Programs & Course Delivery</p> <ul style="list-style-type: none"> a. Develop a process to determine the best mode of delivery of courses without duplication b. 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. 	
		<ul style="list-style-type: none"> b. Develop a process and policy governing the decisions around the mode of delivery in order to track online courses and avoid duplication 	
		<ul style="list-style-type: none"> c. Conduct analysis of each course based on pedagogy and learning outcomes 	
		<ul style="list-style-type: none"> d. Define processes and communication plans. 	
		<ul style="list-style-type: none"> e. Investigate the use of master courses to ensure consistency across campuses. 	
		<ul style="list-style-type: none"> f. Ensure the application of academic policies across locations 	
	<p>II. Technology Infrastructure</p> <ul style="list-style-type: none"> a. 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. b. Partner with the System CIO to perform an environmental scan of existing technology infrastructure c. Create active classrooms in order to ensure student access on all campuses (host and home) d. Utilize technology to enhance collaboration among faculty and students 		

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	<p>G. Develop a digital literacy module and support for students</p>	
	<p>H. Evaluate new technologies that can assist faculty in meeting the needs of students</p>	
	<p>F. Develop a strategy around learning analytics to include requirements gathering and determining how to use existing systems (Canvas, Civitas)</p>	
	<p>G. Explore the integration of digital learning into the undergraduate experience through mixed-modalities and design student support services</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>	
	<p>a. Emphasize value (best practices, alignment, skills, continuous improvement) of mixed modalities</p>	
	<p>b. Establish a process to track quality and high-quality certification data to meet state BOG guidelines</p>	
	<p>c. Implement quality standards, and ongoing assessment and improvements to programs, curricula and courses delivered in a variety of modes</p>	
	<p>G. Develop quality assurance frameworks, guidelines, and benchmarks for USF</p>	
	<p>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</p>	
	<p>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</p>	
	<p>b. Maintain records on faculty participation in the faculty online certification course</p>	
	<p>c. Create a community of practice where all faculty training and resources are centralized for easy access</p>	
	<p>d. Continuous training for instructional designers emphasizing a consistent approach to development</p>	
	<p>e. Develop outcome measures that focus on the impact of faculty development on student learning</p>	
	<p>V. Resources Ensure that all campuses have the resources to support the teaching and learning process regardless of modality, home or host campus.</p>	
	<p>a. Hire additional instructional designers to meet the demand</p>	
	<p>b. Monitor the distance learning fees in order to evaluate use is consistent with State guidelines</p>	
	<p>c. Employ cost effective approaches to online learning</p>	
	<p>d. Provide additional resources and training to support hybrid and online development for faculty</p>	
	<p>e. Create budgetary plans that can be implemented quickly</p>	
	<p>f. Provide additional support to enhance student services for online students</p>	
	<p>g. Ensure all campuses have sufficient equipment and facilities to accomplish their primary purpose of delivering high-quality instruction</p>	
	<p>C. Explore whether and how separate educational missions would be beneficial to the future of each campus</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.</p>	
	<p>a. Each campus should appoint a "Campus Identity" task force to explore and provide recommendations to leadership.</p>	
	<p>b. Campus leadership should share internal planning with the campus community</p>	
	<p>c. Community stakeholder input will be solicited prior to a formal set of recommendations.</p>	
	<p>d. Final recommendations will be sent to the President and the Board of Trustees for consideration.</p>	
	<p>II. Identify which programs will need to be represented on each campus with similar resource levels.</p>	
	<p>a. Direct academic leadership (Deans) to determine which academic programs should be at an equivalent level of resources.</p>	
	<p>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.</p>	
	<p>c. Deliver a roadmap of parity with prioritization of programs to the President and the Board of Trustees for consideration.</p>	
	<p>III. Identify which programs should retain distinct features and the nature of those features.</p>	
	<p>a. Direct academic leadership (Deans) to determine which programs should be distinct based on the process from Focus Area.</p>	
	<p>b. Identify the ways in which a program is distinct, such as degree, degree level (undergraduate versus graduate), and resources (such as teaching laboratories).</p>	
	<p>IV. Develop workload standards and guidelines that provide a path for promotion and promote excellence among all faculty.</p>	
	<p>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.</p>	
	<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.</p>	
	<p>a. CIP code matches</p>	
	<p>b. Program title matches/partial matches</p>	
	<p>c. Duplications within and across curricular offerings (e.g. major-to-major match, major-to-concentration match, minor-to-certification match)</p>	
	<p>II. Faculty should consult local job market data and consider unique strengths of the campuses when making decisions about aligned curriculum.</p>	
	<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>	
	<p>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 CIP course certification and High Impact Practices, etc.) and keep them in mind while aligning curriculum.</p>	
	<p>V. Faculty should minimize variable credit courses and convert special topics courses to permanent courses.</p>	

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		<p>VI. Following curricular alignment decisions, the following details should be addressed/aligned:</p> <ul style="list-style-type: none"> a. Existing courses in duplicated programs b. Admission requirements and deadlines c. Program pre- and co-requirements 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>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> <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> <p>IX. New degree programs should continue to be handled through OGS before being vetted through UGS/OGS and UGC/GC.</p> <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> <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> <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> <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>
	F. Make recommendations for rationalizing overlapping schools and shaping unique identities for each school (e.g. the Muma College of Business and the State/Teddemann College of Business)	<p>IV. Provide space for each campus to have a conversation about what makes them distinct academically, and how this informs academic program choices.</p> <p>The unit leaders will determine where the strengths overlap and where a home/host campus offering should be.</p> <ul style="list-style-type: none"> 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. c. Identify faculty rank, area of research, research productivity, and area of teaching emphasis. d. 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>V. The USF system campuses each support and enhance the needs within their respective communities.</p> <ul style="list-style-type: none"> a. Academic and campus leaders must factor the student and community needs through the consolidation. b. Community/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 <p>VI. Determine academic unit programs and seek student-centered approaches to streamlined curriculum and academic content.</p> <ul style="list-style-type: none"> 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) <p>VII. Determine the binary functions of the academic unit distinctiveness and provide the optimal student pathway on the continuum.</p> <ul style="list-style-type: none"> 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.
Faculty Affairs	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>I. In Spring 2019, an ad hoc committee of faculty and administrative representatives from all three campuses should be formed to review and consider 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> <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> <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> <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> <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> <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 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> <p>VII. Because there are no time-specified deadlines for faculty being considered for promotion to Full Professor, the provisions should 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>

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		<p>Will. 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> <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> <p>X. Tenure-track faculty currently employed at all three campuses who elect not to pursue the research expectations of a R1 Doctoral University – highest Research Activity – have the option to request conversion of their titles 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> <p>6. 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> <p>I. Guiding Principles: 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 Preeminent, AAU, and NSF metrics.</p> <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> <p>III. Schools versus Department: 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> <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> <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> <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, CA funding, etc.) are crucial elements that must be considered when developing the degree proposal.</p> <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> <p>VIII. Identity: Each campus is encouraged to foster its unique strength 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 explore these identities should proceed as soon as possible.</p> <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> <p>C. Review and recommend policies for shared governance</p> <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 USF Faculty Senate model and structure.</p> <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 similar formed committee (i.e., with faculty representation from all three campuses) will undertake this task.</p> <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 appointment 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> <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> <p>V. Avoid disruptive change while remaining efficient. The new Faculty Senate structure should involve minimal changes now while recognizing opportunities to improve over time.</p> <p>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.</p> <p>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.</p>	
Research		<p>I. Follow existing Research Strategic Plan (2017-21)</p> <p>II. 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.</p> <p>III. Hold down halls to present the strategic plan and explore opportunities with faculty across the system</p> <p>IV. Enhance Research Opportunities across the system</p> <p>V. Foster collaborative research- Seed Grants</p> <p>VI. Increase access to research core facilities</p>	

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Team J USF World

	<p>C. Create a robust Web Portal for all Research Cores that includes capabilities, fees, and scheduling</p> <p>D. Establish state of the art telecommunication connections between campuses for teaching, seminars, collaborative meetings.</p>	
	<p>III. Research Support Services</p> <p>a. Office of Research is currently a system-wide office that provides pre- and post- grants management, compliance, and fiscal oversight. No changes necessary</p> <p>b. Empower Regional/College research offices to support local faculty grant-related activities.</p>	
	<p>c. Expand support for development of entrepreneurial activities and patents on the regional campuses</p> <p>IV. Ensure that Research Expectations are Appropriate and Clear during P&T Decisions</p> <p>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.</p>	
	<p>b. Look into a model in which research productivity is evaluated in the context of start up funds at hire</p> <p>c. Expectation for new hires should clearly establish research expectations. Positions that are >50% teaching should utilize non-tenure earning or instructor titles.</p>	
	<p>d. Track faculty contributions to collaborative research to promote and reward collaborative research.</p> <p>V. Alignment of Research Colleges and Centers</p> <p>a. PhD and MS program development should follow careful analysis of need, facilities, and research infrastructure.</p>	
	<p>b. Likewise, research centers should be aligned with faculty hiring initiatives (clusters), development of graduate programs, and a needs assessment (system and state).</p> <p>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.</p>	
	<p>VI. Faculty research development</p> <p>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.</p>	
	<p>VII. Recommendation for investment in research space and infrastructure</p> <p>a. Create a five and ten-year plan for building new research facilities (buildings)</p> <p>b. Create 1-2 yr, 3-5 yr, and 5-10 year research instrumentation investment plans to support the research mission.</p> <p>c. Explore renting facilities in the short term.</p>	
External Affairs	<p>I. Reaffirm there is one USF System Foundation (message)</p> <p>II. Reaffirm there is one USF System Alumni Association (message)</p> <p>III. Announce new USF brand campaign and emphasize One USF</p> <p>IV. Identify existing College rankings which may be impacted by consolidation:</p> <p>a. Tiedemann College of Business</p> <p>b. Muma College of Business</p>	
	<p>V. Review MOU between Foundation and USFSP</p> <p>VI. Review MOU between Foundation and USFSM</p> <p>VII. Review Official USF Policies: O-228, D-221, D-230, D-214, D-4009; recommend revisions</p>	
	<p>VIII. Develop list of legislators and appointed and elected officials to communicate with about consolidation</p> <p>IX. Communicate with Donors regarding consolidation and that gifts they restricted will remain dedicated to the campus or program they intended</p>	
	<p>X. Communicate with Alumni regarding consolidation benefits</p> <p>XI. Communicate with communities</p> <p>a. Florida</p> <p>b. Tampa</p> <p>c. St. Pete</p> <p>d. Sarasota</p>	
	<p>XII. Communicate that consolidation does not impact USF's commitment to diversity</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>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>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:</p> <p>a. USF Donor</p> <p>b. USF Donors – alumne</p> <p>c. USF Donors – friends</p> <p>d. USF alumne – all</p> <p>e. USF alumne – USFSP grads</p> <p>f. USF alumne – USFSM grads</p> <p>g. USF alumne – Tampa grads</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>	

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Shared Governance-Transparency Subcommittee Recommendations

USF World

Shared Governance/Transparency Subcommittee Final Recommendations					
Focus Area	Issue Statement	Recommendation	Description	Team Comments	
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 Premier 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.	<p>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 SACSCOC [1].</p> <p>b. Develop an organizational structure that clarifies delegated authority and fosters mutual accountability among leadership through transparent processes, communication and reporting. Ensure assignment of local accountability for coordinating, integrating, and delivering value-added student experiences.</p> <p>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.</p> <p>d. Task internal academic and administrative committees to identify new opportunities for collaboration among campuses and finding efficiencies in governance processes.</p>	<p>Team J recommends more robust communication across current systems with operational support, particularly for international research. All students, faculty, and staff must receive high quality services regardless of campus location.</p> <p>USF Health International will have dotted reporting lines to USF World.</p> <p>Establish an advisory board or group(s) for USF World comprised of faculty engaged in international efforts, community stakeholders, and USF alumni to assist with strategic direction for USF international engagement. Internal stakeholders for advisory boards should include USF's internationally located community.</p> <p>Encourage and resource new opportunities for collaboration among campuses for international research.</p>
2	Faculty Governance	Engaged faculty and equitable campus representation shall support Preeminence objectives and offer students the benefits of learning from engaged leaders. 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.	Ensure continued representation of faculty priorities through a strong and respected Faculty Senate structure that promotes collaborative dialogue and decision-making between faculty and university leadership, and reflects the priorities of both academic matters and unique geographic opportunities.	<p>a. Empower Faculty Governance to contribute to the coordination and delivery of value-added student experiences.</p> <p>b. Develop one Faculty Senate, including campus councils, across the university to include equitable representation by campuses.</p> <p>c. The Faculty Senate or 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	General Education	An enhanced General Education model offers students and faculty a dual experience of quality learning and engagement. 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, civic engagement and experiences unique to their home campuses.	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: - 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 FTHC 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 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>	<p>Global competencies should be included in the General Education curriculum. This could be a derivation of the Sustainable Development Goals.</p> <p>HIPs include international service learning and education abroad. "Civic engagement" should include global as well as local "global" perspectives. Equitable distribution could include Gen Ed certificate programs around global/cultural content.</p>
4	Student Governance	Student government opportunities, both in leadership and local roles, shall remain open to students on all campuses. 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.	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>	
				a. Ensure the university's budget processes align with the organizational structures to promote matrixed responsibility, accountability, approval and reporting.	

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USF World

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 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.</p>	<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>	<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> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>l. Encourage USF to identify opportunities for cross-training of staff and leveraging of innovative technologies to promote efficiencies across the university.</p>
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DRAFT RECOMMENDED

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SSAPCI Subcommittee Recommendations

USF World

Student Success/Academic Programs/Campus Identity Subcommittee Final Recommendations					
Focus Area	Issue Statement	Recommendation	Description	Team Comments	
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.	a. Develop guiding principles for a unified student success movement through an inclusive and collaborative campus stakeholder engagement process	General Statement: At this time there are 4,700+ international students studying at USF. Please ensure that this critical group is remembered and considered in all student success considerations.
				b. Provide all campuses with the necessary support to serve their unique student populations while ensuring that equitable services are offered across USF	Assure that incorporating the global operations of three campuses under one organizational structure promotes the equality of opportunity and service delivery across the three campuses.
				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	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.	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)	Currently USF has no certificate offerings in International Education, International Practice and Policy, etc. USF World would recommend working with colleges/campuses to create such offerings.	
			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 better situated/equipped to understand real-life applications of degree programs		
			e. Increase master and doctoral degree program delivery on the St. Petersburg and Sarasota-Manatee campuses no later than July 1, 2023.		
			f. Increase online, blended and hybrid course offerings at all levels	Please remember, by law F-1 UG's must take 9 hours face-to-face coursework each semester. The remaining hours may be hybrid/on-line. Similarly, international graduate students must take 6 hours face-to-face each semester. AS USF considers more on-line coursework, adhering to this federal requirement will be essential for int'l students at USF.	
			g. In consultation with Regional Chancellors and using established academic benchmarks, promote the opportunity for colleges to be housed across regional campuses.		
			h. Unless otherwise prescribed by law, develop guiding principles for a College with such as:		
			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		
			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		
			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		
3	Promoting a unified educational mission while leveraging distinctive regional strengths reflects "one university geographically distributed" and USF's commitment to designing rich and relevant learning experiences for students.	Implement initiatives that leverage the distinctive elements and communities that USF serves to strengthen campus identity while 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.	a. Identify high-impact practices that reflect campus identities through community collaboration, service learning opportunities, and civic engagement	Please include global perspectives in any discussion of community and civic engagement	
			b. Communicate distinctive academic and programmatic elements with external audiences to increase community awareness of campus identities and offerings		
			c. Continue to increase opportunities for existing and new faculty to develop academic programs, increase research contributions, and strengthen campus identities	Having a diversity of faculty with global experiences will strengthen academic programs, international research opportunities, etc.	
			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	On campus housing on the Sarasota-Manatee campus is critical to efforts to attract high caliber international students and scholars.	
			e. Strengthen academic and non-curricular programs, initiatives, and research on all campuses, to further the identity of the campuses		
			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		
			g. Foster cross-university collaborations to support the needs of the communities each campus serves		

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				h. Coordinate undergraduate admissions processes and outreach to emphasize one USF while highlighting the distinct campus identities	
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 Association of American Universities (AAU).	Provide the resources and infrastructure that will facilitate the flourishing of research and scholarly activities and collaborations across the University.	a. Encourage proactive engagement of the USF Research & Innovation Office with faculty on all campuses	
				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	Please coordinate internal proposal submission forms with FAST submission and award systems so that USF can more accurately assess international research data (location, budget, outcomes, etc.)
				c. Empower faculty on all campuses to identify research assets and opportunities and to engage in the planning efforts designed to expand research capacity	capacity, especially support services and internal funding opportunities for globalized research. Ensure that researcher access to services is equal and adequately resourced across USF campuses.
				d. Design an online database that highlights the research resources and centers that are available to all USF faculty	include global research in database efforts. USF World has an on-line and accessible database for international research at this time.
				e. Develop state-of-the-art technologies to promote cross-campus collaboration	Cross-campus collaboration shall include both domestic and international research.
				f. Prioritize the construction of the Integrated Science and Technology Complex (ISTC) on the Sarasota-Manatee campus to serve local research and teaching needs	While we applaud the plans for the ISTC, Team J would like to suggest that a half of residence will be an essential first step towards any efforts to increase international student numbers at the USF-SM campus.
5	Community engagement	Leveraging geographic strengths and local partnerships to drive economic development, enhance student recruitment efforts, and inform curricular 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.	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	Team J recognizes that across the region there are significant communities/businesses aligned with international networks and 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	

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Student Access Subcommittee Recommendations

USF World

Student Access Subcommittee's Top 5 Recommendations					
Focus Area	Issue Statement	Recommendation	Description	Team Comments	
1	Communications and 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. 	<ul style="list-style-type: none"> Collaborate across campuses to promote global events and opportunities. "Community partnerships" should include domestic and global partnerships. Dedicate resources at each campus to foster existing (and build new) domestic and global partnerships.
2	Scholarships, financial aid and 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. 	<ul style="list-style-type: none"> USF Education Abroad recommends a scholarship officer to increase access and equity across the three campuses. Expand scholarships for education abroad. Include international student recruitment efforts.
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 discounted SAT prep courses to low-income prospective students. 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. 	<ul style="list-style-type: none"> USF must maintain diversity within the international student body. Recruit a diversified international student body using pathway programs and directed enrollments across USF campuses. Expand scholarship offerings to international students and ensure Bring Academic English (INTO-USF) to the St. Petersburg campus as part of the strategy to increase international student numbers on that campus.
4	Transfer students and 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 CS students (and across the three USF campuses) by expanding access to a broader array of courses and degree programs. 	<ul style="list-style-type: none"> General Comment: USF will likely see an increase in international "onsore" transfers as well as 2+2, 3+1, and 3+1+1 degree articulation for transfer students from around the world, particularly from Asia. Reminder: SEVIS defines F-1 international students by a home campus.
5	Academic programs and 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. 	<ul style="list-style-type: none"> General Comment for "Ta" timeline - Should USF world include an academic entity in order to offer global academic certificates and/or short term programs? What are the future plans for the GCP initiative? How will it be scaled-up across the three campuses and what is the role of USF World in that academic effort? Expand Peace Corps Programming to all campuses.

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Now, Near, Far Action Items

Action Item (Assigned Task)	Timing (Now, Near, Far)	Timeline Start Date	Timeline End Date	Resources Needed (Y/N)	If Yes, Provide Comment(s)
<i>Use the organizational unit title: "USF World" across all three campuses</i>		<i>Summer 2019</i>	<i>December, '19</i>	<i>Yes</i>	<i>Changing physical signage, media, etc</i>
<i>Establish a cohesive organizational structure to maintain Federal and State requirements for the system.</i>		<i>Summer 2019</i>	<i>December, '19</i>	<i>No</i>	
<i>Establish reporting lines across the three campuses and with USF Health International including POCs on all three campuses for Education Abroad, International Student and Scholar Services, and Partnership Development.</i>		<i>Summer 2019</i>	<i>December, '19</i>	<i>No</i>	
<i>Establish a committee to guide the consolidation of global functions across the three campuses ensuring equitable delivery of services and where economies of scale can be leveraged either centrally or through activity to be managed "locally."</i>		<i>Summer/fall 2019</i>	<i>December, '19 and Ongoing</i>	<i>Yes</i>	<i>Travel reimbursement fund for system travel</i>
<i>Establish regular communication strategies/processes across all campuses and USF Health</i>		<i>Summer 2019</i>	<i>December, '19 and Ongoing</i>	<i>No</i>	
<i>Charge the system-wide Education Abroad committee with improving student access to and participation in study abroad across campuses and USF Health, including common processes.</i>		<i>Fall 2019</i>	<i>December, '19 and Ongoing</i>	<i>Yes</i>	<i>Travel reimbursement fund for system travel</i>
<i>Expand Peace Corps Prep to all campuses</i>		<i>Fall 2019</i>	<i>December, '19 and Ongoing</i>	<i>No</i>	

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<i>Increase number and amount of scholarships for study abroad ensuring equitable access for all students</i>		<i>Summer 2019</i>	<i>December, '19 and Ongoing</i>	<i>Yes</i>	<i>SYSTEM support for Int'l Development Officer</i>
<i>Provide adequate training and staffing to meet the needs of international students and students interested in study abroad across all campuses.</i>		<i>Fall 2019</i>	<i>December, '19 and Ongoing</i>	<i>Yes</i>	<i>Travel reimbursement fund for system travel</i>
<i>As soon as BOT plan is approved, update SEVIS I-17 status with the Dept. of Homeland Security</i>		<i>May/June 2019</i>	<i>Process takes DHS 9-18 mo.</i>	<i>Yes</i>	<i>SEVIS change fee funding</i>
<i>Establish a Faculty Advisory Committee ensuring representation from all campuses</i>		<i>Fall 2019</i>	<i>December, '19 and Ongoing</i>	<i>Yes</i>	<i>Travel reimbursement fund for system travel</i>
<i>Establish a Community Advisory Committee and USF World Town hall meetings each semester</i>		<i>Fall 2019</i>	<i>December, '19 and Ongoing</i>	<i>Yes</i>	<i>Travel reimbursement fund for system travel</i>
<i>Establish a Global Research Operations Workgroup</i>		<i>Fall 2019</i>	<i>December, '19 and Ongoing</i>	<i>Yes</i>	<i>Travel reimbursement fund for system travel</i>
<i>Establish a monthly meeting for USF World VP, USFSP leadership, USFSM leadership, and USF Health leadership</i>		<i>Summer 2019</i>	<i>Ongoing</i>	<i>No</i>	
<i>Expand participation in the Associate Deans for Global Engagement group to include greater participation from all campuses.</i>		<i>Fall 2019</i>	<i>December, '19 and Ongoing</i>	<i>Yes</i>	<i>Travel reimbursement fund for system travel</i>
<i>Increase international student recruitment to USFSP</i>		<i>After July 2020</i>			<i>Assumes near completion of the third USFSP Hall of Residence</i>

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<i>Potentially offer ELP at USFSP by engaging INTO USF</i>		<i>After July 2020</i>		<i>Yes</i>	<i>Assumes increased Int'l student recruitment budget and increased numbers over time</i>
<i>International student recruitment to USFSM once the third residential hall is completed</i>		<i>After July 2020</i>		<i>Yes</i>	<i>Assumes a Hall of Residence will be built in due course</i>
<i>Establish a common "on boarding" process for international student across the three campuses.</i>		<i>After July 2020</i>		<i>Yes</i>	<i>Incoming Int'l FTIC's pay for "Glo-Bull Beginnings" orientation</i>
<i>USF should establish affordable and accessible residential housing for short term visitor & scholar housing options</i>		<i>After July 2020</i>		<i>Yes</i>	<i>Identification of existing accommodation or new building</i>
<i>Should USF World include an academic folio - global certificates, Ed Abroad courses, etc.?</i>		<i>After July 2020</i>		<i>Yes</i>	<i>Potential need for academic support</i>
<i>Extend international alumni advancement to all campuses.</i>		<i>After July 2020 as numbers warrant</i>		<i>Yes</i>	<i>Travel and expense budget to be increased in line with eventual int'l graduate numbers</i>
<i>Centralize/harmonize communications and marketing efforts</i>		<i>Summer/Fall 2019</i>	<i>Spring 2020</i>	<i>Yes</i>	<i>New materials, branding costs, etc.</i>
<i>Extend international research development services to all three campuses.</i>		<i>After July 2020</i>		<i>No</i>	

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<i>As soon as BOT plan is approved, update SEVIS I-17 status with the Dept. of Homeland Security</i>					
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DRAFT RECOMMENDATIONS

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CLUSTER K₁: ARTS & DESIGN

**DRAFT
RECOMMENDATIONS**

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Cluster 1: Arts & Design

PREFACE

Curriculum Cluster K1: Program Alignment in ARTS & DESIGN

Submitted by K1 - Cluster Members:

Barton Lee, Lead	Professor & Associate Dean, College of The Arts, Tampa campus
Sheramy Bundrick, Ph.D.	Professor, Art Historian – Department of History & Politics, College of Arts & Sciences, St. Petersburg campus
Denise Davis-Cotton, Ed.D.	Program Director of the Florida Center for PAInT.
Robert MacLeod	Professor & Director, School of Architecture & Community Design, Tampa Campus
Marc Powers	Professor & Director, School of Theatre & Dance, Tampa campus
Wallace Wilson	Professor & Director, School of Art & Art History, Tampa campus

Ex-Officio

Jennifer Yucus	Associate Professor & Program Coordinator, Graphic Arts, Department of Verbal & Visual Arts, St. Petersburg campus
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The six-member K-1, Arts & Design Cluster, has met collectively and in smaller groupings; has been in regular email and one-on-one discussions and phone communications; Cluster representatives have discussed the consolidation proposals of the group with arts and design faculty on all three campuses; have reviewed and discussed the various reference documents; and have followed the Guiding Principles for USF Consolidation in the development of the recommendations put forward in this response document.

The proposals that follow regarding the St Petersburg Graphic Arts Program have the full support from the faculties of the USF Tampa School of Art and Art History; the USF St. Petersburg Graphic Arts Program; and the Dean of the College of The Arts, Tampa Campus. The relocation of the Art History faculty member from St. Petersburg campus has the full support of the St. Petersburg History & Politics Department Chair; the Dean of the St. Petersburg College of Arts & Sciences; the USF School of Art and Art History faculty; and the Dean of the College of The Arts, Tampa. This is the time and opportunity to strengthen, expand, and integrate the much newer, emerging 'design arts' at St. Petersburg campus with the Tampa campus studio arts and most appropriately associate the St. Petersburg art historian with the art history program in Tampa.

There has been much discussion and consideration of consolidation since it was first legislated and announced. It should be noted that although the work of this official K1 Cluster began approximately a month ago, a significant portion of the arts & design program and curriculum discussions, and some significant initial recommendations, with faculty consensus, have evolved over a much longer span of time, beginning in summer 2018. Meetings and conversations with Arts & Design faculty from St. Petersburg and Tampa, visits, and meetings on both campuses, resulted in a collaborative document prepared in the fall and submitted by Wallace Wilson to the CIC. The cluster

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membership has considered this foundational work and the work of the taskforce and CIC in development of the K1 Cluster proposal that follows. First and foremost, in these considerations, the members of the K1 Cluster worked to align the proposal with and in support of the Guiding Principles identified and approved in April 2018.

Specifically, the Arts & Design Cluster decisions have been driven by the following 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.*

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

RECOMMENDATIONS FOR CONSOLIDATION WITHIN CLUSTER K1-ARTS & DESIGN

It is with unanimous recommendation of the K1-Arts & Design Cluster membership to submit the following recommendations for consolidation in the arts & design programs and curriculum:

Consolidation Recommendations:

Administrative Structure:

- *The existing Tampa College of The Arts, disciplinary schools and degree programs (Schools of: Architecture & Community Design; Art & Art History; Theatre & Dance; and Music) remain physically and administratively on the Tampa campus.*
- *The Graphic Arts program on the St. Petersburg campus remain physically on St. Petersburg campus.*
- *The Graphic Arts program on the St. Petersburg campus be administratively housed under the Tampa School of Art & Art History.*
- *The sole, full-time Art Historian, physically located on the St. Petersburg campus be relocated to the Tampa campus and re-located administratively as a faculty member with the School of Art & Art History on the Tampa campus.*
- *Rename the Tampa campus School of Art & Art History to the School of Art, Art History and Design.*

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Program and Curriculum

- *The developing proposal for a B-Design undergraduate degree program is recommended for physical location on the St. Petersburg campus in association with the Graphic Arts Program and administratively housed, as a program, under the Tampa campus, School of Art & Art History.*
- *Add pre-major Graphic Arts section offerings on the Tampa and Sarasota-Manatee campuses pending funding allocations. (see question 4: Academic Presence)*
- *Tampa based art studio programs to offer clean, non-toxic studio art and art history courses in St. Petersburg and Sarasota-Manatee. (see question 4: Academic Presence)*

Incubation from Program > Department > School

- *The incubation goal would allow growth and expansion of the Graphic Arts Program along with the development of the B-Design degree program into a department and eventually a School of Design housed on the St. Petersburg campus, as a school administratively under the Tampa campus College of the Arts.*
- *Initiate planning for future development of design concentrations/degrees in addition to the B-Design degree, currently under development, (5-year New Degree Master Plan –New to USF) that will additionally provide a path to a Department status with future projected growth into a School of Design.*

Accreditation

- *The Harbor Hall renovation and equipment proposal (Josephine Hall gift - \$1million bookmarked for USF St. Petersburg Arts) proceed as described in the existing proposal which was distributed from the Graphic Arts Program and included later in this section Harbor Hall Renovation). This facility investment will provide the much-needed improvements in order for the Graphic Arts Program to expand and serve a larger student demand. Likewise, these improvements are necessary to address required standards for accreditation by the National Association of Schools of Art and Design.*
- *Achieve National Association of Schools of Art and Design accreditation for the Graphic Arts Program curriculum by 2023.*
- *Provide curriculum in History of Design for the Graphic Arts Program – see “Funding.”*

Funding (in addition to the Harbor Hall renovations above)

- *Funding be provided to appoint a specialist in the History of Design for the St. Petersburg campus as a component of specialized accreditation.*
- *Funding be provided to appoint instructional faculty for the Graphic Arts program as the program expands curriculum offerings on all three campuses.*

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1. What programs (CIP codes), departments and/or schools will be academically “housed” in the unit?

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
CIP Code	CIP Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFSP Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong to K1?	In what department or school should this program be housed?	K1 Comments
03.0104	Environmental Science	B.S.	B.S.		Environmental Science and Policy			Environmental Policy Environmental Science Environmental Sustainability	Yes			STEM			
03.0104	Environmental Science		M.A. / M.S.		Environmental Science and Policy							STEM			
04.0201	Architecture	M.Arch.			Architecture							STEM			
04.0202	City / Urban Community and Regional Planning	M.U.R.P.			Urban and Regional Planning										
04.0401	Environmental Design Architecture	M.U.C.D.			Urban and Community Design							STEM			
05.0207	Latin American Studies	M.A.			Latin American, Caribbean and Latin Studies							GLOBAL			
05.0304	African-American / Black Studies	B.A.			African Studies							GLOBAL			
05.0202	Women's Studies	B.A.			Women's and Gender Studies										
05.0202	Women's Studies	M.A.			Women's and Gender Studies										
09.0102	Speech Communication and Rhetoric	B.A.			Communication							GAP ANALYSIS			
09.0102	Speech Communication and Rhetoric	M.A.			Communication							GAP ANALYSIS			
09.0102	Speech Communication and Rhetoric	Ph.D.			Communication							GAP ANALYSIS			
09.0102	Mass Communication Media Studies	B.A.	B.A.		Mass Communications	Journalism News; Editorial Journalism Magazine Broadcast News Broadcast Program and Production	Yes	Journalism & Media Studies	Yes						
09.0102	Mass Communication Media Studies	M.A.			Mass Communications	Media Studies Multimedia Journalism Strategic Communication Management	Yes								
09.0401	Journalism		M.A.		Journalism and Media Studies										
09.0402	Journalism, Other		M.A.		Digital Journalism and Design										
09.0900	Public Relations, Advertising, and Applied Communication	B.S.			Integrated Public Relations and Advertising							GAP ANALYSIS			
09.0903	Advertising	M.S.			Advertising										
11.0101	Computer and Information Sciences, General	B.S./C.S.			Computer Science							STEM			
11.0103	Information Technology	B.S.			Information Studies	Data Science and Analytics Health Informatics Information Security Information Science and Technology	Yes					STEM			
11.0103	Information Technology	B.S./I.T.			Information Technology							STEM			
11.0103	Information Technology		B.S.		Cyber Security							STEM			
11.0103	Information Technology	M.S./I.T.			Information Technology							STEM			
11.0401	Information Science / Studies	M.S.			Intelligence Studies	Cyber Intelligence Strategy and Business Intelligence	Yes					STEM			
11.0501	Computer Systems Analysis / Analyst	M.S.			Business Analytics and Information Systems	Analytics and Business Intelligence Information Assurance	No					STEM			
11.0701	Computer Science	M.S./C.S.			Computer Science							STEM			
11.1003	Computer and Information Systems Security/Information Assurance	B.S.			Cybersecurity							STEM			
13.0101	Education, General			M.A.	Education, General						Online Teaching and Learning	Yes	EDUCATION		
13.0301	Curriculum and Instruction	M.Ed.			Curriculum and Instruction	Secondary Education: Biology Secondary Education: Chemistry Secondary Education: English Secondary Education: Foreign Language Secondary Education: Mathematics Measurement and Evaluation Early Childhood Education Secondary Education: Physics College Student Affairs Secondary Education: Social Science Educational Studies Secondary Education: TESOL	Yes					EDUCATION			
13.0301	Curriculum and Instruction	Ed.S.			Curriculum and Instruction	Adult Education Counselor Education Early Childhood Education Elementary Education Higher Ed Administration Higher Ed College Teaching Instructional Technology Interdisciplinary Education Mathematics Education Measurement and Evaluation Reading and Language Arts Education Science Education Special Education School Psychology Vocational Education	Yes					EDUCATION			

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A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
OP Code	OP Title	USFT	USFP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFP Concentration Name	USFP Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K2?	In what department or school should this program be located?	K1 Comments
13.0301	Curriculum and Instruction	Ph.D.			Curriculum and Instruction	Adult Education English Education Elementary Education Counselor Education Higher Ed. Administration Interdisciplinary Education Instructional Technology Mathematics Education Measurement and Evaluation Early Childhood Education Literacy Studies Science Education Special Education Social Science Education Career and Workforce Education Educational Psychology Teacher Education	Yes					EDUCATION			
13.0301	Curriculum and Instruction	Ed.D.			Educational Program Development	Administration of Special Education Adult Education Educational Innovation Elementary Education Instructional Education	Yes					EDUCATION			
13.0401	Educational Leadership and Administration, General	M.Ed.	M.Ed.	M.Ed.	Educational Leadership					Curriculum Leadership Non Public or Charter School Leadership K-12 Public School Leadership	Yes				
13.0401	Educational Leadership and Administration, General	Ed.S.			Educational Leadership										
13.0401	Educational Leadership and Administration, General	Ph.D.			Educational Leadership										
13.0501	Educational / Instructional Technology				Learning Design and Technology	Cybersecurity Education Big Data and Learning Analytics E-Learning Design and Development Game-Based Learning and Analytics	No					STEM			
13.1001	Special Education and Teaching, General	B.A. / B.S.			Exceptional Student Education with ESOL & Reading Endorsement								EDUCATION		
13.1001	Special Education and Teaching, General	M.A. / M.A.T.	M.A. / M.A.T.		Exceptional Student Education								EDUCATION		
13.1004	Education / Teaching of the Gifted and Talented	M.A.			Special Education, Gifted								EDUCATION		
13.1011	Education / Teaching of Individuals with Autism	M.A.			Autism Spectrum Disorder & Severe Intellectual Disabilities								EDUCATION		
13.1101	Counselor Education / School Counseling and Guidance Services	M.A.			Counselor Education	Career Counseling Clinical Mental Health Counseling School Counseling	Yes						EDUCATION		
13.1201	Adult and Continuing Education and Teaching	M.A.			Adult Education	Human Resource Development	Yes						EDUCATION		
13.1202	Elementary Education and Teaching			B.A.	interdisciplinary Education								EDUCATION		
13.1202	Elementary Education and Teaching	B.S.		B.A. / B.S.	Elementary Education								EDUCATION		
13.1202	Elementary Education and Teaching	M.A.	M.A.	M.A.	Elementary Education	Early Childhood Elementary Curriculum Language Arts Science and Mathematics	Yes	Science and Mathematics	No				EDUCATION		
13.1202	Elementary Education and Teaching	M.A.T.		M.A.T.	Elementary Education	USFSM Title: Teaching, Elementary Education							EDUCATION		
13.1203	Junior High / Intermediate / Middle School Education and Teaching			M.S.	Teaching of Middle Grades STEM								EDUCATION		
13.1206	Teacher Education, Multiple Levels			B.S.	Education								EDUCATION		
13.1206	Teacher Education, Multiple Levels			B.S.	Educational Studies								EDUCATION		
13.1210	Early Childhood Education and Teaching	B.S.			Early Childhood Education: Pre-Kindergarten / Primary								EDUCATION		
13.1206	English / Language Arts Teacher Education	B.S.			English Education with ESOL Endorsement								EDUCATION		
13.1206	English / Language Arts Teacher Education	M.A.T.		M.A.	English Education								EDUCATION		
13.1206	English / Language Arts Teacher Education			M.A.T.	Secondary Education, English Education								EDUCATION		
13.1306	Foreign Language Teacher Education	M.A.T.			Foreign Language Education	French German Spanish Russian Chinese General Education - with no ESOL Endorsement Italian Japanese Latin	Yes						EDUCATION		
13.1311	Mathematics Teacher Education	B.A. / B.S.			Mathematics Education	Middle School Mathematics	No						EDUCATION		
13.1311	Mathematics Teacher Education	M.A.			Mathematics Education								EDUCATION		

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A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
OP Code	OP Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFSP Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in KET?	In what department or school should the program be located?	K1 Comments
1															
58	13.1311	Mathematics Teacher Education	M.A.T.		Middle Grades Mathematics (5-9)							EDUCATION			
59	13.1311	Mathematics Teacher Education	M.A.T.		Mathematics Education (6-12)							EDUCATION			
60	13.1312	Music Teacher Education	B.S.		Music Education							EDUCATION			
61	13.1312	Music Teacher Education	M.A.		Music Education							EDUCATION			
62	13.1314	Physical Education Teaching and Coaching	B.A. / B.S.		Physical Education	Exercise Science	No					EDUCATION			
63	13.1315	Reading Teacher Education	M.A.	M.A.	Reading Education							EDUCATION			
64	13.1316	Science Teacher Education / General Science Teacher Education	B.A. / B.S.		Science Education	Biology Education Chemistry Education Physics Education Middle School Science Education	Yes					EDUCATION			
65	13.1316	Science Teacher Education / General Science Teacher Education	M.A.		Science Education							EDUCATION			
66	13.1316	Science Teacher Education / General Science Teacher Education	M.A.T.		Science Education	Earth and Space Science Biology Chemistry Physics	Yes					EDUCATION			
67	13.1317	Social Science Teacher Education	B.S.		Social Science Education							EDUCATION			
68	13.1317	Social Science Teacher Education	M.A.T.		Social Science Education							EDUCATION			
69	13.1320	Trade and Industrial Teacher Education	M.A.		Career and Technical Education							EDUCATION			
70	13.1401	Teaching English as a Second or Foreign Language / ESL Language Instructor	Ph.D.		Technology in Education and Second Language Acquisition							EDUCATION			
71	14.0501	Biomedical Engineering	B.S.		Biomedical Engineering							STEM			
72	14.0501	Biomedical Engineering	M.S.B.E.		Biomedical Engineering	Pharmacy	No					STEM			
73	14.0501	Biomedical Engineering	Ph.D.		Biomedical Engineering							STEM			
74	14.0701	Chemical Engineering	B.S.B.E.		Biomedical Engineering							STEM			
75	14.0701	Chemical Engineering	B.S.C.E.		Chemical Engineering							STEM			
76	14.0701	Chemical Engineering	M.S.C.E.		Chemical Engineering							STEM			
77	14.0701	Chemical Engineering	Ph.D.		Chemical Engineering							STEM			
78	14.0801	Civil Engineering, General	B.S.C.E.		Civil Engineering							STEM			
79	14.0801	Civil Engineering, General	M.C.E.		Civil Engineering	Geotechnical Materials Structures Transportation Water Resources	No					STEM			
80	14.0801	Civil Engineering, General	M.S.C.E.		Civil Engineering	Geotechnical Materials Structures Transportation Water Resources	No					STEM			
81	14.0801	Civil Engineering, General	Ph.D.		Civil Engineering	Engineering for International Development Environmental Engineering Geotechnical Engineering Materials Engineering and Science Structures Engineering Transportation Engineering Water Resources	No					STEM			
82	14.0901	Computer Engineering, General	B.S.C.P.		Computer Engineering							STEM			
83	14.0901	Computer Engineering, General	M.S.C.P.		Computer Engineering							STEM			
84	14.0901	Computer Engineering, General	Ph.D.		Computer Science and Engineering							STEM			
85	14.1001	Electrical and Electronics Engineering	B.S.E.E.		Electrical Engineering							STEM			
86	14.1001	Electrical and Electronics Engineering	M.S.E.E.		Electrical Engineering							STEM			
87	14.1001	Electrical and Electronics Engineering	Ph.D.		Electrical Engineering							STEM			
88	14.1401	Environmental/ Environmental Health Engineering	M.S.E.V.		Environmental Engineering	Engineering for International Development	No					STEM			
89	14.1401	Environmental/ Environmental Health Engineering	Ph.D.		Environmental Engineering							STEM			
90	14.1801	Materials Engineering	M.S.M.S.E.		Materials Science and Engineering							STEM			
91	14.1901	Mechanical Engineering	B.S.M.E.		Mechanical Engineering							STEM			
92	14.1901	Mechanical Engineering	M.S.M.E.		Mechanical Engineering							STEM			
93	14.1901	Mechanical Engineering	Ph.D.		Mechanical Engineering							STEM			
94	14.3501	Industrial Engineering	B.S.I.E.		Industrial Engineering							STEM			
95	14.3501	Industrial Engineering	M.S.I.E.		Industrial Engineering							STEM			
96	14.3501	Industrial Engineering	Ph.D.		Industrial Engineering							STEM			
97	15.1501	Industrial Management	M.S.E.M.		Engineering Management							STEM			

APPENDIX D // Consolidation Teams and Clusters Report

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A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
OP Code	OP Title	USFT	USFP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in KET?	In what department or school should the program be located?	K1 Comments
16.0101	Foreign Languages and Literatures, General	B.A.	B.A.		World Languages and Cultures	Applied Linguistics Chinese Language and Culture Classics East Asian Languages and Cultures French French International Studies and Business German Interdisciplinary Classical Civilizations Italian Russian Spanish Spanish International Studies and Business	Yes	French/ Francophone Studies Spanish/ Latin Studies French & Spanish Studies	Yes			GLOBAL			
16.0102	Linguistics	M.A.			Linguistics: English as a Second Language							GLOBAL			
16.0102	Linguistics	M.A.			Linguistics							GLOBAL			
16.0102	Linguistics	Ph.D.			Linguistics and Applied Language Studies							GLOBAL			
16.0901	French Language and Literature	M.A.			French							GLOBAL			
16.0902	Spanish Language and Literature	M.A.			Spanish							GLOBAL			
23.0101	English Language and Literature, General	B.A.	B.A.	B.A.	English	Creative Writing Literary Studies Professional Writing, Rhetoric and Technology	Yes	Literature & Cultural Studies Writing Studies	Yes	British and American Literature	Yes				
23.0101	English Language and Literature, General	M.A.			English	Literature Rhetoric and Composition	Yes								
23.0101	English Language and Literature, General	Ph.D.			English	Literature Rhetoric and Composition	Yes								
23.1302	Creative Writing	M.F.A.			Creative Writing	Fiction Poetry	No								
23.1303	Professional, Technical, Business, and Scientific Writing			B.A.	Professional and Technical Communication										
24.0101	Liberal Arts and Sciences / Liberal Studies	M.A.	M.L.A.		Liberal Arts	African Studies American Studies Film Studies Humanities Social and Political Thought	Yes	Florida Studies	No						
24.0102	General Studies	B.G.S.		B.A. / B.S.	General Studies	Applied Sciences Architecture Behavioral Healthcare Business Computer Systems Technology Consumer Justice Educational Foundations Environmental Policy Information Studies, Information Architecture Public Administration Public Health Urban Studies Women's and Gender Studies	Yes		undefined	Yes					
24.0102	General Studies	B.S.A.S.		B.S.A.S.	Applied Science	Applied Sciences Behavioral Healthcare Computer Systems Technology Critical Justice Deaf Studies Environmental Policy Information Studies, Information Architecture Public Administration Public Health Urban Studies	Yes		Cyber Security and Information Technology Leadership Studies	Y					
24.0103	Humanities / Humanities Studies				Humanities and Cultural Studies	American Studies Film and New Media Studies Humanities									
25.0101	Library and Information Science	M.A.			Library and Information Science										
26.0101	Biology / Biological Sciences, General		B.S.	B.S.	Biology			Biomedical Sciences Ecology & Evolution General Biology Marine Biology Plant Biology	Yes			STEM			
26.0101	Biology / Biological Sciences, General		B.S.		Cell and Molecular Biology							STEM			
26.0101	Biology / Biological Sciences, General		B.S.		Environmental Microbiology							STEM			
26.0101	Biology / Biological Sciences, General		B.S.		Environmental Biology							STEM			
26.0101	Biology / Biological Sciences, General		B.S.		Integrative Animal Biology							STEM			
26.0101	Biology / Biological Sciences, General		B.S.		Marine Biology							STEM			
26.0101	Biology / Biological Sciences, General		M.S.		Biology	Cell Biology, Microbiology & Molecular Biology Ecology and Evolution Environmental and Ecological Microbiology Physiology and Morphology	Yes					STEM			
26.0102	Biomedical Sciences, General		B.S.		Biomedical Sciences							STEM			
26.0401	Cell / Cellular and Molecular Biology		Ph.D.		Cell and Molecular Biology							STEM			
26.0501	Medical Microbiology and Bacteriology		B.S.		Microbiology							STEM			
26.0503	Medical Microbiology and Bacteriology		M.S.		Microbiology							STEM			
26.0901	Oncology and Cancer Biology		Ph.D.		Cancer Chemical Biology							STEM			
26.0911	Oncology and Cancer Biology		Ph.D.		Cancer Immunology and Immunotherapy							STEM			
26.0911	Oncology and Cancer Biology		Ph.D.		Cancer Biology							STEM			

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1															
128	26.1108	Bioinformatics	M.S./B.C.R.		Bioinformatics and Computational Biology										
129	26.1101	Biochemistry	M.S./B.		Biochemistry										
130	26.1302	Conservation Biology		M.S.	Conservation Biology										
131	26.1399	Ecology, Evolution, Systematics and Population Biology, Other	Ph.D.		Integrative Biology	Ecology and Evolution Environmental and Ecological Microbiology Physiology and Morphology	Yes								
132	26.9999	Biological and Biomedical Sciences, Other	M.S./M.S.		Medical Sciences	Aging and Neuroscience Biochemistry & Molecular Biology Clinical and Translational Research Health Science Interdisciplinary Medical Sciences Medical Microbiology and Immunology Molecular Medicine Metabolic and Nutritional Medicine Women's Health	No								
133	26.9999	Biological and Biomedical Sciences, Other	Ph.D.		Medical Sciences	Energy, Immunology and Infectious Disease Genetics Biochemistry & Molecular Biology Clinical and Translational Research Molecular Medicine Microbiology and Immunology Molecular Pharmacology and Physiology Neuroscience Physiology and Biophysics Pharmacology and Therapeutics Pathology and Cell Biology Pathology and Laboratory Medicine	Yes								
134	27.0101	Mathematics, General	B.A.		Mathematics	Applied/ Computational Mathematics General Mathematics Pure Mathematics	Yes								
135	27.0101	Mathematics, General	M.A.		Mathematics	Pure and Applied	Yes								
136	27.0101	Mathematics, General	Ph.D.		Mathematics	Pure and Applied Statistics	Yes								
137	27.0104	Computational and Applied Mathematics	B.S.		Mathematics, Computational and Applied										
138	27.0101	Statistics, General	B.A.		Statistics										
139	27.0101	Statistics, General	M.A.		Statistics										
140	30.0101	Biological and Physical Sciences	B.S.		Interdisciplinary Natural Sciences										
141	30.1101	Gerontology	M.A.		Gerontology	Aging Sciences									HEALTH
142	30.1101	Gerontology	M.A.		Gerontology	Aging Studies									HEALTH
143	30.1101	Gerontology	Ph.D.		Gerontology	Aging Studies									HEALTH
144	30.5401	Sustainability Studies	B.A.		Sustainability Studies	Climate Change and Sustainability Entrepreneurship Food Sustainability and Security Sustainable Business Sustainable Energy Sustainable Transportation Sustainable Tourism Sustainability Policy, Water	Yes								
145	30.3301	Sustainability Studies	M.A.		Global Sustainability	Climate Change and Sustainability Entrepreneurship Food Sustainability and Security Sustainable Business Sustainable Energy Sustainable Transportation Sustainable Tourism Sustainability Policy, Water	Yes								
146	31.0504	Sport and Fitness Administration / Management	M.S.		Sport and Entertainment Management										
147	31.0505	Kinesiology and Exercise Science	M.S.		Exercise Science	Health and Wellness Strength and Conditioning	Yes								
148	38.0101	Philosophy	B.A.		Philosophy										
149	38.0101	Philosophy	M.A.		Philosophy	Philosophy and Religion	Rel								
150	38.0101	Philosophy	Ph.D.		Philosophy	Philosophy and Religion	No								
151	38.0201	Religion / Religious Studies	B.A.		Religious Studies										
152	38.0201	Religion / Religious Studies	M.A.		Religious Studies										
153	40.0501	Chemistry, General	B.A.		Chemistry	Biochemistry / Biotechnology Health Professions	No								STEM
154	40.0501	Chemistry, General	B.S.		Chemistry										STEM
155	40.0501	Chemistry, General	M.A. / M.S.		Chemistry										STEM
156	40.0501	Chemistry, General	Ph.D.		Chemistry										STEM
157	40.0601	Geology / Earth Science, General	B.A. / B.S.		Geology										STEM
158	40.0601	Geology / Earth Science, General	M.S.		Geology										STEM
159	40.0601	Geology / Earth Science, General	Ph.D.		Geology										STEM
160	40.0607	Oceanography, Chemical and Physical	M.S.		Marine Science	Biological Oceanography Chemical Oceanography Geological Oceanography Interdisciplinary Marine Resource Assessment Physical Oceanography	Yes								STEM
161	40.0607	Oceanography, Chemical and Physical	Ph.D.		Marine Science	Biological Oceanography Chemical Oceanography Geological Oceanography Interdisciplinary Marine Resource Assessment Physical Oceanography	Yes								STEM
162	40.0801	Physics, General	B.A. / B.S.		Physics										STEM
163	40.0801	Physics, General	B.A. / B.S.		Physical Sciences										STEM

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OP Code	OP Title	USFT	USFP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFP Concentration Name	USFP Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in KET?	In what department or school should the program be located?	K1 Comments
1	40.0801	Physics, General	M.S.		Physics	Applied Physics Atomic and Molecular Physics Laser Physics Materials Physics Optical Physics Semiconductor Physics Solid State Physics	No								STEM
164	40.0801	Physics, General	Ph.D.		Applied Physics	Medical Physics	No								STEM
164	42.0101	Psychology, General	B.A.	B.A.	B.A.	Psychology									
167	42.0101	Psychology, General	M.A.	M.A.		Clinical Psychology Cognition, Neuroscience & Social Psychology Industrial/Organizational Psychology	Yes								
167	42.0101	Psychology, General	Ph.D.			Clinical Psychology Cognition, Neuroscience & Social Psychology Industrial/Organizational Psychology	Yes								
168	42.2801	School Psychology	M.A.			School Psychology									
169	42.2801	School Psychology	Ph.D.			School Psychology									
171	42.2814	Applied Behavior Analysis	M.A./M.S.			Applied Behavior Analysis									
171	42.2814	Applied Behavior Analysis	Ph.D.			Applied Behavior Analysis									
172	42.2814	Applied Behavior Analysis	Ph.D.			Applied Behavior Analysis									
173	43.0101	Criminal Justice / Law Enforcement Administration	M.A.	M.A.		Criminal Justice Administration USFSM Title: Criminal Justice									
173	43.0301	Critical Infrastructure Protection	M.S.			Cybersecurity									STEM
174	44.0000	Human Services, General	B.S.			Behavioral Healthcare									
170	44.0000	Human Services, General	M.S.			Child and Adolescent Behavioral Health	Yes								
176	44.0401	Public Administration	M.P.A.			Public Administration									
177	44.0401	Public Administration	M.P.A.			Public Administration									
178	44.0701	Social Work	B.S.W.			Social Work									
179	44.0701	Social Work	M.S.W.		M.S.W.	Social Work USFSM Hosted									
180	44.0701	Social Work	Ph.D.			Social Work									
181	45.0101	Social Sciences, General	B.A.	B.A.	B.A.	Interdisciplinary Social Sciences	Yes	Anthropology Criminology Economics Environmental Science and Policy Geography History Humanities Information Studies International Studies Latin American, Caribbean, and Latin Studies Mass Communications Multidisciplinary Behavioral Sciences Political Science Psychology Public Administration Public Health Religious Studies Sociology	Yes	Applied Aging & Wellbeing Crim. Law, & Justice Environmental Studies Government & Global Affairs Social Relations & Policy	Yes				
181	45.0201	Anthropology	B.A.	B.A.		Anthropology									
183	45.0201	Anthropology	M.A.			Applied Anthropology	No								
183	45.0201	Anthropology	Ph.D.			Applied Anthropology	No								
184	45.0401	Criminology	B.A.	B.A.	B.A.	Criminology									
184	45.0401	Criminology		B.S.		Forensic Studies & Justice									
187	45.0401	Criminology	M.A.			Criminology									
188	45.0401	Criminology	M.S.			Cybercrime									
189	45.0401	Criminology	Ph.D.			Criminology									
190	45.0601	Economics, General	B.A.	B.A.		Economics									
190	45.0601	Economics, General		B.S.		USFSM Title: Affiliated Economics and Economics									
191	45.0601	Economics, General	M.A.			Economics									
193	45.0601	Economics, General	Ph.D.			Economics									
194	45.0701	Geography	B.A.	B.A.		General Geography Human Geography Physical Geography	Yes	Geospatial Analysis and Geography Geospatial Science Society & Environment	Yes						
194	45.0701	Geography	M.A.			Environmental Geography Geographic Information Science and Spatial Analysis Human Geography	Yes								
195	45.0701	Geography, Other	Ph.D.			Geography and Environmental Science and Policy									

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CP Code	CP Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFSP Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K&T?	In what department or school should the program be located?	K1 Comments
197	45.0901 International Relations and Affairs	B.A.			International Studies							GLOBAL			
198	45.0901 International Relations and Affairs	Ph.D.			Government							GLOBAL			
199	45.1001 Political Science and Government, General	B.A.	B.A.		Political Science										
200	45.1001 Political Science and Government, General	M.A.			Political Science	Africana Studies	No								
201	45.1101 Sociology	B.A.			Sociology	Identity and Community Inequality and Social Justice	No								
202	45.1101 Sociology	M.A.			Sociology										
203	45.1101 Sociology	Ph.D.			Sociology										
204	50.0301 Dance, General	B.A.			Dance	Dance Studies	Yes								
205	50.0301 Dance, General	B.F.A.			Dance	Ballet Modern Dance	Yes								
206	50.0409 Graphic Design		B.F.A.		Graphic Design							GAP ANALYSIS			
207	50.0501 Drama and Dramatics / Theatre Arts, General	B.A.			Theatre	Design Performance Theatre Arts	Yes								
208	50.0701 Art / Art Studies, General	B.A.			Studio Art										
209	50.0701 Fine / Studio Arts, General	B.F.A.			Studio Art										
210	50.0701 Fine / Studio Arts, General	M.F.A.			Art										
211	50.0703 Art History, Criticism and Conservation	B.A.			Art History										
212	50.0703 Art History, Criticism and Conservation	M.A.			Art History										
213	50.0901 Music, General	Ph.D.			Music	Music Education	Yes								
214	50.0903 Music Performance, General	B.M.			Music Performance	Acoustic & Electronic Composition Jazz Studies Performance	Yes								
215	50.0903 Music Performance, General	M.M.			Music	Chamber Music Choral Conducting Composition Electro-Acoustic Music Instrumental Conducting Jazz Composition Jazz Performance Performance Theory Piano Pedagogy	Yes								
216	50.9999 Visual and Performing Arts, Other	B.A.			Music Studies										
217	51.0000 Health Services / Allied Health / Health Sciences, General	B.S.	B.S.		Health Sciences	Aging Health Studies Biological Health Sciences Health Information Technology Health Management Social and Behavioral Health Sciences	Yes	Communication Sciences & Disorders Healthcare Administration Integrated Health Sciences Public Health	Yes			Health			
218	51.0201 Communication Sciences and Disorders, General			B.S.	Communication Sciences and Disorders	Speech Language Sciences							Health		
219	51.0202 Audiology / Audiologist	Au.D.			Audiology								Health		
220	51.0204 Audiology and Speech-Language Pathology / Pathologist	B.A.			Communication Sciences and Disorders	Deaf Studies Integrated Training Language-Speech-Hearing	Yes						Health		
221	51.0204 Audiology and Speech-Language Pathology / Pathologist	M.S.			Speech-Language Pathology								Health		
222	51.0204 Audiology and Speech-Language Pathology / Pathologist	Ph.D.			Communication Sciences and Disorders	Hearing Sciences and Audiology Neurocommunicative Sciences Speech-Language Sciences	Yes						Health		
223	51.0701 Health / Health Care Administration / Management	B.S.			Long Term Care Administration								Health		
224	51.0701 Health / Health Care Administration / Management	M.H.A.			Health Administration								Health		
225	51.0912 Physician Assistant	M.P.A.S.			Physician Assistant Studies								Health		
226	51.0913 Athletic Training / Trainer	M.S.			Advanced Athletic Training								Health		
227	51.0913 Athletic Training / Trainer	M.S.			Athletic Training								Health		
228	51.1005 Clinical Laboratory Science / Medical Technology / Technologist	B.S.			Medical Technology								Health		
229	51.1203 Medicine	M.D.			Medicine								Health		
230	51.2001 Pharmacy	Pharm.D.			Pharmacy	Pharmacy and Health Education	No						Health		
231	51.2099 Pharmaceutical Sciences, and Administration, Other	M.S.			Pharmaceutical Nanotechnology	Biomedical Engineering Drug Discovery, Delivery, Development and Manufacturing	No						Health		
232	51.2099 Pharmaceutical Sciences, and Administration, Other	M.S.P.N.			Pharmaceutical Nanotechnology								Health		
233	51.2201 Public Health, General	B.S.			Public Health								Health		

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CP Code	CP Title	USFT	USFP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFP Concentration Name	USFP Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K2?	In what department or school should this program be located?	K1 Comments
1	51.2201	Public Health, General	M.P.H.		Public Health	Applied Biostatistics Behavioral Health Environmental and Occupational Health Epidemiology Epidemiology and Global Communicable Disease Epidemiology and Global Health Epidemiology and Maternal & Child Health Global Communicable Disease Global Disaster Management, Humanitarian Relief, and Homeland Security Global Health Practice Health Care Organizations and Management Health, Safety and Environment Health Policies and Programs Infection Control Nutrition and Dietetics Public Health Education Public Health Practice Program Maternal and Child Health Social Marketing	Yes					Health			
234	51.2201	Public Health, General	Ph.D.		Public Health	Biostatistics Community and Family Health Environmental and Occupational Health Epidemiology Health Services Research Global Communicable Disease	Yes					Health			
235	51.2201	Public Health, General	Dr.P.H.		Public Health	Advanced Practice Leadership in Public Health Public Health and Clinical Laboratory Science and Practice	Yes					Health			
236	51.2212	Behavioral Aspects of Health	Ph.D.		Behavioral and Community Sciences										
237	51.2209	Public Health, Other	M.S.P.H.		Public Health	Behavioral Health Environmental and Occupational Health Epidemiology Genetic Counseling Genomics Global Communicable Disease Maternal and Child Health Occupational Exposure Science Public Health Education	Yes					Health			
238	51.2308	Physical Therapy / Therapist	D.P.T.		Physical Therapy							Health			
239	51.2310	Vocational Rehabilitation Counseling / Counselor	M.A.		Rehabilitation and Mental Health Counseling	Additions and Substance Abuse Counseling Marriage and Family Therapy	No					Health			
240	51.2314	Rehabilitation Science	Ph.D.		Rehabilitation Sciences							Health			
241	51.2706	Medical Informatics	M.S.H.I.		Health Informatics		No					Health			
242	51.3801	Registered Nursing / Registered Nurse	B.S.		Nursing: RN to Bachelor's Sequence							Health			
243	51.3801	Registered Nursing / Registered Nurse	B.S.		Nursing: Upper Division Sequence							Health			
244	51.3801	Registered Nursing / Registered Nurse	B.S.		Nursing: Second Bachelor's Degree Sequence							Health			
245	51.3801	Registered Nursing / Registered Nurse	B.S.		Nursing: VCAE							Health			
246	51.3801	Registered Nursing / Registered Nurse	M.S.		Nursing	Adult Gerontology Acute Care Nursing Adult Gerontology Primary Care Nursing Adult Gerontology Primary Care Nursing / Occupational Health Nursing Adult Gerontology Primary Care Nursing / Gerontology Nursing Quality / Adult Gerontology Primary Care Nursing (Nursing) Family Health Nursing Nursing Education Pediatric Health Nursing	Yes					Health			
247	51.3808	Nursing Science	Ph.D.		Nursing Science							Health			
248	51.3818	Nursing Practice	D.N.P.		Nurse Anesthesia							Health			
249	51.3818	Nursing Practice	D.N.P.		Nursing	Adult Gerontology Acute Care Nursing Adult Gerontology Primary Care Nursing Occupational Health Nursing / Adult Gerontology Primary Care Nursing Occupational Health Nursing / Adult Gerontology Primary Care Nursing Family Health Nursing Pediatric Health Nursing	Yes					Health			
250	52.0101	Business / Commerce, General	B.S.	B.A. / B.S.	USFT Title: General Business Studies General Business Administration					Aging Services Management Applied Business Business and Technical Writing	Yes				
251	52.0101	Business / Commerce, General	M.S.		Management	Human Resources Management Information System	No								
252	52.0001	Business Administration and Management, General	B.S.	B.A. / B.S.	Management	Human Resources Management Project Management	No								
253	52.0001	Business Administration and Management, General	M.B.A.	M.B.A.	Business Administration / MBA	Compliance, Risk Management and Anti-Money Laundering Cybersecurity Data Analytics Sport Business Supply Chain Management	No								

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OP Code	OP Title	USFT	USFP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFP Concentration Name	USFP Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K2?	In what department or school should this program be located?	K1 Comments
1															
253	Business Administration and Management, General	M.B.A.			Executive M.B.A.										
256	Business Administration and Management, General	Ph.D.			Business Administration / PhD	Accounting Finance Information Systems Marketing	Yes								
257	Business Administration and Management, General	D.B.A.			Business Administration										
258	Accounting	B.S.	B.A. / B.S.	B.A. / B.S.	Accounting								GAP ANALYSIS		
259	Accounting	M.Acc.	M.Acc.		Accountancy	Insurance Corporate Tax	Yes						GAP ANALYSIS		
260	Business / Managerial Economics		B.A. / B.S.		Business Economics										
261	Entrepreneurship / Entrepreneurial Studies		B.A. / B.S.		Entrepreneurship										
262	Entrepreneurship / Entrepreneurial Studies	M.S.			Entrepreneurship in Applied Technologies										
263	Finance, General	B.S.			Personal Finance								GAP ANALYSIS		
264	Finance, General	B.S.	B.A. / B.S.	B.A. / B.S.	Finance	Asset Management Corporate Finance Real Estate	No	Corporate Finance Investment Analysis Personal Financial Advising	Yes				GAP ANALYSIS		
265	Finance, General	M.S.			Finance								GAP ANALYSIS		
266	Hospitality Administration / Management, General			B.S.	Hospitality Management										
267	Hospitality Administration / Management, General			M.S.	Hospitality Management										
268	International Business / Trade / Commerce	B.A.	B.A. / B.S.		Global Business	Business Analysis and Information Systems Finance Management Marketing	Yes					GLOBAL			
269	Management Information Systems, General		B.A. / B.S.		Management Information Systems							STEM			
270	Management Information Systems, General	B.S.			Business Analytics and Information Systems	Cybersecurity Healthcare Business	No					STEM			
271	Marketing / Marketing Management, General	B.S.	B.A. / B.S.	B.A. / B.S.	Marketing	Entrepreneurship Sales Sport and Entertainment Management Supply Chain Management	No								
272	Marketing / Marketing Management, General	M.S.M.			Marketing										
273	Marketing, Other	B.A. / B.S.			Advertising										
274	Insurance			B.A. / B.S.	Risk Management and Insurance								GAP ANALYSIS		
275	History, General	B.A.	B.A.	B.A.	History										
276	History, General	M.A.			History	American History Ancient History European History Latin American History Medieval History	Yes								
277	History, General	Ph.D.			History										

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2. What existing Centers and/or Institutes (with campus location) are proposed to be housed in the unit?

Inventory of 84 Active Academic Centers/Institutes in the USF System as of December 18, 2018

Institute or Center Name	Current Location	Include in K1?	Home Campus (K1)	K1 Cluster Comments
Florida Center for Partnerships for Arts-Integrated Teaching (PAInT)	Sarasota-Manatee			Center name has been updated to "Florida Center..." see comments/recommendation in response word document question 2
Institute for Public Policy & Leadership	Sarasota-Manatee	Yes	Sarasota-Manatee	
M3 Center for Hospitality Technology and Innovation	Sarasota-Manatee			
Institute for Data Analytics and Visualization	St. Petersburg			
Ancient Studies Center, Department of History	Tampa			
CAS Center for Complex Data Systems	Tampa			
Center for Africa and the Diaspora	Tampa			
Center for Brownfield Rehabilitation Assistance	Tampa			
Center for Industrial and Interdisciplinary Mathematics	Tampa			
Center for Infectious Disease Ecology Research (CIDER)	Tampa			
Center for Social and Political Thought	Tampa			
Florida Institute for Forensic Anthropology & Applied Sciences	Tampa			
Institute for Systematic Botany	Tampa			
Institute for the Study of Latin America and the Caribbean	Tampa			
Institute on Black Life	Tampa			
Interdisciplinary Center for Hellenic Studies	Tampa			
STEM Education Center	Tampa			
The Center for the Improvement of Teaching & Research in Undergraduate STEM Education (CITRUS)	Tampa			
The John Scott Dailey Florida Institute of Government	Tampa			
USF Humanities Institute	Tampa			
USF-SMMARTT (Smart Metal Organic Materials Advanced Research and Technology Transfer)	Tampa			
Water Institute	Tampa			
Center for Music Education Research (CMER)	Tampa	Yes	Tampa	
Florida Center for Community Design and Research	Tampa	Yes	Tampa	
Institute for Research in Art	Tampa	Yes	Tampa	
Center for Autism and Related Disabilities	Tampa			
Florida Policy Exchange Center on Aging	Tampa			
Institute for Translational Research in Adolescent Behavioral Health	Tampa			
USF Center for HIV Education and Research	Tampa			
Center for Analytics and Creativity	Tampa			
Center for Entrepreneurship	Tampa			
Center for Marketing and Sales Innovation	Tampa			
Center for Supply Chain Management & Sustainability	Tampa			
Institute for Information Systems Management	Tampa			
Small Business Development Center - Affiliat	Tampa			
Florida Center for Cybersecurity	Tampa			
Center for Research, Evaluation, Assessment and Measurement	Tampa			
Center for the Study of Migrant Education	Tampa			
David C. Anchin Center for the Advancement of Teaching	Tampa			
Educational Research Center for Child Development	Tampa			
Gus A. Stavros Center for Free Enterprise and Economic Education	Tampa			
Institute for School Reform, Integrated Services, and Child Mental Health and Educational Policy	Tampa			
Center for Assistive, Rehabilitation and Robotics Technology	Tampa			
Center for Communications and Signal Processing	Tampa			
Center for Modeling Hydrologic and Aquatic System	Tampa			
Center for Molecular Delivery	Tampa			
Center for Urban Transportation Research	Tampa			
Clean Energy Research Center	Tampa			
Global Center for Hearing and Speech Research	Tampa			
Nanotechnology Research and Education Center	Tampa			
National Bus Rapid Transit Institute (NBRTI)	Tampa			
National Center for Transit Research (NCTR)	Tampa			
USF Center for Wireless and Microwave Technology	Tampa			
USF Center for Advanced Biomedical Imaging	Tampa			
Center for Aging and Brain Repair	Tampa			
Center for Hospice, Palliative Care and End of Life Studies At the University of South Florida	Tampa			
Center for Neuromusculoskeletal Research	Tampa			
Center for Personalized Medicine and Genomic	Tampa			
Center for Research and Education in Nanobiotechnology	Tampa			
Diabetes Center (HSC)	Tampa			
Florida Infectious Disease Institute	Tampa			
Joy McCann Gulcherhouse Center for Esophageal and Swallowing Disorder	Tampa			
The Archie A. and Mary-Louise Silver Child Development Center	Tampa			
University of South Florida Health Informatics Institute	Tampa			
USF Health Heart Institute	Tampa			
USF Health Neuroscience Institute	Tampa			
USF Parkinson's Disease and Movement Disorders Center, NPF Center of Excellence	Tampa			
USF-India Center for Health & HIV/AIDS Research & Training (CHARI-India)	Tampa			
Center for Environmental/Occupational Risk Analysis & Management	Tampa			
Center for Transdisciplinary Research on College Health	Tampa			
Florida Health Information Center (FHIC)/HSC	Tampa			
Florida Prevention Research Center	Tampa			
Global Health & Infectious Diseases Research	Tampa			
James and Jennifer Harrell Center for the Study of Family Violence	Tampa			
Lawton and Rhea Chiles Center for Healthy Mothers and Babies (Health Science Center)	Tampa			
Sunshine Education and Research Center	Tampa			
The Center for Leadership in Public Health Practice	Tampa			
The Occupational Safety & Health Administration Training Institute Education Center (OTI-EC)	Tampa			
The World Health Organization Collaborating Center on Social Marketing and Social Change	Tampa			
Center for Strategic and Diplomatic Studies	Tampa			
Florida-France Linkage Institute	Tampa			
Center for Drug Discovery and Innovation (formerly FCol-BITT)	Tampa			

APPENDIX D // Consolidation Teams and Clusters Report

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Existing Tampa Campus

The following Centers and Institute would remain within their current administrative structure within the College of The Arts, Tampa Campus

- *IRA – Institute for Research in Art (Tampa)*
- *FCCDR – Florida Center for Community Design & Research (Tampa School of Architecture & Community Design)*
- *CMER - Center for Music Education Research (Tampa- School of Music)*

Consolidation Recommendation:

- *No changes to existing Tampa Campus Centers and Institute.*

Existing St. Petersburg Campus

- *None in the area of Arts & Design*

Existing Sarasota- Manatee Campus

- *PAInT – Florida Center for Partnerships for Arts-Integrated Teaching.*
- *From: Florida Excellence in Higher Education Act of 2018 - 1004.344*
- *“The Florida Center for the Partnerships for Arts Integrated Teaching. (1) The Florida Center for the Partnerships for Arts Integrated Teaching is created within the University of South Florida and shall be physically headquartered at the University of South Florida Sarasota/Manatee.”*

Consolidation Recommendation:

- *It is the unanimous recommendation of the K1-Arts & Design cluster membership that*
 - *The PAInT Center remain physically and administratively on the Sarasota-Manatee campus.*
 - *The Florida Center for the Partnerships for Arts Integrated Teaching – Sarasota Manatee Campus, and the College of The Arts – Tampa Campus develop a mutually beneficial relationship.*

(Note: The following risks/concerns for the PAInT Center were identified by the Sarasota-Manatee representative to the Cluster, and requested to be included in this report):

- *PAInT Center Risks:*
 - *The PAInT Center is an unfunded mandate.*
 - *The Center needs to grow. There are limited people/resources (1-Person Office)*
 - *Recommendation (Fund Director Position)*
- *Classroom Space, Technology, and Equipment Limitations*

APPENDIX D // Consolidation Teams and Clusters Report

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- *The current classroom design at the Sarasota-Manatee campus limits and technology requirements to support student accessibility to take Arts courses. Currently, there are 12 Mac Computers on the Sarasota – Manatee Campus. The classrooms need to be programmed to support the technology, resources, and software required for online Arts and Design course requirements. This includes for-credit and non-credit courses offered through e-learning.*
- *Physical space for performing arts classes, such as theater and dance, are not available on the Sarasota-Manatee campus. A possible solution would be to partner with local arts organizations. One example is the Sarasota Ballet that employs USF graduates in their ballet company.*

3. **What is the estimated (a) full-time faculty headcount, and (b) UG/GR major headcount in the consolidated unit? (For reference, recent faculty and student headcounts are provided in your cluster’s Box folder. Faculty headcounts are in “Faculty Counts by Department – RESOURCE ONLY.xlsx” and student headcounts are in “Enrollment and Degrees Awarded by CIP – RESOURCE ONLY.xlsx.”)**

The Arts & Design Cluster recommends, in the charting below, the relocation of the Professor of Art History, Sheramy Bundrick, from History & Politics - Art History, St. Petersburg campus. See resume on the following pages.

Consolidation Recommendations:

- *Re-locating the Professor of Art History currently at St Pete campus (S. Bundrick) to the Tampa campus.*
- *Professor’s research specialty is ancient Greek art history and capable of teaching upper-level courses in the ancient Mediterranean more widely— the addition of this research area will expand curriculum offerings at USF Tampa, which currently do not feature these areas.*
- *Opportunities for students pursuing the MA in Art History will be augmented (e.g., the ability to pursue theses in ancient art), ideally resulting in enrollment growth.*
- *Dr. Bundrick’s academic specialty will also foster relationships with CAS departments including classics/ archaeology faculty and the Tampa Museum of Art, once more increasing student opportunities.*
- *Departure of this position from USFSP would not negatively impact the Graphic Arts program, as ancient Greek and Roman art do not form part of the curriculum. Required art history survey courses can be taken by St Pete students online (already offered at Tampa), and these and other courses can also be taught by adjuncts or other instructors as needed. Graphic Arts students benefit from upper level courses in modern and contemporary art history, currently taught by adjunct instructors at USFSP.*

Additional Recommendations for positions, not shown in the charts to follow, are identified in the response to question 8 (Accreditation). These include faculty in the following areas for St. Petersburg campus:

- *One faculty hire in History of Design*
- *Two faculty hires in Graphic Design*

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updated January 2019

SHERAMY D. BUNDRICK
PROFESSOR OF ART HISTORY
UNIVERSITY OF SOUTH FLORIDA ST. PETERSBURG
 140 Seventh Avenue South, SNL 100, St. Petersburg, FL 33701
 phone 727.873.4062 / fax 727.873.4526 / bundrick@usfsp.edu

EDUCATION:

Ph.D., Art History, Emory University (1998)
 Dissertation: "Expressions of Harmony: Representations of Female Musicians in Fifth-Century Athenian Vase Painting" (adviser: B. Wescoat)
 M.A., Art History, Emory University (1996)
 B.A., Art History, Emory University, *summa cum laude* (1992)
 Summer session, American School of Classical Studies at Athens (2003)
 Summer language program in intensive ancient Greek, Yale University (1994)

ACADEMIC APPOINTMENTS:

Professor, University of South Florida St. Petersburg (Aug 2016- present)
 Associate Professor, University of South Florida St. Petersburg (Aug 2007- Aug 2016)
 Assistant Professor, University of South Florida St. Petersburg (Aug 2001-Aug 2007)
Courses taught: History of Visual Arts I; History of Visual Arts II; Introduction to Art; Greek Art; Roman Art; Egyptian and Near Eastern Art; Medieval Art; Image and Identity in Fifth-Century Athens (Honors seminar); Classical Mythology; Greek Mythology (Honors seminar); Vincent van Gogh: Art and Myth
 Adjunct Instructor, Emory University (Spring 2000) – Ancient Greek Art and Architecture
 Teaching Assistant/Discussion section leader, Emory University (Fall 1998) – Art History 101
 Adjunct Instructor, Kennesaw State University (Winter 1998) – Art History, Ancient through Medieval
 Dean's Teaching Fellow, Emory University (1997) – The Art of the Hellenistic Age
 Teaching Associate, Emory University (Spring 1996) – Ancient Greek Sanctuaries and Festival Games
 Teaching Assistant/Discussion section leader, Emory University (1994-1995) – Art History 101 and 102

PUBLICATIONS:**Books:**

Athens, Etruria, and the Many Lives of Greek Figured Pottery (Wisconsin Studies in Classics, University of Wisconsin Press, 2019)
 Co-edited with Angela Bellia, *Musical Instruments as Votive Gifts in the Ancient World, Telestes: Studi e ricerche di archeologia musicale nel Mediterraneo 4* (Istituti Editoriali e Poligrafici Internazionali, 2018)
Sunflowers: A Novel of Vincent van Gogh (Avon-A/HarperCollins, 2009)
Music and Image in Classical Athens (Cambridge University Press, 2005)

Journal Articles:

"Athens, Etruria, Rome, Baltimore: Reconstructing the Biography of an Ancient Greek Vase," *Memoirs of the American Academy in Rome* 61 (2016): 1–21
 "Athenian Eye Cups in Context," *American Journal of Archaeology* 119 (2015): 295–341
 "Recovering Rhapsodes: A New Vase by the Pantoxena Painter," *Classical Antiquity* 34 (2015): 1–32

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- “Selling Sacrifice on Classical Athenian Vases,” *Hesperia* 83 (2014): 653–708
- “Housewives, *Hetairai*, and the Ambiguity of Genre in Attic Vase Painting,” *Phoenix* 66 (2012): 11–35
- “Dionysian Themes and Imagery in Oliver Stone’s *Alexander*,” *Helios* 36 (Spring 2009): 81–96
- “The Fabric of the City: Imaging Textile Production in Classical Athens,” *Hesperia* 77 (2008): 283–334

Chapters and Essays:

- “Visualizing Music,” chapter for E. Rocconi and T. Lynch, eds., *The Blackwell Companion to Greek and Roman Music* (Wiley-Blackwell, forthcoming)
- “Introduction,” in A. Bellia and S.D. Bunderick, eds., *Musical Instruments as Votive Gifts in the Ancient World* (Istituti Editoriali e Poligrafici Internazionali, 2018) 15–23
- “Reading Rhapsodes on Athenian Vases,” in J. Ready and C. Tsagalis, eds., *Homer in Performance: Rhapsodes, Characters, and Narrators* (University of Texas Press, 2018) 76–97
- “Altars, *Astragaloi*, Achilles: Picturing Divination on Athenian Vases,” in S. Blakely, ed., *Gods, Objects, and Ritual Practice (Studies in Ancient Mediterranean Religion volume 1)*, Lockwood Press, 2017): 53–74
- “Reconsidering Hand Looms on Athenian Vases,” in M. Stansbury-O’Donnell, T.H. Carpenter, and E. Langridge-Noti, eds., *The Consumers’ Choice: Uses of Greek Figure-Decorated Pottery. Selected Papers in Ancient Art and Architecture, Volume 2* (Archaeological Institute of America, 2016): 1–21
- “Under the Tuscan Soil: Reuniting Attic Vases with an Etruscan Tomb,” in J. Oakley, ed., *Athenian Potters and Painters, Volume III* (Oxbow Books, 2014): 11–21
- “Inside/Outside: Revisiting a Chous in The Metropolitan Museum of Art,” in J. Oakley and O. Palagia, eds., *Athenian Potters and Painters, Volume II* (Oxbow Books, 2009): 27–35
- “Portrait of Ptolemy IV Philopator,” in E. Varner, ed., *From Caligula to Constantine: Tyranny and Transformation in Roman Portraiture* (Michael C. Carlos Museum, 2000): 86–87

Book Reviews:

- Review of D. Rodríguez Pérez, ed., *Greek Art in Context: Archaeological and Art Historical Perspectives* (Routledge, 2017), *American Journal of Archaeology*, January 2019 [<http://www.ajaonline.org/book-review/3792>]
- Review of A. Avramidou and D. Demetriou, eds., *Approaching the Ancient Artifact: Representation, Narrative, and Function. A Festschrift in Honor of H. Alan Shapiro* (De Gruyter, 2014), *Bryn Mawr Classical Review*, March 2015 [<http://bmcr.brynmawr.edu/2015/2015-03-12.html>]
- Review of A. Bellia, *Strumenti musicali e oggetti sonori nell’Italia meridionale e in Sicilia (VI-III sec. a.C.). Funzioni rituali e contesti* (Libreria Musicale Italiana, 2012), *Bryn Mawr Classical Review*, July 2013 [<http://bmcr.brynmawr.edu/2013/2013-07-25.html>]
- Review of P. Cartledge, ed., *Responses to Oliver Stone’s “Alexander”* (University of Wisconsin Press, 2009), *Bryn Mawr Classical Review*, July 2010 [<http://bmcr.brynmawr.edu/2010/2010-07-14.html>]
- Review of D. Walsh, *Distorted Ideals in Greek Vase Painting: The World of Mythological Burlesque* (Cambridge University Press, 2008), *Classical Bulletin* (2009)
- Review of K. Lapatin, ed., *Papers on Special Techniques in Athenian Vases* (Getty Publications, 2008), *Bryn Mawr Classical Review*, February 2009 [<http://bmcr.brynmawr.edu/2009/2009-02-43.html>]
- Review of O. Taplin, *Pots and Plays: Interactions Between Tragedy and Greek Vase Painting of the Fourth Century B.C.* (Getty Publications, 2007), *New England Classical Journal* 35 (2008): 137-140
- Review of P. Badinou, *La laine et le parfum. Épinetra et alabastres, forme, iconographie, et fonction: Recherche de céramique attique féminine* (Peeters, 2003), *American Journal of Archaeology*, October 2007 [<http://www.ajaonline.org/book-review/525>]
- Review of M. Cosmopoulos, ed., *The Parthenon and Its Sculptures* (Cambridge University Press, 2004), *CAAReviews*, fall 2005 [<http://www.caareviews.org>]

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- Review of J. Hurwit, *The Acropolis in the Age of Pericles* (Cambridge University Press, 2004), *Bryn Mawr Classical Review* [http://bmc.brynmaur.edu/2004/2004-11-05.html]
- Review of A. Invernizzi, *Sculture di metallo di Nisa: Cultura greca e cultura iranica in Partia* (Centre international d'études Indo-Iraniennes, 1999), *American Journal of Archaeology* 106.3 (July 2002)

HONORS, GRANTS, AND FELLOWSHIPS:

- USFSP Chancellor's Award for Excellence in Research and Creative Scholarship for 2015-16 (2017)
- Samuel H. Kress Grant for Research and Publication in Classical Art and Architecture, Archaeological Institute of America (2016)
- USFSP Internal Research Grant (2016-17)
- Visiting Scholar, American Academy in Rome (May and June 2015 and 2016, three weeks each)
- Lecturer, Archaeological Institute of America National Lecture Program (2014-15, 2015-16, 2017-18)
- Postdoctoral Rome Prize in Ancient Studies, American Academy in Rome (2013-14, FAAR '14)
- USF System Outstanding Faculty Award for 2013 (2014)
- Lecturer, Archaeological Institute of America National Lecture Program (2011-12)
- USFSP College of Arts and Sciences Award for Teaching Excellence for 2003 (2004)
- USF Publications Council Grant [as subvention to Cambridge University Press] (2004)
- Faculty Research Grant, USF Interdisciplinary Center for Hellenic Studies (2004 and 2002)
- Fulbright grant funding participation in American School of Classical Studies Summer Session (2003)
- Andrew W. Mellon Postdoctoral Research Fellowship, The Metropolitan Museum of Art (2000-01)
- Dean's Teaching Fellowship, Emory University (1997)
- Samuel H. Kress Foundation Travel Fellowship in the History of Art (Fall 1996)
- Visiting Student Associate Member, American School of Classical Studies at Athens (November 1996)
- Award for Excellence in Graduate Research in the Humanities, Emory University (1996)
- Institute of International Education Grant for Summer Travel (1996)
- Graduate Fellowship, Art History Department, Emory University (1992-96)

CONFERENCE PAPERS:

- "The Berlin Painter's Europa Krater and a 'Special Dead' in Tarquinia?" Archaeological Institute of America annual conference, colloquium on "Figure-Decorated Pottery and Identity," Boston, January 2018
- "Music as *Mnema* on Classical Athenian Vases," *Music and Memory in the Ancient Mediterranean* exploratory seminar, Radcliffe Institute for Advanced Study, Harvard University, June 2017
- "Greek Women, Greek History, and the Temptations of Athenian Figured Pottery," Langford Conference in Classics, *Inscribed in Clay: Theorizing the Link Between Pottery and History*, Florida State University, February 2016
- "Tarquinia, the Affector, and Athenian Vases Abroad," Archaeological Institute of America annual conference, San Francisco, January 2016
- "Reconsidering Hand Looms on Athenian Vases," Archaeological Institute of America annual conference, colloquium on "The Consumers' Choice: Uses of Greek Figure-Decorated Pottery," New Orleans, January 2015
- "From Athens to Tarquinia: A Female Musician in Context," Society for Classical Studies annual conference, New Orleans, January 2015
- "Altars, *Astragaloi*, Achilles: Picturing Divination on Athenian Vases," Society for Ancient Mediterranean Religions annual conference, *Gods, Objects, & Ritual Practices*, Emory University, March 2013

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- “Under the Tuscan Soil: Reuniting Attic Vases with an Etruscan Tomb,” *Athenian Potters and Painters III* conference, College of William and Mary, September 2012
- “The Eyes Have It: Targeted Marketing and Athenian Eye Vessels Abroad,” Archaeological Institute of America annual conference, San Antonio, January 2011
- “Inside/Outside: Rethinking a Chous at The Metropolitan Museum of Art,” *Athenian Potters and Painters II* conference, American School of Classical Studies at Athens, Greece, March 2007
- “Hetaira or Housewife? Once More a Hydria by the Harrow Painter,” Second Annual Paul Rehak Memorial Symposium on Ancient Art, University of Kansas, March 2007
- “The Sound of Democracy: Music, Image, and Identity in Classical Athens,” *Ancient Song in Cross-Cultural Perspectives* conference, Emory University, March 2006
- “Dionysian Themes and Imagery in Oliver Stone’s *Alexander*,” American Philological Association annual conference, panel on “Alexander the Great on Film,” Montréal, January 2006
- “Muses, *Mousike*, and Herakles the Dropout: Imaging Education in Fifth-Century Athens,” Archaeological Institute of America annual conference, San Francisco, January 2004
- “The Fabric of the City: Images of Textile Production in Classical Athens,” College Art Association annual conference, New York, February 2003
- “Another Look at the Aulos,” Archaeological Institute of America conference, Philadelphia, January 2002
- “Let Me Not Live Without Music: Musical Imagery in Classical Athens,” Fellows’ Colloquium, The Metropolitan Museum of Art, March 2001
- “Expressions of Harmony: Female Musicians on Fifth-Century Attic Vases,” Archaeological Institute of America annual conference, Washington, DC, January 1998
- “When Cultures Clash: Augustus, Actium, and the Paintings of Boscotrecase,” *Mediterranean Interactions II* conference, Yale University, April 1996

OTHER TALKS AND PRESENTATIONS:

- “Athens, Etruria, and the Entanglements of the Greek Ceramic Industry,” Institute of Fine Arts, New York University, forthcoming April 2019
- “The Lost Lives of Greek Vases,” Archaeological Institute of America lecture, University of South Florida (Tampa campus), February 2018
- “The Lost Lives of Greek Vases,” Homer A. and Dorothy B. Thompson Lectures, Archaeological Institute of America National Lecture Program, Princeton University and Montclair State University, October 2017
- “Picturing Divination on Athenian Vases,” Joseph Veach Noble Lecture, Archaeological Institute of America National Lecture Program, College of William and Mary, October 2015
- “Picturing Divination on Athenian Vases,” Archaeological Institute of America lecture, Case Western University, September 2015
- “Under the Tuscan Soil: Reuniting Athenian Vases with Etruscan Tombs,” Tampa Museum of Art, April 2015
- “Under the Tuscan Soil: Reuniting Athenian Vases with Etruscan Tombs,” Baldwin Lecture, Archaeological Institute of America National Lecture Program, Johns Hopkins University, March 2015
- “The Eyes Have It: Athenian Eye Cups in Context,” Sheldon H. Solow Lecture, Archaeological Institute of America National Lecture Program, Yale University, October 2014
- “Considering Context: Greek Vases from Athens to Etruria,” American Academy in Rome, March 2014
- “The Many Lives of Athenian Vases,” Museum of Fine Arts, St. Petersburg, February 2013
- “Picturing Women on Athenian Pots: The Case of a Vase in Tampa,” Archaeological Institute of America National Lecture Program, University of Kentucky, April 2012

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“Art and the Afterlife in Classical Athens,” Museum of Fine Arts, St. Petersburg, February 2012
 “Another Look at an Athenian Eye Cup,” Tampa Museum of Art, November 2011
 “Marketing Athenian Vases: The Case of the Harrow Painter’s Hydria,” Tampa Museum of Art, Oct 2010
 “Painters, Pipers, Politicians: Music and Image in Classical Athens,” Illinois Wesleyan University,
 March 2008

PROFESSIONAL ACTIVITIES:

Member, Archaeological Institute of America (1994-), American Academy in Rome Society of Fellows (2014-), American School of Classical Studies at Athens Alumni Association (2003-)
 Referee, *American Journal of Archaeology*, *Etruscan and Italic Studies*, *Greek and Roman Musical Studies*, *Hesperia*, *Imago Musicae*, *Phoenix*, Cambridge University Press, University of Wisconsin Press, Thames & Hudson (UK), Prentice Hall, Blackwell Publishing, Routledge
 Representative for the University of South Florida System, Advisory Council to the Committee on the School of Classical Studies, American Academy in Rome (2014-)
 Editorial board member for the series *Telestes: Studi e ricerche di archeologia musicale nel Mediterraneo* (editor in chief Angela Bellia, Fabrizio Serra Editore, 2014-)

UNIVERSITY SERVICE:

Program Coordinator for Art History, USFSP (2011- present)
 USFSP Department of History and Politics Executive Committee (2011- present, save 2013-14)
 Chair, USFSP College of Arts and Sciences Tenure and Promotion Committee (2017-2019)
 USFSP College of Arts and Sciences Faculty Council (2016-2018)
 USFSP Africa and Atlantic World History faculty search committee (spring 2016)
 USFSP College of Arts and Sciences Academic Programs Committee (2014-2016), co-chair in 2015-16
 Chair, USFSP College of Arts and Sciences Faculty Council (2012-2013)
 USFSP American History faculty search committee (2012-2013)
 Vice Chair, USFSP College of Arts and Sciences Faculty Council (2011-2012)
 Chair, USFSP College of Arts and Sciences Academic Programs Committee (2011-2012)
 USFSP Florida Studies faculty search committee (2011-2012)
 Chair, USFSP Program in Graphic Design (December 2008-August 2011)
 USFSP Academic Advising search committee (fall 2009)
 Chair, USFSP Graphic Design faculty search committee (two positions, 2008-2009)
 USFSP College of Arts and Sciences Tenure and Promotion Committee (2007-2009)
 USFSP College of Arts and Sciences Faculty Council (2007-2009)
 USFSP College of Arts and Sciences Academic Programs Committee (Jan 2006 – May 2008)
 USFSP College of Arts and Sciences Dean search committee (2006-2007)
 USFSP Graphic Design faculty search committee (2005-2006)
 USF Tampa Roman History faculty search committee (fall semester 2004)
 USFSP Graphic Design faculty search committee (2002-2003)

OTHER PROFESSIONAL EXPERIENCE:

Assistant Curator of Greek and Roman Art, Michael C. Carlos Museum, Emory University (1998–2000)
 Curatorial Assistant for Special Exhibitions, MCCM (1998–1999)

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Co-Curator, “*Nike*: Competition and Victory at the Ancient Greek Festival Games,” MCCM (1996)
Research Assistant for the exhibition “Reflections of Women in New Kingdom Egypt,” MCCM (1994)
Andrew W. Mellon Intern/Research Assistant for the exhibition “From Hannibal to St. Augustine: Ancient
Art of North Africa from the Musée du Louvre,” MCCM (1993)
Curatorial Assistant for Greek and Roman Art, MCCM (1992–1996)
Curatorial Assistant for Ancient Near Eastern Art, MCCM (1992-1993)

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Consolidated Unit - College of The Arts - Faculty Headcount		
<i>College of The Arts - Tampa Campus</i>	<i>Tenured/ Tenure Earning</i>	<i>Non-Tenure Earning</i>
2401 Dean's Office	2	1
2402 School of Music	23	6
2403 School of Theatre & Dance - Theatre	5	8
2404 School of Art & Art History	20	4
From CIC Charting - Design, Tampa Campus, Baccalaureate (2020-21)	1	
From CIC Charting - Graphic Design, (AA funded) Tampa Campus, Baccalaureate (2022-23)	1	
2405 School of Theatre & Dance - Dance	5	3
2412 University Galleries (CAM)	1	3
2420 Institute Research in Art - Graphic studio		4
2431 Florida Center Community Design & Research		1
2433 School of Architecture & Community Design	9	1
St. Petersburg Campus		
From Verbal and Visual Arts - Graphic Arts	4	1
From History & Politics - Art History	1	
From CIC Charting- Fine/Studio Arts, (AA funded) St. Petersburg Campus, Baccalaureate (2020-21)	2	
From CIC Charting- Architecture, (AA funded) St. Petersburg Campus, Masters (2022-23)	1	
Sarasota- Manatee Campus		
From CIC Charting- Architecture, (AA funded) Sarasota-Manatee Campus, Masters (2022-23)	1	
EXISTING 2018-19 College of The Arts Total		96
Tampa + St. Petersburg Estimate of Initial Consolidated TOTAL		102
TOTAL – Estimate of Existing CoTA Total + Initial Consolidation + CIC Response by Leadership to Faculty Hires Plan - in Yellow Highlight		108

Consolidated Unit - College of The Arts - Student Headcount (based on Fall 2018 enrollments)			
<i>Data from ODS - Student Enrollment Cube; Enrollment Count Distinct; Fall Only; 2018-19</i>			
<i>College of The Arts - Tampa</i>	<i>Undergraduate</i>	<i>Graduate</i>	<i>Total</i>

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2433 School of Architecture & Community Design - ARC	80	86	166
2433 School of Architecture & Community Design PAR Pre-Architecture	103	0	103
2433 School of Architecture & Community Design - Urban & Community Design		7	7
2404 School of Art & Art History	344	47	391
2403 School of Theatre & Dance - Dance	65	0	65
2403 School of Theatre & Dance - Theatre	99	0	99
2402 School of Music	228	76	304
USF St. Petersburg			
GRA Graphic Design	20	0	20
GRAP Graphic Arts	19	0	19
		TOTAL	1174

Additional Notes - Student count:

- *St. Petersburg Graphic Arts Program currently reports 85 in the 'Foundations' (i.e. 'pre-majors') not included in charting above.*
- *There is no degree program offered in Art History on the St. Petersburg campus.*

4. Do you anticipate an academic "presence" on each campus? What is the scope and timeline? (Optional: If you would like to provide a timeline graphic, either print ready or legibly drawn, please upload it to your cluster's Box folder following the instructions on Page 1.)

The Consolidated College of The Arts anticipates a presence on all three campuses with course offerings on Tampa, St. Petersburg and Sarasota-Manatee Campuses

- *Consolidation Recommendation: Additional courses from disciplinary areas across CoTA will be offered at Tampa, St. Petersburg and Sarasota/Manatee campuses as determined by CoTA faculty and administration in consultation with faculty and programs, pending funding and appropriate space availability.*

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EXISTING DEGREES - The College of the Arts

Tampa Campus:

Bachelor Degree Programs

- *Bachelor of Arts*
- *Bachelor of Fine Arts*
- *Bachelor of Music*
- *Bachelor of Science*
- *Accelerated - Architecture Program*

Graduate Degree Programs

- *Master of Architecture (M.Arch.)*
- *Master of Arts (M.A.)*
- *Master of Fine Arts (M.F.A.)*
- *Master of Music (M.M.)*
- *Master of Urban and Community Design (M.U.C.D.)*
- *Doctor of Philosophy (Ph.D.)*

St. Petersburg Campus:

- *Bachelor of Fine Arts - Graphic Arts: <https://www.usfsp.edu/vva/about/>*

PROPOSED OPTIONS FOR COURSE OFFERINGS

Dance Course that will be offered for non-majors on the St. Petersburg and Sarasota-Manatee Campus online:

- *DAN 2100 – Understanding the Dance Experience (3) – On-line; Gen Ed - Creative Thinking*

Dance courses that could be offered for non-majors on the St. Petersburg and Sarasota-Manatee Campus pending funding and appropriate space availability:

- *DAA 2100 – Fundamentals on Modern (2) – would need studio space*
- *DAA 2200 – Fundamentals of Ballet (2) - would need studio space*
- *DAA 2500 – Fundamentals of Jazz (2) - would need studio space*
- *DAA 3395 – World Dance (1) - would need studio space*
- *DAA 3624 – Dance Improvisation (2) - would need studio space*

Theatre courses that will be offered for non-majors on the St. Petersburg and Sarasota-Manatee Campus online:

- *THE 2000 – Theatre and Culture (3) – On-line; Gen-Ed Knowledge tier – Humanities*
- *THE 2252 – Great Performances on Film (3) – On-line; currently FKL*
- *THE 4574 – Sport as Performance (3) – On-line; Gen Ed - Cultural Diversity*

Theatre courses that could be offered for non-majors on the St. Petersburg and Sarasota-Manatee Campus pending funding and appropriate space availability:

- *THE 2305 – Script Analysis (3)*

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- *THE courses in theatre history or literature*
- *TPA 3007 – Introduction to Theatre Design (3)*
- *TPP 2110 – Acting I*
- *TPP 3121 – Improvisation*
- *TPP courses (acting, voice and movement)*

Art & Art History courses that will be offered for non-majors on the St. Petersburg and Sarasota-Manatee Campus online:

- *ARH 2000 Art & Culture*
- *ARH 2050 History of Visual Arts I*
- *ARH 2051 History of Visual Arts II*
- *ARH 3001 Introduction to Art*
- *ART 2201C Concepts and Practices I*
- *ART 2500C Beginning Painting*
- *FIL 3854 Film Art*

Art & Art History courses that could be offered for non-majors on the St. Petersburg and Sarasota-Manatee Campus pending funding and appropriate space availability:

- *ARH 2050 History of Visual Arts I*
- *ARH 2051 History of Visual Arts II*
- *ARH 4450 Twentieth Century Art*
- *ARH 4475C Contemporary Issues in Art*
- *ART 2201C Concepts and Practices I*
- *ART 2301C Concepts and Practices II*
- *ART 2301C Beginning Drawing*
- *ART 2400C Beginning Printmaking*
- *ART 2500C Beginning Painting*
- *ART 3310C Intermediate Drawing*
- *ART 3403C Intermediate Printmaking*
- *ART 3465 Digital Printmaking*
- *ART 3610C Digital Modeling*

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- *ART 3612C Beginning Video, Animation and Digital Arts*
- *ART 3616C Computer Animation*
- *DIG 3119C Digital Drawing*
- *DIG 3306C Digital Animation*
- *DIG 3323C Digital Sculpture*
- *DIG 3465C Visual Storytelling*
- *PGY 2401C Beginning Photography*
- *PGY 3410C Intermediate Photography*

Music courses that will be offered for non-majors on the St. Petersburg and Sarasota-Manatee Campus online:

- *MUH 2020: The History of Blues and Rock (Tier 2)*
- *MUH 2051: Folk/Traditional Music World Cultures (a music major course - available to non-music majors)*
- *MUH 3016: Survey of Jazz (Tier 2)*
- *MUL 2010: Music and Culture (Tier 1)*
- *MUL 3001: Issues in Music (Tier 2)*
- *MUL 3011: Western Art Music in Your Life*
- *MUS 4930: All you need is Love (Beatles) (submitted for Enhanced General Education)*
- *MUS 4931: Introduction to Pro Tools*
- *MUS 4931: Beginning Guitar*

Music courses that could be offered for non-majors on the St. Petersburg and Sarasota-Manatee Campus pending funding and appropriate space availability:

- *No courses or studios at this time*

Architecture & Community Design courses that will be offered for non-majors on the St. Petersburg and Sarasota-Manatee Campus online:

- *ARC 2701/5731 Architecture History 1, (3)*
- *ARC 2702/5732 Architecture History 2, (3)*
- *ARC 2211 Introduction to Architecture, (3)*
- *ARC 4784/5931 The City, (3)*
- *ARC 4931/5931 Architecture & Film, (3)*
- *ARC 4931/5931 The Sustainable City, (3)*

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- *ARC 4931/5931 Design Now: From Ferraris to iPhones*

Architecture & Community Design courses that could be offered for non-majors on the St. Petersburg and Sarasota-Manatee Campus pending funding and appropriate space availability:

- *ARC 2131C Intro to Architecture Design & Graphics 1 (pre-arch students), (4)*
- *ARC 2135C Intro to Architecture Design & Graphics 2 (pre-arch students), (4)*
- *ARC 2180 Intro to Digital Design, (3)*
- *ARC 4931/5931 Special Topics in Architecture, (3)*

5. **What is the proposed academic leadership (and reporting) structure for the unit in a Consolidated USF (and by campus)? (Optional: If you would like to provide an organizational chart, either print ready or legibly drawn, please upload it to your cluster's Box folder following the instructions on Page 1.)**

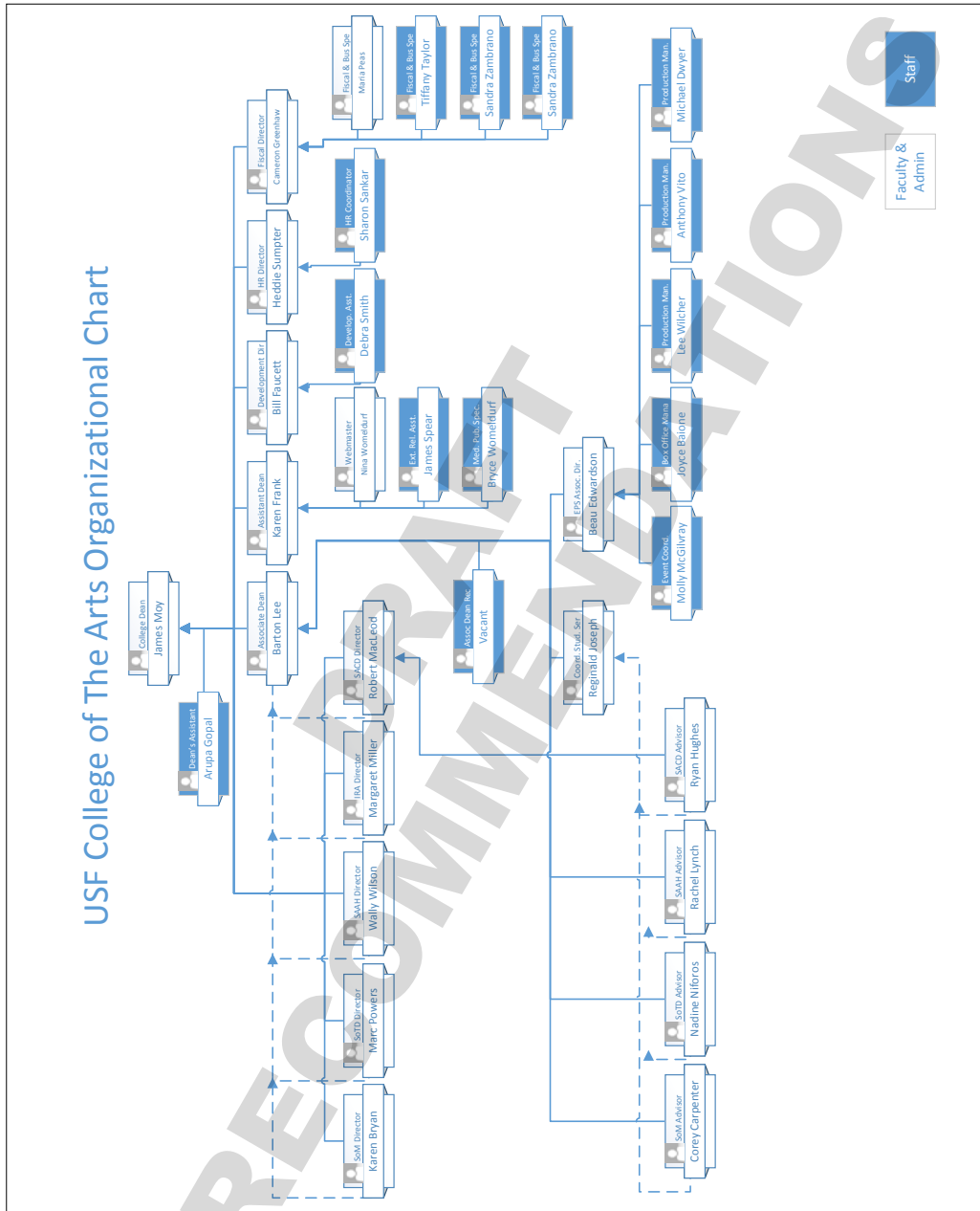
Please see Organizational Charts on the following pages for the College of The Arts and the proposed consolidated School of Art, Art History, & Design.

DRAFT RECOMMENDATIONS

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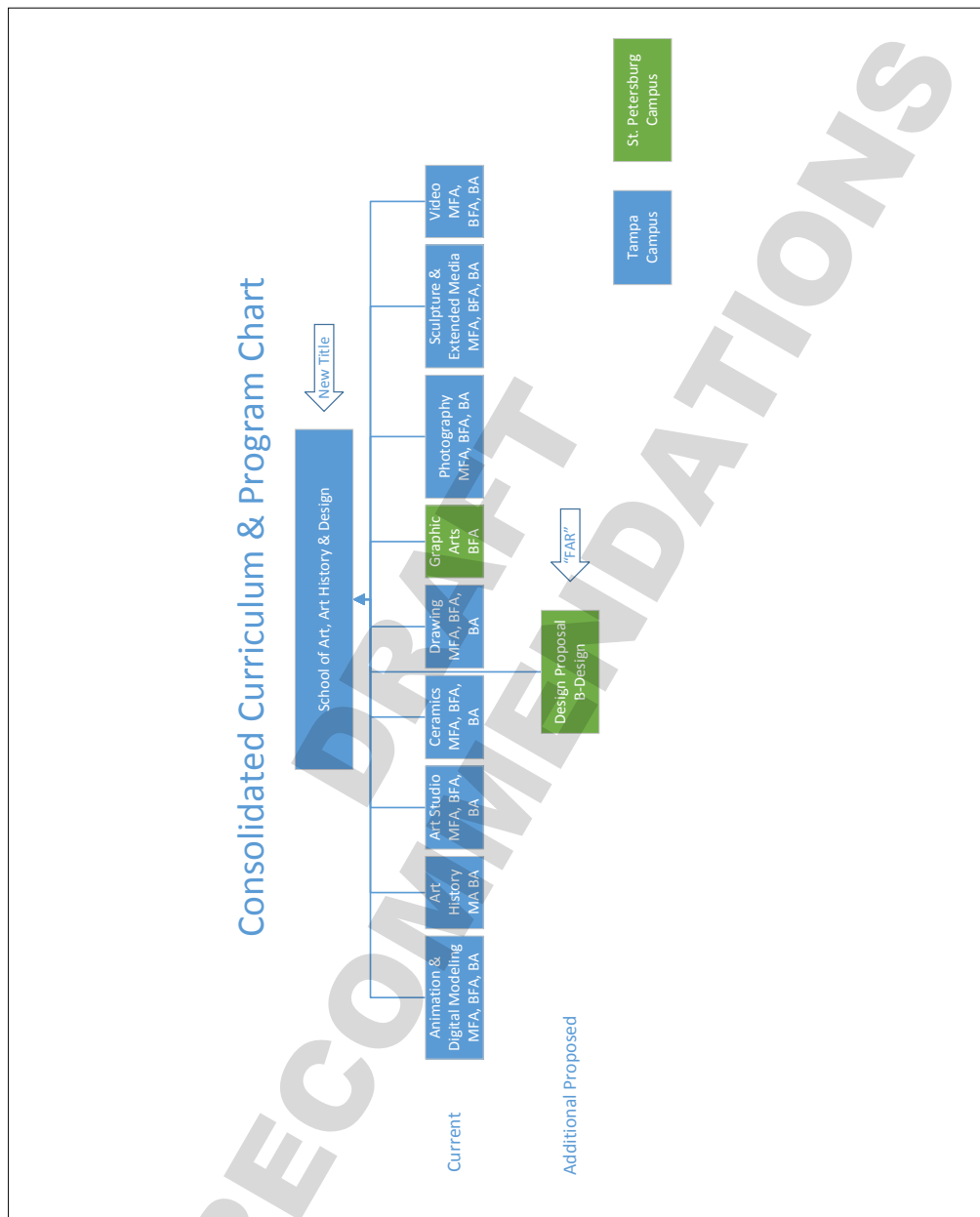
Organizational Charts



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Consolidated Curriculum & Program Chart



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In addition to the information provided by the organizational charts the following are recommendations:

- *School of Art & Art History name and administrative structure*
 - *Consolidation Recommendation:*
- *Change name to: School of Art, Art History & Design*
- *Maintain current administrative structure*
 - *All faculty are direct reports to the School of Art & Art History Director.*
 - *Director of School is a direct report to the Dean-College of The Arts*
- *College of The Arts maintains the current administrative structure.*

DRAFT
RECOMMENDATIONS

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6. **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.). (Optional: If you would like to provide an organizational chart, either print ready or legibly drawn, please upload it to your cluster's Box folder following the instructions on Page 1.)**
- *The faculty within each studio area and in Art History select their area coordinator and once selected are appointed to serve a one-year term.*
 - *The School of Art & Art History Faculty Advisory Committee consists of three members of the tenure-earning and/or tenured Faculty. One member minimum from Art History. Chair elected by the members of the committee. Committee advises the Director on departmental issues including but not limited to: personnel, budgetary allocations, faculty, staff and student issues, departmental goals and mission, student enrollment and recruitment. Committee also administers the Annual Peer Evaluations of Faculty.*
 - *Other committee structures and charges are described in the attached School of Art and Art History By-laws, Approved by Faculty & Staff, March 21, 2014.*
 - *Consolidation Recommendations:*
 - *The By-Laws will be reviewed and revised for inclusion of a representative to the Faculty Advisory Committee from the St. Petersburg campus Graphic Arts Program.*
 - *Continue the various committee operating procedures with appropriate review and inclusion of the Graphic Arts Program representation as appropriate to the committee charge and membership determination.*

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**School of Art and Art History
University of South Florida**

By-laws, Approved by Faculty & Staff, March 21, 2014

<u>Position/Committee</u>	<u>Description</u>
SAAH	<ul style="list-style-type: none"> • Mission Statement • We, the members of the University of South Florida School of Art and Art History, recognize the power of images to construct and reflect the shared consciousness of a culture. We therefore see our mission as the study of visual culture, past and present, in order to understand how images can illuminate and expand, or conceal and limit the worlds they represent; and the creation of art that explores actual, lived life and provides alternative visions for that life. • We value the shared affective and intellectual community life within which art is produced and experienced: the internal communities of the School and the University; the collaborative and interdependent communities crossing art media, art practice, theory and history; and our local and regional communities with which we seek interaction. We emphatically embrace social diversity and respect for the individual; we encourage a sense of citizenship and a global and historical self-location. • We seek to provide a challenging learning environment of research, creativity and experimentation; we emphasize engaged, critical thinking. We investigate new media and technologies, as well as traditional approaches. Finally, we recognize that example is the best teacher and strive through our own creative research to embody the values we wish to impart.
Degree Programs:	<ul style="list-style-type: none"> • Bachelor of Arts, Art History • Bachelor of Arts, Studio Art • Bachelor of Fine Arts, Studio • Master of Arts, Art History • Master of Fine Arts, Studio • Minor in Art History • Minor in Art Studio

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<u>Position/Committee</u>	<u>Description</u>
Director:	<ul style="list-style-type: none"> • Duties and Responsibilities include: • The responsibilities listed in the Academic Director Duties document approved by the Directors Council, 10/15/03, and reviewed in spring 2005. • The areas listed are: Instruction related activities; University, College, and Unit Governance; Faculty, Staff and Students; Administrative; Development; Marketing; PR; Outreach; Budget and Facilities. • The Director will serve as an advocate for Faculty, Staff and Students and work to address the needs and concerns of the School. • The Director will seek the advice and consent of the faculty on the hiring of adjuncts, visiting artists and scholars, and staff; and allocation of budget and other resources.
Assistant Director:	<ul style="list-style-type: none"> • Appointed by the Director with Faculty consultation • Duties and Responsibilities include: • Organizational liaison between the Director and Faculty, Staff and Students. • Course scheduling. • Signatory for the Director as assigned. • Special projects as assigned. • The position is currently vacant.
Faculty:	<ul style="list-style-type: none"> • Voting member composition: • Permanent Full time Faculty (tenure-earning, tenured and non-tenured) – latter category may not vote on issues related to tenure-earning or tenured Faculty. • Non-voting members: Adjunct Faculty, Visiting Artists/Scholars Faculty. • Functions of Faculty meetings: • The function of the Faculty meetings is to discuss and decide with the Director all matters pertaining to the purpose and function of the academic unit. These matters may include but are not limited to: curriculum, student financial aid, budget, research, direction and the strategic goals of the unit, student progress, student issues, tenure and promotion (tenured Faculty only), hiring of adjuncts, hiring of visiting artists and scholars, scheduling of courses, facilities. • Two meetings per semester minimum.
Staff:	<ul style="list-style-type: none"> • Meet regularly with Supervisor and relevant Faculty coordinators. • Annual evaluations as per University guidelines. • Supervisors should seek input from relevant users and stakeholders in preparing Annual Evaluations. • The School Director is assigned final hiring and supervisory responsibility as per University guidelines.

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<u>Position/Committee</u>	<u>Description</u>
<p>Faculty Advisory Committee:</p>	<ul style="list-style-type: none"> • Member composition: This committee consists of three members of the tenure-earning and/or tenured Faculty. One member minimum from Art History. • Chair elected by the committee. • Advise the Director on departmental issues including but not limited to: personnel; budgetary allocations, Faculty, Staff and Student issues, departmental goals and mission, student enrollment and recruitment. • Annual Peer Evaluations of Faculty. • Collect information for the evaluation of the Director. This is undertaken in cooperation with the Dean as per Guidelines of the College.
<p>Tenure and Promotion Committee and Procedures:</p>	<ul style="list-style-type: none"> • Member composition: All Faculty who are tenured. • Chair is the most senior faculty member present or as elected by the committee. • <u>Progress Toward Tenure:</u> Annually the committee will convene in Spring semester and prepare a narrative statement of the <u>progress of tenure-earning faculty</u>. It will also include suggestions that will help the candidate successfully receive tenure. • <u>Mid Point Review:</u> The committee will evaluate the Mid Point Review materials prepared by the tenure-earning Faculty member(s) and write statements for the College T&P Committee. • <u>Tenure and Promotion Applications:</u> After review of the T&P packet of application and materials, the committee will discuss, vote, and write a summary to be included in the tenure application document. • Eligible voting faculty who will not be present at the meetings may submit vote/ballot to the Office Manager prior to the meetings. • Tenured Faculty may be asked to mentor a tenure-earning faculty member. • <u>Instructors seeking promotion:</u> Faculty will identify a review and recommendation committee. • <u>Full Professor Promotion:</u> Committee comprised of all Full Professors in the Unit. If there are not enough Full Professors in the Unit, Associate Professors from the Unit or Full Professors from other units may serve as the Committee.
<p>Visiting Artists & Scholars Committee:</p>	<ul style="list-style-type: none"> • Member composition: Faculty as determined at time of new committees for subsequent years. Chair elected by committee. • May also include representatives from IRS as well as students. • Once the anticipated budget is known, committee chair sends out a call for proposals. Committee makes final decisions and posts results. • For selected artists and scholars, the nominating Faculty member acts as "host" and assists Staff with correspondence, transportation, itinerary, liaison with students and lecture introduction.

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Position/Committee	Description
Kennedy Family Residency:	<ul style="list-style-type: none"> Faculty voted to alternate the Kennedy appointment every other year between Art History and Art Studio. The respective Faculty in each of the two will establish a process for selection of the appointee. And inform the Director of the choice. The Director is solely responsible for the appointment process. For the selected appointee, the nominating Faculty member acts as “host” and assists staff with correspondence; course determination; formal lecture date; acclimation to the community, University and School; liaison with students. The Director introduces the Kennedy appointee at the formal lecture. Adopted by Faculty vote: April 4, 2014
Curriculum:	<ul style="list-style-type: none"> This function is carried out by the Faculty Advisory Committee or by Faculty who propose changes to the curriculum.
Search Committees:	<ul style="list-style-type: none"> Member composition: Follow University and College guidelines for committee membership. The core of the committee should be well represented by the Unit and/or area for which the search is designed to fulfill. Search facilitator selected by the Director from Staff. For Faculty searches, the committee may seek a formal meeting with all Faculty prior to making final assessments and recommendations to the Director and Dean. Staff searches should include at least one Staff member and one Faculty on the committee.
Unit Areas:	<ul style="list-style-type: none"> Areas are: Art History, Painting/Drawing/Printmaking (PDP), Sculpture and Extended Media (includes Ceramics), Photography, Video/Animation & Digital Arts (VADA), Foundations Studio (Concepts & Practices).

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Position/Committee	Description
<p>Art History Area Duties:</p>	<ul style="list-style-type: none"> • <u>Advisory Committee</u> art history representative (one-year appointment) • <u>M.A. Coordinator</u> <ul style="list-style-type: none"> - correspond with prospective students year-round - oversee dissemination of information to prospective students (paper material, etc.) - meet with prospective students during academic year - oversee program advertisement and recruitment materials - conduct annual orientation for new M.A. students - advise M.A. students throughout year on their coursework, TA-ships, future studies and professional work - advise M.A. students on thesis committee assignments and questioners for defenses, including all paperwork - oversee TA assignments <ul style="list-style-type: none"> - oversee admissions process, including all official correspondence, determination of fellowships and TA-ships - organize and coordinate M.A. Candidacy Presentations <ul style="list-style-type: none"> - oversee M.A. program and curriculum, initiate discussion of possible changes, research and propose alternatives -no summer assignment other than correspondence with prospective students -one course release annually • <u>Art History Coordinator</u> (one-year appointment) <ul style="list-style-type: none"> - create class schedule for fall and spring - initiate meetings and set agendas <ul style="list-style-type: none"> - serve as liaison between Director/staff and art historians when decisions need to be made or meetings arranged - oversee and delegate tasks for annual art history reception (fall or spring) <ul style="list-style-type: none"> - serve as liaison between Richard Olinger (Art Advisor) and faculty when decisions about course substitutions, waiving requirements, etc., come up. • <u>Website Coordinator</u> (liaison to Unit Tech Staff) <ul style="list-style-type: none"> - oversee updating of student and faculty information - post events - keep lists of graduate symposia, grants, and other opportunities up-to-date • <u>Liaison to student-run Art History Association</u> • <u>Jury for art history prize at student show</u> (two required) <ul style="list-style-type: none"> spring <p><u>All-faculty responsibilities:</u> Admissions (spring) M.A. Candidacy presentations (usually once a year) Thesis committees Oral exams</p>

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<u>Position/Committee</u>	<u>Description</u>
Art History Area Duties Continued:	<ul style="list-style-type: none"> • <u>All-faculty responsibilities:</u> Admissions (spring) M.A. Candidacy presentations (usually once a year)
Area Coordinators:	<ul style="list-style-type: none"> • Submission of proposed Area teaching schedule to Office. • Representative to the Office and the Director on behalf of the Area. • Primary liaison with Staff relevant to Area.
Graduate Program Coordinators:	<ul style="list-style-type: none"> • Appointed by the Director • Primary liaison for graduate students; issues and concerns related to the graduate programs. • Establish calendar deadlines. • Assignment of work spaces (offices and studios). • Recruitment and interviews with prospective students. • Nominate students for awards. • Participate in Orientation. • Maintain Procedures and ensure posting on website and University catalog.
Appointments of Graduate Assistants:	<ul style="list-style-type: none"> • Studio: "Due to cut backs in funding, the following already established guidelines should be adhered to when assigning assistants. <ul style="list-style-type: none"> ○ First priority - Graduate Students should be assigned to teach solo sections. ○ Second priority – Graduate Students should be assigned to learn to teach. (The assignment of students should be first to faculty who are teaching combined courses when available. Students should be assigned to learn to teach in classes when combination classes are not available. Please note Faculty are not guaranteed a graduate student to assist if they are not teaching a combination class. No student should be assigned to two classes to learn to teach. Graduate students may be required to take Instructional Techniques class to be eligible to teach the next semester at the discretion of faculty in area. ○ Third Priority – Assist in area as needed and agreed upon by Area Head and Director. Due to funding cuts the numbers of the assistants available to area are subject to reduction. Faculty should avoid using 1st year Graduate Students as strictly area assistants as they should be preparing the graduate students to become effective solo teachers." • Policy approved by Studio Faculty, Aug 17/18, 2009

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<u>Position/Committee</u>	<u>Description</u>
Summer Teaching:	<ul style="list-style-type: none"> While conforming to University and Faculty Union policies and advisories regarding Summer Teaching Assignments, and taking into consideration any budget, credit hour productivity and/or graduation targets, the School of Art and Art History faculty have voted to use a rotation plan for making Summer Teaching Assignments whenever possible. That is, faculty who have taught in a preceding summer will be at a lower priority for the subsequent year than those who did not teach the previous summer. The Director of the School will also consider requests in previous years and new faculty appointments in making final assignments. Policy approved by Faculty July, 2013
Emeritus Status:	<ul style="list-style-type: none"> As per University Guidelines, the process of a retiring professor attaining “Emeritus” status is launched by a letter from the professor indicating an interest in holding the Emeritus title – OR by a nomination letter from a faculty member in the department. Upon the reception of the letter or nomination, the Director will submit the action to the Tenure-earning and Tenured Faculty for a simple vote and comments. The Director will forward the initial letter/nomination to the Dean accompanied by a letter from the Director, endorsing, or not endorsing, the nomination. The letter should briefly evaluate the candidate’s record as a faculty member.
Offices/Work Spaces/Classrooms:	<ul style="list-style-type: none"> Determined by the Director. Faculty offices and Work Spaces are, in general, assigned by seniority of Faculty. Upon available vacancy, the Director contacts Faculty in order of seniority. If senior-most Faculty declines to move, next senior-most Faculty member is contacted – and so on, until vacant office is assigned. During one semester or more of Leave/Sabbatical/Research, Faculty may need to vacate or share offices at discretion of the Director. Same office made available upon full-time return to Faculty.
Amending By-laws	<ul style="list-style-type: none"> The By-laws may be amended by a simple majority vote of the regular faculty.

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7. What are the distinctive strengths within the unit, by campus, and how will they be preserved? (Bulleted lists and tables are acceptable.)

Tampa Campus - School of Art & Art History

- Accredited National Association Schools of Art & Design
- Tampa campus facilities and faculty
- Significant endowments
- Unique curriculum at Tampa for both undergraduate and graduate Studio and Art History

How preserved:

- The undergraduate Studio curriculum will be more than preserved, it will definitely be enhanced with new course offerings. Undergraduate students will be the clear benefactors.
- At the graduate level on the Tampa campus, there would not be any negative or significant impact on the strengths of the MFA.
- For Art History, the curriculum at Tampa will be enhanced with re-location of Dr. Bundrick and her research/teaching specialty in Ancient Greek and Roman Art (not currently offered on Tampa campus).
 - At both the undergraduate and graduate levels.
 - Will expand the curriculum offerings at Tampa campus, including upper-level courses in the ancient Mediterranean.
 - Opportunities for students pursuing the MA in Art History will be augmented and support enrollment growth.
 - Will foster connections with CAS departments which include classics/archaeology faculty and with the Tampa Museum of Art, increasing student opportunities.

St. Petersburg Campus - Graphic Arts Program

- The program was conceived and housed at St Petersburg campus, and so forms part of the campus' distinctive identity and offerings.
- The current Graphic Arts Program was initiated in 2003 as a BFA in Studio Art with a concentration in Graphic Design. The Studio Art BFA Graphic Arts Program was moved to a new BFA (CIP 500409) and new title (Graphic Arts) in 2016-17.
- With Consolidation
 - While maintaining residence on St. Petersburg campus, consolidation with the Tampa campus School of Art and Art History will broaden opportunities for both St Petersburg and Tampa students.
 - Continued residence at St Petersburg campus will maintain local arts connections, while being a program under the College of The Arts, Tampa, will provide opportunities for expanding and developing the arts community and partnerships for both the St. Petersburg and Tampa campus programs.

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- *The addition of Studio courses will enhance the curriculum.*
- *The undergraduate students will be the clear benefactors.*

How preserved:

- *The hire of a specialist in the History of Design for the St. Petersburg campus.*
- *Departure of the Art History position (S. Bundrick) from USFSP will not negatively impact the Graphic Arts program, as ancient Greek and Roman art do not form part of the Graphic Arts curriculum. Enhanced General Education art history survey courses can be taken by St. Petersburg campus students online (already offered by Tampa campus), and these and other courses can also be taught by adjuncts or other instructors as needed. Graphic Arts students benefit from upper level courses in modern and contemporary art history, currently taught by adjunct instructors at St Petersburg campus.*

Tampa Campus - School of Theatre and Dance degree programs

- *Accredited National Association Schools of Theatre*
- *Accredited National Association Schools of Dance*
- *Tampa campus facilities and faculty*
- *Significant endowments.*
- *Dance has recently been noted as ranking in the top 25 by OnStage Blog of dance programs nationally, and the College Magazine (925,000 monthly readers) named USF as one of the top 10 schools for dance in 2019. <https://www.collegemagazine.com/the-top-10-schools-for-dance-in-2019/>*

How preserved:

- *Course offerings on the other campuses will offer opportunities for:*
 - *Increasing SCH production.*
 - *Programmatic offerings on the other campuses*
 - *Potential increased experience for majors*
 - *Potential increased revenues from box office and donor awareness.*

Tampa Campus - School of Architecture & Community Design

- *Research Center – The Florida Center for Community Design & Research (FCCDR) is interlocked with the SACD and emphasizes, among other issues, the following:*
 - *Community design and engagement*
 - *Alternative and affordable housing*
 - *Resiliency and the crisis of rising sea levels*
 - *Accredited National Architectural Accrediting Board*
 - *Tampa campus facilities and faculties*

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- *Significant endowments*
- *The degree program emphasizes the following:*
 - *Formal/spatial intelligence*
 - *Making as an act of Thinking*
 - *Skilled problem solving*
 - *Technical intelligence in building systems integration*
 - *Urban design and community engagement*
 - *Rich pedagogical structure including (and especially) beginning design*

How preserved:

- *St. Petersburg and Sarasota-Manatee communities offer extraordinary opportunities for students to work with residents on real problems and assist in turning possible projects into real projects.*
- *The diverse skill set emerging from the Tampa campus School of Architecture and Community Design and FCCDR is readily transferable to all USF campus locations.*
- *Strong connections in the community allow for important adjunct and visiting faculty participation.*
- *St Petersburg offers a particularly rich walkable urban environment, highlighted by the waterfront location, diverse building and housing stock and strong creative culture. It serves both as a laboratory and a teaching tool.*
- *Sarasota is known for its extraordinary stock of mid-century modernist buildings. It, too, serves as a teaching tool and urban laboratory.*
- *All USF locations/communities are and will continue to be impacted by issues of climate change, resiliency and sea level rise. This is an area of expertise for the SACD/FCCDR. We can serve as partners and visionaries working with the community to address these important issues*
- *The City of St. Petersburg has agreed to supply and renovate a facility to be used as a School of Architecture & Community Design program design studio space. The facility will be occupied by later summer 2019.*

Tampa Campus: School of Music

- *Accredited National Association of Schools of Music*
- *Tampa based state-of-the-art facility*
- *Tampa-based All Steinway school*
- *Significant endowments*
- *Strong curricular offerings, including:*
 - *Bachelor of Arts degree that has a strong liberal arts basis and pathways for students wishing a broader curricular experience*

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- *A Bachelor of Science degree that offers a progressive program in music education, providing well-prepared educators for the community*
- *A comprehensive Bachelor of Music program that provides professional and comprehensive performance programs. The composition and jazz programs are receiving positive national attention.*
- *Broad community opportunities for performance and community engagement/outreach*

How preserved:

- *The graduate and undergraduate curricula will be preserved.*
- *Expanded performance opportunities on both the St. Petersburg and the Sarasota/Manatee campuses for graduate and undergraduate students*
- *Increased visibility and donor awareness in both communities*
- *Increased ticket revenue and expanded community/donor visibility and awareness*
- *Increased potential for SCH generation through courses not generally taken by music majors, particularly the guitar instruction and ProTools tutorials. This could gradually be expanded to other areas as well.*

8. Identify any accredited programs and explain the process/timeline for [re]accreditation of programs in the unit under Consolidation. (Bulleted lists and tables are acceptable.)

Please see documents:

- *National Association Schools of Art & Design Handbook*
 - [*Q8 Accreditation K1-Arts&Design NASAD Handbook.pdf*](#)
- *Harbor Hall renovation and equipment proposal on next page*

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Harbor Hall Renovation



1. BUILDING

FUNCTIONAL

- DESIGNATE ALL OF HARBOR HALL FOR GRAPHIC ARTS PROGRAM
 - Enlarging classrooms, tear down wall **\$50,000**
 - Storage vault back from library for student work area.
 - Community Room becomes Gallery (NASAD requirement)
 - **JOSEPHINE HALL GALLERY**
 - As a gesture of appreciation and to establish her permanent legacy to the visual arts.
 - Upstairs renovation (projection podium, furniture, critique space) **\$20,000**
 - Lighting updates for classrooms and gallery **\$50,000**
 - More rooms will give us designated space for Illustration students, Junior work area, and Senior work area. This is a selling point for potential students. During our 2016 Peer Review, we discovered that our square footage was a lot less than our peer institutions. Now that we are consolidating, our new peers have much more square footage per student, which is an important part of being in the visual arts. For example, Juniors and Seniors at UF are equipped with a Mac, a designated station, and software.
 - Projection podium for room 103 **\$5,000**
- Computer Lab **\$150,000**
 - 12 Mac Stations
 - Room is already wired for this, we need the physical stations.
 - This way students will have access to software programs for their classes beyond the basic Adobe Cloud. Which saves students up to \$1,000 a year.
 - Will allow for more animation based classes for electives.
- Build out building for production based classes **\$300,000**
 - Extend outside of building which would add 1,800 square feet
 - Power for machines

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AESTHETICS

- As a competitive design program, the aesthetics of our current building leave a lot to the imagination. Guest designers have commented on how uninspiring our creative space is. Updating this space would motivate current students while enticing potential.
- Our proposal is to create a committee that involves faculty, admin, and community design professionals. We have alumni at a variety of firms that we could hire to assist with this project. Using students and alumni to make our space memorable is a great thing for our campus.
- **\$75,000**
- Named building?

2. HIRING

- **\$325,000** Endowment to cover an existing Instructor line into a tenure track faculty line.

3. MARKETING

- We currently do not do any promotion or marketing for our program as we are still adjusting to the growth. With a designated building with refreshed aesthetics, we need to create new marketing materials.

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Existing:

All disciplinary degree programs in the College of The Arts are professionally accredited

- *School of Architecture & Community Design is accredited by the National Architectural Accrediting Board.
<http://www.naab.org>*
- *School of Art & Art History is accredited by the National Association of Schools of Art and Design.
<http://www.nasad.arts-accredit.org>*
- *School of Music is accredited by the National Association of Schools of Music.
<http://www.nasm.arts-accredit.org>*
- *School of Theatre & Dance - The Theatre Program is accredited by the National Association of Schools of Theatre.
<http://www.nast.arts-accredit.org>*
- *The Dance Program is accredited by the National Association of Schools of Dance.
<http://www.nasad.arts-accredit.org>*
- *Contemporary Art Museum is accredited by American Alliance of Museums.
<http://www.aam-us.org>*

Consolidation Recommendations:

- *Based on the policies of the National Association of Schools of Art & Design it is our understanding that under any consolidated administrative structure, that the Graphic Arts Program would be an art and design curriculum that must be accredited in order for the Tampa School of Art & Art History to maintain its approved accreditation with NASAD- National Association of Schools of Art & Design.*
- *The St. Petersburg campus Graphic Arts Program is not currently NASAD accredited and will need to prepare and submit a self-study in conjunction with the School of Art & Art History for review, site visit, for consideration of accreditation.*
- *The Harbor Hall renovation and equipment proposal proceed as described in the existing proposal which was distributed for the Graphic Arts Program and attached here as Harbor Hall Renovation. This facility investment will provide the much-needed improvements in order for the Graphic Arts Program to address required standards for accreditation by the National Association of Schools of Art and Design.*
- *Achieve National Association of Schools of Art and Design accreditation site visit for the Graphic Arts Program curriculum by Fall 2022 and notification by the Committee on Accreditation by Spring 2023.*
- *Steps to the required accreditation review for the Graphic Arts Program:*
 - *Contact NASAD for process and timeline*
 - *A member of the Graphic Arts faculty to attend the Fall, 2019 NASAD Conference's training sessions for*

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those schools/programs seeking accreditation.

- *Develop the Self Study, with a submission in Summer of 2022, campus visit during Fall 2022 and eventual notification by the Committee on Accreditation by Spring of 2023.*
- *Prepare documentation as identified by NASAD and in consultation with leadership regarding SACS preparation by end of 2019*
- *Hire History of Design Faculty.*
- *Hire two new faculty to allow the growth of the program with the addition of expanded facilities with the renovation of Harbor Hall and student demand for courses. Positions - Graphic Design, Baccalaureate (AA funded) St. Petersburg Campus, Baccalaureate*

Note the following pages in the NASAD Handbook

- *59: Budget*
- *61: Mentions education for STUDIO faculty*
- *63: Class size*
- *64: Faculty development*
- *56, 64, 66: Facilities*
- *59, 65: Health and Safety*
- *65,68: Student space and Storage*
- *56, 66, 67: Library*

9. **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? (Bulleted lists and tables are acceptable.)**

Data sheets:

- *Recent metrics for St. Petersburg, Graphic Arts Program on the following pages*
- *There is a risk to specialized discipline accreditation for School of Art & Art History, as described in question 8*
- *There are risks for the professional/specialized discipline accreditation in Theatre, Dance, Music, Architecture & Community Design, and the Contemporary Art Museum. Each of these areas will need to submit substantive change documents relative to changes in the structural, administrative, finance areas; faculty governance; delivery and locations of curriculum offerings; etc. as will be determined under a consolidated USF.*

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Graphic Arts Metrics

1.1.a Headcount by Level

Flag Fall	Org Department Hierarchy	Student Level	Org Unit Department	Student CIP Title	Time Unit Year Academic				% Change FY18 to FY19
					2014-2015	2015-2016	2016-2017	2017-2018	
True	Graphic Design	Lower	Graphic Design	500409 - Graphic Design	41	37	38	36	-100.00%
		Upper	Graphic Design	500409 - Graphic Design	41	38	39	38	8.33%
		Grand Total			41	38	39	38	2.65%

Count Enrollment

Student Type: 01 - UnderGraduate

Org Unit Department: Graphic Design

Student Level: Lower

Student CIP Title: 500409 - Graphic Design

Time Unit Year Academic: 2014-2015, 2015-2016, 2016-2017, 2017-2018

% Change FY18 to FY19: -100.00%, 8.33%, 2.65%

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1.1.Lb Headcount by Residency

Flag Fall Org Department Hierarchy	True Graphic Design	Count Enrollment Student Type	Person Residency Type	Org Unit Department	Time Unit Year Academic					% Change FY18 to FY19
					2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	
01 - UnderGraduate	Instate		Graphic Design	41	38	38	37	36	-2.70%	
01 - UnderGraduate	Out of State		Graphic Design			1	1	3	200.00%	
Grand Total				41	38	39	38	39	2.63%	

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1.1.d Enrollment by Level by Academic Year (SCF)

Course Org Department	Flag	Org Unit Department	Course Level Title	Time Unit Year Academic				% Change FY18 to FY19	
				2013-2014	2014-2015	2015-2016	2016-2017		2017-2018
Course Org Department: 1-ARTS	True								
Credit Hours Gross				849.00	801.00	912.00	875.00	894.00	729.00
Undergraduate		2404 Cupa School Art & Art History	Lower Level	726.00	706.00	371.00	468.00	552.00	561.00
Graduate		2404 Cupa School Art & Art History	Upper Level			8.00	6.00	8.00	7.00
Grand Total			Grad I	1,575.00	1,507.00	1,291.00	1,356.00	1,454.00	1,297.00

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1.1.6 Enrollment by Level by Academic Year (SCH)													
TOTAL SCH FROM ALL MAJORS ART SCHOOL 2404 SCH													
Course Org Department	Flag	Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	% Change	
2404 Cupa School Art & Art History		Lower Level	849.00	917.00	876.00	804.00	729.00					-18.46%	
2404 Cupa School Art & Art History		Upper Level	726.00	371.00	468.00	551.00	561.00					1.63%	
2404 Cupa School Art & Art History		Grand Total	1,575.00	1,288.00	1,344.00	1,355.00	1,290.00					-10.80%	
TOTAL SCH WITH COURSE INFO FROM GRAPHIC DESIGN MAJORS ART SCHOOL 2404 SCH													
Org Unit Major Hierarchy	Course Org Department	Flag	Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	% Change
2404 Cupa School Art & Art History	ART - 2001 CONCEPTS AND PRACTICES I		2014-2015	3.00									
2404 Cupa School Art & Art History	ART - 2002 DIGITAL IMAGING		2014-2015	57.00	51.00	48.00	42.00						
2404 Cupa School Art & Art History	GRA - 2100 GRAPHIC DESIGN		2014-2015	60.00	51.00	51.00	54.00						
2404 Cupa School Art & Art History	GRA - 2200 TYPOGRAPHY		2014-2015	65.00	51.00	60.00	60.00						
2404 Cupa School Art & Art History	ART - 4400 INTERMEDIATE ART		2014-2015	42.00	42.00	42.00	63.00						
2404 Cupa School Art & Art History	ART - 4500 INTERMEDIATE DRAWING		2014-2015	42.00	3.00								
2404 Cupa School Art & Art History	ART - 4624 VISUAL DESIGN: INTERNET		2014-2015	45.00	60.00	51.00	54.00						
2404 Cupa School Art & Art History	ART - 4900 DIRECTED STUDY		2014-2015	1.00	2.00	10.00							
2404 Cupa School Art & Art History	ART - 4930 ADVANCED ILLUSTRATION		2014-2015										
2404 Cupa School Art & Art History	ART - 4980 ST. DESIGN SIGNS & SYMBOLS		2014-2015										
2404 Cupa School Art & Art History	ART - 4990 ST. MOTION GRAPHICS		2014-2015										
2404 Cupa School Art & Art History	GRA - 3100 GRAPHIC DESIGN I		2014-2015	69.00	51.00	60.00	60.00						
2404 Cupa School Art & Art History	GRA - 3700 INTRODUCTION TO MULTIMEDIA SYSTEMS		2014-2015	69.00	54.00	60.00							
2404 Cupa School Art & Art History	GRA - 3735 MULTIMEDIA SYSTEMS II		2014-2015										
2404 Cupa School Art & Art History	GRA - 4930 GRAPHIC DESIGN: SENIOR STUDIO		2014-2015	45.00	60.00	51.00	51.00						
2404 Cupa School Art & Art History	PSY - 4822 DIGITAL MEDIA II		2014-2015	45.00									
			Grand Total	442.00	440.00	436.00	450.00	404.00					
TOTAL SCH WITH COURSE INFO FROM ALL MAJORS EXCEPT GRAPHIC DESIGN MAJORS ART SCHOOL 2404 SCH													
Org Unit Major Hierarchy	Course Org Department	Flag	Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	% Change
2404 Cupa School Art & Art History	ARH - 2050 HISTORY OF VISUAL ARTS I		2014-2015	240.00	336.00	288.00	218.00	213.00					
2404 Cupa School Art & Art History	ARH - 2051 HISTORY OF VISUAL ARTS II		2014-2015	262.00	138.00	189.00	231.00	80.00					
			Grand Total	502.00	474.00	477.00	449.00	293.00					

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1.3.d Degrees Awarded
 Should be able to use this cube by entering the credentials when the dialog box asking for the same pops up when you try to make any changes to it

Org Unit Campus	USF St. Petersburg	Count Degree Awarded	Column Labels	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Spring 18 Grads	Total
Org Unit College	Arts and Sciences USFSP									
Org Department	Hierarchy									
	Graphic Design									
Row Labels										
Bachelor		14	16	20	16	2			0	0
Graphic Design		14	16	20	16	2			0	0
Grand Total		14	16	20	16	2			0	0
									0	0
									0	0
									0	0
									0	0
									0	0
									0	0
									0	0
									0	0
									0	0

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% 6 56 28 12

	Year	Class 2-9	Class 10-19	Class 20-29	Class 30-39	Class 40-49	Class 50-99	Class 100+
Class Lecture	2018-2019	1	10	5	2	0	0	0
Class Lecture	2017-2018	3	8	6	3	0	0	0
Class Lecture	2016-2017	2	9	2	3	1	0	0
Class Lecture	2015-2016	0	7	5	3	0	0	0
Class Lecture	2014-2015	0	9	6	2	1	0	0
Class Lecture	2013-2014	1	7	6	1	3	0	0
Discussion	2018-2019	0	0	0	0	0	0	0
Discussion	2017-2018	0	0	0	0	0	0	0
Discussion	2016-2017	0	0	0	0	0	0	0
Discussion	2015-2016	0	0	0	0	0	0	0
Discussion	2014-2015	0	0	0	0	0	0	0
Discussion	2013-2014	0	0	0	0	0	0	0
Laboratory	2018-2019	0	4	1	0	0	0	0
Laboratory	2017-2018	0	3	2	0	0	0	0
Laboratory	2016-2017	0	2	2	0	0	0	0
Laboratory	2015-2016	1	2	2	0	0	0	0
Laboratory	2014-2015	0	4	2	0	0	0	0
Laboratory	2013-2014	0	6	0	0	0	0	0

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1.2.b Second Year Retention Rate (Preeminence - Academic Progress Rate)									
Student Department Hierarchy	USF St. Petersburg (Multiple Items)								
Student Level	(Multiple Items)								
Student Recent Admit Type	B	Not N							
Student Termination Status	(Multiple Items)	Only B							
Degree Type Highest Student	(Multiple Items)	Not Deceased; not Withdrew during term							
Flag BCG Accountability FTIC	True	Only Associate in Arts; Associate in Science; GED; High School Diploma; No Degree; Not Reported							
Row Labels	Initial Cohort Size	Enrolled College Year2	% Enrolled College Year2	Enrolled College Year2 With GPA Greater or Equal to 2	% Enrolled College Year2 with GPA>=2	Enrolled Campus Year2	% Enrolled Campus Year2	Enrolled Campus Year2 With GPA Greater or Equal to 2	% Enrolled Campus Year2 with GPA>=2
2016-2017 Cohort	27	20	74.07%	20	74.07%	21	77.78%	21	77.78%
Dean's Office	27	20	74.07%	20	74.07%	21	77.78%	21	77.78%
2015-2016 Cohort	23	15	65.22%	15	65.22%	16	69.57%	16	69.57%

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- We reviewed the following metrics for the Graphic Design (Arts) Program on the St. Petersburg campus:
 - The program accepts majors at Junior standing; Freshmen and Sophomores are coded Pre- Graphic Arts.
 - Headcount by level for 2018-19 at 39 and over 5 years ranged from 38-41 (enrollment limited by space and equipment)
 - SCH for 2018-19 at 1297 and over 5 years ranged from 1297-1575
 - 404 SCH from majors (Juniors and Seniors)
 - 893 SCH from Pre-Graphic Arts (Freshmen and Sophomores)
 - Degrees Awarded for 2017-18 at 16 and over 4 years ranged from 14-20
 - Class size for 2018-19 had rounded: 6% at 2-9; 56% at 10-19; 28% at 20-29; 12% at 30-39 for enrolled students
 - Second year retention for the 2016-17 cohort enrolled college 74.07% and enrolled campus 77.78%
 - No data for FTIC 6-year graduation rate
 - No data for Transfer 2-year graduation rate or 4-year graduation rate
- Advisors and faculty have indicated that Graphic Arts pre-majors who are not accepted as majors, often leave the St. Petersburg campus. We are not aware of any data to track where these students go, but anecdotally, we understand from these advisors and faculty that some students have transferred to Tampa campus and become studio art majors.
 - Consolidation Recommendation:
 - Under a consolidated School of Art, Art History, & Design, the risk of retention between the pre-majors and those accepted to the Graphic Arts program would be somewhat mitigated as there will be a clear and easily available path for students to study in other arts programs on the Tampa campus.
- Currently the Graphic Arts Program has limited access restrictions for staffing and facilities.
 - Consolidation Recommendation:
 - As facilities and equipment improvements are made and faculty are added to the Graphic Arts Program, the limited access numbers would be increased.

10. Other items as approved by the Cluster Leader. (Bulleted lists and tables are acceptable.)

Please see document on following page: Now, Near, Far document for schedule of actions, known at this point

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Now, Near, Far Action Items

Action Item (Assigned Task)	Timing (Now, Near, Far)	Timeline Start Date	Timeline End Date	Resources Needed (Y/N)	If Yes, Provide Comment(s)
Contact NASAD (National Association of Schools of Art and Design) regarding accreditation timing and actions related to Graphic Arts Program on St. Petersburg campus and consolidation	Now	6-Feb-2019	2023	No	Initial contact was made with Karen Moyahan, Executive Director and details about the state's mandate to USF to consolidate where provide for review.
Send a member of the Graphic Arts faculty to attend the Fall, 2019 NASAD Conference's training sessions for those schools/programs seeking accreditation.	Near	By mid-summer 2019	20-Oct-2019	Yes	Travel and Conference expenses - conference dates: NASAD's 75th Annual Meeting will be held October 17-19, 2019 at the Wyndham Grand in Pittsburgh, PA.
Develop the Self Study, with the submission scheduled for Summer 2022, campus visit during Fall 2022 and eventual notification by the Committee on Accreditation by Spring of 2023	Near	Fall 2019	Spring 2023	Yes	Possible part-time hiring to facilitate development of the self study document. Travel expenses for NASAD Review Team for campus site visit. Initial components of this will need to happen NEAR and others FAR
Prepare documentation as identified by NASAD and in consultation with leadership regarding SACS preparation by end of 2019	Near	Fall 2019	Fall 2022	Yes	Other related expenses and personnel needed for accreditation.

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<i>Graphic Arts catalog/ curriculum alignment including advising documents and marketing materials</i>	<i>Near</i>	<i>Spring 2019</i>	<i>Spring 2020</i>	<i>Yes</i>	<i>Intercampus travel</i>
<i>Art History catalog/ curriculum alignment including advising documents and marketing materials</i>	<i>Near</i>	<i>Spring 2019</i>	<i>Spring 2020</i>	<i>Yes</i>	<i>Intercampus travel</i>
<i>Determine how Student advising for Graphic Arts Program will be provided and administered</i>	<i>Near</i>	<i>Fall 2019</i>	<i>ongoing</i>	<i>Yes</i>	<i>Advising Personnel on St. Petersburg campus</i>
<i>Establish a committee, initiate discussion, and develop timeline and planning to include representatives from the Graphic Arts Program and Tampa College of the Arts for the B-Design Degree Program</i>	<i>Near</i>	<i>Fall 2019</i>	<i>Spring 2023</i>	<i>Yes</i>	<i>Intercampus travel</i>
<i>Establish a workgroup to develop recommendations for engagement with the PAInT Center on Sarasota- Manatee campus</i>	<i>FAR</i>	<i>Fall 2020</i>	<i>Spring 2021</i>	<i>Yes</i>	<i>Intercampus travel</i>

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<i>Establish a workgroup with representation from Tampa, St. Petersburg, and Sarasota- Manatee campuses to help identify opportunities for performance, exhibition, lecture presence on all three campuses</i>	<i>FAR</i>	<i>Spring 2020</i>	<i>ongoing</i>	<i>Yes</i>	<i>Intercampus travel; production and personnel costs</i>
<i>Identify the process and take the appropriate actions for the relocation/ transfer of Dr. Sheramy Bundrick appointment and position funding from the St. Petersburg campus to the Tampa campus</i>	<i>Near</i>	<i>Fall 2019</i>	<i>by Fall 2020</i>	<i>Yes</i>	<i>Transfer of position and rate for relocation of Dr. Bundrick to the College of The Arts, Tampa campus</i>
<i>Hire new faculty position for instruction of History of Design</i>	<i>Near</i>	<i>Fall 2019</i>	<i>by Fall 2020</i>	<i>Yes</i>	<i>Interview costs and funding for faculty position</i>
<i>Hire new faculty positions for instruction of Graphic Arts curriculum</i>	<i>Near</i>	<i>Fall 2019</i>	<i>by Fall 2020</i>	<i>Yes</i>	<i>Interview costs and funding for faculty position</i>
<i>Hire 3 faculty by Fall 2020 and 3 faculty by Fall 2022 as charted in response to question 3 of the K1-Arts and Design Response/Proposal document.</i>	<i>Near</i>	<i>Fall 2019</i>	<i>For hires starting Fall 2020 and Fall 2022</i>	<i>Yes</i>	<i>3 new faculty hires by Fall 2020 and 3 new faculty hires by fall 2022 per charting in K1 report and CIC and Taskforce documents</i>

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**CLUSTER K2:
BEHAVIORAL
& COMMUNITY
SCIENCES**

DRAFT
RECOMMENDATIONS

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Cluster 2: Behavioral & Community Sciences**1. What programs (CIP codes), departments and/or schools will be academically “housed” in the unit?*****Behavioral & Community Sciences***51.2212 *Ph.D. in Behavioral & Community Sciences (Tampa)****Department of Child & Family Studies***44.0000 *M.S. in Child & Adolescent Behavioral Health (Tampa)*42.2814 *M.A. and M.S. in Applied Behavioral Analysis (Tampa)**Undergraduate Minor in Applied Behavior Analysis (Tampa)*42.2814 *Ph.D. in Applied Behavior Analysis (Tampa)*51.2310 *M.A. in Rehabilitation & Mental Health Counseling (Tampa)*51.1505 *M.S. in Marriage and Family Counseling on Master Plan (Tampa)****Department of Communication Sciences & Disorders***51.0204 *B.A. in Communication Sciences & Disorders (Tampa)**Deaf Studies concentration (Tampa)**Interpreter Training concentration (Tampa)**Language-Speech-Hearing concentration (Tampa)**Undergraduate minor in Deaf Studies (Tampa)*51.0201 *B.S. in Communication Sciences & Disorders (Sarasota Manatee)**Speech-Language Sciences Concentration (Sarasota Manatee)*51.0000 *B.S. in Health Sciences with concentration in CSD (St. Petersburg)*51.0204 *M.S. in Audiology (Tampa)*51.0204 *M.S. in Speech Language Pathology (Tampa)*51.0202 *Au.D. in Audiology (Tampa)*51.0202 *Ph.D. in Communication Sciences & Disorders (Tampa)*

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Department of Criminology

- 45.0401 *B.A. in Criminology (Tampa)*
Undergraduate minor in Criminology (Tampa)
- 45.0401 *B.A. in Criminology (Sarasota-Manatee)*
Undergraduate minor in Criminology (Sarasota-Manatee)
- 45.0401 *B.A. in Criminology (St. Petersburg)*
Undergraduate minor in Criminology (St. Petersburg)
- 45.0401 *B.S. in Forensic Studies & Justice (St. Petersburg)*
- 45.0401 *B.A. in Criminology + M.A. in Criminal Justice (4+1 Accelerated Program (Sarasota-Manatee))*
- 45.0401 *M.A. in Criminology (Tampa)*
- 45.0401 *M.S. in Cybercrime (Tampa)*
- 45.0401 *Ph.D. in Criminology (Tampa)*
- 43.0103 *M.A. in Criminal Justice Administration (Tampa)*
- 43.0103 *M.A. in Criminal Justice Administration (Sarasota-Manatee)*

Department of Mental Health Law & Policy

- 44.0000 *B.S. in Behavioral Healthcare (Tampa)*
Undergraduate minor in Behavioral Healthcare (Tampa)
Undergraduate minor in Forensic Behavioral Healthcare (Tampa)

School of Aging Studies

- 51.0701 *B.S. in Long Term Care Administration (Tampa)*
- 30.1101 *B.S. in Aging Sciences (Tampa)*
Undergraduate minor in Aging Sciences (Tampa)
Undergraduate minor in Gerontology (Sarasota-Manatee)

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30.1101 *M.A. in Gerontology (Tampa)*30.1101 *Ph.D. in Aging Studies (Tampa)***School of Social Work**44.0701 *B.S.W. in Social Work (Tampa)*44.0701 *M.S.W. in Social Work (Tampa)*44.0701 *M.S.W. in Social Work (Sarasota-Manatee) hosted*44.0701 *Ph.D. in Social Work (Tampa)*44.0701 *M.S.W./M.P.H in Social Work & Public Health (concurrent)*/51.2201 *(Tampa) Note: MPH 51.2201 is in COPH and BCS cannot offer this degree***¹Far Activity**

¹As noted throughout this document. "Far" is defined by the Consolidation Implementation Executive Committee to mean, "Post Consolidation" and one other important clarification is that the School of Public Affairs is not currently 'housed' in this academic unit but under consideration; note results of faculty vote appended below

*Explore expansion to bachelor's degree available on all campuses

**These are concentrations related to CBCS Academic Programs

School of Public Affairs44.0401 *MPA: Master of Public Administration (Tampa)*

- *Undergraduate Minor in Public Administration (Tampa)*
- *Proposed: Transformed Minor * (Academic Year 2019/2020)*
 - *In 'Public Service and Community Leadership'*
- *Proposed: A New Major in Public Service * (Academic Year 2020/2021)*
 - *'Public Service and Community Leadership'*
 - *Four tracks, including integration of undergrad Leadership Studies, plus Public Management, Public Policy, and Urban Studies tracks*

04.0301 *MURP: Master of Urban & Regional Planning (Tampa)**Undergraduate Minor in Urban Studies (Tampa)*

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45.0101 *B.A. in Interdisciplinary Social Sciences (St. Petersburg) ***

- *CSD*
- *Criminology*
- *Aging Studies*
- *Interpreter Training*
- *Multidisciplinary Behavioral Sciences*

45.0101 *B.A. in Interdisciplinary Social Sciences (Sarasota-Manatee)***

- *Environmental Studies*
- *Government & Global Affairs*
- *Crime, Law & Justice*
- *Applied Aging & Well Being*
- *Social Relations & Policy*

2. What existing Centers and/or Institutes (with campus location) are proposed to be housed in the unit?*Bolesta Center (Tampa)**Baker Act Reporting Center (Tampa)**Center for Autism & Related Disorders (Tampa)**Criminal Justice, Mental Health, & Substance Abuse TA Center (Tampa)**Florida Center for Child Welfare (Tampa)**Florida Center for Inclusive Communities and UCEDD (Tampa)**Florida Policy Exchange Center on Aging (Tampa)**Global Center for Speech & Hearing (Tampa)**Interdisciplinary Center for Evaluation and Intervention (Tampa)**Institute of Transitional Research in Adolescent Drug Abuse (Tampa)**Institute for Translational Research in Adolescent Behavioral Health (Tampa)**National Center on Positive Behavior Interventions and Supports (Tampa)*

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*National Center for Pyramid Model Interventions: Young Children's Social Emotional Development (Tampa)**Partnership for Effective Programs for Students with Autism (Tampa)**Rightpath Research and Innovation Center**The Florida Institute of Government (Tampa) ¹*Far Activity***Institute for Public Policy and Leadership (Sarasota-Manatee)***3. What is the estimated (a) full-time faculty headcount, and (b) UG/GR major headcount in the consolidated unit****2.a. Estimated full-time faculty headcount By Campus**

<i>Rank</i>	<i>Tampa</i>	<i>Sarasota Manatee</i>	<i>St. Petersburg</i>	<i>Sub Total</i>	<i>FAR ACTIVITY</i>	<i>School of Public Affairs</i>	<i>Total</i>
<i>01 - Professor</i>	31	3	1	35		na	35
<i>02 - Associate Professor</i>	46	1	3	50		4	54
<i>03 - Assistant Professor</i>	35	3	1	39		5	44
<i>04 - Instructor</i>	51	5	2	58		1	59
<i>Clinical Professor</i>	na	na	na	na		1	1
<i>Visiting Research Professor</i>	na	na	na	na		1	1
<i>99 - No Rank Assigned</i>	13	na	na	na		na	13
Total	176	12	7	195		12	207

By Focus

<i>Academic Department</i>	<i>Tampa</i>	<i>Sarasota Manatee</i>	<i>St. Petersburg</i>	<i>Total</i>
<i>CFS/RMHC</i>	58	na	na	58
<i>CSD</i>	42	4	1	47
<i>Criminology</i>	20	6	5	31
<i>Forensic Studies</i>	na	na	1	1
<i>Mental Health Law & Policy</i>	23	na	na	23
<i>School of Aging Studies</i>	10	na	na	10
<i>School of Social Work</i>	18	2	na	20
<i>Deans Department</i>	5	na	na	5

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<i>Sub total</i>	176	12	7	195
¹FAR ACTIVITY				
<i>School of Public Affairs</i>	12	na	na	12
Total	188	12	7	207

3. b. Estimated Annual Unduplicated Student Headcount 2018-2019 (Info Center)

USF Sarasota Manatee	2018-19
<i>Criminology B.A.</i>	100
<i>Criminology M.A.</i>	3
<i>Criminal Justice M.A.</i>	18
<i>CSD B.S.</i>	173
<i>Social Work MSW</i>	25
USF St. Petersburg	
<i>Criminology BA</i>	190
<i>Forensic Studies & Justice B.S.</i>	43
<i>CSD with concentration in Health Sciences</i>	27
USF Tampa CBCS	
<i>Applied Behavior Analysis M.A.</i>	61
<i>Applied Behavior Analysis M.S.</i>	62
<i>Applied Behavior Analysis Ph.D.</i>	14
<i>Child & Adolescent Behavioral Health</i>	62
<i>Rehab & Mental Health Counseling M.A.</i>	123
<i>CSD Language Speech Hearing Sciences B.A.</i>	428*
*Breakdown:	
<i>Deaf Studies</i>	24
<i>Interpreter Training</i>	114
<i>Language Speech Hearing</i>	299
<i>Speech Language Pathology M.A.</i>	221
<i>AuD62</i>	
<i>CSD Ph.D. 20</i>	
<i>Criminology B.A.</i>	1013
<i>Criminology MA12</i>	
<i>Cybercrime MS33</i>	
<i>Criminal Justice Administration MACJA</i>	41
<i>Criminology Ph.D.</i>	31
<i>Behavioral Healthcare B.S.</i>	204

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<i>Behavioral & Community Sciences Ph.D.</i>	22
<i>Aging Sciences B.S.</i>	22
<i>Long Term Care Administration B.S.</i>	28
<i>Gerontology M.A.</i>	17
<i>Aging Studies Ph.D.</i>	19
<i>Pre Social Work</i>	104
<i>Social Work BSW</i>	112
<i>Social Work MSW</i>	243
<i>Social Work PhD (starting admissions Fall 2019)</i>	na
	3444
'FAR ACTIVITY	
<i>School of Public Affairs</i>	
<i>Public Administration MPA</i>	76
<i>Urban & Regional Planning MURP</i>	53

4. Do you anticipate an academic “presence” on each campus? What is the scope and timeline? (Optional: If you would like to provide a timeline graphic, either print ready or legibly drawn, please upload it to your cluster’s Box folder following the instructions on Page 1.)

Continue current programs on all campuses in:

- *Criminology*
- *CSD*
- *Social Work*

Explore possibility of extending programs to St. Petersburg and Sarasota-Manatee in:

Social Work

- *BSW*

CSD

- *MA*
- *SLP – D (Clinical Doctorate)*

Explore possibility of extending program to Sarasota-Manatee in:

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- *Aging*
 - *Bachelors in Long Term Care Administration*

Explore possibility of extending graduate programs to St. Petersburg

1 FAR ACTIVITY

Explore possibility of programs on all campuses in:

Public Affairs

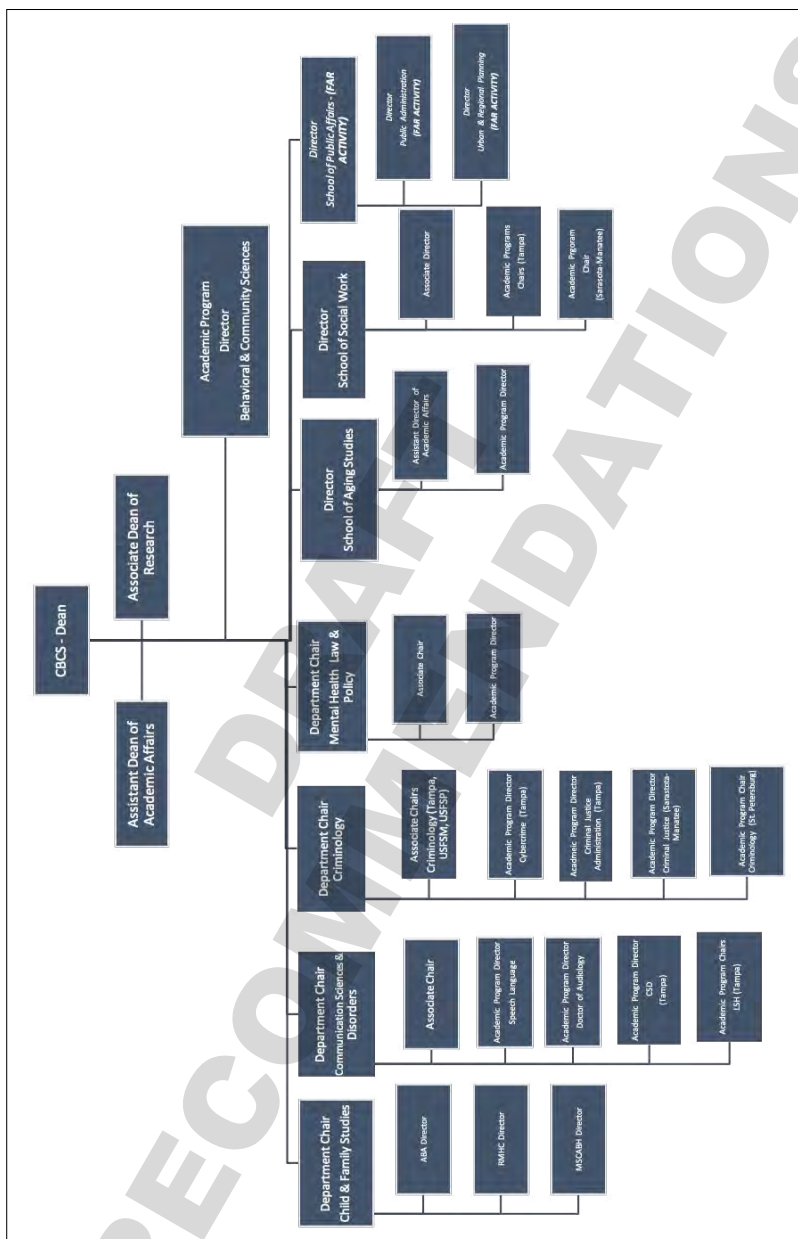
- *Proposed: Transformed Minor in 'Public Service and Community Leadership'*
- *Proposed: A New Major in Public Service: Public Service and Community Leadership'*
- *3-4 concentration tracks, including potential integration of select undergrad Leadership Studies courses, plus Public Management, Public Policy, and Urban Studies tracks*

DRAFT RECOMMENDATIONS

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5. What is the proposed academic leadership and reporting structure for the unit? (see Org Chart)



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6. **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). (Optional: If you would like to provide an organizational chart, either print ready or legibly drawn, please upload it to your cluster's Box folder following the instructions on Page 1.)**

Complete Document Available at <http://intra.cbcs.usf.edu/common/file/CBCSGovernanceDocument.pdf>

Faculty Assembly

Current Language

The voting membership of the Faculty Assembly shall consist of all individuals in the faculty pay plan holding the titles of Professor, Associate Professor, Assistant Professor, Instructor, Lecturer, Instructional Specialist, and Psychologist as well as individuals in the faculty pay plan holding the titles of Associate In ____, Assistant In ____, Coordinator, Research Associate, Program Director, and Counselor/Advisor. Faculty holding titles with Visiting, Emeritus, Research, and Clinical modifiers are included in the Faculty Assembly. The Faculty Council (see Article IV) may at its discretion add position titles to the membership of the Faculty Assembly.

- *All CBCS individuals in the faculty pay plan holding these titles, with the exception of Emeritus, and who are appointed at least .50 FTE are included in the Faculty Assembly.*
- *Emeritus faculty are included in the Faculty Assembly, with or without any FTE appointment.*
- *CBCS administrators with faculty appointments, e.g., Dean, Associate/Assistant Deans, Chairs, are considered members of the Faculty Assembly.*
- *Individuals with "Courtesy" appointments in CBCS and Graduate Assistants are not members of the Faculty Assembly.*

Faculty Council

Current Process

The Faculty Council shall consist of representatives elected from the membership of the Faculty Assembly. Each Department/School will elect one representative. In addition, an alternate will be selected from each department using the process consistent with their governance procedures. Only one person from each Department/School will attend Faculty Council meetings and vote. For purposes of continuity, both the departmental representative and the alternate will receive communications relevant to the work of the Council. Departments/Schools are encouraged to attend to diversity in gender, ethnicity, rank, and career path in their selection of representatives.

Possible Revision

Each Department/School will elect one representative. In addition, USF Sarasota-Manatee and USF St. Petersburg will elect one at-large representative. Likewise, an alternate will be selected from each Department/School/Campus using the process consistent with their governance procedures.

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Tenure and Promotion Committee (tenure-path)

Current Process

Membership of the Tenure and Promotion Committee shall consist of seven tenured faculty members at the rank of Associate Professor and above. Faculty members will serve two-year terms which can be renewed a single time. Each Department or School that does not have a returning member to the Committee should nominate one faculty member for service on this Committee. The Faculty Council will fill half (or half plus one) of the vacancies from the list of nominees. The Dean will select the remaining members of the Committee, from either the list of nominees or additional faculty willing to serve. Ideally, each of the Departments or Schools of the College should be represented, although this is not required in cases where there are insufficient eligible members.

Possible Revision

Membership of the Tenure and Promotion Committee shall consist of nine tenured faculty members at the rank of Associate Professor and above. Faculty members will serve two-year terms which can be renewed a single time. Each Department or School or Campus that does not have a returning member to the Committee should nominate one faculty member for service on this Committee. The Faculty Council will fill half (or half plus one) of the vacancies from the list of nominees. The Dean will select the remaining members of the Committee, from either the list of nominees or additional faculty willing to serve. Ideally, each of the Departments, Schools and Campuses of the College should be represented, although this is not required in cases where there are insufficient eligible members.

Research Professor Promotion Committee (typically doctoral faculty supported by research grants; non-tenure path)

Current Process

Membership of the Promotion Committee for Research Faculty shall consist of five faculty members who are Research Professors, Research Associate Professors, Professors, or Associate Professors. Faculty members will serve two year terms which can be renewed a single time. Each Department or School that does not have a returning member to the Committee and that has at least one faculty member who is a Research Professor or Research Associate Professor should nominate at least one faculty member for service on this Committee. The Faculty Council will fill half (or half plus one) of the vacancies on this Committee from the list of nominees. The Dean will select the remaining members of the Committee, from either the list of nominees or additional faculty willing to serve.

Possible Revision

Membership of the Promotion Committee for Research Faculty shall consist of five faculty members who are Research Professors, Research Associate Professors, Professors, or Associate Professors. Faculty members will serve two year terms which can be renewed a single time. Each Department, School or Campus that does not have a returning member to the Committee and that has at least one faculty member who is a Research Professor or Research Associate Professor should nominate at least one faculty member for service on this Committee. The Faculty Council

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will fill half (or half plus one) of the vacancies on this Committee from the list of nominees. The Dean will select the remaining members of the Committee, from either the list of nominees or additional faculty willing to serve.

Research Associate Path (typically Master's level faculty supported by research grants; non-tenure)

Current Process

Membership of the Promotion Committee for Research Associates shall consist of five faculty members who are Research Associates, Associates In, Research Professors, Research Associate Professors, Professors, or Associate Professors. Faculty members will serve two-year terms which can be renewed a single time. Each Department or School that does not have a returning member to the Committee and that has at least one faculty member who is a Research Associate or Associate In should nominate at least one faculty member for service on this Committee. The Faculty Council will fill half (or half plus one) of the vacancies on this Committee from the list of nominees. The Dean will select the remaining members of the Committee, from either the list of nominees or additional faculty willing to serve.

Possible Revision

Membership of the Promotion Committee for Research Associates shall consist of five faculty members who are Research Associates, Associates In, Research Professors, Research Associate Professors, Professors, or Associate Professors. Faculty members will serve two-year terms which can be renewed a single time. Each Department, School, or Campus that does not have a returning member to the Committee and that has at least one faculty

Instructor Promotion Committee

Current Process

Membership of the Promotion Committee for Instructors shall consist of five faculty members who are Instructors Level 2 or Instructors Level 3. Faculty members will serve two-year terms which can be renewed a single time. Each Department or School that does not have a returning member to the Committee and that has at least one faculty member who is an Instructor Level 2 or Instructor Level 3 should nominate at least one faculty member for service on this Committee. The Faculty Council will fill half (or half plus one) of the vacancies on this Committee from the list of nominees. The Dean will select the remaining members of the Committee, from either the list of nominees or additional faculty willing to serve.

Possible Revision

Membership of the Promotion Committee for Instructors shall consist of seven faculty members who are Instructors Level 2 or Instructors Level 3. Faculty members will serve two-year terms which can be renewed a single time. Each Department, School, or Campus that does not have a returning member to the Committee and that has at least one faculty member who is an Instructor Level 2 or Instructor Level 3 should nominate at least one faculty member for service on this Committee. The Faculty Council will fill half (or half plus one) of the vacancies on this Committee from

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the list of nominees. The Dean will select the remaining members of the Committee, from either the list of nominees or additional faculty willing to serve.

Curriculum Committee

Current Process

Membership of the Curriculum Committee shall consist of six faculty members at any rank, whose regular assignment includes academic instruction, to consist of one representative from each CBCS department/school. Faculty members will serve two-year terms which can be renewed a single time. Each Department or School that does not have a returning member to the Committee should nominate one faculty member for service on this Committee. The Faculty Council will fill half (or half plus one) of the vacancies on this Committee from the list of nominees. The Dean will fill the remaining vacancies on the Committee, from either the list of nominees or additional faculty willing to serve.

Possible Revision

Membership of the Curriculum Committee shall consist of eight (or nine depending on SPA) faculty members at any rank, whose regular assignment includes academic instruction, to consist of one representative from each CBCS Department, School, and Campus. Faculty members will serve two-year terms which can be renewed a single time. Each Department, School or Campus that does not have a returning member to the Committee should nominate one faculty member for service on this Committee. The Faculty Council will fill half (or half plus one) of the vacancies on this Committee from the list of nominees. The Dean will fill the remaining vacancies on the Committee, from either the list of nominees or additional faculty willing to serve.

Research Council

Current Process

Membership of the Research Council shall consist of one representative from each Department or School in the college, appointed by the Faculty Council and Dean. The Dean may appoint at-large faculty members representing broader constituencies, such as Centers or Institutes in the college, to serve as ex officio members... Each Department or School that does not have a returning member to the Committee should nominate at least one faculty member for service on this Committee. The Faculty Council will fill half (or half plus one) of the vacancies on this Committee from the list of nominees. The Dean will fill the remaining vacancies on the Committee, from either the list of nominees or additional faculty willing to serve.

Possible Revision

Membership of the Research Council shall consist of one representative from each Department or School in the college and one representative from each campus, appointed by the Faculty Council and Dean. The Dean may appoint at-large faculty members representing broader constituencies, such as Centers or Institutes in the college, to serve as ex officio members... Each Department, School, or Campus that does not have a returning member to the Committee should

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nominate at least one faculty member for service on this Committee. The Faculty Council will fill half (or half plus one) of the vacancies on this Committee from the list of nominees. The Dean will fill the remaining vacancies on the Committee, from either the list of nominees or additional faculty willing to serve.

7. What are the distinctive strengths within the unit, by campus, and how will they be preserved? (Bulleted lists and tables are acceptable.)

CBCS Tampa

- *High levels of faculty research productivity through grants/contracts, research expenditures, and peer reviewed publications*
- *Proven record of developing and supporting research centers such as the Global Center for Speech and Hearing Research, Rightpath Research & Innovation Center, CARD, the Florida Center for Inclusive Communities, Florida Policy Center on Aging, and others*
- *Solid college infrastructure to support grant submissions pre and post award*
- *Growing record of faculty receiving prestigious awards including AAAS Scholars and Fulbright Scholars*
- *High performance on student success measures: 4 year and 6 year graduation rates; percentage graduating without excess hours; employment/graduate school attendance rates*
- *Outstanding academic student services team dedicated to student success.*
- *Diversity of academic programs and program delivery methods: traditional, clinical, online, cost-recovery*
- *Positive trajectory of program rankings by national/international rating entities in ABA, Criminology, Social Work, Rehabilitation & Mental Health Counseling,*
- *Unique student opportunities through Study Abroad programs in nine countries and the Undergraduate Research Certificate*
- *Continuous positive trajectory of SCH productivity*
- *High levels of community engagement by faculty through teaching, research and service*
- *High levels of community service hours contributed by students (average of 100 hours per student annually)*

St. Petersburg

USF St. Petersburg Criminology

- *Research productive faculty members who are leading researcher-practitioners in their areas of expertise, including human trafficking, interpersonal and domestic violence, media and crime, and forensic investigations*
- *BA Criminology major is one of the largest majors on campus, and the newly launched BS in Forensic Studies and Justice major attracted over 40 students in its first year*

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- *Uniquely applied core curriculum that develops analytical and crime analysis skills preparing students for careers in crime analysis*
- *Citizen Scholar courses and strong internship program take students out of the classroom to establish links with local criminal justice and victim advocacy agencies*
- *Undergraduate student involvement in research including co-authorship on publications and research presentations at national conferences and symposiums*
- *Chapter of Alpha Phi Sigma, the National Criminal Justice Honors Society*
- *Faculty with high levels of involvement in editorial and professional service to the field*
- *Faculty presentations invited by federal and state agencies in the U.S. and abroad*

USF Sarasota-Manatee Criminology

- *High levels of faculty research productivity including internal grants, peer-reviewed publications (journal articles and books), and national and international conference presentations, with many projects including students*
- *Strong, consistent enrollment in the BA Criminology program, and rapidly growing enrollment in the MA Criminal Justice program (100% online)*
- *4+1 accelerated master's degree program*
- *Chapter of Alpha Phi Sigma, the National Criminal Justice Honors Society*
- *Faculty are winners of several internal awards for teaching, advising and community engagement*
- *Award winning Criminology Club active on campus and in the local community*
- *Criminology Advisory Board – comprised of representatives from local criminal justice-related agencies*
- *High levels of collaboration with community organizations involving faculty and students in teaching, research, and service*
- *High levels of faculty involvement on various college-level and university-level committees*

USF Sarasota-Manatee Communication Science Disorders

- *Faculty actively engaged in research, including publications, presentations, serving as reviewers and editors for journals, and serving as Co-PI on 2 NIH R01 grants*
- *Strong, consistent enrollment in the BS CSD program*
- *Program available fully online and serving a diverse population, including military personnel – all faculty Canvas-certified*
- *All faculty doctoral level with specialized certifications*
- *Faculty provide trainings and presentations for professional and community organizations*

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- *Participate in Ida Institute University Partnership, with Ida Institute in Copenhagen, Denmark and universities in several other countries*
- *Multiple community partnerships with a variety of local organizations*
- *Faculty active in professional organizations, including holding leadership positions*
- *USFSM has a National Student Speech-Language-Hearing online Chapter*

1 FAR ACTIVITY

School of Public Affairs

- *Strategic relationships with senior public officials in our area (Hillsborough, Pasco, and Pinellas Counties, the VA Hospital, etc.), as well as the Florida City/County Management Association and the Florida League of Cities, the Florida Chapter and the Sun Coast Section of the American Planning Association, the Urban Land Institute Tampa Bay, and the Tampa Bay Regional Planning Council.*
- *Strategic relationships with national/Federal organizations like ASPA, Partnership for Public Service, National Academy of Public Administration (Dr. Sanders is a Fellow of the latter), Association of Collegiate Schools of Planning, American Planning Association, and Urban Affairs Association.*
- *Graduate certificates in Public Management, Research Administration, Management of Non-Profit and Non-Governmental Organizations, Data Science for Public Administrators, Community Development, and Leadership in Coastal Resiliency Planning.*
- *New MPA curriculum (approved last year) and two new tenure-track MPA faculty; incoming MURP tenure-track faculty member.*
- *Retooled undergraduate minor in Public Service (currently under review).*

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8. Identify any accredited programs and explain the process/timeline for [re]accreditation of programs in the unit under Consolidation. (Bulleted lists and tables are acceptable.)

Accredited Programs

Accreditor	CIP	CIP Title	Degree Level
<i>Association for Behavior Analysis International Status: Accredited. Next review: Fall 2021</i>	42.2814	<i>Applied Behavior Analysis</i>	<i>Masters</i>
<i>Council on Social Work Education Office of Social Work Accreditation and Educational Excellence Status: Accredited. Next review: 2021</i>	44.0701	<i>Social Work</i>	<i>Bachelors</i>
<i>Council on Social Work Education Office of Social Work Accreditation and Educational Excellence Status: Accredited. Next review: 2021</i>	44.0701	<i>Social Work</i>	<i>Masters</i>
<i>American Speech-Language-Hearing Association Council on Academic Accreditation in Audiology and Speech-Language Pathology Status: Accredited. Next review: 6/30/2021</i>	51.0202	<i>Audiology/Audiologist</i>	<i>Doctoral</i>
<i>American Speech-Language-Hearing Association Council on Academic Accreditation in Audiology and Speech-Language Pathology Status: Accredited. Next review: 6/30/2021</i>	51.0204	<i>Audiology/Audiologist and Speech-Language Pathology/Pathologist</i>	<i>Masters</i>
<i>Council for Accreditation of Counseling and Related Educational Programs: Mental Health and Clinical Rehabilitation Counseling Status: Accredited. Next review: 2023</i>	51.2301	<i>Vocational Rehabilitation Counseling/Counselor</i>	<i>Masters</i>
<i>Council of Public Health Education</i>	51.0701	<i>Public Health</i>	<i>Masters</i>
1 FAR ACTIVITY			
<i>City/Urban Community & Regional Planning Planning Accreditation Board (PAB) Status: Initial Accreditation final review 2020</i>	04.0301	<i>Urban/Regional Planning</i>	<i>Masters</i>
<i>Network of Schools of Public Policy, Affairs, and Administration Status: Accredited. Next Review 2024</i>	44.0401	<i>Public Administration</i>	<i>Masters</i>

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9. 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? (Bulleleted lists and tables are acceptable.)

- *Maintaining high rate of retention & graduation*
- *Expanding research infrastructure to support enhanced research on all campuses*
- *Sustain and grow student headcount*
- *Managing communication and change process*
- *Loss of unique strengths of programs at the various campuses due to alignment of curriculum*
- *To mitigate risks of losing distinctive program strengths, the faculty on the St. Petersburg campus may propose a new degree program or concentration to preserve the unique strengths of their existing programs (for Criminology, CSD).*

Note: Potential collaboration and expansion are contingent upon an organizational structure as proposed in college organizational chart (see Q5) for hiring, firing and curricular alignment

The organizational structure may need to vary depending on how possible branch campus status of the St. Petersburg and Sarasota/Manatee campuses affects overall organization.

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10. Other items as approved by the Cluster Leader. (Bulleted lists and tables are acceptable.)

Metrics

Department/Program	Dept. Annual SCH 2017-18	4 year Grad Rate from USF	6 year Grad Rate from USF	% UG Employed within 1 yr of grad	% UG Grad School	Rankings
Tampa Campus - CBCS						
Child & Family Studies/RMHC	7,769	no program	no program	no program	no program	RMHC: US News & World Report 24th in Best Graduate Schools Online M.S. in ABA ranked 5 by Online Psychology Degrees
Criminology	18,918	72%	77%	70%	16%	US News & World Report ranked 22nd in country 10th in world research ranking by Center for World University Rankings
CSD	19,542	77%	82%	68%	28%	
MHLP	5,557	not available	not available	74%	22%	
School of Aging Studies	10,237					
Aging Sciences		83%	83%	80%	not available	
Long Term Care Administration		50%	50%	100%	not available	
School of Social Work	8,962	67%	69%	70%	45%	On-line MSW ranked 7th in country by Best Colleges BSW ranked 7 of 361 for best value by College Factual US News & World Report: 88 out of 220 Graduate Schools
School of Public Affairs	6,443	no program	no program	no program	no program	
Sarasota Manatee related CBCS Programs						
BA Criminology	1,881	0% (0 out of 2 students) 2014 Cohort	na First Cohort 2013	20	no program	
Criminology: MA Criminal Justice	275	na	na	na	na	
BS CSD	2,523	na	na	64%	0%	
MSW	551	na	na	na	na	US News & World Report: 88 out of 220 Graduate Schools
St. Pete related CBCS Programs						
Criminology/Forensic Studies & Justice	3,438	40%	46%			

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Strengths of being housed in CBCS to all units:

Research

- *The college provides internal review of grant proposals*
- *Extensive contacts with granting agencies have been developed that can be shared across all campuses*
- *For federal grants we provide stipends for them to be reviewed externally*
- *International travel grants are available for researchers seeking to establish research partnerships.*
- *Extensive pre and post award grant support is available for researchers seeking external funding.*

Curriculum

- *By expanding programs will be able to maximize enrollment and reduce costs*
- *We have an Undergraduate Research Certificate that can be extended to all campuses*
- *Expose students to wide variety of curricular offerings and faculty*
- *Study Abroad Programs*
- *Scholarships up to \$1500 are available for undergraduate students to study abroad.*
- *To strengthen College*
- *Need strategy on increasing headcount with third largest portfolio of research in the university.*

Note: Expand opportunities for faculty collaborations in research and curricular in College and across campus

Tasks Timeline

NOW (now to February 12)

- *Finalize and submit cluster report, February 8*
- *Update faculty on consolidation status*

NEAR (February 12 to December 31, 2019)

- *Align degrees associated with Criminology as needed*
- *Align degrees associated with Communication Sciences and Disorders as needed*
- *Revise College Governance Document*
- *Revise College Tenure and Promotion documents for tenure line faculty, research faculty, research associates, and instructors*
- *Develop a plan to coordinate Academic Student Services, e.g. advising, orientation, degree certifications, FIF monitoring, excess hours monitoring, scholarship opportunities, grievances, ARC, holds, overload approvals, cross enrollment approvals, transient student approvals, NCAA certifications, VA certifications, transfer student course evaluations, etc.*

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- *Identify areas affecting foundation accounts*
- *Coordinate/clarify budgeting processes that will be affected*

FAR (Post SACS Substantive Change Approval)F

At this point, it is not clear which services will remain on each campus and which will be centralized. The following list is an attempt to begin to identify tasks that may be helpful to the transition or may need attention. Some may only apply to SPA if they join the college; others may apply to all.

Administrative Transition Activities and Communications

- *Conduct Meet and Greet activities for all faculty and staff*
- *Conduct Leadership Retreat*
- *Coordinate/revise college/department webpages*
- *Revise letterhead/calling cards*
- *Develop a communication plan and Q&A for students*
- *Develop a communication plan for faculty and staff*
- *Develop a communication plan for alumni*
- *Revise Organizational Charts*
- *Identify strategic directions and opportunities and revise college strategic plan*
- *Change signature authority for relevant processes*
- *Develop marketing plan for student recruitment, faculty recruitment, college identity*

Faculty Activities

- *Implement changes to Faculty Council and standing committees: T&P, four Promotion paths, Curriculum*
- *Coordinate faculty evaluation processes*
- *Coordinate department chair evaluation processes*
- *Coordinate CBCS Faculty Awards programs*
- *Confirm Faculty Senate seats allocation if changes*

Research Activities

- *Coordinate research administration for proposal submissions e.g., on-line forms, underwrites, grant reporting mechanisms with USF etc.*
- *Revise internal grants program if needed*
- *Coordinate grant support functions*

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- *Identify mentoring opportunities/support*
- *Develop mechanisms to enhance and support cross-campus research collaborations*
- *Implement changes to Research Council if needed*

Student Services and Opportunities

- *Implement Student Services changes as needed, e.g. advising, degree certifications, FIF monitoring, excess hours monitoring, scholarship opportunities, grievances, ARC, holds, overload approvals, cross enrollment approvals, transient student approvals, NCAA certifications, VA certifications, transfer student course evaluations, etc.*
- *Coordinate student events, e.g. Week of Welcome, Orientation, Student Organizations*
- *Coordinate graduate student processes (GATA appointments, waivers, etc.)*
- *Coordinate graduation ceremony participation*
- *Coordinate Undergraduate Research Opportunities*
- *Coordinate Study Abroad Opportunities*

Curriculum Changes

- *Finalize curricular changes and gain approvals as needed*
- *Implement curriculum changes as needed*
- *Revise undergraduate and graduate catalogs to reflect curricular changes*
- *Coordinate SACS Assessment of Learning Outcomes processes*

Academic Services Activities

- *Coordinate changes in College Curriculum Codes and underlying budget codes with Registrar if needed*
- *Communicate status of diploma/college designation to students*
- *Work with Registrar's Office on conversion of active student records, curriculum table, on-line applications*
- *Monitor enrollment reporting changes as they emerge*
- *Coordinate existing MOUs with outside entities*

Budget and HR Activities

- *Implement changes needed to coordinate budgets (E&G, Auxiliary, Foundation, etc.)*
- *Coordinate FWSP allocations*
- *Coordinate hiring plans, faculty recruitment processes*
- *Coordinate faculty search processes*

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- *Adjust employee GEMS codes if needed*
- *Transfer/gain access to faculty/staff files if needed*
- *Transfer faculty/staff for payroll purposes if needed*

Note: The members of the K2 CBCS Committee have equally participated in the proposed document for CBCS. By agreement and consensus, the members of the K2 CBCS Committee submit this document as the proposed report requested by the CIC Executive Committee.

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Appendix A - FIOG Support Letter



January 31, 2019

Dear Dr. Serovich and Dr. Himmelgreen,

In my role as Director of the USF Florida Institute of Government, a partner within the USF School of Public Affairs, I fully support the statement put forth by the SPA faculty as follows:

The School of Public Affairs (SPA) met on January 29, 2019 after hearing a proposal from the Behavioral and Community Sciences Cluster on incorporating our unit into CBCS. Significant discussion among the faculty and staff centered on the future of the College of Arts and Sciences (CAS), and the fate of our School. The following statement is being put forth by our faculty:

The School of Public Affairs has no presence on either regional campus and therefore, is not directly impacted by Consolidation. Our faculty did not pursue any realignment of SPA into another college. The faculty believe we lack the time and reliable information to engage in any substantive discussion about options beyond remaining in CAS. We further believe it is premature to support any proposal to be incorporated in another college at this time. Therefore, we support remaining in CAS. Once consolidation is finalized and a new university President and leadership team are installed, our faculty would then be open to considering the structure of CAS or other alignments in a more thoughtful manner.

Respectfully,
School of Public Affairs Faculty
January 31, 2019

It is in the best interest for the institute, its staff, clients, existing projects and student programs that the institute remain a part of CAS.

Sincerely,

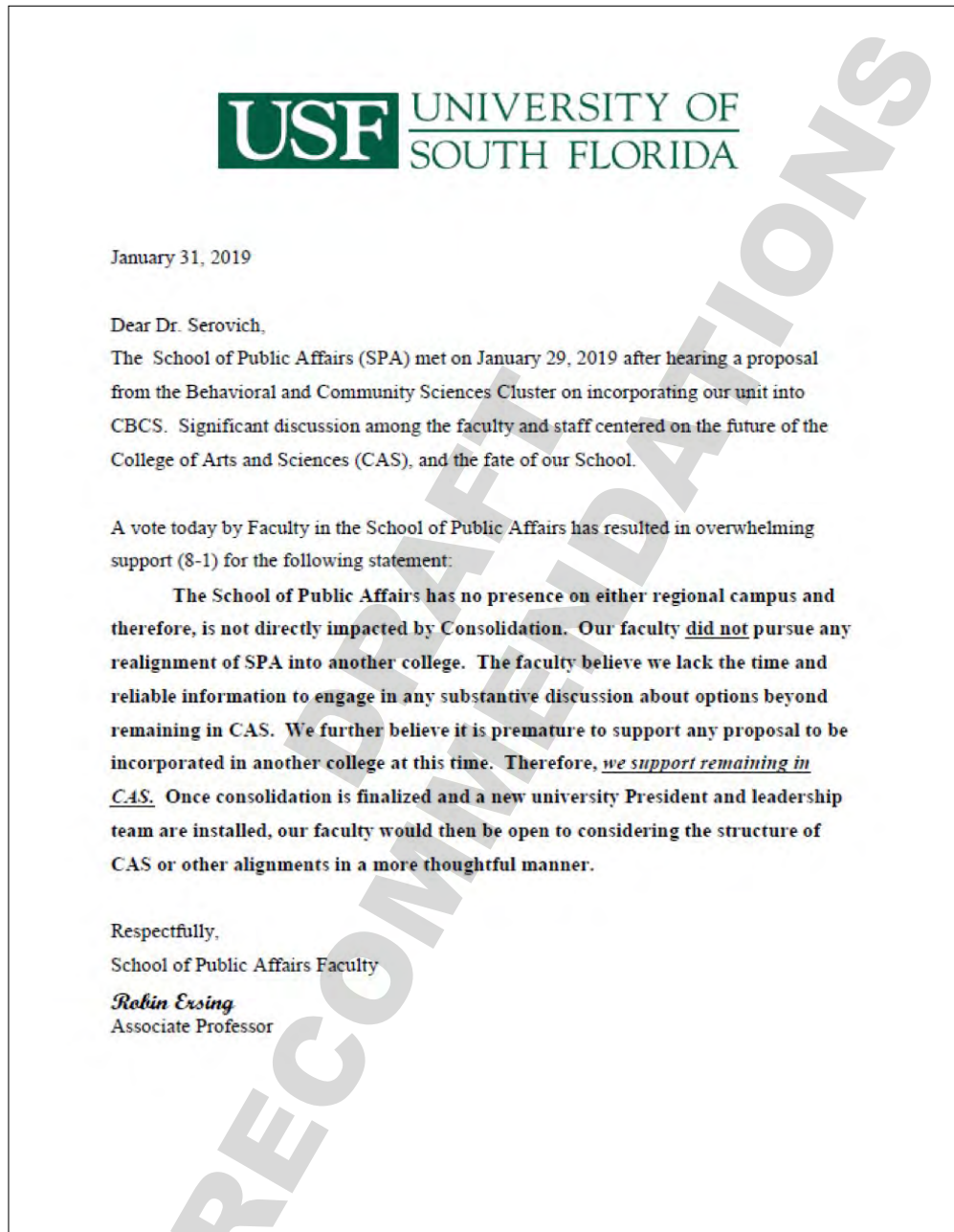


Angela S Crist, MPA
Director
Florida Institute of Government

COLLEGE OF ARTS AND SCIENCES • UNIVERSITY OF SOUTH FLORIDA
4202 East Fowler Avenue, SOC007 • Tampa, FL 33620 • (813) 974-8423 • www.fiof.usf.edu

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Appendix B – School of Public Affairs (SPA) Faculty Statement

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APPENDIX C



February 6, 2019

Memorandum for: Dr. Ralph Wilcox, Provost

Copies to: USF Consolidation Executive Committee
Dean Eric Eisenberg, College of Arts and Sciences
Dean Julianne Serovich, College of Behavioral and Community Sciences
Faculty of the School of Public Affairs

Subject: Campus Consolidation and the Alignment of the School of Public Affairs

From: Dr. Ronald Sanders, Director
School of Public Affairs *Ronald Sanders*

In light of the many issues surrounding the potential alignment of the School of Public Affairs—including the vote of the School’s faculty opposing any such action, as well as the pending recommendations of Dean Serovich’s consolidation task force essentially concurring with that vote—I wanted to provide all parties concerned with my own views on the subject.

By way of background, recall that the Provost had asked that we ‘explore’ the possible realignment of the School of Public Affairs to the College of Behavioral and Community Sciences (BCS), in part because of the potential synergies between the respective missions of the College and School, and he tapped me to serve on the BCS Consolidation Cluster chaired by Dean Serovich. We proceeded to do just that, exchanging information and responding to the various questions posed by the Executive Committee; however, throughout the process, we were careful to label our discussions as exploratory in nature, emphasizing that no final decisions had been made with respect to that realignment.

On January 29, 2019, as part of that exploratory process, Dean Serovich also provided a brief overview of the College to the School’s faculty, and thereafter, faculty members voted on the possible realignment of the School to the Behavioral and Community Sciences cluster. Specifically, the School’s faculty adopted, by a vote of 8 to 1, the following statement:

The School of Public Affairs has no presence on either regional campus and therefore, is not directly impacted by Consolidation. Our faculty did not pursue any realignment of SPA into another college. The faculty believe we lack the time and reliable information to engage in any substantive discussion about options beyond remaining in CAS [College of Arts and Sciences]. We further believe it is premature to support any proposal to be incorporated in another college at this time. Therefore, we support remaining in CAS. Once consolidation is finalized and a new university President and leadership team are installed, our faculty would then be open to considering the structure of CAS or other alignments in a more thoughtful manner.

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Note that even though I am a member of the School's faculty, I am also its Director, and consequently, per agreement with the faculty, I abstained from voting on this issue with them; instead, I advised them that I would submit a separate statement expressing my views for the record, herein.

In that regard, I understand and respect the results of the faculty's vote...indeed, I concur with its conclusion, but with an important caveat. Thus, as a general matter I agree that all things being equal, the School of Public Affairs should remain in the College of Arts and Sciences (CAS), *at least insofar as the College remains as it is currently constituted*. If that is to be the case, then my preference—like theirs—would be to continue under its auspices. From my vantage, the School has thrived as a unit of CAS, in part because Dean Eisenberg understands our mission and has been an advocate of all that we are trying to do, and in part because CAS is sufficiently large and diverse enough to give him the flexibility to back up his support with the resources we've needed to move forward.

However, if the College of Arts and Sciences is substantially restructured—that is, if it is no longer constituted and led as it is today—then I must admit that I have serious concerns about the School's ultimate placement. As I stated to the faculty when we last met, my first and only priority is that the School of Public Affairs be aligned to a College (like Arts and Sciences as it exists today) that will actively support what we are trying to do. That means understanding (1) our public service orientation, (2) our undergraduate and graduate programs and the students who depend on them, and (3) the scholarly and research interests of the faculty, along with the support they need to be as productive as possible.

It also means active, affirmative and continuing support for the various initiatives we have underway, to include the implementation of a revised (and recently re-accredited) Public Administration graduate curriculum, the initial accreditation of our Urban and Regional Planning program, the roll-out of our new graduate certificates in Data Science and Coastal resiliency, the transformation of our undergraduate minor to make it more attractive (and competitive), the development of an International MPA, and the aggressive marketing of these and other initiatives so that our enrollments—and our standing amongst our peer institutions—continues to grow. In addition, it means active support for our fundraising efforts, and along with those efforts, our desire to 'name' the School. And finally, not to be too mundane about it, it means better physical accommodations, as those that we have now are simply not suited to the kind of School of Public Affairs that we aspire to be.

I acknowledge that the final decision regarding the School's alignment ultimately rests with the Consolidation Executive Committee and the Provost, but if the College of Arts and Sciences, as currently constituted, continues to exist as a large and diverse academic enterprise under its current leadership, I recommend keeping us just where we are. However, if the College of Arts and Sciences is significantly restructured, and you find that you must realign the School of Public Affairs to some other academic unit (existing or otherwise) as a result, I will execute that decision, whatever it may be, to the best of my ability; all I ask is that you consider the above criteria in deciding the School's ultimate placement..

I also acknowledge that I am being a bit presumptuous in laying out these criteria, especially since the School is a very small part of a very large and prestigious University. However, I believe that we all want the same thing—a School of Public Affairs that is as strong in standing and stature as the University of South Florida itself—and that means making sure that it 'has a good home' somewhere in USF where it will continue to have the support we need to take it to the next level.

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CLUSTER K₃: BUSINESS

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Cluster 3: Business

1. What programs (CIP codes), departments and/or schools will be academically “housed” in the unit?

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
CIP Code	CIP Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFP Conc Req'd	USFSM Concentration Name	USFM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong to K3?	In what department or school should this program be located?	K3 Comments
03.0104	Environmental Science	B.S.	B.S.		Environmental Science and Policy			Environmental Policy Environmental Science Environmental Sustainability	Yes			STEM			
03.0104	Environmental Science		M.A. / M.S.		Environmental Science and Policy										
04.0201	Architecture	M.Arch.			Architecture										
04.0301	City / Urban, Community and Regional Planning	M.U.R.P.			Urban and Regional Planning										
04.0401	Environmental Design / Architecture	M.U.C.D.			Urban and Community Design										
05.0107	Latin American Studies	M.A.			Latin American, Caribbean and Latino Studies								GLOBAL		
05.0201	African American / Black Studies	B.A.			African Studies								GLOBAL		
05.0207	Women's Studies	B.A.			Women's and Gender Studies										
05.0207	Women's Studies	M.A.			Women's and Gender Studies										
09.0101	Spanish Communication and Rhetoric	B.A.			Communication								GAP ANALYSIS		
09.0101	Spanish Communication and Rhetoric	M.A.			Communication								GAP ANALYSIS		
09.0101	Spanish Communication and Rhetoric	Ph.D.			Communication								GAP ANALYSIS		
09.0102	Mass Communication / Media Studies	B.A.	B.A.		Mass Communications	Journalism-News Editorial Journalism-Magazine Broadcast News Broadcast Program and Production	Yes	Journalism & Media Studies	Yes						
09.0102	Mass Communication / Media Studies	M.A.			Mass Communications	Media Studies Multimedia Journalism Teaching/Communication Management	Yes								
09.0401	Journalism	M.A.			Journalism and Media Studies										
09.0499	Journalism, Other	M.A.			Digital Journalism and Design										
09.0900	Public Relations, Advertising, and Applied Communication	B.S.			Integrated Public Relations and Advertising								GAP ANALYSIS		
09.0903	Advertising	M.S.			Advertising										
11.0101	Computer and Information Sciences, General	B.S.C.S.			Computer Science										
11.0103	Information Technology	B.S.			Information Studies	Data Science and Analytics Health Informatics Information Security Information Science and Technology	Yes						STEM		
11.0103	Information Technology	B.S.I.T.			Information Technology										
11.0103	Information Technology		B.S.		Cyber Security										
11.0103	Information Technology	M.S.I.T.			Information Technology										
11.0401	Information Science / Studies	M.S.			Intelligence Studies	Cyber Intelligence Strategic Intelligence	Yes								
11.0501	Computer Systems Analysis / Analyst	M.S.			Business Analytics and Information Systems	Analytics and Business Intelligence Information Assurance	No						STEM	Yes	School of Information Systems & Management
11.0701	Computer Science	M.S.C.S.			Computer Science										
11.1003	Computer and Information Systems Security/Information Assurance	B.S.			Cybersecurity										
13.0101	Education, General		M.A.		Education, General							Online Teaching and Learning	Yes	EDUCATION	
13.0301	Curriculum and Instruction	M.Ed.			Curriculum and Instruction	Secondary Education: Biology Secondary Education: Chemistry Secondary Education: English Secondary Education: Foreign Language Secondary Education: Mathematics Measurement and Evaluation Early Childhood Education Secondary Education: Physics College Student Affairs Secondary Education: Social Science Educational Studies Secondary Education: TESOL	Yes						EDUCATION		
13.0301	Curriculum and Instruction	Ed.S.			Curriculum and Instruction	Adult Education Counselor Education Early Childhood Education Elementary Education Higher Ed. Administration Higher Ed. College Teaching Instructional Technology Interdisciplinary Education Mathematics Education Measurement and Evaluation Reading and Language Arts Education Science Education Special Education School Psychology Vocational Education	Yes						EDUCATION		

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CP Code	CP Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFSP Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong to K3?	In what department or school should this program be located?	K3 Comments
13.0301	Curriculum and Instruction	Ph.D.			Curriculum and Instruction	Adult Education English Education Elementary Education Counselor Education Higher Ed Administration Interdisciplinary Education Instructional Technology Mathematics Education Measurement and Evaluation Early Childhood Education Literacy Studies Science Education Special Education Social Science Education Career and Workforce Education Educational Psychology Teacher Education	Yes					EDUCATION			
13.0301	Curriculum and Instruction	Ed.D.			Educational Program Development	Administration of Special Education Adult Education Educational Innovation Elementary Education Vocational Education	Yes					EDUCATION			
13.0401	Educational Leadership and Administration, General	M.Ed.	M.Ed.	M.Ed.	Educational Leadership					Curriculum Leadership Non-Public or Charter School Leadership K-12 Public School Leadership	Yes				
13.0401	Educational Leadership and Administration, General	Ed.S.			Educational Leadership										
13.0401	Educational Leadership and Administration, General	Ph.D.			Educational Leadership										
13.0501	Educational / Instructional Technology				Learning Design and Technology	Cybersecurity Education Big Data and Learning Analytics E-Learning Design and Development Game-Based Learning and Analytics	No					STEM			
13.1001	Special Education and Teaching, General	B.A. / B.S.			Exceptional Student Education with ESOL & Reading Endorsement							EDUCATION			
13.1001	Special Education and Teaching, General	M.A. / M.A.T.	M.A. / M.A.T.		Exceptional Student Education							EDUCATION			
13.1004	Education / Teaching of the Gifted and Talented	M.A.			Special Education, Gifted							EDUCATION			
13.1013	Education / Teaching of Individuals with Autism	M.A.			Autism Spectrum Disorder & Severe Intellectual Disabilities							EDUCATION			
13.1101	Counselor Education / School Counseling and Guidance Services	M.A.			Counselor Education	Career Counseling Clinical Mental Health Counseling School Counseling	Yes					EDUCATION			
13.1201	Adult and Continuing Education and Teaching	M.A.			Adult Education	Human Resource Development	Yes					EDUCATION			
13.1202	Elementary Education and Teaching			B.A.	Interdisciplinary Education							EDUCATION			
13.1202	Elementary Education and Teaching	B.S.		B.A. / B.S.	Elementary Education							EDUCATION			
13.1202	Elementary Education and Teaching	M.A.	M.A.	M.A.	Elementary Education	Early Childhood Elementary Curriculum Language Arts Science and Mathematics	Yes	Science and Mathematics	No			EDUCATION			
13.1202	Elementary Education and Teaching	M.A.T.		M.A.T.	Elementary Education	USFSM Title Teaching, Elementary Education						EDUCATION			
13.1203	Junior High / Intermediate / Middle School Education and Teaching		M.S.		Teaching of Middle Grades STEM							EDUCATION			
13.1206	Teacher Education, Multiple Levels		B.S.		Education							EDUCATION			
13.1206	Teacher Education, Multiple Levels		B.S.		Educational Studies							EDUCATION			
13.1210	Early Childhood Education and Teaching	B.S.			Early Childhood Education: Pre-Kindergarten / Primary							EDUCATION			
13.1305	English / Language Arts Teacher Education	B.S.			English Education with ESOL Endorsement							EDUCATION			
13.1305	English / Language Arts Teacher Education	M.A.T.	M.A.	M.A.	English Education							EDUCATION			
13.1305	English / Language Arts Teacher Education			M.A.T.	Secondary Education, English Education							EDUCATION			
13.1306	Foreign Language Teacher Education	M.A.T.			Foreign Language Education	French German Spanish Russian Chinese General Education - with no ESOL Endorsement Italian Japanese	Yes					EDUCATION			

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CP Code	CP Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFSP Conc Req'd	USFSM Concentration Name	USFM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K3?	In what department or school should this program be located?	K3 Comments
1	13.1311	Mathematics Teacher Education	M.A.T.		Middle Grades Mathematics (5-9)							EDUCATION			
58	13.1311	Mathematics Teacher Education	M.A.T.		Mathematics Education (6-12)							EDUCATION			
59	13.1312	Music Teacher Education	B.S.		Music Education							EDUCATION			
60	13.1312	Music Teacher Education	M.A.		Music Education							EDUCATION			
61	13.1314	Physical Education Teaching and Coaching	B.A./B.S.		Physical Education	Exercise Science	No					EDUCATION			
62	13.1315	Reading Teacher Education	M.A.	M.A.	Reading Education							EDUCATION			
63	13.1316	Science Teacher Education / General Science Teacher Education	B.A./B.S.		Science Education	Biology Education Chemistry Education Physics Education Middle School Science Education	Yes					EDUCATION			
64	13.1316	Science Teacher Education / General Science Teacher Education	M.A.		Science Education							EDUCATION			
65	13.1316	Science Teacher Education / General Science Teacher Education	M.A.T.		Science Education	Earth and Space Science Biology Chemistry Physics	Yes					EDUCATION			
66	13.1317	Social Science Teacher Education	B.S.		Social Science Education							EDUCATION			
67	13.1317	Social Science Teacher Education	M.A.T.		Social Science Education							EDUCATION			
68	13.1320	Trade and Industrial Teacher Education	M.A.		Career and Technical Education							EDUCATION			
69	13.1401	Teaching English as a Second or Foreign Language / ESL Language Instructor	Ph.D.		Technology in Education and Second Language Acquisition							EDUCATION			
70	14.0501	Biomechanical and Biomedical Engineering	B.S.		Biomedical Engineering							STEM			
71	14.0501	Biomechanical and Biomedical Engineering	M.S.B.E.		Biomedical Engineering	Pharmacy	No					STEM			
72	14.0501	Biomechanical and Biomedical Engineering	Ph.D.		Biomedical Engineering							STEM			
73	14.0701	Chemical Engineering	B.S.B.E.		Biomedical Engineering							STEM			
74	14.0701	Chemical Engineering	B.S.C.H.		Chemical Engineering							STEM			
75	14.0701	Chemical Engineering	M.S.C.H.		Chemical Engineering							STEM			
76	14.0701	Chemical Engineering	Ph.D.		Chemical Engineering							STEM			
77	14.0801	Civil Engineering, General	B.S.C.E.		Civil Engineering							STEM			
78	14.0801	Civil Engineering, General	M.C.E.		Civil Engineering	Geotechnical Materials Structures Transportations Water Resources	No					STEM			
79	14.0801	Civil Engineering, General	M.S.C.E.		Civil Engineering	Geotechnical Materials Structures Transportations Water Resources	No					STEM			
80	14.0801	Civil Engineering, General	Ph.D.		Civil Engineering	Engineering for International Development Environmental Engineering Geotechnical Engineering Materials Engineering and Science Structural Engineering Transportation Engineering Water Resources	No					STEM			
81	14.0901	Computer Engineering, General	B.S.C.P.		Computer Engineering							STEM			
82	14.0901	Computer Engineering, General	M.S.C.P.		Computer Engineering							STEM			
83	14.0901	Computer Engineering, General	Ph.D.		Computer Science and Engineering							STEM			
84	14.1001	Electrical and Electronics Engineering	B.S.E.E.		Electrical Engineering							STEM			
85	14.1001	Electrical and Electronics Engineering	M.S.E.E.		Electrical Engineering							STEM			
86	14.1001	Electrical and Electronics Engineering	Ph.D.		Electrical Engineering							STEM			
87	14.1401	Environmental / Environmental Health Engineering	M.S.E.V.		Environmental Engineering	Engineering for International Development	No					STEM			
88	14.1401	Environmental / Environmental Health Engineering	Ph.D.		Environmental Engineering							STEM			
89	14.1801	Materials Engineering	M.S.M.S.E.		Materials Science and Engineering							STEM			
90	14.1901	Mechanical Engineering	B.S.M.E.		Mechanical Engineering							STEM			
91	14.1901	Mechanical Engineering	M.S.M.E.		Mechanical Engineering							STEM			
92	14.1901	Mechanical Engineering	Ph.D.		Mechanical Engineering							STEM			
93	14.3501	Industrial Engineering	B.S.I.E.		Industrial Engineering							STEM			
94	14.3501	Industrial Engineering	M.S.I.E.		Industrial Engineering							STEM			
95	14.3501	Industrial Engineering	Ph.D.		Industrial Engineering							STEM			
96	15.1501	Engineering / Industrial	M.S.E.M.		Engineering Management							STEM			

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CP Code	CP Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFSP Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong to K3?	In what department or school should this program be located?	K3 Comments
16.0101	Foreign Languages and Literatures, General	B.A.	B.A.		World Languages and Cultures	Applied Linguistics Chinese Language and Culture Classics East Asian Languages and Cultures French French International Studies and Business German Interdisciplinary Classical Civilizations Italian Russian Spanish Spanish International Studies and Business	Yes	French / Francophone Studies Spanish / Latino Studies French & Spanish Studies	Yes			GLOBAL			
16.0102	Linguistics	M.A.			Linguistics: English as a Second Language									GLOBAL	
16.0102	Linguistics	M.A.			Linguistics									GLOBAL	
16.0102	Linguistics	Ph.D.			Linguistics and Applied Language Studies									GLOBAL	
16.0901	French Language and Literature	M.A.			French									GLOBAL	
16.0905	Spanish Language and Literature	M.A.			Spanish									GLOBAL	
23.0101	English Language and Literature, General	B.A.	B.A.	B.A.	English	Creative Writing Literary Studies Professional Writing, Rhetoric and Technology	Yes	Literature & Cultural Studies Writing Studies	Yes	British and American Literature	Yes				
23.0101	English Language and Literature, General	M.A.			English	Literature Rhetoric and Composition	Yes								
23.0101	English Language and Literature, General	Ph.D.			English	Literature Rhetoric and Composition	Yes								
23.1302	Creative Writing	M.F.A.			Creative Writing	Fiction Poetry	No								
23.1303	Professional, Technical, Business, and Scientific Writing			B.A.	Professional and Technical Communication										
24.0101	Liberal Arts and Sciences / Liberal Studies	M.A.	M.L.A.		Liberal Arts	Africana Studies American Studies Film Studies Humanities Social and Medical Thought	Yes	Florida Studies	No						
24.0102	General Studies	B.G.S.		B.A. / B.S.	General Studies	Aging Sciences Architecture Behavioral Healthcare Business Computer Systems Technology Criminal Justice Educational Foundations Environmental Policy Information Studies: Information Architecture Public Administration Public Health Urban Studies Women's and Gender Studies	Yes			Undefined	Yes				
24.0102	General Studies	B.S.A.S.		B.S.A.S.	Applied Science	Aging Sciences Behavioral Healthcare Computer Systems Technology Criminal Justice Deaf Studies Environmental Policy Information Studies: Information Architecture Public Administration Public Health Urban Studies	Yes			Cyber Security and Information Technology Leadership Studies	Y				
24.0103	Humanities / Humanities Studies				Humanities and Cultural Studies	American Studies Film and New Media Studies Humanities									
25.0101	Library and Information Science	M.A.			Library and Information Science										
26.0101	Biology / Biological Sciences, General		B.S.	B.S.	Biology			Biomedical Sciences Ecology & Evolution General Biology Marine Biology Plant Biology	Yes			STEM			
26.0101	Biology / Biological Sciences, General	B.S.			Cell and Molecular Biology								STEM		
26.0101	Biology / Biological Sciences, General	B.S.			Environmental Microbiology								STEM		
26.0101	Biology / Biological Sciences, General	B.S.			Environmental Biology								STEM		
26.0101	Biology / Biological Sciences, General	B.S.			Integrative Animal Biology								STEM		
26.0101	Biology / Biological Sciences, General	B.S.			Marine Biology								STEM		
26.0101	Biology / Biological Sciences, General	M.S.			Biology	Cell Biology, Microbiology & Molecular Biology Ecology and Evolution Environmental and Ecological Microbiology Physiology and Morphology	Yes						STEM		
26.0102	Biomedical Sciences, General	B.S.			Biomedical Sciences									STEM	
26.0406	Cell / Cellular and Molecular Biology	Ph.D.			Cell and Molecular Biology									STEM	
26.0503	Medical Microbiology and Bacteriology	B.S.			Microbiology									STEM	
26.0503	Medical Microbiology and Bacteriology	M.S.			Microbiology									STEM	
26.0911	Oncology and Cancer Biology	Ph.D.			Cancer Chemical Biology									STEM	

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A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
CP Code	CP Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFSP Conc Req'd	USFSM Concentration Name	USFM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K3?	In what department or school should this program be located?	K3 Comments
129	26.1103	Bioinformatics	M.S.B.C.B.		Bioinformatics and Computational Biology							STEM			
129	26.1201	Biochemistry	M.S.B.		Biochemistry							STEM			
130	26.1307	Conservation Biology	M.S.		Conservation Biology							STEM			
131	26.1399	Ecology, Evolution, Systematics and Population Biology, Other	PH.D.		Integrative Biology	Ecology and Evolution Environmental and Ecological Microbiology Physiology and Morphology	Yes					STEM			
131	26.9999	Biological and Biomedical Sciences, Other	M.S./M.S.		Medical Sciences	Anatomy Aging and Neuroscience Biochemistry & Molecular Biology Clinical and Translational Research Interdisciplinary Medical Sciences Medical Microbiology and Immunology Molecular Medicine Metabolic and Nutritional Medicine Women's Health	No					STEM			
132	26.9999	Biological and Biomedical Sciences, Other	PH.D.		Medical Sciences	Allegry Immunology and Infectious Disease Anatomy Biochemistry & Molecular Biology Clinical and Translational Research Molecular Medicine Microbiology and Immunology Neuroscience Physiology and Biophysics Pharmacology and Therapeutics Pathology and Cell Biology Pathology and Laboratory Medicine	Yes					STEM			
133	27.0101	Mathematics, General	B.A.		Mathematics	Applied / Computational Mathematics General Mathematics Pure Mathematics	Yes					STEM			
134	27.0101	Mathematics, General	M.A.		Mathematics	Pure and Applied	Yes					STEM			
136	27.0101	Mathematics, General	PH.D.		Mathematics	Pure and Applied	Yes					STEM			
137	27.0304	Computational and Applied Mathematics		B.S.	Mathematics: Computational and Applied							STEM			
138	27.0501	Statistics, General	B.A.		Statistics							STEM			
139	27.0501	Statistics, General	M.A.		Statistics							STEM			
140	30.0101	Biological and Physical Sciences	B.S.		Interdisciplinary Natural Sciences							STEM			
141	30.1101	Gerontology			Aging Studies							HEALTH			
142	30.1101	Gerontology	M.A.		Gerontology							HEALTH			
143	30.1101	Gerontology	PH.D.		Aging Studies							HEALTH			
144	30.3301	Sustainability Studies	B.A.		Sustainability Studies							STEM			
145	30.3301	Sustainability Studies	M.A.		Global Sustainability	Climate Change and Sustainability Entrepreneurship Food Sustainability and Security Sustainable Business Sustainable Energy Sustainable Transportation Sustainable Tourism Sustainability Policy Water	Yes					STEM			
145	31.0504	Sport and Fitness Administration / Management	M.S.		Sport and Entertainment Management								Yes	School of Marketing & Innovation	
146	31.0505	Kinesiology and Exercise Science	M.S.		Exercise Science	Health and Wellness Strength and Conditioning	Yes					STEM			
148	38.0101	Philosophy	B.A.		Philosophy										
149	38.0101	Philosophy	M.A.		Philosophy	Philosophy and Religion	No								
150	38.0101	Philosophy	PH.D.		Philosophy	Philosophy and Religion	No								
151	38.0201	Religion / Religious Studies	B.A.		Religious Studies										
151	38.0201	Religion / Religious Studies	M.A.		Religious Studies										
152	40.0501	Chemistry, General	B.A.		Chemistry	Biochemistry / Biotechnology Health Professionals	No					STEM			
153	40.0501	Chemistry, General	B.S.		Chemistry							STEM			
154	40.0501	Chemistry, General	M.A. / M.S.		Chemistry							STEM			
155	40.0501	Chemistry, General	PH.D.		Chemistry							STEM			
156	40.0601	Geology / Earth Science, General	B.A. / B.S.		Geology							STEM			
157	40.0601	Geology / Earth Science, General	M.S.		Geology							STEM			
158	40.0601	Geology / Earth Science, General	PH.D.		Geology							STEM			
159	40.0607	Oceanography, Chemical and Physical	M.S.		Marine Science	Biological Oceanography Chemical Oceanography Geological Oceanography Interdisciplinary Marine Resource Assessment Physical Oceanography	Yes					STEM			
160	40.0607	Oceanography, Chemical and Physical	PH.D.		Marine Science	Biological Oceanography Chemical Oceanography Geological Oceanography Interdisciplinary Marine Resource Assessment Physical Oceanography	Yes					STEM			
161	40.0801	Physics, General	B.A. / B.S.		Physics							STEM			

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CP Code	CP Title	USFT	USFSF	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSF Concentration Name	USFSF Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong to K3?	In what department or school should this program be located?	K3 Comments
1	40.0801	Physics, General	M.S.		Physics	Applied Physics Atomic and Molecular Physics Laser Physics Materials Physics Optical Physics Semiconductor Physics Solid State Physics	No					STEM			
164	40.0801	Physics, General	Ph.D.		Physics	Medical Physics	No					STEM			
165	42.0101	Psychology, General	B.A.	B.A.	Psychology										
166	42.0101	Psychology, General	M.A.	M.A.	Psychology	Clinical Psychology Cognition, Neuroscience & Social Psychology Industrial/Organizational Psychology	Yes								
167	42.0101	Psychology, General	Ph.D.		Psychology	Clinical Psychology Cognition, Neuroscience & Social Psychology Industrial/Organizational Psychology	Yes								
168	42.2905	School Psychology	M.A.		School Psychology										
169	42.2905	School Psychology	Ph.D.		School Psychology										
170	42.2814	Applied Behavior Analysis	M.A./M.S.		Applied Behavior Analysis										
171	42.2814	Applied Behavior Analysis	Ph.D.		Applied Behavior Analysis										
172	43.0103	Criminal Justice / Law Enforcement Administration	M.A.	M.A.	Criminal Justice Administration USFSM Title: Criminal Justice										
173	43.0303	Critical Infrastructure Protection	M.S.		Cybersecurity	Computer Security Fundamentals Cyber Intelligence Digital Forensics Information Assurance	Yes					STEM			
174	44.0000	Human Services, General	B.S.		Behavioral Healthcare	Addictions and Behavioral Healthcare Adult Community Services Aging and Behavioral Health Applied Behavior Analysis Behavioral Health Research Children's Mental Health	Yes								
175	44.0000	Human Services, General	M.S.		Child and Adolescent Behavioral Health	Developmental Disabilities Leadership in Child and Adolescent Behavioral Health Translational Research and Evaluation Youth & Behavioral Health	Yes								
176	44.0401	Public Administration	M.P.A.		Public Administration										
177	44.0701	Social Work	B.S.W.		Social Work										
178	44.0701	Social Work	M.S.W.	M.S.W.	Social Work USFSM Hosted										
179	44.0701	Social Work	Ph.D.		Social Work										
180	45.0101	Social Sciences, General	B.A.	B.A.	B.A.	Interdisciplinary Social Sciences	Yes	Anthropology Criminology Economics Environmental Policy Geography History International Studies Latin American Studies Political Science Psychology Social Work	Yes	Applied Aging & Wellbeing Crime, Law, & Justice Environmental Studies Government & Global Affairs Social Relations & Policy	Yes				
181	45.0201	Anthropology	B.A.	B.A.	Anthropology										
182	45.0201	Anthropology	M.A.		Applied Anthropology	Archaeological and Forensic Sciences Bio-Cultural Medical Anthropology Cultural Resource Management Heritage Studies	No								
183	45.0201	Anthropology	Ph.D.		Applied Anthropology	Cultural Resource Management Heritage Studies	No								
184	45.0401	Criminology	B.A.	B.A.	B.A.	Criminology Forensic Studies & Justice									
185	45.0401	Criminology	B.S.												
186	45.0401	Criminology	M.A.												
187	45.0401	Criminology	M.S.												
188	45.0401	Criminology	Ph.D.												
189	45.0601	Economics, General	B.A.	B.A.	Economics	USFSM Title: Affiliated Economics									
190	45.0601	Economics, General	B.S.												
191	45.0601	Economics, General	M.A.												
192	45.0601	Economics, General	Ph.D.												
193	45.0701	Geography	B.A.	B.A.	Geography	General Geography Human Geography Physical Geography	Yes	Geospatial Analysis and Geography Geospatial Science Society & Environment	Yes						
194	45.0701	Geography				Environmental Geography Geographic Information Science									

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CIP Code	CIP Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFSP Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K3?	In what department or school should this program be located?	K3 Comments
1															
197	45.0901	International Relations and Affairs	B.A.		International Studies							GLOBAL			
198	45.0903	International Relations and Affairs	Ph.D.		Government							GLOBAL			
199	45.1001	Political Science and Government, General	B.A.	B.A.	POLITICAL SCIENCE										
200	45.1001	Political Science and Government, General	M.A.		Political Science	Africana Studies	No								
201	45.1101	Sociology	B.A.		Sociology	Identity and Community Inequality and Social Justice	No								
202	45.1101	Sociology	M.A.		Sociology										
203	45.1101	Sociology	Ph.D.		Sociology										
204	50.0301	Dance, General	B.A.		Dance	Dance Studies	Yes								
205	50.0301	Dance, General	B.F.A.		Dance	Ballet Modern Dance	Yes								
206	50.0409	Graphic Design	B.F.A.		Graphic Design							GAP ANALYSIS			
207	50.0501	Drama and Dramatics / Theatre Arts, General	B.A.		Theatre	Design Performance Theatre Arts	Yes								
208	50.0701	Art / Studio Arts, General	B.A.		Studio Art										
209	50.0702	Fine / Studio Arts, General	B.F.A.		Studio Art										
210	50.0702	Fine / Studio Arts, General	M.F.A.		Art										
211	50.0703	Art History, Criticism and Conservation	B.A.		Art History										
212	50.0703	Art History, Criticism and Conservation	M.A.		Art History										
213	50.0901	Music, General	Ph.D.		Music	Music Education	Yes								
214	50.0903	Music Performance, General	B.M.		Music Performance	Acoustic & Electronic Composition Jazz Studies Performance	Yes								
215	50.0903	Music Performance, General	M.M.		Music	Chamber Music Choral Conducting Composition Electro Acoustic Music Instrumental Conducting Jazz Composition Jazz Performance Performance Theory Piano Pedagogy	Yes								
216	50.9999	Visual and Performing Arts, Other	B.A.		Music Studies										
217	51.0000	Health Services / Allied Health / Health Sciences, General	B.S.	B.S.	Health Sciences	Aging Health Studies Biological Health Sciences Health Information Technology Health Management Social and Behavioral Health Sciences	Yes	Communication Sciences & Disorders Healthcare Administration Integrated Health Sciences Public Health	Yes			Health			
218	51.0201	Communication Sciences and Disorders, General			B.S.	Communication Sciences and Disorders	Speech Language Sciences						Health		
219	51.0202	Audiology / Audiologist	Au.D.			Audiology							Health		
220	51.0204	Audiology / Audiologist and Speech-Language Pathology / Pathologist	B.A.			Communication Sciences and Disorders	Deaf Studies Interpreter Training Language-Speech-Hearing	Yes					Health		
221	51.0204	Audiology / Audiologist and Speech-Language Pathology / Pathologist	M.S.			Speech-Language Pathology							Health		
222	51.0204	Audiology / Audiologist and Speech-Language Pathology / Pathologist	Ph.D.			Communication Sciences and Disorders	Hearing Sciences and Audiology Neurocommunicative Sciences Speech-Language Sciences	Yes					Health		
223	51.0701	Health / Health Care Administration / Management	B.S.			Long Term Care Administration							Health		
224	51.0701	Health / Health Care Administration / Management	M.H.A.			Health Administration							Health		
225	51.0912	Physician Assistant	M.P.A.S.			Physician Assistant Studies							Health		
226	51.0913	Athletic Training / Trainer	M.S.			Advanced Athletic Training							Health		
227	51.0913	Athletic Training / Trainer	M.S.			Athletic Training							Health		
228	51.1005	Clinical Laboratory Science / Medical Technology / Technologist	B.S.			Medical Technology							Health		
229	51.1201	Medicine	M.D.			Medicine							Health		
230	51.2001	Pharmacy	Pharm.D.			Pharmacy			No				Health		
231	51.2099	Pharmaceutical Sciences and Administration, Other	M.S.			Pharmaceutical Nanotechnology	Drug Discovery, Delivery, Development and Manufacturing	No					Health		
232	51.2099	Pharmaceutical Sciences and Administration, Other	M.S.P.N.			Pharmaceutical Nanotechnology							Health		
233	51.2201	Public Health, General	B.S.			Public Health							Health		

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CP Code	CP Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFSP Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K3?	In what department or school should this program be located?	K3 Comments
1	51.2201	Public Health, General	M.P.H.		Public Health	Applied Biostatistics Behavioral Health Environmental and Occupational Health Epidemiology Epidemiology and Global Communicable Disease Epidemiology and Global Health Epidemiology and Maternal & Child Health Global Communicable Disease Global Disaster Management, Humanitarian Relief, and Homeland Security Global Health Practice Health Care Organizations and Management Health, Safety and Environment Health Policies and Programs Infection Control Neonates and Pediatrics Public Health Education Public Health Practice Program Maternal and Child Health Social Medicine	Yes					Health			
234	51.2201	Public Health, General	Ph.D.		Public Health	Biostatistics Community and Family Health Environmental and Occupational Health Epidemiology Health Services Research Global Communicable Disease	Yes					Health			
235	51.2201	Public Health, General	Dr.P.H.		Public Health	Advanced Practice Leadership in Public Health and Clinical Laboratory Science and Practice	Yes					Health			
236	51.2212	Behavioral Aspects of Health	Ph.D.		Behavioral and Community Sciences										
237	51.2299	Public Health, Other	M.S.P.H.		Public Health	Behavioral Health Environmental and Occupational Health Epidemiology Genetic Counseling Genomics Global Communicable Disease Maternal and Child Health Occupational Exposure Science Public Health Education	Yes					Health			
238	51.2308	Physical Therapy / Therapist	D.P.T.		Physical Therapy							Health			
239	51.2310	Vocational Rehabilitation Counseling / Counselor	M.A.		Rehabilitation and Mental Health Counseling	Addictions and Substance Abuse Counseling Marriage and Family Therapy	No					Health			
240	51.2314	Rehabilitation Science	Ph.D.		Rehabilitation Science							Health			
242	51.2706	Medical Informatics	M.S.H.I.		Health Informatics	Health Analytics	No					Health			
243	51.3801	Registered Nursing / Registered Nurse	B.S.		Nursing	Nursing: RN to Bachelor's Sequence						Health			
244	51.3801	Registered Nursing / Registered Nurse	B.S.		Nursing	Nursing: Upper Division Sequence						Health			
245	51.3801	Registered Nursing / Registered Nurse	B.S.		Nursing	Nursing: Second Bachelor's Degree Sequence						Health			
246	51.3801	Registered Nursing / Registered Nurse	B.S.		Nursing	Nursing: VCARE						Health			
247	51.3801	Registered Nursing / Registered Nurse	M.S.		Nursing	Adult-Gerontology Acute Care Nursing Adult-Gerontology Primary Care Nursing Adult-Gerontology Primary Care Nursing / Occupational Health Nursing Adult-Gerontology Primary Care Nursing / Oncology Nursing Dual MPH / Adult Gerontology Primary Care Nursing (Nursing) Family Health Nursing Nursing Education Pediatric Health Nursing	Yes					Health			
248	51.3808	Nursing Science	Ph.D.		Nursing Science							Health			
249	51.3818	Nursing Practice	D.N.P.		Nurse Anesthesia							Health			
250	51.3818	Nursing Practice	D.N.P.		Nursing	Adult-Gerontology Acute Care Nursing Adult-Gerontology Primary Care Nursing Dual Occupational Health Nursing / Adult Gerontology Primary Care Nursing Dual Oncology Nursing / Adult Gerontology Primary Care Nursing Family Health Nursing Pediatric Health Nursing	Yes					Health			
251	52.0101	Business / Commerce, General	B.S.	B.A. / B.S.	USFT Title: General Business Studies General Business Administration					Aging Services Management Applied Business Business and Technical Writing	Yes	Yes	Muma College of Business		
252	52.0101	Business / Commerce, General	M.S.		Management	Human Resources Management Information System	No					Yes	School of Information Systems & Management		
253	52.0201	Business Administration and Management, General	B.S.	B.A. / B.S.	Management	Human Resources Management Project Management Compliance Risk Management	No					Yes	School of Information Systems & Management		

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CP Code	CP Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFSP Conc Req'd	USFSM Concentration Name	USFM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K3?	In what department or school should this program be located?	K3 Comments	
255	52.0201 Business Administration and Management, General	M.B.A.			Executive M.B.A.								Yes	Muma College of Business		
256	52.0201 Business Administration and Management, General	PH.D.			Business Administration / PhD	Accounting Finance Information Systems Marketing	Yes						Yes	Muma College of Business		
257	52.0201 Business Administration and Management, General	D.B.A.			Business Administration								Yes	Muma College of Business		
258	52.0301 Accounting	B.S.	B.A. / B.S.	B.A. / B.S.	Accounting							GAP ANALYSIS	Yes	Lynn Pappenger School of Accountancy		
259	52.0301 Accounting	M.Acc.	M.Acc.		Accountancy	Assurance Corporate Tax	Yes					GAP ANALYSIS	Yes	Lynn Pappenger School of Accountancy		
260	52.0601 Business / Managerial Economics		B.A. / B.S.		Business Economics								Yes	Kate Tiedemann School of Business and Finance	Dean Limbayem, Dean Sundaram and Economics Department Chair Brad Kamp met with the St. Petersburg business economics faculty on 2/7/19. The faculty stated in writing a preference to be a part of the Economics Department, currently located in the College of Arts and Sciences (Tampa)	
261	52.0701 Entrepreneurship / Entrepreneurial Studies		B.A. / B.S.		Entrepreneurship								Yes	School of Marketing & Innovation		
262	52.0701 Entrepreneurship / Entrepreneurial Studies	M.S.			Entrepreneurship in Applied Technologies								Yes	School of Marketing & Innovation		
263	52.0801 Finance, General	B.S.			Personal Finance							GAP ANALYSIS	Yes	Kate Tiedemann School of Business and Finance		
264	52.0801 Finance, General	B.S.	B.A. / B.S.	B.A. / B.S.	Finance	Asset Management Corporate Finance Real Estate	No	Corporate Finance Investment Analysis Personal Financial Advising	Yes				GAP ANALYSIS	Yes	Kate Tiedemann School of Business and Finance	
265	52.0801 Finance, General	M.S.			Finance								GAP ANALYSIS	Yes	Kate Tiedemann School of Business and Finance	
266	52.0901 Hospitality Administration / Management, General			B.S.	Hospitality Management								Yes	School of Hospitality & Tourism Management		
267	52.0901 Hospitality Administration / Management, General			M.S.	Hospitality Management								Yes	School of Hospitality & Tourism Management		
268	52.1101 International Business / Trade / Commerce	B.A.	B.A. / B.S.		Global Business	Business Analytics and Information Systems Finance Management Marketing	Yes					GLOBAL	Yes	School of Marketing & Innovation		
269	52.1201 Management Information Systems, General		B.A. / B.S.		Management Information Systems							STEM	Yes	School of Information Systems & Management	This program will be discontinued (will be BACS)	
270	52.1201 Management Information Systems, General		B.S.		Business Analytics and Information Systems	Cybersecurity Healthcare Business	No					STEM	Yes	School of Information Systems & Management		
271	52.1401 Marketing / Marketing Management, General	B.S.	B.A. / B.S.	B.A. / B.S.	Marketing	Entrepreneurship Sales Sport and Entertainment Management Supply Chain Management	No						Yes	School of Marketing & Innovation		
272	52.1401 Marketing / Marketing Management, General	M.S.M.			Marketing								Yes	School of Marketing & Innovation		
273	52.1499 Marketing, Other	B.A. / B.S.			Advertising								Yes	School of Marketing & Innovation		
274	52.1701 Insurance			B.A. / B.S.	Risk Management and Insurance								GAP ANALYSIS	Yes	School of Risk Management, Insurance, & Security	
275	54.0101 History, General	B.A.	B.A.	B.A.	History											
276	54.0101 History, General	M.A.			History	American History Ancient History European History Latin American History Medieval History	Yes									
277	54.0101 History, General	PH.D.			History											

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2. What existing Centers and/or Institutes (with campus location) are proposed to be housed in the unit?

Inventory of 84 Active Academic Centers/Institutes in the USF System as of December 18, 2018

Institute or Center Name	Current Location	Include in K3?	Home Campus (K3)	K3 Cluster Comments
Center for Business for the Integrated Teaching (PAInT)	Sarasota-Manatee			
Center for Public Policy and Innovation	Sarasota-Manatee			
M3 Center for Healthcare Technology and Innovation	Sarasota-Manatee	Yes	Sarasota-Manatee	
Institute for Data Analytics and Visualization	St. Petersburg	Yes	St. Petersburg	
Ancient Studies Center, Department of History	Tampa			
CAS Center for Complex Data Systems	Tampa			
Center for Africa and the Diaspora	Tampa			
Center for Brownfield Rehabilitation Assistance	Tampa			
Center for Industrial and Interdisciplinary Mathematics	Tampa			
Center for Infectious Disease Ecology Research (CIDER)	Tampa			
Center for Social and Political Thought	Tampa			
Florida Institute for Forensic Anthropology & Applied Sciences	Tampa			
Center for the Study of Latin America and the Caribbean	Tampa			
Institute on Black Life	Tampa			
Interdisciplinary Center for Hellenic Studies	Tampa			
STEM Education Center	Tampa			
The Center for the Improvement of Teaching & Research in Undergraduate STEM Education (CITRUS)	Tampa			
The John Scott Doherty Florida Institute of Government	Tampa			
USF Humanities Institute	Tampa			
USF-SMMARTT (Smart MATH Organic Materials Advanced Research and Technology Transfer)	Tampa			
Water Institute	Tampa			
Center for Community Design and Research	Tampa			
Institute for Research in Architecture	Tampa			
Center for Autism and Related Disabilities	Tampa			
Florida Policy Exchange Center on Aging	Tampa			
Institute for Translational Research in Adolescent Behavioral Health	Tampa			
USF Center for HIV Education and Research	Tampa			
Center for Analytics and Creativity	Tampa	Yes	Tampa	
Center for Entrepreneurship	Tampa	Yes	Tampa	
Center for Marketing and Sales Innovation	Tampa	Yes	Tampa	
Center for Supply Chain Management & Sustainability	Tampa	Yes	Tampa	
Institute for Information Systems Management	Tampa	Yes	Tampa	
Florida Business Development Center - Affiliate	Tampa	Yes	Tampa	
Florida Business Development Center - Main Campus	Tampa	Yes	Tampa	
Center for Research, Evaluation, Assessment and Measurement	Tampa			
Center for the Study of Merit Education	Tampa			
David C. Avelin Center for the Advancement of Teaching	Tampa			
Educational Research Center for Child Development	Tampa			
Educational Research Center for Economic Education	Tampa			
Gus A. Shivers Center for Free Enterprise and Economic Education	Tampa			
Institute for School Reform, Integrated Services, and Child Mental Health and Educational Policy	Tampa			
Center for Assistive, Rehabilitation and Robotics Technologies	Tampa			
Center for Communications and Signal Processing	Tampa			
Center for Modeling Hydrologic and Aquatic Systems	Tampa			
Center for Molecular Delivery	Tampa			
Center for Nanoscale Research	Tampa			
Clean Energy Research Center	Tampa			
Global Center for Hearing and Speech Research	Tampa			
Nanotechnology Research and Education Center	Tampa			
National Bus Rapid Transit Institute (NBRTI)	Tampa			
National Center for Transit Research (NCTR)	Tampa			
USF Center for Wireless and Microwave Technology	Tampa			
USF Center for Advanced Biomedical Imaging	Tampa			
Center for Aging and Brain Repair	Tampa			
Center for Hospice, Palliative Care and End of Life Studies At the University of South Florida	Tampa			
Center for Neuroimaging Research	Tampa			
Center for Personalized Medicine and Genomics	Tampa			

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3. What is the estimated (a) full-time faculty headcount, and (b) UG/GR major headcount in the consolidated unit? (For reference, recent faculty and student headcounts are provided in your cluster's Box folder. Faculty headcounts are in "Faculty Counts by Department – RESOURCE ONLY.xlsx" and student headcounts are in "Enrollment and Degrees Awarded by CIP – RESOURCE ONLY.xlsx".)

Full-time faculty headcount **172**

Tampa 109

Sarasota-Manatee 24

St. Petersburg 39

(Note: Tampa also has 4 part-time faculty members and Sarasota-Manatee 1 part-time faculty member)

Student Headcount (undergraduate/graduate) using the average of three years enrollment data provided by ODS

Undergraduate (by CIP codes) **6,245**

52.0101 General Business/Management 1,139

52.0201 General Business/Management 1,013

52.0301 Accountancy 1,086

52.0601 Business Economics 23

52.0701 Entrepreneurship 38

52.0801 Finance 1,102

52.0901 Hospitality 155

52.1101 Global/International Business 267

52.1201 BAIS/MIS 446

52.1401 Marketing 922

52.1499 Advertising 54

2.1701 RMI (new program) 0

Graduate **1,431**

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<i>11.0501 BAIS/MIS</i>	<i>260</i>
<i>31.0504 Sport Entertainment (SEM)</i>	<i>0</i>
<i>52.0101 General Business/Management</i>	<i>35</i>
<i>52.0201 MBA/PhD/Management</i>	<i>739</i>
<i>52.0301 Accountancy</i>	<i>132</i>
<i>52.0701 Entrepreneurship</i>	<i>84</i>
<i>52.0801 Finance</i>	<i>100</i>
<i>52.0901 Hospitality</i>	<i>22</i>
<i>52.1401 Marketing</i>	<i>59</i>

- 4. Do you anticipate an academic “presence” on each campus? What is the scope and timeline? (Optional: If you would like to provide a timeline graphic, either print ready or legibly drawn, please upload it to your cluster’s Box folder following the instructions on Page 1.)**

Yes, each program currently offered will remain, depending on student demand.

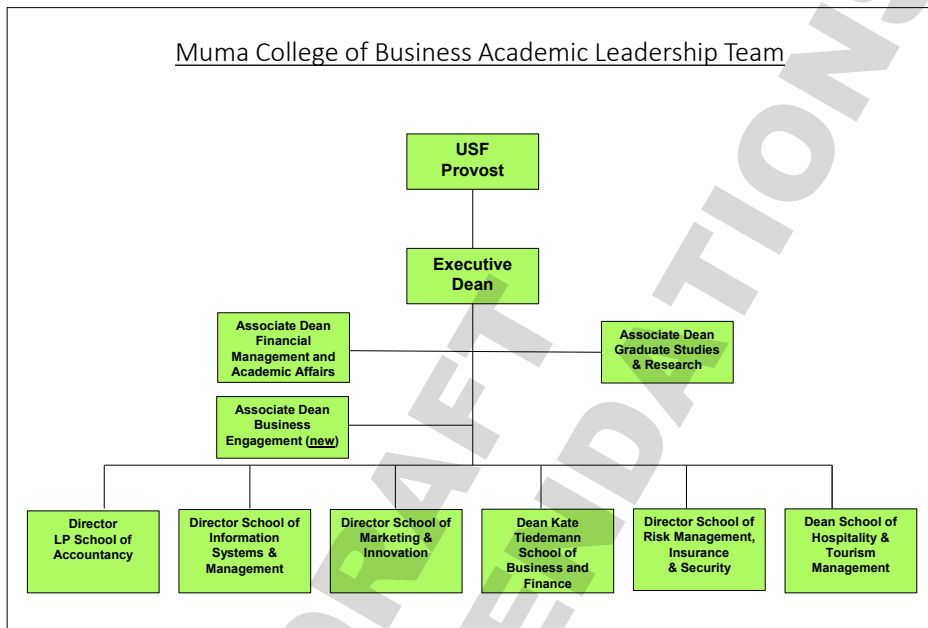
Programs offered in single or dual locations (e.g. Risk Management and Insurance, Cybersecurity and Hospitality Management) may be offered at other locations, depending on student demand.

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5. **What is the proposed academic leadership (and reporting) structure for the unit in a Consolidated USF (and by campus)? (Optional: If you would like to provide an organizational chart, either print ready or legibly drawn, please upload it to your cluster’s Box folder following the instructions on Page 1.)**

Please see Q4 Muma College of Business Organizational Chart below



Muma Executive Committee consists of:

Executive Dean, Associate Deans, Kate Tiedemann School of Business and Finance Dean, a Representative from USFSM (either the Director of the School of Risk Management Insurance and Security [RMIS] or the Dean of the School of Hospitality & Tourism Management)

Executive Dean, Kate Tiedemann School of Business and Finance Dean and Representative from USFSM (either the Director of the School of RMIS or the Dean of the School of Hospitality & Tourism Leadership) will have an additional title of Muma COB Campus Dean and will serve locally as:

Coordinator of any operational student and faculty challenges and opportunities

Representative of the Muma COB to the local community

Post consolidation, any member of the Muma COB leadership team can be selected from any campus depending on the fit between the person’s qualifications and the position requirements.

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6. **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). (Optional: If you would like to provide an organizational chart, either print ready or legibly drawn, please upload it to your cluster's Box folder following the instructions on Page 1.)**

Standing college committees:

- *Administrative Committee*
- *Faculty Executive Committee*
- *Doctoral Policy Committee*
- *Graduate Policy Committee*
- *MBA Committee*
- *Undergraduate Policy Committee*
- *Tenure & Promotion Committee*
- *DBA Committee*
- *Research & Scholarship Committee*
- *Strategic Planning & Assessment Committee*
- *Diversity Committee*
- *Scholarship/Financial Aid Committee*

Special College Committees:

- *Grievance Committee*
- *Instructor Promotion Committee*

School committees are to be decided by faculty in school and can include:

- *Committee A*
- *Graduate Program Committee*
- *Undergraduate Program Committee*
- *Tenure & Promotion Committee*
- *Doctoral Program Committee*
- *Instructor Promotion Committee*

To be discussed/decided:

- *Location representation*

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- *Faculty evaluation by faculty or director only?*
- *Transitional period for performance expectations for annual evaluations*

7. What are the distinctive strengths within the unit, by campus, and how will they be preserved? (Bulleed lists and tables are acceptable.)

Examples:

Tampa:

- *High research productivity faculty*
- *Strong donor support*
- *Strong community support*
- *Doctoral research*
- *Business Analytics & Innovation*
- *Emphasis on student success*

St. Petersburg:

- *Strong emphasis on finance*
- *Strong donor support*
- *Strong community support*
- *Expertise with online program*
- *World class facilities*
- *Finance & Real Estate Hub of excellence*
- *Emphasis on student success*

Sarasota-Manatee:

- *Unique programs in Hospitality, Cybersecurity, and RMI*
- *Personalized experience for student*
- *Strong community support*
- *Emphasis on student success*

8. Identify any accredited programs and explain the process/timeline for [re]accreditation of programs in the unit under Consolidation. (Bulleed lists and tables are acceptable.)

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AACSB for each of the three locations, including Accountancy

- *Re-accreditation scheduled for 2023 (assuming 5 year cycle)*

Hospitality will prepare and apply for ACPHA accreditation

9. 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? (Bulleted lists and tables are acceptable.)

Risks to consider:

- *Preeminence*
- *PBF*
- *Ranking*
- *Possible confusion during the transition period for students, faculty, staff and employers*
- *Lack of successful branding – a single brand in each of the three communities*

Risk mitigation:

- *Note: A complete assessment and risk mitigation plan will be conducted and enacted as the college continues to move through the consolidation process*
- *Best practices from the current colleges will be adopted to help ensure that the Muma College of Business continues to meet or beat its metrics for preeminence and PBF, and move its ranking. Currently, some of the best practices include:*
 - *Student advising*
 - *College located advisors are critical to our success – the 4 advisors at St. Petersburg should all become part of Kate Tiedemann School of Business and Finance and remain there, technology will be used to allow virtual meetings with advisors*
 - *Students are advised from the time they are admitted to the university by the college to ensure 8 semester plans are adhered to and that students progress*
 - *Midterm and end of semester outreach to all students identified as at risk for progression and retention*
 - *Advisor training and coordination to ensure accurate knowledge and consistency in information*
 - *Internships and employer relations support/coordination to ensure placement at graduation*
 - *Scholarship support to increase retention, progression, and placement*

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- *Continue coordination, cooperation, meetings and communication to align faculty, staff, and business partners on the evolving Muma College of Business*
 - *Develop a single marketing function to ensure coordination of branding and communication of the Muma College of Business message*
- 10. Other items as approved by the Cluster Leader. (Bulleted lists and tables are acceptable.)**
- *Consolidation of Advisory Boards:*
 - *One for Muma*
 - *One per School*
 - *International programs*
 - *Executive education*
 - *Summer teaching assignments*
 - *College support services:*
 - *Marketing*
 - *Budget/Finance*
 - *Scheduling*
 - *Accreditation*
 - *Development/Fund raising*
 - *Recruitment*
 - *Student services*
 - *Student advising*
 - *Scholarships*
 - *Internships*
 - *Career services*
 - *Mentorship*
 - *Tutoring*
 - *Special programs, such as the Business Honors Program*
 - *Student organizations*

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CLUSTER K4: EDUCATION

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CIP Code	OPTitle	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFSP Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in ES?	In what department or school should this program be located?	KA Comments
13.0301	Curriculum and Instruction	Ph.D.			Curriculum and Instruction	Adult Education English Education Elementary Education Counselor Education Higher Ed, Administration Interdisciplinary Education Instructional Technology Mathematics Education Measurement and Evaluation Early Childhood Education Literacy Studies Science Education Special Education Social Science Education Career and Workforce Education Educational Psychology Teacher Education	Yes					EDUCATION	Yes	Adult Education - Dept 1; English Education - Dept 3; Elementary Ed - Dept 3; Counselor Ed - Dept 2; Higher Ed Admin - Dept 1; Interdisciplinary Ed - Dept 2; Instructional Technology - Dept 2; Math Ed - Dept 3; Measurement and Evaluation - Dept 2; Early Childhood Ed - Dept 3; Literacy - Dept 4; Science Ed - Dept 3; Special Ed - Dept 4; Ed Science Ed - Dept 3; Career and Workforce Ed - Dept 1; Ed Psych - Dept 2; Teacher Education - Dept 3	Have applied for new CIP codes; list is attached
13.0301	Curriculum and Instruction	Ed.D.			Educational Program Development	Administration of Special Education Adult Education Educational Innovation Elementary Education Vocational Education	Yes					EDUCATION	Yes	Adult Ed - Dept 1; Educational Innovation - Dept 4; Vocational Ed - Dept 1	Have applied for new CIP codes; list is attached
13.0401	Educational Leadership and Administration, General	M.Ed.	M.Ed.	M.Ed.	Educational Leadership					Curriculum Leadership Non-Public or Charter School Leadership K-12 Public School Leadership	Yes	Yes	Dept 1		
13.0401	Educational Leadership and Administration, General	Ed.S.			Educational Leadership							Yes	Dept 1		
13.0401	Educational Leadership and Administration, General	Ph.D.			Educational Leadership							Yes	Dept 1		
13.0501	Educational / Instructional Technology				Learning Design and Technology	Q-Behavioral Education Big Data and Learning Analytics E-Learning Design and Development Game-Based Learning and Analytics	No					STEM	Yes	Dept 2	Degree is missing; Please enter MS
13.1001	Special Education and Teaching, General	B.A. / B.S.			Exceptional Student Education with ESOL & Reading Endorsement							EDUCATION	Yes	Dept 4	
13.1001	Special Education and Teaching, General	M.A. / M.A.T.	M.A. / M.A.T.		Exceptional Student Education							EDUCATION	Yes	Dept 4	
13.1004	Education / Teaching of the Gifted and Talented	M.A.			Special Education, Gifted							EDUCATION	Yes	Dept 4	
13.1011	Education / Teaching of Individuals with Autism	M.A.			Autism Spectrum Disorder & Severe Intellectual Disabilities							EDUCATION	Yes	Dept 4	
13.1101	Counselor Education / School Counseling and Guidance Services	M.A.			Counselor Education	Career Counseling Clinical Mental Health Counseling School Counseling	Yes					EDUCATION	Yes	Dept 2	Career Counseling and Clinical Mental Health tracks from Counselor Education are inactive
13.1201	Adult and Continuing Education and Teaching	M.A.			Adult Education	Human Resource Development	Yes					EDUCATION	Yes	Dept 1	
13.1202	Elementary Education and Teaching	B.S.		B.A.	Interdisciplinary Education							EDUCATION	Yes	Dept 2	
13.1202	Elementary Education and Teaching	B.S.		B.A. / B.S.	Elementary Education							EDUCATION	Yes	Dept 3	
13.1202	Elementary Education and Teaching	M.A.	M.A.	M.A.	Elementary Education	Early Childhood Elementary Curriculum Language Arts Science and Mathematics	Yes	Science and Mathematics	No			EDUCATION	Yes	Dept 3	
13.1202	Elementary Education and Teaching	M.A.T.		M.A.T.	Elementary Education	USFSM Title: Teaching, Elementary Education						EDUCATION	Yes	Dept 3	
13.1203	Junior High / Intermediate / Middle School Education and Teaching	M.S.			Teaching of Middle Grades STEM							EDUCATION	Yes	Dept 3	
13.1206	Teacher Education, Multiple Levels	B.S.			Education							EDUCATION	Yes	Dept 3	
13.1206	Teacher Education, Multiple Levels	B.S.			Educational Studies							EDUCATION	Yes	Dept 3	
13.1210	Early Childhood Education and Teaching	B.S.			Early Childhood Education: Pre Kindergarten / Primary							EDUCATION	Yes	Dept 3	
13.1305	English / Language Arts Teacher Education	B.S.			English Education with ESOL Endorsement							EDUCATION	Yes	Dept 3	
13.1305	English / Language Arts Teacher Education	M.A.T.		M.A.	English Education							EDUCATION	Yes	Dept 3	
13.1305	English / Language Arts Teacher Education	M.A.T.		M.A.T.	Secondary Education, English Education							EDUCATION	Yes	Dept 3	
13.1306	Foreign Language Teacher Education	M.A.T.			Foreign Language Education	French German Spanish Russian Chinese General Education - with no ESOL Endorsement Italian Japanese Latin	Yes					EDUCATION	Yes	Dept 4	

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OP Code	OP Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFSP Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K4?	In what department or school should this program be located?	K4 Comments
1															
56	13.1311	Mathematics Teacher Education	B.A. / B.S.		Mathematics Education	Middle School Mathematics	No					EDUCATION	Yes	Dept 3	
57	13.1311	Mathematics Teacher Education	M.A.		Mathematics Education							EDUCATION	Yes	Dept 3	This program is closed for admission.
58	13.1311	Mathematics Teacher Education	M.A.T.		Middle Grades Mathematics (5-9)							EDUCATION	Yes	Dept 3	
59	13.1311	Mathematics Teacher Education	M.A.T.		Mathematics Education (6-12)							EDUCATION	Yes	Dept 3	
60	13.1312	Music Teacher Education	B.S.		Music Education							EDUCATION			This program is housed in the College of the Arts
61	13.1312	Music Teacher Education	M.A.		Music Education							EDUCATION			This program is housed in the College of the Arts
62	13.1314	Physical Education Teaching and Coaching	B.A. / B.S.		Physical Education	Exercise Science	No					EDUCATION	Yes	Dept 2	
63	13.1315	Reading Teacher Education	M.A.	M.A.	Reading Education							EDUCATION	Yes	Dept 4	
64	13.1316	Science Teacher Education / General Science Teacher Education	B.A. / B.S.		Science Education	Biology Education Chemistry Education Physics Education Middle School Science Education	Yes					EDUCATION	Yes	Dept 3	
65	13.1316	Science Teacher Education / General Science Teacher Education	M.A.		Science Education							EDUCATION	Yes	Dept 3	This program is closed for admission.
66	13.1316	Science Teacher Education / General Science Teacher Education	M.A.T.		Science Education	Earth and Space Science Biology Chemistry Physics	Yes					EDUCATION	Yes	Dept 3	
67	13.1317	Social Science Teacher Education	B.S.		Social Science Education							EDUCATION	Yes	Dept 3	
68	13.1317	Social Science Teacher Education	M.A.T.		Social Science Education							EDUCATION	Yes	Dept 3	
69	13.1320	Trade and Industrial Teacher Education	M.A.		Career and Technical Education							EDUCATION	Yes	Dept 1	
70	13.1402	Teaching English as a Second or Foreign Language / ESL Language Instructor	Ph.D.		Technology in Education and Second Language Acquisition							EDUCATION	Yes	Dept 4	
71	14.0501	Biomedical Engineering	B.S.		Biomedical Engineering							STEM			
72	14.0501	Biomedical Engineering	M.S.B.E.		Biomedical Engineering	Pharmacy	No					STEM			
73	14.0501	Biomedical Engineering	Ph.D.		Biomedical Engineering							STEM			
74	14.0701	Chemical Engineering	B.S.B.E.		Biomedical Engineering							STEM			
75	14.0701	Chemical Engineering	B.S.C.H.		Chemical Engineering							STEM			
76	14.0701	Chemical Engineering	M.S.C.H.		Chemical Engineering							STEM			
77	14.0701	Chemical Engineering	Ph.D.		Chemical Engineering							STEM			
78	14.0801	Civil Engineering, General	B.S.C.E.		Civil Engineering							STEM			
79	14.0801	Civil Engineering, General	M.C.E.		Civil Engineering	Geotechnical Materials Structures Transportations Water Resources	No					STEM			
80	14.0801	Civil Engineering, General	M.S.C.E.		Civil Engineering	Geotechnical Materials Structures Transportations Water Resources	No					STEM			
81	14.0801	Civil Engineering, General	Ph.D.		Civil Engineering	Engineering for International Development Environmental Engineering Geotechnical Engineering Materials Engineering and Science Structures Engineering Transportation Engineering Water Resources	No					STEM			
82	14.0901	Computer Engineering, General	B.S.C.P.		Computer Engineering							STEM			
83	14.0901	Computer Engineering, General	M.S.C.P.		Computer Engineering							STEM			
84	14.0901	Computer Engineering, General	Ph.D.		Computer Science and Engineering							STEM			
85	14.1001	Electrical and Electronics Engineering	B.S.E.E.		Electrical Engineering							STEM			
86	14.1001	Electrical and Electronics Engineering	M.S.E.E.		Electrical Engineering							STEM			
87	14.1001	Electrical and Electronics Engineering	Ph.D.		Electrical Engineering							STEM			
88	14.1401	Environmental / Environmental Health Engineering	M.S.E.V.		Environmental Engineering	Engineering for International Development	No					STEM			
89	14.1401	Environmental / Environmental Health Engineering	Ph.D.		Environmental Engineering							STEM			
90	14.1801	Materials Engineering	M.S.M.S.E.		Materials Science and Engineering							STEM			
91	14.1901	Mechanical Engineering	B.S.M.E.		Mechanical Engineering							STEM			
92	14.1901	Mechanical Engineering	M.S.M.E.		Mechanical Engineering							STEM			
93	14.1901	Mechanical Engineering	Ph.D.		Mechanical Engineering							STEM			
94	14.3501	Industrial Engineering	B.S.I.E.		Industrial Engineering							STEM			
95	14.3501	Industrial Engineering	M.S.I.E.		Industrial Engineering							STEM			
96	14.3501	Industrial Engineering	Ph.D.		Industrial Engineering							STEM			
97	15.1501	Engineering / Industrial Management	M.S.E.M.		Engineering Management							STEM			

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CP Code	OPT/Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFSP Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K&I?	In what department or school should this program be located?	K&I Comments
1															
128	26.1109	Bioinformatics	M.S./B.C.B.		Bioinformatics and Computational Biology							STEM			
129	26.1200	Biotechnology	M.S./B.		Biotechnology							STEM			
130	26.1200	Conservation Biology		M.S.	Conservation Biology							STEM			
131	26.1399	Ecology, Evolution, Systematics and Population Biology, Other	Ph.D.		Integrative Biology	Ecology and Evolution Environmental and Ecological Microbiology Physiology and Morphology	Yes					STEM			
132	26.9999	Biological and Biomedical Sciences, Other	M.S./M.S.		Medical Sciences	Anatomy Aging and Neuroscience Biochemistry & Molecular Biology Clinical and Translational Research Health Science Interdisciplinary Medical Sciences Medical Microbiology and Immunology Molecular Medicine Metabolic and Nutritional Medicine Women's Health	No					STEM			
133	26.9999	Biological and Biomedical Sciences, Other	Ph.D.		Medical Sciences	Allergy, Immunology and Infectious Disease Anatomy Biochemistry & Molecular Biology Clinical and Translational Research Molecular Medicine Microbiology and Immunology Molecular Pharmacology and Physiology Neuroscience Physiology and Biophysics Pharmacology and Therapeutics Pathology and Cell Biology Pathology and Laboratory Medicine	Yes					STEM			
134	27.0101	Mathematics, General	B.A.		Mathematics	Applied / Computational Mathematics General Mathematics Pure Mathematics	Yes					STEM			
135	27.0101	Mathematics, General	M.A.		Mathematics	Pure and Applied	Yes					STEM			
136	27.0101	Mathematics, General	Ph.D.		Mathematics	Pure and Applied	Yes					STEM			
137	27.0204	Computational and Applied Mathematics		B.S.	Mathematics, Computational and Applied							STEM			
138	27.0501	Statistics, General	B.A.		Statistics							STEM			
139	27.0501	Statistics, General	M.A.		Statistics							STEM			
140	30.0101	Biological and Physical Sciences	B.S.		Interdisciplinary Natural Sciences							STEM			
141	30.1101	Gerontology	M.A.		Aging Sciences							HEALTH			
142	30.1101	Gerontology	M.A.		Gerontology							HEALTH			
143	30.1101	Gerontology	Ph.D.		Aging Studies							HEALTH			
144	30.3301	Sustainability Studies		B.A.	Sustainability Studies							STEM			
145	30.3301	Sustainability Studies	M.A.		Global Sustainability	Climate Change and Sustainability Entrepreneurship Food Sustainability and Security Sustainable Business Sustainable Energy Sustainable Transportation Sustainable Tourism Sustainable Policy Water	Yes					STEM			
146	31.0504	Sport and Fitness Administration / Management	M.S.		Sport and Entertainment Management										
147	31.0505	Kinesiology and Exercise Science	M.S.		Exercise Science	Health and Wellness Strength and Conditioning	Yes					STEM	Yes	Dept 2	
148	38.0101	Philosophy	B.A.		Philosophy										
149	38.0101	Philosophy	M.A.		Philosophy	Philosophy and Religion	No								
150	38.0101	Philosophy	Ph.D.		Philosophy	Philosophy and Religion	No								
151	38.0201	Religion / Religious Studies	B.A.		Religious Studies										
152	38.0201	Religion / Religious Studies	M.A.		Religious Studies										
153	40.0501	Chemistry, General	B.A.		Chemistry	Biochemistry / Biotechnology Health Professions	No					STEM			
154	40.0501	Chemistry, General	B.S.		Chemistry							STEM			
155	40.0501	Chemistry, General	M.A. / M.S.		Chemistry							STEM			
156	40.0501	Chemistry, General	Ph.D.		Chemistry							STEM			
157	40.0601	Geology / Earth Sciences, General	B.A. / B.S.		Geology							STEM			
158	40.0601	Geology / Earth Sciences, General	M.S.		Geology							STEM			
159	40.0601	Geology / Earth Sciences, General	Ph.D.		Geology							STEM			
160	40.0601	Oceanography, Chemical and Physical	M.S.		Marine Science	Biological Oceanography Chemical Oceanography Geological Oceanography Interdisciplinary Marine Resource Assessment Physical Oceanography	Yes					STEM			
161	40.0601	Oceanography, Chemical and Physical	Ph.D.		Marine Science	Biological Oceanography Chemical Oceanography Geological Oceanography Interdisciplinary Marine Resource Assessment Physical Oceanography	Yes					STEM			
162	40.0801	Physics, General	B.A. / B.S.		Physics							STEM			
163	40.0801	Physics, General	B.A. / B.S.		Physical Sciences							STEM			

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CP Code	CP Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFSP Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in SE?	In what department or school should this program be located?	XX Comments
1	40.0802	Physics, General	M.S.		Physics	Applied Physics Atomic and Molecular Physics Laser Physics Mechanics Physics Optical Physics Semiconductor Physics Solid State Physics	No					STEM			
164	40.0802	Physics, General	Ph.D.		Applied Physics	Medical Physics	No					STEM			
166	42.0105	Psychology, General	B.A.	B.A.	B.A.	Psychology									
167	42.0105	Psychology, General	M.A.	M.A.		Clinical Psychology Cognition, Neuroscience & Social Psychology Industrial/Organizational Psychology	Yes								
167	42.0105	Psychology, General	Ph.D.			Clinical Psychology Cognition, Neuroscience & Social Psychology Industrial/Organizational Psychology	Yes								
168	42.2820	School Psychology	M.A.			School Psychology							Yes	Dept 2	
170	42.2820	School Psychology	Ph.D.			School Psychology							Yes	Dept 2	
171	42.2834	Applied Behavior Analysis	M.A. / M.S.			Applied Behavior Analysis									
172	42.2834	Applied Behavior Analysis	Ph.D.			Applied Behavior Analysis									
173	43.0108	Criminal Justice / Law Enforcement Administration	M.A.		M.A.	Criminal Justice Administration USFSM Title: Criminal Justice									
174	43.0305	Critical Infrastructure Protection	M.S.			Computer Security Fundamentals Cyber Intelligence Digital Forensics Information Assurance	Yes					STEM			
174	44.0000	Human Services, General	B.S.			Behavioral Healthcare Addictions and Behavioral Healthcare Adult Community Services Aging and Behavioral Health Applied Behavior Analysis Behavioral Health Research Children's Mental Health Developmental Disabilities Leadership in Child and Adolescent Behavioral Health	Yes								
175	44.0000	Human Services, General	M.S.			Child and Adolescent Behavioral Health Translational Research and Evaluation Youth & Behavioral Health	Yes								
176	44.0402	Public Administration	M.P.A.			Public Administration									
178	44.0702	Social Work	B.S.W.			Social Work									
179	44.0702	Social Work	M.S.W.		M.S.W.	Social Work USFSM Noted									
180	44.0702	Social Work	Ph.D.			Social Work									
181	45.0101	Social Sciences, General	B.A.	B.A.	B.A.	Interdisciplinary Social Sciences Aging Studies American Studies Anthropology Communication Communication Sciences and Disorders Criminology Deaf Studies Economics Environmental Science and Policy Geography History Humanities Information Studies International Studies Latin American, Caribbean, and Latino Studies Mass Communications Multidisciplinary Behavioral Sciences Political Science Psychology Public Administration Public Health Religious Studies	Yes	Anthropology Criminology Economics Environmental Policy Geography History International Studies Latin American Studies Political Science Psychology Social Work	Yes	Applied Aging & Wellbeing Crime, Law, & Justice Environmental Studies Government & Global Affairs Social Relations & Policy	Yes				
181	45.0205	Anthropology	B.A.	B.A.		Anthropology									
183	45.0305	Anthropology	M.A.			Applied Anthropology Archaeological and Forensic Sciences Bio-Cultural/Medical Anthropology Cultural Resource Management Heritage Studies	No								
183	45.0305	Anthropology	Ph.D.			Applied Anthropology Cultural Resource Management Heritage Studies	No								
185	45.0402	Criminology	B.A.	B.A.	B.A.	Criminology									
186	45.0402	Criminology			B.S.	Forensic Studies & Justice									
187	45.0402	Criminology	M.A.			Criminology									
188	45.0402	Criminology	M.S.			Cybercrime									
189	45.0402	Criminology	Ph.D.			Criminology									
190	45.0601	Economics, General	B.A.	B.A.		Economics USFSM Title: Affiliated Economics									
191	45.0601	Economics, General	B.S.			Quantitative Economics and Econometrics									
192	45.0601	Economics, General	M.A.			Economics									
193	45.0601	Economics, General	Ph.D.			Economics									
194	45.0701	Geography	B.A.	B.A.		General Geography Human Geography Physical Geography	Yes		Geospatial Analysis and Geography Geospatial Science Society & Environment	Yes					
195	45.0701	Geography	M.A.			Environmental Geography Geographic Information Science and Spatial Analysis Human Geography	Yes								
196	45.0799	Geography, Other	Ph.D.			Geography and Environmental Science and Policy									

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A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
CIP Code	CIP Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFSP Conc Req'd	USFSM Concentration Name	USFM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in SE?	In what department or school should this program be located?	WE Comments
197	45.0901 International Relations and Affairs	B.A.			International Studies							GLOBAL			
198	45.0901 International Relations and Affairs	Ph.D.			Government							GLOBAL			
199	45.1001 Political Science and Government, General	B.A.	B.A.		Political Science										
200	45.1001 Political Science and Government, General	M.A.			Political Science	Africana Studies	No								
201	45.1101 Sociology	B.A.			Sociology	Identity and Community Inequality and Social Justice	No								
202	45.1101 Sociology	M.A.			Sociology										
203	45.1101 Sociology	Ph.D.			Sociology										
204	50.0301 Dance, General	B.A.			Dance	Dance Studies	Yes								
205	50.0301 Dance, General	B.F.A.			Dance	Ballet Modern Dance	Yes								
206	50.0409 Graphic Design		B.F.A.		Graphic Design	Design Performance Theatre Arts						GAP ANALYSIS			
207	50.0501 Drama and Dramatics / Theatre Arts, General	B.A.			Theatre	Design Performance Theatre Arts	Yes								
208	50.0701 Art / Art Studies, General	B.A.			Studio Art										
209	50.0701 Fine / Studio Arts, General	B.F.A.			Studio Art										
210	50.0701 Fine / Studio Arts, General	M.F.A.			Art										
211	50.0701 Art History, Criticism and Conservation	B.A.			Art History										
212	50.0701 Art History, Criticism and Conservation	M.A.			Art History										
213	50.0901 Music, General	Ph.D.			Music	Music Education Acoustic & Electronic Composition Jazz Studies Performance	Yes								
214	50.0901 Music Performance, General	B.M.			Music Performance	Chamber Music Choral Conducting Composition Electro-Acoustic Music Instrumental Conducting Jazz Composition Jazz Performance Performance Theory Piano Pedagogy	Yes								
215	50.0901 Music Performance, General	M.M.			Music	Chamber Music Choral Conducting Composition Electro-Acoustic Music Instrumental Conducting Jazz Composition Jazz Performance Performance Theory Piano Pedagogy	Yes								
216	50.9999 Visual and Performing Arts, Other	B.A.			Music Studies										
217	51.0000 Health Services / Allied Health / Health Sciences, General	B.S.	B.S.		Health Sciences	Aging Health Studies Biological Health Sciences Health Informatics Technology Health Management Social and Behavioral Health Sciences	Yes	Communication Sciences & Disorders Healthcare Administration Integrated Health Sciences Public Health	Yes			Health			
218	51.0201 Communication Sciences and Disorders, General			B.S.	Communication Sciences and Disorders	Speech Language Sciences							Health		
219	51.0202 Audiology / Audiologist	Au.D.			Audiology								Health		
220	51.0204 Audiology and Speech Language Pathology / Pathologist	B.A.			Communication Sciences and Disorders	Deaf Studies Interpreter Training Language-Speech Hearing	Yes						Health		
221	51.0204 Audiology and Speech Language Pathology / Pathologist	M.S.			Speech-Language Pathology								Health		
222	51.0204 Audiology and Speech Language Pathology / Pathologist	Ph.D.			Communication Sciences and Disorders	Hearing Sciences and Audiology Neurocommunicative Sciences Speech-Language Sciences	Yes						Health		
223	51.0701 Health / Health Care Administration / Management	B.S.			Long Term Care Administration								Health		
224	51.0701 Health / Health Care Administration / Management	M.H.A.			Health Administration								Health		
225	51.0912 Physician Assistant	M.P.A.S.			Physician Assistant Studies								Health		
226	51.0913 Athletic Training / Trainer	M.S.			Advanced Athletic Training								Health		
227	51.0913 Athletic Training / Trainer	M.S.			Athletic Training								Health		
228	51.1001 Clinical Laboratory Science / Medical Technology / Technologist	B.S.			Medical Technology								Health		
229	51.1201 Medicine	M.D.			Medicine								Health		
230	51.2001 Pharmacy	Pharm.D.			Pharmacy	Pharmacy and Health Education Biomedical Engineering	No						Health		
231	51.2099 Pharmaceutical Sciences, and Administration, Other	M.S.			Pharmaceutical Nanotechnology	Drug Discovery, Delivery, Development and Manufacturing	No						Health		
232	51.2099 Pharmaceutical Sciences, and Administration, Other	M.S.P.N.			Pharmaceutical Nanotechnology								Health		
233	51.2201 Public Health, General	B.S.			Public Health								Health		

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CP Code	OPT Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFSP Conc Req'd	USFSM Concentration Name	USFM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K4?	In what department or school should this program be located?	K4 Comments
1															
	51.2205	Public Health, General	M.P.H.		Public Health	Applied Biostatistics Behavioral Health Environmental and Occupational Health Epidemiology Epidemiology and Global Communicable Disease Epidemiology and Global Health Epidemiology and Maternal & Child Health Global Communicable Disease Global Disaster Management, Humanitarian Relief, and Homeland Security Global Health Practice Health Care Organizations and Management Health, Safety and Environment Health Policies and Programs Infection Control Nutrition and Dietetics Public Health Education Public Health Practice Program Maternal and Child Health Social Marketing	Yes					Health			
234	51.2205	Public Health, General	Ph.D.		Public Health	Biostatistics Community and Family Health Environmental and Occupational Health Epidemiology Health Services Research Global Communicable Disease	Yes					Health			
235	51.2205	Public Health, General	Dr.P.H.		Public Health	Advanced Practice Leadership in Public Health Public Health and Clinical Laboratory Science and Practice	Yes					Health			
236	51.2212	Behavioral Aspects of Health	Ph.D.		Behavioral and Community Sciences										
237	51.2299	Public Health, Other	M.S.P.H.		Public Health	Behavioral Health Environmental and Occupational Health Epidemiology Genetic Counseling Genomics Global Communicable Disease Maternal and Child Health Occupational Exposure Science Public Health Education	Yes					Health			
238	51.2308	Physical Therapy / Therapist	D.P.T.		Physical Therapy							Health			
239	51.2310	Vocational Rehabilitation Counseling / Counselor	M.A.		Rehabilitation and Mental Health Counseling	Addictions and Substance Abuse Counseling Marriage and Family Therapy	No					Health			
240	51.2314	Rehabilitation Science	Ph.D.		Rehabilitation Sciences							Health			
241	51.2328	Medical Informatics	M.S.I.I.		Health Informatics	Health Analytics	No					Health			
242	51.3800	Registered Nursing / Registered Nurse	B.S.		Nursing: RN to Bachelor's Sequence							Health			
243	51.3801	Registered Nursing / Registered Nurse	B.S.		Nursing: Upper Division Sequence							Health			
244	51.3801	Registered Nursing / Registered Nurse	B.S.		Nursing: Second Bachelor's Degree Sequence							Health			
245	51.3801	Registered Nursing / Registered Nurse	B.S.		Nursing: VCARE							Health			
246	51.3801	Registered Nursing / Registered Nurse	B.S.		Nursing	Adult-Gerontology Acute Care Nursing Adult-Gerontology Primary Care Nursing Adult-Gerontology Primary Care Nursing / Occupational Health Nursing Adult-Gerontology Primary Care Nursing / Oncology Nursing Dual MPH / Adult Gerontology Primary Care Nursing (Nursing) Family Health Nursing Nursing Education Pediatric Health Nursing	Yes					Health			
247	51.3828	Nursing Science	Ph.D.		Nursing Science							Health			
248	51.3818	Nursing Practice	D.N.P.		Nurse Anesthesia							Health			
249	51.3818	Nursing Practice	D.N.P.		Nursing	Adult-Gerontology Acute Care Nursing Adult-Gerontology Primary Care Nursing Dual Occupational Health Nursing / Adult-Gerontology Primary Care Nursing Dual Oncology Nursing / Adult-Gerontology Primary Care Nursing Family Health Nursing Pediatric Health Nursing	Yes					Health			
250	52.0105	Business / Commerce, General	B.S.	B.A. / B.S.	USFT Title: General Business Studies General Business Administration					Aging Services Management Applied Business Business and Technical Writing	Yes				
251	52.0105	Business / Commerce, General	M.S.		Management	Human Resources Management Information System	No								
252	52.0201	Business Administration and Management, General	B.S.	B.A. / B.S.	B.A. / B.S.	Management	No								
253	52.0201	Business Administration and Management, General	M.B.A.	M.B.A.	M.B.A.	Business Administration / MBA	No								
254	52.0201	Business Administration and Management, General	M.B.A.	M.B.A.	M.B.A.	Business Administration / MBA	No								

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CF Code	CF Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFSP Conc Req'd	USFSM Concentration Name	USFM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in KE?	In what department or school should this program be located?	KE Comments
1	52.0205	Business Administration and Management, General	M.B.A.		Executive M.B.A.										
255	52.0205	Business Administration and Management, General	Ph.D.		Business Administration / PHD	Accounting Finance Information Systems Marketing	Yes								
256	52.0205	Business Administration and Management, General	D.B.A.		Business Administration										
257	52.0803	Accounting	B.S.	B.A. / B.S.	B.A. / B.S.	Accounting							GAP ANALYSIS		
258	52.0303	Accounting	M.Acc.	M.Acc.	Accountancy	Assurance Corporate Tax	Yes						GAP ANALYSIS		
259	52.0605	Business / Managerial Economics		B.A. / B.S.	Business Economics										
260	52.0703	Entrepreneurship / Entrepreneurial Studies		B.A. / B.S.	Entrepreneurship										
261	52.0703	Entrepreneurship / Entrepreneurial Studies	M.S.		Entrepreneurship in Applied Technologies										
262	52.0803	Finance, General	B.S.		Personal Finance								GAP ANALYSIS		
263	52.0803	Finance, General	B.S.	B.A. / B.S.	B.A. / B.S.	Asset Management Corporate Finance Real Estate	No	Corporate Finance Investment Analysis Personal Financial Advising	Yes				GAP ANALYSIS		
264	52.0803	Finance, General	M.S.		Finance								GAP ANALYSIS		
265	52.0903	Hospitality Administration / Management, General		B.S.	Hospitality Management										
266	52.0903	Hospitality Administration / Management, General		M.S.	Hospitality Management										
267	52.1105	International Business / Trade / Commerce	B.A.	B.A. / B.S.	Global Business	Business Analytics and Information Systems Finance Management Marketing	Yes					GLOBAL			
268	52.1203	Management Information Systems, General		B.A. / B.S.	Management Information Systems								STEM		
269	52.1203	Management Information Systems, General	B.S.		Business Analytics and Information Systems	Cybersecurity Healthcare Business	No						STEM		
270	52.1403	Marketing / Marketing Management, General	B.S.	B.A. / B.S.	B.A. / B.S.	Entrepreneurship Sales Sport and Entertainment Management Supply Chain Management	No								
271	52.1403	Marketing / Marketing Management, General	M.S.M.		Marketing										
272	52.1499	Marketing, Other	B.A. / B.S.		Advertising										
273	52.1703	Insurance		B.A. / B.S.	Risk Management and Insurance								GAP ANALYSIS		
274	54.0103	History, General	B.A.	B.A.	B.A.	History									
275	54.0103	History, General	M.A.		History	American History Ancient History European History Latin American History Medieval History	Yes								
276	54.0103	History, General	Ph.D.		History										

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College of Education Proposed New or Changed Programs

12/06/2018

Proposed New Degree Programs:

1. **CIP 13.9999 – Education, Other – Doctorate**
 - a. Create new degree program (Ed.D.)
 - b. USF's title: Educational Program Development and Innovation
 - c. Terminate Ed.D. in Educational Program Development (EPD) with a concentration in Educational Innovation (EIN)
2. **CIP 13.0406 – Higher Education/Higher Education Administration– Master's**
 - a. Create new degree program
 - b. Two majors:
 - i. M.A. College Student Affairs
 - ii. M.A. Higher Education Administration
 - c. Terminate C&I College Student Affairs (CSA) from existing C&I degree program
3. **CIP 13.0406 – Higher Education/Higher Education Administration – Doctorate**
 - a. Create new degree program
 - b. Two majors:
 - i. Ph.D. Student Success
 - ii. Ph.D. Higher Education Administration
 - c. Terminate C&I Higher Ed Administration (DHA) from existing C&I Degree program
 - i. Note: There is no CSA at doctorate level in C&I to terminate
4. **CIP 13.0403 – Adult and Continuing Education Administration - Doctorate**
 - a. Create new degree program

USF's title: Ph.D. Workforce and Adult Education
 - b. With potential for future concentrations within the major
 - c. Terminate the existing C&I Adult Education (DAE) concentration
 - d. Terminate the existing C&I Career and Workforce (DVO) concentration
5. **CIP – 31.0505 – Kinesiology and Exercise Science – Bachelor's**
 - a. Create new degree program

USF's Title: Exercise Science
 - b. Terminate concentration in Exercise Science under B.S. Physical Education, CIP 13.1314
 - c. Enrollment in B.S. Physical Education??
6. **CIP 13.0501 – Educational/Instructional Media Design – Doctorate**
 - a. Creating new degree program
 - b. Two majors:
 - i. Ph.D. Learning Design and Technology
 - ii. Ed.D. Learning Technology and Innovation
 - c. Move C&I Instructional Technology Concentration (DIT) to the new Ph.D. program and terminate DIT concentration under C&I Ph.D.

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- d. Move C&I Instructional Technology Concentration (SIT) to the new Ed.D. program and terminate SIT concentration under C&I Ed.S.
Note: USF has CIP at the master's level – USF's Title: Learning Design and Technology

7. CIP 42.2805 – School Psychology – Specialist

- a. Create a new degree (Ed.S.)
- b. USF approved to offer M,R
Note: Accrediting body requires Ed.S. prior to Ph.D. so students may be certified as a school psychologists

8. CIP 13.0601 – Educational Evaluation and Research– Master

- a. Create new degree program
 - i. USF Title: Measurement and Evaluation
- b. Terminate C&I Measurement and Evaluation concentration (CME) under existing C&I master
Note: OPT CIP

9. CIP 13.0601 – Educational Evaluation and Research– Doctorate

- a. Create new degree program
 - i. USF Title: Measurement and Evaluation
- b. Terminate C&I Measurement and Evaluation concentration (DME) under existing C&I doctorate
Note: OPT CIP

Proposed CIP Change:**1. CIP 13.0403 – Adult and Continuing Education Administration – Master**

- a. CIP Change from 13.1320 – Trade and Industrial Teacher Ed to 13.0403 Adult and Continuing Education Administration
USF's Title: Career and Technical Education (M.A.)

Future Consideration:

- **CIP 13.0607 – Learning Sciences – Master's and Doctorate**
- **CIP 13.1101 - Counselor Education/School Counseling and Guidance Services – Doctorate**
Note: Only after approved CACREP accreditation
- **CIP –13.1001 - Special Education and Teaching, General - Doctorate**
 - a. Discussed creating new degree program for the C&I Concentration: Teaching and Learning Content area: General Ed. (DTL)
- **Literacy Studies and Teaching – Master's and Doctorate**
 - a. Discussed creating new degree program for the C&I Concentration: Teaching and Learning Content area: General Ed. (DTL)

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Terminations:

- CIP –13.0301 – Ed.D. Educational Program Development, concentration in Adult Education (EAE)
- CIP –13.0301 – Ed.D. Educational Program Development, concentration in Vocational Education (EVO)
- CIP –13.0301 – Ed.S. Curriculum and Instruction with a concentration in Vocational Education (SVO)

Resources:

- Degree Thresholds:
<https://www.systemacademics.usf.edu/documents/degree%20program%20productivity%20review%20update%20for%20ace%20oct%2029%202018-v2.pdf>
- Homeland Security OPT CIPs:
<https://www.ice.gov/sites/default/files/documents/Document/2016/stem-list.pdf>
- Definitions: Definitions: <https://www.systemacademics.usf.edu/curriculum/definitions.php>

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2. What existing Centers and/or Institutes (with campus location) are proposed to be housed in the unit?

The K4 Cluster Committee has added notes to this spreadsheet regarding centers that we see as points of synergy and possible collaborations. The Florida Center for Instructional Technology (FCIT) does not appear on this list and is currently housed at the USF Tampa campus.

Inventory of 84 Active Academic Centers/Institutes in the USF System as of December 18, 2018

Institute or Center Name	Current Location	Include in K4?	Home Campus (K4)	K4 Cluster Comments
Center for Partnerships for Arts-Integrated Teaching (PAInT)	Sarasota-Manatee	Yes	Sarasota-Manatee	Please add to the College
Institute for Public Policy & Leadership	Sarasota-Manatee			
M3 Center for Hospitality Technology and Innovation	Sarasota-Manatee			
Institute for Data Analytics and Visualization	St. Petersburg			
Ancient Studies Center, Department of History	Tampa			
CAS Center for Complex Data Systems	Tampa			
Center for Africa and the Diaspora	Tampa			
Center for Brownfield Rehabilitation Assistance	Tampa			
Center for Industrial and Interdisciplinary Mathematics	Tampa			
Center for Infectious Disease Ecology Research (CIDER)	Tampa			
Center for Social and Political Thought	Tampa			
Florida Institute for Forensic Anthropology & Applied Sciences	Tampa			
Institute for Systematic Botany	Tampa			
Institute for the Study of Latin America and the Caribbean	Tampa			
Institute on Black Life	Tampa			
Interdisciplinary Center for Hellenic Studies	Tampa			
STEM Education Center	Tampa			Area of synergy and collaboration
The Center for the Improvement of Teaching & Research in Undergraduate STEM Education (CITRUS)	Tampa			Area of synergy and collaboration
The John Scott Dailey Florida Institute of Government	Tampa			
USF Humanities Institute	Tampa			
USF-SMMARTT (Smart Metal Organic Materials Advanced Research and Technology Transfer)	Tampa			
Water Institute	Tampa			
Center for Music Education Research (CMER)	Tampa			
Florida Center for Community Design and Research	Tampa			
Institute for Research in Art	Tampa			Area of synergy and collaboration
Center for Autism and Related Disabilities	Tampa			Area of synergy and collaboration
Florida Policy Exchange Center on Aging	Tampa			
Institute for Translational Research in Adolescent Behavioral Health	Tampa			
USF Center for HIV Education and Research	Tampa			
Center for Analytics and Creativity	Tampa			
Center for Entrepreneurship	Tampa			
Center for Marketing and Sales Innovation	Tampa			
Center for Supply Chain Management & Sustainability	Tampa			
Institute for Information Systems Management	Tampa			
Small Business Development Center - Affiliate	Tampa			
Florida Center for Cybersecurity	Tampa			
Center for Research, Evaluation, Assessment and Measurement	Tampa	Yes	Tampa	
Center for the Study of Migrant Education	Tampa	Yes	Tampa	Outreach initiatives across campuses
David C. Anshin Center for the Advancement of Teaching	Tampa	Yes	Tampa	Shared presence across campuses
Educational Research Center for Child Development	Tampa	Yes	Tampa	
Gis A. Stavros Center for Free Enterprise and Economic Education	Tampa	Yes	Tampa	
Institute for School Reform, Integrated Services, and Child Mental Health and Educational Policy	Tampa	Yes	Tampa	Shared presence across campuses
Center for Assistive, Rehabilitation and Robotics Technologies	Tampa			Area of synergy and collaboration
Center for Communications and Signal Processing	Tampa			
Center for Modeling Hydrologic and Aquatic Systems	Tampa			
Center for Molecular Delivery	Tampa			
Center for Urban Transportation Research	Tampa			
Clean Energy Research Center	Tampa			
Global Center for Hearing and Speech Research	Tampa			
Nanotechnology Research and Education Center	Tampa			
National Bus Rapid Transit Institute (NBRTI)	Tampa			
National Center for Transit Research (NCTR)	Tampa			
USF Center for Wireless and Microwave Technology	Tampa			
USF Center for Advanced Biomedical Imaging	Tampa			
Center for Aging and Brain Repair	Tampa			
Center for Hospice, Palliative Care and End of Life Studies At the University of South Florida	Tampa			
Center for Neuromusculoskeletal Research	Tampa			
Center for Personalized Medicine and Genomics	Tampa			
Center for Research and Education in Nanobiotechnology	Tampa			
Diabetes Center (HSC)	Tampa			
Florida Infectious Disease Institute	Tampa			
Joy McCann Culverhouse Center for Esophageal and Swallowing Disorders	Tampa			
The Archie A. and Mary-Louise Silver Child Development Center	Tampa			Area of synergy and collaboration
University of South Florida Health Informatics Institute	Tampa			
USF Health Heart Institute	Tampa			
USF Health Neuroscience Institute	Tampa			
USF Parkinson's Disease and Movement Disorders Center, NPF Center of Excellence	Tampa			
USF-India Center for Health & HIV/AIDS Research & Training (CHARP-India)	Tampa			
Center for Environmental/Occupational Risk Analysis & Management	Tampa			
Center for Transdisciplinary Research on College Health	Tampa			
Florida Health Information Center (FHIC) (HSC)	Tampa			
Florida Prevention Research Center	Tampa			
Global Health & Infectious Diseases Research	Tampa			
James and Jennifer Harrell Center for the Study of Family Violence	Tampa			
Lawton and Rhea Chiles Center for Healthy Mothers and Babies (Health Science Center)	Tampa			
Shimshing Education and Research Center	Tampa			
The Center for Leadership in Public Health Practice	Tampa			
The Occupational Safety & Health Administration Training Institute Education Center (OTI-EC)	Tampa			
The World Health Organization Collaborating Center on Social Marketing and Social Change	Tampa			
Center for Strategic and Diplomatic Studies	Tampa			
Florida-France Linkage Institute	Tampa			
Center for Drug Discovery and Innovation (formerly FCoE-BITT)	Tampa			

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3. **What is the estimated (a) full-time faculty headcount, and (b) UG/GR major headcount in the consolidated unit? (For reference, recent faculty and student headcounts are provided in your cluster's Box folder. Faculty headcounts are in "Faculty Counts by Department – RESOURCE ONLY.xlsx" and student headcounts are in "Enrollment and Degrees Awarded by CIP – RESOURCE ONLY.xlsx".)**

The current leadership at the three campuses across the USF system met during the Fall 2018 term and compiled a faculty list by program area on the following pages. This document was reviewed by the K4 Cluster Committee for accuracy.

Total full-time faculty headcount is 136; 110 are in tenure earning lines, 26 are in instructor lines.

Currently, a consolidated College of Education has a total of 99 degree programs at the undergraduate and graduate levels and 24 certificate programs. A unique facet of a College of Education is the Education Specialist Degree. The consolidated College of Education will offer the Bachelor's degree, the Master's degree, the Education Specialist Degree, and the Doctoral degree (Ed.D. and Ph.D). The three-year total average enrollment (2016-2018) is 2,920 students. The three-year average undergraduate enrollment is 1,642; the three-year average graduate enrollment is 1,278 (739 M, 45 S, 494 R).

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One College of Education – One Mission – One University of South Florida			
Department 1	Department 2	Department 3	Department 4
Career & Technical Education Career and Technical Education Professor <input type="checkbox"/> Johanna Lassonen Career and Technical Education Associate Professor <input type="checkbox"/> Edward Fletcher (2016) <input type="checkbox"/> Victor Hernandez-Gantes	Counselor Education Counselor-Education Associate Professor <input type="checkbox"/> Chloe Lancaster Counselor-Education Assistant Professor <input type="checkbox"/> Eric Davis Counselor-Education Instructors • Cindy Topolamir, I-II (2018*) • Cindy Topolamir, I-II (2018*)	Teacher Education Professors <input type="checkbox"/> Allan Feldman (Teacher Ed) <input type="checkbox"/> Steve Thornton (Teacher Ed)	Foreign Language Ed Foreign Language Education Associate Professor <input type="checkbox"/> John Lomas ESOL/FLE Instructors <input type="checkbox"/> Phil Smith, I-III (2018*) (12 mo.) <input type="checkbox"/> Jane Govoni, I-I
Career & Workforce Education	Educational Psychology Ed. Psychology Professor <input type="checkbox"/> Tony Tan (2017*) <input type="checkbox"/> William (Steve) Lang Ed. Psychology Associate Professor <input type="checkbox"/> Darlene DeMarie <input type="checkbox"/> Sarah Kiefer (2013*) <input type="checkbox"/> Lisa Lopez	Early Childhood Education Professors <input type="checkbox"/> Ilene Berson Associate Professors <input type="checkbox"/> Jolyn Blank (2013*) <input type="checkbox"/> Sophia Han (2016*)	Foreign Lang Ed (minor)
College Student Affairs Higher Ed & Student Affairs Associate Professor <input type="checkbox"/> Amber Dumford <input type="checkbox"/> Tom Miller	Exercise Science Exercise Science Professor <input type="checkbox"/> Candi Ashley <input type="checkbox"/> Marcus Kilpatrick (2016*) Exercise Science Associate Professor <input type="checkbox"/> Bill Campbell (2013*) Exercise Science Assistant Professor <input type="checkbox"/> Sam Buckner Exercise Science Instructors • Maureen Chiodini, I-I • Janette Garcia, I-I (Visiting) ³ • Nic Martinez, I-I	Elementary Ed (including content areas) Elementary Ed Professors <input type="checkbox"/> Roger Bradley (USF World) ¹ <input type="checkbox"/> Zafar Ural <input type="checkbox"/> Joan Kaywell Elementary Ed Associate Professors <input type="checkbox"/> Rebecca Burns (2018*) <input type="checkbox"/> Jennifer Jacobs (2017*) <input type="checkbox"/> Marie Byrd - Director <input type="checkbox"/> Stephen Rushon Elementary Education Assistant Professor • Susan Bennett Mathematics Education Assistant Professor <input type="checkbox"/> Sarah Vaningen (Elem) <input type="checkbox"/> Katrina Hensberry Science Education Assistant Professor <input type="checkbox"/> Karl Jung (Elem) Elementary Education Instructors <input type="checkbox"/> Nicholas Cantania ³ <input type="checkbox"/> Margaret Krause, I-I <input type="checkbox"/> Randi Latzke, I-I <input type="checkbox"/> Natalie Reiser ³ <input type="checkbox"/> Nebi Salim Bakare ³ <input type="checkbox"/> Kaitie Tricarico, I-II (2018*) <input type="checkbox"/> Angela Hooser, I-I <input type="checkbox"/> Yvonne Franco ³ <input type="checkbox"/> Heather Duncan- I-II <input type="checkbox"/> Lora Kosten, I-II Mathematics Education Instructors • Kathleen Gibson-Dex, I-II	ESOL

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<p>Community College Development</p> <ul style="list-style-type: none"> □ Adult Education Professor □ Wayne James □ William Young □ Terry Osborn 	<p>Science of Physical Activity (Minor)</p>	<p><input type="checkbox"/> Kip Ortiz, I-I</p> <p>Middle Grades Ed (5-9 including content areas)</p> <ul style="list-style-type: none"> □ Middle Level Education, Associate Professor □ Cheryl Ellerbrook (Teacher Ed.) (2015 ') 	<p>Literacy Studies</p> <p><i>Literacy Study Professors</i></p> <ul style="list-style-type: none"> □ Jim King □ Janet Richards □ Jennifer Schneider (2017') □ Cynthia Leung □ Literacy Studies Assoc Professors □ Danielle Dennis □ G. Pat Wilson □ Literacy Studies Assistant Professor □ Elizabeth Hadley <p><i>Literacy Instructors</i></p> <ul style="list-style-type: none"> □ Aimee Frier' □ Christine Picot'
<p>Educational Leadership</p> <p><i>Educational Leadership Professor</i></p> <ul style="list-style-type: none"> □ Judith Ponticelli (Chair)' □ Robert Knoeppel (Dean)' □ Allyson Watson (Dean)' <p><i>Educational Leadership Associate Professor</i></p> <ul style="list-style-type: none"> □ Vonzell Agosto (2015') □ William Black (2012') □ (Sabbatical/Fall 2018) □ Zorka Karanxha (2013') □ (Sabbatical-Spring, 2018) □ Briame Reck □ Charles Vanover <p><i>Educational Leadership Assistant Professor</i></p> <ul style="list-style-type: none"> • Taneha Grosland • Jarrett Gupton • Jennifer Hartman <p><i>Educational Leadership Instructors</i></p> <ul style="list-style-type: none"> • Joyce Haines, I-11 (2018') <p><i>Visiting Instructors</i></p> <ul style="list-style-type: none"> John Mann' 	<p>Instructional Technology/Learning Design & Technology</p> <p><i>Instructional Technology, Associate Professor</i></p> <ul style="list-style-type: none"> □ Yiping Lou □ Glenn Smith <p><i>Instructional Technology, Assistant Professor</i></p> <ul style="list-style-type: none"> □ Sanghoon Park □ Nathan Frisk <p><i>Instructional Technology, Instructors</i></p> <ul style="list-style-type: none"> □ James Hatten, I-1 	<p>Secondary Ed (6-12 including content areas)</p> <p><i>Science Education Professors</i></p> <ul style="list-style-type: none"> □ Barbara Spector □ Dana Zeidler <p><i>Social Science Education Professors</i></p> <ul style="list-style-type: none"> □ Michael Berson (Elem) □ Barbara Cruz □ (Sabbatical – Spring 2018) □ James Duplass □ Howard Johnston □ Dick Puglisi' (Shavros) <p><i>Mathematics Education Associate Professors</i></p> <ul style="list-style-type: none"> □ Ruthmae Sears (2018') □ Eugenia Vomvoridi-Vanovic (2017') <p><i>English Education Associate Professor</i></p> <ul style="list-style-type: none"> □ Patricia Daniel-Jones <p><i>English Education Assistant Professors</i></p> <ul style="list-style-type: none"> □ Michael Sherry <p><i>Foreign Language Education Assistant Professors</i></p> <ul style="list-style-type: none"> Sara Smith <p><i>STEM Education Assistant Professor</i></p> <ul style="list-style-type: none"> □ David Rosengrant <p><i>English Education Instructors</i></p> <ul style="list-style-type: none"> □ Jennifer Karmegie, I-11 <p><i>Secondary Education Instructors</i></p> <ul style="list-style-type: none"> □ Sandra Vernon-Jackson, I-I 	<p>Reading Education</p>
<p>Educational Policy Studies</p>	<p>Interdisciplinary Education</p>	<p>Physical Education Teacher Education</p>	<p>Teaching Eng Speakers of Other lang</p>

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<p>Higher Education Administration</p> <ul style="list-style-type: none"> • J. Michael Denton • Jarrett Cupton • Tonishia Lane 	<p>School Psychology</p> <p>School Psychology Professor</p> <ul style="list-style-type: none"> □ Kathy Bradley-Klug¹ (2013³) (Associate Dean for Academic Affairs & Research) □ Shannon Suldo (2014⁴) <p>School Psychology Associate Professor</p> <ul style="list-style-type: none"> □ Jose Castillo (2017⁷) □ Jennifer Mariano <p>School Psychology Assistant Professor</p> <ul style="list-style-type: none"> □ Nathan von der Embse <p>School Psychology Instructor/Post Docs</p> <ul style="list-style-type: none"> ○ Diana Steele ○ Sara Moulton <ul style="list-style-type: none"> ○ Post Doc-Instructional • Lindsey O Bremen ○ Post Doc- Research (Suldo) <p>Visiting Instructors</p> <ul style="list-style-type: none"> □ Britany Heaton³ □ Natalie Komer¹ □ Wendy Dickmson¹ 	<p>Program Development (Ed.D.)</p> <p>Social Foundations</p> <p>Social Foundations Professor</p> <ul style="list-style-type: none"> □ Barbara Shreffle (2013⁷) Chair² □ Jody McBrien <p>Social Foundations Associate Professor</p> <ul style="list-style-type: none"> □ Deirdre Cobb-Roberts □ Ann Marie Gunn □ Larry Johnson □ Denma Michael <p>Social Foundations Assistant Professor</p> <ul style="list-style-type: none"> □ Alisha Braun (Brown) <p>Social Foundations Instructor</p> <ul style="list-style-type: none"> □ Paula Cate, LH (2016⁵) □ Lauren Braunstein (Isaac), LH 	<p>Professors</p> <ul style="list-style-type: none"> □ Nell Faucette □ Ralph Wilcox (Provost) <p>Physical Education Assoc Professors</p> <ul style="list-style-type: none"> □ Haichum Sun (2013³) □ Sara Flory (2017⁷) <p>Physical Education Instructors</p> <p>Physical Education</p> <ul style="list-style-type: none"> □ Steven Kropp 	<p>Teacher Leadership</p> <p>Secondary Clinical Experience Instructors</p> <ul style="list-style-type: none"> □ Laura Sabella, LH 	<p>Autism & Severe Intellectual Disabilities</p>	<p>Technology in Ed & Second Lang Acquisition</p>
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	<p>Exceptional Student Education</p> <p><i>Special Education Professors</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> David Alksopp <input type="checkbox"/> Ann Cranton- Gingras¹(Associate Dean, Graduate Studies) <input type="checkbox"/> Phyllis Jones(2016⁴) <input type="checkbox"/> Jeanne Kleinhammer-Tramill <input type="checkbox"/> Elizabeth Shaunessy (2016⁵) <input type="checkbox"/> Brenda Walker <input type="checkbox"/> Alejandro Brice <input type="checkbox"/> Lyman Dukes <input type="checkbox"/> Bill Heller <p><i>Special Education Assistant Professor</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Karen Ramlaekhan <input type="checkbox"/> Lasonya Moore <p><i>Special Education Instructors</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Karen Colucci, I-III(2018⁶) <input type="checkbox"/> Elizabeth Doone, I-III (2018⁴) <input type="checkbox"/> Sara Semon³(<i>Visiting Assistant Professor</i>) <input type="checkbox"/> Helene Robinson, I-I
<p>Global Studies in Education/International Education (minor)</p>	<p>Measurement & Evaluation</p> <p><i>Educational Meas. & Research Professor</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Robert Dedrick <input type="checkbox"/> John Ferron <input type="checkbox"/> Lilianna Rodriguez- Campos(2015⁴) <p><i>Educational Meas. & Research Associate Professor</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Yi-Hsin Chen <input type="checkbox"/> Eun Sook Kim (2017⁴) <input type="checkbox"/> Jennifer Wolgemuth (2018⁴) <p><i>Educational Meas. & Research Instructor</i></p> <ul style="list-style-type: none"> •Lea Cain, I-1 <p><i>Non-Teaching Instructors</i></p> <ul style="list-style-type: none"> • Debra Kozdras¹ (12 mo.) Stavros Center • Darraan Town¹ (12 mo.) Data Specialist – Dean's Office <p>Professors</p> <ul style="list-style-type: none"> <input type="checkbox"/> Steve Permuth <input type="checkbox"/> Arthur Shapiro

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4. Do you anticipate an academic “presence” on each campus? What is the scope and timeline? (Optional: If you would like to provide a timeline graphic, either print ready or legibly drawn, please upload it to your cluster’s Box folder following the instructions on Page 1.)

It is anticipated that the consolidated College of Education will continue to have an academic presence on all three campuses. Presently, there are 110 degree and certificate programs on the Tampa campus, 12 degree and certificate programs on the St. Petersburg campus, and 10 degree and certificate programs on the Sarasota-Manatee campus. The campuses offer seven similar degree programs; each of these programs have a different program of study. The seven programs are: BS Elementary Ed (USFT, USFSM), MA Elementary Ed (USFT, USFSP), MA English Ed (USFSP, USFSM), MA Exceptional Student Education (USFT, USFSP), MA Reading (USFT, USFSP), MAT Elementary Ed (USFT, USFSM), and M.Ed Educational Leadership (USFT, USFSP, USFSM).

All four academic departments will be located on the Tampa campus; all current degree programs and certificate programs that are currently offered on the Tampa campus will remain on the Tampa campus in the near term pending curriculum review. The St. Petersburg and Sarasota-Manatee campuses currently have unique degree programs and certificate programs which will remain housed on the regional campuses in the near term pending curriculum review.

In order to meet accreditation standards, a review of the program of study must occur in common programs; this review will follow procedures established by the Consolidation Implementation Task Force (CIC).

Agreement was reached to incubate a School (likely of STEM and Innovation) on the St. Petersburg campus and a School (likely of Arts Integration) on the Sarasota-Manatee campus. The creation of schools will require the development of unique programs that align with the purpose of the newly established schools, the possible transfer of programs housed on another campus in the system to the school home, and the hiring of faculty and staff.

Timeline:

- *Commitment of Schools on St. Petersburg and Sarasota-Manatee campuses – completed February 2019*
- *Program evaluation of shared programs; interviews with area superintendents – completed June 2019*
- *Identified area of focus for Schools – completed June 2019*
- *Hiring of Regional Transition Leaders (later School directors) – completed June 2019*
- *Curriculum Review of Shared Programs – completed June 2019*
- *Curriculum Review of Unique Programs – completed June 2019*
- *Strategic planning for Schools – completed August 2019*
- *Submission of curricular changes for shared programs – completed December 2019*
- *Movement/Deletion of Shared Programs to new ‘homes’ – completed December 2019*
- *Creation of new degrees or CIP code changes for Schools – completed December 2019*
- *Movement/Deletion of Unique Programs to new ‘homes’ – completed December 2019*
- *Launch Schools on St. Petersburg and Sarasota-Manatee campuses – completed June 2020*

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- 5. What is the proposed academic leadership (and reporting) structure for the unit in a Consolidated USF (and by campus)? (Optional: If you would like to provide an organizational chart, either print ready or legibly drawn, please upload it to your cluster's Box folder following the instructions on Page 1.)**

The K4 Education Cluster Committee met weekly between January 16, 2019 and February 7, 2019 to draft an academic and leadership structure for the consolidated College of Education. The process was collegial and iterative. In creating a structure, the cluster committee was tasked with understanding the multiple requirements of three accrediting bodies that impact the governance, curriculum, assessment plans, and resource allocation in a College of Education; these accrediting bodies include SACS COC, CAEP, and the State of Florida. Representatives from St. Petersburg and Sarasota-Manatee stressed the importance of a direct line of communication to the leadership of the consolidated College of Education.

Faculty across all three campuses were surveyed about program distinction based on metrics associated with PBF, Preeminence and AAU; emerging trends in the field of education; and the proposed structure in three separate surveys. The K4 Education Cluster Committee reviewed survey results and adjusted the proposed structure based on faculty feedback. In addition, town hall meetings were held in St. Petersburg and Sarasota-Manatee as part of the work of the cluster committee. Feedback from faculty across the system was resounding that the leadership structure of the College should provide additional support during the transition, especially for the regional campuses.

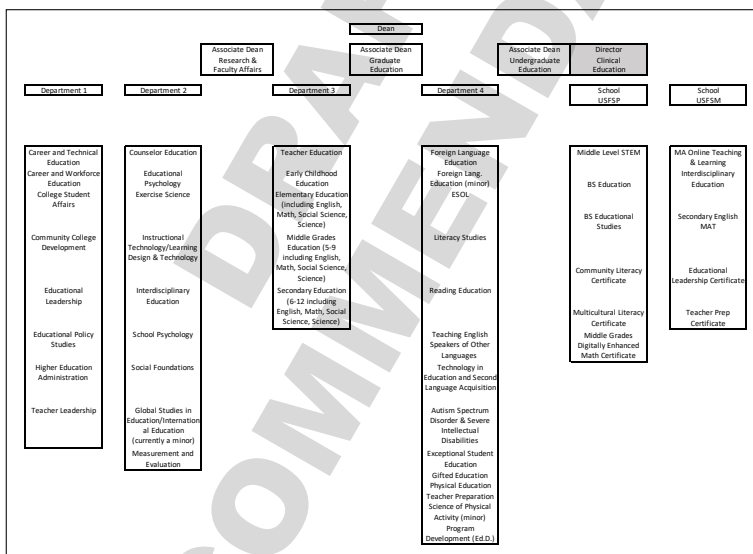
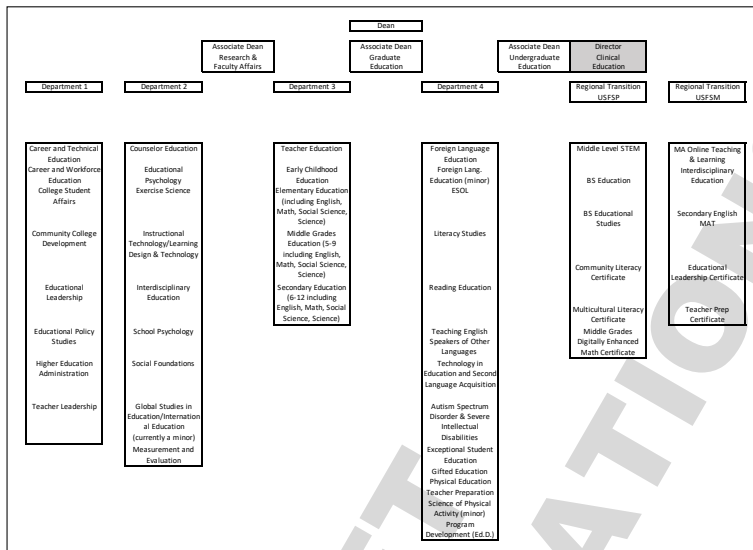
As such, the committee decided to create a structure for the near term (transition) and the far term (after consolidation). These structures are illustrated in the spreadsheet department structure for comment.xlsx. On the first tab (COEDU transition structure), the committee decided to create a regional transition leader on both the St. Petersburg and Sarasota-Manatee campuses, with a title to be determined. After consolidation and in the far term (COEDU far structure tab), this position will become the Director of the School on the respective campuses. To provide clarity regarding leadership roles, draft position descriptions for the Associate Dean for Research and Faculty Affairs, the Associate Dean for Graduate Education, the Associate Dean for Undergraduate Education, the Director of Clinical Education, the Regional Transition Leader, the School Director, Department Chair, and Program Coordinator was circulated to committee members for comment and feedback from faculty.

The committee reached consensus on the establishment of four departments to be housed on the Tampa campus. The committee reached consensus on the decision to incubate a School (likely of STEM & Innovation) in St. Petersburg and a School (likely of Arts Integration) in Sarasota-Manatee. These efforts will be led by the Regional Transition Leader in collaboration with the Dean. Lastly, the committee unanimously agreed that the proposed structure could be altered as we learn more about accrediting body requirements for unique degrees, similar programs of study leading to shared degrees, and similar programs of study leading to state licensure. This clarification will allow for the placement of more programs on the regional campuses in the near term.

- 6. 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). (Optional: If you would like to provide an organizational chart, either print ready or legibly drawn, please upload it to your cluster's Box folder following the instructions on Page 1.)**

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The new college governance structure will provide a forum for faculty from all three campuses to have a voice in the governance of the COEDU. Representation of faculty on each campus will be provided for in the apportionment model for the new "College Council."

There will be one College Council Executive Committee which will consist of a President, Vice-President, Secretary, Sergeant-at-Arms, 3 At-Large members (one from each campus), and a to-be-determined number of Council Chairs (one from each Council or Committee).

Faculty (from all three campuses) are eligible to serve on the College Council and Committees.

The officers of the College Council, except for the Campus At-Large members, will be elected by the full faculty. Each Campus At-Large member will be elected by the faculty from that Campus. There will be representation from Council Committees with members from all three campuses serving on each committee.

The College Council should be evaluated during the second year after consolidation with recommendations to improve the governance structure.

A working group with six members shall create the initial consolidated Constitution and Bylaws by modifying the existing College Constitution and Bylaws. The workgroup members will include the current president/chair/representative from each campus governing committee and one designee chosen by each president. The working group may invite ad-hoc members as needed. The working group will address the following:

Timeline

Spring 2019

- *Convene a workgroup and prepare a preliminary draft Constitution and preliminary draft ByLaws to be completed by the end of the Spring/Summer 2019 semester.*

September 2019

- *Introduce drafts for preliminary discussion.*

October 2019

- *Ratification vote at their October meetings.*

November 2019

- *Ratification vote by the Faculty on each campus to be completed before the end of the Fall semester.*

December 2019

- *The new Constitution should be presented to the Senior Vice Provost for final approval.*

- 7. What are the distinctive strengths within the unit, by campus, and how will they be preserved? (Bulleted lists and tables are acceptable.)**

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Meetings between the leadership of the College of Education across the USF System as well as the K4 Education Cluster revealed unanimity in the language of the mission statements from the three campuses. Each campus values rigorous research, innovative teaching, community engagement, and sustained, clinically-rich immersive experiences across preparation programs as well as research degrees. That said, representatives from the three campuses identified the following distinctive strengths:

USFSP

- *BS in Education Studies leading to certification in Elementary Education, ESOL, ESE and Reading*
- *STEM Inquiry Lab*
- *MEd Middle Grades STEM Education with integration of math and science across disciplines*
- *MA in Elementary Education with a math/science track*
- *MEd in Educational Leadership is online*

USFSM

- *Arts Integration Focus to include Arts Integration Fellows funded in the community*
- *Educational Leadership degree with 3 concentrations to include charter schools*
- *Interdisciplinary MA in English Education*
- *A lower number of credits in the MAT*

USFT

- *Clinically rich practice in Elementary Education with a focus on social justice and urban education*
- *Disciplinary coaching models in the Elementary Education residency program*
- *BS in Elementary Education includes Elementary and ESOL certification; will add Reading*
- *Special Education program was revised using a Federal grant using a spiral curriculum that integrates coursework with field work*
- *Special Education degree leads to certification in ESE, ESOL, and Reading*
- *Year-long internships in all secondary education programs*
- *Nationally recognized online MA Reading*
- *Distinction in digital literacies*
- *Doctoral Education*

The proposed structure includes the creation of Schools on the regional campuses to preserve the unique identities of those campuses.

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8. Identify any accredited programs and explain the process/timeline for [re]accreditation of programs in the unit under Consolidation. (Bulleted lists and tables are acceptable.)

Below is the list of programs that are both accredited by CAEP state-approved by the Florida Department of Education. The accreditation/approval expires for all programs at the same time, so I have only included one explanation for the expiration timeline. State approval and CAEP both consider the same set of programs.

State Approval: Occurs every 5 years. Elementary Education is examined, and the results are applied to all state approval programs. The approval consists of yearly metrics based on program outcomes (APPR) combined with the site-visit and an improvement plan. The site-visit will occur later this spring (in about six weeks). The final written report should be completed about a month later. The improvement plan will be developed based on the report and be submitted about a month after that. All programs will be approved or denied based on the results of these three components. These included all the state-approved programs listed below. The site visit will take place Monday, March 25th through Friday, March 29th.

CAEP: Occurs every 7 years. Initial and advanced teacher preparation programs are reviewed. The review involves a self-study, which is due by June 2019. Site-visit will be reviewed with CAEP that Fall. Response from that feedback is 60 days later. The site-visit occurs the following year. The site visit is scheduled for Sunday, March 22nd through Wednesday, March 25th, 2020. Once submitted, we will receive formative feedback on the self-study and will have the opportunity to provide additional information or data. [We have been advised that after our site-visit, the other campuses will not be reviewed for another seven years after being consolidated.]

The School Psychology EdS program has been nationally recognized by NASP (National Association of School Psychologists) through the next CAEP accreditation in 2027.

The School Counseling MA program is in the process of preparing its application for reaccreditation by CACREP (Council for Accreditation of Counseling and Related Programs).

Reporting Program	Degree
Reading Education	MA
Counselor Education-School	MA
Elementary Education	MAT
English Education	MAT
Foreign Language Education	MAT
Math Education	MAT
Math Education, Middle Grades	MAT
Science Education	MAT
Social Science Education	MAT
Special Education	MAT

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<i>Educational Leadership</i>	<i>MED</i>
<i>School Psychology</i>	<i>EdS, PhD</i>
<i>Early Childhood Education</i>	<i>BS</i>
<i>Elementary Education</i>	<i>BS</i>
<i>English Education</i>	<i>BS</i>
<i>Math Education</i>	<i>BS, BA</i>
<i>Math Education, Middle Grades</i>	<i>BS, BA</i>
<i>Music Education</i>	<i>BS</i>
<i>Physical Education</i>	<i>BS, BA</i>
<i>Science Education</i>	<i>BS, BA</i>
<i>Social Science Education</i>	<i>BS</i>
<i>Special Education</i>	<i>BS, BA</i>

9. 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? (Bulleted lists and tables are acceptable.)

The primary risk in the process of consolidation that was identified by the leadership across the College of Education of the USF System and the K4 Education Curriculum Committee is the area of accreditation. Colleges of Education are unique in that accreditation must be achieved in three areas: SACS COC, CAEP, and the Florida Department of Education. Added to this is the requirement of reporting for the purposes of state licensure. Further, each of the three campuses had accreditation reports and site visits scheduled at different times; two of the visits would take place after July 2020. The leadership of the College of Education across the system has been committed to learning about the requirements from the multiple accrediting bodies with regard to a common program of study, student learner outcomes, curriculum, assessment plans, and governance structures. During the fall 2018 term, the Tampa campus offered to provide support to faculty and administrators from the regional campuses to attend the CAEP conference. Later that term, the administration on the St. Petersburg campus hosted a representative from CAEP to provide counsel on the development of a program of study that allowed for concentrations in shared programs as a way to preserve campus distinction. The same consultant provided counsel on the development of different assessment plans. Most importantly, the consultant confirmed that the Tampa campus could proceed with the CAEP self-study (June 2019) and site visit (March 2020) and submit a substantive change to add the programs in St. Petersburg and Sarasota-Manatee to the accreditation of the College. This would eliminate the need for St. Petersburg and Sarasota-Manatee to go through separate accreditation reviews and allow for the consolidated College to be fully accredited.

The College of Education is a contributor to University metrics for Preeminence in the areas of freshman retention rate, graduation rate, annual research expenditures, and total number of doctoral degrees awarded. The College of

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Education contributes to Performance Based Funding metrics with the percentage of Bachelor's graduates gaining employment one year after graduation, median wages of Bachelor's graduates one year out, four year graduation rate, Bachelor's degrees awarded in areas of strategic emphasis, and graduate degrees awarded in areas of strategic emphasis. The cluster committee deemed that risks are associated with the achievement of these goals due to the considerable amount of work that must be put in to the curriculum alignment of programs that are shared by the three campuses, most notably elementary education (the largest program), literacy, special education, and educational leadership. In addition, the consolidation will necessitate the rewriting of the College Constitution, department bylaws, and College Tenure and Promotion Guidelines. These important areas of service will take away from scholarly productivity and grant writing. Lastly, the committee noted the importance of the student experience in the College of Education and the shared value of promoting student success. The committee wants to ensure that we have adequate and equitable resources across the three campuses to maintain scholarly productivity, expand our degree programs, welcome new colleagues who will have to adjust to new expectations for productivity, and ensure student success through sustained, clinically rich, immersive experience that are delivered in cooperation with our school and district partners.

10. Other items as approved by the Cluster Leader. (Bulleted lists and tables are acceptable.)

No items added

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Now, Near, Far Action Items

Action Item (Assigned Task)	Timing (Now, Near, Far)	Timeline Start Date	Timeline End Date	Resources Needed (Y/N)	If Yes, Provide Comment(s)
<i>Assessment of current state: programs, enrollment, faculty, headcount, performance</i>	<i>Now</i>	<i>1/15/19</i>	<i>2/8/19</i>	<i>No</i>	
<i>Review CAEP standards on consolidation</i>	<i>Now</i>	<i>9/1/18</i>	<i>12/20/18</i>	<i>Yes</i>	<i>Attendance at CAEP Con</i>
<i>Benchmark top Colleges of Education (AAU, aspirant)</i>	<i>Now</i>		<i>6/1/18</i>	<i>No</i>	<i>Bright Futures Document; Transformation & Implementation</i>
<i>Study best practices in educator prep</i>	<i>Near</i>	<i>9/1/18</i>	<i>12/20/19</i>	<i>No</i>	
<i>Program evaluation of current programs in COEDU</i>	<i>Near</i>	<i>12/1/18</i>	<i>12/20/19</i>	<i>Yes</i>	<i>Stipends for faculty conducting evaluation</i>
<i>Survey stakeholders on program effectiveness and community need</i>	<i>Near</i>	<i>12/1/18</i>	<i>12/20/19</i>	<i>Yes</i>	<i>Creation of online survey - Canvas</i>
<i>Draft mission language</i>	<i>Now</i>	<i>5/31/18</i>	<i>12/20/18</i>	<i>No</i>	
<i>Review program curriculum in all programs, but especially shared programs to discern alignment with best practices and community need</i>	<i>Near</i>	<i>1/15/19</i>	<i>12/20/19</i>	<i>Yes</i>	<i>Faculty time, meeting space</i>
<i>Curricular revisions as necessary based on review</i>	<i>Near</i>	<i>1/15/19</i>	<i>12/20/19</i>	<i>Yes</i>	<i>Faculty time, meeting space</i>
<i>Establish assessment plans and student learner outcomes for programs</i>	<i>Near</i>	<i>1/15/19</i>	<i>12/20/19</i>	<i>Yes</i>	<i>Faculty time, meeting space</i>

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<i>Establish governance structure based on Huron research and benchmark institutions</i>	<i>Now</i>	<i>1/15/19</i>	<i>2/8/19</i>	<i>No</i>	
<i>Place programs in newly created departments</i>	<i>Now</i>	<i>1/15/19</i>	<i>2/8/19</i>	<i>No</i>	
<i>Decide upon host/home programs</i>	<i>Now</i>	<i>1/15/19</i>	<i>2/8/19</i>	<i>No</i>	
<i>Review T & P guidelines</i>	<i>Near</i>	<i>1/15/19</i>	<i>12/20/19</i>	<i>Yes</i>	<i>Faculty time, meeting space, admin support</i>
<i>Review College and Department constitutions</i>	<i>Near</i>	<i>1/15/19</i>	<i>12/20/19</i>	<i>Yes</i>	<i>Faculty time, meeting space, admin support</i>
<i>Faculty development support</i>	<i>Near</i>	<i>1/15/19</i>	<i>7/1/20</i>	<i>Yes</i>	<i>Mentoring program, travel funding, research funding, computer software, computer hardware</i>
<i>Benchmarks for Programs, Departments, Schools</i>	<i>Near</i>	<i>1/15/19</i>	<i>12/20/19</i>	<i>No</i>	
<i>Incubation of new schools</i>	<i>Far</i>	<i>1/15/19</i>	<i>7/1/20</i>	<i>Yes</i>	<i>Faculty time, meeting space, admin support</i>
<i>Creation/Approval of new programs</i>	<i>Far</i>	<i>1/15/19</i>	<i>12/20/19</i>	<i>Yes</i>	<i>Faculty time, meeting space, admin support</i>
<i>Staffing new departments</i>	<i>Near</i>	<i>1/15/19</i>	<i>7/1/20</i>	<i>Yes</i>	<i>New staff lines, new faculty lines, rate</i>
<i>Support for newly created leadership positions</i>	<i>Near</i>	<i>1/15/19</i>	<i>7/1/20</i>	<i>Yes</i>	<i>Professional development funding</i>
<i>Revise constitution</i>	<i>Near</i>	<i>1/15/19</i>	<i>12/20/19</i>	<i>Yes</i>	<i>Faculty time, meeting space, admin support</i>
<i>Annual review guidelines</i>	<i>Near</i>	<i>1/15/19</i>	<i>12/20/19</i>	<i>Yes</i>	<i>Faculty time, meeting space, admin support</i>

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CLUSTER K5: ENGINEERING

RECOMMENDATIONS
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Cluster 5: Engineering

1. What programs (CIP codes), departments and/or schools will be academically “housed” in the unit?

We are proposing an “Engineering Everywhere” concept supported by focused major departmental strategic plans that prepare students to meet global technological challenges. To that end, the college is moving towards providing the opportunity for all students to have high impact experiences through a core first-year curriculum. Our goal is to implement an “Introductory Engineering Experience Everywhere” concept on all three campuses where students can transition to college, gain exposure to the various engineering disciplines they can choose from within USF, and complete first year coursework that would prepare them for further matriculation in an engineering major of their choice. This concept of a common “first-year engineering experience” has been used successfully nationally on single campus universities and would likely transition well to a multiple campus model without a need for undue duplication of the costly engineering infrastructure required for later classes and laboratories used in undergraduate engineering education. In addition, there will not be the need to duplicate faculty expertise in the pool of world-class faculty serving the various departments of the College of Engineering to serve a more broadly distributed teaching and degree program model. These experiences (REU, internships, professional skills development, leadership, community engagement, etc.) are being encouraged by National Academies, Association of American Colleges and Universities, National Association of Colleges and Employers, and NSF. The proposed model will still however require additional instructors and advisors on each campus, including USF Tampa, and thus will require additional resources beyond those available today.

All engineering departments will report to the Dean of the College of Engineering on the USF Tampa campus. All department chairs will be located on the Tampa campus with two possible exceptions. First, if the newly proposed Department of Creative Engineering is stood up (in collaboration with the Ringling College of Art and Design), then it is anticipated that the department will be hosted on the USF Sarasota Manatee campus, including the Department Chair. Second, if the newly proposed Department of Ocean and Coastal Engineering is stood up, it is anticipated that the department will be hosted on the USF St. Petersburg campus, but that individual faculty will be located either in St. Petersburg or in Tampa depending on the research and teaching programmatic requirements and on faculty interests. It is anticipated that the departmental offices will be hosted on the USF Tampa campus, but that will be resolved by the departmental faculty and Dean of Engineering at the appropriate time. It is anticipated that the Department of Ocean and Coastal Engineering is an engineering department jointly governed by the College of Marine Sciences following the model of the Department of Medical Engineering hosted in the College of Engineering, but jointly governed with the Morsani College of Medicine. This will require additional consultations with faculty and appropriate faculty governance committees to address any potential tenure and promotion issues due to differing expectations in Engineering and Marine Science.

Resolved any issues with programs in the same CIP code 11.0103 Information Technology

B.S. Information Studies (USF Arts & Sciences)

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B.S. Information Technology (USF Engineering)

B.S. (Cyber Security and Information Technology (USFSM Business))

Differences between B.S. Information Studies in USF Arts & Sciences and B.S. Information Technology in Engineering

The two programs have very different curricula that reflect the title of the degrees and the description from the websites. The Information Technology program in Engineering focuses on programming, databases, networking, human-computer interaction, web systems, and cybersecurity to meet the technology requirements of business, government, healthcare, education, and other organizations. Students in this program acquire a combination of fundamental knowledge and practical expertise to solve computing technology problems and meet user needs. On the other hand, the Information Studies program in Arts & Sciences is meant to prepare students for leadership careers in a wide array of environments and contexts related to the emerging knowledge economy. Concentrations are available in three high-demand job areas: Information Security, Health Informatics, and Data Science & Analytics. The program integrates critical skills in information technology with the solid theoretical and disciplinary foundations of Information Science. Emphasis is given to understanding how people interact with information and technology; the complexities of the information society; information creation, storage, and organization applications and theories; information architecture; and related knowledge and skills needed to design, implement, and evaluate new tools and approaches to solving emerging information problems.

Differences between Cyber Security and Information Technology at USFSM in Business and the B.S. Information Technology in Engineering

There is an emerging consensus that the USF SM College of Business program in Cyber Security & Information Technology will be refocused and renamed to better reflect the business focus of the degree. The analysis already shows that, besides state mandated prerequisites, the two majors only overlap by a maximum of 50% and potentially as little as about 20%, so we think that they are certainly different enough to be considered two separate majors. The proposed new name is Information Assurance & Security Management. USF SM prefers the program stay under the same CIP code and this should be acceptable since the courses are significantly different from the Information Studies in Arts & Sciences and Information Technology in Engineering. However, if necessary, USF SM can apply for a CIP code change after consolidation.

2. What existing Centers and/or Institutes are proposed to be housed in the unit?

All existing USF Tampa engineering research centers will remain on the USF Tampa campus. Any newly formed centers or institutes that evolve out of any new departments will be located on the campus upon which the research is centered.

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3. What is the estimated (a) full-time faculty headcount, and (b) UG/GR major headcount in the consolidated unit?

We anticipate the addition of faculty, instructors, advisors and staff to implement the “Introductory Engineering Experience Everywhere” program. For reasons associated with ABET accreditation, we must balance additional instructors with additional T-TT faculty. The specific numbers will depend on the level of student interest—which we expect will be quite high. Towards that end, a very preliminary estimate is to add 4 T-TT faculty and 6 instructors on the two branch campuses deployed as needed by the student needs, 4 staff members, and 2 technicians. Developing the “Introductory Engineering Experience Everywhere” program will require additional consultations with faculty and appropriate faculty governance committees. Faculty committees need to be formed to begin the process.

We anticipate the need for additional faculty, instructors, advisors, technicians and staff for both the newly proposed Department of Creative Engineering and the newly proposed Department of Ocean and Coastal Engineering. To create a critical mass of faculty and staff, we provide preliminary estimates of the faculty, staff, and student headcounts.

Department of Creative Engineering

- *6 full-time T-TT faculty (plus an additional 6 faculty from Ringling College of Art and Design)*
- *3 instructors (plus an additional 3 instructors from Ringling College of Art and Design)*
- *3 advisors*
- *3 technicians*
- *5 staff*
- *Expected UG headcount: 300*

Department of Ocean and Coastal Engineering.

- *15 full-time T-TT faculty*
- *8 instructors*
- *6 advisors*
- *6 technicians*
- *10 staff*
- *Expected UG headcount: 200*
- *Expected GR headcount: 75*

Developing these two departments will require additional consultations with faculty and appropriate faculty governance committees to address any governance issues, curriculum development, strategic planning, and organizational structure design. Faculty committees need to be formed to begin the process.

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4. Do you anticipate an academic “presence” on each campus? What is the scope and timeline?

The College of Engineering would have multiple instructors and advisors on all three campuses. T-TT faculty in the Department of Ocean and Coastal Engineering, if and when stood up, will be located on both the USF St. Petersburg campus and the USF Tampa campus as appropriate based on research and teaching interests. All T-TT faculty in the Department of Creative Engineering will be on the USF Sarasota Manatee campus.

The timeline depends on the pace and amount of additional resources made available to stand up the new departments. It is anticipated that the advisors and instructors to create the “Introductory Engineering Experience Everywhere” program can be present on the USF Sarasota Manatee campus and the USF St. Petersburg campus relatively quickly since the amount of additional funds and space can potentially be easier to acquire. The timeline for the departments and their associated T-TT faculty, technicians, instructors, and staff is wholly dependent of funding and space.

5. What is the proposed academic leadership and reporting structure for the unit in a Consolidated USF?

All engineering departments and department chairs will report to the Dean of Engineering. The Dean of Engineering will be located on the Tampa campus. All department chairs will be located on the Tampa campus with two possible exceptions of the chair of the Department of Creative Engineering and the chair of the Department of Ocean and Coastal Engineering. The chair of the Department of Creative Engineering will be at USF Sarasota-Manatee and the chair of the Department of Ocean and Coastal Engineering may be at USF St. Petersburg or UF Tampa (to be determined at a later date).

6. What is the proposed faculty governance structure for the unit in a Consolidated USF?

All faculty will report to their respective Department Chairs who in turn report to the Dean of Engineering. There is no proposed change in faculty governance structure in each existing department and the college. It is anticipated that the newly proposed Departments of Creative Engineering and Department of Ocean and Coastal Engineering will adopt essentially the same faculty governance structure of each of our existing departments accounting for small differences by department according to faculty inputs. It is anticipated that one representative from the newly formed departments serve on the college faculty governance committee and university faculty governance structure.

7. What are the distinctive strengths within the unit, by campus, and how will they be preserved?

The USF College of Engineering is a research and teaching powerhouse currently only on the USF Tampa campus with an established Bridge to Engineering program at USF Sarasota-Manatee in Mechanical Engineering. The College of Engineering continues to transition to a nationally recognized college. We are aggressively pursuing national ranking of top 30 among public universities. We are currently at 55. We will continue on this trajectory by (i) continuing to recruit the best and brightest faculty and students, (ii) by enlarging our research footprint, and (iii) by remaining focused on reaching for excellence. The growth represented by the proposed Department of Creative Engineering and

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the Department of Ocean and Coastal Engineering will be contributors to our continued climb, but only if they do not appropriate resources away from the growth of existing programs and strengths within the college.

8. Identify any accredited programs and explain the process/timeline for [re]accreditation of programs in the unit under Consolidation.

All existing engineering programs are accredited with the exception of BS in Information Technology, BS in Cybersecurity, and BS in Biomedical Engineering. These three programs are being prepared for ABET accreditation.

Our programs are undergoing re-accreditation in fall 2019. We underwent an ABET Mock Visit in fall 2018.

The USF Consolidation will negatively impact our re-accreditation if it is observed by the ABET evaluators that resources are being transferred out of existing program to support consolidation. As we learned in our recent ABET Mock Visit, we are on the very edge of ABET “concerns” with our lack of quality space for teaching and research, student-to-faculty ratios that are unacceptable to ABET (especially in the Department of Mechanical Engineering, Department of Chemical Engineering, and Department of Computer Science and Engineering), the inability to provide modern equipment in our teaching laboratories, and other areas of possible concern stemming from a lack of earned resources being returned to the College of Engineering.

9. 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?

The main risk is any forced reallocation of funds from the USF Tampa engineering enterprise to other campuses or other programs. The existing engineering programs are currently over-performing and underfunded. This is well documented. It is unsustainable. Any further reduction in budget would negatively impact our accreditation, national rankings, and our ability to contribute positively to the PBF and Preeminence metrics.

The secondary risk is the distractions that may be caused by expanding engineering to the regional campuses. We must remain laser aimed on our rising national trajectory, which is highly research intensive and externally focused. Any sense that our research enterprise is being negatively impacted by consolidation will make it all the more difficult to recruit and retain the best faculty.

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10. Other items as approved by the Cluster Leader.

Why Ocean and Coastal Engineering?

Ocean and Coastal Engineering encompasses a wide variety of sub-disciplines related to activities in and around the ocean and especially in (i) oceanographic engineering and sensing of the environment, (ii) coastal hazards mitigation and improving resiliency to emerging threats including sea level rise, coastal storms, extreme weather events through hard and soft (e.g., green) engineering solutions, and, (iii) ocean and coastal structures engineering including materials science, transportation facilitation (e.g., shipping terminals, energy infrastructure, military preparedness, bridges, pipelines, etc.) and including cyber infrastructure, marine domain awareness and homeland security issues.

With respect to oceanographic engineering, there is a fairly long history at USF particularly focused through at the Center for Ocean Technology (COT, now called the CMS Ocean Technology Group) which is an academic support group at the College of Marine Science in St. Petersburg. The COT was created and enabled by federal appropriations in the 1980s and 1990s resulting in the establishment of a large (~100 person) group of engineers and technicians working on diverse instrumentation and sensor development issues. This group developed vertical profiling floats to sense water column dynamics, an automated zooplankton imaging system (e.g., the “Sipper” system) among other projects, and more recently developed towed video imaging systems for habitat and fish stock assessments. Much of this group was eventually spun off to the Stanford Research Institute (SRI) facility in St. Petersburg, which now has no formal affiliation with USF. What remains of the CMS Ocean Technology Group now consists of three engineers (mechanical, electrical) three engineering technicians and several hydroacoustics technicians. The primary focus of oceanographic engineering in St. Petersburg now is on habitat mapping, video assessment and maintaining the fleet of ocean sensing gliders, used for ocean and red tide monitoring.

There are many important opportunities in oceanographic instrumentation including development of additional sensor packages for autonomous vehicles, development of new generations of robots and associated sampling protocols, and extending ocean mapping to include all of Florida’s waters through the integration of traditional and emerging technologies (think “Google Street View” for the oceans). Currently there is the opportunity to engage in collaborations between the Colleges of Engineering and Marine Science to work on capstone and other projects, teach joint classes, etc. and such opportunities can be enhanced with the creation of a Department of Ocean and Coastal Engineering.

Coastal hazards mitigation has taken on added momentum following a number of extreme weather events in Florida and elsewhere, as well as increasing recognition that the pace of sea level rise is accelerating. These threats result in migrating shorelines, increased requirements for beach re-nourishment and higher frequencies of “sunny day” flooding, among other coastal problems. Mitigating these threats to property and lives involves both re-engineering coastal protection infrastructure (e.g., sea walls, groins, diversions) and using engineered wetlands and other landscapes to attenuate wave action and reduce storm-related energy and surge. In particular, city governments are increasingly concerned with coastal engineering given that critical infrastructure exists in flood and storm-prone areas (e.g., wastewater treatment, transportation and communication infrastructure). Many new state and federal coastal construction projects require designs for coastal areas to be resilient to these threats over their typical life expectancy. Teaming between CMS scientists (predicting sea level rise and storm frequency/intensity) and engineering can

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result in a powerful collaboration to design more appropriate infrastructures. There is thus likely a ready market for graduates in coastal engineering with an emphasis on the design of resilient projects. A focus on coastal engineering would allow both research on innovative solutions to such projects, and for training of undergraduate and graduate engineers, which will have a ready market in both local government and the private (e.g., construction) sectors.

Ocean engineering is an important enabling capability especially in the Tampa Bay area. Port Tampa Bay is Florida's largest port, handling over 37 million tons of cargo per year. The Port of Tampa is also Florida's largest port in terms of physical size (and one of the largest in the country) encompassing over 5,000 acres. Primary commodities shipped through Tampa include Liquid bulk (including petroleum, sulfur, ammonia, orange juice, etc.), Dry bulk (including fertilizer, limestone, granite, cement, coal, etc.), Break-bulk (Florida's largest steel handling port with a cluster of related activities involving manufacturing, fabrication, processing and distribution with a focus on exports), Containers (imports and exports of food and beverage products, consumer goods such as furniture, lubricants, agricultural products, etc.), Automobiles (a target growth area for short sea given plant expansion in Mexico and Southeast US), Cruise Ship Activity (Nearly 1 million passengers/year), and Shipbuilding & Repair.

Port Tampa Bay has a capital budget plan to spend \$380 million over the next 5 years to include new docks, terminals and navigational improvements in support of continued growth of each of its key lines of business (these data are from the Port Tampa Bay website). Thus, given the considerable potential investment in the port asset, programs offering ocean structural engineering services and training graduates to work in the Port and with associated contractors seems to be an important area of emphasis. Also, given increasing populations in coastal regions of Florida, engineering services supporting a variety of industries involved in ocean industry development is likely a demand area.

Why Creative Engineering?

How do we create a place where innovation happens in academia? What is needed is the opportunity to bring engineers and artists and designers together to solve real problems—and intellectual collisions will most certainly follow. Early discussions with industry indicate strong support. We propose to prepare students and faculty to address the world's challenges by exploiting the space between the education at the Ringling College of Art & Design and at USF-SM to reflect the global multi-disciplinary traits of our modern world. This proposal represents the formative stage of that transformation by supporting key forward-thinking faculty members to work together to create a strategy for the future. Together, we aim to create a vibrant design environment around the theme of addressing global challenges that spawns opportunities for students and faculty to learn by 'doing the real thing.' Already, our teaching is discovery learning based, that is, we provide the opportunities for student to 'learn by doing.' Currently, our respective programs can be characterized as having a level of discovery learning that includes significant active learning, but lacking in interconnections between fundamental design and art principles and basic engineering principles. We need to get students and faculty from our two colleges together in more organic ways to solve real problems now. To achieve global impact, we are targeting our colleges to a much higher level of discovery learning (with significant inductive learning components) coupled with significantly increased collaborative design activity levels. What makes our approach unique and compelling is that we will focus on engineering design challenges that help people immediately with great impact.

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The world is transforming and we must transform with it. Two hundred years ago only about 3% of the population lived in cities. Today over 47% live in cities and in 20 years over 60% will live in cities—that is over 5 billion people. Today there are over 500 population clusters of more than 1 million people. The world thirsts for clean drinking water just as it starves for secure and renewable energy. The health needs of our human family are not being met, and the most vulnerable among us, our disabled children, often do not have access to the technologies needed to lead productive lives. Engineering will play a key role in the solutions to these problems, but alas, it will take much more than the classic engineering curriculum and teaching methodologies of the past 100 years to save this world. It will take creative engineers and designers working together with nurses and doctors, legal teams, entrepreneurs and others with business expertise, cultural and language scholars, politicians, social scientists, communication and outreach experts. The partnership between the Ringling College of Art & Design and USF-SM uniquely positions us to change the world. Global forces are driving the direction of engineering and design. However, we are not merely reacting to external pressures. This proposal is evidence of our proactive intent. Indeed, in the context of Ringling's and USF-SM's traditions we will define for ourselves the direction of our education to produce outcomes that meet our joint mission. That is, to prepare engineers to more creatively address design challenges and to prepare designers to more faithfully incorporate engineering principles into their design.

A joint engineering and science college

One possibility that has been discussed with Cluster K11 Natural Sciences and Mathematics is a joint College of Engineering and Sciences (or similarly named college). As I understand it, this topic has been discussed in the past (before my arrival) but was tabled. It may be an idea we choose to pursue further after we see how consolidation unfolds.

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Now, Near, Far Action Items

Action Item (Assigned Task)	Timing (Now, Near, Far)	Timeline Start Date	Timeline End Date	Resources Needed (Y/N)	If Yes, Provide Comment(s)
<i>Faculty committee established (from all three campuses) to investigate "Introduction to Engineering Everywhere"</i>	<i>Now</i>	<i>After BOG meeting</i>	<i>Start date + 8 months</i>	<i>Yes</i>	<i>Staff assistance (1 FTE) to assist on all three campuses.</i>
<i>Faculty committee (from all three campuses) established to investigate all aspects of Department of Ocean and Coastal Engineering</i>	<i>Near</i>	<i>After consolidation</i>	<i>Start date + 12 months</i>	<i>Yes</i>	<i>Staff assistance (1 FTE) to assist on all three campuses plus travel grants to visit other campuses with similar programs</i>
<i>Faculty committee established (from Tampa and Sarasota Manatee campuses) to investigate all aspects of Department of Creative Engineering</i>	<i>Near</i>	<i>After consolidation</i>	<i>Start date + 12 months</i>	<i>Yes</i>	<i>Staff assistance (1 FTE) to assist on two campuses in Tampa and Sarasota Manatee plus travel grants to visit other design programs around the country</i>
<i>Redesign B.S. Cyber Security and Information Technology at USFSM College of Business</i>	<i>Near</i>	<i>After consolidation</i>	<i>Start date + 12 months</i>	<i>No</i>	

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<p><i>Create "Introductory Engineering Experience Everywhere" program</i></p>	<p><i>Far</i></p>	<p><i>After completing item 1 above</i></p>	<p><i>Start date + 24 months</i></p>	<p><i>Yes</i></p>	<p><i>4 T-TT faculty, 6 instructors, 4 staff, and 2 technicians. Additional space for laboratory classes for first-year design experiences and assorted laboratories in the sciences (chemistry, physics, biology, etc.)</i></p>
<p><i>Establish the Department of Ocean and Coastal Engineering</i></p>	<p><i>Far</i></p>	<p><i>After completing item 2 above</i></p>	<p><i>Start date + 60 months</i></p>	<p><i>Yes</i></p>	<ul style="list-style-type: none"> • <i>15 full-time T-TT faculty</i> • <i>8 instructors</i> • <i>6 advisors</i> • <i>6 technicians</i> • <i>10 staff</i> • <i>Operational funds (\$500,000 recurring per year)</i> • <i>Office, classroom, and laboratory space, including large mechanical work areas consistent with design, construction, and maintenance of small ocean faring vessels</i> • <i>Large scale computer laboratories with high-performance computing ocean analysis, flooding analysis, etc.</i> • <i>Access to the ocean (docks, small vessels)</i>

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<i>Establish the Department of Creative Engineering</i>	<i>Far</i>	<i>After completing item 3 above</i>	<i>Start date + 36 months</i>	<ul style="list-style-type: none"> • <i>6 full-time T-TT faculty</i> • <i>3 instructors</i> • <i>3 advisors</i> • <i>3 technicians</i> • <i>5 staff</i> • <i>Operational funds (\$250,000 recurring per year)</i> • <i>Office, classroom, and laboratory space, including large areas consistent with studio work</i> • <i>Large scale computer laboratories with high-performance computing for graphics</i> • <i>10,000 ft2 Maker Space (3D printing)</i>
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CLUSTER K6: HEALTH

**DRAFT
RECOMMENDATIONS**

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Cluster 6: Health

1. What programs (CIP codes), departments and/or schools will be academically “housed” in the unit?

The schools that will be academically “housed” in the unit are as follows:

The College of Nursing, Undergraduate Degree Program – CIP Code: 513801

The College of Public Health, Undergraduate Degree Program- CIP Code: 512201

2. What existing Centers and/or Institutes (with campus location) are proposed to be housed in the unit?

We should determine if there are any centers or institutes in health areas on the other campuses and consider if any of our existing centers or institutes could be expanded to other campuses and/or opened up to engagement by faculty from other campuses.

3. What is the estimated (a) full-time faculty headcount, and (b) UG/GR major headcount in the consolidated unit? (For reference, recent faculty and student headcounts are provided in your cluster’s Box folder. Faculty headcounts are in “Faculty Counts by Department – RESOURCE ONLY.xlsx” and student headcounts are in “Enrollment and Degrees Awarded by CIP – RESOURCE ONLY.xlsx”.)

The estimated full-time faculty headcount for the consolidated unit is 147. This number was derived from the resource, “Full-Time Faculty Headcounts by Department” in the cluster Box. (Nursing Faculty- 64 and Public Health Faculty- 83)

4. Do you anticipate an academic “presence” on each campus? What is the scope and timeline? (Optional: If you would like to provide a timeline graphic, either print ready or legibly drawn, please upload it to your cluster’s Box folder following the instructions on Page 1.)

We do anticipate an academic “presence” on each campus. The College of Nursing will be providing a Nursing Advisor and a Program Director. Both of these positions will have office space on both the St. Petersburg and Sarasota-Manatee campuses. The timeline for implementing these positions is the 2020-2021 academic school year.

The College of Public Health has planned to extend its undergraduate degree to both the Sarasota-Manatee and St. Petersburg campuses. A physical presence in the Sarasota campus is anticipated during the 2018-2019 school year.

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- 5. What is the proposed academic leadership (and reporting) structure for the unit in a Consolidated USF (and by campus)? (Optional: If you would like to provide an organizational chart, either print ready or legibly drawn, please upload it to your cluster's Box folder following the instructions on Page 1.)**

USF Health, an established separate fiscal and administrative entity within the University of South Florida with responsibility for health profession programs, should be the superstructure for all things "health"; the question is how far we want to carry this in an organizational structure kind of way, versus moving closer to this ideal while also creating greater collaboration and accountability to USF Health for health-related programs.

- 6. 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) (Optional: If you would like to provide an organizational chart, either print ready or legibly drawn, please upload it to your cluster's Box folder following the instructions on Page 1.)**

USF Health has a solid governing structure with Deans reporting to the Senior Vice President for USF Health, faculty councils within each College and an Executive Leadership team that includes all Deans. As we move to host programs on other campuses we would work out faculty assignments, student advising, etc. and if it was determined that we needed a local campus administrator, we would arrange that.

- 7. What are the distinctive strengths within the unit, by campus, and how will they be preserved? (Bulleted lists and tables are acceptable.)**

These are topics worth exploring. Given the limited presence of health programs on the campuses, I believe we need to better understand faculty strengths and the availability of high impact practice courses. The real strength is likely the communities surrounding these campuses which are rich with healthcare organizations, institutions and non-profit agencies and myriad public health opportunities.

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8. Identify any accredited programs and explain the process/timeline for [re]accreditation of programs in the unit under Consolidation. (Bulleted lists and tables are acceptable.)

<i>Schedule of Accreditation Activities 2015-Forward</i>							
	<i>2016</i>	<i>2017</i>	<i>2018</i>	<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>2025</i>
BS		<i>Data Collection for CCNE begins Spring</i>		<i>CCNE Self-Study due</i>	<i>CCNE (full) - On-site Mar-April SACS (interim) - Spring</i>		<i>CCNE (interim) SACS (full)</i>
MS		<i>Data Collection for CCNE begins Spring</i>		<i>CCNE Self-Study due</i>	<i>CCNE (full) - On-site Mar-April SACS (interim) - Spring</i>		<i>CCNE (interim) SACS (full)</i>
MSNA – same as MS Program for CCNE							
GRNA						<i>COA (full)²</i>	
DNP		<i>Data Collection for CCNE begins Spring</i>		<i>CCNE Self-Study due¹</i>	<i>CCNE (full) - On-site Mar-April SACS (interim) - Spring</i>		<i>CCNE (interim) SACS (full)</i>
PhD			<i>Office of USF Institutional Effectiveness</i>				

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Simulation Lab						<i>The Society for Simulation in Health Care³</i>	
Continuing Education	<i>12/2016 no longer accredited through ANCC USF Health CE Office currently manages</i>						
Florida Board of Nursing	<i>Annual approval based on submission of Annual Report due November 1st of each year and on students scoring above national average on the NCLEX licensing exam</i>						

¹The DNP was on a separate schedule (2015/2025) but merged with BS and MS Programs for full accreditation in 2020 (to merge future reports/site visits)

²Full accreditation 2011-2021; on-site visit is fall 2021. Also changed from MS to DNP during timeframe.

³Site visit conducted in October 2016; accreditation awarded through December 31, 2021

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The accreditation schedule for the College of Public Health is as follows:

- CEPH for College of Public Health (BSPH, MPH, MSPH, DrPH and PhD degrees) received site visit in October 2018. Reaccreditation finding will be received in June of 2019; For seven years.
- CAHME for MHA – Last site visit in Spring 2015. Next visit in Spring 2022.
- ACEND for Nutrition – Full accreditation site visit in late 2019. Once fully accredited, it will renew every seven years.
- Genetic Counseling – Self-study is due in August 2020 with site visit in late 2020 or 2021.

9. 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? (Bulleted lists and tables are acceptable.)

If the risks can be identified, they can be mitigated. Because our degree programs are specialty accredited, we have obligations to assure quality regardless of delivery method or site. Keeping an eye on admissions, assuring timely and competent advising, attending to the trends in the various health fields and properly guiding students to their goals should enable us to contribute to the maintenance or enhancement of preeminence metrics.

There will be some challenges in providing academic homes to faculty related to different types of appointments and needs for space, but these can be addressed. We must guard against unrealistic expectations with regard to the number of students we can legitimately enroll, the timing of expansion of programs to other campuses and the introduction of new programs.

10. Other items as approved by the Cluster Leader. (Bulleted lists and tables are acceptable.)

The minutes of the second Cluster 6 committee meeting which was held on January 30, 2019 are attached in a separate Addendum, Addendum A-Cluster 6 Meeting Minutes 1.30.19. In this meeting there was a hardy discussion regarding the Health Science major that exists on both the Tampa and St. Petersburg campuses. Dr. Victoria Rich requested a query of AAU college placement of Health Sciences from the USF System Office of Decision Support. This query was distributed to the committee members. A copy of this query is attached in Addendum B- ODS Query of AAU College placement of Health Sciences.

Subsequent to the meeting, Dr. Rich had a discussion with Dr. Valeria Garcia, Associate Vice President of the Office of Decision Support regarding the availability of more in depth data of the student profile of the USF enrollees in Health Sciences for both the Tampa and St. Petersburg campuses. Please refer to the Now, Near and Far Action Items timeline contained in Box for progression of this discussion. If Health Sciences continues to be an open discussion, the USF System Office of Decision Support will provide a more in depth profile of health science enrollees.

At the first Cluster 6 committee meeting, which was held on January 23, 2019, Dr. Eric Eisenberg expressed openness to providing data which was prepared by Claudia Cooperman regarding the realignment of the Health Sciences within

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USF and USF Health. At the January 30th Cluster committee meeting Appendix B was distributed while Dr. Rich sought out the data from Claudia. This information was not shared at the January 30th Cluster committee meeting but is included in this report as Appendix C- USF Health Science Analysis 2019.

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Meeting Minutes

<p>Addendum A - Cluster 6 Meeting Minutes 1.30.19</p> <p>USF Consolidation Cluster Meeting Minutes</p>			
<p>Date: Wednesday January 30, 2019 Time: 12:00 pm – 1:00 pm Place: MDN 3002</p>			
<p>Present: Robert Deschenes, Eric Eisenberg, Joseph Ford, Mario Hernandez, Melanie Riedinger-Whitmore, Tricia Penniecook, Victoria L. Rich (Dean/Chair)</p>			
<p>Absence: Brett Kemker</p>			
<p>Excused Absence: Karen Pigga-Capulich (recorder)</p>			
<p>Staff: Nancy Ramirez & Karen Pigga-Capulich (recorder)</p>			
<u>Agenda Item</u>	<u>Discussion</u>	<u>Action:</u> (Motions-Votes-Conclusions)	<u>Responsibility/ Refer to:</u>
Call to Order	Dr. Rich called the meeting to order at 12:00 pm.		

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Addendum A- Cluster 6 Meeting Minutes 1.30.19			
	Review of Minutes from January 23, 2019	Dr. Rich asked everyone for confirmation of the minutes from the last meeting that was held on January 23, 2019. Minutes were confirmed.	

DRAFT RECOMMENDATIONS

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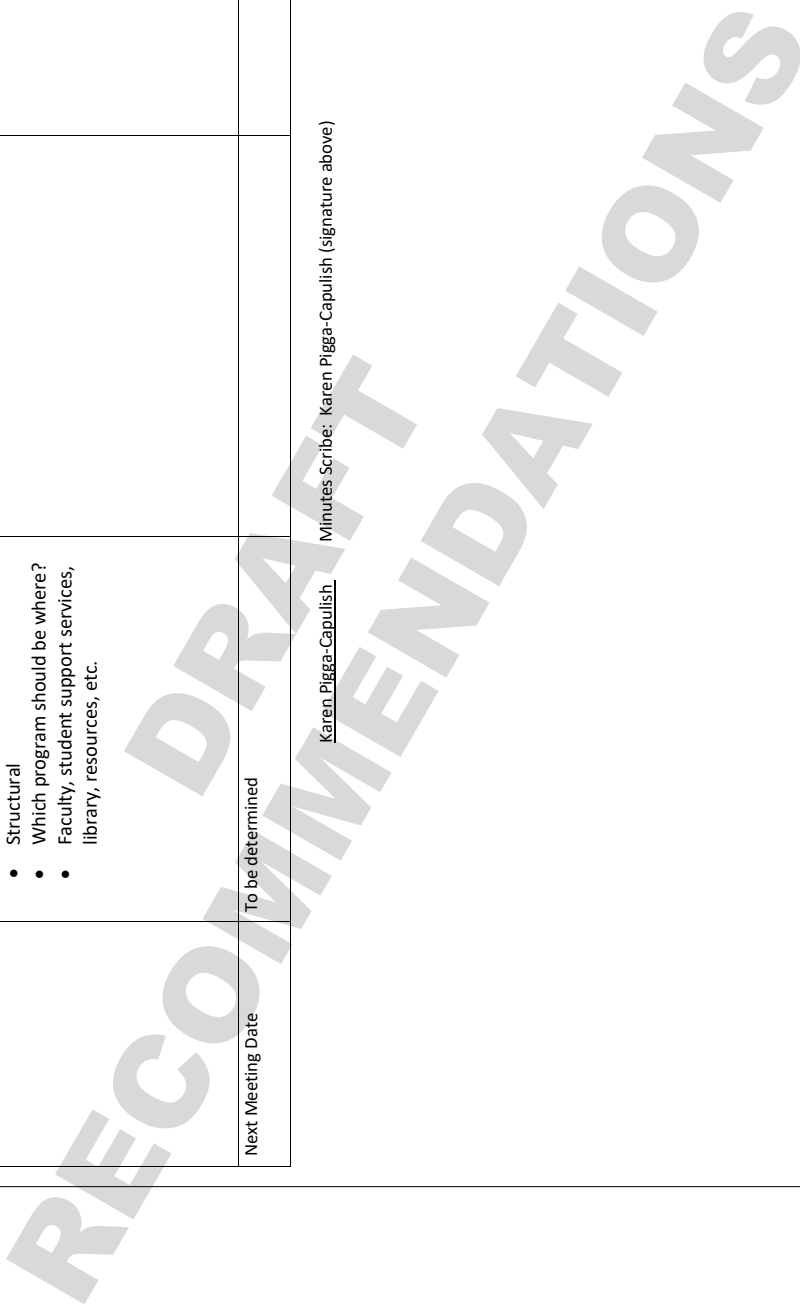
<p>Addendum A- Cluster 6 Meeting Minutes 1.30.19</p>		<p>Dean Rich</p>
<p>Open Discussion regarding Cluster K6/Next Steps for Now, Near and Far Strategies</p>	<p>Dr. Rich stated that the focus of this group needs to be the Now, Near & Far Strategies for the USF Consolidation. Discussion ensued and the following outcomes were devised:</p> <p>Now Strategies</p> <ul style="list-style-type: none"> • Nursing Undergraduate Program in St. Petersburg and Sarasota-Manatee • Public Health Undergraduate Program in St. Petersburg and Sarasota-Manatee • Unit Coordinators need to report to Tampa Campus <p>Near Strategies</p> <ul style="list-style-type: none"> • Health Sciences Programs on both campuses (Tampa & St. Petersburg) aren't the same. Needs to be aligned. St. Petersburg campus has 260-300+ Majors. It's the 3rd largest major in the College of Arts & Sciences • Where do students apply? / How do they access student services, advisors, etc.? • An interprofessional team needs to be put into place to discuss Health Sciences Program • 1st 100 students on both campuses can be utilized as a pilot to do focus groups to see how services on all campuses is working/not working 	

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Addendum A- Cluster 6 Meeting Minutes 1.30.19			
Agenda Item	Discussion	Action: (Motions-Votes-Conclusions)	Responsibility/ Refer to:
	<p>Far Strategies</p> <ul style="list-style-type: none"> • Structural • Which program should be where? • Faculty, student support services, library, resources, etc. 		
Next Meeting Date	To be determined		

Minutes Scribe: Karen Pigga-Capulish (signature above)



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USF Health Science analysis 2019**Addendum C- USF Health Science Analysis 2019**

This analysis is written from a student/program success perspective, without bias for any particular college. It is very important to note that this program is extraordinarily unique in its interdisciplinary delivery, University wide presence and large size which make the benefits and challenges of relocating the program unique as well. Many of the issues that might effect the relocation of a bachelors degree program may not affect this program from a student success perspective.

Program Snapshot:

Majors: 3146 (as of Fall 2018) over 800 graduates/year
(post consolidation there will be an additional 500 majors from USF SP)

Demographics (2018):

65% Women
46% Minority
Average GPA 3.12

Post graduation placement:

- 60% graduate school
40% employed
- Popular graduate programs include PT, OT, PA, MPH, MHA/MBA, Ana. Assistant, MD/DO, post bac BSN, Athletic Training, MS in Health Informatics, MHC.
 - Employers of BS graduates entering workforce include: Hospital systems, physician offices, insurance companies, nursing homes/LTC/Assisted Living facilities, social serve organizations, non profit organizations, educational institutions, manufacturers (pharmaceutical, healthcare equipment etc)

Courses from various colleges:

*note the total number of courses is listed as well as the number of those courses that fall within the *state mandated core* for the program.

CAS (84/20core)
CoPH (17/0 core)
BCS (26/2 core)
Business (4/1 core)
Education (2/0 core)

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Addendum C- USF Health Science Analysis 2019**Challenges of moving the program**

- It is imperative that the core state mandated classes remain intact, the majority of these come from departments in Arts and Sciences.
 - SCH loss would be minimized by assuring all courses stay offered by current departments.
 - An MOU would need to be developed that assures accessibility and availability of all required courses to health science majors by those departments. This would also need to guarantee that those courses will be offered with regularity, ensuring adequate capacity so as not to interfere with student success and degree progression.
- The current leadership and advisors have a proven track record of interdisciplinary curriculum management and student success. The complexity of the degree program should not be underestimated. Maintenance of the advisors and program leadership should be maintained regardless of the program home.
- Health Sciences belongs in a unit that has a unique interdisciplinary focus rather than a research heavy focus. In the past it was housed in CMMB where there is, rightfully so, a research focus. This is not the ideal situation for the program since departmental faculty are more focused on research, grant funding and graduate programming. The program is large and is best served in a unit with an interdisciplinary approach to undergraduate education, that is willing and able to focus and invest resources in undergraduate success on a large scale. This should be considered when looking for an appropriate home for the program.

Benefits of moving the program to *USF Health*

- Although over 200 faculty teach in the program they all belong to their respective home departments and colleges. The program is largely administrative in nature so relocation would not cause undue stress or inconvenience to any faculty or staff. The current faculty/staff assigned solely to the program on the Tampa campus are: 1 program director, 5 advisors and 1 visiting instructor. USFSP also has 1 dedicated program director and advisor. (Note: The two directors have already discussed the program consolidation and shared management of the program. They do not anticipate any issues with the process and are excited about the future possibilities.)

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Addendum C- USF Health Science Analysis 2019

- Students in the program take courses from departments all over the University and a large number of students take online courses. Students would not be inconvenienced by a departmental change, this has been done in the past with success and students did not seem to be impacted at all.
- Students can identify with Public Health and USF Health and build upon the identity for marketing themselves to post graduation destinations. While undergrads, it gives them a health identity and profile of a health student, also important for student success.
- Traditionally the health side of the campus is somewhat encapsulated and more graduate program oriented, relocating the program to Health could help undergraduates gain access to the experience, expertise and resources on that side of campus. Due its interdisciplinary nature the BS HS could also serve as a bridge for all campuses and departments to become more interactive with USF Health.
- Health Science (BS) has a large presence (~500) on the USFSP campus a move would strengthen undergraduate and faculty ties to Health there as well. In addition there is the potential for centers of excellence at USFSP and USFSM associated with the program.
- CoPH is accredited, locating the program in that college would allow it to benefit from that designation. Students would then be graduating from an accredited program, a very unique credential for this type of program. This would set it apart from similar programs in the area.
- Health (CoPH in particular) has established infrastructure for undergraduate programs (leadership hierarchy, internship coordinator, advisors, curriculum specialists and program assistants) and resources to expand it.
- The Health Science program has an active internship program however we lack an internship coordinator to allow it to grow. CoPH has this position staffed and would be able to help facilitate the expansion of that program and further increase our level of community engagement.
- USF Health houses the majority of graduate programs that our students pursue. They also have the capability to offer co-curricular opportunities and certifications that cannot be developed outside of a clinical setting. Some examples include: CNA training, phlebotomy training, MA certification, HCM certification, EMT training, many of our students are completing these training courses/programs elsewhere along with their degrees to gain experience, a competitive advantage and to seek employment while in school. While these are more Allied Health training and not terminal BS degrees developing these competencies in our students will benefit them in countless ways and benefit the community by meeting immediate and local workforce demands as well as producing more experienced graduates.

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Addendum C- USF Health Science Analysis 2019

- Health (CoPH) has the ability to develop graduate programs and initiatives in health science that its leadership has been approached about but did not have the ability to pursue since they are more clinical and not suited to the program's current home department.
- Health has the space to house program administration, advisors and staff in the same location which would improve the overall student experience and connection to the department/college. We are currently in different buildings due to space limitations.
- It is easier for the community to identify and connect the program with USF Health. This is likely simply due to its name therefore relocation may strengthen community engagement opportunities and the ease with which students find the program.
- A relocation from a larger college to a smaller college would distribute the student population more equitably across campus and may make it easier to focus on issues affecting students.
- Many peer BSHS programs are housed within colleges of Health or Medicine:

UF (College of Public Health and Health Professions),
FSU (College of Medicine)
UCF (College of Health Professions & Sciences in UCF Health)
UWF (College of Health)
Ohio State (College of Medicine)
Boston University (College of Health & Rehab Sciences)
Indiana University (School of Health & Rehab Sciences)
U of Michigan (Dept. of Public Health & Health Science)
U of Missouri (School of Health Professions in College of Health),
Rutgers (School of Health Professions)
U of Kansas (School of Health Professions in U of K Medical Center)

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Now, Near, Far Action Items

Action Item (Assigned Task)	Timing (Now, Near, Far)	Timeline Start Date	Timeline End Date	Resources Needed (Y/N)	If Yes, Provide Comment(s)
<i>Nursing Undergraduate Program in St. Petersburg and Sarasota-Manatee</i>	<i>Now</i>	<i>Fall 2019- St. Petersburg Spring 2020 Sarasota-Manatee</i>	<i>ongoing</i>	<i>Yes</i>	<i>Director of Undergraduate Nursing Program.</i>
<i>Unit Coordinators need to report to Tampa Campus</i>	<i>Now</i>	<i>Fall 2019- St. Petersburg Spring 2020 Sarasota-Manatee</i>	<i>ongoing</i>	<i>Yes</i>	<i>Campus Coordinator</i>
<i>Public Health Undergraduate Program in St. Petersburg and Sarasota-Manatee</i>	<i>Now</i>	<i>2018-2019 Academic Year (beginning March 2019)</i>	<i>ongoing</i>	<i>Yes</i>	<i>Campus Coordinator</i>
<i>Health Sciences Programs on both campuses (Tampa & St. Petersburg) aren't the same. Needs to be aligned. St. Petersburg campus has 260-300+ Majors. It's the 3rd largest major in the College of Arts & Sciences</i>	<i>Near</i>	<i>Summer 2019</i>	<i>Spring 2020</i>	<i>Yes</i>	<i>USF System Interdisciplinary task force established/ chairperson identified/ODS data required/charge of the committee established and final report by Spring 2020</i>

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<i>Where do students apply?/ How do they access student services, advisors, etc.?</i>	<i>Near</i>	<i>Summer 2019</i>	<i>Spring 2020</i>	<i>Yes</i>	<i>USF System Interdisciplinary task force established/ chairperson identified/ODS data required/charge of the committee established and final report by Spring 2020</i>
<i>Interprofessional team needs to be put into place to discuss health Sciences Program</i>	<i>Near</i>	<i>Summer 2019</i>	<i>Spring 2020</i>	<i>Yes</i>	<i>USF System Interdisciplinary task force established/ chairperson identified/ODS data required/charge of the committee established and final report by Spring 2020</i>
<i>1st 100 students on both campuses can be utilized as a pilot to do focus groups to see how services on all campuses are working/not working</i>	<i>Near</i>	<i>Summer 2019</i>	<i>Spring 2020</i>	<i>Yes</i>	<i>USF System Interdisciplinary task force established/ chairperson identified/ODS data required/charge of the committee established and final report by Spring 2020. Nascent data from the attached Appendices infer the USF Health Sciences Program would best be served within USF Health.</i>
<i>Final Collegial Structure Announced</i>	<i>Near</i>	<i>Summer 2019</i>	<i>ongoing</i>	<i>Yes</i>	<i>Identified resources will be determined by interdisciplinary task force.</i>
<i>Which program should be where?</i>	<i>Near</i>	<i>Summer 2019</i>	<i>ongoing</i>	<i>Yes</i>	<i>Identified resources will be determined by interdisciplinary task force.</i>
<i>Faculty, student support services, library, resources & financial implications discussed and realized</i>	<i>Near</i>	<i>Summer 2019</i>	<i>ongoing</i>	<i>Yes</i>	<i>Identified resources will be determined by interdisciplinary task force.</i>
<i>Post Health Science evaluation regarding student success and financial outcomes.</i>	<i>Far</i>	<i>Summer 2020</i>	<i>ongoing</i>	<i>Yes</i>	<i>ODS Data</i>

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CLUSTER K7: HONORS

**DRAFT
RECOMMENDATIONS**

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Cluster 7: Honors

1. What programs (CIP codes), departments and/or schools will be academically “housed” in the unit?

None. The Honors College serves students of all majors, departments, and schools without being the primary home for any of these academic units.

2. What existing Centers and/or Institutes (with campus location) are proposed to be housed in the unit?

<i>Institute or Center Name</i>	<i>Current Location</i>	<i>Include in K7?</i>	<i>Home Campus (K7)</i>	<i>K7 cluster comments</i>
<i>Office of National Scholarships</i>	<i>Tampa</i>	<i>YES</i>	<i>Tampa</i>	<i>We request one new staff line for this office, split between USFSP and USFSM</i>
<i>Provost Scholars Program</i>	<i>Tampa</i>	<i>YES</i>	<i>Tampa</i>	<i>We request one new staff line for this program, split between USFSP and USFSM</i>

3. What is the estimated (a) full-time faculty headcount, and (b) UG/GR major headcount in the consolidated unit? (For reference, recent faculty and student headcounts are provided in your cluster’s Box folder. Faculty headcounts are in “Faculty Counts by Department – RESOURCE ONLY.xlsx” and student headcounts are in “Enrollment and Degrees Awarded by CIP – RESOURCE ONLY.xlsx”.)

One of the benefits that the Honors College provides to students is the opportunity to develop meaningful personal relationships with faculty and advisors. While affiliated faculty members from other departments and colleges are invited to serve as guest instructors for Honors courses, full-time Honors-only instructors help create consistency in the curriculum, as well as in the identity and character of the program from year to year. Dedicated Honors staff will also aid in the formation of Honors-specific extra curriculars on each campus. We propose that staffing be provided in proportion to student population at each campus and, by extension, target size for the Honors population (see chart below). The role of current program directors will increase as they become part of the administrative structure of the unified Honors College. The program directors will retain rank and appointment within their home departments, but their title will change to Honors College Campus Directors. Ultimately, their workload should be transferred to Honors, but the pace of the transition and the specific nature of their assignments in the interim will depend on the availability of resources and the results of collaborative consultations with officials on their respective campuses. In the interim, they will continue to teach in Honors and be responsible for affiliate faculty recruitment from other departments, Honors course planning proposals and scheduling, and the evaluation of instructors on their respective campuses.

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New full-time Honors-only Instructor lines would be created at St. Petersburg (2) and Sarasota-Manatee (1); with the approval of the unified Honors College administration including the Campus Directors, existing full-time faculty at Tampa could have the option of moving into one of these new lines as a means of assisting in the transfer of knowledge about core elements of the curriculum previously offered only on the Tampa campus. We envision the need for one academic advisor at St. Petersburg, as well as a GA to serve as a program assistant there. We believe that, at Sarasota-Manatee, one person could divide his/her time between academic advising and assisting in the organization and administration of the Honors curriculum. In order to fully support the other offices and programs affiliated with the Honors College, we request one individual each to represent the Office of National Scholarships and the Provost Scholars Program. Both of these programs affiliated with the Honors College are “high touch,” requiring staff to spend extensive time working one-on-one with students in mentorship relationships that span their careers in college. We believe that ensuring access to these offices and programs on all campuses is vital to recruit, retain, and support the successes of the highest-achieving students at the University. In summary, we are requesting the creation of three new Honors-only Instructor lines, two new Honors-only advising lines, one new graduate assistantship, one new representative for the Office of National Scholarships, and one new representative for the Provost Scholars Program.

<i>Campus</i>	<i>Total Undergrad Population</i>	<i>Target FTIC/ Total Honors Population</i>	<i>Target Full-Time Instructor Lines</i>	<i>Target Academic Advisors</i>	<i>Target Gas</i>	<i>Target Office of National Scholarships</i>	<i>Target Provost Scholars Program</i>
<i>Tampa</i>	<i>31,000</i>	<i>800/3000</i>	<i>10</i>	<i>8</i>	<i>4</i>	<i>4</i>	<i>2</i>
<i>St. Petersburg</i>	<i>4,000</i>	<i>125/400</i>	<i>2</i>	<i>1</i>	<i>1/2</i>	<i>1/2</i>	<i>1/2</i>
<i>Sarasota/ Manatee</i>	<i>2,000</i>	<i>60/200</i>	<i>1</i>	<i>1/2</i>	<i>1/2</i>	<i>1/2</i>	<i>1/2</i>

The principle responsibility for hiring these and any other full-time faculty and staff positions on the St. Petersburg and Sarasota-Manatee campuses will rest with the Campus Directors, though all search committees should include a representative of the Dean for the purposes of collaboration and consistency of purpose across the College.

- 4. Do you anticipate an academic “presence” on each campus? What is the scope and timeline? (Optional: If you would like to provide a timeline graphic, either print ready or legibly drawn, please upload it to your cluster’s Box folder following the instructions on Page 1.)**

We are committed to creating one University of South Florida Honors College, with a presence on the Sarasota-Manatee, St. Petersburg, and Tampa campuses. Honors College students may take Honors courses at any campus and should be able to complete the entire Honors curriculum on their home campuses. We will use past data, predictive analytics, and responsive planning practices to ensure that students will be able to access courses and complete the Honors journey at every USF campus, for the incoming Fall 2020 cohort. Students at all campuses should be eligible for Honors College scholarships, both academic and travel. The E&G-funded Honors College Scholarship will be extended to all students, and the language of gift agreements will be reviewed and revised as possible to remove

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campus restrictions. Individual campuses may, however, retain scholarships dedicated to students on their “home” campus if that is the intention of the donor.

February 2019: *Enhanced Gen Ed revisions will be complete for Honors courses. Information on how this will impact advising, course scheduling, and degree progression will be communicated to campus advisors, faculty, and/or administrators over the remainder of the spring semester.*

August 2019: *Need to have unified application process and website representation of Honors program/requirements, etc. complete by this date, as students will begin seeking admission for Fall 2020.*

October 2019: *Begin new faculty hiring process*

January 2020: *Develop course schedule for 2020-21 academic year for all campuses.*

April 2020: *Begin new staff hiring process*

5. **What is the proposed academic leadership (and reporting) structure for the unit in a Consolidated USF (and by campus)? (Optional: If you would like to provide an organizational chart, either print ready or legibly drawn, please upload it to your cluster’s Box folder following the instructions on Page 1.)**

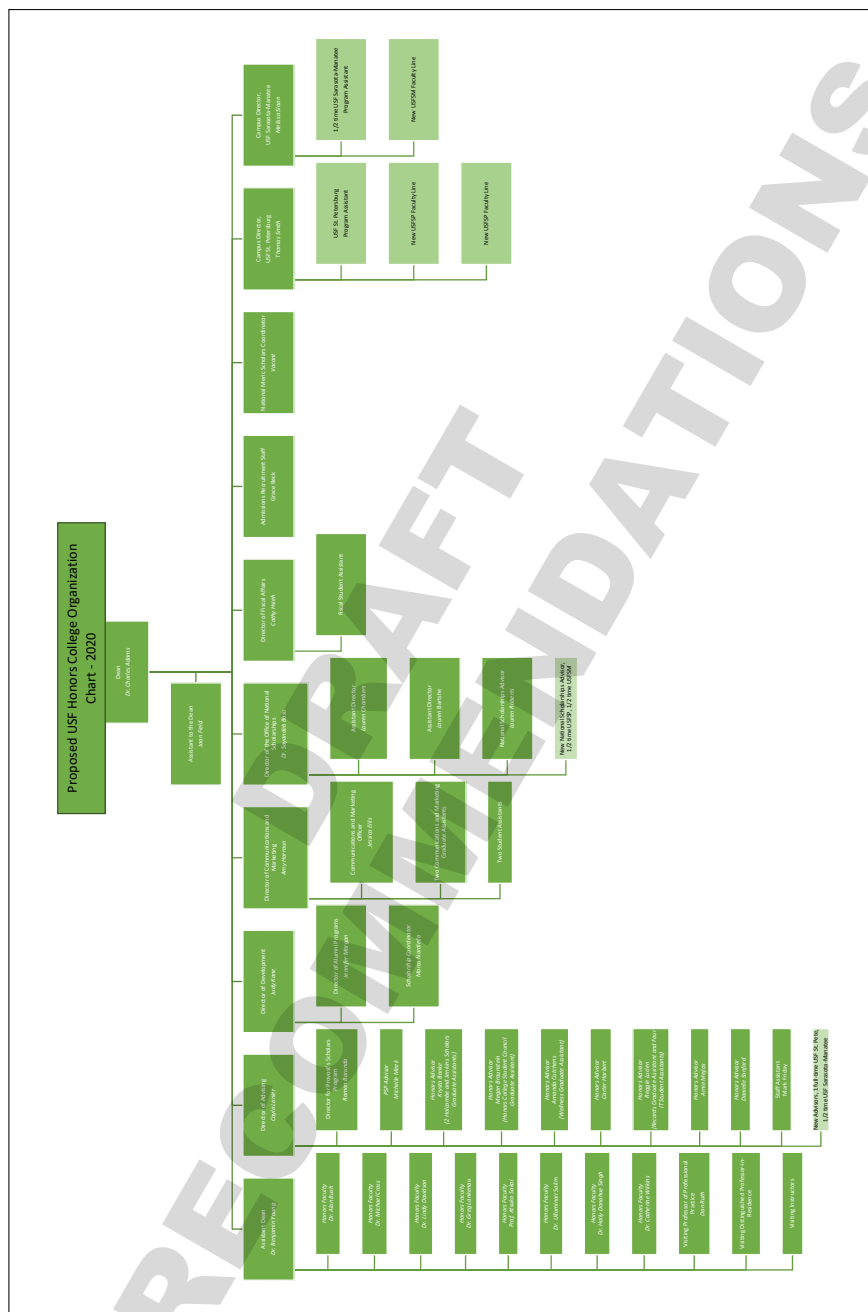
The Assistant Dean (Tampa) and Campus Directors (St. Petersburg and Sarasota-Manatee) are the liaison between the faculty and the administration of the college. The Assistant Dean is directly responsible to the Dean of the College and is responsive to the faculty, staff, and students in the College as a whole. The Campus Directors are the chief administrative officers of the Honors College on their respective campuses and are directly responsible to the Dean of the College and responsive to the faculty, staff, and students in the College on their respective campuses. Both the Assistant Dean and the Campus Directors are charged with implementing University and College policies and procedures and with initiating internal policies and procedures consistent with them. They serve as the primary link between the College and other academic and administrative units on campus, acting as representative of the faculty, staff, and students of the Honors College. While the Dean has primary and final responsibility for all internal academic activities, that responsibility and its associated power and authority are conditioned by consultation with parties affected by his/her actions. In council with the Dean, the Assistant Dean and Campus Directors participate in the development and implementation of policy and procedures within the College.

For further details, please see the accompanying organizational chart on the following page

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Organizational Chart



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- 6. 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.). (Optional: If you would like to provide an organizational chart, either print ready or legibly drawn, please upload it to your cluster's Box folder following the instructions on Page 1.)**

A) Eligibility

All faculty employed half-time or more within the Honors College at USF Tampa, St. Petersburg, and Sarasota-Manatee shall be voting members of the cohort. The Assistant Dean and Campus Directors are specifically included in the above category, whereas visiting, adjunct, and affiliate faculty are excluded.

B) Voting

Any faculty member as designated in the above paragraph shall have the privilege of voting on any issue submitted to the cohort, provided he/she is present at that meeting in person or via connective technology (e.g., conference call, Skype, etc.). Proxy voting is not allowed. When an academic matter arises that ordinarily would be subject to faculty vote, but convening the full membership is impractical, ballots will be emailed to all accessible faculty.

C) Committee Participation

The Assistant Dean, with the consent of 2/3 of the faculty cohort, may form and charge committees. Committee representation is open to all members of the cohort regardless of home campus.

- 7. What are the distinctive strengths within the unit, by campus, and how will they be preserved? (Bulleted lists and tables are acceptable.)**

On all campuses, Honors courses currently involve deep exploration of special topics. However, the vision for the Honors curriculum of the future involves interdisciplinary inquiry—that is, courses open to students of all majors, taught by faculty with interdisciplinary training, and committed to exploring the complexity of social, cultural, political, and scientific issues by approaching them from and through different disciplinary perspectives. The curriculum should engage students from their freshman through senior years, and represent a comprehensive educational journey which will, for FTIC students, include two Global Experiences, 50 hours of Community Engagement, and

- *IDH 2010 (aligns with revised Tampa Gen Ed IPS: Information and Data Literacy)*
- *Two Honors seminars: IDH 3100 (aligns with revised Tampa Gen Ed IPS: Creative Thinking), IDH 3400 (aligns with revised Tampa Gen Ed ERCE: Ethical Reasoning & Civic Engagement), IDH 3600 (aligns with revised Tampa Gen Ed ERCE: Ethical Reasoning & Civic Engagement), or IDH 3350 (aligns with revised Tampa Gen Ed IPS: Creative Thinking).*
- *IDH 4200 (aligns with revised Tampa Gen Ed IPS: Human and Cultural Diversity)*
- *A Research Track (2 semesters of IDH 4970 or IDH 4950 + 1 additional core course or 2 semesters of departmental thesis) (both align with revised Tampa Gen Ed IAL: High Impact Practice).*

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All other IDH courses currently in the catalog would become Honors electives. Topics for the courses offered at each campus could be developed to appeal to majors within existing or emergent programs of distinction at each campus. Currently those are:

- *St. Pete: Political Science & International Affairs, Business, Graphic Design, Florida Studies, Medical Humanities, Marine Science*
- *Sarasota/Manatee: Criminology, Interdisciplinary Social Sciences, Education, Nursing, Hospitality*
- *Tampa: Biomedical Sciences, Engineering, Fine Arts*

We envision that we might offer special topics Honors courses or scholarly concentrations around these program strengths as a way of engaging or recruiting students. However, we anticipate that new areas of emphasis may emerge in the wake of consolidation; therefore, we do not wish to be limited to these current areas of interest in regard to curriculum or program development within the Honors College.

Another key component of the Honors experience to date has been unique Honors-only study abroad opportunities connected to our curriculum and values of global citizenship. In the future, all three campuses are invited to develop and contribute to Honors study abroad programming.

- 8. Identify any accredited programs and explain the process/timeline for [re]accreditation of programs in the unit under Consolidation. (Bulleed lists and tables are acceptable.)**

N/A

- 9. 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? (Bulleed lists and tables are acceptable.)**

The Honors College as a unit is a major contributor to the University's success at achieving Preeminence and PBK. The successes of our students reverberate across the University on all campuses, as they represent the highest achievers at USF in terms of their incoming SAT/ACT scores, GPAs, and four-year graduation rates (80% for the 2014 cohort). Consolidation offers an opportunity to continue and even expand our support of USF's goals and status, if we are provided the resources to ensure that faculty and staff can provide the same academic experience and support on all campuses. Rankings and program status will be improved across the board due to the standardization of admissions criteria and unification of the acceptance process. FTIC students admitted to any campus of USF who have 30 ACT or 1370 SAT and at least a 4.0 will be automatically accepted into the Honors College. However, we also encourage applications from any student who wants to be considered on the basis of his/her achievements. One standard Honors application should be used, and will include an essay and resume. Applications will be reviewed by a team of current Honors College students, faculty, and staff from all campuses.

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Admission standards and coursework expectations for transfer/continuing students will also be the same across campuses. T/C students must possess:

- *3.5 overall and USF GPA, if applicable.*
- *Two full semesters of coursework at a college or university**
- *27 earned college or university-level credits (does not include advanced credit such as AP, IB, or Dual Enrollment)*
- *Minimum of three full semesters (Fall/Spring) prior to intended graduate date*

**Current First-Year students may submit their application during their second semester in college and will be provisionally accepted pending a final review of their transcripts at the conclusion of that semester.*

Overall, our mission is to apply the same rigorous criteria for admissions and program completion to provide the same high-quality educational experiences to students on all campuses in support of USF's institutional goals.

10. **Other items as approved by the Cluster Leader. (Bulleted lists and tables are acceptable.)**

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Now, Near, Far Action Items

Action Item (Assigned Task)	Timing (Now, Near, Far)	Timeline Start Date	Timeline End Date	Resources Needed (Y/N)	If Yes, Provide Comment(s)
<i>Create unified vision for Honors College expansion and presence on all campuses.</i>	<i>Now</i>	<i>1-Jan</i>	<i>1-Feb</i>	<i>No</i>	
<i>Create organizational chart for consolidated Honors College and request for new hires.</i>	<i>Now</i>	<i>1-Jan</i>	<i>1-Feb</i>	<i>Yes</i>	<i>Confirmation of ability to hire additional faculty and staff.</i>
<i>Implement unified application standards and process for all campuses.</i>	<i>Near</i>	<i>1-Mar</i>	<i>1-Aug</i>	<i>Yes</i>	<i>IT resources needed to edit website and online application process</i>
<i>Communicate about and adopt unified Honors curriculum across all campuses</i>	<i>Near</i>	<i>8/1/19</i>	<i>8/1/20</i>	<i>Yes</i>	<i>Support (financial and temporary staff) for marketing and recruiting efforts.</i>
<i>Hiring process for new faculty and staff</i>	<i>Near</i>	<i>9/1/19</i>	<i>7/1/20</i>	<i>Yes</i>	<i>Funding for new positions</i>
<i>Assessment of admissions and enrollment trends</i>	<i>Far</i>	<i>8/1/19</i>	<i>8/1/21</i>	<i>No</i>	
<i>Development of new Honors programs and/or hiring of additional staff, dependent on enrollment trends</i>	<i>Far</i>	<i>1/1/21</i>	<i>8/1/23</i>	<i>Yes</i>	<i>Financial support</i>

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CLUSTER K8: HUMANITIES

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Cluster 8: Humanities

1. What programs (CIP codes), departments and/or schools will be academically "housed" in the unit?

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
CIP Code	OP Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFSP Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in KBT?	In what department or school should this program be located?	KB Comments
03.0104	Environmental Science	B.S.	B.S.		Environmental Science and Policy			Environmental Policy Environmental Science Environmental Sustainability	Yes			STEM			
03.0104	Environmental Science		M.A. / M.S.		Environmental Science and Policy							STEM			
04.0201	Architecture	M.Arch.			Architecture							STEM			
04.0301	City / Urban, Community and Regional Planning	M.U.R.P.			Urban and Regional Planning										
04.0401	Environmental Design / Architecture	M.U.C.D.			Urban and Community Design							STEM			
05.0107	Latin American Studies	M.A.			Latin American, Caribbean and Latino Studies							GLOBAL	Yes		Interdisciplinary program that includes faculty across disciplines inside and outside the humanities.
05.0201	African-American / Black Studies	B.A.			Africana Studies							GLOBAL	Yes		Interdisciplinary program that includes faculty across disciplines inside and outside the humanities.
05.0207	Women's Studies	B.A.			Women's and Gender Studies								Yes		Interdisciplinary program that includes faculty across disciplines inside and outside the humanities.
05.0207	Women's Studies	M.A.			Women's and Gender Studies								Yes		Interdisciplinary program that includes faculty across disciplines inside and outside the humanities.
09.0101	Speech Communication and Rhetoric	B.A.			Communication							GAP ANALYSIS	Yes		
09.0101	Speech Communication and Rhetoric	M.A.			Communication							GAP ANALYSIS	Yes		
09.0101	Speech Communication and Rhetoric	Ph.D.			Communication							GAP ANALYSIS	Yes		
09.0102	Mass Communication / Media Studies	B.A.	B.A.		Mass Communications	Journalism: News Editorial Journalism: Magazine Broadcast News Broadcast Program and Production	Yes	Journalism & Media Studies	Yes						
09.0102	Mass Communication / Media Studies	M.A.			Mass Communications	Media Studies Multimedia Journalism Strategic Communication Management	Yes								
09.0401	Journalism		M.A.		Journalism and Media Studies										
09.0401	Journalism, Other		M.A.		Digital Journalism and Design										
09.0900	Public Relations, Advertising, and Applied Communication	B.S.			Integrated Public Relations and Advertising							GAP ANALYSIS			
09.0903	Advertising	M.S.			Advertising										
11.0101	Computer and Information Sciences, General	B.S./C.S.			Computer Science								STEM		
11.0101	Information Technology	B.S.			Information Studies	Data Science and Analytics Health Informatics Information Security Information Science and Technology	Yes						STEM		
11.0103	Information Technology	B.S./I.T.			Information Technology								STEM		
11.0103	Information Technology		B.S.		Cyber Security								STEM		
11.0103	Information Technology	M.S./I.T.			Information Technology								STEM		
11.0401	Information Science / Studies	M.S.			Intelligence Studies	Cyber Intelligence Strategic Intelligence	Yes						STEM		
11.0501	Computer Systems Analysis / Analyst	M.S.			Business Analytics and Information Systems	Analytics and Business Intelligence Information Assurance	No						STEM		
11.0701	Computer Science	M.S./C.S.			Computer Science								STEM		
11.1003	Computer and Information Systems Security/Information Assurance	B.S.			Cybersecurity								STEM		
11.0101	Education, General			M.A.	Education, General						Online Teaching and Learning	Yes	EDUCATION		
11.0301	Curriculum and Instruction	M.Ed.			Curriculum and Instruction	Secondary Education: Biology Secondary Education: Chemistry Secondary Education: English Secondary Education: Foreign Language Secondary Education: Mathematics Measurement and Evaluation Early Childhood Education Secondary Education: Physics College Student Affairs Secondary Education: Social Science Educational Studies Secondary Education: TESOL	Yes						EDUCATION		
11.0301	Curriculum and Instruction	E.Ed.			Curriculum and Instruction	Adult Education Counselor Education Early Childhood Education Elementary Education Higher Ed. Administration Higher Ed. College Teaching Instructional Technology Interdisciplinary Education Mathematics Education Measurement and Evaluation Reading and Language Arts Education Science Education Special Education School Psychology Vocational Education	Yes						EDUCATION		

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OP Code	OP Title	USFT	USFP	USFSM	Major Name	USFT Concentration Name	USFT Conc. Req'd	USFP Concentration Name	USFP Conc. Req'd	USFSM Concentration Name	USFSM Conc. Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K8?	In what department or school should this program be located?	K8 Comments
11.0301	Curriculum and Instruction	Ph.D.			Curriculum and Instruction	Adult Education English Education Elementary Education Counselor Education Higher Ed. Administration Interdisciplinary Education Instructional Technology Mathematics Education Measurement and Evaluation Early Childhood Education Library Studies Science Education Special Education Social Science Education Career and Workforce Education Educational Psychology Teacher Education	Yes					EDUCATION			
11.0301	Curriculum and Instruction	Ed.D.			Educational Program Development	Administration of Special Education Adult Education Educational Innovation Elementary Education Vocational Education	Yes					EDUCATION			
11.0401	Educational Leadership and Administration, general	M. Ed.	M. Ed.	M. Ed.	Educational Leadership					Curriculum Leadership Non-Public or Charter School Leadership K-12 Public School Leadership	Yes				
11.0401	Educational Leadership and Administration, General	Ed.S.			Educational Leadership										
11.0401	Educational Leadership and Administration, General	Ph.D.			Educational Leadership										
11.0501	Educational / Instructional Technology				Learning Design and Technology	Cybersecurity Education Big Data and Learning Analytics E-learning Design and Development Game Based Learning and Analytics	No					STEM			
11.1001	Special Education and Teaching, General	B.A. / B.S.			Exceptional Student Education with ESOL & Reading Endorsement							EDUCATION			
11.1001	Special Education and Teaching, General	M.A. / M.A.T.	M.A. / M.A.T.		Exceptional Student Education							EDUCATION			
11.1004	Education / Teaching of the Gifted and Talented	M.A.			Special Education, Gifted							EDUCATION			
11.1013	Education / Teaching of Individuals with Autism	M.A.			Autism Spectrum Disorder & Severe Intellectual Disabilities							EDUCATION			
11.1101	Counselor Education / School Counseling and Guidance Services	M.A.			Counselor Education	Career Counseling Clinical Mental Health Counseling School Counseling	Yes					EDUCATION			
11.1201	Adult and Continuing Education and Teaching	M.A.			Adult Education	Human Resource Development	Yes					EDUCATION			
11.1202	Elementary Education and Teaching			B.A.	Interdisciplinary Education							EDUCATION			
11.1202	Elementary Education and Teaching	B.S.		B.A. / B.S.	Elementary Education							EDUCATION			
11.1202	Elementary Education and Teaching	M.A.	M.A.	M.A.	Elementary Education	Early Childhood Elementary Curriculum Language Arts Science and Mathematics	Yes	Science and Mathematics	No			EDUCATION			
11.1202	Elementary Education and Teaching	M.A.T.		M.A.T.	Elementary Education	USFSM Title: Teaching, Elementary Education						EDUCATION			
11.1203	Junior High / Intermediate / Middle School Education and Teaching			M.S.	Teaching of Middle Grades STEM							EDUCATION			
11.1206	Teacher Education, Multiple Levels			B.S.	Education							EDUCATION			
11.1206	Teacher Education, Multiple Levels			B.S.	Educational Studies							EDUCATION			
11.1210	Early Childhood Education and Teaching	B.S.			Early Childhood Education: Pre-Kindergarten / Primary							EDUCATION			
11.1305	English / Language Arts Teacher Education	B.S.			English Education with ESOL Endorsement							EDUCATION			
11.1305	English / Language Arts Teacher Education	M.A.T.	M.A.	M.A.	English Education							EDUCATION			
11.1305	English / Language Arts Teacher Education			M.A.T.	Secondary Education, English Education							EDUCATION			
11.1306	Foreign Language Teacher Education	M.A.T.			Foreign Language Education	French German Spanish Russian Chinese General Education - with no ESOL Endorsement Italian Japanese Latin	Yes					EDUCATION			
11.1311	Mathematics Teacher Education	B.A. / B.S.			Mathematics Education	Middle School Mathematics	No					EDUCATION			
11.1311	Mathematics Teacher Education	M.A.			Mathematics Education							EDUCATION			

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58	13.1311	Mathematics Teacher Education	M.A.T.		Middle Grades Mathematics (5-8)							EDUCATION			
59	13.1311	Mathematics Teacher Education	M.A.T.		Mathematics Education (9-12)							EDUCATION			
60	13.1312	Music Teacher Education	M.A.		Music Education							EDUCATION			
61	13.1312	Music Teacher Education	M.A.		Music Education							EDUCATION			
62	13.1314	Physical Education Teaching and Coaching Education	B.A. / B.S.		Physical Education	Exercise Science	No					EDUCATION			
63	13.1315	Reading Teacher Education	M.A.	M.A.	Reading Education							EDUCATION			
64	13.1316	Science Teacher Education / General Science Teacher Education	B.A. / B.S.		Science Education	Biology Education Chemistry Education Physics Education Middle School Science Education	Yes					EDUCATION			
65	13.1316	Science Teacher Education / General Science Teacher Education	M.A.		Science Education							EDUCATION			
66	13.1316	Science Teacher Education / General Science Teacher Education	M.A.T.		Science Education	Earth and Space Science Biology Chemistry Physics	Yes					EDUCATION			
67	13.1317	Social Science Teacher Education	M.A.T.		Social Science Education							EDUCATION			
68	13.1320	Trade and Industrial Teacher Education	M.A.		Career and Technical Education							EDUCATION			
70	13.1401	Teaching English as a Second or Foreign Language / ESL Language Instructor	Ph.D.		Technology in Education and Second Language Acquisition							EDUCATION			
71	14.0501	Biomedical Engineering and Biomedical Engineering	B.S.		Biomedical Engineering							STEM			
72	14.0501	Biomedical Engineering and Biomedical Engineering	M.S.B.E.		Biomedical Engineering	Pharmacy	No					STEM			
73	14.0501	Biomedical Engineering and Biomedical Engineering	Ph.D.		Biomedical Engineering							STEM			
74	14.0701	Chemical Engineering	B.S.B.E.		Biomedical Engineering							STEM			
75	14.0701	Chemical Engineering	B.S.C.E.		Chemical Engineering							STEM			
76	14.0701	Chemical Engineering	M.S.C.E.		Chemical Engineering							STEM			
77	14.0701	Chemical Engineering	Ph.D.		Chemical Engineering							STEM			
78	14.0801	Civil Engineering - general	B.S.C.E.		Civil Engineering							STEM			
79	14.0801	Civil Engineering - general	M.C.E.		Civil Engineering	Geotechnical Materials Structures Transportations Water Resources	No					STEM			
80	14.0801	Civil Engineering - general	M.S.C.E.		Civil Engineering	Geotechnical Materials Structures Transportations Water Resources	No					STEM			
81	14.0801	Civil Engineering - general	Ph.D.		Civil Engineering	Engineering for International Development Environmental Engineering Geotechnical Engineering and Science Structures Engineering Transportation Engineering Water Resources	No					STEM			
82	14.0901	Computer Engineering - general	B.S.C.P.		Computer Engineering							STEM			
83	14.0901	Computer Engineering - general	M.S.C.P.		Computer Engineering							STEM			
84	14.0901	Computer Engineering - general	Ph.D.		Computer Science and Engineering							STEM			
85	14.1001	Electrical and Electronics Engineering	B.S.E.E.		Electrical Engineering							STEM			
86	14.1001	Electrical and Electronics Engineering	M.S.E.E.		Electrical Engineering							STEM			
87	14.1001	Electrical and Electronics Engineering	Ph.D.		Electrical Engineering							STEM			
88	14.1401	Environmental / Environmental Health Engineering	M.S.E.V.		Environmental Engineering	Engineering for International Development	No					STEM			
89	14.1401	Environmental / Environmental Health Engineering	Ph.D.		Environmental Engineering							STEM			
90	14.1801	Materials Engineering	M.S.M.S.E.		Materials Science and Engineering							STEM			
91	14.1901	Mechanical Engineering	B.S.M.E.		Mechanical Engineering							STEM			
92	14.1901	Mechanical Engineering	M.S.M.E.		Mechanical Engineering							STEM			
93	14.1901	Mechanical Engineering	Ph.D.		Mechanical Engineering							STEM			
94	14.3501	Industrial Engineering	B.S.I.E.		Industrial Engineering							STEM			
95	14.3501	Industrial Engineering	M.S.I.E.		Industrial Engineering							STEM			
96	14.3501	Industrial Engineering	Ph.D.		Industrial Engineering							STEM			
97	15.1501	Engineering / Industrial Management	M.S.E.M.		Engineering Management							STEM			

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CIP Code	CIP Title	USFT	USFSF	USFSM	Major Name	USFT Concentration Name	USFT Conc. Req'd	USFSF Concentration Name	USFSF Conc. Req'd	USFSM Concentration Name	USFSM Conc. Req'd	Area of Strategic Emphasis	Does the Degree Program belong in KE?	In what department or school should the program be located?	KE Comments
16.0101	Foreign Languages and Literatures, General	B.A.	B.A.		World Languages and Cultures	Applied Linguistics Classical Languages and Culture Classics East Asian Languages and Cultures French French International Studies and Business German Interdisciplinary Classical Civilizations Italian Russian Spanish Spanish International Studies and Business	Yes	French / Francophone Studies Spanish / Latin Studies French & Spanish Studies	Yes			GLOBAL	Yes		American Sign Language (from CIP 51.0201) should be included since it is considered a language (not only just a disorder) and is currently taught within World Languages at USFSF
16.0102	Linguistics	M.A.			Linguistic: English as a Second Language							GLOBAL	Yes		
16.0102	Linguistics	M.A.			Linguistics							GLOBAL	Yes		
16.0102	Linguistics	Ph.D.			Linguistics and Applied Language Studies							GLOBAL	Yes		
16.0901	French Language and Literature	M.A.			French							GLOBAL	Yes		
16.0902	Spanish Language and Literature	M.A.			Spanish							GLOBAL	Yes		
23.0101	English Language and Literature, General	B.A.	B.A.	B.A.	English	Creative Writing Literary Studies Professional Writing, Rhetoric and Technology	Yes	Literature & Cultural Studies Writing Studies	Yes	British and American Literature	Yes	Yes			
23.0101	English Language and Literature, General	M.A.			English	Literature Rhetoric and Composition	Yes				Yes	Yes			
23.0101	English Language and Literature, General	Ph.D.			English	Literature Rhetoric and Composition	Yes				Yes	Yes			
23.1302	Creative Writing	M.F.A.			Creative Writing	Fiction Poetry	No						Yes		
23.1303	Professional, Technical, Business, and Scientific Writing			B.A.	Professional and Technical Communication								Yes		
24.0101	Liberal Arts and Sciences / Liberal Studies	M.A.	M.L.A.		Liberal Arts	African Studies American Studies Film Studies Humanities Social and Political Thought	Yes	Florida Studies	No				Yes		Interdisciplinary studies. Florida Studies should have its own CIP code.
24.0102	General Studies	B.G.S.		B.A. / B.S.	General Studies	Aging Sciences Architecture Behavioral Healthcare Business Computer Systems Technology Criminal Justice Educational Foundations Environmental Policy Information Studies: Information Architecture Public Administration Public Health Urban Studies Women's and Gender Studies	Yes			undefined	Yes				
24.0102	General Studies	B.S.A.S.		B.S.A.S.	Applied Science	Aging Sciences Behavioral Healthcare Computer Systems Technology Criminal Justice Deaf Studies Environmental Policy Information Studies: Information Architecture Public Administration Public Health Urban Studies	Yes			Cyber Security and Information Technology Leadership Studies	Y				
24.0103	Humanities / Humanities Studies				Humanities and Cultural Studies	American Studies Film and New Media Studies Humanities							Yes		
25.0101	Library and Information Science	M.A.			Library and Information Science										
26.0101	Biology / Biological Sciences, General		B.S.	B.S.	Biology			Biomedical Sciences Ecology & Evolution General Biology Marine Biology Plant Biology	Yes			STEM			
26.0101	Biology / Biological Sciences, General	B.S.			Cell and Molecular Biology								STEM		
26.0101	Biology / Biological Sciences, General	B.S.			Environmental Microbiology								STEM		
26.0101	Biology / Biological Sciences, General	B.S.			Environmental Biology								STEM		
26.0101	Biology / Biological Sciences, General	B.S.			Integrative Animal Biology								STEM		
26.0101	Biology / Biological Sciences, General	B.S.			Marine Biology								STEM		
26.0101	Biology / Biological Sciences, General	M.S.			Biology	Cell Biology, Microbiology & Molecular Biology Ecology and Evolution Environmental and Ecological Microbiology Physiology and Morphology	Yes						STEM		
26.0102	Biomedical Sciences, General	B.S.			Biomedical Sciences								STEM		
26.0401	Cell / Cellular and Molecular Biology	Ph.D.			Cell and Molecular Biology								STEM		
26.0501	Medical Microbiology and Bacteriology	B.S.			Microbiology								STEM		
26.0501	Medical Microbiology and Bacteriology	M.S.			Microbiology								STEM		
26.0911	Oncology and Cancer Biology	Ph.D.			Cancer Chemical Biology								STEM		
26.0911	Oncology and Cancer Biology	Ph.D.			Cancer Immunology and Immunotherapy								STEM		
26.0912	Oncology and Cancer Biology	Ph.D.			Cancer Biology								STEM		

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128	26.1103	Bioinformatics	M.S./B.C.B.		Bioinformatics and Computational Biology							STEM			
129	26.1101	Biotechnology	M.S./B.		Biotechnology							STEM			
130	26.1307	Conservation Biology		M.S.	Conservation Biology							STEM			
131	26.1399	Ecology, Evolution Systematics and Population Biology, Other	Ph.D.		Integrative Biology	Ecology and Evolution Environmental and Ecological Microbiology Physiology and Morphology	Yes					STEM			
132	26.9999	Biological and Biomedical Sciences, Other	M.S./M.S.		Medical Sciences	Anatomy Aging and Neurological Biochemistry & Molecular Biology Clinical and Translational Research Health Science Interdisciplinary Medical Sciences Molecular Microbiology and Immunology Metabolic and Nutritional Medicine Women's Health	No					STEM			
133	26.9999	Biological and Biomedical Sciences, Other	Ph.D.		Medical Sciences	Allergy, Immunology and Infectious Disease Anatomy Biochemistry & Molecular Biology Clinical and Translational Research Molecular Medicine Microbiology and Immunology Molecular Pharmacology and Physiology Neuroscience Physiology and Biophysics Pharmacology and Therapeutics Pathology and Cell Biology Pathology and Laboratory Medicine	Yes					STEM			
134	27.0101	Mathematics, General	B.A.		Mathematics	Applied / Computational Mathematics General Mathematics Pure Mathematics	Yes					STEM			
135	27.0101	Mathematics, General	M.A.		Mathematics	Pure and Applied	Yes					STEM			
136	27.0101	Mathematics, General	Ph.D.		Mathematics	Pure and Applied Statistics	Yes					STEM			
137	27.0104	Computational and Applied Mathematics		B.S.	Mathematics, Computational and Applied							STEM			
138	27.0501	Statistics, General	B.A.		Statistics							STEM			
139	27.0501	Statistics, General	M.A.		Statistics							STEM			
140	30.0101	Biological and Physical Science	B.S.		Interdisciplinary Natural Sciences							STEM			
141	30.1101	Gerontology			Aging Studies							HEALTH			
142	30.1101	Gerontology	M.A.		Gerontology							HEALTH			
143	30.1101	Gerontology	Ph.D.		Aging Studies							HEALTH			
144	30.3301	Sustainability Studies		B.A.	Sustainability Studies							STEM			
145	30.3301	Sustainability Studies	M.A.		Global Sustainability	Climatic Change and Sustainability Entrepreneurial Food Sustainability and Security Sustainable Business Sustainable Energy Sustainable Transportation Sustainable Tourism Sustainability Policy Waste	Yes					STEM			
146	31.0504	Sport and Fitness Administration / Management	M.S.		Sport and Entertainment Management										
147	31.0505	Kinesiology and Exercise Science	M.S.		Exercise Science	Health and Wellness	Yes					STEM			
148	38.0101	Philosophy	B.A.		Philosophy	Strength and Conditioning							Yes		
149	38.0101	Philosophy	M.A.		Philosophy	Philosophy and Religion	No						Yes		
150	38.0201	Philosophy	Ph.D.		Philosophy	Philosophy and Religion	No						Yes		
151	38.0201	Religion / Religious Studies	B.A.		Religious Studies								Yes		
152	38.0201	Religion / Religious Studies	M.A.		Religious Studies								Yes		
153	40.0501	Chemistry, General	B.A.		Chemistry	Biochemistry / Biotechnology Health Professions	No					STEM			
154	40.0501	Chemistry, General	B.S.		Chemistry							STEM			
155	40.0501	Chemistry, General	M.A. / M.S.		Chemistry							STEM			
156	40.0501	Chemistry, General	Ph.D.		Chemistry							STEM			
157	40.0601	Geology / Earth Science, General	B.A. / B.S.		Geology							STEM			
158	40.0601	Geology / Earth Science, General	M.S.		Geology							STEM			
159	40.0601	Geology / Earth Science, General	Ph.D.		Geology							STEM			
160	40.0607	Oceanography, Chemical and Physical	M.S.		Marine Science	Biological Oceanography Chemical Oceanography Interdisciplinary Marine Resource Assessment Physical Oceanography	Yes					STEM			
161	40.0607	Oceanography, Chemical and Physical	Ph.D.		Marine Science	Biological Oceanography Chemical Oceanography Interdisciplinary Marine Resource Assessment Physical Oceanography	Yes					STEM			
162	40.0801	Physics, General	B.A. / B.S.		Physics							STEM			
163	40.0801	Physics, General	B.A. / B.S.		Physical Science							STEM			

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OSP Code	OSP Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc. Req'd	USFSP Concentration Name	USFSP Conc. Req'd	USFSM Concentration Name	USFSM Conc. Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K8?	In what department or school should this program be located?	K8 Comments
1															
40.0801	Physics, General	M.S.			Physics	Applied Physics Atomic and Molecular Physics Laser Physics Materials Physics Optical Physics Semiconductor Physics Solid State Physics	No					STEM			
164	40.0801	Physics, General	Ph.D.		Applied Physics	Medical Physics	No					STEM			
164	42.0101	Psychology, General	B.A.	B.A.	B.A.	Psychology									
167	42.0101	Psychology, General	M.A.	M.A.		Psychology	Yes								
167	42.0101	Psychology, General	Ph.D.			Psychology	Yes								
168	42.2805	School Psychology	M.A.			School Psychology									
170	42.2805	School Psychology	Ph.D.			School Psychology									
171	42.2814	Applied Behavior Analysis	M.A. / M.S.			Applied Behavior Analysis									
172	42.2814	Applied Behavior Analysis	Ph.D.			Applied Behavior Analysis									
173	43.0101	Criminal Justice / Law Enforcement Administration	M.A.		M.A.	Criminal Justice Administration USFSM Title: Criminal Justice									
173	43.0101	Critical Infrastructure Protection	M.S.			Cybersecurity	Yes					STEM			
174	44.0000	Human Services, General	B.S.			Behavioral Healthcare	Yes								
175	44.0000	Human Services, General	M.S.			Child and Adolescent Behavioral Health	Yes								
176	44.0401	Public Administration	M.P.A.			Public Administration									
178	44.0701	Social Work	B.S.W.			Social Work									
179	44.0701	Social Work	M.S.W.		M.S.W.	Social Work USFSM Record									
180	44.0701	Social Work	Ph.D.			Social Work									
181	45.0101	Social Sciences, general	B.A.	B.A.	B.A.	Interdisciplinary Social Sciences	Yes	Anthropology Criminology Economics Environmental Science and Policy Geography History Humanities Information Studies International Studies Latin American, Caribbean, and Latino Studies Mass Communications Multidisciplinary Behavioral Sciences Political Science Psychology Public Administration Public Health Religious Studies	Yes	Applied Aging & Wellbeing Crime, Law, & Justice Environmental Studies Government & Global Affairs Social Relations & Policy	Yes				
182	45.0201	Anthropology	B.A.	B.A.		Anthropology									
183	45.0201	Anthropology	M.A.			Applied Anthropology	No								
184	45.0201	Anthropology	Ph.D.			Applied Anthropology	No								
185	45.0401	Criminology	B.A.	B.A.	B.A.	Criminology									
186	45.0401	Criminology		B.S.		Forensic Studies & Justice									
187	45.0401	Criminology	M.A.			Criminology									
188	45.0401	Criminology	M.S.			Cybercrime									
189	45.0401	Criminology	Ph.D.			Criminology									
190	45.0601	Economics, General	B.A.	B.A.		Economics USFSP Title: Affiliated Economics									
191	45.0601	Economics, General	B.S.			Quantitative Economics and Econometrics									
192	45.0601	Economics, General	M.A.			Economics									
193	45.0601	Economics, General	Ph.D.			Economics									
194	45.0701	Geography	B.A.	B.A.		Geography	Yes	Geospatial Analysis and Geography Geospatial Science Society & Environment	Yes						
194	45.0701	Geography	M.A.			Geography	Yes								
195	45.0701	Geography	Ph.D.			Geography	Yes								
196	45.0799	Geography, Other	Ph.D.			Geography and Environmental Science and Policy									

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CP Code	CP Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc. Req'd	USFSP Concentration Name	USFSP Conc. Req'd	USFSM Concentration Name	USFSM Conc. Req'd	Area of Strategic Emphasis	Does the Degree Program belong in KE?	In what department or school should this program be located?	KE Comments
1															
197	45.0901	International Relations and Affairs	B.A.		International Studies							GLOBAL			
198	45.0901	International Relations and Affairs	Ph.D.		Government							GLOBAL			
199	45.1001	Political Science and Government, General	B.A.	B.A.	Political Science										
200	45.1001	Political Science and Government, General	M.A.		Political Science	African Studies	No								
201	45.1101	Sociology	B.A.		Sociology	Identity and Community Inequality and Social Justice	No								
202	45.1101	Sociology	M.A.		Sociology										
203	45.1101	Sociology	Ph.D.		Sociology										
204	50.0301	Dance, General	B.S.		Dance	Dance Studies	Yes								
205	50.0301	Dance, General	B.F.A.		Dance	Ballet/Modern Dance	Yes								
206	50.0403	Graphic Design		B.F.A.	Graphic Design							GA P ANALYSIS			
207	50.0501	Drama and Dramatics / Theatre Arts, General	B.A.		Theatre	Design Performance Theatrical Arts	Yes								
208	50.0701	Art / Art Studies, General	B.A.		Studio Art										
209	50.0701	Play / Studio Arts, General	B.F.A.		Studio Art										
210	50.0702	Fine / Studio Arts, General	M.F.A.		Art										
211	50.0703	Art History, Criticism and Conservation	B.A.		Art History										
212	50.0703	Art History, Criticism and Conservation	M.A.		Art History										
213	50.0901	Music, General	Ph.D.		Music		Yes								
214	50.0901	Music Performance, General	B.M.		Music Performance	Acoustic & Electronic Composition Jazz Studies Performance	Yes								
215	50.0901	Music Performance, General	M.M.		Music	Chamber Music Orchestral Conducting Composition Electro-Acoustic Music Instrumental Conducting Jazz Composition Jazz Performance Performance Theory Piano Pedagogy	Yes								
216	50.9999	Visual and Performing Arts, Other	B.A.		Music Studies										
217	51.0000	Health Services / Allied Health / Health Sciences, General	B.S.	B.S.	Health Sciences	Aging Health Studies Biological Health Studies Health Information Technology Health Management Social and Behavioral Health Sciences	Yes	Communication Sciences & Disorders Healthcare Administration Integrated Health Sciences Public Health	Yes			Health			
218	51.0201	Communication Sciences and Disorders, General		B.S.	Communication Sciences and Disorders	Speech-Language Sciences							Health	Yes	American Sign Language could be moved to the World Languages CP above since it is considered a language nationally (not a disorder) and is currently taught within World Languages at USFSP.
219	51.0202	Audiology / Audiologist	Au.D.		Audiology								Health		
220	51.0204	Audiologist and Speech-Language Pathology / Pathologist	B.A.		Communication Sciences and Disorders	Deaf Studies Interpreter Training Language-Speech-Hearing	Yes						Health		
221	51.0204	Audiologist and Speech-Language Pathology / Pathologist	M.S.		Speech-Language Pathology								Health		
222	51.0204	Audiologist and Speech-Language Pathology / Pathologist	Ph.D.		Communication Sciences and Disorders	Hearing Sciences and Audiology Neurocognitive Sciences Speech-Language Sciences	Yes						Health		
223	51.0701	Health / Health Care Administration / Management	B.S.		Long Term Care Administration								Health		
224	51.0701	Health / Health Care Administration / Management	M.H.A.		Health Administration								Health		
225	51.0912	Physician Assistant	M.P.A.S.		Physician Assistant Studies								Health		
226	51.0913	Athletic Training / Trainer	M.S.		Advanced Athletic Training								Health		
227	51.0913	Athletic Training / Trainer	M.S.		Athletic Training								Health		
228	51.1005	Clinical Laboratory Science / Medical Technology / Technologist	B.S.		Medical Technology								Health		
229	51.1201	Medicine	M.D.		Medicine								Health		
230	51.2001	Pharmacy	Pharm.D.		Pharmacy		No						Health		
231	51.2099	Pharmaceutical Sciences and Administration, Other	M.S.		Pharmaceutical Nanotechnology	Drug Discovery, Delivery, Development and Manufacturing	No						Health		
232	51.2099	Pharmaceutical Sciences and Administration, Other	M.S.P.N.		Pharmaceutical Nanotechnology								Health		
233	51.2201	Public Health, General	B.S.		Public Health								Health		

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OP Code	OP Title	USFT	USFP	USFSM	Major Name	USFT Concentration Name	USFT Conc. Req'd	USFP Concentration Name	USFP Conc. Req'd	USFSM Concentration Name	USFSM Conc. Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K&S?	In what department or school should this program be located?	K&S Comments
1															
51.2201	Public Health, General	M.P.H.			Public Health	Applied Biostatistics Behavioral Health Environmental and Occupational Health Epidemiology Epidemiology and Global Communicable Disease Epidemiology and Global Health Epidemiology and Maternal & Child Health Global Communicable Disease Global Disaster Management, Humanitarian Health, and Homeland Security Global Health Practice Health Care Organizations and Management Health, Safety and Environment Health Policy and Programs Infection Control Nutrition and Dietetics Public Health Education Public Health Practice Program Maternal and Child Health Social/Marketing	Yes					Health			
51.2201	Public Health, General	Ph.D.			Public Health	Biostatistics Community and Family Health Environmental and Occupational Health Epidemiology Health Services Research Global Communicable Disease	Yes					Health			
51.2201	Public Health, General	D.P.H.			Public Health	Advanced Practice Leadership in Public Health Public Health and Clinical Laboratory Science and Practice	Yes					Health			
51.2212	Behavioral Aspects of Health	Ph.D.			Behavioral and Community Sciences										
51.2299	Public Health, Other	M.S.P.H.			Public Health	Behavioral Health Environmental and Occupational Health Epidemiology Genetics Counseling Global Communicable Disease Maternal and Child Health Occupational Exposure Science Public Health Education	Yes					Health			
51.2308	Physical Therapy / Therapist	D.P.T.			Physical Therapy							Health			
51.2310	Vocational Rehabilitation Counseling / Counselor	M.A.			Rehabilitation and Mental Health Counseling	Addictions and Substance Abuse Counseling Marriage and Family Therapy	No					Health			
51.2314	Rehabilitation Science	Ph.D.			Rehabilitation Sciences							Health			
51.2706	Medical Informatics	M.S.H.I.			Health Informatics	Health Analytics	No					Health			
51.3801	Registered Nursing / Registered Nurse	B.S.			Nursing: RN to Bachelor's Sequence							Health			
51.3801	Registered Nursing / Registered Nurse	B.S.			Nursing: Upper Division Sequence							Health			
51.3801	Registered Nursing / Registered Nurse	B.S.			Nursing: Second Bachelor's Degree Sequence							Health			
51.3801	Registered Nursing / Registered Nurse	B.S.			Nursing: VCARE							Health			
51.3801	Registered Nursing / Registered Nurse	M.S.			Nursing	Adult Gerontology Acute Care Nursing Adult Gerontology Primary Care Nursing Adult Gerontology Primary Care Nursing / Occupational Health Nursing Adult Gerontology Primary Care Nursing / Oncology Nursing Dual MPH / Adult Gerontology Primary Care Nursing (Nursing) Family Health Nursing Nursing Education Pediatric Health Nursing	Yes					Health			
51.3808	Nursing Science	Ph.D.			Nursing Science							Health			
51.3818	Nursing Practice	D.N.P.			Nurse Anesthesia							Health			
51.3818	Nursing Practice	D.N.P.			Nursing	Adult Gerontology Acute Care Nursing Adult Gerontology Primary Care Nursing Dual Occupational Health Nursing / Adult Gerontology Primary Care Nursing Dual Oncology Nursing / Adult Gerontology Primary Care Nursing Family Health Nursing Pediatric Health Nursing	Yes					Health			
52.0101	Business / Commerce, General	B.S.		B.A. / B.S.	DOIT Title: General Business Studies General Business Administration						Aging Services Management Applied Business Business and Technical Writing	Yes			
52.0101	Business / Commerce, General	M.S.			Management	Human Resources Management Information Systems	No								
52.0201	Business Administration and Management, General	B.S.	B.A. / B.S.	B.A. / B.S.	Management	Human Resources Management Project Management	No								
52.0201	Business Administration and Management, General	M.B.A.	M.B.A.	M.B.A.	Business Administration / MBA	Compliance, Risk Management and Anti-Money Laundering Cybersecurity Data Analytics E-Sign Business Supply Chain Management	No								

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	OP Code	OP Title	USFT	USFP	USFSM	Major Name	USFT Concentration Name	USFT Conc. Req'd	USFP Concentration Name	USFP Conc. Req'd	USFSM Concentration Name	USFSM Conc. Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K&S?	In what department or school should the program be located?	K&S Comments
1	52.0001	Business Administration and Management, General	M.B.A.			Executive M.B.A.										
255	52.0001	Business Administration and Management, General	Ph.D.			Business Administration / Ph.D.	Accounting Finance Information Systems Marketing	Yes								
256	52.0001	Business Administration and Management, General	D.B.A.			Business Administration										
257	52.0301	Accounting	B.S.	B.A. / B.S.	B.A. / B.S.	Accounting							GAP ANALYSIS			
258	52.0301	Accounting	M.Aic.	M.Aic.		Accountancy	Insurance Corporate Tax	Yes					GAP ANALYSIS			
259	52.0601	Business / Managerial Economics		B.A. / B.S.		Business Economics										
260	52.0701	Entrepreneurship / Entrepreneurial Studies		B.A. / B.S.		Entrepreneurship										
261	52.0701	Entrepreneurship / Entrepreneurial Studies	M.S.			Entrepreneurship in Applied Technologies										
262	52.0801	Finance, General	B.S.			Personal Finance							GAP ANALYSIS			
263	52.0801	Finance, General	B.S.	B.A. / B.S.	B.A. / B.S.	Finance	Asset Management Corporate Finance Real Estate	No	Corporate Finance Investment Analysis Personal Financial Advising	Yes			GAP ANALYSIS			
264	52.0801	Finance, General	M.S.			Finance							GAP ANALYSIS			
265	52.0901	Hospitality Administration / Management, General			B.S.	Hospitality Management										
266	52.0901	Hospitality Administration / Management, General			M.S.	Hospitality Management										
267	52.1101	International Business / Trade / Commerce	B.A.	B.A. / B.S.		Global Business	Business Analytics and Information Systems Finance Management Marketing	Yes					GLOBAL			
268	52.1201	Management Information Systems, General		B.A. / B.S.		Management Information Systems							STEM			
269	52.1201	Management Information Systems, General	B.S.			Business Analytics and Information Systems	Cybersecurity Healthcare Business	No					STEM			
270	52.1401	Marketing / Marketing Management, General	B.S.	B.A. / B.S.	B.A. / B.S.	Marketing	Entrepreneurship Sales Sport and Entertainment Management Supply Chain Management	No								
271	52.1401	Marketing / Marketing Management, General	M.S.M.			Marketing										
272	52.1499	Marketing, Other	B.A. / B.S.			Advertising										
273	52.1701	Insurance			B.A. / B.S.	Risk Management and Insurance							GAP ANALYSIS			
274	54.0101	History, General	B.A.	B.A.	B.A.	History								Yes		
275	54.0101	History, General	M.A.			History	American History Ancient History European History Latin American History Medieval History	Yes						Yes		
276	54.0101	History, General	Ph.D.			History								Yes		

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2. What existing Centers and/or Institutes (with campus location) are proposed to be housed in the unit?

Inventory of 84 Active Academic Centers/Institutes in the USF System as of December 18, 2018

Institute or Center Name	Current Location	Include in K8?	Home Campus (K8)
Center for Partnerships for Arts-Integrated Teaching (PAInT)	Sarasota-Manatee		
Institute for Public Policy & Leadership	Sarasota-Manatee		
M3 Center for Hospitality Technology and Innovation	Sarasota-Manatee		
Institute for Data Analytics and Visualization	St. Petersburg		
Ancient Studies Center, Department of History	Tampa	Yes	Tampa
CAS Center for Complex Data Systems	Tampa		
Center for Africa and the Diaspora	Tampa	Yes	Tampa
Center for Brownfield Rehabilitation Assistance	Tampa		
Center for Industrial and Interdisciplinary Mathematics	Tampa		
Center for Infectious Disease Ecology Research (CIDER)	Tampa		
Center for Social and Political Thought	Tampa	Yes	Tampa
Florida Institute for Forensic Anthropology & Applied Sciences	Tampa		
Institute for Systematic Botany	Tampa		
Institute for the Study of Latin America and the Caribbean	Tampa	Yes	Tampa
Institute on Black Life	Tampa	Yes	Tampa
Interdisciplinary Center for Hellenic Studies	Tampa	Yes	Tampa
STEM Education Center	Tampa		
The Center for the Improvement of Teaching & Research in Undergraduate STEM Education (CITRUS)	Tampa		
The John Scott Darley Florida Institute of Government	Tampa		
USF Humanities Institute	Tampa	Yes	Tampa
USF-SMMARTT (Smart Metal Organic Materials Advanced Research and Technology Transfer)	Tampa		
Water Institute	Tampa		
Center for Music Education Research (CMER)	Tampa		
Florida Center for Community Design and Research	Tampa		
Institute for Research in Art	Tampa		
Center for Autism and Related Disabilities	Tampa		
Florida Policy Exchange Center on Aging	Tampa		
Institute for Translational Research in Adolescent Behavioral Health	Tampa		
USF Center for HIV Education and Research	Tampa		
Center for Analytics and Creativity	Tampa		
Center for Entrepreneurship	Tampa		
Center for Marketing and Sales Innovation	Tampa		
Center for Supply Chain Management & Sustainability	Tampa		
Institute for Information Systems Management	Tampa		
Small Business Development Center - Affiliate	Tampa		
Florida Center for Cybersecurity	Tampa		
Center for Research, Evaluation, Assessment and Measurement	Tampa		
Center for the Study of Migrant Education	Tampa		
David C. Anchin Center for the Advancement of Teaching	Tampa		
Educational Research Center for Child Development	Tampa		
Gus A. Stavros Center for Free Enterprise and Economic Education	Tampa		
Institute for School Reform, Integrated Services, and Child Mental Health and Educational Policy	Tampa		
Center for Assistive, Rehabilitation and Robotics Technologies	Tampa		
Center for Communications and Signal Processing	Tampa		
Center for Modeling Hydrologic and Aquatic Systems	Tampa		
Center for Molecular Delivery	Tampa		
Center for Urban Transportation Research	Tampa		
Clean Energy Research Center	Tampa		
Global Center for Hearing and Speech Research	Tampa		
Nanotechnology Research and Education Center	Tampa		
National Bus Rapid Transit Institute (NBRTI)	Tampa		
National Center for Transit Research (NCTR)	Tampa		
USF Center for Wireless and Microwave Technology	Tampa		
USF Center for Advanced Biomedical Imaging	Tampa		
Center for Aging and Brain Repair	Tampa		
Center for Hospice, Palliative Care and End of Life Studies At the University of South Florida	Tampa		
Center for Neuromusculoskeletal Research	Tampa		
Center for Personalized Medicine and Genomics	Tampa		
Center for Research and Education in Nanobioengineering	Tampa		
Diabetes Center (HSC)	Tampa		
Florida Infectious Disease Institute	Tampa		
Joy McCann Culverhouse Center for Esophageal and Swallowing Disorders	Tampa		
The Archie A. and Mary-Louise Silver Child Development Center	Tampa		
University of South Florida Health Informatics Institute	Tampa		
USF Health Heart Institute	Tampa		
USF Health Neuroscience Institute	Tampa		
USF Parkinson's Disease and Movement Disorders Center, NPF Center of Excellence	Tampa		
USF-India Center for Health & HIV/AIDS Research & Training (CHART-India)	Tampa		
Center for Environmental Occupational Risk Analysis & Management	Tampa		
Center for Transdisciplinary Research on College Health	Tampa		
Florida Health Information Center (FHIC) (HSC)	Tampa		
Florida Prevention Research Center	Tampa		
Global Health & Infectious Diseases Research	Tampa		
James and Jennifer Harrell Center for the Study of Family Violence	Tampa		
Lawton and Rhea Chiles Center for Healthy Mothers and Babies (Health Science Center)	Tampa		
Sunshine Education and Research Center	Tampa		
The Center for Leadership in Public Health Practice	Tampa		
The Occupational Safety & Health Administration Training Institute Education Center (OTI-EC)	Tampa		
The World Health Organization Collaborating Center on Social Marketing and Social Change	Tampa		
Center for Strategic and Diplomatic Studies	Tampa		
Florida-France Linkage Institute	Tampa	Yes	Tampa
Center for Drug Discovery and Innovation (formerly FCoE-BITT)	Tampa		

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3. **What is the estimated (a) full-time faculty headcount, and (b) UG/GR major headcount in the consolidated unit? (For reference, recent faculty and student headcounts are provided in your cluster's Box folder. Faculty headcounts are in "Faculty Counts by Department – RESOURCE ONLY.xlsx" and student headcounts are in "Enrollment and Degrees Awarded by CIP – RESOURCE ONLY.xlsx".)**

Full-Time Faculty Headcount

- Total Permanent Faculty: 177.5
- Total Full-Time Faculty: 213.5

UG/GR Major Headcount:

- Total Estimated Undergraduate Majors: 1,827
- Total Estimated Graduate Students: 381

Detailed Breakdown:**Full-Time Faculty Headcount**

- (TT: Tenure-Track; NTT(p): permanent instructor; NTT(v): visiting instructor)
- USFT: Communication—17 TT + 1 NTT(p) + 4 NTT(v)—22 Total
- USFT: English—30 TT + 8 NTT(p) + 28 NTT(v)—66 Total
- USFT: History—19 TT + 3 NTT(p) + 1 NTT(v)—23 Total
- USFT: Humanities and Cultural Studies—8 TT + 5 NTT(p)—13 Total
- USFT: World Languages—19 TT + 12 NTT(p) + 1 NTT(v)—32 Total
- USFT: Philosophy—17 TT + 2 NTT(p)—19 Total
- USFT: Religious Studies—4 TT + 4 NTT(p) + 1 NTT(v)—9 Total
- USFSM: English—2 TT + 5 NTT(p)—7 Total
- USFSM: History—2 TT—2 Total (following search this year; currently 1 TT/1 NTT(v))
- USFSM: World Languages—0 TT + 1.5 NTT(p) (.5=shared appointment)—1.5 Total
- USFSM: Communication (on spreadsheet as "Arts & Sciences – Dean")—1 NTT(p)—1 Total
- USFSP: History—6 TT + 1 NTT(p) + 1 NTT(v)—8 Total
- USFSP: English—6 TT + 2 NTT—8 Total
- USFSP: World Languages—2 TT + 0 NTT—2 Total

Total TT: 132

Total NTT(p): 45.5

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****Total Permanent Faculty: 177.5**

Total NTT(v): 36

****Total Full-Time Faculty: 213.5**

Estimated Undergraduate Major Headcount (Based on 2016-18 Averages)

- USFT: Communications: Speech Communication and Rhetoric (BA)—615
- USFT: English Language and Literature, General (FUSE) (BA)—428
- USFSP: English Language and Literature, General (BA)—115
- USFSM: English Language and Literature, General (FUSE) (BA)—41
- USFSM: Professional and Technical Communication (BA)—56
- USFT: Humanities/Humanistic Studies (BA)—55
- USFT: Philosophy (BA)—70
- USFT: Religion/Religious Studies (BA)—15
- USFT: History (BA)—239
- USFSP: History (FUSE) (BA)—75
- USFSM: History (FUSE) (BA)—46
- USFT: Foreign Languages and Literature, General (World Languages and Cultures) (BA)—51
- USFSP: Foreign Languages and Literature, General (BA)—21

Total Estimated Undergraduate Majors: 1,827

Estimated Graduate Student Headcount (Based on 2016-18 Averages)

- USFT: Communications: Speech Communication and Rhetoric (MA)—8
- USFT: Communications: Speech Communication and Rhetoric (PhD)—41
- USFT: English Language and Literature, General (MA)—20
- USFT: English Language and Literature, General (PhD)—46
- USFT: Creative Writing (MA)—27
- USFT: Philosophy (MA)—1
- USFT: Philosophy (PhD)—53
- USFT: Religion/Religious Studies (MA)—10
- USFT: History (MA)—25
- USFT: History (PhD)—31
- USFT: Linguistics (MA)—22

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- USFT: Linguistics (PhD)—5
- USFT: French Language and Literature (MA)—9
- USFT: Spanish Language and Literature (MA)—17
- USFT: Liberal Arts & Sciences/Liberal Studies (MA)—24
- USFSP: Liberal Arts & Sciences/Liberal Studies (MA)—42
- Total Estimated MA Students: 205
- Total Estimated PhD Students: 176
- Total Estimated Graduate Students: 381

4. Do you anticipate an academic “presence” on each campus? What is the scope and timeline? (Optional: If you would like to provide a timeline graphic, either print ready or legibly drawn, please upload it to your cluster’s Box folder following the instructions on Page 1.)

Yes. Currently all three campuses offer Humanities degree programs as well as many Humanities general education courses, so the “presence” of the Humanities will remain and indeed is crucial on all three campuses. Offerings in the Humanities will also be expanded in accordance with student/community demand and new opportunities. In particular, strengths will emerge as a function of combining faculty from all three campuses, leading to new opportunities. New CIP codes will be sought in a few instances where programs do not fit in existing CIP code and would better be served with new ones.

Humanities degree programs currently offered on all three campuses:

- B.A. in English
- B.A. in History

Humanities degree programs currently offered on both the Tampa and St. Pete campuses:

- B.A. in World Languages and Cultures
- MLA (with a number of distinct foci)
 - (St. Pete) MLA in Florida Studies: program of distinction and as such should have its own CIP code as soon as possible
 - (St. Pete) MLA in Liberal studies
 - (Tampa) MLA in HCS, Humanities, American Studies and Film and New Media
 - (Tampa) MLA in SIGS Africana Studies
 - (Tampa) MLA Philosophy, Social and Political Thought

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Humanities degree programs that are similar on the Tampa and Sarasota-Manatee campuses:

- *BA in Professional and Technical Communication / BA in English with a concentration in Professional Writing, Rhetoric and Technology*

**For a full list of Humanities degree programs, please refer to question 1*

***For a full list of Institutes/Centers, please refer to question 2. Note that the following institutes/centers currently exist on the Tampa campus but have not been officially approved and so do not appear on the spreadsheet: Institute on Russia, Institute for Digital Exploration (IDEx), Center for Food and Wine History, Digital Humanities Labs.*

5. What are the Pros and Cons of the Humanities being configured into a single School or College? (Bulleted lists and tables are acceptable.)

Pros:

- *An ability to provide a targeted focus on the Humanities*

Cons:

- *Could isolate and ghettoize humanities from natural partners across the CAS*
- *Isolates and increases threats to enrollment from national trends*
- *Discourages cross-subsidization to respond quickly to student demand*
- *Potentially risks PBF and Preeminence due to a siloed approach to progression*
- *Reflects a strategic decision that may not align with the next President's views*

The most significant argument against creating a separate college of the humanities at this time is that it is a threat to PBF performance and preeminence in the areas of retention, progression and graduation. Success in these areas has been achieved through concerted and coordinated efforts by faculty, staff and advisors working across the College of Arts and Sciences to ensure high levels of efficiency and nimble responses to student needs. A nascent humanities silo would lose some of the agility, and gains in student success would be preserved only through new investments and redundant administrative structures for which no budgets have been proposed.

The Humanities are central to developing and nurturing in students the habits of critical and integrative thinking that prepare students to succeed in their chosen fields of study across all disciplines and set them up for lifelong learning as well as to become thoughtful and knowledgeable citizens. As such, the Humanities need to be in close proximity and integrated with other disciplines with which they intersect and interconnect most fully—traditionally the natural and social sciences. Indeed, higher education in the 21st century is moving increasingly toward a model of integrated studies to address crucial global issues, so creating more disciplinary boundaries is out of step with current trends.

A robust School of Humanities within a larger College of Arts and Sciences on the Tampa campus would allow the

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best of both worlds: Proximity and integration with other disciplines within the College structure while at the same time focusing attention on the needs of Humanities students, faculty, degree programs, and courses within the School structure. On the other two campuses, the Humanities are much smaller in scope and so a division within a large College or School would be more appropriate.

6. What is the proposed academic leadership (and reporting) structure for the unit in a Consolidated USF (and by campus)?

- *The Humanities will be best served in a consolidated USF located within an integrated College of Arts and Sciences on the Tampa campus and either Colleges or Schools that include arts and sciences disciplines on the other two campuses (see proposed organizational structures below).*
- *While presently the number of full time Humanities faculty members at USFSP and USFSM is small relative to Tampa, as are the number of major offerings (focused in History and English), we believe that there will be opportunities to expand Humanities offerings throughout the system.*
- *Humanities-focused centers and institutes will benefit greatly from a regional presence. One proposed new center or institute would focus on Florida Studies and be located on the St. Petersburg campus but work across the three campuses.*
- *The state-wide Florida Humanities Council is housed on the USFSP campus and can be an important partner.*

Given that the final organizational reporting structure is politically contested, we have developed a series of principles that ought to apply to any final structure. Recommended principles to guide the new reporting structure:

- *Enrollment and curricular management must be actively coordinated across campuses.*
- *Local leadership and accountability are essential to preserve campus identity and responsiveness to student needs, e.g. campus deans, campus chairs or associate chairs.*
- *Responsibilities, expectations, and lines of authority for faculty have to be clearly articulated.*
- *Equity, transparency, accountability, and inclusiveness are priorities in the process for the immediate and distant future.*

Possible Organizational Structures:

#1 College of Arts & Sciences (T)

- *School of Humanities*
- *School of Social Sciences*
- *School of Natural Sciences and Mathematics*

College of Society, Sciences, and Culture (SP)

- *Center for the Environment & Sustainability*
- *Center/Institute for Florida Studies*

College of Integrated and Multidisciplinary Studies (SM)

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#2 College of Arts & Sciences (T)

- School of Humanities (T)
- School of Social Sciences (T)
- School of Natural Sciences and Mathematics (T)
- School of Arts & Sciences OR School of Society, Sciences, and Culture (SP)
- School of Integrated & Multidisciplinary Studies (SM)

7. 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).

Given the uncertainty regarding organizational structure and academic leadership (see question 6), we thought it most appropriate at this stage to highlight priorities and principles that should guide the design of a faculty governance structure to align with the leadership and organizational structures ultimately decided upon for consolidation.

Align Disciplines:

Align eight disciplines in the School of Humanities. This listing includes which campuses offer the degree programs:

Communication	USFT		USFSM
English	USFT	USFSP	USFSM
History	USFT	USFSP	USFSM
Humanities and Cultural Studies	USFT		
Philosophy	USFT		
Professional and Technical Comm.			USFSM
Religious Studies	USFT		
World Languages	USFT	USFSP	USFSM

Create Governance Documents:

- *Program representatives, including faculty from branch campuses, collaborate on a School of Humanities governance document and strategic plan. Articulate a shared vision for solidifying preeminent standing and improving PBF performance.*
- *Representatives, including from branch campuses when relevant, develop program governance documents aligned with the school's. Branch campus faculty participation in governance decisions is essential to smooth consolidation and USF's continued success.*

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Ensure Coordination and Growth:

- *Each program organizes its standing committees, such as assessment, curriculum, and tenure and promotion, in coordination with branch campuses when relevant.*
- *Branch campus faculty consult with their supervisors to prioritize serving on program committees most closely aligned with their campus needs.*
- *Video conferencing is standard for all meetings to support active faculty participation in program affairs without undue burden on branch campuses.*

8. What are the distinctive strengths within the unit, by campus, and how will they be preserved? See spreadsheet to follow for specifics.

- *PhD in Philosophy is nationally ranked; First-year Writing Program is nationally recognized (awards and grants)*
- *First-Year-Composition positively correlates with retention rates (see tables following question 10)*
- *Federal Research dollars in the humanities – English ranked 28 (of 271) in federal research dollars (250K) (Academic Analytics); and History has similar federal funding.*
- *Phi Beta Kappa chapter awarded to CAS and COA faculty in liberal arts and sciences*
- *Tampa departments feature strengths in areas of Communication mixed-methods; Autoethnography; Writing Analytics; Rhetoric of Science and Medicine; Digital Humanities; Gender, Race, and Class studies; Environmental Studies; US History; Ancient/Medieval History; History of Gender and Sexuality; History of Science and Medicine; Latin American History; European History; Film Studies; History of Philosophy, Continental Philosophy and Philosophy of Science; Religion and Health; Global Conflict, Security, and Peace; Applied Linguistics*
- *Tampa departments feature AAU awards: National Book Award finalist, Rome Prize, NEH Fellow, MLA Prize; RSA Fellows Early Career Award; Fulbright Distinguished Chair, and Marie Curie International Incoming Fellowship; Folger Shakespeare Library Fellow; ACLS Fellow, Ungar Prize; Howard Foundation Fellow, Hardt Foundation Fellow, ASLI Book award finalist; Volkswagen/Mellow Fellowship and American Academy of Religion Collaborative International Research Grant*
- *Tampa departments support twelve disciplinary journals.*
- *Tampa departments are home to seven named professorships; St. Pete is home to three named (endowed) professorships.*
- *Tampa departments support three internship programs with over two hundred combined community partners; St. Pete World Languages supports an internship program with local, national, and international sponsors.*
- *Tampa departments support seven official and unofficial centers/labs/institutes.*

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- *USFSP recent faculty awards include: Rome Prize; Samuel H. Kress Grant; NEH Summer Fellow; OAH Distinguished Lecturer; Bancroft Prize nomination; Pulitzer Prize nomination; Fulbright Core Scholar Award; Fulbright senior specialists in English and History.*
- *St. Pete Campus features unique strength in Florida Studies, which it plans to develop into an official institute/center.*
- *Sarasota-Manatee features an interdisciplinary Professional and Technical Communication degree and is home to the North American Network in Aging Studies*

To preserve these current strengths, dedicated resources must remain committed to the Humanities, and planned growth must be supported with tenure-earning faculty lines as well as other forms of full-time instruction. It is imperative that these allocations of faculty appointments be thoughtfully balanced and sustained. If we come to rely on full-time instructor positions that do not include supported research and graduate teaching, the mission of the humanities will degrade into purely service functions and we will lose research dollars and a ranked PhD program.

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9. Identify any accredited programs and explain the process/timeline for [re]accreditation of programs in the unit under Consolidation. (Bulleted lists and tables are acceptable.)

There are no externally accredited programs in the Humanities. However, ENC 3246 Communication for Engineers is required by ABET accreditation and a number of humanities courses are required for variety of Education degree programs that are accredited, e.g. HUM 2210 satisfies requirement for Social Science Education. World Languages CLT 304 Medical Terminology is required by the Nursing Degree. PHI 3633 Biomedical Ethics satisfies a requirement in the Nursing Degree. At USFSM, English courses comprise 18 credit hours of the Master's in English Education.

10. 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?

Humanities contribute significantly to the following metrics:

- *PBF metric 4 – FTIC four-year graduation rate;*
- *PBF metric 5 – Academic progress rate*
- *PBF metric 9 - % Baccalaureate degrees without excess hours*
- *Preeminence metric 3 – Freshman retention rate*
- *Preeminence metric 4 – Six-year graduation rate*

Humanities deliver critical general education and other required courses for all students. Consolidation will necessitate curricular alignment in all forms of delivery across the system. USFSP and USFSM were encouraged to create distinctive curricula but with consolidation need to be aligned with USF Tampa. The disruption of curricula and staffing would have negative impacts on many students across the system, affecting PBF metric 9 (percentage of baccalaureate degrees awarded without excess hours).

Once curricula are aligned, staffing will need to be supported across the system. For example, currently the delivery of ENC 1101 and ENC 1102 is reliant on graduate students from Tampa, adjuncts, and, to a lesser degree, full time instructors for which permanent funding needs to be secured to provide a solid budgetary grounding for offering these crucial courses. In addition, online and f-2-f courses need to be managed. Student progress in FYC has been demonstrated to correlate highly with student retention, persistence, and on-time graduation (see tables ClusterK8-Q10 on following page). The remarkable success USF Tampa has seen in these metrics has come at the cost of permanent faculty lines in departments like English

Finally, consolidation risks the very identity and culture that USFSP and USFSM have created and to which their students and faculty are drawn. The erasure of campus identity would negatively affect retention of both students and faculty on those campuses. Such disruptions would have a negative impact on performance metrics across the board.

To mitigate the negative consequences of disruptions, we need time and support for negotiating curricular alignment,

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Questions 8 & 10

Humanities Cluster K8: Questions 8 and 10

FYC has a positive impact on FTIC First-Year Retention

Campus	201708
Tampa	2535
St Pete	396
Sarasota	110
Total	3041

Campus	First-year Retention
Tampa	92.74%
St Pete	77.78%
Sarasota	88.18%
Total	90.63%

Campus	No FYC	1102	Both
Tampa	92.61%	95.32%	95.27%
St Pete	83.21%	85.07%	88.10%
Sarasota	83.87%	100%	93.75%

FTIC Starts 201708 vs. Campus

Campus	FTIC Starts 201708
Tampa	2535
St Pete	396
Sarasota	110
All	3041

Total First-year Retention vs. Campus

Campus	Total First-year Retention
Tampa	92.74%
St Pete	77.78%
Sarasota	88.18%
All	90.63%

Retention: No FYC, 1102, and Both

Campus	No FYC	1102	Both
Tampa	92.61%	95.32%	95.27%
St Pete	83.21%	85.07%	88.10%
Sarasota	83.87%	100%	93.75%

*Data from UGS Dashboard: "ENC 1101& 1102 Course Report"

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assurance for adequate support to maintain staffing and to develop curricula, and assurance that the unique cultures of the campuses will be preserved. Moreover, the Humanities will be best served in a consolidated USF located within an integrated College of Arts and Sciences on the Tampa campus and either Colleges or Schools that include arts and sciences disciplines on the other two campuses.

11. Other items as approved by the Cluster Leader. (Bulleted lists and tables are acceptable.)

- *All consolidation plans should have a corresponding budgetary component.*
- *It is important to take into account total SCH produced by the Humanities, because of the general education courses that Humanities programs and faculty deliver.*
- *We should also take into account minors, certificates, and electives, not just declared majors, in assessing the importance of the Humanities.*

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Now, Near, Far Action Items

Action Item (Assigned Task)	Timing (Now, Near, Far)	Timeline Start Date	Timeline End Date	Resources Needed (Y/N)	If Yes, Provide Comment(s)
<i>Submit Cluster Report</i>	<i>Now</i>		<i>2-8-19</i>		
<i>Set up committees to align BA degrees in History, English, and World Languages & Cultures across all three campuses</i>	<i>Near</i>	<i>March 2019</i>	<i>December 2019</i>	<i>Yes</i>	<i>Faculty and administrative time, including during summer months</i>
<i>Work to obtain new CIP Code for the Florida Studies Program (currently an MLA concentration)</i>	<i>Near</i>	<i>March 2019</i>	<i>December 2019</i>	<i>Yes</i>	<i>Faculty and administrative time, including during summer months</i>
<i>Once structures are determined for colleges/schools and reporting lines, set up committees to create alignments where necessary and governance documents</i>	<i>Near & Far</i>	<i>June 2019</i>	<i>?</i>	<i>Yes</i>	<i>Faculty and administrative time, including during summer months</i>
<i>Work to align the BA in Professional & Technical Communication (USFSM) and the BA in English with a concentration in Professional Writing, Rhetoric & Technology (Tampa)</i>	<i>Far</i>	<i>July 2020</i>	<i>?</i>	<i>Yes</i>	<i>Faculty and administrative time</i>
<i>Assess whether any MLA concentrations (in addition to Florida Studies) across campuses would benefit being established as a separate degree program</i>	<i>Far</i>	<i>July 2020</i>	<i>?</i>	<i>Yes</i>	<i>Faculty and administrative time</i>

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<i>Integrate the various centers and institutes across the three campuses where possible</i>	<i>Far</i>	<i>July 2020</i>	<i>?</i>	<i>Yes</i>	<i>Faculty and administrative time & possible additional funding</i>
<i>Assess student demand and viability of hosting existing programs on other campuses where they are not presently offered</i>	<i>Far</i>	<i>July 2020</i>	<i>?</i>	<i>Yes</i>	<i>Faculty and administrative time & possible additional funding</i>

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CLUSTER K9: LIBRARY

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Cluster 9: Library

1. What departments and/or schools will be academically “housed” in the unit?

Not applicable.

2. What existing Centers and/or Institutes (with campus location) are proposed to be housed in the unit?

Not applicable.

3. What is the estimated (a) full-time faculty headcount and (b) full-time staff headcount in the consolidated unit? (For reference, recent faculty headcounts are provided in your cluster’s Box folder in “Faculty Counts by Department – RESOURCE ONLY.xlsx”.)

Data sources for this response include the “Faculty Counts by Department” estimates and personnel counts reported to the Association of Southeastern Research Libraries (ASERL), all reviewed/revise by the members of the K9 Cluster.

Table 1. Estimated headcount in a consolidated unit.

	Faculty HC Tenured/ Tenure Track	Faculty HC Non-Tenure Track	Administration HC	Staff HC
USF Tampa Library	0	28	25	40
Shimberg Health Sciences Library	0	7	2	8
Nelson Poynter Library	0	9	10	15
USFSM Library Services	0	2	1	1
TOTALS	0	46	38	64

4. What is the proposed academic leadership (and reporting) structure for the unit in a Consolidated USF (and by campus)? (Optional: If you would like to provide an organizational chart, either print ready or legibly drawn, please upload it to your cluster’s Box folder following the instructions on Page 1.)

Consensus around a proposed post-consolidation academic leadership and reporting structure for the four USF libraries is dependent on and must align with the organizational model employed at the institutional level. Given current levels of uncertainty on this issue, our approach is to offer two different models for consideration. No consensus was possible, but either model will support continued high-quality library contributions to student/faculty success and ARL eligibility.

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Model 1. If it is determined that a distributed leadership and reporting structure is appropriate, Model 1 reflects that direction. This structure reflects the “Branch Campus” designation outlined in the “USF Consolidation Planning Study and Implementation Task Force” report of January 25, 2019. Note that USF Health leadership has communicated a preference that establishes direct reporting from the Shimberg Health Sciences Library to USF Health academic leadership.

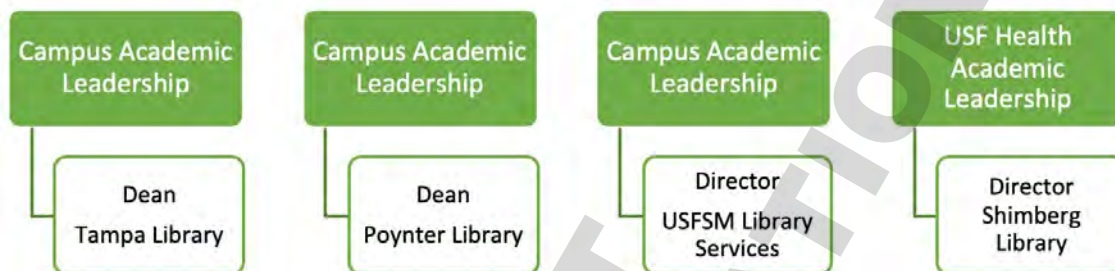


Figure 1. Academic Leadership Structure Model 1

Under Model 1 and in support of bullets 1-3, 5 and 7 of the BOT’s “Guiding Principles for USF Consolidation,” we recommend establishing three processes aimed at coordination of 1) library policies, 2) web technologies and presence, and 3) acquisition and management of shared electronic resource collections (see item 10 of this report). We propose the following timeline to develop the coordination processes supporting consolidation employing Model 1.



Figure 2. Timeline for Academic Leadership Structure Model 1.

Model 2. If it is determined that a unified leadership and reporting structure is appropriate, Model 2 reflects that direction. Note that USF Health leadership has communicated a preference that establishes direct reporting from the Shimberg Library to USF Health academic leadership.

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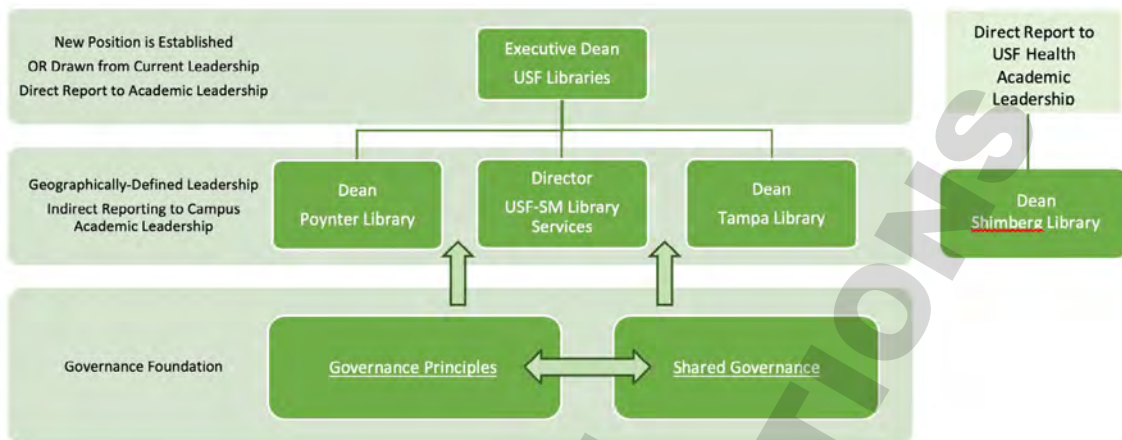


Figure 3. Academic Leadership Structure Model 2.

We recommend employing the following timeline to develop the governance system needed to complete the consolidation restructuring detailed in Model 2.

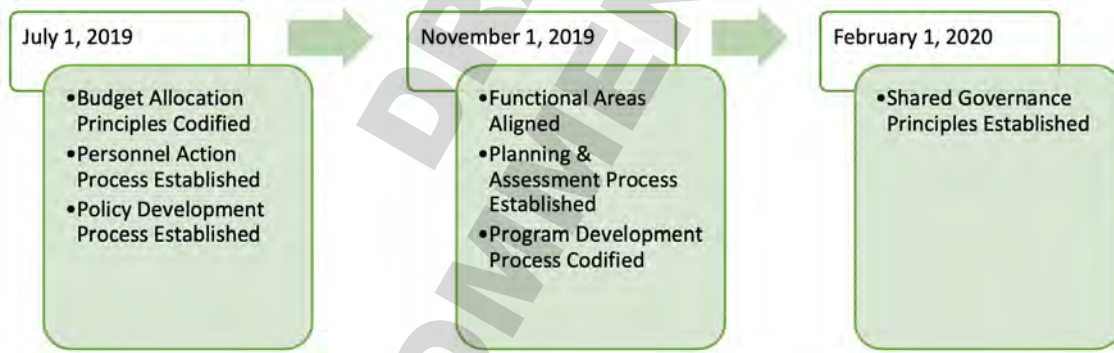


Figure 4. Timeline for Academic Leadership Structure Model 2.

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For those respondents to the “USF Libraries’ All-Staff Program Alignment Response Survey: ¹” who expressed an opinion on question 4 (n=63): 48 (76%) join consensus; 10 (16%) support consensus with modifications (see comments in Appendix 4); and 5 (8%) cannot join consensus.

¹ A Qualtrics survey was distributed to all personnel currently employed by the Tampa, Poynter, USFSM, and Shimberg libraries (N=134). The survey solicited the recipients’ input regarding the proposed responses to questions 4-10 of the report. The survey was open for response 2/1-6; 75 (56%) respondents provided input.

5. What are the Pros and Cons with regard to meeting USF’s strategic goal of membership in the Association of Research Libraries (ARL)?

Common values, goals, and interests are emerging with the deliberations associated with the USF consolidation. This common foundation will support our effort to attain Association of Research Library (ARL) membership. Based on our analysis of the “Principles of Membership in the Association of Research Libraries,” consolidation offers opportunities to enhance and broaden participation in the USF Tampa Library’s “Path to ARL” strategy in six categories.

As outlined in the “Principles of Membership in the Association of Research Libraries,” (see Appendix 3), ARL member libraries “contribute to the broader research library community and are distinguished by common characteristics including:”

“Distinctive research-oriented collections and resources of national or international significance . . .” in a variety of formats.

- *Consolidation offers increased potential to expand campus-held collections of distinction.*
- *Emerging centers of excellence or strengthened research foci increase opportunities to build research-level collections of distinction to serve emerging needs.*
- *Efficiencies in operations and/or resource expenditures may introduce opportunities to deepen existing or build new collections of distinction.*

“Leadership and participation in national and/or international library-related programs . . .”

- *Consolidation of the USF libraries increases capacity – both personnel and financial. The additional capacity contributes to achieving a threshold level expected of the typical ARL library.*

“Creation of tools and services that facilitate discovery of collections and holdings.”

- *Using the Tampa Library’s “Path to ARL” as a blueprint, Consolidation offers increased potential for advances in metadata quality, social media strategies, and repository impact.*

“Effective development and innovative use of technology to extend the ability to deliver library and research-support services.”

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- *With additional capacity and the elimination of institutional silos, the Tampa Library's Digital Heritage & Humanities Collection unit's expertise can be leveraged to exponentially increase contributions to students and faculty, particularly faculty engaged in externally-funded research.*
- *The Poynter Library's integrated approach to support for teaching, learning, and research increases the potential to develop a national model defining services from course development and faculty professional development to one-on-one research assistance and access to significant information resources for all users.*
- *Using the Tampa Library's "Path to ARL" as a blueprint, Consolidation offers increased potential for institution-wide advances in statistical analysis and research design; data management; GIS and spatial analytics services; research programming; publication support; and copyright/IP services.*

"Active engagement and involvement of the library in support of academic planning and research programs of the institution"

- *As stated above, Consolidation of the USF libraries increases capacity – both personnel and financial. The additional capacity facilitates engagement in academic/research governance across the institution.*

"Collaborations and partnerships with other libraries, consortia, or cultural institutions to leverage cost-effective activities or extend the reach of existing resources and services."

- *Post-consolidation, existing collaborations and partnerships individually managed by the four USF libraries will extend our collective impact and offer the foundation for new collaborations.*

Based on our analysis of the "Principles of Membership in the Association of Research Libraries," consolidation of the University of South Florida challenges the current USF Tampa Library's "Path to ARL" strategy on two "fronts."

"Appropriate institutional infrastructure"

- *Consolidation brings additional pressures to improve several categories of library infrastructure. We will need to update facilities for student learning and research and develop spaces for expansion of innovative technologies such as AR/VR, data visualization, and collaboration. We will require additional computing resources to manage emerging spatial and visualization applications as well as strong pedagogic shifts to digital environments (e.g. digital humanities, digital heritage, etc.).*

"Leadership and external contributions of the staff to the profession."

- *Consolidation will lead to an increased faculty headcount that can serve as a foundation for increased contributions to the profession. This will require a concomitant increase in library and institutional support for those engagements.*

For those respondents to the "USF Libraries' All-Staff Program Alignment Response Survey:" who expressed an opinion on question 5 (n=60; includes one blank response): 49 (82%) join consensus; 5 (8%) support consensus with modifications (see comments in Appendix 4); and 5 (8%) cannot join consensus.

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6. **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.). (Optional: If you would like to provide an organizational chart, either print ready or legibly drawn, please upload it to your cluster’s Box folder following the instructions on Page 1.)**

A Qualtrics survey was distributed to all faculty currently employed by the Tampa, Poynter, USFSM, and Shimberg libraries (N=44). The survey solicited the recipients’ input regarding a future faculty governance structure for a post-consolidation USF Libraries. The survey was open for response 1/25-1/31; responses from 20 respondents were received.

Proposed Faculty Governance Structure

This proposal was informed by the responses to the Qualtrics survey, but all components herein must be evaluated and approved by the post-consolidation faculty of the four USF libraries. Pending review and approval by the faculty, we recommend the following faculty governance structure for each of the four USF libraries if adopting Model 1 of the academic leadership and reporting structure. If adopting Model 2, we recommend the following faculty governance structure incorporating all faculty from the four USF libraries.



Figure 5. Proposed Faculty Governance Structure.

Following review and approval by the faculty, we recommend employing the following timeline to develop the faculty governance system needed to complete the consolidation restructuring. If Model 1 of the academic leadership and reporting structure is adopted, each of the four USF libraries would independently develop documents, committees, and processes; if Model 2 is adopted, the documents, committees, and processes would be developed by the combined faculty of the four libraries, giving full consideration to the needs and concerns of library faculty on all campuses.

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Figure 6. Timeline for the Proposed Faculty Governance Structure.

For those respondents to the “USF Libraries’ All-Staff Program Alignment Response Survey:” who expressed an opinion on question 6 (n=50; includes one blank response): 37 (74%) join consensus; 11 (22%) support consensus with modifications (see comments in Appendix 4); and 1 (2%) cannot join consensus.

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7. What are the distinctive strengths within the unit, by campus, and how will they be preserved? (Bulleted lists and tables are acceptable.)

A Qualtrics survey was distributed to all faculty and Administration-classified personnel currently employed by the Tampa, Poynter, USFSM, and Shimberg libraries (N=84). The survey solicited the recipients' nominations for distinctive strengths within the unit, by campus. The survey was open for response 1/17 - 1/23; 101 responses from 24 respondents were received.

Distinctive strengths were nominated in 42 responses. These include (by campus):

Table 2. Nominated Distinctive Strengths by Campus

<i>Tampa Library</i>	<i>Poynter Library</i>	<i>USFSM</i>	<i>Shimberg Library</i>
<i>Visualization/AR/VR Expertise/Services</i>	<i>Online Learning Technologies</i>	<i>Hospitality Management Expertise</i>	<i>Health Science Expertise</i>
<i>GIS/Geospatial Analytics Expertise/Services</i>	<i>Florida Studies Collections/Services</i>	<i>Unique Historical Resource Collections</i>	<i>3D Printing Facilities/Support</i>
<i>3D Printing Facilities/Support</i>	<i>Unique Historical Resource Collections</i>		<i>Historical Medical Instruments Collection</i>
<i>Unique Historical Resource Collections</i>	<i>Marine Science Collections</i>		<i>Nationally Recognized Systematic Review Expertise</i>
<i>Intellectual Property & Copyright Expertise/Services</i>	<i>Integrated Teaching, Learning & Research Framework²</i>		<i>Research Support Services</i>
<i>OA Publishing Expertise/Services</i>			<i>eBranch Library (Consumer Health Information Service)</i>
<i>Infographic/Research Graphic Design</i>			<i>Embedded Librarians (report into academic units)</i>
<i>Institutional Repository Expertise/Services</i>			
<i>Digital Media Expertise/Services</i>			
<i>Textbook Affordability Program</i>			

²The Poynter Library employs an integrated approach to support teaching, learning, and research. Under its umbrella, it offers services from course development and faculty professional development to one-on-one research assistance and access to significant information resources for all users. Poynter's unique organizational structure includes library

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resources and services, instructional design and assessment of online courses, the Student Technology Center, and the Center for Innovative Teaching and Learning.

Although not reflecting distinctive program-level strengths, 59 responses (58.4 percent) describe shared cultural practices/perspectives that are norms for all academic libraries and are clearly present in all of the libraries serving USF's faculty and students.

The concept "distinctive strengths" in libraries differs from the use employed in many colleges, schools, departments, etc. Library service portfolios must remain fluid in order to adapt to changes in academic programs, faculty research agendas, and technological innovations. For this reason, a distinctive strength "homed" in a particular library today may be developed in a second library as the need emerges. A strong culture of collaboration in libraries ensures that this can be done efficiently and without unnecessary duplication.

The distinctive strengths enumerated in Table 2 are effectively preserved by mitigating the risks outlined in our response to question 9 below.

For those respondents to the "USF Libraries' All-Staff Program Alignment Response Survey:" who expressed an opinion on question 7 (n=62; includes two blank responses): 48 (77%) join consensus; 8 (13%) support consensus with modifications (see comments in Appendix 4); and 4 (6%) cannot join consensus.

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8. Identify any accredited programs and explain the process/timeline for [re]accreditation of programs in the unit under Consolidation. (Bulleted lists and tables are acceptable.)

The Tampa, Poynter, and USFSM libraries are indirectly accredited as part of the institution's SACS accreditation process. Section 11 of the Principles of Accreditation ("Library and Learning/Information Resources") covers the adequacy of library services, collections, and personnel supporting USF's academic programs.

The Tampa, Poynter, and USFSM libraries formally contribute to accreditation requirements at the college and program levels as requested by those units. The following list captures those requirements.

College/Program	Accreditor	Campus	Date
Arts/Architecture	National Architectural Accrediting Board	USF-T	2024-25
Journalism	ACE Ed in Journalism & Mass Com	USF-SP	Spring 2021
Engineering	ABET	USF-T	Fall 2019
Business	AACSB	USF-T	Spring 2023
		USF-SP	Spring 2023
Education	Council for Accreditation of Educator Prep (formerly NCATE)	USF-SM	Spring 2021
		USF-T	Spring 2020
		USF-SP	Fall 2021
Arts/Music Teacher Ed	Council for Accreditation of Educator Prep Nat'l Assoc. of Schools of Music	USF-T	Spring 2020
		USF-T	2025-26
Library & Info Science	ALA Committee on Accreditation	USF-T	2023
Physics	Commission on Medical Physics Ed Programs	USF-T	Fall 2019
Psychology	APA Committee on Accreditation Psychological Clinical Science Accreditation	USF-T	2021
		USF-T	2027
CoED/School Psych.	APA Committee on Accreditation Nat'l Assoc. School Psychologists	USF-T	2024
		USF-T	Unknown
Applied Behavior Analysis	Assoc. for Behavior Analysis Int'l	USF-T	Fall 2021
Public Administration	Network of Schools of Public Policy, Affairs, and Administration	USF-T	2024
Social Work	Council on Social Work	USF-T	2021
Dance	Nat'l Assoc. of Schools of Dance	USF-T	2019-20
Drama & Dramatics/Theatre Arts	Nat'l Assoc. of Schools of Theatre	USF-T	2027-28
Art/Art Studies	Nat'l Assoc. of Schools of Art & Design	USF-T	2024-25
Fine/Studio Arts	Nat'l Assoc. of Schools of Art & Design	USF-T	2024-25
Art History	Nat'l Assoc. of Schools of Art & Design	USF-T	2024-25
Music	Nat'l Assoc. of Schools of Music	USF-T	2025-26
Audiology	Amer. Speech Language-Hearing Assoc.	USF-T	Spring 2021
Audiology/Speech Language Pathology	Amer. Speech Language-Hearing Assoc.	USF-T	Spring 2021
Voc. Rehab. Counseling	Council for Accred. Counseling & Related Ed. Programs	USF-T	2023

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The Shimberg Health Sciences Library formally contributes to accreditation requirements at the college and program levels as requested by those units. The following list captures those requirements.

College/Program	Accreditor	Campus	Date
CoPH/Health Care Admin./Mgmt.	Committee Accreditation of Healthcare Mgmt.	USF-T	2022
	Council on Ed. for Public Health	USF-T	2019
Athletic Training	Comm. on Accred. of Athletic Training Ed.	USF-T	2018-19
Medicine	Accred. Council for Grad. Medical Ed.	USF-T	2022
	Liaison Committee on Medical Ed.	USF-T	2022-23
Pharmacy	Accred. Council for Pharmacy Ed.	USF-T	2021
Public Health	Council on Ed. for Public Health	USF-T	Unknown
	Accred. Council for Ed. Nutrition & Dietetics	USF-T	2021
	Accred. Council Genetic Counseling	USF-T	2020
Physical Therapy	Comm. Accred. Physical Therapy Ed.	USF-T	2026
Reg. Nursing	Collegiate Nursing Ed.	USF-T	2020
	Amer. Assoc. of Colleges of Nursing	USF-T	2020
Nurse Anesthetist	Nursing Anesthesia Ed. Programs	USF-T	2021
	Collegiate Nursing Ed.	USF-T	2020
	Amer. Assoc. of Colleges of Nursing	USF-T	2020
Industrial Hygiene	Applied Science Accreditation Commission	USF-T	2020

The Libraries' contributions to accreditation requirements at the college and program levels vary considerably but often include collection analyses, service inventories, resource enumeration, and evaluation of faculty credentialing. Library staff serve on self-study committees, meet with site teams, and provide results of library surveys to support accreditation documentation.

Library personnel collaborate with college/program personnel to meet the requirements provided by the accrediting body.

For those respondents to the "USF Libraries' All-Staff Program Alignment Response Survey:" who expressed an opinion on question 8 (n=54; includes two blank responses): 50 (93%) join consensus and 2 (4%) support consensus with modifications (see comments in Appendix 4).

9. **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? (Bulleted lists and tables are acceptable.)**

Consolidation will lead to improved library contributions to all of the areas of concern outlined in this question. Library contributions may be correlated to many of the individual metrics included in Preeminence, PBF, accreditation, and rankings, but the correlations are often indirect or immersed in the overall student or faculty experience reflected in a specific metric. That said, two risks exist that would cumulatively and negatively impact the University's performance: 1) flat or reduced resourcing and 2) changes in vision.

Risk 1: Flat/Reduced Resourcing

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We recognize the eleven clusters will most likely discuss resourcing at some point, but it is important to describe the experience of resource variation within libraries. At least 50 percent of the budgets of the four USF libraries support acquisition of or access to library resources that are essential for faculty productivity and faculty/student success at all levels and on all campuses. These unavoidable, contractually-obligated cost increases occur annually (typically 4.3-6 percent) regardless of the level of support directed to the Libraries. Flat/reduced resourcing has traditionally been managed by internal personnel reductions in lieu of cuts to library resources. A different resource model for managing contractually-obligated cost increases in library resources may need to be employed to avoid future risk to the libraries' contributions to all areas of concern as well as our charge to achieve eligibility for membership in ARL.

In a similar vein, USF Consolidation may result in opportunities to increase efficiencies, but this should not be seen as an opportunity to reduce resourcing. Rather, increased efficiencies could generate increased capacity or introduce the potential for reallocation of precious resources (human and financial) to activities and/or purposes that drive the trajectory of excellence. We cannot cut our way to excellence.

Mitigation of this risk is wholly dependent on sufficient understanding of the impacts of resourcing on student/faculty success and research productivity and a dedicated effort to collaborate around a model to address inevitable pressures on library resource (i.e. collections) funding. Fund-raising, developing revenue through external funding, and other strategies are being employed, but they should be considered sources of supplemental funding for excellence as opposed to part of a sustainment budget.

Risk 2: Changes in Vision

The phenomenal success of the University of South Florida over a 20-year period is the result of sustained focus and discipline aimed at achieving excellence in dimensions that are relevant to USF's faculty, students, and communities. We are not dependent on a traditional model to sustain our trajectory; we have defined and adopted a "USF path" that is right for our experience. This strategy must be employed in the post-Consolidation USF Libraries. We now possess a roadmap to achieve membership eligibility in ARL and, over a four-year period, have established a strong "can-do" service posture that contributes to Preeminence, PBF, and institutional rankings – this vision must be sustained and given space to evolve. Rapid modifications of that vision will disrupt and potentially derail progress.

Mitigating this risk involves continuous process improvement internally and systematic review of the vision through external comparisons with ARL member libraries. We recommend periodic external review, including consultation with ARL and other professionals.

For those respondents to the "USF Libraries' All-Staff Program Alignment Response Survey:" who expressed an opinion on question 9 (n=61; includes two blank responses): 53 (87%) join consensus; 3 (5%) support consensus with modifications (see comments in Appendix 4); and 3 (5%) cannot join consensus.

10. Other items as approved by the Cluster Leader. (Bulleted lists and tables are acceptable.)

Shared E-Resources Collection Coordination

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Recommend establishing a Shared E-Resources Collection Coordination process to acquire, fund, and manage all shared electronic collections that are available to all entities within the Consolidated USF. Precedence for this model exists in the e-resources cost share funding strategy employed by USF-SP and USF-SM and in service agreements throughout the institution. Each campus library will continue with responsibility for acquiring, funding, and managing local print and locally-reformatted/created collections supporting campus programs and initiatives.

Benefits include:

- *assures equitable and proportionate distribution of responsibility for collections that support all of USF's students and faculty;*
- *enhances student and faculty support;*
- *enhances support for high-impact research and research productivity;*
- *maximizes performance, service quality, and operational efficiencies;*
- *strengthens the library's contributions to Preeminence; and*
- *strengthens the Tampa Library's "Path to ARL" strategy.*

The process should include:

- *a proportionately representative governance committee representing the Poynter, USF-SM, and Tampa libraries (participation by the Shimberg Health Sciences Library TBD);*
- *budgetary resources sufficient to support USF's current shared electronic collections portfolio; and*
- *budgetary resources sufficient to support personnel charged with acquisition and maintenance of the electronic collection portfolio.*

The current USF electronic collection portfolio includes all system-accessible content in the following formats:

- *electronic journals;*
- *databases;*
- *data and datasets;*
- *digital media; and*
- *electronic monographs.*

The current Tampa Library roster of personnel supporting the electronic collection portfolio include:


- *librarians (2.0 FTE);*
- *Administration-classified (1.0 FTE); and*
- *fiscal and collection support staff (3.0 FTE).*

For those respondents to the "USF Libraries' All-Staff Program Alignment Response Survey:" who expressed an opinion on question 10 (n=61; includes two blank responses): 51 (84%) join consensus; 3 (5%) support consensus with modifications (see comments in Appendix 4); and 5 (8%) cannot join consensus.

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Appendix 1




**Curriculum Cluster K9: Program Alignment in Library
Meeting 1 Agenda, January 22, 2019**

10:00	Introductions
10:15	Process
10:30-11:00	Discussion: Priorities (handout)
11:00-11:30	Discussion: Constituency Input
11:30-12:00	Risks to PBF, Preeminence, Accreditation, or Rankings
12:00-12:30	Lunch
12:30-2:00	Discussion: Proposed Academic Leadership and Reporting Structure
2:00-3:00	ARL Pros/Cons
3:00	End

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Curriculum Cluster K9: Program Alignment in Library
Meeting 1 – January 22, 2019, 10am – 3pm
Poynter Library
Meeting Summary

Members Present: Todd Chavez, Cathi Cardwell, Patricia Pettijohn, Drew Smith, Diane Fulkerson, and Rose Bland

Members Absent: none

Scribe: Florence Jandreau

The meeting opened with introductions and a summary of the cluster's charge as conveyed by the Provost. Other points of discussion included: review of deadlines, processes, and an update on the process to date for USF Health.

Process & Constituency Input
 A Box® folder was established for the committee members.

“Rules of Engagement” Overview:

- Work toward consensus; minority opinions will be included.
- Practice collegiality amongst the team.
- Observe the USF (BOT) and the Library's Guiding Principles for consolidation (handouts).
- Remain mindful of USF Policy 10-055 (handout).
- Impacts on ARL eligibility will be considered in the proposed recommendations.
- Cluster deliberations should remain confidential until the members achieve a consensus around a mature idea; input from constituents will be sought at this stage.
- An updated distribution list of employees at various levels has been created to include St. Petersburg, Tampa, Health and Sarasota-Manatee employees.

Using the report template, developed a list of priorities. In priority order based on the revised template, the Cluster will tackle 4, 6, 7, 9, 5, and 8. Questions 1-3 have been completed and will be forwarded to the members for review/revision as needed.

Cluster members agreed to make extensive use of Qualtrics surveys to obtain input from faculty in our respective libraries. Also agreed that cluster members would share matured ideas for input once an acceptable level of comfort was achieved.

Risks
 Reviewed and discussed risks using the most current BOG Performance Based Funding (PBF) and Preeminence metrics as well as SACS Section 11 for reference.

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Academic Leadership & Reporting Structure

Reviewed the current state of the upper levels of organization among the four libraries and discussed the merits of the proposed CoB post-consolidation leadership structure.

- Uncertainty concerning the foundational organizational principle, will campuses be “branch campuses” (USF-SP and USF-SM preference) or “instructional sites.”
- Todd proposed a library-centric solution that would employ a “CoB-model” with codified principles regarding resource allocations to the campus level; allocations would be managed locally in service of local needs AND post-consolidation organizational goals/objectives. All deans/directors will be involved in developing the allocation model.
 - Established partial consensus in principle around this model.
 - Rose could not join the consensus without input from the USF Health leadership. She will attempt to respond by Friday, 1/25/19.

ARL Pros/Cons

Briefly reviewed the ARL Principles for Membership and the USF Tampa “Path to ARL” plan.

Next meeting: Wednesday, January 31st, 10am-3pm at the Tampa Library.


Respectfully submitted,

Florence Jandreau
1/24/19

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Curriculum Cluster K9: Program Alignment in Library
Meeting 2 Agenda, January 31, 2019
Tampa Library, LIB645


10:00	Welcome
10:05-11:00	Review Faculty Governance survey results and review/revise draft response
11:00-11:30	Academic leadership and reporting discussion <ul style="list-style-type: none">• Discuss implications of "USF Consolidation Planning Study & Implementation Task Force Report" (2019-01-25)
11:30-12:00	Lunch w/discussion continuing
12:00-12:30	Discuss question 10 "Other items as approved by Cluster Leader."
12:30-3:00	Review/revise document to date <ul style="list-style-type: none">• Discuss potential "all-staff" survey for last minute input
3:00	Conclude

Note: minutes as approved by responding cluster members are in the Box "Agendas & Minutes" folder.

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**University of
South Florida**

**Curriculum Cluster K9: Program Alignment in Library
Meeting – January 31, 2019, 10am – 2pm
Tampa Library
Meeting Summary**

Members Present: Todd Chavez, Cathi Cardwell, Patricia Pettijohn, Drew Smith, Diane Fulkerson, and Rose Bland

Members Absent: none

Scribe: Florence Jandreau

Welcome & Review of Agenda

- Handouts: results of faculty governance survey, draft of report, consensus sheet, proposed 2/1 email to staff.
- Agenda approved with addition of “USF Consolidation Planning Study & Implementation Task Force Report 2019-01-25” (Cathi supplied copies).
- Approved minutes from 1/22 placed in BOX.
- All agreed that the K9 Cluster was challenged by uncertainty and a tight timeline but collegiality won out and we’ve done the best job possible given obstacles.

Faculty Governance Survey Results

- Distributed copies and reviewed draft survey results
- A complex discussion followed, with focus on the need to ensure that campus voices were heard. Drew and Patricia drafted language to capture that sentiment.
- All agreed that the faculty would ultimately need to work out the details and that the bylaws would tackle issues of equity.
- All agreed that the final form of faculty governance was dependent on 1) the faculty’s deliberations and 2) the leadership and reporting structure determined by senior leadership.

Leadership & Reporting Structure

- No consensus is possible without clarity from campus and system leadership.
- Proposed two models; either model can be managed for the benefit of students/faculty and ARL eligibility.
- Suggested three critical areas of coordination if the “Branch Campus” model is adopted.

Addition of Item 10 at the Discretion of the Cluster Leader

- Achieved consensus that a process to coordinate the acquisition, funding, and management of the USF shared e-resources collection was critical regardless of the model adopted.
- Coordination may or may not include the current Shimberg Library’s e-resources portfolio.

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Further Input

- On Friday, February 1 a survey will be sent to all staff, faculty and administration employees to assess levels of consensus on the proposed responses contained in the final draft report.
- Each Dean/Director will hold Wednesday, February 6 from 1-2 for an open forum for local library staff to discuss the report.
- A final check in of the committee will be held following this open forum.

Final Review & Consensus

- Reviewed responses one-by-one; modified language whenever agreement was reached.
- Consensus achieved on all 10 items contained in the report.

Respectfully submitted,
Florence Jandreau
1/31/19

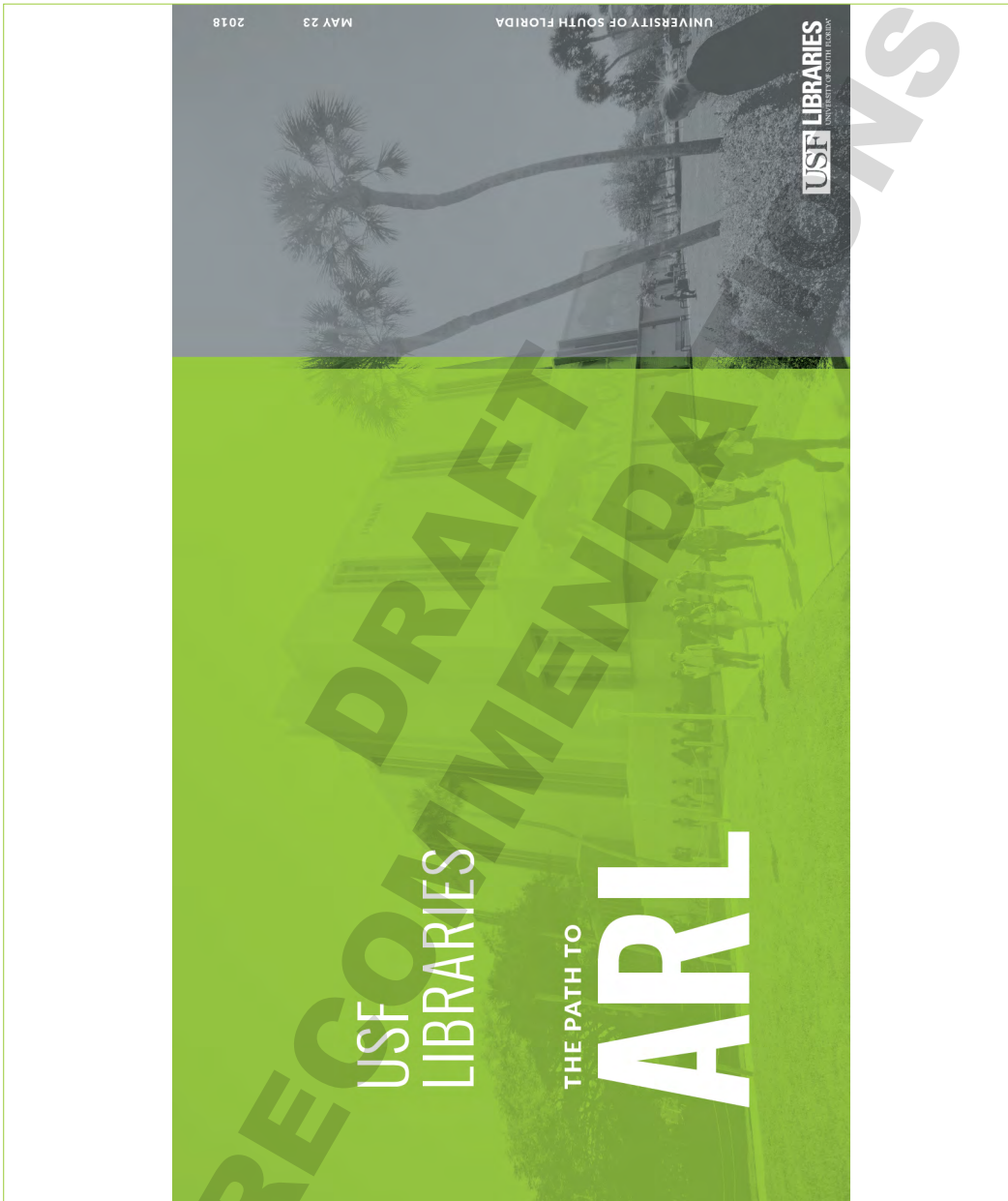
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Appendix 2



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02

"Membership is based on the research nature of the library and the parent institution's aspiration and achievements as a research institution. The parent institution's accomplishments are established by the classification Research Universities (high or very high) as reflected by the current Carnegie Classification ... and published by the Carnegie Foundation for the Advancement of Teaching, membership in the Association of American Universities, or by comparable affiliations or documentations."

--Principles of Membership in the Association of Research Libraries (2013)

INSTITUTION NAME	ESTABLISHED	ARL (1932)	AAU (1900)	INSTITUTION NAME	ESTABLISHED	ARL (1932)	AAU (1900)
University of California, Berkeley	1868	1932	1900	Michigan State University	1855	1956	1964
University of Michigan	1817	1932	1900	University of Colorado Boulder	1876	1964	1966
University of Wisconsin-Madison	1848	1932	1900	University of Maryland, College Park	1856	1962	1969
University of Virginia	1819	1932	1904	University of Oregon	1876	1962	1969
University of Illinois at Urbana-Champaign	1867	1932	1908	University of California, Los Angeles	1919	1937	1974
University of Minnesota	1851	1932	1908	University of Pittsburgh	1787	1962	1974
University of Missouri	1839	1932	1908	University of California, San Diego	1960	1973	1982
Indiana University Bloomington	1820	1932	1909	The University of Arizona	1885	1967	1985
The University of Iowa	1847	1932	1909	University of Florida	1853	1956	1985
The University of Kansas	1865	1932	1909	Rutgers University-New Brunswick	1766	1956	1989
The Ohio State University	1870	1932	1916	The State University of New York at Buffalo	1846	1967	1989
University of North Carolina at Chapel Hill	1789	1932	1922	University of California, Santa Barbara	1944	1973	1995
University of Texas at Austin	1883	1932	1929	University of California, Davis	1905	1969	1996
University of Washington	1861	1932	1950	University of California, Irvine	1965	1981	1996
Iowa State University	1858	1932	1958	Stony Brook University	1957	1975	2001
Pennsylvania State University	1855	1962	1958	Texas A&M University	1876	1962	2001
Purdue University	1869	1956	1958	Georgia Institute of Technology	1885	1983	2010

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03

<p>ARL PRESENT</p> <p>ARL Investment Index Favors Innovation Impacting Research & Education Focus on Global Access to Collections of Distinction Emphasis shifting to Librarian-Functional Specialist Collaborations Transforming Facilities into Learning/Research Spaces Engagement in Full Life-Cycle & Activity Range of Knowledge Disciplinary Labels are Weakening</p>	<p>USF PRESENT & FUTURE</p> <p>Emphasis on Innovation Impacting Research & Education Aligns with the ARL Investment Index Focus on Global Access to <u>USF Created</u> Collections of Distinction Launching Librarian-Specialist Research Teams Transforming Facilities into Innovative Learning/Research Spaces Engagement in Full Life-Cycle & Activity Range of Knowledge Disciplinary Labels Are Replaced by Entrepreneurial Researchers</p>
<p>ARL PAST</p> <p>ARL Library Index Favored Large Physical Collections Focused on Collections of Distinction as "Scholarly Destininations" Emphasized Building Cadre of Librarians Emphasized Collections Over Investment in Facilities Emphasized "Knowledge Service Provider" Role Specific Disciplines Formed the Organizing Principle</p>	<p>USF PAST</p> <p>Institutional Culture Not Aligned with the ARL Library Index Focus on Building/Purchasing Physical Collections Emphasized Building Cadre of Librarians Emphasized Collections Over Investment in Facilities Emphasized Passive Service Role Specific Disciplines Formed the Organizing Principle</p>

RECOMMENDATIONS

TRANSFORMED

USF & ARL

USF LIBRARIES
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TOTAL LIBRARY EXPENDITURES 2015-16 FY		ARL YEAR	TOTAL LIBRARY EXPENDITURES 2015-16	
USF (ALL CAMPUSES)				
PUBLIC AAU				
FLORIDA PUBLIC RESEARCH UNIVERSITIES				
05				
University of Florida		1956	\$ 31,617,447	
Florida State University		1962	\$ 22,047,244	
University of South Florida		N/A	\$ 17,627,428	
Florida International University		N/A	\$ 1,794,935	
University of Central Florida		N/A	\$ 14,710,601	
Florida Atlantic University		N/A	\$ 7,964,240	
FLORIDA PUBLIC RESEARCH UNIVERSITIES				
05				
University of Michigan	1932	(1932)	\$ 74,702,421	1973
Pennsylvania State University	1962		\$ 59,242,593	1967
University of California, Los Angeles	1987		\$ 58,114,598	1956
University of California, Berkeley	1982		\$ 55,964,751	1962
University of Texas at Austin	1932		\$ 52,926,981	1956
The Ohio State University	1932		\$ 47,357,887	1964
University of Illinois at Urbana-Champaign	1932		\$ 47,304,323	1981
Texas A&M University	1962		\$ 46,640,833	1932
University of Washington	1932		\$ 44,407,936	1969
University of Minnesota	1932		\$ 43,705,622	1967
University of Virginia	1932		\$ 42,110,533	1932
Indiana University-Bloomington	1932		\$ 41,276,553	1973
University of North Carolina at Chapel Hill	1932		\$ 39,810,165	1962
Rutgers University-New Brunswick	1956		\$ 39,609,942	1962
Michigan State University	1956		\$ 35,657,445	1932
University of Wisconsin-Madison	1932		\$ 35,306,184	1975
The University of Iowa	1932		\$ 34,759,938	1975
University of Pittsburgh	1962		\$ 32,791,499	
PUBLIC AAU INSTITUTION				
University of California, San Diego		(1932)	\$ 32,395,074	
The University of Arizona			\$ 31,702,671	
University of Florida			\$ 31,617,448	
University of Maryland, College Park			\$ 28,977,173	
Purdue University			\$ 28,635,073	
University of Colorado Boulder			\$ 22,486,420	
University of California, Irvine			\$ 21,607,732	
Iowa State University			\$ 21,293,162	
University of California, Davis			\$ 21,164,572	
The State University of New York at Buffalo			\$ 20,605,760	
The University of Kansas			\$ 20,383,677	
University of Oregon			\$ 20,305,398	
University of California, Santa Barbara			\$ 19,760,899	
University of Missouri			\$ 18,420,190	
University of South Florida			\$ 17,627,428	
Georgia Institute of Technology			\$ 17,141,026	
Stony Brook University			\$ 15,616,048	

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Appendix 3



Principles of Membership in the Association of Research Libraries

The mission of the Association of Research Libraries is to “influence the changing environment of scholarly communication and the public policies that affect research libraries and the diverse communities they serve. ARL pursues this mission by advancing the goals of its member research libraries, providing leadership in public and information policy to the scholarly and higher education communities, fostering the exchange of ideas and expertise, facilitating the emergence of new roles for research libraries, and shaping a future environment that leverages its interests with those of allied organizations.” ARL is a not-for-profit membership organization comprising the libraries of North American research institutions and operates as a forum for the exchange of ideas and as an agent for collective action.

Membership in ARL is by invitation and based on single institutions, not systems. Once achieved, membership in the Association is presumed to be continuing.

The following principles are used in considering extending invitations for ARL membership.

1. The members of ARL are research libraries distinguished by the breadth and quality of their collections and services. Each member makes distinctive contributions to the aggregation of research resources and services in North America and, through individual and cooperative efforts, strives to preserve for the future the record of knowledge represented by these collections.
2. Membership is based on the research nature of the library and the parent institution's aspirations and achievements as a research institution. The parent institution's accomplishments are established by the classification Research Universities (high or very high) as reflected by the current Carnegie Classification of Institutions of Higher Education™ and published by the Carnegie Foundation for the Advancement of Teaching, membership in the Association of American Universities, or by comparable affiliations or documentation.
3. ARL members individually contribute to the broader research library community and are distinguished by common characteristics including:
 - a. Distinctive research-oriented collections and resources of national or international significance in a variety of media that result in: shared or collective collections that support global research and core and specialized services to the scholarly community of faculty, students and visiting scholars.

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- b. Leadership and participation in national and/or international library-related programs that advance the role of libraries in the scholarly information and research environment;
- c. Creation of tools and services that facilitate discovery of collections and holdings;
- d. Preservation and archiving of research resources to ensure their availability for future scholars;
- e. Effective development and innovative use of technology to extend the ability to deliver library and research-support services;
- f. Active engagement and involvement of the library in support of academic planning and research programs of the institution (e.g., development of new academic programs, participation in teaching, research grants or projects, level of advancement support, service on institutional committees, involvement in governance, etc.);
- g. Appropriate institutional infrastructure, both physical and digital, that support the mission, roles and collections of the library within the institutional framework.
- h. Leadership and external contributions of the staff to the profession;
- i. Collaborations and partnerships with other libraries, consortia, or cultural institutions to leverage cost-effective activities or extend the reach of existing resources and services.

Principles approved February 8, 2001 by the ARL Board. Revision approved September 23, 2013 by the ARL Board and affirmed by the ARL membership on October 10, 2013.

Mission statement adopted February 10, 2006, and edited October 15, 2009, by the ARL Board.

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Appendix 4

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Appendix 4

Results of the USF Libraries' All-Staff Program Alignment Response Survey

Q0 - On January 14, you received an email announcing that the next phase of the USF Consolidation had been launched. Since then, the K9 Cluster members have been working to achieve a consensus around proposed responses to 10 questions. It has been a real challenge to obtain sufficient input from everyone impacted by the consolidation given the tight deadline, but results from two surveys and input from the December 7 faculty meeting have informed the consensus.

The final "push" is on to meet the Friday, February 8 submission deadline and WE NEED YOUR HELP! Using the draft document attached to the email announcing this anonymous survey, please respond to a series of seven questions. Once again, we must emphasize the tight deadline. We will leave the survey open until noon on Wednesday, February 6 and would very much appreciate your input on this important issue.

Thank you in advance for your assistance!

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Q4 - Question 4: What is the proposed academic leadership (and reporting) structure for the unit in a Consolidated USF (and by campus)?

Referring to the proposed response to question 4 (see above), please select the statement below which best fits your perspective. Remember, you are being asked about your perspective of the proposed response to this question contained in the PDF document you received in the email announcing this survey.

	Count	Percent
I can join a consensus around the proposed response.	48	64%
I can join a consensus around the proposed response with modification(s).	10	13%
I cannot join a consensus around the proposed response.	5	7%
I do not have an opinion.	12	16%
(blank)	0	0%
Grand Total	75	100%

Q4a - You selected I can join a consensus around the proposed response, you are free to record comments or suggestions but are not required to do so.

- The framework is adaptable it preserves principles of shared governance enhances communication and provides pathways to facilitating library services and collections.
- Seems like a tight timeline. Will all of the necessary hardware and software be in place to accomplish this?
- Option one looks as if it would be the best option. Option 2 is not truly consolidated, and I see there could be more issues with this option, but it could work.
- My preference is for Model 1 to be adopted.
- I support either Model 1 or 2, dependent upon campus status that will be determined.
- I feel the response is appropriate and well thought-out given the shifting environment.
- I can join a consensus but I am still interested in hearing why the Shimberg Library prefers direct reporting to USF Health academic leadership when the consolidation has many benefits.
- I believe method 1 is the better option, allowing each campus to still oversee their own library. The libraries can communicate and work together to get on the same page as far as overall practices and policies while maintain their individuality of the day to day operations. Method 2 seems like an unnecessary middle man would be added.
- I believe Model 2 is more logical but either will work.
- Appears to be a team-based collegial approach to consolidation and continues with the request to keep the uniqueness found only at each of our campuses.

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Q4b - You selected I can join a consensus around the proposed response with modification(s), please record your suggestions/comments (required).

- Model 1 only
- I can join a consensus around the adoption of Model 1 only. We do not need additional layers of bureaucracy within the USF libraries.
- I can support Model 1. I have too many concerns with Model 2 to support it in any way.
- The Executive Dean of USF Libraries should not be one filled by current leadership, but a library leader from an ARL Library with ARL Library experience.
- Would all libraries be beholden to the same policies?
- I strongly prefer model 1, but model 2 is an acceptable alternative if necessary.
- Model 1 - current structure would be the preferred model.
- The proposed Model 1 structure would be the preferred option -- on that would improve coordination across library units, support efficiencies, but still be responsive to local branch campus needs
- I can join a consensus on model 1. Model 2 is a little worrisome as the reporting structure is not yet clear; I would not be able to join consensus on a model that has a dotted line, or no line, to our campus chief academic officer.
- Branch campus reporting designation most efficient.

Q4c - You selected I cannot join a consensus around the proposed response, please record your suggestions/comments (required).

- The structure of this survey is terrible. I am not sure what question I am answering. My opinion is that model 1 is preferred and model two is not tenable. There is no precedent that illustrates this organizational structure (model 2) is a net benefit. It is a structure of convenience, not one borne of best policy in action. The populations served by each institution have unique requirements that should be addressed locally. An executive will necessarily make decisions that are "best for all." This leaves no room for negotiation between parties. History is full of examples, why in the world would anyone think this is good? Again, the proposed structure is one created out of convenience and not one that does the right thing.
- The Libraries are already administratively top heavy. The creation of a new Executive Dean position is ridiculous, especially when we have not hired any faculty to replace the eight

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librarians who have resigned or retired in the past two years from the USF Tampa Library and that Library has created new Associate and Assistant Dean positions.

- none
- Due to "Given current levels of uncertainty on this issue.....No consensus was possible."
- uncomfortable with the idea of governance

Q5 - Question 5: What are the Pros and Cons with regard to meeting USF’s strategic goal of membership in the Association of Research Libraries (ARL)?

Referring to the proposed response to question 5 (see above), please select the statement below which best fits your perspective. Remember, you are being asked about your perspective of the proposed response to this question contained in the PDF document you received in the email announcing this survey.

	Count	Percent
I can join a consensus around the proposed response.	49	65%
I can join a consensus around the proposed response with modification(s).	5	7%
I cannot join a consensus around the proposed response.	5	7%
I do not have an opinion.	15	20%
(blank)	1	1%
Grand Total	75	100%

Q5a You selected I can join a consensus around the proposed response, you are free to record comments or suggestions but are not required to do so.

- I am interested in hearing more about 3e / leveraging of DHHC expertise.
- ARL for us is moving in the right direction.
- If all libraries will be contributing to achieving ARL status - I would hope that the challenge of "appropriate institutional infrastructure (3g) would be an effort made to all campuses.
- The approach leverages the library system’s current collection and service strengths.

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Q5b - You selected I can join a consensus around the proposed response with modification(s), please record your suggestions/comments (required).

- Shimberg is not compelled to participate or make changes unless they work for the library and the current goals and service need for USF Health
- I would need to see additional emphases on the need for a research-centric environment in which librarians are active players in the provision of research support services, integrated into the research process within their respective Colleges, and seen as integral parts of research teams.
- Collaborative recruiting and hiring library leaders (from ARL libraries with national level searches for talent) should be considered as part of the process for consideration.
- I cannot adequately address this question as I have not seen the Tampa Library's "Path to ARL" document.
- It does not look like you have fully addressed the cons; however I do think there are more pro's to achieving ARL with consolidation.

Q5c - You selected I cannot join a consensus around the proposed response, please record your suggestions/comments (required).

- I was not given access to the "Path to ARL" that much of this proposed response centered around, therefore, I cannot join a consensus around it.
- I fail to see how consolidation will lead to an increased faculty headcount. That will require hiring of faculty librarians, which the USF Tampa Library has not moved forward with despite losing eight faculty librarians in less than two years. Perhaps if we were a more "welcoming environment" administration would approve new positions. I am also concerned that the response highlights the DHHC, GIS, and related services when, at this point, that group serves such a small percentage of the USF population. I am pleased to see that the copyright and intellectual property services strength at the USF Tampa Library is mentioned, but disappointed that our support and services for Student Success, both undergraduate and graduate, is completely absent from the document.
- Q5 is full of conclusory statements that include little of any documentary support. Moreover, even if there had been documentary support provided, I have not been given enough time to perform any independent critical analysis. An example of one conclusory statement: "3h. Leadership and external contributions of the staff to the profession." Consolidation will lead to an increased faculty headcount that can serve as a foundation for increased contributions to the profession. This will require a concomitant increase in library and institutional support for those engagements." How does the reader know that consolidation will lead to an increased faculty headcount? How does the reader know that increased contributions to the profession will result from an increased faculty headcount? What is meant by "contributions to the profession"? If

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- new "engagements do result from consolidation, how does the reader know there will be resulting increase in library and institutional support? Such support might be "required" or desirable; but there is no guarantee that it will be forthcoming.
- More questions arise from the proposed response. All libraries involved are not represented.
 - Am not privy to Tampa Library's "Path to ARL." Do not agree with "elimination of institutional silos" among other ideas.

Q6 - Question 6: 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).

Referring to the proposed response to question 6 (see above), please select the statement below which best fits your perspective. Remember, you are being asked about your perspective of the proposed response to this question contained in the PDF document you received in the email announcing this survey.

	Count	Percent
I can join a consensus around the proposed response.	37	49%
I can join a consensus around the proposed response with modification(s).	11	15%
I cannot join a consensus around the proposed response.	1	1%
I do not have an opinion.	25	33%
(blank)	1	1%
Grand Total	75	100%

Q6a - You selected I can join a consensus around the proposed response, you are free to record comments or suggestions but are not required to do so.

- I am okay with the proposed faculty governance structure under Model 1, but have concerns that the structure proposed under Model 2 may not fairly consider the unique needs of the smaller libraries.
- "giving full consideration to the needs and concerns of library faculty on all campuses" - does not necessarily mean equal representation and I would hope it wouldn't mean assumptions are made on behalf of other campuses without their input. I would also hope there is good representation from across campuses for the team that helps to create the bylaws in ironing out some of these finer details.
- Both models uphold shared governance.

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Q6b - You selected **I can join a consensus around the proposed response with modification(s)**, please record your suggestions/comments (required).

- Only in the case of the model, one and Shimberg is not compelled to participate or make changes unless they work for the library and the current goals and service need for USF Health
- I can agree only with the adoption of Model 1 of the academic leadership and reporting structure where each of the four USF libraries would independently develop documents, committees, and processes.
- I can join a consensus around Model 1 as long as parameters are put in place that would not make the governance structure too onerous for smaller libraries. I cannot support Model 2 in any way.
- For model 2 in particular, the committee that works on the combined bylaws, guidelines, and procedures, must allow fair representation of all campuses. No matter what the final guidelines look like, I strongly encourage proportional campus representation on the committee that creates the new structure.
- Model 1 structure but with potential modifications.
- While I do not have an issue with the Proposed Faculty Governance Structure, I am disappointed that it was created by Library administration with only a survey as input from the faculty. Although, the K-9 group does include two representative appointed by the Tampa and St. Pete Faculty Senates, I think a leader or leaders from the Library faculty groups should also have included, at least for the topic of faculty governance. Ideally, that question should have been given to the faculty executive groups to formulate a response.
- While I agree in principle with the development of common guidelines for promotion and peer evaluation, I feel that it is essential to ensure that the development of these documents be done by a group or committee that equitably represents the three campuses (not just a "combined" faculty). In the same way, I feel that it is essential that the various committees be equitably comprised of "home campus peers" as well as librarian colleagues from other campuses. The vague nature of "combined" faculty is concerning, and would need further clarification before I can make a decision whether to support this response.
- Due to the number of faculty at some of the smaller campuses, it make more sense for the faculty governance structure to follow Model 2 of the academic leadership and reporting structure, whether or not Model 2 is adopted. The smaller campuses would be incapable of maintaining true committees for the many subjects noted in Figure 5. In addition, having the faculty from the different campuses work together would promote collaboration among the campuses.
- Model 1 is the preference
- I can join a consensus on model 1. Model 2 requires the addition of strong and specific language to ensure that faculty from branch campuses are fairly represented on faculty governance councils and committees.

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- I think that the proposed structure is perfectly functional. I would add that it is important that the faculty governance process truly consider all views (equity), but not tilt from equity to parity. The minority view needs to be valued but it cannot be institutionally capable of being dominate.

Q6c - You selected **I cannot join a consensus around the proposed response**, please record your suggestions/comments (required).

- The information needs, client expectations, and service models of some of the USF libraries are different enough (in some cases unique) that a one-size-fits-all faculty governance model might ultimately prove counter-productive.

Q7 - Question 7: What are the distinctive strengths within the unit, by campus, and how will they be preserved?

Referring to the proposed response to question 7 (see above), please select the statement below which best fits your perspective. Remember, you are being asked about your perspective of the **proposed** response to this question contained in the PDF document you received in the email announcing this survey.

	Count	Percent
I can join a consensus around the proposed response.	48	64%
I can join a consensus around the proposed response with modification(s).	8	11%
I cannot join a consensus around the proposed response.	4	5%
I do not have an opinion.	13	17%
(blank)	2	3%
Grand Total	75	100%

Q7a - You selected **I can join a consensus around the proposed response**, you are free to record comments or suggestions but are not required to do so.

- No comments or suggestions provided.

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Q7b - You selected I can join a consensus around the proposed response with modification(s), please record your suggestions/comments (required).

- Only if Shimberg is not compelled to participate or make changes unless they work for the library and the current goals and service need for USF Health
- Many of the distinctive strengths seem to be missing. These lists need to include all unique strengths in order before I can give it my full support.
- I don't feel all the different library's distinctive strengths are adequately summarized.
- I can join a consensus with the understanding that this list is a draft and may not acknowledge certain strengths of each campus.
- In the response to this question, it appears that "a strong culture of collaboration in the libraries" is the only mechanism by which the distinctiveness of each campus library may be preserved, which is concerning. It would be helpful to know how this culture of collaboration will be fostered and supported.
- I don't believe enough of the "branch" libraries' distinctive strengths were recognized. Those that were recognized were not adequately described so as to impress upon the reader the truly distinctive nature of service, resource, or other quality enumerated.
- I think that there needs to be clearer of how these services will be preserved. Sometimes it says "Expertise/Services" and sometimes it really doesn't say anything.
- With the Tampa Library as the center for Visualization/AR/VR Expertise/Services, it seems that Online Learning Technologies should also come under Tampa's umbrella. Quality online learning requires different types of engagement and media. AR and VR are both tools being used for learning in the medical field currently. The ability for students/faculty to develop online learning and incorporate AR/VR, I believe, would make online learning modules more robust and allow students/faculty to be more competitive in the academic arena.

Q7c - You selected I cannot join a consensus around the proposed response, please record your suggestions/comments (required).

- The list of distinctive strengths in the accompanying document DOES NOT list the research support environment that is unique to the USF Health Shimberg Library. To join a consensus around this document would require the addition of those services that are unique to USF Health.
- Tampa Library also conducts an integrated teaching learning and research framework and yet it is not listed. It's an important part of liaison work and what library faculty and staff do to support faculty and students. It is one of our strengths. To leave it out is to not understand how we impact the community positively.
- As I alluded to in a previous response, it appears that the USF Tampa Library does not have any strengths in research, instruction, student success, etc., but has many strengths that are not typically associated with libraries.

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- The respondent rate is low for the population surveyed. Responses may not illustrate the full distinctive strengths of each campus.

Q8 - Question 8: Identify any accredited programs and explain the process/timeline for [re]accreditation of programs in the unit under Consolidation.

Referring to the proposed response to question 8 (see above), please select the statement below which best fits your perspective. Remember, you are being asked about your perspective of the proposed response to this question contained in the PDF document you received in the email announcing this survey.

	Count	Percent
I can join a consensus around the proposed response.	50	67%
I can join a consensus around the proposed response with modification(s).	2	3%
I cannot join a consensus around the proposed response.	0	0%
I do not have an opinion.	21	28%
(blank)	2	3%
Grand Total	75	100%

Q8a - You selected I can join a consensus around the proposed response, you are free to record comments or suggestions but are not required to do so.

- No comments or suggestions provided.

Q8b - You selected I can join a consensus around the proposed response with modification(s), please record your suggestions/comments (required).

- The CEPH accreditation for the College of Public Health is going on currently, 2018-2019. Also for the College of Public Health: CAHME – Spring 2022. ACEND – Full accreditation site visit in late 2019. Once fully accredited, it renews every seven years. Genetic Counseling – 2020/2021
- I can join a consensus around this proposed action if, and only if, 1) the additional areas for accreditation in USF Heath are included in the document (I believe Director Bland is adding those to the document), and 2) Model 1 is adopted.

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- The respondent rate is low for the population surveyed. Responses may not illustrate the full distinctive strengths of each campus.

Q8 - Question 8: Identify any accredited programs and explain the process/timeline for [re]accreditation of programs in the unit under Consolidation.

Referring to the proposed response to question 8 (see above), please select the statement below which best fits your perspective. Remember, you are being asked about your perspective of the proposed response to this question contained in the PDF document you received in the email announcing this survey.

	Count	Percent
I can join a consensus around the proposed response.	50	67%
I can join a consensus around the proposed response with modification(s).	2	3%
I cannot join a consensus around the proposed response.	0	0%
I do not have an opinion.	21	28%
(blank)	2	3%
Grand Total	75	100%

Q8a - You selected I can join a consensus around the proposed response, you are free to record comments or suggestions but are not required to do so.

- No comments or suggestions provided.

Q8b - You selected I can join a consensus around the proposed response with modification(s), please record your suggestions/comments (required).

- The CEPH accreditation for the College of Public Health is going on currently, 2018-2019. Also for the College of Public Health: CAHME – Spring 2022. ACEND – Full accreditation site visit in late 2019. Once fully accredited, it renews every seven years. Genetic Counseling – 2020/2021
- I can join a consensus around this proposed action if, and only if, 1) the additional areas for accreditation in USF Health are included in the document (I believe Director Bland is adding those to the document), and 2) Model 1 is adopted.

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Q9b - You selected **I can join a consensus around the proposed response with modification(s)**, please record your suggestions/comments (required).

- I don't yet have information on how ARL will effect each of the libraries. I also don't know what PBF stands for and it is not defined in the document.
- I agree with the periodic external review, including consultation with ARL and other professionals. However, I think that we should have an immediate external review to validate the most recent change in vision for the Library. I do not disagree with the plan to hire non-librarians and non-faculty, but I think an external review is warranted of the practice of hiring those positions while not maintaining or increasing the population of faculty librarians

Q9c - You selected **I cannot join a consensus around the proposed response**, please record your suggestions/comments (required).

- Risk 1: I do not have enough information regarding the 'utility service' model to make an INFORMED decision for consensus. Information regarding how this model would work and its effect on USF Libraries budgets should be made available to all USF Libraries staff, and preferably with several simulation models run to provide several alternatives for decision making. Risk 2: Again, I do not have enough information to support this 'ARL vision' which has not been openly shared/discussed among the USF Libraries leadership or staff. Also, any decision to support any consensus is based upon adoption of Model 1.
- The proposal needs to be fleshed out in much greater detail in terms of requirements for each library and how contributions would be distributed equitably and fairly before I would be able to join a consensus.
- I would want to know more about the "utility service" model similar to University of Georgia and VCU. What are the advantages? How transferable is this model to USF? I do think this should be vetted in more depth before considering it as a useful paradigm.

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Q10 - Question 10: Shared e-Resources Collection Coordination

Referring to the proposed response to question 10 (see above), please select the statement below which best fits your perspective. Remember, you are being asked about your perspective of the proposed response to this question contained in the PDF document you received in the email announcing this survey.

	Count	Percent
I can join a consensus around the proposed response.	51	68%
I can join a consensus around the proposed response with modification(s).	3	4%
I cannot join a consensus around the proposed response.	5	7%
I do not have an opinion.	14	19%
(blank)	2	3%
Grand Total	75	100%

Q10a - You selected I can join a consensus around the proposed response, you are free to record comments or suggestions but are not required to do so.

- Coordination process for all shared electronic collection definitely will be needed.
- Thank you for including this. The electronic resource process is critically important to our success and could use an enhanced selection and communication system.
- I would like to see shared e-resources centrally managed to duplicate purchases can be avoided
- There are things each campus does to support the acquisition through withdrawal lifecycle of electronic resources. If we talked about those things, we might be able to save staff time.
- Although most of this proposed response seems reasonable, I have concerns about this Collection Coordination process with respect to the specialized collection needs of Shimberg Library and USF Health.
- This proposal would be of great help to improve communication and coordination around eresources
- Whatever model prevails, it will be very important that we persevere in establishing guidelines, processes and committees to discuss e-resources.

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Q10b - You selected **I can join a consensus around the proposed response with modification(s)**, please record your suggestions/comments (required).

- While a combined governance committee over shared resources is good, it would also be helpful to put in place mechanisms for the library faculty to become involved in providing input and communication about acquisition requests at the local level as part of "process" when those requests might actually benefit the larger USF community.
- How shared resources are paid for need further discussion. The cost sharing plan would need to be developed and discussed. I'm sure libraries don't want to pay for materials that their patrons would not use.
- More discussion needed.

Q10c - You selected **I cannot join a consensus around the proposed response**, please record your suggestions/comments (required).

- Model 1 is a requirement for any consensus. I do not have enough information as to the proposed cost sharing model or what is needed to support the ARL initiative. It appears, from the language in the accompanying document to this survey, that only the Tampa Library will achieve ARL status? There is no inclusive language, post consolidation, that the Tampa Library plan for ARL will be revised to be inclusive of all libraries within the USF Library system. If that is a possible vision for the USF Libraries, then it should be explicitly stated in the consolidation document. Why are the appendices not added to the document for all USF Libraries staff to review?
- Again, the plan laid out is not detailed enough to allow me to join the consensus on this response.
- I am not a serial librarian, won't be able to assist in that matter
- In principle, the proposition seems reasonable. However, this is one area where the devil is most definitely in the details. Some of the "branch" libraries have unique missions that are pursued in highly dynamic environments. This sometimes calls for maximum flexibility in the allocation of resources to reflect the priorities of the major stakeholders. As written, the "response" employs an algorithm that is too simplistic for real-world, real-time resource allocation by libraries who serve special populations with unique missions.
- E-resources should be managed by separate library entities.

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CLUSTER K10: MARINE SCIENCE, SUSTAINABILITY & ENVIRONMENT

**DRAFT
RECOMMENDATIONS**

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Cluster 10: Marine Science, Sustainability & Environment

OVERVIEW:

This document outlines various options for organizing academic units around the themes of earth, ocean, environment and sustainability. The options range from minimal structural changes to major restructuring of USF's college structure. The top priority ("now" timeframe) is alignment of curriculum and governance for the Biological Sciences and Geography and Environmental Science & Policy programs, currently offered on all three campuses. Cluster 10 recommendations will need to be viewed in the context of the structure and reporting lines for the College of Arts and Sciences on the three campuses. It is not clear, however, why full academic restructuring is necessary to fulfill the goals of consolidation, as larger scale academic reorganization is unlikely to significantly alter potential for student success, nor research productivity, and will require longer-term consultation with faculty.

If major academic reorganization is mandated, compelling motivations for creating a College of the Environment can be articulated. Florida is vulnerable to myriad risks and hazards related to global change, including climate change, land use-land cover change, and the intersection thereof. Sea level rise, increasingly intense hurricanes, and chronic and acute harmful algal blooms are just some of those risks and hazards in Florida, any one of which being a Gordian knot of almost incalculable complexity all by itself. The solutions to these problems can no longer be found by individuals or even small groups of individuals working together. Rather, the solutions to these problems increasingly require interdisciplinary research initiatives broadly organized around the development of a holistic understanding the dynamics that shape the natural and human landscapes while advancing social and environmental sustainability.

There are many such thematically aligned units scattered among many academic units on all three campuses. The proposed College of the Environment would bring together a critical mass of these thematically aligned unit, units that already share common visions, such as a focus on the environment, and unique operations, such as a reliance on field work including international and offshore expeditions. A College of the Environment would provide the connective tissue that will unite the disparate units into a coordinated whole. This will facilitate "big-idea" proposals, including those proposing centers and institutes such as the proposed USF Center for Coastal Resiliency (CORE), on which all of these thematically aligned units are already collaborating. This also will create efficiencies, such as a streamlining of policies and procedures governing field work, especially in physically demanding and sometime hazardous locations.

We prefer our assigned cluster to be classified under a title of "College of the Environment", rather than trying to include a more comprehensive title made up of some permutation of all the critical components, including ocean, land, ice, air, associated living things and ecosystems, and humans that interact with these various systems. It is easier to create a compelling argument for how Geoscience, Marine Science, Integrative Biology, USFSP Biological Sciences, USFSM Biological Sciences, and possibly the Patel School of Global Sustainability share a vision for a sustainable planet with a more inclusive title. In the event that this or similar reorganization goes through, the stakeholders can vote on a name and the units to be included. We present two acceptable organizational structures. The first objective on our timeline will be to establish a committee to determine the best structure aligned with consolidation goals and objectives.

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The representatives of some units will likely question how reorganizing the academic structure of the university benefits student success and our status as a preeminent university. As an alternate concept, we have also included the proposal for a program of excellence in Coastal Resiliency. This program of excellence brings together expertise from all three campuses, as well as providing an area of distinction for USFSP, without requiring any academic restructuring of the university. Below, we answer the questions as asked, but we also present strongly held counter-opinions in a separate document as to the necessity of this restructuring.

1. What programs (CIP codes), departments and/or schools will be academically “housed” in the unit? Also see attached excel spreadsheet.

<i>CIP CODE</i>	<i>Title</i>	<i>Degree</i>	<i>Campus</i>
03.0104	Environmental Sci.	BS	Tampa and St. Pete
03.0104	Environmental Sci.	MA/MS	St. Pete
26.0101	Biology/General	BS	St. Pete and Sarasota/Manatee
26.0101	Biology/Environ. Micro.	BS	Tampa
26.0101	Biology Environ. Biol.	BS	Tampa
26.0101	Biology/Int. Animal Biol.	BS	Tampa
26.0101	Biology/Marine Biology	BS	Tampa
26.0101	Biology/General	MS	Tampa
26.1307	Conservation Biology	MS	St. Pete
26.1399	Integrative Biology	PhD	Tampa
30.3301	Sustainability	BA	St. Pete
30.3301	Sustainability	MA	Tampa
40.0601	Geology	BA/BS	Tampa
40.0601	Geology	MS	Tampa
40.0601	Geology	PhD	Tampa
40.0607	Oceanography	MS	Tampa, located in St. Pete
40.0607	Oceanography	PhD	Tampa, located in St. Pete
45.0701	Geography	BA/BA	Tampa and St. Pete
45.0701	Geography	MA	Tampa
45.0701	Geography	PhD	Tampa
<i>Additional CIP for consideration</i>			
040301	Urban & Regional Planning	MA	Tampa (School of Public Affairs/CAS)

Environmental Chemistry (BS) at USFSP was not included in current CIP list, but should be included in the College of the Environment.

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A new program in Ocean and Coastal Engineering is being explored in the Engineering cluster. We anticipate that such a program will be housed in Engineering, but managed jointly by the College of Engineering and the College of Marine Science (or College of the Environment).

We recommend that other existing environmentally-related programs, such as Environmental Engineering, Environmental Design, and Environmental and Occupational Health, remain in their respective colleges due to accreditation and coherent programming concerns.

2. What existing Centers and/or Institutes (with campus location) are proposed to be housed in the unit?

Based on the information provided, the associated centers to be housed in the College of the Environment include:

- *The Institute for Systematic Botany*
- *The Water Institute*
- *Center for Infectious Disease Ecology Research (CIDER)*

Several research groups at the College of Marine Science were formally considered centers, including the CMS Ocean Technology Group (formally the Center for Ocean Technology), the Center for Prediction of Red Tide, the Center for Observation, Modeling, and Prediction (COMPS), and the Physical Oceanographic Real-Time Data Center (PORTS), but were downgraded during recent assessment of centers and institutes.

A newly created Joint Institute for Gulf of Mexico Studies at USFSP has not undergone the standard procedures for approval for USF Centers or Institutes at this time.

Creation of a new Center for Science Communication and Gulf Media Lab is a proposed goal of the USF Coastal Resiliency (CORE) program of excellence proposal.

3. What is the estimated (a) full-time faculty headcount, and (b) UG/GR major headcount in the consolidated unit? (For reference, recent faculty and student headcounts are provided in your cluster's Box folder. Faculty headcounts are in "Faculty Counts by Department – RESOURCE ONLY.xlsx" and student headcounts are in "Enrollment and Degrees Awarded by CIP – RESOURCE ONLY.xlsx".)

(a) *Full-time TT faculty = 83 (does not include those on administrative appointments)*

Full-time NTT faculty = 83

(b) *UG major headcount = 3291 (using average enrollment for 2016-2018)*

GR major headcount = 509 (using average enrollment for 2016-2018)

This head count includes the Patel College of Global Sustainability, which has two Tenure-track FTE and 34 Non-tenure-track FTE faculty and ~150 master's level students. If the Patel College elects to remain separate from the College of the Environment, then the faculty and student headcounts would need to be adjusted accordingly.

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FACULTY COUNT				
	#FTE TT	#FTE NTT	#Part TT	#Part NTT
<i>Patel</i>	2	34		
<i>Int. Biology</i>	14	5		
<i>Geosciences</i>	28	13	0	1
<i>CMS</i>	24	12		
<i>SP Biology</i>	8	13		
<i>SP ESP</i>	4	4		
<i>SM Biology</i>	3	2		
Total	83	83	0	1

4. Do you anticipate an academic “presence” on each campus? What is the scope and timeline? (Optional: If you would like to provide a timeline graphic, either print ready or legibly drawn, please upload it to your cluster’s Box folder following the instructions on Page 1.)

Yes. At this time, there is already an academic “presence” on each campus. The largest issue to be addressed is the academic alignment of programs currently offered on more than one campus. These programs include Biological Sciences (Integrative Biology (T), Biological Sciences (SP), and Biological Sciences (SM)) and Environmental Science & Policy and Geography (SP and T within the School of Geosciences). Regardless of reorganization, we recommend that oversight of the USFSP Environmental Science & Policy and Geography programs be transferred to the School of Geosciences. The USFSP and USFSM Biological Sciences programs will need to be coordinated with the Department of Integrative Biology in Tampa. Conversations are underway to determine areas of overlap or distinction. For example, USFSP is considering reclassifying their program under the CIP code of Environmental Biology. Potential reporting structures are discussed in question 5.

In contrast to those two programs, the College of Marine Science, School of Geosciences, and Patel College of Global Sustainability offer unique programs that do not need to be modified in the consolidation process.

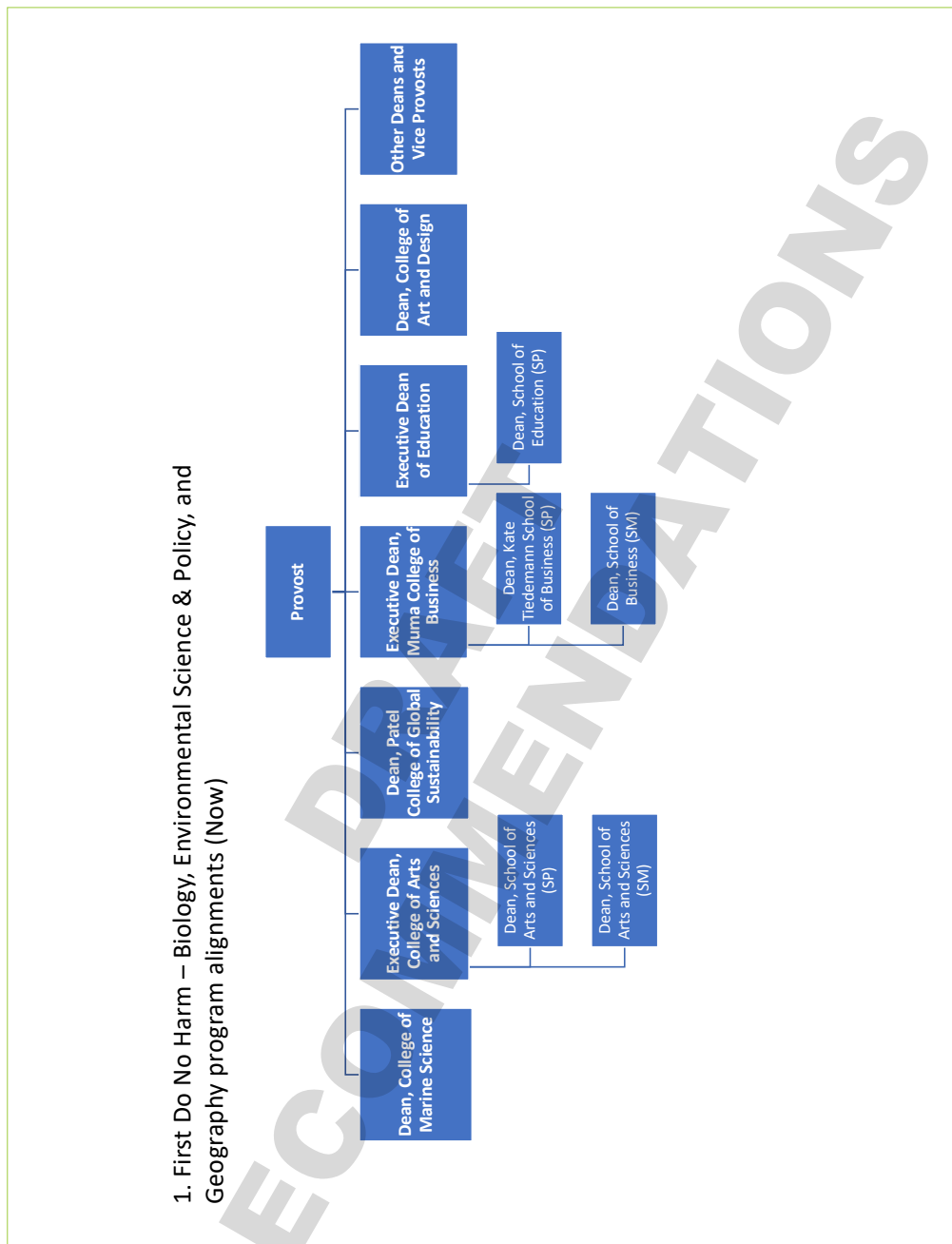
We support new programs, such as Ocean and Coastal Engineering, being proposed in other clusters.

5. What is the proposed academic leadership (and reporting) structure for the unit in a Consolidated USF (and by campus)? (Optional: If you would like to provide an organizational chart, either print ready or legibly drawn, please upload it to your cluster’s Box folder following the instructions on Page 1.)

Please see attached organizational charts on following pages

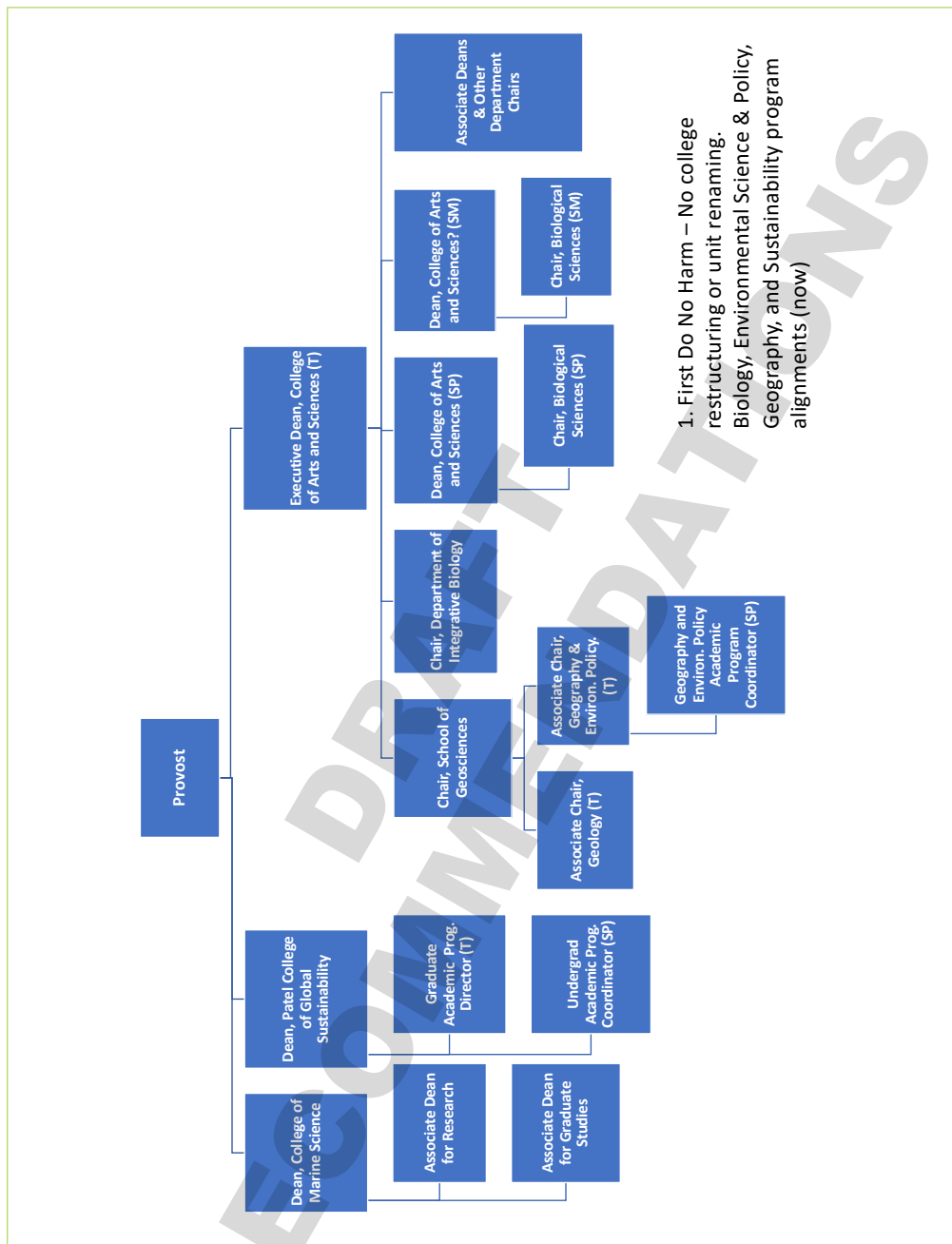
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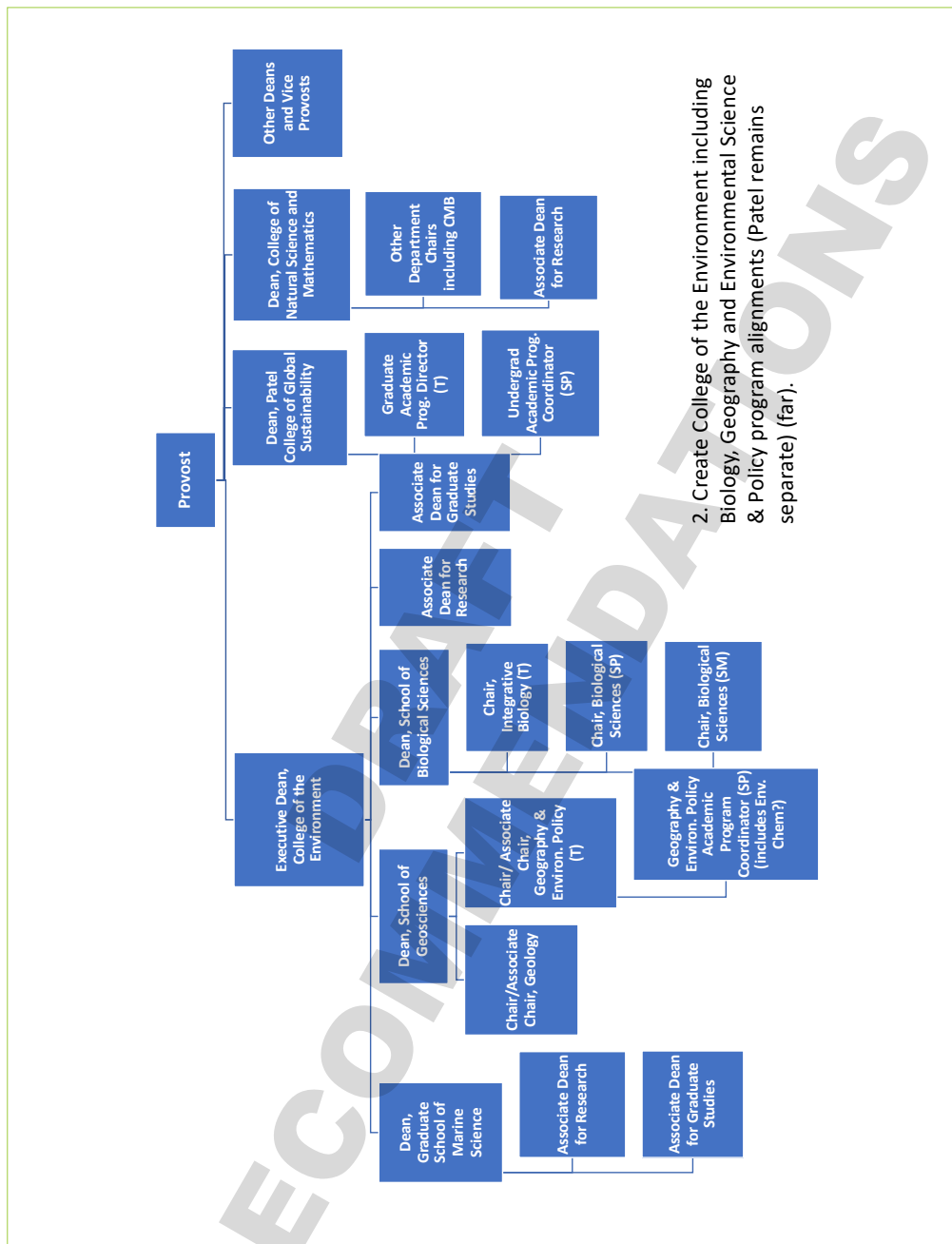
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We are proposing two potentially acceptable academic structures:

- 1) *First do no harm – No change to college structure with alignment of Biology/Geography/Environmental Science and Policy programs (maintain existing colleges of CAS+CMS+PGS)*
- 2) *College of the Environment (CENV) with home base in either Tampa or St. Petersburg depending on the final reporting structure. PGS remains separate.*

If created, the academic home for the College of the Environment could be either in Tampa or St. Petersburg, with an academic presence on each campus. Existing units will remain in their current location, however, we hope that the absence of structural barriers will promote teaching on multiple campuses. The School of Geosciences and the Department of Integrative Biology will remain on the Tampa campus. The College of Marine Science will remain in St. Petersburg while reporting to Tampa, and the Departments of Biological Sciences will remain on the St. Petersburg and Sarasota-Manatee campuses. Faculty in Geography and Environmental Science and Policy (ESP) Programs at USFSP will be incorporated into the School of Geosciences, while still providing programmatic offerings in Tampa and St. Petersburg. In all plans, the academic leadership for programs offered on multiple campuses (ESP/Geography/Biology) will be consolidated as shown on the organizational charts allowing for sub-disciplinary specialization (e.g., existing Biology, Environmental Biology or Conservation Biology in SP). In addition, there are opportunities for expanding marine biology options in St. Petersburg campus, where a marine biology concentration is currently offered, and possibly to the Sarasota-Manatee campus. The Patel College will remain separate and located on the Tampa campus.

In both potential academic structures, Deans report directly to the Chief Academic Officer of the university, namely the Provost. It is unacceptable to have a dean report to a Regional Chancellor with respect to hiring/firing, tenure/promotion, faculty effort assignment, or budget. In spite of political pressure, not a single reason has been offered as to how having CMS report to USFSP benefits the college and its contribution to preeminence.

The near term task will be to vet these proposed options with the faculty and to begin the paperwork required to change academic units. Creation of new programs (e.g., ocean and coastal engineering) will be constrained by the normal USF and SUS workplan timelines.

6. **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). (Optional: If you would like to provide an organizational chart, either print ready or legibly drawn, please upload it to your cluster's Box folder following the instructions on Page 1.)**

Please see the tables on the following pages for SGS and CMS.

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ENROLLMENT						
Campus	CIP	CIP Title	Deg Level	16-18 AVG	16-18 AVG Degrees	
<i>T</i>	30104	ENV. SCI.	<i>B</i>	312	104	
<i>T</i>	30104	ENV. SCI.	<i>M</i>	19	9	
<i>SP</i>	30104	ENV. SCI.	<i>B</i>	133	24	
<i>SP</i>	30104	ENV. SCI.	<i>M</i>	16	7	
<i>T</i>	260101	Bio,Gen (FUSE)	<i>B</i>	1641	274	
<i>T</i>	260101	Bio/General	<i>M</i>	47	19	
<i>SP</i>	260101	Bio,Gen (FUSE)	<i>B</i>	766	117	
<i>SM</i>	260101	Bio,Gen (FUSE)	<i>B</i>	241	26	
<i>SP</i>	261307	Conserv. Bio	<i>M</i>	12	0	Program began Fall 2017
<i>T</i>	261399	Ecology, Evo, Pop Bio	<i>R</i>	24	2	
<i>T</i>	260101	Marine Bio	<i>B</i>			
<i>T</i>	303301	Sustainability	<i>M</i>	156	59	
<i>SP</i>	303301	Sustainability (new2019)	<i>B</i>			
<i>T</i>	400601	Geology (FUSE)	<i>B</i>	136	35	
<i>T</i>	400601	Geology	<i>M</i>	24	9	
<i>T</i>	400601	Geology	<i>R</i>	52	4	
<i>T</i>	400607	Oceanography	<i>M</i>	31	10	
<i>T</i>	400607	Oceanography	<i>R</i>	66	8	
<i>T</i>	450701	Geography	<i>B</i>	38	13	
<i>T</i>	450701	Geography	<i>M</i>	8	4	
<i>SP</i>	450701	Geography	<i>B</i>	24	3	
<i>T</i>	450701	Geography	<i>R</i>	41	5	
<i>SP</i>	?	Environmental Chem (new2019)				
		Total enrollment & degrees		3787	732	
		Bachelor's only		3291		
		Graduate only		496		

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FACULTY GOVERNANCE COMMITTEES								
<i>Name</i>	<i>Patel</i>	<i>IB</i>	<i>SGS</i>	<i>CMS</i>	<i>USFSP Bio</i>	<i>Could be Centralized?</i>	<i>Comments?</i>	
<i>Dean's Advisory Committee</i>				yes		yes		
<i>Faculty Advisory Committee</i>			yes				<i>SGS-Faculty Advisory Committee</i>	
<i>Faculty Annual Evals</i>			yes	yes	yes		<i>SGS-Faculty Evaluative Committee</i>	
<i>Tenure and Promotion</i>			yes	yes	yes	No	<i>SGS-ad hoc</i>	<i>USFSP Bio would want to keep current T&P structure which is different than Tampa IB Bio</i>
<i>Faculty Awards</i>				yes		yes		
<i>Curriculum</i>			yes	yes	yes (grad prog)		<i>SGS-Two committees, the Undergraduate Committee and the Graduate Committee</i>	
<i>Student Admissions</i>			yes	yes	yes (grad prog)		<i>SGS-Undergraduate admissions administered by USF Admissions, graduate admissions administered by the Graduate Committee</i>	
<i>Student Recruitment</i>				yes	yes (grad prog)		<i>specific to school or department</i>	

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<i>Student Awards</i>			yes	yes		yes	<i>SGS-ad hoc, but could be redistributed to the Undergraduate and Graduate Committees</i>	
<i>Student Progression Exams</i>				yes		no	<i>specific to school or department</i>	
<i>IT</i>			yes	yes		yes	<i>SGS-Technology Committee (underused)</i>	
<i>Safety</i>				yes		yes		
<i>Space and Planning</i>				yes		yes	<i>USFSP would want this comm on site, not centralized</i>	
<i>Seminar</i>				yes			<i>Could have one College event with shared committee</i>	
<i>Eminent Scholar Lecture Series (Events)</i>				yes			<i>separate would be more effective</i>	
<i>Ad hoc committees (search committees)</i>			yes	yes	yes	no	<i>As needed by each branch</i>	
<i>Communications</i>			yes			yes	<i>SGS-Communications Committee (underused)</i>	

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7. What are the distinctive strengths within the unit, by campus, and how will they be preserved? (Bulleted lists and tables are acceptable.)

School of Geosciences

- *Natural Hazards (e.g., volcanology, seismology, global change)*
- *Water (e.g., hydrogeology, ecohydrology, water policy and management)*
- *Geochemistry (e.g., mineralogy/petrology, age dating, cosmochemistry)*
- *Deep Time (e.g., carbonate environments, paleobiology, evolution)*
- *Natural Environments (e.g., beaches and coasts, wetlands and waters, caves and karst, wildlife)*
- *GIScience (e.g., GIS, remote sensing, geospatial analysis and modeling, visualization)*
- *Human-Environment Interaction (e.g., sustainability, globalization and development, social and environmental justice, environmental policy)*
- *Field-Based Teaching (e.g., Summer Field Camp)*
- *Alumni Relations (e.g., the award-winning Geology Alumni Society, alumni-sponsored events)*

Integrative Biology

- *Research around healthy ecosystems, disease ecology, and animal physiology;*
- *UG student success:*
 - *The Marine Biology major*
 - *our Study Abroad offerings,*
 - *use of evidence-based pedagogy in teaching,*
 - *low reliance on adjunct faculty*
- *Graduate (PhD and MS) programs. These programs of excellence will be preserved by continued investment in graduate education and hiring of research-active faculty with offers that include competitive start-up packages, and excellent instructor faculty.*

Patel College of Global Sustainability

Delivers a competitive graduate degree program in nine concentrations (renewable energy, food security, water sustainability, climate change adaptation, sustainable transportation, sustainable business enterprise, entrepreneurship, sustainability policy, sustainable tourism) that trains a new generation of sustainability professionals from around the world.

- *Attracts applicants from all academic disciplines*
- *Has a growing endowment and attracts great interest from industry and community leaders to work with the College.*

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College of Marine Science

- *Globally significant and regionally relevant research around climate & sea-level change, healthy ecosystems and fisheries, ocean observations/modeling/prediction, water quality (including red tide/nutrients/pathogens), sensor technology development*
- *Faculty who set the research agenda at national and international levels*
- *Graduate education (PhD and MS programs)*
- *Endowed Graduate Student Fellowship program*
- *Graduate Student Diversity program*
- *Marine engineering support from the CMS Ocean Technology Group*
- *Location on a working port with co-location of the Florida Institute of Oceanography, which operates the R/V Weatherbird II, R/V W. T. Hogarth, and the Keys Marine Laboratory*
- *Participation in the St. Petersburg Ocean Team and Innovation District*

Department of Biological Sciences (USFSP)

- *An undergraduate program that offers concentrations in Biomedical Sciences, Ecology and Evolution, Plant Biology, Marine Biology, and a*
- *General Biology option that allows students to tailor their undergraduate courses to their particular interests.*
- *Small class sizes, strong focus on experiential learning.*
- *Study Abroad and Study in Florida opportunities*
- *Elective coursework in computational biology and biophysics. Many majors complete biophysics minor.*
- *Capstone experience required of all majors, through undergraduate research, internships, or senior seminars. Faculty committed to undergraduate research and mentorship.*

Strong connections to FWC, NOAA, USGS, All Children's Hospital - our students interact with local agencies, provide professional guidance and opportunities to our students.

- *New Conservation Biology M.S. - only thesis-based M.S degree within SUS. CMS, FWC and USGS researcher interact with our students, co-teach courses, and serve on thesis committees.*
- *Department of Biological Sciences (USFSM)*
- *General biology undergraduate program offering students the flexibility to tailor their curriculum by prescribing few upper level courses, instead allowing students to choose from list of approved electives.*
- *Small class sizes, with a strong focus on immersing students in research activities by including independent research projects in majors.*
- *Capstone course required for all students in the major, two offered (Evolution; Bioethics).*

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- *Opportunities for students to carry out undergraduate research in the laboratories of current faculty.*
 - *Connections to local institutions such as Mote Marine Laboratory.*
- 8. Identify any accredited programs and explain the process/timeline for [re]accreditation of programs in the unit under Consolidation. (Bulleted lists and tables are acceptable.)**

None of the included programs undergo formal accreditation by an external professional body.

- 9. 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? (Bulleted lists and tables are acceptable.)**

Our plan 1 offers the lowest risk path forward. Alignment of overlapping programs but maintenance of existing well-branded colleges of national prominence.

Overall, reorganization of these units into a College of the Environment should not impact the unit's contributions to Preeminence, PB, Regional and/or Specialized Accreditation and Institutional and/or Programmatic Rankings. There will, however, be internal perceptions of reduced status for both existing Colleges (Marine Science and Patel Global Sustainability), in which their demotion to School or Graduate School status diminishes their independent role in leadership at the university level. Below are risks identified by each unit:

School of Geosciences and ESP&G

The Department of Environmental Science, Policy, and Geography at USFSP (ESP&G) was dissolved by the Board of Governors in 2016 (See attached). Since that time, the ESP&G faculty and the ESP&G degrees in Environmental Science & Policy (BS, MS) and Geography (BA, MA) have been administered directly under the College of Arts and Sciences at USFSP. It would be unreasonable to expect that those ESP&G faculty and/or degrees could be independently administered at USFSP in the immediate term, because they lack necessary capacity (e.g., strategic plan, governance document and structure, faculty breadth). Fortunately, that is not necessary.

Some of the ESP&G faculty were originally faculty in the Department of Geography at USFT, now a program in the School of Geosciences at USFT (SGS) (e.g., Barnali Dixon, Rebecca Johns). They and others (e.g., Donny Smoak) routinely collaborate with faculty in the SGS. Therefore, the ESP&G faculty could be easily incorporated into the broader faculty of the SGS, allowing them to immediately join a unit with a clear vision, an approved strategic plan (2015-2020), and an established governance document and structure (See attached).

Furthermore, both of the degree programs offered at USFSP are already offered by the SGS, at the BA/BS, the MA/MS, and, uniquely, the PhD levels. Enrollments in all degree programs in the SGS are robust, with the possible exception of the BA in Geography, which is expected to grow rapidly following recent investments in new faculty strength in

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GIScience. This proposed merger provides an opportunity to align and strengthen degree programs at both campuses, under the overall direction of the SGS and in collaboration with a Program Director at USFSP.

Risks Specifically Associated with the SGS Being Placed in a College of Natural Sciences and Mathematics (Why this isn't an option considered by K10)

When the College of Arts and Sciences (CAS) created the Schools of Natural Science and Mathematics (SNSM), Social Sciences (SSS), and Humanities (SHUM), the Department of Geology (GLY) was placed in SNSM and the Department of Geography and Environmental Policy (GEP) was placed in SSS. When the SGS was created in Fall 2013 by the merger of GLY and GEP, one barrier that had to be overcome was whether the merged unit would be in SNSM or SSS. The negotiated solution was to join SNSM but to allow GEP faculty to remain aligned with the SSS, especially as it related to T&P. This sufficed because the Schools are loose structures and the overall administration and budgeting remained at the level of CAS, which equally oversaw all of the Schools.

If the academic units that comprise SNSM and SSS were to be separated into two or more Colleges, one of which being the College of Natural Sciences and Mathematics, this split arrangement would no longer suffice. Current and potential incoming GEP faculty, programs, and students would almost certainly better fit in another academic unit, one that could better tell their narrative. Indeed, some faculty, both from USFT and USFSP, have already expressed this position in no uncertain terms, stating that they would seek to leave the SGS (in the case of current GEP faculty) or resist being merged into the SGS (in the case of potential incoming GEP faculty).

There are two likely outcomes of the SGS being placed in a College of Natural Sciences and Mathematics. GLY and GEP could remain together in the SGS in a College of Natural Sciences and Mathematics, with GEP simply being a poor fit. In this case, some programs might flourish (e.g., GIScience); other programs would likely stagnate or decay (e.g., human geography, including sustainability and social and environmental justice). Alternatively, GLY and GEP could split, with GLY remaining in the College of Natural Sciences and Mathematics and GEP instead joining a different College that better fits their faculty, programs, and students. This would obviously signal the end of the SGS, including the vision and effort put into that vision over the past six years.

The placement of the SGS in a College of the Environment would avoid both of these likely outcomes, because it is both neutral territory (i.e., neither a reorganized SNSM nor a reorganized SSS) and it would fit the vision around which the SGS has been built. That vision is in the preamble of the SGS Strategic Plan (2015-2020), which states that the SGS is focused on “advancing social and environmental sustainability in the Anthropocene” by serving as “the model for integrating environmental sciences and policy, geography, and geology programs into a trans-disciplinary academic unit that focuses on problem solving, skills development, and applications”, all of which fitting into any conceivable vision of a College of the Environment.

Risk Associated with Inclusion of the Patel College of Global Sustainability Into the College of the Environment (Report from Govindan Parayil, Dean, Patel College of Global Sustainability)

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The Patel College of Global Sustainability is happy to participate in the K10 Curriculum Cluster as long as the purpose of this cluster is to improve student success and enhance USF's status as a Preeminent Research University in these identified academic fields. The Patel College is willing to work with other units clubbed under this cluster to improve educational offerings and research collaboration across the three campuses of the University of South Florida System. It is, however, premature to discuss organizational and governance structure of the "cluster" as a single academic unit, which will irreparably damage the very purpose and mission of the Patel College of Global Sustainability. The Patel College does not belong to any cluster as suggested by the CIC. It should have been left alone as "Global Sustainability" cluster.

In my considered opinion based on the dictum of "do no harm," forcing us organizationally into a single academic unit will destroy the very purpose and interdisciplinary mission of the Patel College of Global Sustainability as the hub for sustainability-related teaching, research and community outreach across the University of South Florida.

Sustainability is by nature multifaceted and multi-disciplinary, integrating economic, business, scientific, technological, social, cultural, and environmental aspects, among others. The College of Global Sustainability is an exciting academic innovation that puts the University of South Florida at the forefront of sustainability-related teaching and research in the United States and the world at large. As the external evaluator of the College noted in his report: "Sustainability has rapidly emerged as an important area for science, policy and practice. The adoption of the Sustainable Development Goals (SDG's) has provided a global policy impetus, and national governments and international organizations are increasingly orienting themselves towards delivering on the SDG's. At the same time, sustainability is one of the fastest growing areas for high-quality, interdisciplinary and trans-disciplinary research as evident in the growth of journals, academic programs and research institutions devoted to sustainability science. Finally, sustainability is also growing as an area of practice – attracting professionals in the public, private and non-profit sectors. The "chief sustainability officer" designation is becoming common in industry and local governments; and a range of professional and career opportunities are opening up for graduates with the right knowledge and skills." The reviewer astutely pointed out: "significant opportunity exists for USF to capitalize on its first-mover advantage in this area; and if done right, could well position the university for a regional and national leadership role in a topic of vital importance. However, such an outcome is not guaranteed or automatic, but will require a sustained and significant investment and commitment from the university and other key stakeholders." We at the Patel College are working hard to capitalize on our first-mover advantage in this new and exciting educational field. We could be a role model and leader for other preeminent research universities to follow.

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10. Other items as approved by the Cluster Leader. (Bulleted lists and tables are acceptable.)

Included in Reference Documents folder for K10 is a proposed Program of Excellence in Coastal Resiliency (CORE), which provides a theme around which all the units within the College of the Environment, as well as others at USF, can coalesce in shared priorities and research foci. It also provides a template for interaction of the various units in the absence of formation of a new college. CORE will have an advisory board that will oversee shared resources and guide research priorities.

DRAFT
RECOMMENDATION

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Now, Near, Far Action Items

Action Item (Assigned Task)	Timing (Now, Near, Far)	Timeline Start Date	Timeline End Date	Resources Needed (Y/N)	If Yes, Provide Comment(s)
<i>Consolidate USFSP Geography and Environmental Science and Policy program with that in the School of Geosciences (transfer faculty reporting to SGS in Tampa while maintaining course offerings on both campuses)</i>	<i>Now</i>	<i>Now</i>	<i>Beginning of Fall 2019</i>	<i>yes</i>	<i>Will budget lines follow faculty? If highly research active faculty are given an appropriately lower teaching load, an additional instructor may be required. In addition, Environmental Chemistry may need to be included under this program group. If this program is to grow, they will need several additional faculty.</i>

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<i>Reorganize Biological Sciences on Tampa, St. Pete, and Sarasota-Manatee campuses (independent of structure of Tampa CAS or formation of schools of various CAS flavors on SP and SM campuses)</i>	<i>Near</i>	<i>Near</i>	<i>Beginning fall 2020</i>	<i>Yes</i>	<i>Existing part-time adjuncts will need to be replaced with instructors and full-time tenure-track faculty. Preliminary estimate – 3 instructor lines and 5 TT FTE faculty lines to be distributed amongst all three campuses to maximize student success. At the present time, neither USFSP nor USFSM have the STEM research facilities to support increasing numbers of research active faculty. Comparable salary and start-up funding will be needed for new hires. Additional research space is needed (possible USFSP STG building addition, USFSM ISTC building).</i>
<i>Creation of Ocean and Coastal Engineering program/department in Engineering</i>	<i>Near</i>	<i>Fall 2019</i>			
<i>Creation of capstone or experimental course can begin in Fall.</i>	<i>Spring 2021</i>				
<i>(following standard timeline for creation of new degrees)</i>	<i>Yes</i>	<i>See Engineering cluster report</i>			

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<i>CMS</i>	<i>Now-Near</i>	<i>now</i>	<i>2022</i>	<i>Yes</i>	<i>To upgrade space in the 70 year old Marine Science Laboratory, renovations must continue at ~\$2M/yr for the next 3 years as detailed in our strategic plan.</i>
<i>Undergraduate Sustainability at USFSP</i>	<i>Near</i>	<i>Near</i>	<i>?</i>	<i>?</i>	<i>K10 did not come to a clear resolution on whether Undergraduate Sustainability belongs with the Patel College or with SGS G&ESP.</i>
<i>CMS</i>	<i>Near-Far</i>	<i>2020</i>	<i>2024</i>	<i>Yes</i>	<i>3 TT Faculty positions and 3 research support personnel as defined in the CMS Strategic Plan and CORE proposal.</i>
<i>School of Geoscience</i>	<i>Near-Far</i>	<i>2020</i>	<i>2024</i>	<i>Yes</i>	<i>2 TT Faculty positions aligned with CORE proposal,</i>
<i>CORE Proposal</i>	<i>Near-Far</i>			<i>Yes</i>	<i>Program of Excellence in Coastal Resiliency proposal in preparation for BOG Programs of Excellence - ~\$6M recurring, \$2.5M non-recurring</i>

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**CLUSTER K11:
NATURAL
SCIENCES &
MATHEMATICS**

RECOMMENDATIONS
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Cluster 11: Natural Sciences & Mathematics

1. What programs (CIP codes), departments and/or schools will be academically “housed” in the unit?

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
CIP Code	CIP Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFSP Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K11?	In what department or school should this program be housed?	K11 Comments
01.0104	Environmental Science	B.S.	B.S.		Environmental Science and Policy			Environmental Policy Environmental Science Environmental Sustainability	Yes			STEM	Yes	Geosciences	USFT/USFSP department was dissolved (USFT). There has been discussion of Geosciences going under a College of Environment.
01.0104	Environmental Science		M.A. / M.S.		Environmental Science and Policy							STEM	Yes	see comments	The USFT graduate program in ESP has been suspended.
04.0201	Architecture	M.Arch.			Architecture							STEM			
04.0301	City / Urban, Community and Regional Planning	M.U.R.P.			Urban and Regional Planning							STEM			
04.0401	Environmental Design / Architecture	M.U.C.D.			Urban and Community Design							STEM			
05.0107	Latin American Studies	M.A.			Latin American, Caribbean and Latino Studies							GLOBAL			
05.0201	African American / Black Studies	B.A.			Africana Studies							GLOBAL			
05.0202	Women's Studies	B.A.			Women's and Gender Studies										
05.0207	Women's Studies	M.A.			Women's and Gender Studies										
09.0101	Speech, Communication and Rhetoric	B.A.			Communication							GAP ANALYSIS			
09.0101	Speech, Communication and Rhetoric	M.A.			Communication							GAP ANALYSIS			
09.0101	Speech, Communication and Rhetoric	Ph.D.			Communication							GAP ANALYSIS			
09.0102	Mass Communication / Media Studies	B.A.	B.A.		Mass Communications	Journalism-News Editorial Journalism-Magazine Broadcast-News Broadcast-Program and Production	Yes	Journalism & Media Studies	Yes						
09.0102	Mass Communication / Media Studies	M.A.			Mass Communications	Media Studies Multimedia Journalism Strategic Communication Management	Yes								
09.0401	Journalism	M.A.			Journalism and Media Studies										
09.0409	Journalism, Other	M.A.			Digital Journalism and Design										
09.0900	Public Relations, Advertising, and Applied Communication	B.S.			Integrated Public Relations and Advertising							GAP ANALYSIS			
09.0903	Advertising	M.S.			Advertising										
11.0101	Computer and Information Sciences, General	B.S.C.S.			Computer Science							STEM			
11.0101	Information Technology	B.S.			Information Studies	Data Science and Analytics Health Informatics Information Security Information Science and Technology	Yes					STEM			
11.0101	Information Technology	B.S.I.T.			Information Technology							STEM			
11.0101	Information Technology		B.S.		Cyber Security							STEM			
11.0101	Information Technology	M.S.I.T.			Information Technology							STEM			
11.0401	Information Science / Studies	M.S.			Intelligence Studies			Cyber Intelligence Strategic Intelligence	Yes			STEM			
11.0501	Computer Systems Analysis / Analyst	M.S.			Business Analytics and Information Systems	Analytics and Business Intelligence Information Assurance	No					STEM			
11.0701	Computer Science	M.S.C.S.			Computer Science							STEM			
11.0901	Computer and Information Systems Security/Information Assurance	B.S.			Cybersecurity							STEM			
11.0101	Education, General			M.A.	Education, General						Online Teaching and Learning	Yes	EDUCATION		
11.0301	Curriculum and Instruction	M.Ed.			Curriculum and Instruction	Secondary Education: Biology Secondary Education: Chemistry Secondary Education: English Secondary Education: Foreign Language Secondary Education: Mathematics Measurement and Evaluation Early Childhood Education Secondary Education: Physics College Student Affairs Secondary Education: Social Science Educational Studies Secondary Education: TESOL	Yes					EDUCATION			
11.0301	Curriculum and Instruction	Ed.S.			Curriculum and Instruction	Adult Education Counselor Education Early Childhood Education Elementary Education Higher Ed Administration Higher Ed College Teaching Instructional Technology Interdisciplinary Education Mathematical Education Measurement and Evaluation Reading and Language Arts Educator Science Education Special Education School Psychology Vocational Education	Yes					EDUCATION			

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OP Code	OP Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFSP Conc Req'd	USFSM Concentration Name	USFM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K11?	In what department or school should the program be located?	K11 Comments
13.0301	Curriculum and Instruction	Ph.D.			Curriculum and Instruction	Adult Education English Education Elementary Education Counselor Education Higher Ed. Administration Interdisciplinary Education Instructional Technology Mathematics Education Measurement and Evaluation Early Childhood Education Science Studies Science Education Special Education Social Science Education Career and Workforce Education Educational Psychology Teacher Education	Yes					EDUCATION			
13.0301	Curriculum and Instruction	Ed.D.			Educational Program Development	Administration of Special Education Adult Education Educational Innovation Elementary Education Vocational Education	Yes					EDUCATION			
13.0401	Educational Leadership and Administration, General	M.Ed.	M.Ed.	M.Ed.	Educational Leadership					Curriculum Leadership Non-Public or Charter School Leadership K-12 Public School Leadership	Yes				
13.0401	Educational Leadership and Administration, General	Ed.S.			Educational Leadership										
13.0401	Educational Leadership and Administration, General	Ph.D.			Educational Leadership										
13.0501	Educational / Instructional Technology				Learning Design and Technology	Cybersecurity Education Big Data and Learning Analytics E-Learning Design and Development Game-Based Learning and Analytics	No					STEM			
13.1001	Special Education and Teaching, General	B.A. / B.S.			Exceptional Student Education with ESOL & Reading Endorsement							EDUCATION			
13.1001	Special Education and Teaching, General	M.A. / M.A.T.	M.A. / M.A.T.		Exceptional Student Education							EDUCATION			
13.1004	Education / Teaching of the Gifted and Talented	M.A.			Special Education, Gifted							EDUCATION			
13.1013	Education / Teaching of Individuals with Autism	M.A.			Autism Spectrum Disorder & Severe Intellectual Disabilities							EDUCATION			
13.1101	Counselor Education / School Counseling and Guidance Services	M.A.			Counselor Education	Career Counseling Clinical Mental Health Counseling School Counseling	Yes					EDUCATION			
13.1201	Adult and Continuing Education and Teaching	M.A.			Adult Education	Human Resource Development	Yes					EDUCATION			
13.1202	Elementary Education and Teaching			B.A.	Interdisciplinary Education							EDUCATION			
13.1202	Elementary Education and Teaching	B.S.		B.A. / B.S.	Elementary Education							EDUCATION			
13.1202	Elementary Education and Teaching	M.A.	M.A.	M.A.	Elementary Education	Early Childhood Elementary Curriculum Language Arts Science and Mathematics	Yes	Science and Mathematics	No			EDUCATION			
13.1202	Elementary Education and Teaching	M.A.T.		M.A.T.	Elementary Education USFSM Title: Teaching, Elementary Education							EDUCATION			
13.1203	Junior High / Intermediate / Middle School Education and Teaching			M.S.	Teaching of Middle Grades STEM							EDUCATION			
13.1206	Teacher Education, Multiple Levels			B.S.	Education							EDUCATION			
13.1209	Teacher Education, Multiple Levels			B.S.	Educational Studies							EDUCATION			
13.1210	Early Childhood Education and Teaching			B.S.	Early Childhood Education: Pre-Kindergarten / Primary							EDUCATION			
13.1301	English / Language Arts Teacher Education			B.S.	English Education with ESOL Endorsement							EDUCATION			
13.1301	English / Language Arts Teacher Education	M.A.T.		M.A.	English Education							EDUCATION			
13.1301	English / Language Arts Teacher Education			M.A.T.	Secondary Education, English Education							EDUCATION			
13.1301	Foreign Language Teacher Education	M.A.T.			Foreign Language Education	French German Spanish Russian Chinese Global Education - with no ESOL Endorsement Italian Japanese Latin	Yes					EDUCATION			
13.1311	Mathematics Teacher Education	B.A. / B.S.			Mathematics Education	Middle School Mathematics	No					EDUCATION			
13.1311	Mathematics Teacher Education	M.A.			Mathematics Education							EDUCATION			

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1	13.1311	Mathematics Teacher Education	M.A.T.		Mathematics Education (6-12)							EDUCATION			
58	13.1311	Mathematics Teacher Education	M.A.T.		Mathematics Education (6-12)							EDUCATION			
59	13.1312	Music Teacher Education	B.S.		Music Education							EDUCATION			
60	13.1312	Music Teacher Education	M.A.		Music Education							EDUCATION			
61	13.1314	Physical Education Teaching and Coaching	B.A. / B.S.		Physical Education	Exercise Science	No					EDUCATION			
62	13.1315	Reading Teacher Education	M.A.	M.A.	Reading Education							EDUCATION			
63	13.1316	Science Teacher Education / General Science Teacher Education	B.A. / B.S.		Science Education	Biology Education Chemistry Education Physics Education Middle School Science Education	Yes					EDUCATION			
64	13.1316	Science Teacher Education / General Science Teacher Education	M.A.		Science Education							EDUCATION			
65	13.1316	Science Teacher Education / General Science Teacher Education	M.A.T.		Science Education	Earth and Space Science Biology Chemistry Physics	Yes					EDUCATION			
66	13.1317	Social Science Teacher Education	B.S.		Social Science Education							EDUCATION			
67	13.1317	Social Science Teacher Education	M.A.T.		Social Science Education							EDUCATION			
68	13.1320	Trade and Industrial Teacher Education	M.A.		Career and Technical Education							EDUCATION			
69	13.1401	Teaching English as a Second or Foreign Language / ESL Language Instructor	Ph.D.		Technology in Education and Second Language Acquisition							EDUCATION			
70	14.0501	Biomechanical and Biomedical Engineering	B.S.		Biomedical Engineering							STEM			
71	14.0501	Biomechanical and Biomedical Engineering	M.S.B.E.		Biomedical Engineering	Pharmacy	No					STEM			
72	14.0501	Biomechanical and Biomedical Engineering	Ph.D.		Biomedical Engineering							STEM			
73	14.0701	Chemical Engineering	B.S.B.E.		Biomedical Engineering							STEM			
74	14.0701	Chemical Engineering	B.S.Ch.		Chemical Engineering							STEM			
75	14.0701	Chemical Engineering	M.S.C.Ch.		Chemical Engineering							STEM			
76	14.0701	Chemical Engineering	Ph.D.		Chemical Engineering							STEM			
77	14.0801	Civil Engineering, General	B.S.C.E.		Civil Engineering	Geotechnical Materials Structures Transportations Water Resources	No					STEM			
78	14.0801	Civil Engineering, General	M.S.C.E.		Civil Engineering	Geotechnical Materials Structures Transportations Water Resources	No					STEM			
79	14.0801	Civil Engineering, General	Ph.D.		Civil Engineering	Engineering for International Development Environmental Engineering Biomechanical Engineering Materials Engineering and Science Structures Engineering Transportation Engineering Water Resources	No					STEM			
80	14.0901	Computer Engineering, General	B.S.C.P.		Computer Engineering							STEM			
81	14.0901	Computer Engineering, General	M.S.C.P.		Computer Engineering							STEM			
82	14.0901	Computer Engineering, General	Ph.D.		Computer Science and Engineering							STEM			
83	14.1001	Electrical and Electronics Engineering	B.S.E.E.		Electrical Engineering							STEM			
84	14.1001	Electrical and Electronics Engineering	M.S.E.E.		Electrical Engineering							STEM			
85	14.1001	Electrical and Electronics Engineering	Ph.D.		Electrical Engineering							STEM			
86	14.1401	Environmental/Environmental Health Engineering	M.S.E.V.		Environmental Engineering	Engineering for International Development	No					STEM			
87	14.1401	Environmental/Environmental Health Engineering	Ph.D.		Environmental Engineering							STEM			
88	14.1801	Materials Engineering	M.S.M.S.E.		Materials Science and Engineering							STEM			
89	14.1901	Mechanical Engineering	B.S.M.E.		Mechanical Engineering							STEM			
90	14.1901	Mechanical Engineering	M.S.M.E.		Mechanical Engineering							STEM			
91	14.1901	Mechanical Engineering	Ph.D.		Mechanical Engineering							STEM			
92	14.3501	Industrial Engineering	B.S.I.E.		Industrial Engineering							STEM			
93	14.3501	Industrial Engineering	M.S.I.E.		Industrial Engineering							STEM			
94	14.3501	Industrial Engineering	Ph.D.		Industrial Engineering							STEM			
95	15.1501	Engineering / Industrial Management	M.S.E.M.		Engineering Management							STEM			

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CP Code	CP Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFSP Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K11?	In what department or school should this program be located?	K11 Comments
1	16.0101		B.A.	B.A.	World Languages and Cultures	Applied Linguistics Chinese Language and Culture East Asian Languages and Cultures French French International Studies and Business German Interdisciplinary Classical Civilizations Italian Russian Spanish Spanish International Studies and Business	Yes	French / Francophone Studies Spanish / Latino Studies French & Spanish Studies	Yes			GLOBAL			
98	16.0102	Linguistics	M.A.		Linguistics: English as a Second Language									GLOBAL	
100	16.0102	Linguistics	M.A.		Linguistics									GLOBAL	
101	16.0102	Linguistics	Ph.D.		Linguistics and Applied Language Studies									GLOBAL	
102	16.0901	French Language and Literature	M.A.		French									GLOBAL	
103	16.0905	Spanish Language and Literature	M.A.		Spanish									GLOBAL	
104	23.0101	English Language and Literature, General	B.A.	B.A.	B.A.	English		Creative Writing Literary Studies Professional Writing, Rhetoric and Technology	Yes	Literature & Cultural Studies Writing Studies	Yes	British and American Literature	Yes		
105	23.0101	English Language and Literature, General	M.A.		English			Literature Rhetoric and Composition	Yes						
106	23.0101	English Language and Literature, General	Ph.D.		English			Literature Rhetoric and Composition	Yes						
107	21.1302	Creative Writing	M.F.A.		Creative Writing			Fiction Poetry	No						
108	23.1301	Professional, Technical, Business, and Scientific Writing			B.A.	Professional and Technical Communication									
109	24.0101	Liberal Arts and Sciences / Liberal Studies	M.A.	M.L.A.	Liberal Arts	African Studies American Studies Film Studies Humanities Social and Political Thought	Yes	Florida Studies	No						
110	24.0102	General Studies	B.G.S.	B.A. / B.S.	General Studies	Aging Sciences Architecture Behavioral Healthcare Business Computer Systems Technology Criminal Justice Educational Foundations Environmental Policy Information Studies: Information Architecture Public Administration Public Health Urban Studies Women's and Gender Studies	Yes			Undefined	Yes				
111	24.0102	General Studies	B.S.A.S.	B.S.A.S.	Applied Science	Aging Sciences Behavioral Healthcare Computer Systems Technology Criminal Justice Deaf Studies Environmental Policy Information Studies: Information Architecture Public Administration Public Health Urban Studies	Yes			Cyber Security and Information Technology Leadership Studies	Y				
112	24.0101	Humanities / Humanities Studies			Humanities and Cultural Studies	American Studies Film and New Media Studies Humanities									
113	25.0101	Library and Information Science	M.A.		Library and Information Science										
114	26.0101	Biology / Biological Sciences, General	B.S.	B.S.	Biology			Biochemical Sciences Ecology & Evolution General Biology Marine Biology Plant Biology			Yes	STEM	yes	USFSM: Department of Multidisciplinary Sciences USFSP: Department of Biological Sciences	Currently, there is overlap for the CP code 26.0101 between 4 departments: Biological Sciences (USFSM, CMMB/USFT), Integrative Biology (USFT) and the Biology program in the College of Science and Mathematics at USFSM. To eliminate the duplication, CMMB has applied for the 26.0101 CP code, USFSP is considering the 26.1301 CP code. Overlap remains between Integrative Biology (USFT) and the Biology program at USFSM, who are working to identify a suitable CP code change. Dept of Biological Sciences (USFSM) is considering joining the College of Oceanography, Environment & Sustainability at USFSM.
115	26.0101	Biology / Biological Sciences, General	B.S.		Cultural Molecular Biology								STEM	yes	Cell, Micro & Molecular Biology
116	26.0101	Biology / Biological Sciences, General	B.S.		Environmental Microbiology								STEM	yes	Integrative Biology
117	26.0101	Biology / Biological Sciences, General	B.S.		Environmental Biology								STEM	yes	Integrative Biology
118	26.0101	Biology / Biological Sciences, General	B.S.		Integrative Animal Biology								STEM	yes	Integrative Biology

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OP Code	OP Title	USFT	USFP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFP Concentration Name	USFP Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K11?	In what department or school should the program be located?	K11 Comments
1	26.0101	Biology / Biological Sciences, General	B.S.		Marine Biology							STEM	yes	Integrative Biology	Integrative Biology is understood about being part of College of Natural Sciences & Mathematics or moving to a College of Oceanography, Environment & Sustainability
119	26.0101	Biology / Biological Sciences, General	M.S.		Biology	Cell Biology, Microbiology & Molecular Biology Ecology and Evolution Environmental and Ecological Microbiology Physiology and Morphology	Yes					STEM	yes	1. Integrative Biology 2. Cell, Micro & Molecular Biology	Currently the MS program in both departments has the same OP code, which will need to be separated in the near future. Integrative Biology is understood about being part of College of Natural Sciences & Mathematics or moving to a College of Oceanography, Environment & Sustainability.
120	26.0102	Biomedical Sciences, General	B.S.		Biomedical Sciences							STEM	yes	Chemistry	
121	26.0406	Cell, Cellular and Molecular Biology	Ph.D.		Cell and Molecular Biology							STEM	yes	Cell, Micro & Molecular Biology	
122	26.0503	Medical Microbiology and Bacteriology	B.S.		Microbiology							STEM	yes	Cell, Micro & Molecular Biology	
123	26.0503	Medical Microbiology and Bacteriology	M.S.		Microbiology							STEM	yes	Cell, Micro & Molecular Biology	
124	26.0911	Oncology and Cancer Biology	Ph.D.		Cancer/Chemical Biology							STEM	yes	Cell, Micro & Molecular Biology	
125	26.0911	Oncology and Cancer Biology	Ph.D.		Cancer/Immunology and Immunotherapy							STEM	yes	Cell, Micro & Molecular Biology	
126	26.0911	Oncology and Cancer Biology	Ph.D.		Cancer Biology							STEM	yes	Cell, Micro & Molecular Biology	
127	26.1103	Bioinformatics	M.S.B.C.B.		Bioinformatics and Computational Biology							STEM	yes	Cell, Micro & Molecular Biology	
128	26.1301	Biotechnology	M.S.B.		Biotechnology							STEM	yes		
129	26.1307	Conservation Biology	M.S.		Conservation Biology							STEM	yes	USFSM, Department of Biological Sciences	Dept of Biological Sciences. USFSM is considering using the College of Oceanography, Environment & Sustainability at USFSM.
130	26.1309	Ecology, Evolution, Systematics and Population Biology, Other	Ph.D.		Integrative Biology	Ecology and Evolution Environmental and Ecological Microbiology Physiology and Morphology	Yes					STEM	yes	Integrative Biology	Integrative Biology is understood about being part of College of Natural Sciences & Mathematics or moving to a College of Oceanography, Environment & Sustainability
131	26.9999	Biological and Biomedical Sciences, Other	M.S.M.S.		Medical Sciences	Anatomy Aging and Neuroscience Biochemistry & Molecular Biology Clinical and Translational Research Health Science Interdisciplinary Medical Science Medical Microbiology and Immunology Molecular Medicine Metabolic and Nutritional Medicine Women's Health	No					STEM			
132	26.9999	Biological and Biomedical Sciences, Other	Ph.D.		Medical Sciences	Allergy, Immunology and Infectious Disease Academy Biochemistry & Molecular Biology Clinical and Translational Research Molecular Medicine Microbiology and Immunology Molecular Pharmacology and Physiology Neuroscience Physiology and Biophysics Pharmacology and Therapeutics Pathology and Cell Biology Pathology and Laboratory Medicine	Yes					STEM			
133	27.0101	Mathematics, General	B.A.		Mathematics	Applied / Computational Mathematics General Mathematics	Yes					STEM	yes	Mathematics & Statistics	
134	27.0101	Mathematics, General	M.A.		Mathematics	Pure Mathematics	Yes					STEM	yes	Mathematics & Statistics	
135	27.0101	Mathematics, General	Ph.D.		Mathematics	Pure and Applied Statistics	Yes					STEM	yes	Mathematics & Statistics	
136	27.0101	Mathematics, General	Ph.D.		Mathematics	Pure and Applied Statistics	Yes					STEM	yes	Mathematics & Statistics	
137	27.0104	Computational and Applied Mathematics	B.S.		Mathematics: Computational and Applied							STEM	yes	Mathematics & Statistics	New program at USFSM. Math & Statistics faculty at USFSM do not have a department and are currently housed in the Biology department. These faculty may join the USFT Dept. of Mathematics & Statistics as part of consolidation.
138	27.0501	Statistics, General	B.A.		Statistics							STEM	yes	Mathematics & Statistics	
139	27.0501	Statistics, General	M.A.		Statistics							STEM	yes	Mathematics & Statistics	
140	30.0101	Biological and Physical Sciences	B.S.		Interdisciplinary Natural Sciences							STEM	yes	Chemistry	
141	30.1101	Gerontology			Aging Studies							HEALTH			
142	30.1101	Gerontology	M.A.		Gerontology							HEALTH			
143	30.1101	Gerontology	Ph.D.		Aging Studies							HEALTH			
144	30.3301	Sustainability Studies	B.A.		Sustainability Studies							STEM			New program at USFSM, stated to start this fall. Program does not have a department, but a few dedicated faculty lines with one search scheduled.

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30.3303	Sustainability Studies	M.A.			Global Sustainability	Climate Change and Sustainability Entrepreneurship Food Sustainability and Security Sustainable Business Sustainable Energy Sustainable Transportation Sustainable Tourism Sustainability Policy Waste	Yes					STEM			
31.0504	Sport and Fitness Administration / Management	M.S.			Sport and Entertainment Management										
31.0505	Kinesiology and Exercise Science	M.S.			Exercise Science	Health and Wellness Strength and Conditioning	Yes					STEM			
38.0101	Philosophy	B.A.			Philosophy	Philosophy and Religion	No								
38.0102	Philosophy	Ph.D.			Philosophy	Philosophy and Religion	No								
38.0201	Religion / Religious Studies	B.A.			Religious Studies										
38.0301	Religion / Religious Studies	M.A.			Religious Studies										
40.0501	Chemistry, General	B.A.			Chemistry	Biochemistry / Biotechnology Health Professions	No					STEM	yes	Chemistry	
40.0502	Chemistry, General	B.S.			Chemistry							STEM	yes	Chemistry	
40.0503	Chemistry, General	M.A. / M.S.			Chemistry							STEM	yes	Chemistry	
40.0504	Chemistry, General	Ph.D.			Chemistry							STEM	yes	Chemistry	
40.0601	Geology / Earth Science, General	B.A. / B.S.			Geology							STEM	yes	Geosciences	is considering moving to a College of Oceanography, Environment & Sustainability
40.0602	Geology / Earth Science, General	M.S.			Geology							STEM	yes	Geosciences	is considering moving to a College of Oceanography, Environment & Sustainability
40.0603	Geology / Earth Science, General	Ph.D.			Geology							STEM	yes	Geosciences	is considering moving to a College of Oceanography, Environment & Sustainability
40.0607	Oceanography, Chemical and Physical	M.S.			Marine Science	Biological Oceanography Chemical Oceanography Geological Oceanography Interdisciplinary Marine Resource Assessment Physical Oceanography	Yes					STEM			
40.0607	Oceanography, Chemical and Physical	Ph.D.			Marine Science	Biological Oceanography Chemical Oceanography Geological Oceanography Interdisciplinary Marine Resource Assessment Physical Oceanography	Yes					STEM			
40.0801	Physics, General	B.A. / B.S.			Physics							STEM	yes	Physics	
40.0802	Physics, General	B.A. / B.S.			Physical Sciences							STEM	yes	Physics	
40.0801	Physics, General	M.S.			Physics	Applied Physics Atomic and Molecular Physics Laser Physics Materials Physics Optical Physics Semiconductor Physics Solid State Physics	No					STEM	yes	Physics	
40.0802	Physics, General	Ph.D.			Applied Physics	Medical Physics	No					STEM	yes	Physics	
42.0101	Psychology, General	B.A.	B.A.	B.A.	Psychology								yes	Psychology	All faculty from the three campuses will form one Dept. of Psychology with its home on the USFT campus. This degree program will have its home on the USFT campus and be hosted on the USFT and SM campuses.
42.0101	Psychology, General	M.A.	M.A.		Psychology	Clinical Psychology Cognition, Neuroscience & Social Psychology Industrial/Organizational Psychology	Yes						yes	Psychology	This degree program will have its home on the USFT campus and be hosted on the USFT campus.
42.0101	Psychology, General	Ph.D.			Psychology	Clinical Psychology Cognition, Neuroscience & Social Psychology Industrial/Organizational Psychology	Yes						yes	Psychology	
42.2805	School Psychology	M.A.			School Psychology										
42.2802	School Psychology	Ph.D.			School Psychology										
42.2814	Applied Behavior Analysis	M.A. / M.S.			Applied Behavior Analysis										
42.2814	Applied Behavior Analysis	Ph.D.			Applied Behavior Analysis										
42.0103	Criminal Justice / Law Enforcement Administration	M.A.		M.A.	Criminal Justice Administration USFSM Title: Criminal Justice										
43.0303	Critical Infrastructure Protection	M.S.			Cybersecurity	Computer Security Fundamentals Cyber Intelligence Digital Forensics Information Assurance	Yes					STEM			
44.0000	Human Services, General	B.S.			Behavioral Healthcare	Addiction and Behavioral Healthcare Adult Community Services Aging and Behavioral Health Applied Behavior Analysis Behavioral Health Research Children's Mental Health	Yes								
44.0000	Human Services, General	M.S.			Child and Adolescent Behavioral Health	Developmental Disabilities Lifespan Child and Adolescent Behavioral Health Translational Research and Evaluation Youth & Behavioral Health	Yes								
44.0701	Public Administration	M.P.A.			Public Administration										
44.0701	Social Work	B.S.W.			Social Work										
44.0701	Social Work	M.S.W.		M.S.W.	Social Work USFSM Request										
44.0701	Social Work	Ph.D.			Social Work										

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OP Code	OP Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Core Req'd	USFSP Concentration Name	USFSP Core Req'd	USFSM Concentration Name	USFM Core Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K11?	In what department or school should the program be located?	K11 Comments
181	45.0101	Social Sciences, General	B.A.	B.A.	B.A.	Interdisciplinary Social Sciences		Anthropology	Yes			Applied Aging & Wellbeing Crime, Law, & Justice Environmental Studies Government & Global Affairs Social Relations & Policy	Yes		
182	45.0201	Anthropology	B.A.	B.A.		Anthropology									
183	45.0201	Anthropology	M.A.			Applied Anthropology		Archaeological and Forensic Sciences Bio-Cultural/Medical Anthropology Cultural Resource Management Heritage Studies	No						
184	45.0201	Anthropology	Ph.D.			Applied Anthropology		Cultural Resource Management Heritage Studies	No						
185	45.0401	Criminology	B.A.	B.A.	B.A.	Criminology									
186	45.0401	Criminology			B.S.	Forensic Studies & Justice									
187	45.0401	Criminology	M.A.			Criminology									
188	45.0401	Criminology	M.S.			Cybercrime									
189	45.0401	Criminology	Ph.D.			Criminology									
190	45.0601	Economics, General	B.A.	B.A.		Economics		USFSP Title: Affiliated Economics							
191	45.0601	Economics, General	B.S.			Quantitative Economics and Economics									
192	45.0601	Economics, General	M.A.			Economics									
193	45.0601	Economics, General	Ph.D.			Economics									
194	45.0701	Geography	B.A.	B.A.		Geography		General Geography Human Geography Physical Geography	Yes				Geosciences		Currently the School of Geosciences is in INSM, but is considering joining the College of Oceanography, Environment & Sustainability.
195	45.0701	Geography	M.A.			Geography		Environmental Geography Geographic Information Science and Spatial Analysis Human Geography	Yes				Geosciences		Currently the School of Geosciences is in INSM, but is considering joining the College of Oceanography, Environment & Sustainability.
196	45.0799	Geography, Other	Ph.D.			Geography and Environmental Science and Policy							Geosciences		Currently the School of Geosciences is in INSM, but is considering joining the College of Oceanography, Environment & Sustainability.
197	45.0901	International Relations and Affairs	B.A.			International Studies						GLOBAL			
198	45.0901	International Relations and Affairs	Ph.D.			Government						GLOBAL			
199	45.1001	Political Science and Government, General	B.A.	B.A.		Political Science									
200	45.1001	Political Science and Government, General	M.A.			Political Science		African Studies	No						
201	45.1101	Sociology	B.A.			Sociology		Identity and Community Inequality and Social Justice	No						
202	45.1101	Sociology	M.A.			Sociology									
203	45.1101	Sociology	Ph.D.			Sociology									
204	50.0301	Dance, General	B.A.			Dance		Dance Studies	Yes						
205	50.0301	Dance, General	B.F.A.			Dance		Ballet Modern Dance	Yes						
206	50.0409	Graphic Design			B.F.A.	Graphic Design							GAP ANALYSIS		
207	50.0501	Drama and Dramatics / Theatre Arts, General	B.A.			Theatre		Design Performance Theatre Arts	Yes						
208	50.0701	Art / Studio Arts, General	B.A.			Studio Art									
209	50.0701	Fine / Studio Arts, General	B.F.A.			Studio Art									
210	50.0701	Fine / Studio Arts, General	M.F.A.			Art									
211	50.0701	Art History, Criticism and Conservation	B.A.			Art History									
212	50.0701	Art History, Criticism and Conservation	M.A.			Art History									
213	50.0901	Music, General	Ph.D.			Music		Music Education	Yes						
214	50.0901	Music Performance, General	B.M.			Music Performance		Acoustic & Electronic Composition Jazz Studies Performance	Yes						
215	50.0901	Music Performance, General	M.M.			Music		Chamber Music Choir Conducting Composers Electro-Acoustic Music Instrumental Conducting Jazz Composition Jazz Performance Performance Theory Flauto Pedagogy	Yes						
216	50.9999	Visual and Performing Arts, Other	B.A.			Music Studies									

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CP Code	CP Title	USFT	USFP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFP Concentration Name	USFP Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K11?	In what department or school should the program be located?	K11 Comments
1	S1.0000	Health Services / Allied Health Sciences, General	B.S.	B.S.	Health Sciences	Applied Health Studies Biological Health Sciences Health Information Technology Health Management Social and Behavioral Health Sciences	Yes	Communication Sciences & Disorders Healthcare Administration Integrated Health Sciences Public Health	Yes			Health			
217	S1.0001	Communication Sciences and Disorders, General			B.S.	Communication Sciences and Disorders		Speech Language Sciences				Health			
218	S1.0002	Audiology / Audiologist	Au.D.			Audiology						Health			
219	S1.0004	Audiology / Audiologist and Speech-Language Pathology / Pathologist	B.A.			Communication Sciences and Disorders	Yes	Deaf Studies Interpreter Training Language-Speech-Hearing	Yes			Health			
220	S1.0004	Audiology / Audiologist and Speech-Language Pathology / Pathologist	M.S.			Speech-Language Pathology						Health			
221	S1.0004	Audiology / Audiologist and Speech-Language Pathology / Pathologist	Ph.D.			Communication Sciences and Disorders	Yes	Hearing Sciences and Audiology Neurocommunication Sciences Speech-Language Sciences	Yes			Health			
222	S1.0701	Health / Health Care Administration / Management	B.S.			Long Term Care Administration						Health			
223	S1.0701	Health / Health Care Administration / Management	M.H.A.			Health Administration						Health			
224	S1.0912	Physician Assistant / Trainer	M.P.A.S.			Physician Assistant Studies						Health			
225	S1.0913	Athletic Training / Trainer	M.S.			Advanced Athletic Training						Health			
227	S1.0913	Athletic Training / Trainer	M.S.			Athletic Training						Health			
227	S1.1000	Clinical Laboratory Science / Medical Technology / Technologist	B.S.			Medical Technology						Health			
228	S1.1001	Medicine	M.D.			Medicine						Health			
229	S1.2001	Pharmacy	Pharm.D.			Pharmacy	No	Pharmacy and Health Education	No			Health			
230	S1.2009	Pharmacy, Pharmaceutical Sciences, and Administration, Other	M.S.			Pharmaceutical Nanotechnology	No	Biomedical Engineering Drug Discovery, Delivery, Development and Manufacturing	No			Health			
231	S1.2009	Pharmacy, Pharmaceutical Sciences, and Administration, Other	M.S.P.N.			Pharmaceutical Nanotechnology						Health			
232	S1.2201	Public Health, General	B.S.			Public Health		Applied Biometrics Behavioral Health Environmental and Occupational Health Epidemiology Epidemiology and Global Communicable Disease Epidemiology and Global Health Epidemiology and Maternal & Child Health Global Communicable Disease Global Disaster Management, Humanitarian Relief, and Homeland Security Global Health Practice Health Care Organizations and Management Health Safety and Environment Health Policy and Programs Infection Control Nutrition and Dietetics Public Health Education Public Health Practice Program Neonatal and Child Health Special Management	Yes			Health			
234	S1.2201	Public Health, General	Ph.D.			Public Health	Yes	Biostatistics Community and Family Health Environmental and Occupational Health Epidemiology Health Services Research Global Communicable Disease	Yes			Health			
235	S1.2201	Public Health, General	Dr.P.H.			Public Health	Yes	Advanced Practice Leadership in Public Health Public Health and Clinical Laboratory Science and Practice	Yes			Health			
236	S1.2212	Behavioral Aspects of Health	Ph.D.			Behavioral and Community Sciences		Behavioral Health Environmental and Occupational Health Epidemiology Genetic Counseling Genomics Global Communicable Disease Maternal and Child Health Occupational Exposure Science Public Health Education	Yes			Health			
237	S1.2201	Public Health, Other	M.S.P.H.			Public Health	Yes		Yes			Health			
238	S1.2308	Physical Therapy / Therapist	D.P.T.			Physical Therapy						Health			
239	S1.2310	Vocational Rehabilitation Counseling / Counselor	M.A.			Rehabilitation and Mental Health Counseling	No	Addictions and Substance Abuse Counseling Marriage and Family Therapy	No			Health			
240	S1.2314	Rehabilitation Science	Ph.D.			Rehabilitation Sciences						Health			
242	S1.2700	Medical Informatics	M.S.H.I.			Health Informatics	No	Health Analytics	No			Health			
243	S1.3801	Registered Nursing / Registered Nurse	B.S.			Nursing: BSN Bachelor's Sequence						Health			

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CIP Code	CIP Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFSP Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program or school should the program be located?	In what department or school should the program be located?	K11 Comments
1															
244	51.3801	Registered Nursing / Registered Nurse	B.S.		Nursing: Upper Division Sequence								Health		
245	51.3802	Registered Nursing / Registered Nurse	B.S.		Nursing: Second Bachelor's Degree Sequence								Health		
246	51.3803	Registered Nursing / Registered Nurse	B.S.		Nursing: V-CARE								Health		
247	51.3804	Registered Nursing / Registered Nurse	M.S.		Nursing	Adult Gerontology Acute Care Nursing Adult Gerontology Primary Care Nursing Adult Gerontology Primary Care Nursing / Occupational Health Nursing Adult Gerontology Primary Care Nursing / Oncology Nursing Dual MPH / Adult Gerontology Primary Care Nursing (Nursing) Family Health Nursing Nursing Education Pediatric Health Nursing	Yes						Health		
248	51.3808	Nursing Science	Ph.D.		Nursing Science								Health		
249	51.3818	Nursing Practice	D.N.P.		Nurse Anesthesia								Health		
250	51.3818	Nursing Practice	D.N.P.		Nursing	Adult Gerontology Acute Care Nursing Adult Gerontology Primary Care Nursing Adult Gerontology Primary Care Nursing / Occupational Health Nursing Dual Occupational Health Nursing / Adult Gerontology Primary Care Nursing Dual Oncology Nursing / Adult Gerontology Primary Care Nursing Family Health Nursing Pediatric Health Nursing	Yes						Health		
251	52.0101	Business / Commerce, General	B.S.	B.A. / B.S.	USFT Title: General Business Studies General Business Administration							Aging Services Management Applied Business Business and Technical Writing	Yes		
252	52.0101	Business / Commerce, General	M.S.		Management	Human Resources Management Information System	No								
253	52.0201	Business Administration and Management, General	B.S.	B.A. / B.S.	Management	Human Resources Management Project Management	No								
254	52.0201	Business Administration and Management, General	M.B.A.	M.B.A.	M.B.A.	Business Administration / MBA									
255	52.0201	Business Administration and Management, General	M.B.A.		Executive M.B.A.	Compliance, Risk Management and Anti-Money Laundering Cybersecurity Data Analytics Sport Business Supply Chain Management	No								
256	52.0201	Business Administration and Management, General	Ph.D.		Business Administration / PhD	Accounting Finance Information Systems Marketing	Yes								
257	52.0201	Business Administration and Management, General	D.B.A.		Business Administration										
258	52.0301	Accounting	B.S.	B.A. / B.S.	B.A. / B.S.	Accounting									GAP ANALYSIS
259	52.0301	Accounting	M.Acc.	M.Acc.		Accountancy									GAP ANALYSIS
260	52.0601	Business / Managerial Economics		B.A. / B.S.		Business Economics									
261	53.0701	Entrepreneurship / Entrepreneurial Studies		B.A. / B.S.		Entrepreneurship									
262	53.0701	Entrepreneurship / Entrepreneurial Studies		M.S.		Entrepreneurship in Applied Technologies									
263	52.0801	Finance, General	B.S.			Personal Finance									GAP ANALYSIS
264	52.0801	Finance, General	B.S.	B.A. / B.S.	B.A. / B.S.	Finance	Asset Management Corporate Finance Real Estate	No		Corporate Finance Investment Analysis Personal Financial Advising	Yes				GAP ANALYSIS
265	52.0801	Finance, General	M.S.			Finance									GAP ANALYSIS
266	52.0901	Hospitality Administration / Management, General			B.S.	Hospitality Management									
267	52.0901	Hospitality Administration / Management, General			M.S.	Hospitality Management									
268	52.1101	International Business / Trade / Commerce	B.A.	B.A. / B.S.		Global Business	Business Analytics and Information Systems Finance Management Marketing	Yes					GLOBAL		
269	52.1201	Management Information Systems, General		B.A. / B.S.		Management Information Systems									STEM
270	52.1201	Management Information Systems, General		B.S.		Business Analytics and Information Systems	Cybersecurity Healthcare Business	No							STEM
271	52.1401	Marketing / Marketing Management, General	B.S.	B.A. / B.S.	B.A. / B.S.	Marketing	Entrepreneurship Sales Sport and Entertainment Management Supply Chain Management	No							

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2. What existing Centers and/or Institutes (with campus location) are proposed to be housed in the unit?

Inventory of 84 Active Academic Centers/Institutes in the USF System as of December 18, 2018

Institute or Center Name	Current Location	Include in K11?	Home Campus (K11)
Center for Partnerships for Arts-Integrated Teaching (PAInT)	Sarasota-Manatee		
Institute for Public Policy & Leadership	Sarasota-Manatee		
M3 Center for Hospitality Technology and Innovation	Sarasota-Manatee		
Institute for Data Analytics and Visualization	St. Petersburg		
Ancient Studies Center, Department of History	Tampa		
CAS Center for Complex Data Systems	Tampa	yes	Tampa
Center for Africa and the Diaspora	Tampa		
Center for Brownfield Rehabilitation Assistance	Tampa		
Center for Industrial and Interdisciplinary Mathematics	Tampa	yes	Tampa
Center for Infectious Disease Ecology Research (CIDER)	Tampa	yes	Tampa
Center for Social and Political Thought	Tampa		
Florida Institute for Forensic Anthropology & Applied Sciences	Tampa		
Institute for Systematic Botany	Tampa	yes	Tampa
Institute for the Study of Latin America and the Caribbean	Tampa		
Institute on Black Life	Tampa		
Interdisciplinary Center for Hellenic Studies	Tampa		
STEM Education Center	Tampa	yes	Tampa
The Center for the Improvement of Teaching & Research in Undergraduate STEM Education (CITRUS)	Tampa	yes	Tampa
The John Scott Dailey Florida Institute of Government	Tampa		
USF Humanities Institute	Tampa		
USF-SMARTT (Smart Metal Organic Materials Advanced Research and Technology Transfer)	Tampa	yes	Tampa
Water Institute	Tampa	yes	Tampa
Center for Music Education Research (CMER)	Tampa		
Florida Center for Community Design and Research	Tampa		
Institute for Research in Art	Tampa		
Center for Autism and Related Disabilities	Tampa		
Florida Policy Exchange Center on Aging	Tampa		
Institute for Translational Research in Adolescent Behavioral Health	Tampa		
USF Center for HIV Education and Research	Tampa		
Center for Analytics and Creativity	Tampa		
Center for Entrepreneurship	Tampa		
Center for Marketing and Sales Innovation	Tampa		
Center for Supply Chain Management & Sustainability	Tampa		
Institute for Information Systems Management	Tampa		
Small Business Development Center - Affiliate	Tampa		
Florida Center for Cybersecurity	Tampa		
Center for Research, Evaluation, Assessment and Measurement	Tampa		
Center for the Study of Magnet Education	Tampa		
David C. Anchin Center for the Advancement of Teaching	Tampa		
Educational Research Center for Child Development	Tampa		
Gus A. Stavros Center for Free Enterprise and Economic Education	Tampa		
Institute for School Reform, Integrated Services, and Child Mental Health and Educational Policy	Tampa		
Center for Assistive, Rehabilitation and Robotics Technologies	Tampa		
Center for Communications and Signal Processing	Tampa		
Center for Modeling Hydrologic and Aquatic Systems	Tampa		
Center for Molecular Delivery	Tampa		
Center for Urban Transportation Research	Tampa		
Clean Energy Research Center	Tampa		
Global Center for Hearing and Speech Research	Tampa		
Nanotechnology Research and Education Center	Tampa		
National Bus Rapid Transit Institute (NBRTI)	Tampa		
National Center for Transit Research (NCTR)	Tampa		
USF Center for Wireless and Microwave Technology	Tampa		
USF Center for Advanced Biomedical Imaging	Tampa		
Center for Aging and Brain Repair	Tampa		
Center for Hospice, Palliative Care and End of Life Studies At the University of South Florida	Tampa		
Center for Neuromusculoskeletal Research	Tampa		
Center for Personalized Medicine and Genomics	Tampa		
Center for Research and Education in Nanobiotechnology	Tampa		
Diabetes Center (HSC)	Tampa		
Florida Infectious Disease Institute	Tampa		
Joy McCann Culverhouse Center for Esophageal and Swallowing Disorders	Tampa		
The Archie A. and Mary-Louise Silver Child Development Center	Tampa		
University of South Florida Health Informatics Institute	Tampa		
USF Health Heart Institute	Tampa		
USF Health Neuroscience Institute	Tampa		
USF Parkinson's Disease and Movement Disorders Center, NPF Center of Excellence	Tampa		
USF-India Center for Health & HIV/AIDS Research & Training (CHART-India)	Tampa		
Center for Environmental/Occupational Risk Analysis & Management	Tampa		
Center for Transdisciplinary Research on College Health	Tampa		
Florida Health Information Center (FHIC) (HSC)	Tampa		
Florida Prevention Research Center	Tampa		
Global Health & Infectious Diseases Research	Tampa		
James and Jennifer Harrell Center for the Study of Family Violence	Tampa		
Lawton and Rhea Chiles Center for Healthy Mothers and Babies (Health Science Center)	Tampa		
Sunshine Education and Research Center	Tampa		
The Center for Leadership in Public Health Practice	Tampa		
The Occupational Safety & Health Administration Training Institute Education Center (OTI-EC)	Tampa		
The World Health Organization Collaborating Center on Social Marketing and Social Change	Tampa		
Center for Strategic and Diplomatic Studies	Tampa		
Florida-France Linkage Institute	Tampa		
Center for Drug Discovery and Innovation (formerly FCoI-BITT)	Tampa	yes	Tampa

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3. **What is the estimated (a) full-time faculty headcount, and (b) UG/GR major headcount in the consolidated unit? (For reference, recent faculty and student headcounts are provided in your cluster's Box folder. Faculty headcounts are in "Faculty Counts by Department – RESOURCE ONLY.xlsx" and student headcounts are in "Enrollment and Degrees Awarded by CIP – RESOURCE ONLY.xlsx".)**

Currently, there are 7 NS&M departments on the Tampa (T) campus, 2 on the USFSP (SP) campus and 2 on the USFSM (SM) campus.

Faculty headcount: 290

- 201 Tenure-track 176 (T), 18 (SP), 7 (SM)
- 89 Non-tenure-track 72 (T), 13 (SP), 4 (SM)
- There were also 20 Visiting faculty on the three campuses: 14 (T), 4 (SP), 2 (SM).

UG/GR headcount: 9665

- 9021 UG 7401 (T), 1209 (SP), 411 (SM)
- 644 GR 620 (T), 22 (SP), 0 (SM)

To be resolved in the coming months (near future):

- School of Geosciences (T) is considering joining a College of Oceanography, Environmental Science & Sustainability since it has two departments (Geography, Environmental Science & Policy) whose research and teaching are more strongly aligned with Environmental Science.
- Department of Biological Sciences (SP) is also considering moving to a new College of Oceanography, Environmental Science & Sustainability.
- Department of Integrative Biology finds that there is insufficient information on composition, resources and structure of any new Colleges to make a choice at this time. The department does fit well in CAS, and could fit well in a College of Natural Sciences and Mathematics, or a College of Oceanography, Environmental Science & Sustainability, depending upon the final structure and mission of the proposed Colleges.
- With faculty falling either into the area of natural sciences or social sciences, the Department of Psychology has not been able to determine the best fit for its future home in the short time that was available. Either a College of Natural Sciences & Mathematics or a College of Humanities & Social Sciences (T) could be a good fit. However, the faculty expressed their strong preference for staying in the current organizational form of CAS. They are also adamantly against joining the College of Behavioral & Community Sciences. The faculty in the Psychology program at USFSP and USFSM would join the Department of Psychology.
- Faculty in the Biology program at USFSM will be part of a College of Natural Sciences & Mathematics on the Tampa campus. Instead of their faculty joining a biology department on another campus, USFSM biology faculty wants to explore the possibility of having a unique program in the form of a school on the USFSM campus (workgroup 4).

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- *We are proposing the formation of workgroups in the USFT School of Geosciences (workgroup 1), Department of Psychology (T, SP, SM; workgroup 3) and a joint workgroup for the Department of Integrative Biology (T), Cell Biology, Microbiology & Molecular Biology (T), the Department of Biological Sciences (SP) and the Biology program at USFSM (workgroup 2) to decide the future home for these departments/programs as more actionable information on the college structure becomes available.*
- 4. Do you anticipate an academic “presence” on each campus? What is the scope and timeline? (Optional: If you would like to provide a timeline graphic, either print ready or legibly drawn, please upload it to your cluster’s Box folder following the instructions on Page 1.)**
- *Programs and/or departments that belong to Natural Sciences & Mathematics are currently present on all three campuses (see graphic below), including two unique programs at USFSP, the M.S. in Conservation Biology and the B.S. in Computational & Applied Mathematics.*
 - *USFSM faculty is exploring the possibility of forming a School (e.g., Multidisciplinary Sciences) on their campus versus becoming part of existing biology departments on the other campuses. This School would have its home in a College of Natural Sciences & Mathematics.*
 - *However, the presence of stand-alone departments at USFSP in a College of Natural Sciences & Mathematics is uncertain since the Psychology faculty is joining the Department of Psychology (T) and the Department of Biological Sciences sees a better fit with the proposed College of Oceanography, Environment and Sustainability.*
 - *Although a B.S. program in Computational and Applied Mathematics at USFSP starts this fall, there is not currently a Department of Mathematics on that campus (faculty is in the Department of Biological Sciences). Our cluster leader has reached out to the chair of the Department of Mathematics regarding the integration of this new degree in the NSM structure; however, because of the limited time that has been available so far, the discussion between the mathematics faculty at USFT and USFSP will need to continue in the coming months.*
 - *Additional degree programs or formation of additional departments (other than discussed above) were not proposed.*

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USF-T	USF-SP	USF-SM
School of Geosciences	Department of Biological Sciences	NSM Programs in the College of Science & Mathematics
03.0104 Environmental Science	26.0101 Biology/Biological Sciences ¹	26.0101 Biology/Biological Sciences ¹
40.0601 Geology	26.1307 Conservation Biology	42.0101 Psychology
45.0701 Geography	Department of Psychology	
03.0104 Environmental Science	42.0101 Psychology	
45.0701 Geography	42.0101 Psychology	
40.0601 Geology	NSM programs in the College of Arts & Sciences	
40.0601 Geology	45.0701 Geography	
45.0701 Geography	27.0304 Computational and Applied Mathematics	
Dept. Cell, Micro & Mol Biology		
26.0101 Biology/Biological Sciences ¹		
26.0503 Medical Microbiology and Bacteriology		
26.0101 Biology/Biological Sciences ²		
26.0503 Medical Microbiology and Bacteriology		
26.0406 Cellular and Molecular Biology		
26.0911 Oncology and Cancer Biology		
Dept. Integrative Biology		
26.0101 Biology/Biological Sciences ¹		
26.0101 Biology/Biological Sciences ¹		
26.1399 Ecology, Evolution, Systematics and Population Biology		
Dept. Chemistry		
26.0102 Biomedical Sciences		
30.0101 Interdisciplinary Natural Sciences		
40.0501 Chemistry		
40.0501 Chemistry		
40.0501 Chemistry		
Dept. Mathematics & Statistics		
27.0101 Mathematics		
27.0501 Statistics		
27.0101 Mathematics		
27.0501 Statistics		
27.0101 Mathematics		
Dept. Physics		
40.0801 Physics		
40.0801 Physics		
40.0801 Physics		
Dept. Psychology		
42.0101 Psychology		
42.0101 Psychology		
42.0101 Psychology		

DRAFT RECOMMENDATIONS

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5. What are the Pros and Cons of the Natural Sciences & Mathematics being configured into a single School or College? (Bulleted lists and tables are acceptable.)

Pros	Cons
<p><u>Bulleted list:</u></p> <ul style="list-style-type: none"> • With resources and decisions increasingly centralized, the sciences need a voice at the provost's table • The departments of SNSM have a unified narrative, while those of CAS do not: the seven SNSM departments all address fundamental questions in science, they all depend on external grant funding for much of their research, they have similar publication models, they all have significant undergraduate and graduate programs, and they all teach substantial numbers of service or General-Education courses (<i>one should not compare numbers of publications or dollars of grants between departments in SNSM; nonetheless, we all understand each other's publication and grant-funding models.</i>) • The provost has stated that his top funding priorities are (in order) medicine, engineering, SNSM, and marine science. A dean of sciences reporting directly to the provost will be able to implement his vision • The elimination of separate school and college committees for T&P and undergraduate and graduate curricula would streamline unnecessarily cumbersome processes and save hundreds of hours of faculty time annually. • If USF's aspiration is to be AAU, having strong departments of Natural Science and Mathematics is imperative. Out of the 34 public AAU universities, the average number of Deans representing Arts and Sciences is 2.8, while at USF it is 1. Which indicates the majority of public AAU universities have separate Deans representing Sciences and Mathematics. • For USF to reach AAU status, strength of the sciences and STEM programs have to be enhanced significantly. That requires special attention to SNSM departments and a seat at the table when critical decisions and resource allocations are made. • Success of a program in general is tied to "having a critical mass, yet manageable in size". That makes strategic planning and implementation more effective. Currently CAS manages 620 faculty members. After the proposed merger with the regional campuses, this number may reach 720. In comparison, COE manages only 167 faculty. Among the 7 departments, SNSM has the critical mass needed for success. <ul style="list-style-type: none"> • Being diluted among 720 faculty in CAS, SNSM departments do not receive the attention and focus that is needed for continuous growth and success. 	<p><u>Bulleted list:</u></p> <ul style="list-style-type: none"> • To maintain the critical mass of faculty needed to be a strong college that could compete with other colleges such as COE and College of Health, it is imperative that all 7 departments of the current SNSM stay together in a new College of NSM. This coalition is also very important to student success in the STEM fields. • The Task Force on University Merger has just reported that they are considering the request by the regional Chancellors for local autonomy. If IB and Geoscience decide to merge with Marine Science in St. Pete campus to make a separate College, in the future they may have to answer to the regional Chancellor in St. Pete instead to USF Tampa. This will create hardship for both faculty and students in these programs. • CAS delivers certain central services, including business support, communication, and development, that a smaller college would find hard to duplicate. Counterargument: (a) while for small departments, CAS-BSS has been useful, for all the SNSM departments, it has merely introduced an unnecessary layer of bureaucracy. We'd prefer to return BSS personnel to our departments. (b) The central communication and development offices can handle our needs. • Faculty governance could be challenging if there isn't sufficient representation from programs/departments from USFSP and USFSM. The specific needs of smaller campuses could be down weighed at the college level if they are in the minority. • Unique programs and missions at SP and SM campuses could be minimized because they have fewer faculty, smaller student populations, and fewer representatives on faculty governance at the college level • practical communication constraints - college meeting attendance will be a challenge if routinely held on the Tampa campus. Call-in, or Skype is not a good substitute for face-to-face dialogue. • Dean leadership could be less effective for the smaller campuses, which have unique needs and mission statements, and local community outreach could be affected. • Potentially greater challenge for a centralized dean to be informed of needs of the smaller campuses • How often would the dean interact directly with college faculty at the smaller campuses? • Dean might need to schedule dedicated days to USFSP and USFSM as well as to Tampa to be effective, informed, and responsive to community needs. • Adding more administrators

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<u>Pros</u>	<u>Cons</u>
<p><u>Bulleted list:</u></p> <ul style="list-style-type: none"> • University annual research funding ~\$560M CAS annual research funding ~\$20M, 22 departments COE annual research funding ~\$25-30M, 7 departments Most of the CAS research funding is attached to the 7 departments in SNSM. However, the resources allocated to other smaller and more focused colleges (Example, COE) as faculty lines, startup funding, personnel and research infrastructure, are disproportionately higher. These Colleges and the consulting departments are well represented with focused goals and strategic plans at the Provost, President, and Board of Trustees level. Having to manage needs of 22 departments in CAS makes it difficult for effective strategic planning and making investments that are required to strengthen sciences to make them Nationally competitive. • Provides a hierarchy that understands science, scientific time, start-ups, required infrastructure (appropriate culture of thought). • The lion share of the budget and infrastructure from CAS would move to the new college as SNSM currently does the most ordering, needs the start-up funds, is STEM teaching (the current big push), and Associate Deans are science based or oriented. • We have a representative at the Deans Table • Science is the #1 priority • F&A disseminated appropriately and used by those generating it. • Possibly stronger ties with Med School and more of a priority for Central Administration • Easier to impose cultural changes and infrastructure needs with a Dean and Assoc. Deans focused on fewer departments that are science-centric. • The seven departments of SNSM have complementary strengths, with some (like Math and Psychology) generating more SCH, others bringing in more grant dollars, and still others (e.g., the BMS program) generating more graduates. • Given the centralization of decision-making, the sciences need their own dean. It will be easier for the provost to address the imbalance over the last dozen years between the contributions of SNSM and its faculty strength than for the dean of the current CAS. 	<p><u>Bulleted list:</u></p> <ul style="list-style-type: none"> • Any College reorganization now is poorly timed particularly considering the demands of consolidation, and the impending arrival of new leadership at USF Tampa. • Multiple Colleges add administrative expenses (new Assoc. Deans, etc.) • CAS advisors do a remarkable job of keeping students on track and working within and across departments to insure access to courses and timely graduation. How will that be accomplished in the new structure? This reorganization has the potential to negatively impact STUDENT SUCCESS, which we must avoid. • There is no evidence that having more deans is better for our programs in terms of influence with upper administration. The only empirical rationale for splitting CAS that I have heard is that the Colleges should be of similar size. Below, in large font, is the language from the Huron Power Pt presentation that outlines the process for arriving at the diagrams showing the draft reorganized College structure (the now famous pg. 58). Note that the Huron staff did not come up with these structures de novo, they were proposed in conjunction with discussion with USF personnel. I am pointing this out because the Huron recommendations seem to have carried a lot of weight in this process, and are erroneously perceived by many as independent recommendations. • If Geosciences splits again, with Geography and Environmental Policy moving to the new environmental college, those geologists who remain with the College of Natural Sciences and Mathematics might be cut off from legislative funding initiatives focused on the environment. The same would go for IB if it stays in CNSM. • Within the current CAS structure, SNSM faculty who use social-science techniques (some of Psychology, half of Geosciences, a few people in Chemistry) can elect to go through T&P under School of Social Science criteria. This might be more difficult in a College of Natural Sciences and Mathematics. • In principle, a dean of CAS could, as their contributions to SCH have shrunk, redirect resources from the humanities and social sciences to the sciences, and this dean has done some of that. However, his efforts are not reflected in faculty strength. (The numbers are even worse if we include instructors and other non-tenure-line faculty.) See previous arguments about centralization of decision-making.

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Pros	Cons
<p><u>Bulleted list:</u></p> <ul style="list-style-type: none"> • While SNSM faculty can and do collaborate with people in other colleges, most of our collaborations are between departments in SNSM. We have relatively fewer research collaborations with the other schools in CAS. • The College of Natural Sciences and Mathematics should inherit half of CAS's administrative (dean's-office) budget, but the SNSM departments believe that we can replace CAS-BSS more efficiently, freeing resources. There are other peripheral roles in the current dean's office whose reduction would also make more resources available for our research and teaching missions. • Four of the seven SNSM departments have clinical or professional graduate programs. Six collaborate with Moffitt. • The College of Natural Sciences & Mathematics will be smaller, and all related science fields will be together. Because of the common nature and smaller size, it will be much easier and efficient to make college-level strategies, decisions, promotions for all departments. It will also enhance the collaboration between the departments. • Greater opportunity for collaboration across USF campuses for course development and delivery, especially in interdisciplinary initiatives • Greater potential for research collaboration among science faculty • Greater opportunity for unified representation of science programs that are currently under larger college structure • NSM College will have greater familiarity with research issues pertaining to science and math • More understanding (like-minded) administration; more appreciation of the ratio of TAs to students • CAS has gotten too big and it is time for splitting us into a College of Natural Sciences and Mathematics • Budget allocation towards building the research mission • A more uniform college in terms of disciplines and focus areas • The current SNSM structure has provided a framework for communication and collaboration among the chairs, which is likely to continue under a College structure. 	<p><u>Bulleted list:</u></p> <p>Responses specific to USFSM programs as a school w/in CoNSM:</p> <ul style="list-style-type: none"> • Scheduling courses will require collaboration to ensure student access to USFSM-specific and Tampa programs. • Budgetary authority will need to be established. • Faculty reporting structure will need to be resolved. • Unique programs likely to be small, esp. at first. <p>Responses specific to USFSM faculty assuming we dissolve into disciplines:</p> <ul style="list-style-type: none"> • If research is not adequately supported by chairs/dean and considerations made within the P&T process for resource limitations, USFSM may return to a campus with primarily visiting appointments which could threaten PBF/pre-eminence criteria such as graduation rate; progress rate. • Support (e.g., lab space; samples) for graduate students mentored by USFSM faculty will be needed on the Tampa campus until USFSM can support independent programs. • Access to research opportunities for undergraduates may be reduced as faculty focus efforts on Tampa-based graduate students. • USFSM based enrollment may reduce if students are unable to complete entire degree on USFSM campus.

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Pros

Bulleled list:

Responses specific to USFSM programs as a school w/in CoNSM:

- Ability to provide both a program unique to USFSM and a pathway to USF-based degree programs via shared courses
- Provide disciplinary connections with departments in Tampa while maintaining a unique identity at USFSM through an interdisciplinary approach to teaching and research.
- Maintain some degree of autonomy in regards to hiring faculty & possibly P&T criteria.

Responses specific to USFSM faculty assuming we dissolve into disciplines:

- Greater access to resources currently available on the Tampa campus
- Access to start-up funds (USFSM faculty receive little or no start-up depending on the discipline)
- Access to Ph.D. students

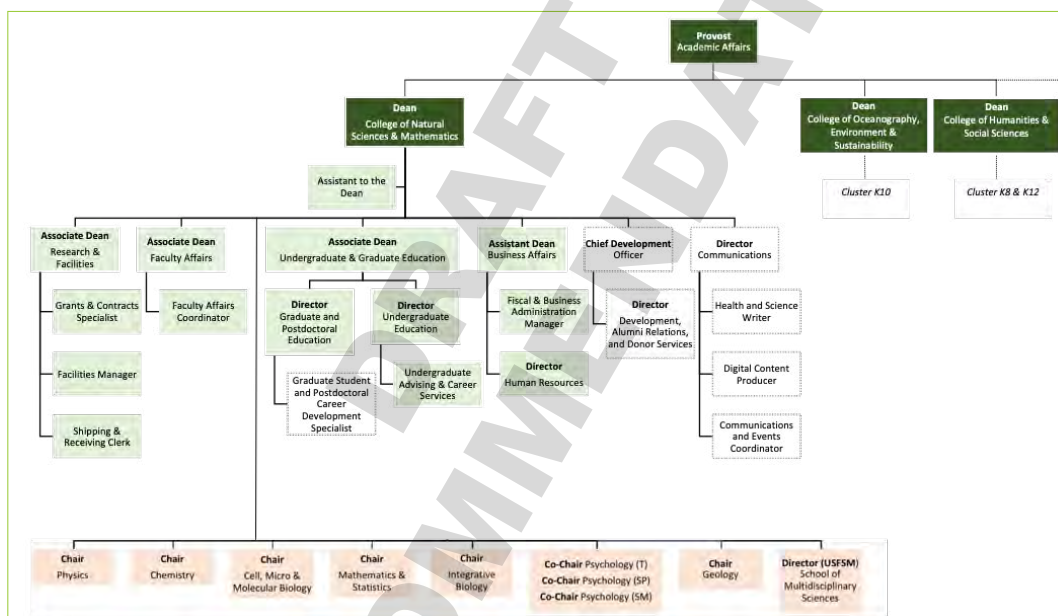
DRAFT RECOMMENDATIONS

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6. What is the proposed academic leadership (and reporting) structure for the Natural Sciences & Mathematics in a Consolidated USF (and by campus)? (Optional: If you would like to provide an organizational chart, either print ready or legibly drawn, please upload it to your cluster’s Box folder following the instructions on Page 1.)

- *The College of Natural Sciences & Mathematics would be led by a Dean and be supported by three Associate Deans (Research & Facilities, Faculty Affairs, Undergraduate & Graduate Education) as well as an Assistant Dean for Business Affairs. Offices for Development and for Communication are also proposed. In this model, the Assoc. and Assist. Deans as well as the Department Chairs report to the Dean who reports to the Provost. The requirement of the proposed Offices and their sizes will depend on the size of the college. Geosciences and USFSP Biological Sciences are not shown as departments/schools as they have clearly indicated that they will join a College of Oceanography, Environment & Sustainability. If Integrative Biology (T) and Psychology (T) also move to other new colleges, a different leadership structure may be more effective.*



- *In an alternative proposal, the Deans of the Colleges of Natural Sciences & Mathematics and Humanities & Social Sciences would report to an Executive Dean of a College of Arts & Sciences (see #11 for additional details). In a different version of the Executive Dean model (used by some University of California Colleges), various business services are centralized for the two (or three) Colleges that emerge from CAS under an Executive Dean position, but the College Deans either rotate into the task or meet (once-monthly) to administer*

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shared services. This model would have the advantage of keeping shareable services centralized without adding another high-ranking administrator. (see #11 for additional details)

- *Finally, the idea of a College of STEM (Natural Sciences, Mathematics & Engineering) was discussed and team members explored this idea with the Dean of the College of Engineering (see #11 for additional details).*
- *Overall, the cluster team agreed that there was not enough information (budget, number of administrative positions, number of departments that will be part of a College of Natural Sciences & Mathematics, other colleges being formed at USF) and not enough time to thoroughly explore effective leadership and reporting structures within and outside of USF to identify the best suited for Natural Sciences & Mathematics, and to discuss these proposals with the leadership and faculty of NSM departments.*

7. 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.). (Optional: If you would like to provide an organizational chart, either print ready or legibly drawn, please upload it to your cluster’s Box folder following the instructions on Page 1.)

We propose that the following committees and councils be established in a College of Natural Sciences & Mathematics with representatives from each campus where NSM has a presence.

Faculty Governance
Faculty Council
Tenure and Promotion Committee
Instructors Promotion Committee
Undergraduate Curriculum and Affairs Committee
Graduate Curriculum and Affairs Committee
Grievances Committee
Strategic Planning (and Advisory Budget Allocation) Committee
Research Facilities (Shared facilities and computation) Committee

8. What are the distinctive strengths within the unit, by campus, and how will they be preserved? (Bulleted lists and tables are acceptable.)

SNSM at USF-Tampa

- *As currently constituted, SNSM generates 14.8% of all external grant funding in Tampa Academic Affairs: for FY18, SNSM funded expenditures were \$17,688,280.*

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- *SNSM generates 26.6% of Tampa Academic-Affairs SCH (SNSM SCH for AY18 = 247,259). This is more than twice as much as the College of Engineering.*
- *Five SNSM departments (Chemistry, CMMB, IB, Physics, and Mathematics) cooperatively teach the 3000 Biomedical-Sciences (BMS) majors. In AY18, 635 students graduated with the BMS degree, making it the second most popular major on the Tampa campus, right behind HLS (which was originally developed in the Department of Cell, Micro & Molecular Biology). The third most popular major in AY18 was PSY, taught in the psychology department in SNSM. If we include the other two campuses, this major is even more popular.*
- *SNSM departments with clinical degree programs include CMMB (cancer biology Ph.D.), Physics (medical-physics Ph.D. concentration), Chemistry (medical technology undergraduate), and Psychology*
- *Synergies –*
 - *external funding is important for all seven departments;*
 - *funded collaborations common among the SNSM departments;*
 - *GenEd or service courses important for all seven departments;*
 - *unique biology degree dependent on IB and CMMB departments -- preserved by keeping IB and CMMB in unit;*
 - *pre-med degree taught jointly by Chemistry, CMMB, IB, and Physics--preserved by keeping departments in same college*
- *Continued research and student success in Natural Sciences & Mathematics will require continued investment in faculty hires and retention, research infrastructure and space.*
- *Based on the above, Natural Sciences & Mathematics:*
 - *is a key factor in the process of maintaining Preeminence status in the State of Florida as well as advancing the University of South Florida to AAU level.*
 - *provides innovative and cutting-edge programs and initiatives of excellence in education, research, and professional and community service. Each department brings unique, but complementary strengths to the unit. At the same time, they have similar expectations in terms of their functions at USF.*
 - *is an excellent platform to foster interdisciplinary collaborations, undergraduate and graduate degrees, and scientific initiatives in terms of creating a unified vision for enhancing the visibility of the natural sciences at USF nationally and internationally.*
 - *will be instrumental in forming research themes and interdisciplinary thrusts to be able to answer emerging national and political trends for scientific development.*
 - *can provide its faculty with clearer expectations for faculty excellence and contributions in terms of research, teaching, and outreach.*
 - *can deliver a diverse, but focused on the natural sciences, strategic plan to USF Administration.*

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- *USF-St. Petersburg*
- *The Department of Biological Sciences offers the MS in Conservation Biology, which is unique to the USFSP campus. The department also enrolls over 700 biology majors.*
- *A new B.S. program in Computational & Applied Mathematics, which is unique to the USFSP campus, has been approved and will start this fall.*
- *The Strengths of the Department of Psychology include:*
 - *Research activity among tenure or tenure earning faculty members is high, particularly considering limited resources available at USFSP*
 - *Large undergraduate program (approximately 500 majors)*
 - *syh Stats requirement prepares students for core requirements (RM and T&M or EDA)*
 - *Diversity requirement*
 - *Large number of SCH for CAS*
 - *Successful Experimental MA program*
 - *Enroll 10-15 students per year*
 - *2-year graduation rate is high*
 - *Growing internship program*
 - *Internship supervision course for undergraduate and graduate students*
 - *Internship supervisor works closely with CAS internship coordinator to oversee student placements*

USF-Sarasota-Manatee

- *The strength of the unit on the USFSM campus is the unique multidisciplinary approach. This is captured in the collaborations USFSM faculty have across specialty areas and with faculty outside of the unit. Based on existing differences between degrees using the same CIP code and to further emphasize the uniqueness of the program, the USFSM unit faculty and Dean, with the support of the Regional Chancellor and Vice-Chancellor, have proposed using a new CIP code and renaming the two primary programs, i.e., Biology; Psychology, currently offered on the USFSM campus to Multidisciplinary Natural Science; Multidisciplinary Behavioral Science, respectively. In addition to maintaining uniqueness, it is believed that this would increase USFSM-based contributions to preeminence and performance-based funding metrics by better ensuring retention and graduation rates.*
- *Importantly, these programs would utilize some of the courses within the Tampa-based Biology and Psychology programs. As such, USFSM faculty would continue to teach courses that support students interested in pursuing these Tampa-based degrees and advisors would work with these students to ensure they know which courses are offered at USFSM and which would need to be completed online or in Tampa.*

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- *Additionally, the unique aspects of the existing USFSM Biology program are:*
 - *Integrated courses (e.g., chemistry courses focus on applications within biology)*
 - *Collaboration with and lab courses offered at Mote Marine lab*
 - *Unique faculty research programs*
 - *Faculty mentorship of undergraduate research; including via the Honors Program, with students presenting at regional and national conferences*
- *Further, the unique aspects of the existing USFSM Psychology program are:*
 - *A focus on writing across the curriculum resulting in a reflective portfolio of at least six papers.*
 - *Strong assessment of student learning outcomes*
 - *Faculty mentorship of undergraduate research; including via the Honors Program with students presenting at regional and national conferences*
 - *Unique faculty research programs; including interdisciplinary collaborations across specialty areas and outside of the program & college*
 - *Integration of research into courses (e.g., Tests and Measures; Design and Analysis) resulting in poster presentations and journal articles*

9. Identify any accredited programs and explain the process/timeline for [re]accreditation of programs in the unit under Consolidation. (Bulleed lists and tables are acceptable.)

USFT

Department of Psychology:

Graduate programs in Psychology are accredited by APA (American Psychology Association) and PCSAS (Psychological Clinical Science Accreditation System). The programs will not be affected by consolidation.

Department of Chemistry:

Degree programs in Chemistry are approved by the ACS (American Chemical Society). The programs will not be affected by consolidation.

Department of Physics:

PhD Program in Applied Physics with Emphasis in Medical Physics is accredited by CAMPEP (Commission on the Accreditation of Medical Physics Education Progress). The program will not be affected by consolidation.

USFSM

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No USFSM programs have accreditation beyond the university-wide SACS accreditation. However, to maintain SACS accreditation, the USFSM Psychology program is currently completing a self-study/program review (AY 2018-2019) and the Biology program is scheduled to complete the program review in AY 2020-2021.

USFSP

No USFSP programs in Natural Sciences & Mathematics have accreditation beyond the university-wide SACS accreditation.

10. 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? (Bulleted lists and tables are acceptable.)

Creation of a College of Natural Sciences and Mathematics (CNSM) is seen by many faculty members as potentially providing leadership to give voice to the perspectives of natural sciences and mathematics faculty in our university. It is not a given that this additional voice will create further support for the natural sciences and mathematics among university administrators. Instead, some faculty members think the creation of the CNSM may create new barriers to much needed, university-wide solutions regarding start-up expenses for new faculty in the sciences, reinvestment of indirect grant costs into the sciences, and to increased STEM student success. These faculty members hold the view that the CNSM will create siloes at USF, isolate the natural sciences, and will ultimately be detrimental to students and faculty.

Specific risks identified and discussed by our cluster team members include:

- *Research in several Schools and Departments currently in SNSM does not align with the CNSM model. These units include: (a) Psychology, which has some faculty members in Tampa, as well as those in St. Pete and Sarasota, who are more closely aligned with the social sciences; (b) Geosciences, which formed a few years ago to specifically bridge the natural and social sciences, and which is likely either to go to another College or dissolve into its original units; and (c) Integrative Biology, which may be a better fit with a College of the Environment (CoE) of similar unit. Thus, some cluster members felt that rather than uniting the natural sciences at USF, the formation of a CNSM and a CoE may actually lead to divisions that could adversely impact research success and preeminence metrics.*
- *Academic programs on the St. Pete campus, including the Conservation Biology MS program and the high-enrollment Biology B.S. program, are not likely to be part of the CNSM. This means that a key goal of consolidation is unlikely to be met with the proposed structure of CNSM. This alignment suggests students who wish to move in the biology major between campuses may have difficulty, adversely impacting student success and potentially lowering graduation rate.*
- *Loss of commonality in academic advising may hamper student success. Advising within the CAS is a demonstrable success and directly contributes to preeminence metrics. It is a risk to student success to*

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disperse academic advising among smaller units, which likely will lead to inconsistency in advising and may lower graduation rate. Some cluster team members think that this is a risk that could be lessened by implementing the successful CAS advising principles at the colleges and ensuring regular exchange between advisors to maintain alignment of advising principles and strategies.

- *The proposed model for CNSM administration, and those of other newly created colleges, may start lean, but is likely to grow as additional demands are placed on the college administration. This administrative overhead represents a substantial expense, with potential for duplication of administrative activities, such as business services and development, many times across the university. This investment in administration will hinder, rather than help, our need to increase the faculty-student ratio unless additional investments in faculty hires are made. Nor will formation of the CNSM in itself help our research productivity unless more resources are distributed to CNSM than are currently to SNSM in CAS. Creation of additional administrative positions is a significant risk if it comes at the expense of faculty positions.*

Given these risks, some members of the NSM cluster team, as well as some SNSM Chairs, feel it is unlikely that a CNSM will contribute in a significant way to enhanced student success, research success, or preeminence. Rather, these faculty members feel there are significant downsides to the proposed college, which may dilute and diminish our efforts.

USFSM

The primary risks to preeminence and PBF are thought to be 4-year graduation and retention rates. A brief overview of how USFSM contributes to and may be able to mitigate these is below.

- *Student Preparedness. USFSM just graduated their first 4-year class and it is unlikely those students would have met the higher admission requirements in place today. Thus, the 4-year graduation rate should improve over time as better prepared students graduate “on time” and the retention rate should improve rapidly as well.*
- *Course offerings. Currently students have limited options regarding when to take courses in-person at USFSM. Consolidation should allow greater flexibility through allowing alternative course locations and online courses offered on other campus previously not available to students.*
- *Novel Programs. As a means of mitigating the risks, USFSM CSM has suggested offering two novel programs: Multidisciplinary Natural Science; Multidisciplinary Behavioral Science. These programs will have fewer and/or more flexible requirements (e.g., prerequisites) that would ensure location-bound students (i.e., students who can’t drive to St. Pete or Tampa) who prefer in-person courses would be able to complete a rigorous course of study within a 4-year period. Additionally, the flexibility built into the degree would likely increase retention as students would be more likely to be able to take the courses that are offered in a given semester that fits with their schedule rather than have to wait for specific courses to be offered.*

These are risk to PBF/preeminence metrics associated with USFSM regardless of the college structure. However, if

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any of college structures would limit the investment in the Sarasota-Manatee campus in terms of course offerings or the quality of faculty, then it could create increased risk that 4-year graduation and retention numbers from the Sarasota-Manatee campus would drop. To provide historical context, prior to separate accreditation, many programs primarily hired visiting instructors/professors to teach on the Sarasota campus. In addition, there was limited research investment resulting in tenure-track faculty failing to meet T&P standards - part of the reason visiting lines were common. Should this scenario occur again, it may also threaten employment and continuing education numbers as students would have fewer opportunities to develop skills that prepare them for graduate education, in addition to graduation and retention rates.

USFSP:

Several risks to graduation rates and freshmen retention in the Natural Sciences & Mathematics were identified:

- *USFSP serves many transfer students, some of whom have changed their majors several times. They've accumulated credits that don't satisfy degree requirements. This problem could be mitigated by restricting transfer students to those who have a sufficient number of remaining credits to complete USF program requirements without accumulating excess hours.*
- *USFSP in the past has accepted science students who received D, W, or F grades in science courses in Tampa, so were no longer eligible for completing science majors on the Tampa campus. In the future, students who have D, W, F grades from Tampa and are no longer eligible as science majors should not be admitted as science majors at USFSP: cross-campus policies need to be consistent*
- *Math and Chemistry prerequisite courses are a challenge for some science majors in USFSP programs, which could be mitigated by an increase in peer mentoring, tutoring, and lab sections to improve student success in prerequisite math and chemistry courses. This is already being implemented in the USFSP Math program. Higher University admission requirements for the USFSP campus are also being implemented.*
- *Many USFSP students shift to part-time enrollment because of greater financial needs in USFSP's student population. Increased OPS student employment opportunities might help students remain on campus where they will have access to campus resources and retain focus on their studies*

11. Other items as approved by the Cluster Leader. (Bulleted lists and tables are acceptable.)

The cluster team discussed alternative models to a CNSM in some detail.

- *One proposed model is to create an Executive Dean for CAS and another Executive Dean for environmental/ocean sciences (EOS) who would span the Tampa and St. Pete campuses. The purpose of the executive dean structure is to create parallelism with structure of the business colleges - three separate Colleges on three campuses under one executive dean. This may have the advantage of lack of duplication of areas like development, shared business services, undergraduate affairs and advising. This proposed model creates a balance of three colleges among the three executive deans in CAS, EOS and BUS. This model can maintain*

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stability of most major academic structures that currently exist, with minimal adverse impact on preeminence metrics associated with student success and research.

- *However, other cluster team members and SNSM faculty think that if the need arises that certain tasks are to be shared by multiple colleges and an Executive Dean position is included in the college leadership structure, a model could be used where the Dean of the College of Natural Sciences & Mathematics and the Deans of the Colleges of Humanities and Social Sciences either rotate into the Executive Dean position, or meet regularly to administer the shared tasks. In this model, the current CAS schools would become colleges whose Deans report directly to the Provost; this has the advantage of maintaining existing structures and avoids duplication of business tasks that could be shared by the new colleges, thus saving administrative positions.*
- *A second proposed model is to create a College of Science and Engineering (or STEM College) that could include colleges of engineering, natural sciences and mathematics, and college of the environment under an Executive Dean. As in the executive dean models above, this approach avoids duplication of development, shared business services, undergraduate affairs and advising, while facilitating academic independence and innovation among the colleges. A distinct advantage of this model is that departments and disciplines that are dependent on start-up, instrumentation and infrastructure, and have similar metrics of success are unified in a single unit. STEM student success is potentially greatly enhanced in this structure, as it facilitates the movement of students from engineering to natural sciences and vice versa. This approach destroys a silo that currently exists on campus, separating engineering from the sciences. In such a unit, research clusters that are truly trans-disciplinary might flourish. In this model, all current SNSM departments/schools and the USFSP and USFSM biology and psychology departments would stay in the STEM College since all are designated STEM disciplines.*

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Now, Near, Far Action Items

Action Item (Assigned Task)	Timing (Now, Near, Far)	Timeline Start Date	Timeline End Date	Resources Needed (Y/N)	If Yes, Provide Comment(s)
<i>Workgroup 1: Future home of Geosciences</i>	Near				
<i>Workgroup 2: Future home of Integrative Biology and USFSP Biological Sciences</i>	Near				
<i>Workgroup 3: Future home of Psychology</i>	Near				
<i>Workgroup 4: Organizational structure of Sciences at USFSM (School of Multidisciplinary Sciences)</i>	Near				
<i>Resolve CIP code 26.0101 (Biology) duplication for B.S. degree program between Integrative Biology (T), CMMB (T), USFSP, USFSM,</i>	Near				
<i>Resolve CIP code 26.0101 (Biology) duplication for M.S. degree program between Integrative Biology (T) and CMMB (T)</i>	Near				

DRAFT RECOMMENDATIONS

APPENDIX D // Consolidation Teams and Clusters Report

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CLUSTER K₁₂: SOCIAL SCIENCES

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RECOMMENDATIONS**

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Cluster 12: Social Sciences

1. What programs (CIP codes), departments and/or schools will be academically “housed” in the unit?

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
CIP Code	CIP Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFSP Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K12?	In what department or school should this program be located?	K12 Comments
01.0104	Environmental Science	B.S.	B.S.		Environmental Science and Policy			Environmental Policy Environmental Science Environmental Sustainability	Yes			STEM			
04.0104	Environmental Science		M.A./M.S.		Environmental Science and Policy							STEM			
04.0201	Architecture	M.Arch.			Architecture							STEM			
04.0301	City / Urban, Community and Regional Planning	M.U.R.P.			Urban and Regional Planning								Yes	School of Public Affairs	Home campus - Tampa
04.0401	Environmental Design / Architecture	M.U.C.D.			Urban and Community Design							STEM			
05.0107	Latin American Studies	M.A.			Latin American, Caribbean and Latino Studies							GLOBAL			
05.0201	African American / Black Studies	B.A.			African Studies							GLOBAL	Yes	School of Interdisciplinary Global Studies	Home campus - Tampa
05.0207	Women's Studies	B.A.			Women's and Gender Studies								Yes	Women's and Gender Studies - Tampa	Home campus - Tampa
05.0207	Women's Studies	M.A.			Women's and Gender Studies								Yes	Women's and Gender Studies - Tampa	Home campus - Tampa
09.0101	Speech Communication and Rhetoric	B.A.			Communication							GAP ANALYSIS	Yes	Communication - USF Tampa	Communication - USF Tampa
09.0101	Speech Communication and Rhetoric	M.A.			Communication							GAP ANALYSIS	Yes	Communication - USF Tampa	Communication - USF Tampa
09.0101	Speech Communication and Rhetoric	Ph.D.			Communication							GAP ANALYSIS	Yes	Communication - USF Tampa	Communication - USF Tampa
09.0101	Mass Communication / Media Studies	B.A.	B.A.		Mass Communications	Journalism News Editorial Journalism Magazine Broadcast News Broadcast Program and Production	Yes	Journalism & Media Studies	Yes			Yes	USFSP has a unique journalism and mass communications department within OAS USFSP and Tampa has Zimmerman school of Mass Communication	Tampa has Zimmerman school of Mass Communication for Tampa programs and USFSP has Journalism and Digital Communications for USFSP programs	
09.0101	Mass Communication / Media Studies	M.A.			Mass Communications	Media Studies Multimedia Journalism Strategic Communication Management	Yes					Yes	Zimmerman school of Mass Communication	Home Campus - Tampa	
09.0401	Journalism	M.A.			Journalism and Media Studies							Yes	Journalism and Digital Communications	Home campus - St. Petersburg	
09.0409	Journalism, Other	M.A.			Digital Journalism and Design							Yes	Journalism and Digital Communications	Home campus - St. Petersburg	
09.0900	Public Relations, Advertising, and Applied Communication	B.S.			Integrated Public Relations and Advertising							GAP ANALYSIS	Yes	Zimmerman school of Mass Communication	Partnership between Zimmerman school of mass communication and Muma CDB
09.0901	Advertising	M.S.			Advertising							Yes	Zimmerman school of Mass Communication	Partnership between Zimmerman school of mass communication and Muma CDB	
11.0101	Computer and Information Sciences, General	B.S.C.S.			Computer Science							STEM			
11.0105	Information Technology	B.S.			Information Studies	Data Science and Analytics Health Informatics Information Security Information Science and Technology	Yes					STEM	Yes	School of Information	School of Information
11.0101	Information Technology	B.S.I.T.			Information Technology							STEM			
11.0101	Information Technology		B.S.		Cyber Security							STEM			
11.0101	Information Technology	M.S.I.T.			Information Technology							STEM			
11.0401	Information Science / Studies	M.S.			Intelligence Studies	Cyber Intelligence Strategic Intelligence	Yes					STEM	Yes	School of Information	Home campus - Tampa
11.0501	Computer Systems Analysis / Analyst	M.S.			Business Analytics and Information Systems	Analytics and Business Intelligence Information Assurance	No					STEM			
11.0701	Computer Science	M.S.C.S.			Computer Science							STEM			
11.1001	Computer and Information Systems Security/Information Assurance	B.S.			Cybersecurity							STEM			
13.0101	Education, General			M.A.	Education, General							Online Teaching and Learning	Yes	EDUCATION	
13.0301	Curriculum and Instruction	M.Ed.			Curriculum and Instruction	Secondary Education: Biology Secondary Education: Chemistry Secondary Education: English Secondary Education: Foreign Language Secondary Education: Mathematics Measurement and Evaluation Early Childhood Education Secondary Education: Physics College Student Affairs Secondary Education: Social Science Educational Studies Secondary Education: TESOL	Yes					EDUCATION			

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A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
OSP Code	OSP Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFSP Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K12?	In what department or school should this program be located?	K12 Comments
13.0301	Curriculum and Instruction	Ed.S.			Curriculum and Instruction	Adult Education Counselor Education Early Childhood Education Elementary Education Higher Ed. Administration Higher Ed. College Teaching Instructional Technology Interdisciplinary Education Mathematics Education Measurement and Evaluation Reading and Language Arts Education Science Education Special Education School Psychology Vocational Education	Yes					EDUCATION			
13.0302	Curriculum and Instruction	Ph.D.			Curriculum and Instruction	Adult Education English Education Elementary Education Counselor Education Higher Ed. Administration Interdisciplinary Education Instructional Technology Mathematics Education Measurement and Evaluation Early Childhood Education Licensure Studies Science Education Special Education Social Science Education Career and Workforce Education Educational Psychology Teacher Education	Yes					EDUCATION			
13.0303	Curriculum and Instruction	Ed.D.			Educational Program Development	Administration of Special Education Adult Education Educational Innovation Elementary Education Vocational Education	Yes					EDUCATION			
13.0401	Educational Leadership and Administration, General	M.Ed.	M.Ed.	M.Ed.	Educational Leadership					Curriculum Leadership Non-Public or Charter School Leadership K-12 Public School Leadership	Yes				
13.0402	Educational Leadership and Administration, General	Ed.S.			Educational Leadership										
13.0403	Educational Leadership and Administration, General	Ph.D.			Educational Leadership										
13.0501	Educational / Instructional Technology				Learning Design and Technology	Cybersecurity Education Big Data and Learning Analytics E-Learning Design and Development Game-Based Learning and Analytics	No					STEM			
13.1001	Special Education and Teaching, General	B.A. / B.S.			Exceptional Student Education with ESOL & Reading Endorsement							EDUCATION			
13.1002	Special Education and Teaching, General	M.A. / M.A.T.	M.A. / M.A.T.		Exceptional Student Education							EDUCATION			
13.1004	Education / Teaching of the Gifted and Talented	M.A.			Special Education, Gifted							EDUCATION			
13.1011	Education / Teaching of Individuals with Autism	M.A.			Autism Spectrum Disorder & Severe Intellectual Disabilities							EDUCATION			
13.1101	Counselor Education / School Counseling and Guidance Services	M.A.			Counselor Education	Career Counseling Clinical Mental Health Counseling School Counseling	Yes					EDUCATION			
13.1201	Adult and Continuing Education and Teaching	M.A.			Adult Education	Human Resources Development	Yes					EDUCATION			
13.1202	Elementary Education and Teaching			B.A.	Interdisciplinary Education							EDUCATION			
13.1203	Elementary Education and Teaching	B.S.		B.A. / B.S.	Elementary Education							EDUCATION			
13.1204	Elementary Education and Teaching	M.A.	M.A.	M.A.	Elementary Education	Early Childhood Elementary Curriculum Language Arts Science and Mathematics	Yes	Science and Mathematics	No			EDUCATION			
13.1205	Elementary Education and Teaching	M.A.T.		M.A.T.	Elementary Education	USFSM Title Teaching, Elementary Education						EDUCATION			
13.1206	Junior High / Intermediate / Middle School Education and Teaching			M.S.	Teaching of Middle Grades STEM							EDUCATION			
13.1207	Teacher Education - Multiple Levels			B.S.	Education							EDUCATION			
13.1208	Teacher Education - Multiple Levels			B.S.	Educational Studies							EDUCATION			
13.1301	Early Childhood Education and Teaching	B.S.			Early Childhood Education: Pre-K/Kindergarten / Primary							EDUCATION			
13.1302	English / Language Arts Teacher Education	B.S.			English Education with ESOL Endorsement							EDUCATION			
13.1303	English / Language Arts Teacher Education	M.A.T.	M.A.	M.A.	English Education							EDUCATION			

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OP Code	OP Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFSP Conc Req'd	USFSM Concentration Name	USFM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K12?	In what department or school should this program be located?	K12 Comments
1															
54	13.1305	English / Language Arts Teacher Education			M.A.T.	Secondary Education, English Education						EDUCATION			
	13.1306	Foreign Language Teacher Education	M.A.T.		Foreign Language Education	French German Spanish Russian Chinese General Education - with no ESOL Endorsement Italian Japanese Latin	Yes					EDUCATION			
55															
56	13.1311	Mathematics Teacher Education	B.A. / B.S.		Mathematics Education	Middle School Mathematics	No					EDUCATION			
57	13.1312	Mathematics Teacher Education	M.A.		Mathematics Education							EDUCATION			
58	13.1311	Mathematics Teacher Education	M.A.T.		Middle Grades Mathematics (1-5)							EDUCATION			
59	13.1311	Mathematics Teacher Education	M.A.T.		Mathematics Education (6-12)							EDUCATION			
60	13.1312	Music Teacher Education	B.S.		Music Education							EDUCATION			
61	13.1312	Music Teacher Education	M.A.		Music Education							EDUCATION			
62	13.1314	Physical Education Teaching and Coaching	B.A. / B.S.		Physical Education	Exercise Science	No					EDUCATION			
63	13.1315	Reading Teacher Education	M.A.	M.A.	Reading Education							EDUCATION			
64	13.1316	Science Teacher Education / General Science Teacher Education	B.A. / B.S.		Science Education	Biology Education Chemistry Education Physics Education Middle School Science Education	Yes					EDUCATION			
65	13.1316	Science Teacher Education / General Science Teacher Education	M.A.		Science Education							EDUCATION			
66	13.1316	Science Teacher Education / General Science Teacher Education	M.A.T.		Science Education	Earth and Space Science Biology Chemistry Physics	Yes					EDUCATION			
67	13.1317	Social Science Teacher Education	B.S.		Social Science Education							EDUCATION			
68	13.1317	Social Science Teacher Education	M.A.T.		Social Science Education							EDUCATION			
69	13.1320	Trade and Industrial Teacher Education	M.A.		Career and Technical Education							EDUCATION			
70	13.1401	Teaching English as a Second or Foreign Language / ESL Language Instructor	Ph.D.		Technology in Education and Second Language Acquisition							EDUCATION			
71	14.0501	Biomedical Engineering	B.S.		Biomedical Engineering							STEM			
72	14.0501	Biomedical Engineering	M.S.B.E.		Biomedical Engineering	Pharmacy	No					STEM			
73	14.0501	Biomedical Engineering	Ph.D.		Biomedical Engineering							STEM			
74	14.0701	Chemical Engineering	B.S.B.E.		Biomedical Engineering							STEM			
75	14.0701	Chemical Engineering	B.S.C.H.		Chemical Engineering							STEM			
76	14.0701	Chemical Engineering	M.S.C.H.		Chemical Engineering							STEM			
77	14.0701	Chemical Engineering	Ph.D.		Chemical Engineering							STEM			
78	14.0801	Civil Engineering, General	B.S.C.E.		Civil Engineering							STEM			
79	14.0801	Civil Engineering, General	M.C.E.		Civil Engineering	Geotechnical Materials Structures Transportations Water Resources	No					STEM			
80	14.0801	Civil Engineering, General	M.S.C.E.		Civil Engineering	Geotechnical Materials Structures Transportations Water Resources	No					STEM			
81	14.0801	Civil Engineering, General	Ph.D.		Civil Engineering	Engineering for International Development Environmental Engineering Geotechnical Engineering Materials Engineering and Science Structures Engineering Transportation Engineering Water Resources	No					STEM			
82	14.0901	Computer Engineering, General	B.S.C.P.		Computer Engineering							STEM			
83	14.0901	Computer Engineering, General	M.S.C.P.		Computer Engineering							STEM			
84	14.0901	Computer Engineering, General	Ph.D.		Computer Science and Engineering							STEM			
85	14.1001	Electrical and Electronics Engineering	B.S.E.E.		Electrical Engineering							STEM			
86	14.1001	Electrical and Electronics Engineering	M.S.E.E.		Electrical Engineering							STEM			
87	14.1001	Electrical and Electronics Engineering	Ph.D.		Electrical Engineering							STEM			
88	14.1401	Environmental / Environmental Health Engineering	M.S.E.V.		Environmental Engineering	Engineering for International Development	No					STEM			
89	14.1401	Environmental / Environmental Health Engineering	Ph.D.		Environmental Engineering							STEM			

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OP Code	OP Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFSP Conc Req'd	USFSM Concentration Name	USFM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K12?	In what department or school should this program be located?	K12 Comments
1															
90	14.1801	Materials Engineering	M.S.M.S.E.		Materials Science and Engineering							STEM			
91	14.1901	Mechanical Engineering	B.S.M.E.		Mechanical Engineering							STEM			
92	14.1902	Mechanical Engineering	M.S.M.E.		Mechanical Engineering							STEM			
93	14.1901	Mechanical Engineering	Ph.D.		Mechanical Engineering							STEM			
94	14.3501	Industrial Engineering	B.S.I.E.		Industrial Engineering							STEM			
95	14.3501	Industrial Engineering	M.S.I.E.		Industrial Engineering							STEM			
96	14.3501	Industrial Engineering	Ph.D.		Industrial Engineering							STEM			
97	15.1501	Engineering / Industrial Management	M.S.E.M.		Engineering Management							STEM			
98	16.0101	Foreign Languages and Literatures, General	B.A.	B.A.	World Languages and Cultures	Applied Linguistics Chinese Language and Culture Classics East Asian Languages and Cultures French French International Studies and Business German Interdisciplinary Classical Civilizations Italian Russian Spanish Spanish International Studies and Business	Yes	French / Francophone Studies Spanish / Latino Studies French & Spanish Studies	Yes			GLOBAL			
99	16.0102	Linguistics	M.A.		Linguistics: English as a Second Language							GLOBAL			
100	16.0102	Linguistics	M.A.		Linguistics							GLOBAL			
101	16.0102	Linguistics	Ph.D.		Linguistics and Applied Language Studies							GLOBAL			
102	16.0901	French Language and Literature	M.A.		French							GLOBAL			
103	16.0902	Spanish Language and Literature	M.A.		Spanish							GLOBAL			
104	23.0101	English Language and Literature, General	B.A.	B.A.	B.A.	Creative Writing Literary Studies Professional Writing, Rhetoric and Technology	Yes	Literature & Cultural Studies Writing Studies	Yes	British and American Literature	Yes				
105	23.0101	English Language and Literature, General	M.A.		English	Literature Rhetoric and Composition	Yes		Yes						
106	23.0101	English Language and Literature, General	Ph.D.		English	Literature Rhetoric and Composition	Yes		Yes						
107	23.1302	Creative Writing	M.F.A.		Creative Writing	Fiction Drama	No								
108	23.1301	Professional, Technical, Business, and Scientific Writing		B.A.	Professional and Technical Communication										
109	24.0101	Liberal Arts and Sciences / Liberal Studies	M.A.	M.L.A.	Liberal Arts	Africana Studies American Studies Film Studies Humanities Social and Political Thought	Yes	Florida Studies	No				Yes	MLA in Africana Studies only MLA in Africana Studies belongs to School of Interdisciplinary Global Studies	MLA in Africana Studies only MLA in Africana Studies belongs to School of Interdisciplinary Global Studies
110	24.0102	General Studies	B.G.S.	B.A. / B.S.	General Studies	Aging Sciences Architecture Behavioral Healthcare Business Computer Systems Technology Criminal Justice Educational Foundations Environmental Policy Information Studies: Information Architecture Public Administration Public Health Urban Studies Women's and Gender Studies	Yes		Undefined	Yes					
111	24.0102	General Studies	B.S.A.S.	B.S.A.S.	Applied Science	Aging Sciences Behavioral Healthcare Computer Systems Technology Criminal Justice Brief Studies Environmental Policy Information Studies: Information Architecture Public Administration Public Health Urban Studies	Yes		Cyber Security and Information Technology Leadership Studies	Y					
112	24.0103	Humanities / Humanities Studies			Humanities and Cultural Studies	American Studies Film and New Media Studies Humanities									
113	25.0101	Library and Information Science	M.A.		Library and Information Science								Yes	School of Information	Home campus - Tampa
114	26.0101	Biology / Biological Sciences, General		B.S.	B.S.	Biology				Biomaterial Sciences Ecology & Evolution General Biology Marine Biology Plant Biology	Yes		STEM		
115	26.0101	Biology / Biological Sciences, General	B.S.		Cell and Molecular Biology								STEM		
116	26.0101	Biology / Biological Sciences, General	B.S.		Environmental Microbiology								STEM		
117	26.0101	Biology / Biological Sciences, General	B.S.		Environmental Biology								STEM		
118	26.0101	Biology / Biological Sciences, General	B.S.		Integrative Animal Biology								STEM		
119	26.0101	Biology / Biological Sciences, General	B.S.		Marine Biology								STEM		
120	26.0101	Biology / Biological Sciences, General	M.S.		Biology	Cell Biology, Microbiology & Molecular Biology Ecology and Evolution Environmental and Ecological Microbiology Physiology and Morphology	Yes						STEM		

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CIP Code	CIP Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFSP Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K12?	In what department or school should the program be located?	K12 Comments
1															
121	26.0102	Biomedical Sciences, General	B.S.		Biomedical Sciences							STEM			
122	26.0406	Cell / Cellular and Molecular Biology	Ph.D.		Cell and Molecular Biology							STEM			
123	26.0505	Medical Microbiology and Bacteriology	B.S.		Microbiology							STEM			
124	26.0503	Medical Microbiology and Bacteriology	M.S.		Microbiology							STEM			
125	26.0911	Immunology and Cancer Biology	Ph.D.		Cancer Chemical Biology							STEM			
126	26.0911	Oncology and Cancer Biology	Ph.D.		Cancer Immunology and Immunotherapy							STEM			
127	26.0912	Oncology and Cancer Biology	Ph.D.		Cancer Biology							STEM			
128	26.1103	Bioinformatics	M.S./B.C.B.		Bioinformatics and Computational Biology							STEM			
129	26.1201	Biotechnology	M.S./B.		Biotechnology							STEM			
130	26.1302	Conservation Biology	M.S.	M.S.	Conservation Biology							STEM			
131	26.1309	Ecology, Evolution, Systematics and Population Biology, Other	Ph.D.		Integrative Biology	Ecology and Evolution Environmental and Ecological Microbiology Physiology and Morphology	Yes					STEM			
132	26.9999	Biological and Biomedical Sciences, Other	M.S./M.S.		Medical Sciences	Anatomy Aging and Neuroscience Biochemistry & Molecular Biology Clinical and Translational Research Health Science Interdisciplinary Medical Sciences Medical Microbiology and Immunology Molecular Medicine Metabolic and Nutritional Medicine Women's Health	No					STEM			
133	26.9999	Biological and Biomedical Sciences, Other	Ph.D.		Medical Sciences	Ecology, Immunology and Infectious Disease Anatomy Biochemistry & Molecular Biology Clinical and Translational Research Molecular Medicine Microbiology and Immunology Molecular Pharmacology and Physiology Neuroscience Physiology and Biophysics Pharmacology and Therapeutics Pathology and Cell Biology Pathology and Laboratory Medicine	Yes					STEM			
134	27.0101	Mathematics, General	B.A.		Mathematics	Applied / Computational Mathematics General Mathematics Pure Mathematics	Yes					STEM			
135	27.0101	Mathematics, General	M.A.		Mathematics	Pure and Applied	Yes					STEM			
136	27.0104	Mathematics, General	Ph.D.		Mathematics	Pure and Applied	Yes					STEM			
137	27.0204	Computational and Applied Mathematics	B.S.		Mathematics: Computational and Applied							STEM			
138	27.0501	Statistics, General	B.A.		Statistics							STEM			
139	27.0501	Statistics, General	M.A.		Statistics							STEM			
140	30.0101	Biological and Physical Sciences	B.S.		Interdisciplinary Natural Sciences							STEM			
141	30.1101	Gerontology			Aging Sciences							HEALTH			
142	30.1101	Gerontology	M.A.		Gerontology							HEALTH			
143	30.1101	Gerontology	Ph.D.		Aging Studies							HEALTH			
144	30.3301	Sustainability Studies	B.A.		Sustainability Studies							STEM			
145	30.3301	Sustainability Studies	M.A.		Global Sustainability	Climate Change and Sustainability Entrepreneurship Food Sustainability and Security Sustainable Business Sustainable Energy Sustainable Transportation Sustainable Tourism Sustainability Policy Water	Yes					STEM			
146	31.0504	Sport and Fitness Administration / Management	M.S.		Sport and Entertainment Management										
147	31.0506	Kinesiology and Exercise Science	M.S.		Exercise Science	Health and Wellness Strength and Conditioning	Yes					STEM			
148	38.0101	Philosophy	B.A.		Philosophy										
149	38.0101	Philosophy	M.A.		Philosophy	Philosophy and Religion	No								
150	38.0101	Philosophy	Ph.D.		Philosophy	Philosophy and Religion	No								
151	38.0201	Religion / Religious Studies	B.A.		Religious Studies										
152	38.0201	Religion / Religious Studies	M.A.		Religious Studies										
153	40.0501	Chemistry, General	B.A.		Chemistry	Biochemistry / Biotechnology Health Professions	No					STEM			
154	40.0501	Chemistry, General	B.S.		Chemistry							STEM			
155	40.0501	Chemistry, General	M.A. / M.S.		Chemistry							STEM			
156	40.0501	Chemistry, General	Ph.D.		Chemistry							STEM			
157	40.0601	Geology / Earth Science, General	B.A. / B.S.		Geology							STEM			
158	40.0601	Geology / Earth Science, General	M.S.		Geology							STEM			
159	40.0601	Geology / Earth Science, General	Ph.D.		Geology							STEM			

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1	40.0602	Oceanography, Chemical and Physical	M.S.		Marine Science	Biological Oceanography Chemical Oceanography Geological Oceanography Interdisciplinary Marine Resource Assessment Physical Oceanography	Yes					STEM			
160	40.0602	Oceanography, Chemical and Physical	Ph.D.		Marine Science	Biological Oceanography Chemical Oceanography Geological Oceanography Interdisciplinary Marine Resource Assessment Physical Oceanography	Yes					STEM			
161	40.0801	Physics, General	B.A. / B.S.		Physics										
161	40.0801	Physics, General	B.A. / B.S.		Physical Sciences										
164	40.0801	Physics, General	M.S.		Physics	Applied Physics Atomic and Molecular Physics Laser Physics Nuclear Physics Optical Physics Semiconductor Physics Solid State Physics	No					STEM			
164	40.0801	Physics, General	Ph.D.		Applied Physics	Medical Physics	No					STEM			
166	42.0101	Psychology, General	B.A.	B.A.	B.A.	Psychology							Yes	Psychology	If the Psychology Department wishes to join the School of Social Sciences, their degree information is included here.
167	42.0101	Psychology, General	M.A.	M.A.		Clinical Psychology Cognition, Neuroscience & Social Psychology Industrial/Organizational Psychology	Yes						Yes	Psychology	If the Psychology Department wishes to join the School of Social Sciences, their degree information is included here.
167	42.0101	Psychology, General	Ph.D.			Clinical Psychology Cognition, Neuroscience & Social Psychology Industrial/Organizational Psychology	Yes						Yes	Psychology	If the Psychology Department wishes to join the School of Social Sciences, their degree information is included here.
168	42.2801	School Psychology	M.A.			School Psychology									
170	42.2801	School Psychology	Ph.D.			School Psychology									
171	42.2814	Applied Behavior Analysis	M.A. / M.S.			Applied Behavior Analysis									
172	42.2814	Applied Behavior Analysis	Ph.D.			Applied Behavior Analysis									
173	43.0103	Criminal Justice / Law Enforcement Administration	M.A.		M.A.	Criminal Justice Administration USFSM Title: Criminal Justice									
174	43.0303	Critical Infrastructure Protection	M.S.			Computer Security Fundamentals Cyber Intelligence Digital Forensics Information Assurance	Yes					STEM			
175	44.0001	Human Services, General	B.S.			Addictions and Behavioral Healthcare Adult Community Services Aging and Behavioral Health Applied Behavior Analysis Behavioral Health Research Children's Mental Health	Yes								
176	44.0001	Human Services, General	M.S.			Developmental Disabilities Leadership in Child and Adolescent Behavioral Health Translational Research and Evaluation Youth & Behavioral Health	Yes								
177	44.0401	Public Administration	M.P.A.			Public Administration							Yes	School of Public Affairs Tampa	Home Campus - Tampa
178	44.0701	Social Work	B.S.W.			Social Work									
179	44.0701	Social Work	M.S.W.		M.S.W.	Social Work USFSM Track									
180	44.0701	Social Work	Ph.D.			Social Work									
181	45.0101	Social Sciences, General	B.A.	B.A.	B.A.	Interdisciplinary Social Sciences	Yes	Anthropology	Yes	Applied Aging & Wellbeing Crime, Law, & Justice Environmental Studies Government & Global Affairs Social Relations & Policy	Yes	Yes			
181	45.0101	Social Sciences, General	B.A.	B.A.	B.A.	Archaeology Aging Sciences American Studies Anthropology Communication Communication Sciences and Disorders Criminology Global Studies Economics Environmental Science and Policy Geography History Humanities Information Studies International Studies Latin American, Caribbean, and Latino Studies Mass Communications Multidisciplinary Behavioral Sciences Political Science Psychology Public Administration Public Health Religious Studies Sociology	Yes	Anthropology	Yes	Applied Aging & Wellbeing Crime, Law, & Justice Environmental Studies Government & Global Affairs Social Relations & Policy	Yes	Yes			
182	45.0201	Anthropology	B.A.	B.A.		Anthropology							Yes	Anthropology Department - School of College of Social Science	Home Campus - Tampa
183	45.0201	Anthropology	M.A.			Archaeological and Forensic Sciences Bio-Cultural/Medical Anthropology Cultural Resource Management Heritage Studies	No						Yes	Anthropology Department - School of College of Social Science	Home Campus - Tampa

APPENDIX D // Consolidation Teams and Clusters Report

Draft Recommendations: Consolidation Teams and Clusters Report, February 8, 2019

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
OP Code	OP Title	USFT	USFP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFP Concentration Name	USFP Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K12?	In what department or school should the program be located?	K12 Comments
184	45.0201	Anthropology	Ph.D.		Applied Anthropology	Cultural Resource Management Heritage Studies	No						Yes	Anthropology Department - School of College of Social Science	Honors Campus - Tampa
184	45.0401	Criminology	B.A.	B.A.	B.A.	Criminology									
184	45.0401	Criminology				Forensic Studies & Justice									
187	45.0401	Criminology	M.A.			Criminology									
188	45.0401	Criminology	M.S.			Cybercrime									
189	45.0401	Criminology	Ph.D.			Criminology									
190	45.0601	Economics, General	B.A.	B.A.		Economics USFSP Title: Affiliated Economics							Yes	USFSP in Kate Tiedman College of Business	USFSP in Kate Tiedman College of Business
191	45.0601	Economics, General	B.S.			Quantitative Economics and Economics							Yes	USF Tampa CAS	USF Tampa CAS
194	45.0601	Economics, General	M.A.			Economics							Yes	USF Tampa CAS	USF Tampa CAS
194	45.0601	Economics, General	Ph.D.			Economics							Yes	USF Tampa CAS	USF Tampa CAS
194	45.0701	Geography	B.A.	B.A.		General Geography Human Geography Physical Geography	Yes	Geospatial Analysis and Geospatial Science Society & Environment		Yes					
194	45.0701	Geography	M.A.			Environmental Geography Geographic Information Science and Spatial Analysis Human Geography	Yes								
196	45.0799	Geography, Other	Ph.D.			Geography and Environmental Science and Policy									
197	45.0901	International Relations and Affairs	B.A.			International Studies						GLOBAL	Yes	School of Interdisciplinary Global Studies	School of Interdisciplinary Global Studies
198	45.0901	International Relations and Affairs	Ph.D.			Government						GLOBAL	Yes	School of Interdisciplinary Global Studies	School of Interdisciplinary Global Studies
199	45.1001	Political Science and Government, General	B.A.	B.A.		Political Science							Yes	School of Interdisciplinary Global Studies	School of Interdisciplinary Global Studies
200	45.1001	Political Science and Government, General	M.A.			Political Science		African Studies	No				Yes	School of Interdisciplinary Global Studies	School of Interdisciplinary Global Studies
201	45.1101	Sociology	B.A.			Sociology		Identity and Community Inequality and Social Justice	No				Yes	Sociology	Sociology
201	45.1101	Sociology	M.A.			Sociology							Yes	Sociology	Sociology
201	45.1101	Sociology	Ph.D.			Sociology							Yes	Sociology	Sociology
204	50.0301	Dance, General	B.A.			Dance	Yes	Dance Studies	Yes						
204	50.0301	Dance, General	B.F.A.			Dance	Yes	Ballet Modern Dance	Yes						
206	50.0401	Graphic Design		B.F.A.		Graphic Design						GRAPHIC DESIGN			
206	50.0501	Drama and Dramatics / Theater Arts, General	B.A.			Theatre	Yes	Design Performance Theatre Arts	Yes						
208	50.0701	Art / Art Studies, General	B.A.			Studio Art									
208	50.0702	Fine / Studio Arts, General	B.F.A.			Studio Art									
210	50.0702	Fine / Studio Arts, General	M.F.A.			Art									
211	50.0703	Art History, Criticism and Conservation	B.A.			Art History									
212	50.0703	Art History, Criticism and Conservation	M.A.			Art History									
214	50.0901	Music, General	Ph.D.			Music	Yes	Music Education	Yes						
214	50.0901	Music Performance, General	B.M.			Music Performance	Yes	Acoustic & Electric Composition Jazz Studies Performance	Yes						
215	50.0901	Music Performance, General	M.M.			Music	Yes	Chamber Music Classical Conducting Composition Electro-Acoustic Music Instrumental Conducting Jazz Composition Jazz Performance Performance Theory Voice Pedagogy	Yes						
216	50.0999	Visual and Performing Arts, Other	B.A.			Music Studies									
217	51.0000	Health Services / Allied Health / Health Sciences, General	B.S.	B.S.		Health Sciences	Yes	Aging Health Studies Biological Health Sciences Health Information Technology Health Management Social and Behavioral Health Sciences	Yes	Communication Sciences & Disorders Healthcare Administration Integrated Health Sciences Public Health			Health		
218	51.0201	Communication Sciences and Disorders, General		B.S.		Communication Sciences and Disorders		Speech Language Sciences						Health	
219	51.0202	Audiology / Audiology	Au.D.			Audiology								Health	
220	51.0204	Audiology / Audiologist and Speech-Language Pathology / Pathologist	B.A.			Communication Sciences and Disorders	Yes	Deaf Studies Interpreter Training Language Speech Hearing	Yes					Health	
221	51.0204	Audiology / Audiologist and Speech-Language Pathology / Pathologist	M.S.			Speech-Language Pathology								Health	
222	51.0204	Audiology / Audiologist and Speech-Language Pathology / Pathologist	Ph.D.			Communication Sciences and Disorders	Yes	Hearing Sciences and Audiology Neurocommunicative Sciences Speech Language Sciences	Yes					Health	
223	51.0701	Health / Health Care Administration / Management	B.S.			Long Term Care Administration								Health	

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CP Code	CP Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFSP Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K12?	In what department or school should this program be located?	K12 Comments
1															
1	\$1.0701	Health / Health Care Administration / Management	M.H.A.		Health Administration							Health			
224	\$1.0912	Physician Assistant	M.P.A.S.		Physician Assistant Studies							Health			
226	\$1.0913	Athletic Training / Trainer	M.S.		Advanced Athletic Training							Health			
227	\$1.0913	Athletic Training / Trainer	M.S.		Athletic Training							Health			
228	\$1.1005	Clinical Laboratory Science / Medical Technology / Technologist	B.S.		Medical Technology							Health			
228	\$1.1201	Medicine	M.D.		Medicine							Health			
230	\$1.2001	Pharmacy	Pharm.D.		Pharmacy	Pharmacy and Health Education	No					Health			
231	\$1.2009	Pharmacy, Pharmaceutical Sciences, and Administration, Other	M.S.		Pharmaceutical Nanotechnology	Biomedical Engineering, Drug Discovery, Delivery, Development and Manufacturing	No					Health			
232	\$1.2009	Pharmacy, Pharmaceutical Sciences, and Administration, Other	M.S.P.N.		Pharmaceutical Nanotechnology							Health			
233	\$1.2201	Public Health, General	B.S.		Public Health	Applied Biostatistics Behavioral Health Environmental and Occupational Health Epidemiology Epidemiology and Global Communicable Disease Epidemiology and Global Health Epidemiology and Maternal & Child Health Global Communicable Disease Global Disease Management, Humanitarian Relief, and Homeland Security Global Health Practice Health Care Organizations and Management Health, Safety, and Environment Health Policies and Programs Infection Control Nutrition and Dietetics Public Health Education Public Health Practice Program Maternal and Child Health Social Marketing	Yes				Health				
234	\$1.2201	Public Health, General	Ph.D.		Public Health	Biostatistics Community and Family Health Environmental and Occupational Health Epidemiology Health Services Research Global Communicable Disease	Yes					Health			
235	\$1.2201	Public Health, General	Dr.P.H.		Public Health	Advanced Practice Leadership in Public Health Public Health and Clinical Laboratory Science and Practice	Yes					Health			
236	\$1.2213	Behavioral Aspects of Health	Ph.D.		Behavioral and Community Sciences										
237	\$1.2209	Public Health, Other	M.S.P.H.		Public Health	Behavioral Health Environmental and Occupational Health Epidemiology Genetic Counseling Global Communicable Disease Maternal and Child Health Occupational Exposure Science Public Health Education	Yes					Health			
238	\$1.2308	Physical Therapy / Therapist	D.P.T.		Physical Therapy							Health			
239	\$1.2310	Rehabilitation Counseling / Counselor	M.A.		Rehabilitation and Mental Health Counseling	Addiction and Substance Abuse Counseling Marriage and Family Therapy	No					Health			
240	\$1.2314	Rehabilitation Science	Ph.D.		Rehabilitation Science							Health			
241	\$1.2706	Medical Informatics	M.S.I.C.I.		Health Informatics	Health Analytics	No					Health			
243	\$1.3801	Registered Nursing / Registered Nurse	B.S.		Nursing: BSN Bachelor's Sequence							Health			
244	\$1.3801	Registered Nursing / Registered Nurse	B.S.		Nursing: Upper Division Sequence							Health			
245	\$1.3801	Registered Nursing / Registered Nurse	B.S.		Nursing: Second Bachelor's Degree Sequence							Health			
246	\$1.3801	Registered Nursing / Registered Nurse	B.S.		Nursing: VCARE							Health			
247	\$1.3801	Registered Nursing / Registered Nurse	M.S.		Nursing	Adult Gerontology Acute Care Nursing Adult Gerontology Primary Care Nursing Adult Gerontology Primary Care Nursing / Occupational Health Nursing Adult Gerontology Primary Care Nursing / Oncology Nursing Dual MPH / Adult Gerontology Primary Care Nursing (Minor) Family Health Nursing Nursing Education Public Health Nursing	Yes					Health			
248	\$1.3808	Nursing Science	Ph.D.		Nursing Science							Health			
249	\$1.3818	Nursing Practice	D.N.P.		Nurse Anesthesia							Health			

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CP Code	CP Title	USFT	USFSP	USFSM	Major Name	USFT Concentration Name	USFT Conc Req'd	USFSP Concentration Name	USFSP Conc Req'd	USFSM Concentration Name	USFSM Conc Req'd	Area of Strategic Emphasis	Does the Degree Program belong in K12?	In what department or school should the program be located?	K12 Comments
51.3818	Nursing Practice	D.N.P.			Nursing	Adult Gerontology Acute Care Nursing Adult Gerontology Primary Care Nursing Dual Occupational Health Nursing / Adult Gerontology Primary Care Nursing Dual Oncology Nursing / Adult Gerontology Primary Care Nursing Family Health Nursing Pediatric Health Nursing	Yes					Health			
52.0101	Business / Commerce, General	B.S.		B.A. / B.S.	USFT Title: General Business Studies General Business Administration							Aging Services- Management Applied Business Business and Technical Writing	Yes		
52.0101	Business / Commerce, General	M.S.			Management	Human Resources Management Information System	No								
52.0201	Business Administration and Management, General	B.S.	B.A. / B.S.	B.A. / B.S.	Management	Human Resources Management Project Management	No								
52.0201	Business Administration and Management, General	M.B.A.	M.B.A.	M.B.A.	Business Administration / MBA	Compliance, Risk Management and Anti-Money Laundering Cybersecurity Data Analytics Sport Business Supply Chain Management	No								
52.0201	Business Administration and Management, General	M.B.A.			Executive M.B.A.										
52.0201	Business Administration and Management, General	Ph.D.			Business Administration / PhD	Accounting Finance Information Systems Marketing	Yes								
52.0201	Business Administration and Management, General	D.B.A.			Business Administration										
52.0301	Accounting	B.S.	B.A. / B.S.	B.A. / B.S.	Accounting								GAP ANALYSIS		
52.0301	Accounting	M.Acc.	M.Acc.		Accountancy	Assurance Corporate Tax	Yes						GAP ANALYSIS		
52.0601	Business / Managerial Economics		B.A. / B.S.		Business Economics										
52.0701	Entrepreneurship / Entrepreneurial Studies		B.A. / B.S.		Entrepreneurship										
52.0701	Entrepreneurship / Entrepreneurial Studies	M.S.			Entrepreneurship in Applied Technologies										
52.0801	Finance, General	B.S.			Personal Finance								GAP ANALYSIS		
52.0801	Finance, General	B.S.	B.A. / B.S.	B.A. / B.S.	Finance	Asset Management Corporate Finance Real Estate	No	Corporate Finance Investment Analysis Personal Financial Advising	Yes				GAP ANALYSIS		
52.0801	Finance, General	M.S.			Finance								GAP ANALYSIS		
52.0901	Hospitality Administration / Management, General			B.S.	Hospitality Management										
52.0901	Hospitality Administration / Management, General			M.S.	Hospitality Management										
52.1101	International Business / Trade / Commerce	B.A.	B.A. / B.S.		Global Business	Business Analytics and Information Systems Finance Management Marketing	Yes					GLOBAL			
52.1201	Management Information Systems, General		B.A. / B.S.		Management Information Systems								STEM		
52.1201	Management Information Systems, General	B.S.			Business Analytics and Information Systems	Cybersecurity Healthcare Business	No						STEM		
52.1401	Marketing / Marketing Management, General	B.S.	B.A. / B.S.	B.A. / B.S.	Marketing	Entrepreneurship Sales Sport and Entertainment Management Supply Chain Management	No								
52.1401	Marketing / Marketing Management, General	M.S.M.			Marketing										
52.1499	Marketing, Other	B.A. / B.S.			Advertising										
52.1701	Insurance			B.A. / B.S.	Risk Management and Insurance								GAP ANALYSIS		
54.0101	History, General	B.A.	B.A.	B.A.	History	American History Ancient History European History Latin American History Medieval History	Yes								
54.0101	History, General	M.A.			History										
54.0101	History, General	Ph.D.			History										

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<i>Department</i>	<i>Major Name(s)</i>	<i>CIP Code</i>	<i>Home Campus</i>	<i>Accreditation</i>
<i>Anthropology</i>	<p><i>Anthropology – B.A.</i></p> <p><i>Applied Anthropology –M.A.</i> <i>(concentrations in Archaeological and Forensic Sciences, Bio-cultural Medical Anthropology, Cultural Resource Management, Heritage Studies)</i></p> <p><i>Applied Anthropology –Ph.D.</i> <i>(concentrations in Archaeological and Forensic Sciences, Bio-cultural Medical Anthropology, Cultural Resource Management, Heritage Studies)</i></p>	<i>45.0201</i>	<i>Tampa</i>	
<i>School of Information</i>	<i>Intelligence Studies – M.S.</i> <i>(concentrations in Cyber Intelligence and Strategic Intelligence)</i>	<i>11.0401</i>	<i>Tampa</i>	
<i>School of Information</i>	<i>Information Studies – B.S.</i> <i>(concentrations in Data Science and Analytics, Health Informatics, Information Security, Information Science and Technology)</i>	<i>11.0103</i>	<i>Tampa</i>	
<i>School of Information</i>	<i>Library and Information Science— M.A.</i>	<i>25.0101</i>	<i>Tampa</i>	<p><i>American Library Association accredited degree</i></p> <p>https://www.usf.edu/arts-sciences/departments/information/programs/graduate-programs/ma-in-library-and-information-sciences/ala-accreditation.aspx</p>

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<i>School of Interdisciplinary Global Studies</i>	<i>Africana Studies—MLA</i>	<i>24.0101</i>	<i>Tampa</i>	
<i>School of Interdisciplinary Global Studies</i>	<i>Africana Studies—B.A.</i>	<i>05.0201</i>	<i>Tampa</i>	
<i>School of Interdisciplinary Global Studies</i>	<i>International Studies—B.A.</i>	<i>45.0901</i>	<i>Tampa</i>	
<i>School of Interdisciplinary Global Studies</i>	<i>Government—Ph.D.</i>	<i>45.0901</i>	<i>Tampa</i>	
<i>School of Interdisciplinary Global Studies</i>	<i>Political Science—M.A. (concentration in Africana Studies)</i> <i>Political Science—B.A.</i>	<i>45.1001</i>	<i>Tampa</i>	
<i>Women's and Gender Studies</i>	<i>Women's and Gender Studies— B.A.</i> <i>Women's and Gender Studies— M.A.</i>	<i>05.0207</i>	<i>Tampa</i>	
<i>School of Public Affairs</i>	<i>Urban and Regional Planning— MURP</i>	<i>04.0301</i>	<i>Tampa</i>	<i>The USF Master of Urban & Regional Planning (MURP) program recently achieved Candidacy Status with its external accrediting body, the Planning Accreditation Board (PAB)</i>
<i>School of Public Affairs</i>	<i>Public Administration—MPA</i>	<i>44.0401</i>	<i>Tampa</i>	<i>The MPA program in the School of Public Affairs is accredited by the Network of Schools of Public Policy, Affairs and Administration (NASPAA).</i>

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<i>Economics</i>	<i>Economics –B.A.</i> <i>Qualitative Economics and Econometrics—B.S.</i> <i>Economics—M.A.</i> <i>Economics—Ph.D.</i>	<i>45.0601</i>	<i>Tampa</i>	
<i>Journalism and Communication</i>	<i>Digital Journalism and Design—M.A.</i>	<i>09.0499</i>	<i>St. Petersburg</i>	<i>Professional Accreditation: Accrediting Council on Education in Journalism and Mass Communication</i>
<i>Journalism and Communication</i>	<i>Journalism and Media Studies—M.A.</i>	<i>09.0401</i>	<i>St. Petersburg</i>	<i>Professional Accreditation: Accrediting Council on Education in Journalism and Mass Communications</i>
<i>Journalism and Communication</i>	<i>Journalism and Media Studies –B.A.</i>	<i>09.0102</i>	<i>St. Petersburg</i>	<i>Professional Accreditation: Accrediting Council on Education in Journalism and Mass Communications</i>
<i>The Zimmerman School of Advertising and Mass Communications</i>				
	<i>Mass Communications—B.A. (Telecom: Broadcast News & Production)</i> <i>Mass Communications—M.A. (Media Studies and Strategic Communication Management tracks)</i>	<i>09.0102</i>	<i>Tampa</i>	
<i>The Zimmerman School of Advertising and Mass Communications</i>	<i>B.S. Integrated Advertising & Public Relations</i>	<i>9.0900</i>	<i>Tampa</i>	

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<i>The Zimmerman School of Advertising and Mass Communications</i>	<i>M.S. Advertising</i>	<i>9.0903</i>	<i>Tampa</i>	
<i>Communication</i>	<i>Communication—B.A.</i> <i>Communication—M.A.</i> <i>Communication—Ph.D.</i>	<i>09.0101</i>	<i>Tampa</i>	
<i>Sociology</i>	<i>Sociology—B.A.</i> <i>Sociology—M.A.</i> <i>Sociology—Ph.D.</i>	<i>45.1101</i>	<i>Tampa</i>	
<i>Sociology</i>	<i>B.A. in Interdisciplinary Social Sciences</i>	<i>45.010</i>	<i>Tampa</i>	

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If Psychology becomes part of Social Sciences, their information is included below:

Department	Major Name(s)	CIP Code	Home Campus	Accreditation
Psychology	<p>Psychology—B.A.</p> <p>Psychology—Ph.D. (concentrations in Clinical Psychology, Cognition, Neuroscience and Social Psychology, and Industrial-Organizational Psychology)</p> <p>USFSP offers a terminal MA degree in Psychology under the same CIP code</p>	42.0101	TBD	

2. What existing Centers and/or Institutes (with campus location) are proposed to be housed in the unit?

Institute or Center Name	Current Location	Include in K12?	Home Campus (K12)	K12 Cluster Comments
Center for Partnership for Arts-Integrated Teaching (PAIT)	Sarasota-Manatee			
Institute for Public Policy & Leadership	Sarasota-Manatee			
MI Center for Hospitality, Technology and Innovation	Sarasota-Manatee			
Institute for Data Analytics & Visualization	St. Petersburg			
Ancient Studies Center, Department of History	Tampa			
CAN Center for Complex Data Systems	Tampa			
Center for Africa and the Diaspora	Tampa	Yes	Tampa	Social Science
Center for Breastfield Rehabilitation Assistance	Tampa	Yes	Tampa	Social Science
Center for Industrial and Interdisciplinary Mathematics	Tampa			
Center for Infectious Disease Ecology Research (CIDER)	Tampa			
Center for Social and Policy Thought	Tampa			
Florida Institute for Forensic Anthropology & Applied Sciences	Tampa	Yes	Tampa	Social Science
Institute for Systemic Botany	Tampa			
Institute for the Study of Latin America and the Caribbean	Tampa	Yes	Tampa	Social Science
Institute on Black Life	Tampa			
Interdisciplinary Center for Holistic Studies	Tampa			
STEM Education Center	Tampa			
The Center for the Improvement of Teaching & Research in Undergraduate STEM Education (CITRUS)	Tampa	Yes	Tampa	Social Science
The John Scott Dukes Florida Institute of Government	Tampa			
USF Humanities Institute	Tampa			
USF-SMARTT (Smart Metal Organic Materials Advanced Research and Technology Transfer)	Tampa			
Water Institute	Tampa			
Center for Mass Education Research (CMER)	Tampa			
Florida Center for Community Design and Research	Tampa			
Institute for Research in Art	Tampa			
Center for Autism and Related Disabilities	Tampa			
Florida Policy Institute Center on Aging	Tampa			
Institute for Translational Research in Adolescent Behavioral Health	Tampa			
USF Center for HIV Education and Research	Tampa			
Center for Analytics and Creativity	Tampa			
Center for Entrepreneurship	Tampa			
Center for Marketing and Sales Innovation	Tampa			
Center for Supply Chain Management & Sustainability	Tampa			
Institute for Information Systems Management	Tampa			
Small Business Development Center - Affiliate	Tampa			
Florida Center for Cybersecurity	Tampa			
Center for Research, Evaluation, Assessment and Measurement	Tampa			
Center for the Study of Marginal Education	Tampa			
Dual C- Academics Center for the Advancement of Teaching	Tampa			
Educational Research Center for Child Development	Tampa			
Gene A. Shivers Center for Free Enterprise and Economic Education	Tampa			
Institute for School Reform, Integrated Services, and Child Mental Health and Educational Policy	Tampa			
Center for Assistive, Rehabilitation and Robotics Technologies	Tampa			
Center for Communications and Signal Processing	Tampa			
Center for Modeling Hydrologic and Aquatic Systems	Tampa			
Center for Molecular Delivery	Tampa			
Center for Urban Transportation Research	Tampa			
Clean Energy Research Center	Tampa			
Global Center for Hearing and Speech Research	Tampa			
Nanotechnology Research and Education Center	Tampa			
National Blue Blood Transfusion Institute (NBBI)	Tampa			
National Center for Transit Research (NC-TR)	Tampa			
USF Center for Wireless and Microwave Technology	Tampa			
USF Center for Advanced Biomedical Imaging	Tampa			
Center for Aging and Brain Repair	Tampa			
Center for Hispanic, Palliative Care and End of Life Studies At the University of South Florida	Tampa			
Center for Neuroskeletal Research	Tampa			
Center for Personalized Medicine and Genomics	Tampa			
Center for Research and Education in Nanobiotechnology	Tampa			
Diabetes Center (HSC)	Tampa			
Florida Infectious Disease Institute	Tampa			
Low MacLean Calhoun Center for Esophageal and Swallowing Disorders	Tampa			
The Archer A. and Mary Louise Silver Child Development Center	Tampa			
University of South Florida Health Informatics Institute	Tampa			
USF Health Heart Institute	Tampa			
USF Health Neuroscience Institute	Tampa			
USF Parkinson's Disease and Movement Disorders Center, NPF Center of Excellence	Tampa			
USF India Center for Health & HIV/AIDS Research & Training (CHART-India)	Tampa			
Center for Environmental/Occupational Risk Analysis & Management	Tampa			
Center for Transdisciplinary Research on College Health	Tampa			
Florida Health Information Center (FHIC) (HSC)	Tampa			
Florida Prevention Research Center	Tampa			
Global Health & Infectious Diseases Research	Tampa			
James and Jennifer Harrell Center for the Study of Family Violence	Tampa			
Lawton and Rhea Child Center for Healthy Mothers and Babies (Health Science Center)	Tampa			
Seminole Education and Research Center	Tampa			
The Center for Leadership in Public Health Practice	Tampa			
The Occupational Safety & Health Administration Training Institute Education Center (OTIEC)	Tampa			
The World Health Organization Collaborating Center on Specific Marketing and Social Change	Tampa			
Center for Strategic and Diagnostic Studies	Tampa			
Florida-France Language Institute	Tampa			
Center for Drug Discovery and Innovation (formerly FCol-BITF)	Tampa			

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Institute for the Advanced Study of Culture and the Environment - Tampa

- *The mission of the Institute for the Advanced Study of Culture and the Environment is to support transdisciplinary research through the creation of research clusters, hosting thematic workshops, fellowships, and visiting scholars, and the promotion of innovative graduate and undergraduate education at USF.*

Institute of Forensic Anthropology & Applied Science - Tampa

- *Forensics is dedicated to working with Florida's law enforcement agencies to solve violent crimes using forensic science, emerging technology, and innovative crime scene methods to help identify missing, endangered, exploited, and unidentified persons.*

Institute for the Study of Latin America & the Caribbean - Tampa

- *ISLAC provides interdisciplinary perspectives and opportunities for scholarly collaboration of faculty and students to study Latin American & Caribbean anthropology, history, government & international affairs, political science, humanities, world language education, economics, arts, global & economic health, business and many other interdisciplinary interests.*

John Scott Daley Florida Institute of Government - Tampa

- *FIOG provides training and technical assistance to local and state government officials, volunteers, and the general public on a wide range of topics. Its mission is to increase the effectiveness and quality of government in Florida through applied research, training, technical assistance programs, and public service.*

Institute on Black Life - Tampa

- *IBL is a vibrant resource on the history and culture of people of African descent. Through a range of interdisciplinary research projects and programs, a speakers' series, and annual research conference, the Institute of Black Life maintains its commitment to scholarship and service.*

Center for Brownfield Rehabilitation - Tampa

- *The Center for Brownfields Research and Redevelopment at the University of South Florida was established in 1998 by an act of the Florida Legislature. Our mission is to leverage interdisciplinary scientific expertise at the University of South Florida to inform outcome-driven research on environmental toxants, land use legacies, community health, environmental justice, and sustainable and equitable development.*

Family Study Center - St. Pete

- *The Family Study Center (FSC) at USF St. Petersburg (USFSP) occupies a unique niche in Pinellas County, the state of Florida, and the nation. The FSC is the base of operations for both basic and applied research studies concerned with understanding, supporting, and advocating for families with young children emphasizing Infant Mental Health and Co-parenting.*

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Center for the Advancement of Food Security and Healthy Communities (CAFSHC)

- *CAFSHC transforms the conversation about hunger and food insecurity, using research and education, to facilitate social equity that results in healthier communities in Tampa Bay and beyond. Goals: 1) Conduct research to understand the effects of hunger and food insecurity in the community, home, and individuals; 2) Educate the public and stakeholders about the diverse face of food insecurity and its downstream effects on community health (i.e., social, economic, physical, and mental); 3) Develop action plans for the deployment of programs and activities that connect communities together to provide solutions to food insecurity that will contribute to building healthy communities; and 4) develop policy statements (e.g., White Papers) for policy-makers and stakeholders.*

3. **What is the estimated (a) full-time faculty headcount, and (b) UG/GR major headcount in the consolidated unit? (For reference, recent faculty and student headcounts are provided in your cluster's Box folder. Faculty headcounts are in "Faculty Counts by Department – RESOURCE ONLY.xlsx" and student headcounts are in "Enrollment and Degrees Awarded by CIP – RESOURCE ONLY.xlsx".)**

Social Sciences School Only:

Estimated Full time faculty headcount = 498 faculty

Estimated Student Headcount = 5014

4. **Do you anticipate an academic "presence" on each campus? What is the scope and timeline? (Optional: If you would like to provide a timeline graphic, either print ready or legibly drawn, please upload it to your cluster's Box folder following the instructions on Page 1.)**

Guiding Principles for Determining Academic "Presence" on Campuses

We took into account student access and raising educational attainment when examining the "presence" of units on each of the campuses. Further, the "presence" of these units will reflect both the unique identity of each campus and one University that is geographically distributed. Finally, the "presence" of academic programs on one or more campuses will strengthen USF's stature as a Preeminent Research University that will provide a training ground for undergraduate and graduate students alike.

The following Social Science Departments and Programs anticipate having a "presence" on all three campuses.

Interdisciplinary Social Sciences (ISS) will be offered on all three campuses. The Bachelor's degree in ISS program is offered at all three campuses and through three different departments (Sociology on the Tampa campus, Society, Culture, and Language on the St. Petersburg campus, and the Department of Social Sciences on the Sarasota-Manatee

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campus). We recommend that the ISS Directors at each campus remain and that the program be housed in Sociology at USFT. ISS faculty currently affiliated with ISS will be given the choice of which department to be housed in given their disciplinary training.

Psychology (if it remains in CAS and School of Social Sciences (SSS)) will have a “presence” on all three campuses. Psychology offers a BA degree at all three campuses and has a large number of majors at each campus. USF Tampa offers a MA and PhD degree. USFSP offers a terminal MA.

The following Social Science Departments, Programs, and Schools anticipate having a “presence” on two campuses.

Anthropology will have a “presence” at USFT and USFSP. Anthropology offers a BA, MA, concurrent MA/MPH/PHD, and Ph.D. in Applied Anthropology. USFSP Anthropology will join the department at USFT after consolidation, it will have a Co-Chair for the faculty report to.

Economics will continue to have a “presence” at USF Tampa (BA, MA, and Ph.D. degrees) and USFSP (Bachelor's degree)

Psychology (if it remains in CAS and in SSS) will continue to offer a Terminal MA at USFSP and a Ph.D. at USFT. (In Tampa, graduate students are only admitted for doctoral study; they may earn an M.A. en route to the Ph.D. degree.)

The Zimmerman School of Advertising and Mass Communication (USFT) and the Department of Journalism and Digital Communications (USFSP) will continue to deliver programs and offer degrees at both campuses. The two have distinct, complementary identities and areas of expertise. USFT supports USFSP desire to protect and maintain its industry accreditation by the Accrediting Council on Education in Journalism and Mass Communications. There are several degrees offered including a BA and MA Mass Communication, BS in Integrated Advertising & Public Relations, MA Digital Journalism & Design, and MS Advertising. Programs that will continue to be offered include Mass Communications/Media Studies at USFT, and FUSE and Graphics Design and USFSP. Tampa campus also. The Zimmerman School also shares with MUMA the ZAP B.S. in business advertising, CIP 52.1499. This program also sends its graduates to an accelerated Zimmerman School M.A. Tampa supports 22 faculty members, and USFSP supports 8 faculty members.

The Following Social Science Departments, Program, and Schools will continue to have a “presence” on one campus

The School of Public Affairs (SPA) will continue to offer its accredited Master's in Public Administration and Masters in Urban and Regional Planning at USFT.

The School of Interdisciplinary Global Studies (SIGS) which houses Africana Studies (BA, MA), International Studies (BA), Government (Ph.D.), Political Science BA and MA (concentration in Africana Studies) will remain on the USFT campus.

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Women's and Gender Studies (BA and MA) will remain on the USFT campus.

The School of Information will continue to offer the BS degrees in Health Sciences and Information, the accredited (American Library Association) MA in Library and Information Science, and the MS in Intelligence Studies.

Sociology will continue to offer a the BA, MA, and Ph.D. at USFT

Unresolved Issues

With faculty falling either into the area of natural sciences or social sciences, the Department of Psychology has not been able to determine the best fit for its future home in the short time that was available. However, the faculty expressed their strong preference for staying in the current organizational form at CAS. They are also adamantly against joining CBCS. The faculty in the Psychology program at USFSP and USFSM would join the USFT Department of Psychology.

The School of Geosciences is deciding on whether to remain in CAS or join a new College of the Environment at USFSP.

World Languages at USFSP is a program in the Department of Society, Culture and Language while at USFT it is in the CAS School of Humanities.

Forensic Studies and Justice at USFSP is a program in the Department of Society, Culture, and Language. There is no counterpart at USFT although there is a strong forensic anthropology focus in the anthropology at USFT.

Social Work is currently in the College of Social Sciences at USFSM. This program offers an MSW degree and they work very closely with the Social Work program in Tampa.

It is uncertain if USFSP's "Affiliated Economics" department remain in the Kate Tiedmann College of Business. The economics faculty at USFSP have requested to remain in the Economics Department at USFT.

There is a Political Science BA on the SP campus, in the department of History and Politics.

5. What are the Pros and Cons of the Social Sciences being configured into a single School or College? (Bulleted lists and tables are acceptable.)

Our Cluster included representation from anthropology, psychology, sociology, and women's and gender studies from USFT, USFSP, and USFSM. The chair and members of the cluster sought additional input from faculty from the Departments of Criminology, Economics, and Journalism and Digital Communications. We also conferred with faculty from the Schools of Interdisciplinary Global Studies, Public Affairs, Information, and the Zimmerman School of Advertising and Mass Communication. The chair reached out to other clusters including the Behavioral and Community Sciences; Humanities; Natural Sciences; and the Marine, Environment, and Sustainability Cluster. Finally, additional data from Huron was requested regarding the placement of departments and schools in Colleges of Arts and Science (or similar) in the Florida SUS system and AAU universities.

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We kept in mind the guiding principles of consolidation when discussing different College and School configurations.

We are proposing to remain in CAS (or renamed College) as a School of Social Sciences (SSS) for but are proposing changes in the leadership (and reporting structure) for the College that distributes Deans across the three campuses. As you will note in our response to Task 6, the leadership model being proposed is similar to the one presented by MUMA. After consolidation, additional steps can be taken to reorganize the CAS as deemed appropriate.

We believe this proposal will be the least disruptive because 1) students will be able to more easily navigate and seek advisement for their academic programs within one College, 2) students will find it easier to enroll in academic programs located at two or more campuses if these programs are housed in one College.

We discussed the Pros and Cons of the following configurations: 1) Social Sciences being configured into single College, 2) Social Sciences and Humanities being configured into a College of Social Sciences and Humanities, and 3) Social Sciences (and perhaps Humanities) becoming a School in a restructured College of Arts and Sciences.

Pros of a Single College of Social Sciences: We were hard-pressed to identify pros for becoming a single college other than having a Dean responsible for the Social Sciences. While it was assumed resources would also be allocated for the College, there is no written guarantee that these resources will be made available by 2020.

Cons of a Single College of Social Sciences: We identified many cons that would pose significant challenges in terms of research preeminence across the campuses and expanding access and raising educational attainment of students. These include the following: 1) interdisciplinary programs will suffer from artificially imposed boundaries; 2) difficulty in developing a uniform ISS curriculum; 3) difficulty in meeting the USF benchmarks in a smaller college; 4) limited resources will constrain the ability to shift resources as needed; 5) marginalization of the Social Sciences; 6) the need to create college level student advising will further constrain limited resources; 7) lower SCH production; 8) diminished research support resources (although some Social Sciences research generates indirect funds [e.g., anthropology and sociology] that benefit everyone now, most do not); 9) higher costs to support an increasing number of administrators; 10) the creation of more colleges will exacerbate the silo effect thereby making teaching and research collaboration more challenging (this is especially problematic in the Social Sciences where researchers often collaborate with colleagues in the Humanities and the Social Sciences; and 11) faculty realignment will be made more difficult.

Pros of a Social Sciences and Humanities becoming a Single College: We examined the pros and cons of becoming a single College with Humanities or to realign as a School in CAS. After consulting with the Humanities Cluster, it was decided to remain as separate Schools in CAS for the time being.

Pros and Cons of remaining in CAS (or renamed College) as the SSS: We discussed the pros and cons and reached consensus about remaining in the larger College. This decision was based on the following: 1) the size of the College allows for the moving of resources around in order to meet preeminence and PBF benchmarks; 2) more flexibility for interdisciplinary research and courses (reduced silo effect); 3) pooling and redistribution of funds (e.g., new academic programs, student advising, and faculty and staff hires); 4) easier facilitation of faculty and student

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research collaborations in the Social Sciences and Natural Sciences (e.g., often a requirement for NSF and NIH funded research); 5) more manageable faculty teaching loads; 6) easier for interdisciplinary faculty to choose a home department for tenure and promotion; 7) advantages for students that want to move to another campus where the same academic program exists; 8) reduced course redundancy; 9) ISS program will be easier to administer; 10) easier for the Zimmerman School (USFT) and the Department of Journalism and Digital Communication (USFSP) to coordinate curriculum and programs; 10) The integrity of SIGS is maintained more easily, and 11) departments that are faculty-rich or TA-rich on one campus might be reluctant to assign faculty or TAs to other campuses. Right now, for instance, the Department of Sociology in Tampa has 4 faculty and several graduate students who live in Pinellas County. In a more fully consolidated university, faculty resources could be shared more easily.

One downside identified with the current structure is that there is no School level leadership. Please see our response to Task 6.

Unresolved Issues: The future of SNSM and the School of Geosciences. Do the embedded schools in the School of Social Sciences needs to be called something else, for example, Departments that house programs (similar to the Department of Society, Culture, and Language at USFSP where there are several programs).

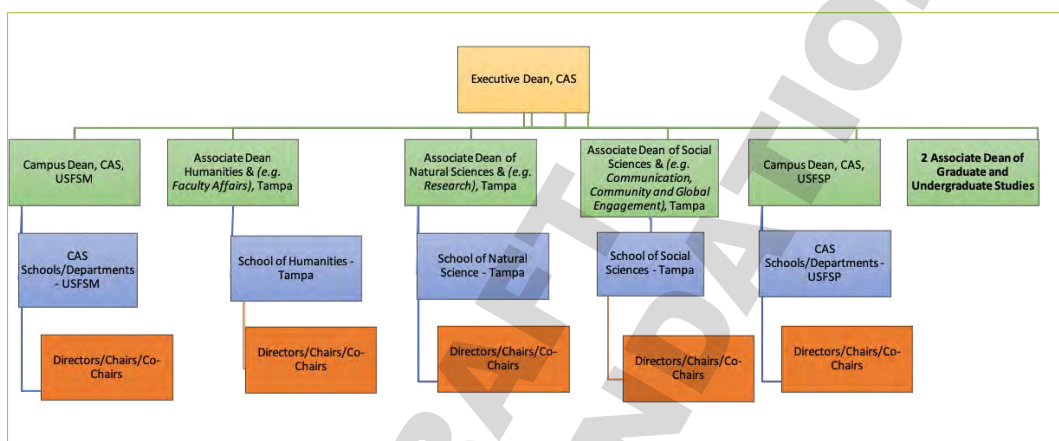
DRAFT RECOMMENDATION

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6. What is the proposed academic leadership (and reporting) structure for the Social Sciences in a Consolidated USF (and by campus)? (Optional: If you would like to provide an organizational chart, either print ready or legibly drawn, please upload it to your cluster's Box folder following the instructions on Page 1.)

We discussed several academic leadership (and reporting) models and voted 4 to 1 in favor of the following Organizational Chart. Because there was one dissenting vote, we are including a minority opinion which sheds light on the complexities of the task given the limited information and time that we have.



This chart is based on having one College (CAS or other name) at all three campuses. Like the MUMA model, there will be an Executive Dean, Campus Deans at USFSP and USFSM, and School Deans at the larger USFT campus. The bullets below provide specifics and the rationale for our proposal.

- 1. While Dean Titles vary by location and responsibility, they are at the same organizational level across the campuses. In other words, they are equals that report to the Executive Dean.*
- 2. This model is designed so that no new (or just one or two Deans) need to be hired. Three of the current Deans at USFT can take on additional responsibilities by representing the Schools of Humanities, Social Sciences, and Natural Science and Mathematics (if it remains in the College).*
- 3. The Campus Deans at USFSP and USFSM have smaller faculties which provides a justification for having one at each campus.*
- 4. The Deans of Faculty Affairs, Research, and Undergraduate and Graduate Studies, and Communication, Community and Global Engagement at USFT will remain. These Deans will work with their counterparts at the same level at USFSP and USFSM.*

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5. *School and Center/Institute Directors will remain at all of the campuses in order to preserve and promote individual campus identity.*
6. *Department Chairs would remain at each campus. For Departments at two or more campuses there would be a co-chair so that the faculty have someone to report to at their respective campuses.*

Minority Opinion

In the near term, there should be minimal disruption to the leadership and reporting structure in the interest of “students first” and maintaining preeminence. The structure above almost achieves that, by keeping CAS as one college and preserving clear authority on each campus.

The policy of minimal disruption should also consider faculty self-determination. Changing leadership structures to add in leadership of disciplinary schools in Tampa seems like an unnecessary—at least in the short term—disruption of ongoing college work. Imposing a new college structure on the faculty without the time that would be needed to do so in a careful and deliberate manner will create both disruption to faculty work and (potentially) a demoralized faculty that feels its input is not valued.

The leadership structure above assumes that the disciplinary schools do not have representation in the CAS dean’s office already. The proposed structure would function as well were the associate deans on the Tampa campus left in their current positions (Faculty Affairs, Research, and Communications, Community and Global Engagement) rather than shifted in such a way that research is connected directly only to SNSM, and community and global engagement connected directly only to SSS. Expecting associate deans who already have full portfolios to assume extra responsibilities for disciplinary schools is unreasonable. Adding in new associate deans to cover these responsibilities would be costly and would add a layer of bureaucracy.

In the far term, the deans, associate deans, chairs, and faculty on each campus should collaborate on structures that make best use of resources for continuing our proven track record of student and faculty success. This might include reorganizing the leadership of the CAS Dean’s Office in Tampa to include more representation of the Schools of Humanities, Social Sciences, and Natural Sciences/Mathematics (perhaps with Associate Deans designated for each School), but it also might involve a different configuration that encouraged more interdisciplinary inquiry. Making such changes now, without faculty input, presents more potential harm than solution.

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7. **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.). (Optional: If you would like to provide an organizational chart, either print ready or legibly drawn, please upload it to your cluster's Box folder following the instructions on Page 1.)**

Other work groups have already submitted proposals for how faculty governance through the Faculty Senate can be achieved in a consolidated USF. For this reason, our committee is concentrating on what faculty governance would look in a College of Arts and Sciences that extends across all three instructional sites--Sarasota-Manatee, St. Petersburg, and Tampa.

Sarasota-Manatee

Currently, the College of Liberal Arts & Social Sciences (CLASS) at Sarasota-Manatee consists of faculty in three units -- School of Education, Department of Liberal Arts, and Department of Social Sciences (see <https://usf.app.box.com/s/luyxu79vziyhqlbz456cnzwnb8ra7itv>), each with its own bylaws that specify the criteria for the selection of their administrators.

CLASS has three (3) standing committees through which the faculty in all three units share responsibility for college functions: Leadership (composed of the dean, chairs, and directors); Nominating (composed of one member from each CLASS unit and responsible for nominating candidates to serve as standing committees members and representatives of the USFSM Faculty Senate and CLASS committees), and Instructor Review (composed of one member from each CLASS unit and responsible for conducting annual evaluations and promotion reviews of instructors).

St. Petersburg

Currently, the College of Arts and Sciences at St. Petersburg consists of faculty in seven units -- Biological Sciences; History & Politics; the Honors Program; Journalism & Digital Communication; Psychology; Society, Culture & Language; and Verbal and Visual Arts (see <https://www.usfsp.edu/coas/resources/faculty-affairs/faculty-governance-committees/>), each with its own bylaws that specify the criteria for selection of their administrators. CAS, like other colleges at USFSP, has its own Faculty Council (FC) which enables the faculty of CAS to advise the Dean "in the consideration, formulation, and implementation of recommendations and decisions relating to the allocation of resources, recruiting, the evaluation of faculty, setting goals and priorities, and other matters of interest to faculty" (<https://www.usfsp.edu/academic-affairs/files/2014/09/Faculty-Governance-Charter-and-By-Laws.pdf>). The CAS Faculty Council (FC) staffs and supervises the following committees: the Academic Programs Committee, which reviews course proposals and program changes; the Tenure and Promotion Committee; and the Teaching Awards Committee. The CAS Faculty Council also supplies CAS representatives to university-wide governance, including the Faculty Senate, the University's Tenure and Promotion Committee, the General Education Committee, the Research Council, the Distance Learning Committee, the Graduate Council, the Undergraduate Council, and the Sabbatical and Awards Committee (see <https://www.usfsp.edu/academic-affairs/faculty-senate/>).

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Tampa

Currently, the College of Arts and Sciences at Tampa consists of faculty in twenty-two units (see <https://www.usf.edu/arts-sciences/about/schools-and-departments.aspx>), each with its own bylaws that specify the criteria for selection of their administrators. Each unit has a representative on the Faculty Senate, and many units have representatives on the CAS Faculty Council and the ten CAS standing committees: Undergraduate; Graduate; Faculty Development; Diversity; Library; Core Facilities; Grievance; Technology; Instructor Promotion; and Tenure and Promotion. Faculty nominations for the Faculty Council and for these ten committees are made through the chairs of the departments. Final selection of members for the CAS Faculty Council is determined through a college-wide election, and final selection of members for the ten advisory standing committees is made by the CAS Faculty Council.

Recommendations Concerning Faculty Governance Structure

The consolidation of the USF campuses provides a unique opportunity for faculty across the three campuses to collaborate in governance. We envision a faculty governance structure that is similar to the federal model of our national government -- i.e., one in which the federal government enacts policies that pertain to the entire nation, and the state governments enact policies that pertain to the states. For issues that require the alignment of policies and practices across all three campuses (e.g., issues related to the curriculum, General Education, faculty development, diversity, library, and perhaps even tenure and promotion), we propose a centralized "federal" committee structure with representatives from each campus which advise the Executive Dean. For issues that are more local in character (e.g., core facilities, grievances, campus-specific technology needs, and perhaps tenure and promotion decisions), we propose a model of subsidiarity in which each campus has its own committees that advise their campus dean.

In this type of model, we envision the "federal" committees to consist of Undergraduate, Graduate, Faculty Development, Diversity, and Library (and perhaps also Instructor Promotion, and Tenure and Promotion). We envision the "state" or campus-specific committees to consist of Core Facilities, Grievance, and Technology (and perhaps also Instructor Promotion, and Tenure and Promotion).

During our discussions, we raised the question: Which of the following models of faculty hiring do you support?

- a) A model in which only the faculty of a particular unit at a single campus location propose new faculty lines, run faculty searches, and hire faculty.
- b) A model in which all the faculty of particular units that share the same name and have co-chairs in two or more campus locations (e.g., the faculty of the Department of Psychology, which would have co-chairs at USFT, USFSP, and USFSM) propose new faculty lines, run faculty searches, and hire faculty.
- c) A model in which all the faculty of particular units that share common names in two or more locations (e.g., the Department of Sociology in Tampa, the Department of Social Sciences in Sarasota-Manatee, and the Department of Society, Culture, and Language in St. Pete) propose faculty hires, run faculty searches, and hire faculty.
- d) Other models (e.g., having representatives from other campuses on searches that operate at the local level).

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Two members of our group voted in favor of (b), and three voted in favor of (a). The final member stated that their preference depends on whether each campus has budget autonomy -- if each location has budget autonomy, they prefer option (a); otherwise, they prefer option (b).

A similar question with the same response options was asked regarding tenure and promotion decisions. Two members of our group voted in favor of (b), and three voted in favor of (a). The final member stated that their preference depends on whether each campus has budget autonomy -- if each location has budget autonomy, they prefer option (a); otherwise, they prefer option (b).

Obviously, if USF's Board of Trustees ultimately decides to adopt a leadership structure that doesn't entail a single College of Arts and Sciences that extends across all three campuses, then each campus may wish to retain the committee structures that are in place at each campus. While doing so would preserve local autonomy and increase the power of faculty voice on local/regional issues, it would ironically diminish the ability of faculty on each campus to have a voice and shape the direction of a consolidated university.

8. What are the distinctive strengths within the unit, by campus, and how will they be preserved? (Bulleted lists and tables are acceptable.)

USFSM STRENGTHS

The departments/disciplines tentatively associated with CAS and the School of Social Sciences at USFT are distributed across two colleges at USFSM: (1) College of Liberal Arts and Social Science and (2) College of Science and Mathematics. Their unit strengths are provided below.

- *Focus on providing students with a solid foundation in statistics and research methods*
- *Focus on undergraduate research and creation of an undergraduate research symposium*
- *Emphasis on scientific writing in undergraduate courses*
- *Formal integration of critical thinking into our courses*
- *Programs designed to provide students with workforce skills by requiring internships*
- *Graduate school and career preparation by requiring students to identify jobs/graduate programs and then working with career services to create a resume/CV, cover letter, and personal statement*
- *Faculty have research programs that are unique relative to the USFT and USFSP*
- *Creation of Portfolio which is the culmination of students' written work while at USFSM*

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USFSP STRENGTHS

Currently the departments associated with CAS and the School of Social Science at USFT are housed in CAS at USFSP. USFSP's CAS also currently includes programs housed in the School of Natural Sciences and Mathematics in CAS at USFT. The unit's strengths are listed below:

- Research activity among tenure or tenure earning faculty members is high, particularly considering limited resources available at USFSP
- Large undergraduate programs (e.g., Psychology, Biology)
- Focus on providing students with a solid foundation in statistics and research methods (e.g., Psychology)
- Diversity requirement for Psychology majors
- Successful Experimental Psychology MA program
- Robust and growing internship program with designated CAS Internship Coordinator
- Professional Accreditation by ACEJMC (Journalism and Digital Communication)
- Longstanding partnerships with local and regional media
- Strong historical ties to the Midtown community
- The Eleanor Poynter Jamison Chair in Media Ethics and Press Policy

USFT STRENGTHS

Currently, the Departments and Schools housed in the School of Social Sciences at USFT include Anthropology, Economics, Sociology, Women's and Gender Studies, School of Information (iSchool), School of Interdisciplinary Global Studies (SIGS), School of Public Affairs (SPA), and the Zimmerman School of Advertising and Mass Communications. Each of these has their own strengths but owe their collective strength to their interdisciplinary programs and research collaborations.

Specific unit strengths are listed below:

- One of only two Ph.D. granting programs in Applied Anthropology in the nation that also offers concurrent degrees with the College of Public Health (MA/MPH, MA or MPH/Ph.D., and Ph.D. in both Applied Anthropology and Public Health. The Graduate Program has nearly 140 students and has an excellent track record in placing its graduates in academic and non-academic positions (e.g., community based agencies, foundations; NGOs; government agencies, and the private sector). For example, graduates have landed positions at Ohio State University, University of North Carolina, Family Health International, NOAA, the CDC, Intel and Universal Studios. The department was recently cited as offering a cutting edge training program for the employment of anthropologists outside of academe and one of the top anthropology programs for veterans. The department offers a popular minor in Biomedical Anthropology and recently proposed a BS in Biomedical Anthropology (using same CIP as the BA) which is currently under review. If approved, this new degree will attract students

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interested in pursuing careers in the health professions. The faculty are research active and the department ranks #7 in research dollars among the 22 Departments in CAS and #1 in the SSS. This is particularly impressive given that the grant award dollars are typically much lower in the Social Sciences than in the Natural and Health Sciences.

- *Sociology offers a BA, MA, and Ph.D. and houses the ISS program which is found on all three campuses. Sociology's faculty have distinguished themselves for their research on identities and communities, social problems and social movements, immigration and migration, race and ethnicity, social networks and wellbeing, religion and globalization. The department's award-winning Teacher Training Program provides graduate students with holistic training in pedagogy. Through partnerships with a variety of community agencies, faculty and students engage in a variety of community-engaged research projects and internships.*
- *SIGS, which includes several Departments, has carved out an emerging niche in key areas of social inquiry (Civic engagement and Social movements; Comparative Studies; Global Justice; Intersections of Race, Ethnicity, Class, and Gender; and Political Agency, Identity, and Community). These areas are highly relevant at USF where preparing Global Citizens is a priority and part of a well-rounded Liberal Arts education.*
- *SPA has developed strategic relationships with public officials in Tampa Bay (e.g., Hillsborough, Pasco, and Pinellas Counties and the VA) as well as with National/Federal Organizations (e.g., ASPCA, National Academy of Public Administration). SPA offers several graduate certificates (e.g., Public Management, Research Administration, Data Science for Public Administrators). Finally, the SPA offers a newly approved MPA curriculum and a retooled undergraduate minor in Public Service (under review).*
- *The Zimmerman School of Advertising and Mass Communication offers several undergraduate and graduate degrees (e.g., BA and MA in Mass Communication, BS in Integrated Advertising & Public Relations, MA Digital Journalism & Design, and MS Advertising. Programs that will continue to be offered include Mass Communications/Media Studies at USFT, and FUSE and Graphics Design and USFSP. Tampa campus also. The Zimmerman School also shares with MUMA the ZAP BS in Business Advertising (CIP 52.1499). This program sends its graduate to an acceleration Zimmerman MA.*
- *iSchool is an interdisciplinary unit that has as its primary focus information in and of itself, how it is created, organized, communicated, and used by various users and communities. iSchool is the strongest contributor of Grad I SCH in CAS and offers a MA in Library and Information Science (300 majors), one of only two ALS-Accredited LIS programs in the state. The LIS program is ranked 28th by US News and World Report; however, it is at the top of LIS programs not offering a Ph.D. iSchool offers a MS in Intelligence Studies (STEM). The Cyber Intelligence concentration is the only such concentration nationally, and is cross-offered as part of the USF-wide MS in Cybersecurity. iSchool offers a STEM BS in Information Studies, with concentrations in Data Science, Health Informatics, and Information Security; and, we are the current home of the University-wide Health Sciences program of more than 3,000 majors across its five concentrations. iSchool has research-active faculty, and have made significant strides in increasing the number of external funding proposals.*

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- *Women's and Gender Studies is the second oldest such program in the country and was the first department in the state of Florida to offer the BA. The department offers a BA, an MA, and a graduate certificate; our graduate certificate provides theoretical and methodological grounding for doing feminist scholarship to students from many disciplines. With more than 70 affiliated faculty from several different colleges, WGS serves as a forum for interdisciplinary feminist study for the university as a whole as well as for the community. WGS offers multiple opportunities for community engagement and activism, ranging from assignments in introductory courses to final community research projects and offers those opportunities alongside strong theoretical grounding in larger questions of what makes for a just and equitable world. With a strong internship program and courses in professionalism, the department has an outstanding placement rate. WGS frequently collaborates with the Office of Multicultural Affairs, especially on issues addressing women of color and students with LGBTQ+ identities.*
- *Economics: There is strong demand for our programs. The QEE major which started in fall 2016 exceeded all expectations – currently 148 majors. Despite losing the business degree, their total majors have increased from 311 in fall of 2013 to 431 (spring 2019). In addition, economics remains a popular elective across the university. This fall, all their lower-level sections (principles and basic) are completely filled, as are our intermediate courses and over half of our electives. For a small department we produce a good amount of student credit hours. Economics is the second in CAS in 6000-level hours generated. Their students do well on the job market, exceeding the state averages both in terms of salary and percent employed full time. Research wise, their biggest strength is in Health Economics, where they are ranked as the top Department in the State of Florida by RePEc / IDEAS (an organization that monitors the economics profession and is housed at the Federal Reserve Bank of St. Louis). They also have groups working in labor economics, industrial organization and development economics. Many faculty have recently published work focused on sub-Saharan Africa.*

9. Identify any accredited programs and explain the process/timeline for [re]accreditation of programs in the unit under Consolidation. (Bulleted lists and tables are acceptable.)

The MPA program in the School of Public Affairs is accredited by the Network of Schools of Public Policy, Affairs and Administration (NASPAA). The purpose of the accreditation is to ensure that NASPAA accredited programs train students to develop and master five key competencies that will adequately and effectively prepare them for professional and managerial careers in public service. Students trained by NASPAA's accredited programs are expected to be able to: a) lead and manage in public organizations; b) participate in the policy process; c) analyze, synthesize, think critically, solve problems and make decisions; d) articulate and apply public service perspective; and e) communicate and interact productively with diverse workforce and citizenry. Our MPA accreditation is important because it demonstrates to our potential students and stakeholders that our program offers quality education and training that meets the threshold of NASPAA by adequately preparing our graduates to navigate and address the challenges facing public managers and administrators.

APPENDIX D // Consolidation Teams and Clusters Report

Draft Recommendations: Consolidation Teams and Clusters Report, February 8, 2019

The USF Master of Urban & Regional Planning (MURP) program recently achieved Candidacy Status with its external accrediting body, the Planning Accreditation Board (PAB). The PAB's mission is to promote excellence among planning programs and ensure high quality education for future urban planners through promotion of its core values of stewardship, collaboration, integrity and leadership. The PAB accredits university programs in North America leading to bachelor's and master's degrees in planning. The PAB strengthens professional education through standards that are developed with input from the public and their sponsoring organizations: the American Planning Association (APA); APA's American Institute of Certified Planners (AICP); and the Association of Collegiate Schools of Planning (ACSP). The USF MURP desires accreditation to help strengthen and improve its program, to provide quality education and professional development opportunities for its students, as well as to remain competitive with the other accredited planning programs in Florida. A PAB site visit team is scheduled to come to USF in February of 2020, the successful completion of which should earn the program accredited status effective January 2021.

The Department of Journalism and Media Studies (JMS) at USF St. Petersburg is one of 115 journalism programs nationally accredited by the Accrediting Council for Education in Journalism and Mass Communications. ACEJMC is the national accrediting body for professional programs in journalism and mass communications. JMS, founded in 1991, was first accredited in both its undergraduate and graduate programs in 2004. Re-accreditation of both programs became official May 30, 2010 and will be in effect for seven years. About 25 percent of all journalism and mass communication programs in the United States are fully accredited. A far smaller percentage of programs are accredited at both undergraduate and master's levels.

10. **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? (Bulleted lists and tables are acceptable.)**

	<i>Risk</i>	<i>Mitigation</i>
<i>Preeminence Metric 1a. Average GPA & 1b. Average SAT Score</i>	<i>Failure to recognize that hiring and retaining high quality faculty members will affect student recruitment</i>	<i>Recruit and retain high quality faculty members with competitive salaries and start-up packages Provide incentives for faculty retention</i>
<i>Preeminence Metric 3. Freshman Retention Rate</i>	<i>Students attending USFSP and USFSM may feel disenfranchised as a result of consolidation.</i>	<i>Designation of USFSP and USFSM as branch campuses will provide the autonomy necessary to maintain a unique identity and sense of community important to students.</i>

APPENDIX D // Consolidation Teams and Clusters Report

Draft Recommendations: Consolidation Teams and Clusters Report, February 8, 2019

<i>Preeminence Metric 4. Four-Year Graduation Rate</i>	<i>Academic advising and course scheduling within programs across multiple campuses may pose challenges affecting the availability of course offerings needed for students to graduate on time.</i>	<i>Maintain the current structure of CAS to allow time for individual programs and departments across campuses to fully consolidate and to allow time for thoughtful planning around issues related to academic advising and course scheduling before reorganizing CAS into multiple smaller colleges.</i>
<i>7 Preeminence Metric. Non-Medical Science and Engineering Expenditures</i>	<i>Consolidation, in general, and the reorganization of CAS, specifically, will require the investment of significant resources including time, effort, and energy on behalf of faculty and staff that will detract from research activities.</i>	<i>Maintain the current structure of CAS to minimize the negative impact of consolidation on research productivity</i>
<i>Provide additional resources to help compensate for the negative impact of consolidation on research productivity</i>		
<i>Accreditation</i>	<i>Accreditation for certain programs may be at risk, particularly when a program is accredited on one campus and not the other(s).</i>	<i>Where accreditation exists for a program on one campus but not the other(s), the program should be "housed" on the campus where accreditation exists.</i>

- 11. **Other items as approved by the Cluster Leader. (Bulleted lists and tables are acceptable.)**

APPENDIX D // Consolidation Teams and Clusters Report

Draft Recommendations: Consolidation Teams and Clusters Report, February 8, 2019



January 31, 2019

Dear Dr. Himmelgreen,

The School of Public Affairs (SPA) met on January 29, 2019 after hearing a proposal from the Behavioral and Community Sciences Cluster on incorporating our unit into CBCS. Significant discussion among the faculty and staff centered on the future of the College of Arts and Sciences (CAS), and the fate of our School.

A vote today by Faculty in the School of Public Affairs has resulted in overwhelming support (8-1) for the following statement:

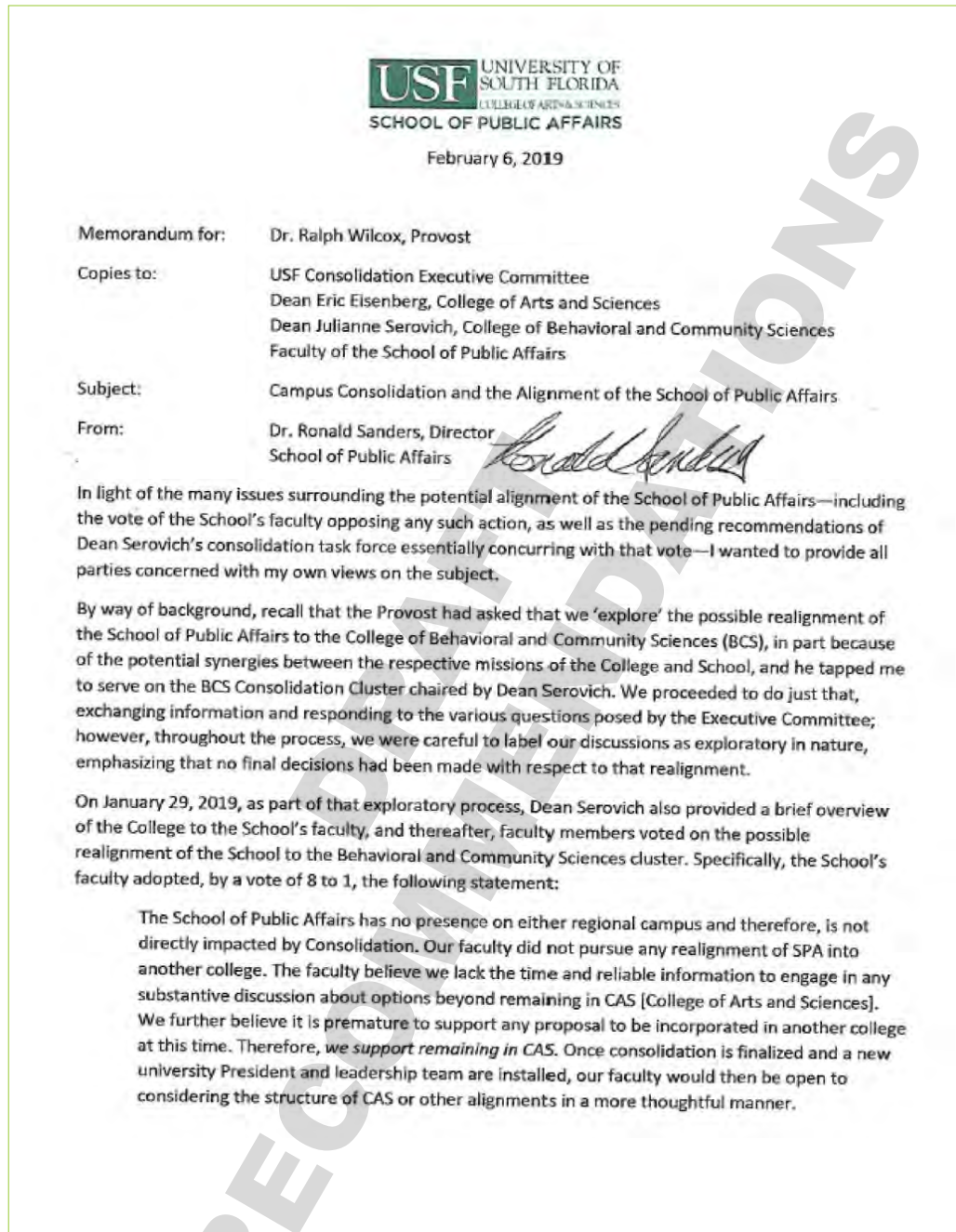
The School of Public Affairs has no presence on either regional campus and therefore, is not directly impacted by Consolidation. Our faculty did not pursue any realignment of SPA into another college. The faculty believe we lack the time and reliable information to engage in any substantive discussion about options beyond remaining in CAS. We further believe it is premature to support any proposal to be incorporated in another college at this time. Therefore, we support remaining in CAS. Once consolidation is finalized and a new university President and leadership team are installed, our faculty would then be open to considering the structure of CAS or other alignments in a more thoughtful manner.

Respectfully,
School of Public Affairs Faculty

Robin Erving
Associate Professor

APPENDIX D // Consolidation Teams and Clusters Report

Draft Recommendations: Consolidation Teams and Clusters Report, February 8, 2019



APPENDIX D // Consolidation Teams and Clusters Report

Draft Recommendations: Consolidation Teams and Clusters Report, February 8, 2019

Note that even though I am a member of the School's faculty, I am also its Director, and consequently, per agreement with the faculty, I abstained from voting on this issue with them; instead, I advised them that I would submit a separate statement expressing my views for the record, herein.

In that regard, I understand and respect the results of the faculty's vote...indeed, I concur with its conclusion, but with an important caveat. Thus, as a general matter I agree that all things being equal, the School of Public Affairs should remain in the College of Arts and Sciences (CAS), *at least insofar as the College remains as it is currently constituted*. If that is to be the case, then my preference—like theirs—would be to continue under its auspices. From my vantage, the School has thrived as a unit of CAS, in part because Dean Eisenberg understands our mission and has been an advocate of all that we are trying to do, and in part because CAS is sufficiently large and diverse enough to give him the flexibility to back up his support with the resources we've needed to move forward.

However, if the College of Arts and Sciences is substantially restructured—that is, if it is no longer constituted and led as it is today—then I must admit that I have serious concerns about the School's ultimate placement. As I stated to the faculty when we last met, my first and only priority is that the School of Public Affairs be aligned to a College (like Arts and Sciences as it exists today) that will actively support what we are trying to do. That means understanding (1) our public service orientation, (2) our undergraduate and graduate programs and the students who depend on them, and (3) the scholarly and research interests of the faculty, along with the support they need to be as productive as possible.


It also means active, affirmative and continuing support for the various initiatives we have underway, to include the implementation of a revised (and recently re-accredited) Public Administration graduate curriculum, the initial accreditation of our Urban and Regional Planning program, the roll-out of our new graduate certificates in Data Science and Coastal resiliency, the transformation of our undergraduate minor to make it more attractive (and competitive), the development of an International MPA, and the aggressive marketing of these and other initiatives so that our enrollments—and our standing amongst our peer institutions—continues to grow. In addition, it means active support for our fundraising efforts, and along with those efforts, our desire to 'name' the School. And finally, not to be too mundane about it, it means better physical accommodations, as those that we have now are simply not suited to the kind of School of Public Affairs that we aspire to be.

I acknowledge that the final decision regarding the School's alignment ultimately rests with the Consolidation Executive Committee and the Provost, but if the College of Arts and Sciences, as currently constituted, continues to exist as a large and diverse academic enterprise under its current leadership, I recommend keeping us just where we are. However, if the College of Arts and Sciences is significantly restructured, and you find that you must realign the School of Public Affairs to some other academic unit (existing or otherwise) as a result, I will execute that decision, whatever it may be, to the best of my ability; all I ask is that you consider the above criteria in deciding the School's ultimate placement..

I also acknowledge that I am being a bit presumptuous in laying out these criteria, especially since the School is a very small part of a very large and prestigious University. However, I believe that we all want the same thing—a School of Public Affairs that is as strong in standing and stature as the University of South Florida itself—and that means making sure that it 'has a good home' somewhere in USF where it will continue to have the support we need to take it to the next level.

APPENDIX D // Consolidation Teams and Clusters Report

Draft Recommendations: Consolidation Teams and Clusters Report, February 8, 2019



January 31, 2019

Dear Dr. Serovich and Dr. Himmelgreen,

In my role as Director of the USF Florida Institute of Government, a partner within the USF School of Public Affairs, I fully support the statement put forth by the SPA faculty as follows:


The School of Public Affairs (SPA) met on January 29, 2019 after hearing a proposal from the Behavioral and Community Sciences Cluster on incorporating our unit into CBCS. Significant discussion among the faculty and staff centered on the future of the College of Arts and Sciences (CAS), and the fate of our School. The following statement is being put forth by our faculty:

The School of Public Affairs has no presence on either regional campus and therefore, is not directly impacted by Consolidation. Our faculty did not pursue any realignment of SPA into another college. The faculty believe we lack the time and reliable information to engage in any substantive discussion about options beyond remaining in CAS. We further believe it is premature to support any proposal to be incorporated in another college at this time. Therefore, we support remaining in CAS. Once consolidation is finalized and a new university President and leadership team are installed, our faculty would then be open to considering the structure of CAS or other alignments in a more thoughtful manner.

Respectfully,
School of Public Affairs Faculty
January 31, 2019

It is in the best interest for the institute, its staff, clients, existing projects and student programs that the institute remain a part of CAS.

Sincerely,



Angela S Crist, MPA
Director
Florida Institute of Government

RECOMMENDATIONS

APPENDIX D // Consolidation Teams and Clusters Report

**END OF
DOCUMENT**

**DRAFT
RECOMMENDATIONS**



Agenda Item: FL 106

USF Board of Trustees
March 5, 2019

Issue: Appointment of USF Sarasota-Manatee Campus Board Member

Proposed action: Approve USF Sarasota-Manatee Campus Board Member

Background information:

The Board shall appoint members to the Campus Boards, from recommendation of the President. Consonant with the State Constitution, members shall hold no other State office. Members may be reappointed for additional terms not to exceed eight (8) years of service.

The USF Regional Campus Boards have the powers and duties provided by law and other such powers as are lawfully delegated by the University Board of Trustees to provide for efficient operation and improvement of the campus. It is within the authority of the Board of Trustees to appoint the members of the USF Regional Campus Boards.

David C. Eckel is the owner and president of Wagner Realty, an agency he purchased in the 1990s that has grown from one office to eight spread throughout the greater Bradenton area with 200+ agents and staff. Prior to his time with Wagner, he was a vice president and senior commercial lending officer at Marine Midland Bank in New York, before joining the real estate firm of Stovroff & Herman, Inc. (now Realty USA) as vice president in the 1970s and then its president in 1987.

Mr. Eckel is past chair of the USFSM Community Leadership Council and serves as the USFSM Campus Board liaison to the USF Board of Trustees Academics and Campus Environment Committee. Mr. Eckel is a founding director of the Bradenton Blue Foundation, Inc. servicing the Bradenton Police Department, and presently serves as its secretary. Previously, Mr. Eckel was a board member of Saint Stephens Episcopal School, the Manatee Chamber of Commerce and its Economic Development Council, Whitney National Bank, and the South Florida Museum. Mr. Eckel is also a founding member and current participant in the Sarasota Economic Development Council.

Mr. Eckel holds his bachelor's degree from Cornell University and an MBA from the State University of New York at Buffalo. Mr. Eckel is a retired captain from the United States Army.

Mr. Eckel is eligible for a four-year appointment ending June 30, 2022.

Prepared by: Travis Miller, Office of the President

UNIVERSITY OF SOUTH FLORIDA BOARD OF TRUSTEES

RESOLUTION

WHEREAS, H. William "Bill" Heller joined USF St. Petersburg on August 7, 1992 to serve as the Campus Dean and Professor of Special Education and;

WHEREAS, H. William Heller served as the USF St. Petersburg campus leader for ten years during which new academic programs were implemented including environmental science and policy and graphic design;

WHEREAS, Bill Heller secured the funding for the Bishop Center for Ethical Leadership and directed the Center starting in 2010 during which time a minor in leadership was created to ensure students learned the science and the art of leadership;

WHEREAS, Bill Heller served as Dean and Professor of the USF College of Education for five years starting in January 2012; and

WHEREAS, Bill Heller and his wife Jeannie Heller provided significant philanthropic support to USF and are members of the John and Grace Allen Society of the USF Foundation for their support of the USFSP College of Education, the Nelson Poynter Library, and USF Athletics, and other special projects and initiatives

WHEREAS, Bill Heller represented USF in the community by serving on the boards of many social service and cultural institutions including the YMCA of St. Petersburg, the Palladium Theatre, the YWCA of Tampa Bay, the St. Petersburg Museum of History, the Resurrection House, the Florida International Museum, St. Petersburg Preservation, Leadership St. Petersburg, the Mahaffey Theatre Foundation, Bayfront Health System, and SPCA Tampa Bay;

WHEREAS, Bill Heller has received numerous awards for his professional and community contributions including the 1991 E. Wallace Wallin Award by the Council for Exceptional Children, the highest honor bestowed by the Council; the 2000 Romaine Mackie Leadership Award in Special Education, the Bill Heller Day by the City of St. Petersburg on August 21, 2002, and the 2004 Pinellas County League's Chairman's Award for outstanding support and service to the Urban League;

WHEREAS, Bill Heller is an icon in the City of St. Petersburg and has contributed to the momentum of USF St. Petersburg and the City of St. Petersburg,

WHEREAS, Chapter 2006-315 of the Laws of Florida states in Section 1. (1) The building known as Coquina Hall, located on the campus of the University of South Florida St. Petersburg in Pinellas County is designated "H. William Heller Hall."

(2) The University of South Florida St. Petersburg is directed to erect suitable markers designating H. William Heller Hall as described in subsection (1)

(3) This section shall take effect upon the effective date of the retirement of H. William Heller from, or the termination of H. William Heller's employment with, the University of South Florida St. Petersburg,

WHEREAS, H. William Heller's retirement from the University of South Florida has been accepted as of May 6, 2019

NOW, THEREFORE, BE IT RESOLVED THAT THE UNIVERSITY OF SOUTH FLORIDA BOARD OF TRUSTEES AFFIRMS THE DECISION TO NAME COQUINA HALL AS H. WILLIAM HELLER HALL AND OFFER OUR SINCERE THANKS AND APPRECIATION FOR HIS DECADES OF LEADERSHIP AND COMMITMENT TO THE UNIVERSITY OF SOUTH FLORIDA.

PASSED AND ADOPTED by the University of South Florida Board Of Trustees, a public body corporate of the State of Florida, at a public meeting thereof duly called and held this 5th day of March 2019.

Brian Lamb, Chair

Judy Genshaft, Corporate Secretary

UNIVERSITY OF SOUTH FLORIDA

**PERFORMANCE BASED FUNDING &
PREEMINENCE PERFORMANCE:**

Student Success Metrics

USF BOARD OF TRUSTEES









USF TAMPA – Student Success Performance

FTIC Four-Year Graduation (PBF and Preeminence)				<i>Estimated PBF Points</i>	<i>PE Benchmark</i>
	2013-17 ACTUAL	2014-18 GOAL	PRELIMINARY ¹ 2014-18 ACTUAL		
<i>Student Cohort Size</i>	3,852		4,099		
Graduated Same Campus	59.6%	60.0%	↑ 60.6%	10 pts Excellence	60%
Graduated Within USF System	59.8%	-	↑ 60.9%		
Freshman Retention Rate² (Preeminence)					<i>PE Benchmark</i>
	2016-17 ACTUAL*	2017-18 GOAL	PRELIMINARY ¹ 2017-18 ACTUAL		
<i>Student Cohort Size</i>	4,022		4,107		
Retained Same Campus	90%	91%	↑ 91%		90%
Retained Within USF System	90%	-	↑ 91%		
Academic Progress Rate [2nd Year Retention with at least a 2.0 GPA] (PBF)					
	2016-17 ACTUAL*	2017-18 GOAL	PRELIMINARY ¹ 2017-18 ACTUAL	<i>Estimated PBF Points</i>	
<i>Student Cohort Size</i>	4,022		4,107		
Retained Same Campus	87%	89%	↑ 89%	8 pts Excellence	
Retained Within USF System	87%	-	↑ 89%		

*Note: Previous year data updated to reflect the change in methodology made by BOG ODA staff to improve accuracy







¹ Data are considered preliminary and verified by the FLBOG ² Only USF Tampa data are considered for Preeminence

USF ST. PETERSBURG – Student Success Performance

FTIC Four-Year Graduation (PBF and Preeminence)				<i>Estimated PBF Points</i>	<i>PE Benchmark</i>
	2013-17 ACTUAL	2014-18 GOAL	PRELIMINARY ¹ 2014-18 ACTUAL		
<i>Student Cohort Size</i>	547		443		
Graduated Same Campus	30.0%	40.0%	 32.1%	0 pts Excellence, 4 pts Improvement	60%
Graduated Within USF System	41.3%	-	 41.0%		
Freshman Retention Rate² (Preeminence)					
	2016-17 ACTUAL*	2017-18 GOAL	PRELIMINARY ¹ 2017-18 ACTUAL		<i>PE Benchmark</i>
<i>Student Cohort Size</i>	618		630		
Retained Same Campus	78%	-	 74%		90%
Retained Within USF System	79%	-	 75%		
Academic Progress Rate [2nd Year Retention with at least a 2.0 GPA] (PBF)					
	2016-17 ACTUAL*	2017-18 GOAL	PRELIMINARY ¹ 2017-18 ACTUAL	<i>Estimated PBF Points</i>	
<i>Student Cohort Size</i>	618		630		
Retained Same Campus	75.6%	78.0%	 71.4%	0 pts Excellence	
Retained Within USF System	76.5%	-	 72.2%		
*Note: Previous year data updated to reflect the change in methodology made by BOG ODA staff to improve accuracy					




¹ Data are considered preliminary and verified by the FLBOG ² Only USF Tampa data are considered for Preeminence

USF SARASOTA-MANATEE – Student Success Performance

FTIC Four-Year Graduation (PBF and Preeminence)				<i>Estimated PBF Points</i>	<i>PE Benchmark</i>
	2013-17 ACTUAL	2014-18 GOAL	PRELIMINARY¹ 2014-18 ACTUAL		
<i>Student Cohort Size</i>	83		90		
Graduated Same Campus	34.9%	36.0%	 31.1%	0 pts Excellence	60%
Graduated Within USF System	45.8%	-	 41.1%		
Freshman Retention Rate² (Preeminence)					<i>PE Benchmark</i>
	2016-17 ACTUAL*	2017-18 GOAL	PRELIMINARY¹ 2017-18 ACTUAL		
<i>Student Cohort Size</i>	97		131		
Retained Same Campus	81%	-	 89%		90%
Graduated Within USF System	84%	-	 90%		
Academic Progress Rate [2nd Year Retention with at least a 2.0 GPA] (PBF)					<i>Estimated PBF Points [PY]</i>
	2016-17 ACTUAL*	2017-18 GOAL	PRELIMINARY¹ 2017-18 ACTUAL		
<i>Student Cohort Size</i>	97		131		
Retained Same Campus	81.3%	84.4%	 84.0%	5 pts Excellence	
Graduated Within USF System	83.3%	-	 84.7%		
*Note: Previous year data updated to reflect the change in methodology made by BOG ODA staff to improve accuracy					

¹ Data are considered preliminary and verified by the FLBOG ² Only USF Tampa data are considered for Preeminence

USF SYSTEM – Student Success Performance

FTIC Four-Year Graduation (PBF and Preeminence)			Estimated PBF Points	PE Benchmark
2013-17 ACTUAL	2014-18 GOAL	PRELIMINARY ¹ 2014-18 ACTUAL		
<i>Student Cohort Size: 4,482</i>	-	<i>Student Cohort Size: 4,632</i>		
57.3%	57.6%	 58.6%	10 pts Excellence	60%
Freshman Retention Rate² (Preeminence)				
2016-17 ACTUAL	2017-18 GOAL	PRELIMINARY ¹ 2017-18 ACTUAL	PE Benchmark	
<i>Student Cohort Size: 4,737</i>	-	<i>Student Cohort Size: 4,868</i>		
88%	-	 89%		90%
Academic Progress Rate [2nd Year Retention with at least a 2.0 GPA] (PBF)				
2016-17 ACTUAL	2017-18 GOAL	PRELIMINARY ¹ 2017-18 ACTUAL	Estimated PBF Points	
<i>Student Cohort Size: 4,737</i>	-	<i>Student Cohort Size: 4,868</i>		
86.2%*	87.4%	 86.4%	7 pts Excellence	

*Note: Previous year data updated to reflect the change in methodology made by BOG ODA staff to improve accuracy

¹ Data are considered preliminary and verified by the FLBOG ² Only USF Tampa data are considered for Preeminence

UNIVERSITY OF SOUTH FLORIDA

Tampa Campus

PERFORMANCE UPDATE

President Judy Genshaft, March 5, 2019

USF BOARD OF TRUSTEES



STUDENT SUCCESS

Highlights

- USF ranked **number four** on Eduventures' 2018 Student Success Ratings for public research/doctoral institutions (Feb. 2019)
- USF continues to be a leader and national model for student success, serving as a cohost with the Florida Consortium of Metropolitan Research Universities for the second annual **National Student Success Conference: Innovators & Innovations in Higher Education** for over 300 higher education professionals from across the U.S. (Feb. 2019)
- USF's three-tier approach to student well-being and mental health highlighted in *The Chronicle of Education* (Jan. 2019)
- USF is a participant of the Association of Public and Land-grant Universities' effort, **Powered by Publics: Scaling Student Success**, to increase college access, advance equity and close the achievement gap by 2025 (Nov. 2018)



LEADERSHIP TALENT

Critical hires:

- **Professor Krishna Bhat**, Department of Molecular Medicine (*University of Texas Medical Branch*)
- **Professor George Davis**, Department of Molecular Pharmacology & Physiology (*University of Missouri*)
- **Professor Monica Uddin**, Center for Global Health & Infectious Disease Research (*University of Illinois at Urbana-Champaign*)
- **Professor Derek Wildman**, Center for Global Health & Infectious Disease Research (*University of Illinois at Urbana-Champaign*)
- **Professor Steven Wilson**, Department of Communication (*Purdue University*)



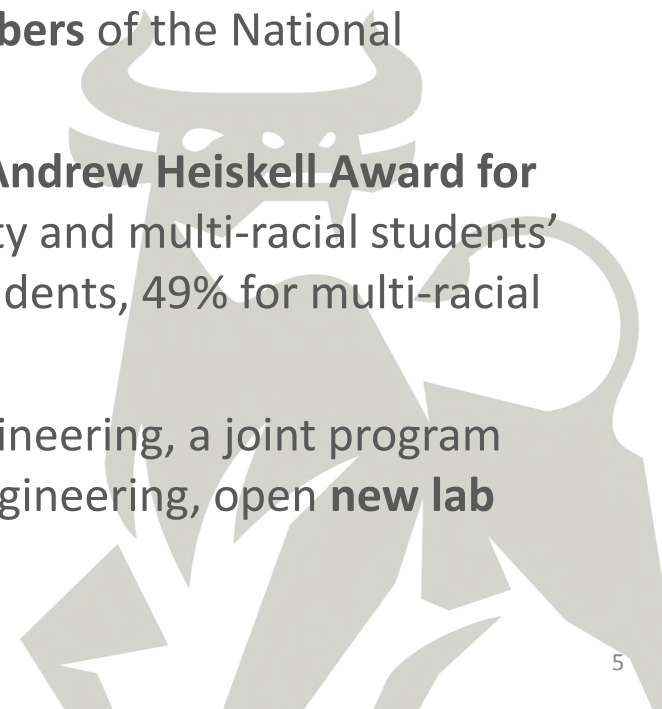
NEXT 90-DAY STRATEGIC PLAN

- **Accountability Plans**
- **Enrollment Planning 2021**
- **Consolidation**
 - Integration of Curriculum
 - General Education
 - Tenure and Promotion
 - Faculty Governance
 - Strategic Plan



INSTITUTIONAL HIGHLIGHTS

- USF named **number one producer of Fulbright Scholars in the U.S.** for 2018–2019 with 12 faculty members earning these competitive awards (Feb. 2019)
 - USF is the only institution to have 10 or more scholars this year
 - This is also USF's second time leading the nation in Fulbright Scholars
- Four USF faculty members named as **inaugural Senior Members** of the National Academy of Inventors (Feb. 2019)
- Recipient of the Institute of International Education's 2019 **Andrew Heiskell Award for Innovation in International Education** for increasing minority and multi-racial students' involvement in study abroad programs (34% for Hispanic students, 49% for multi-racial students, and 55% for Black students) (Feb. 2019)
- **Preeminence funding** helps the Department of Medical Engineering, a joint program between the Morsani College of Medicine and College of Engineering, open **new lab space for students and faculty** (Jan. 2019)



UNIVERSITY OF SOUTH FLORIDA

St. Petersburg Campus

PERFORMANCE UPDATE

Regional Chancellor Martin Tadlock, March 5, 2019

USF BOARD OF TRUSTEES



STUDENT SUCCESS

Highlights

- Aligned admissions with USF System
- Aligned student success organizational structure and data systems with USF Tampa
- Redesign of key 'gatekeeper' courses
- Extended **COMPASS** beyond the first year
- Expanded financial services to students
- Increased personal touch points for students



LEADERSHIP TALENT

Critical hires:

Searches Underway for:

- Director of Advising
- Regional Vice Chancellor of Academic Affairs/Chief Academic Officer
- SOCAT position

Hired:

- Two Retention Specialists

Interim Appointments:

- Interim Assistant Regional Vice Chancellor of Academic Affairs
- Interim Chief Academic Officer



NEXT 90-DAY STRATEGIC PLAN

90-day priorities: (tied to strategic plan/work plan goals)

- Retention of 2018 FTIC cohort
- New residence hall Groundbreaking
- Davis Hall remodel final planning
- Math SMART Lab
- Nursing Skills Lab in port facility



INSTITUTIONAL HIGHLIGHTS

- Citizen Scholarship and Community Engagement:
 - Josephine Hall \$2 million gift: Matching funds challenge for arts and Nelson Poynter Memorial Library
 - Innovation District Scholars internship and job shadowing program
 - Gift Commitment of \$3M to endow the Kate Tiedemann College of Business Dean Position
 - Civics Fellows program with YMCA
- Conferences and Symposia
 - Conference on World Affairs
 - Bay to Bay Learning Symposium
 - Cephalopod International Advisory Council Conference
 - Initiative on Coastal Adaptation and Resilience Conference
- Other Highlights
 - Kate Tiedemann College of Business new online program in accounting
 - College of Education \$2.2M grant for new statewide training program for K-12 schools



UNIVERSITY OF SOUTH FLORIDA

Sarasota-Manatee Campus

PERFORMANCE UPDATE

Regional Chancellor Karen A. Holbrook, March 5, 2019

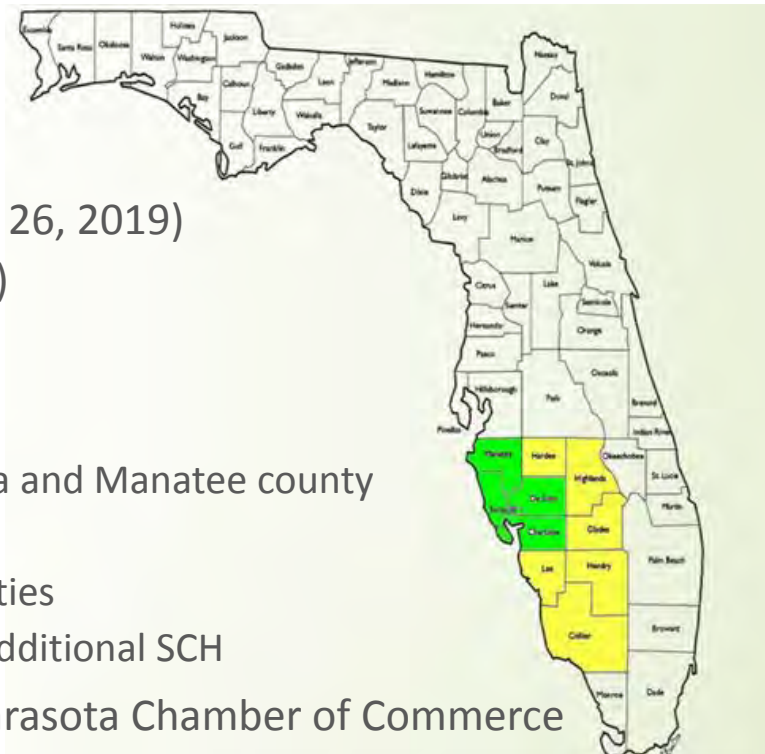
USF BOARD OF TRUSTEES



STUDENT SUCCESS

Highlights

- Expanded recruitment area – from 4 to 10 counties
- FTIC Fall Admits
 - Fall 2019 - 4.12 GPA / 28 ACT / 1260 SAT (as of February 26, 2019)
 - Fall 2018 - 3.93 GPA / 25 ACT / 1205 SAT (Admitted class)
- Increasing retention numbers – currently at 89.3%
- Dual enrollment expansion
 - Adding select classes taught by credentialed faculty at Sarasota and Manatee county schools
 - Retention of online and on campus dual enrollment opportunities
 - Increase diversity, enhance pathways to admission, generate additional SCH
- 2nd Annual CEO Shadow Day partnership with the Greater Sarasota Chamber of Commerce
- Reverse Career Fair – 14 students offered a job/internship, others interviewing
- Helios (formerly Sun Hydraulics) career fair with USF College of Engineering
- Third Annual Northwestern Mutual Leadership Series for students



LEADERSHIP TALENT

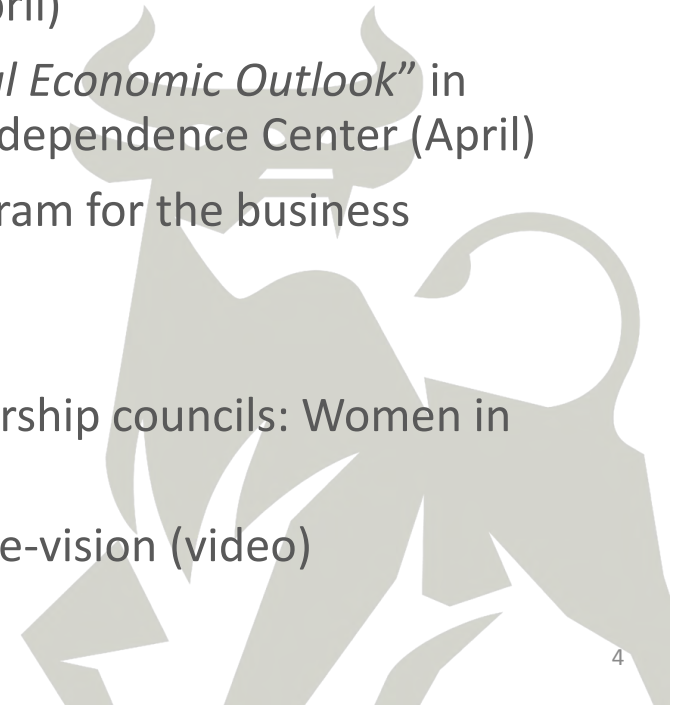
Current Searches:

- Director, Student Services (Zoom interviews underway)
- Diversity and Inclusion Officer (Campus interviews)
- Hospitality and Tourism Leadership Assistant/Associate Professor Search announced
- Risk Management Insurance and Finance professor (Finalist review, start Fall 2019)



NEXT 90-DAY STRATEGIC PLAN

- First Annual Bloomberg Certified Talent Recruitment Event in partnership with Cumberland Advisors (March)
- HospitaBull Evening at the Ritz-Carlton (March 26)
- Student Showcase for Research Projects and Innovation (April)
- 3rd “*Annual Financial Literacy Day: Stock Market and Global Economic Outlook*” in partnership with Cumberland Advisors and the Global Interdependence Center (April)
- Finalize prototype of the Critical Thinking Certification program for the business community
- Publication of the 2019 *Research:USFSM* magazine
- Continued progress on ISTC fundraising including two leadership councils: Women in STEM and ISTC Leadership Council
- Housing demand study update, progress, and Master Plan re-vision (video)



INSTITUTIONAL HIGHLIGHTS

- Perlman Music Program Winter Residency (December/January)
- Renovation complete for the Honors Program and Tutoring Center
- First State of the University Address (February)
- Adapting to Climate Change Symposium in partnership with the Global Interdependence Center and Cumberland Advisors (February)
- Student Entrepreneurship Questionnaire finalized to solicit input on developing an entrepreneurship infrastructure
- Three USFSM faculty have been selected as Fulbright scholars. They will work in Turkey, India and New Zealand
- USFSM Staff Advisory Council was formally established
- Duvall Family Studies Conference: *Releasing the Chokehold: The Opioid Crisis in the Nation and at Home*
- “*Business of Artificial Intelligence*” Seminar sponsored by PAInT
- \$132.2m economic impact in the Sarasota-Manatee region 2016—2017 (CCA EMSI Economic Impact Study)

