



**USF Board of Trustees**

Tuesday, September 10, 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 Jordan Zimmerman

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

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

- 1. [June 6, 2019](#)
- 2. [August 16, 2019](#)
- 3. [August 19, 2019](#)

**b. President Currall Report**

- 1. [Rankings Update](#)
- 2. [Consolidation Update](#)

**c. Consent Agenda (FL 102 – FL 107)** Chair Zimmerman

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

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

*Governance Committee Approved Items*

**FL 102 – [Approval of BOT Operating Procedures](#)**

**FL 103 – [Approval of DSO Board Members for USF Institute of Applied Engineering](#)**

*Academics and Campus Environment Committee Approved Items*

**FL 104 – [Approval of Tenure as a Condition of Employment \(USF Campus in Tampa\)](#)**

**FL 105 – [Approval of Textbook Affordability Report](#)**

**FL 106** – Approval of USF 2019 Florida Equity Report

**FL 107** – Approval of Industrial Hemp Pilot Project

**d. New Business – Action Items (FL 108 – FL 114)**

**FL 108** – Approval of 2019-20 University E&G Carryforward Spending Plan and Authority for the Chair’s Approval of FY2020 Budget Certification Form VP & CFO Nick Trivunovich

**FL 109** – Approval of Fixed Capital Budget VP & CFO Trivunovich

**FL 110** – Approval of the Revised 2019 USF Accountability Plan Provost Wilcox

**FL 111** – Approval of the Revised Legislative Budget (LBR) Request President Currall

**FL 112** – Approval of USF Mission Statement & Goals (effective 7/1/20) President Currall

**FL 113** – Approval of Naming Projects Sr. VP Joel Momberg

**a. Vojnovic Lobby Area at Muma College of Business (\$85,000)**

**FL 114** – Approval of MCOM Budget Increase VP Calvin Williams

**III. New Business – Informational Items**

**a. Enrollment Update** Provost Wilcox

**IV. BOT Roundtable Discussion** Chair Zimmerman

**V. Adjournment** Chair Zimmerman

University of South Florida  
Board of Trustees Regular Meeting  
June 6, 2019  
**Unofficial Minutes**

Vice Chair Les Muma convened the regular meeting of the University of South Florida Board of Trustees at 9:30 a.m. and welcomed everyone to the summer meeting.

**Chair Jordan Zimmerman's Announcements:**

Chair Jordan Zimmerman reported by phone. Chair Zimmerman commented on the spectacular gala which was held on June 1<sup>st</sup>, in celebration of President Judy Genshaft. The Chair added that during President Genshaft's tenure, over 210,000 students have graduated from the University of South Florida. On behalf of the Board members Chair Zimmerman thanked President Genshaft for her 19 years of service and for the many accomplishments under her leadership.

Chair Jordan Zimmerman welcomed President-elect Dr. Steven Currall to the Board meeting.

Chair Zimmerman then asked President Genshaft to call the roll.

**President Judy Genshaft called roll with the follow trustees present:**

Trustee Michael Carrere  
Trustee Britney Deas  
Trustee Stephanie Goforth  
Trustee Oscar Horton  
Trustee Deanna Michael  
Trustee Harold Mullis  
Trustee Leslie Muma  
Trustee John Ramil  
Trustee Byron Shinn – not in attendance  
Trustee Charles Tokarz  
Trustee Nancy Watkins  
Trustee Jordan Zimmerman (via telephone)

**County Commission Commendation**

Vice Chair Muma introduced County Commissioner Sandra Murman. Commissioner Murman presented President Genshaft with a commendation plaque signed by all Hillsborough County Commissioners for her outstanding leadership of the University of South Florida.

**Special Update on USF Health and Tampa General Hospital Partnership**

Vice Chair Muma invited USF Health Sr. VP Charles Lockwood and Tampa General Hospital President and CEO John Couris to present.

On behalf of President Genshaft, Vice Chair Muma thanked Mr. Couris for the spectacular billboard recognizing the President and her 19-year tenure. Mr. Couris commented on behalf of the TGH Board suggesting that if it were not for President Genshaft's outstanding leadership and vision we would not be in a partnership today. TGH was happy to recognize her contribution to the community and to the state of Florida.

Mr. Couris commented that we have the ability to create the first ever academic medical district in the City of Tampa's history that can transform the entire city and region as it relates to medicine, both in research and innovation.

A video presentation that highlighted the USF and TGH partnership was shown with a power point presentation which highlighted:

- National Healthcare Perspectives. AMCs
- Across all missions Academic Medical Centers are facing new market pressures
- Clinical Mission, Research Mission and Educational Mission
- Virtuous Cycle for Academic Medical Centers
- Academic Medicines Virtual Cycle
- Integration Matters Among the Top Schools and Hospitals
- AAU Universities Perusing Greater Clinical Integration with Health System Partners
- What We Intend To Accomplish
- Advantages to USF – Why We're Doing This.
- Advantage To The Community
- Shared Vision and Guiding Principles
- Affiliation Overview
- Partnership Economic Model – Economic Model Overview
- Concept of the Medical District
- Protecting USF in the Path Forward – Key USF Protections Considered in Partnerships
- National Medical Districts Examples – Houston and Boston
- Tampa Bays' First Medical District

Vice Chair Muma commented that this is the right time to build the medical district in Tampa. Trustee Hal Mullis also commented referring to having a world class medical center in the Bay area has been an objective that has been pursued between TGH and USF for decades and now it's a reality. Trustee Mullis commended Dr. Lockwood and Mr. Couris on their achievement working together. President Genshaft commented on the years of the USF/TGH collaboration and understanding the values of both institutions coming together.

Trustee Nancy Watkins had a question pertaining to a group from Adventis who attended an Affiliation Agreement meeting a few years ago. Trustee Oscar Horton had a question pertaining

to the risks of partnerships. Trustee Michael Carrere commented on single payer medicine and questioned worst-case scenarios. Trustee Deanna Michael made comments on being mutually exclusive and questioned the other USF affiliated relationships. Trustee John Ramil commended Dr. Lockwood and Mr. Couris on their presentation and vision of the future of health care.

Trustee Mullis on behalf of the USF BOT, extended a thank you for support to the Board and leadership at the Tampa General Hospital.

### **New Business – Action Items (Minutes and Consent Agenda)**

#### **FL 101 – Approval of Minutes**

March 22, 2019  
April 1, 2019  
April 8, 2019  
April 23, 2019  
May 22, 2019  
May 30, 2019

Having no changes to the Minutes, Trustee Stephanie Goforth moved for approval with second by Trustee Ramil and the minutes were approved unanimously.

#### **a. Consent Agenda (FL 102 – FL 119)**

*Governance Committee Approved Item*

#### **FL 102 – Approval of DSO Bylaw Amendments**

- a.** USF Institute of Applied Engineering
- b.** USF Research Foundation, Inc.
- c.** USF Property Corp.
- d.** USF Health Professions Conferencing Corp.
- e.** USF Financing Corp.
- f.** USF Foundation, Inc.
- g.** Sun Dome, Inc.
- h.** USF Alumni Association, Inc.

*Academics and Campus Environment Committee Approved Items*

**FL 103** – Approval of Tenure as a Condition of Employment (USFT, April 8 meeting)

**FL 104** – Approval of Proposed Ph.D. Informatics and Big Data Analytics (USFT)

**FL 105** – Approval of Proposed B.S. Supply Chain Management (USFT)

**FL 106** – Approval of Proposed M.S. Supply Chain Management (USFT)

**FL 107** – Approval of Proposed B.S. Environmental Chemistry (USFSP)

- FL 108** – Approval of Faculty Nominations for Tenure (USFT)
- FL 109** – Approval of Tenure as a Condition of Employment (USFT)
- FL 110** – Approval of Faculty Nominations for Tenure (USFSP)
- FL 111** – Approval of Tenure as a Condition of Employment (USFSP)
- FL 112** – Approval of Faculty Nominations for Tenure (USFSM)
- FL 113** – Approval of Tenure as a Condition of Employment (USFSM)

*Finance Committee Approved Items*

- FL 114** – Approval of 2019-20 Continuation Operating Budget
- FL 115** – Approval of 2019-20 Preliminary Fixed Capital Outlay Budget
- ~~**FL 116** – Approval of USF System Five Year Capital Improvement Plan (2020-21/2024-25)~~  
*Moved from the consent agenda to new business action items at the request of Vice Chair Muma*
- FL 117** – Approval of Authorization of Issuance of Debt for the Research Park Office/Lab Building
- FL 118** – Approval of DSO 2019-20 Annual Financial Plans

- a. University Medical Services Assoc., Inc & USF Medical Services Support Corp.
- b. USF Foundation, Inc.
- c. USF Research Foundation, Inc.
- d. Sun Dome, Inc.
- e. USF Institute of Applied Engineering
- f. USF Health Professions Conferencing Corp.
- g. USF Alumni Association, Inc.
- h. USF Financing Corp. & USF Property Corp.

- FL 119** – Approval of Lease of Space to Tampa General Hospital

Vice Chair Muma requested that the Board waive the 48 hour requirement to remove the Finance Committee item FL 116 – Approval of USF System Five Year Capital Improvement Plan from the Consent Agenda. The available funds on hand should cause the BOG to review the CIP priority list. Trustee Watkins moved for approval with a second from Trustee Mullis, which received unanimous approval from the Board.

Vice Chair Muma recommended approval of agenda items on behalf of the Governance Committee. Trustee Goforth recommended approval of agenda items on behalf of the ACE Committee and noted the nominations for tenure were helping to add world-class faculty to the university. Chair Zimmerman recommended approval of agenda items on behalf of the Finance Committee after a thorough review.

Trustee Goforth moved for approval of the Consent Agenda with a second from Trustee Horton, the motion received unanimous approval.

Vice Chair Muma asked USF United Faculty of Florida President Arthur Shapiro, if he had comments to address to the Board. Dr. Shapiro announced that the UFF is hosting a reception in honor of President Genshaft for her service of 19 years at the University of South Florida. The reception is planned for Tuesday June 18<sup>th</sup> at the Top of the Palms; faculty members, deans and members of the Board are welcome to attend. On behalf of the United Faculty of Florida, Dr. Shapiro welcomed President-elect Currall and his wife Cheyenne and look forward to a cooperative and helpful working relationship.

### **New Business - Action Items**

#### **FL 116 – Approval of USF System Five-Year Capital Improvement Plan (2020-21/2024-25)**

Vice Chair Muma asked Sr. VP David Lechner and VP and CFO Nick Trivunovich to present the item.

Mr. Trivunovich reported that there are two changes to the five-year CIP list. First is the Morsani College of Medicine which could possibly be removed when the Governor signs the budget. Second is the Judy Genshaft Honors College, a project that totals \$60 million. Due to President Genshaft's generosity, the university has \$23.2 million, so the university is now only asking for half in PECO funding in the amount of approximately \$33 million. The previous PECO request for funding for a new engineering building totaling \$150 million will not be funded. The leadership team currently considering a request for funds to have the engineering building renovated.

President Genshaft reminded everyone of the BOG changes as it relates to the CIP selection process.

Trustee Ramil suggested the possibility of the Board Chair and President having flexibility.

Chair Zimmerman questioned past renovations of the engineering buildings.

Vice Chair Muma asked for a motion to approve the amended Capital Improvement Plan as presented. Trustee Goforth moved for approval with a second from Trustee Ramil. The motion was unanimously approved.

#### **FL-120 – Approval of Naming Projects**

Sr. VP and USF Foundation CEO Joel Momberg presented the item.

Pursuant to BOG Regulation 9.005, the University of South Florida Board of Trustees is vested with naming authority for all buildings, facilities and academic units of the USF System. The individuals below have made significant contributions to the University in the form of material gifts and special service.

- a. Krishnakanth Barri Conference Room at College of Engineering (\$510,000)
- b. Robert C. Rothman Defensive Staff Conference Room at USF Football Center (\$250,000)
- c. Hooters Huddle Outdoor Players' Lounge at USF Football Center (\$250,000)
- d. Glenn H. Ruediger Coach's Quarterback Room at USF Football Center (\$100,000)
- e. Copperhead Charities/Valspar Championship Short Game Area at USF Golf Center (\$100,000)
- f. Greenberg & Weiss Student Commons for MD Collegia Students at Morsani College of Medicine and Heart Institute at Water Street (\$100,000)
- g. Valeria Riddle and David Reader '89 MD Collegia Suite at Morsani College of Medicine and Heart Institute at Water Street (\$100,000)
- h. Clara Schiller Perpetual Charitable Trust Lobby at Morsani College of Medicine and Heart Institute at Water Street (\$50,000)
- i. Lewis A. Barness, M.D. Lactation Room at USF Health Center for Wellness, Engagement, Leadership and Learning (\$25,000)
- j. The Genshaft Pavilion at USF Sarasota-Manatee Campus (for service to the University).
- k. Weatherford Family Atrium at Morsani College of Medicine and Heart Institute at Water Street (for service to the University)

Vice Chair Muma asked for a motion to approve. Trustee Horton made a motion, with a second from Trustee Ramil and the motion was approved unanimously.

#### **FL 121 – Approve Direct Support Organization Board Members**

College of Engineering Dean Robert Bishop presented for the USF Institute of Applied Engineering.

**Mr. Michael Merrill** has served as Hillsborough County Administrator since June 2010. Mr. Merrill has a long history of serving Hillsborough County, serving as the Director of the County's Debt Management Department since 1988 and, in addition, was appointed as the Assistant County Administrator for Utilities and Commerce in November 2008. Prior to that, Mr. Merrill worked in Europe as a finance director, managing subsidiaries of a publicly held U.S. capital goods manufacturer and has previous experience in commercial real estate finance, corporate finance, and public finance. The County has recommended Hillsborough County Administrator Michael Merrill to fill this role and the Institute is seeking approval of his appointment. Mr. Merrill is eligible for an appointment ending 2022.

Vice Chair Muma asked for a motion, which was given by Trustee Goforth and seconded by Trustee Mullis. The motion was approved unanimously.

Sr. VP for Research, Innovation & Knowledge Enterprise Paul Sanberg presented for the USF Research Foundation.



**Mr. John Morrow** is CEO of Morrow Consultants, an organization that specializes in helping clients leverage the usage of intelligent machines in their own systems and products, giving them a key competitive advantage of many companies. Mr. Morrow currently serves on the Forbes AI Executive Advisory Board and Intrinio Board of Directors, and is also an entrepreneur in residence with USF CONNECT and the Sustainable Entrepreneurship & Innovation Alliance at USF St. Petersburg. Mr. Morrow holds degrees in physics and mathematics from Vanderbilt University.

**Mr. Marc Blumenthal** is partner of Florida Funders, a Florida-focused venture capital firm that blends traditional capital venture funding with a curated crowd of accredited investors, allowing the firm to better benefit companies through a larger network. Mr. Blumenthal is also founder of Synapse, a non-profit focused on helping Florida's innovation and entrepreneurial ecosystems grow and thrive.

Mr. Morrow and Mr. Blumenthal are eligible for appointments ending June 30, 2022.

Trustee Mullis moved for approval with a second from Trustee Ramil. The motion was approved unanimously.

Sr. VP Joel Momberg presented for the Alumni Association.

**Troy Dunmire – Director**

- BS 2000, Marketing
- Vice President of Stores, Gap
- Successful marketing executive

- Vice President, Student Government – Tampa
- USF Student Government position on USFAA Board

**Brielle Iacobino – Director**

- USF Student – Chemical and Biomedical Engineering
- President, USF Ambassadors
- USF Ambassadors position on USFAA Board

**Randy Norris – Chair-Elect**

- BA 1979, Marketing
- Regional Sales Manager, Monadnock Paper Mills
- Former treasurer of USFAA Board with 40 years of involvement with USF

**Ruben Matos – Director**

- MPH 1992, Public Health
- Lt. Colonel, United States Air Force
- Extensive experience in health and medical security
- Former USFAA chapter leader

**Luz Randolph, Ed.D. – Director**

- BA 2006, Communication, Curriculum & Instruction
- Assistant Director of Diversity Initiatives, USF Foundation
- USF faculty/staff position on USFAA Board
- Fundraising and event experience

**Travis McCloskey – Director**

- USF Student – Information Systems/Decision Sciences

**Valerie Riddle, M.D. – Director**

- BA 1984, Chemistry; MD 1989, Medicine

- Associate Dean for Alumni Engagement & Faculty, USF Health
- USF Foundation Board position on USFAA Board
- Generous benefactor to USF

- BS 2001, English Education; MPA 2006, Public Administration
- President/Lead Consultant, Connectivity Community Consultants
- Extensive non-profit leadership experience

**Lauren Shumate – Director**

- BA 2010, Criminology; MA 2014, Political Science
- Attorney, Gunster, Yoakley and Stewart, P.A.
- Fulbright recipient and Rhodes Scholar nominee while at USF
- Former professional tennis player

**Maggie Fowler – Director (renewal)**

- BS 1993, Management Information Systems
- Customer Strategy Manager, DXC Concerto
- Experienced information technology sales and account management professional

**Christine Turner – Director**

- BA 1997, Public Relations
- Principal – Executive Vice President, ChappellRoberts, Inc.,
- Former Leadership Tampa Chair
- USF Fast 56 award recipient

**Brigid Merenda – Director (renewal)**

- BA 1997, International Studies
- Attorney/Shareholder, Trenam Law
- USF Athletics position on USFAA Board
- President, USF Varsity Club Board of Directors

**Tonjua Williams, Ph.D. – Director**

- MA 1996, Guidance and Counselor Education
- President, Saint Petersburg College
- Experienced leader in multi-campus college environment

**Bruce Van Fleet – Director (renewal)**

- BA 1973, Marketing
- Retired and owner of Belleair Market
- Extensive financial and marketing experience
- USF Fast 56 award recipient

**Liz Wooten-Reschke – Director**

Trustee Mullis moved for approval with a second from Stephanie Goforth

Sr. VP Joel Momberg presented for the USF Foundation.

**Joie Chitwood, '95 (renewal)** – Joie is the Chief Operating Officer of the International Speedway Corporation and resides in Lake Mary, Florida. An alumnus of the Muma College of Business, Chitwood is also the 2014 recipient of the USF Alumni Association Distinguished Alumnus Award and an active member of the USF Foundation Board of Directors since 2016.

**Mike Griffin, '03 (renewal)** – Mike is a senior managing director for Savills Studley. While pursuing his degree in Marketing from the Muma College of Business, Griffin, served as Student Government President and a charter member of the USF Board of

Trustees. He is past Chair of the Tampa Chamber of Commerce, Chair of the USF Consolidation Task Force and an active member of the USF Foundation Board of Directors since 2016.

**Donna Longhouse, '84** (renewal) – Donna is an attorney and shareholder at Allen Dell Attorneys at Law. She earned her bachelors in English from USF where she is a Lifetime Member of the Alumni Association. Since 2016, Donna has actively served on the USF Foundation Board of Directors.

**Samuel “Sam” P. Bell** – Bell graduated Dartmouth College and Duke University and served as a Florida State Representative from '74 – '88. Sam has been actively involved at USF for many years. He is an advocate for USF Health and helped found the university's College of Public Health. In 2018, Bell was awarded the USF Alumni Association's Class of '56 Award, presented annually to a non-alumnus who has provided distinguished service to the university and community.

**Brad Bernstein, '84** – Brad is the Managing Director, Head of the Equity Group of Monroe Capital and resides in Bloomington, Illinois. Brad, an alumnus of the Muma College of Business, has served as an active member on the Dean's Executive Advisory Council since 2007.

**William “Bill” Mariotti, '15** – Bill is a '15 graduate of the Muma College of Business and President and CEO of Bill Mariotti Site Development Company. Bill served on the USF Alumni Association Board, is a Life Member and member of the USF Sarasota-Manatee Campus Board.

**Rena Upshaw-Frazier, '01** – Rena graduated USF with a degree in Civil Engineering and earned her Juris Doctorate from Stetson. Rena is a private practice attorney and serves on the University Area Community Development Board.

**Panos Vasiloudes, M.D.** – Dr. Vasiloudes is President and CEO, Academic Alliance in Dermatology. He is actively involved with the Morsani College of Medicine and serves on the USF Water Street Tampa Campaign Cabinet.

Vice Chair Les Muma asked for a motion to approve. Trustee Tokarz moved for approval with a second from Trustee Horton. The motion was approved unanimously.

### **New Business – Informational Items**

#### **Flavors of Money Five Year Capital Improvement plan**

Vice Chair Muma asked Sr. VP David Lechner and VP/CFO Nick Trivunovich to present.

#### **Flavors of Money – Board of Governors Presentation.**

A PowerPoint presentation was presented which covered the following items:

- The Why – Share Overview as required by the BOG
- Desired Outcomes- Budget Overview-Update of Changes- Proposal of Future Agenda Items
- Delegation to Board of Trustees – BOG Regulations –SUS Operating Budget –SUS Fixed Capital Outlay
- Delegated Powers and Duty
- BOG Regulation 1.001 University BOT Powers and Duties –Prepare a Budget approved by the BOT - Submit Budgets to the BOG for Approval
- Selected Florida Statues – End of Year Balance of Funds – Carry Forward Funds and Budget -State University Funding – Additional Appropriations
- Budgets, Fund Types and Restrictions
- SUS 2018-2019 Total Operating Budget Overview
- USF System Total Budget (in Millions)
- SUS 2018-2019 E&G Budget Sources
- USF System E&G Sources (in Millions)
- Education and General E &G –BOG Regulation – Ending Fund Balances (carry forward)- Approved CFD Plan due August – Unencumbered Available Balance in E&G (must be 7%) – Interest Earnings
- “Non E&G” Budgets, Fund Types and Restrictions
- SUS 2018-2019 Operating Budget Contracts and Grants
- US System C&G Budget (In Millions)
- Contracts and Grants – Sponsored Research Board Regulations – Grants and Donations Board Regulations-Funding –Transfers –Developmental Research Schools
- SUS 2018-2019 Operating Budget Auxiliary Enterprises
- USF System Auxiliary Enterprises Budget (In Millions)
- Auxiliary Enterprises – Board Regulation – Auxiliary Operations – Dept Service – Construction – Overhead Assessments – Safety and Infrastructure – Maintenance and Repairs – Salary and Benefits – Student Extracurricular Activities
- SUS 2018-2019 Operating Budget Local Funds
- USF System Local Funds Budget (In Millions)
- Local Funds Regulations – Operating Budgets – Student Financial Aid Intercollegiate Athletics Budget – Regulation Board
- Student Activities and Services – Student Government Operations
- Technology fee – Board Regulation – Enhance Instructional Technology - Student Financial Aid Fee -
- Faculty Practice Plan – Clinical Activity
- Fixed Capital Outlay and Financing
- Fixed Capital Outlay (In Millions)
- USF System Fixed Capital Outlay (In Millions) – Public Education Capital Outlay (PECO Funding) – Capitol Improvement Trust fund Fee (CITF)

- SUS Authorized Revenue Sources for Fixed Capital Outlay (FCO) Projects- State Appropriations for FCO – PECO Trust Fund – General Revenue – General Appropriations Act - BOG’s PECO Methodology Changing – Authorized University Revenue – Auxiliary Projects – Authorized Non State Revenues
- Financing Mechanisms
- Section 1010.62 F.S.– Authorizes Financing using revenues – New P3 Rules Changed.
- Summary of Reg./ Guideline Changes
- Proposal – Future BOT agenda items will provide a clear explanation of all funding sources and attestation that the funding source is allowed

Trustee Mullis asked for clarification as it relates to the unencumbered carry forward fund of less than 7%. Vice Chair Les Muma questioned Polytechnic’s funding. Trustee Goforth had questions concerning the Unencumbered Reserves and P3.

### **USF System Campus Updates**

#### **USF Tampa**

President Genshaft provided an update on USF Tampa and welcomed Dr. Currall as the new USF President. On behalf of her family, President Genshaft thanked the USF community for the enormous amount of festivities celebrating her retirement. She’s overwhelmed with appreciation and gratitude. The President thanked the Board of Trustees and everyone for their passion and dedication to the USF System during her tenure as President.

- USFSP set up a named scholarship for USF travel abroad students
- The Genshaft Pavilion at USF Sarasota-Manatee Campus (for service to the University).

#### **Goals**

- Graduation and Retention Rates – August has not occurred
- Research – USF Tampa received a \$7 million grant from the Federal Government for the Center for Urban Transportation and Research (CUTR)
- Revenue Generation – Fundraising
- Maintained the top quartile ranking in the KUBO
- Finance – USF has kept positive Bond ratings with Moodys and S & P.
- The financial package has been submitted requesting financing for new Housing at USFSP
- Complete the financial package for research facility in the Research Park
- Student Success – Results will be reported at the next BOT meeting.
- 2018 SAT Scores average 1296
- Strategic Initiatives – Working on Consolidation -
- Maintained Preeminence
- Leadership – New USF System President – Continued Partnerships and Goals

- Workforce and Talent

Trustee Mullis commented on the President being most deserving of all celebrations in honor of her tenure as President of USF.

### **USF St. Petersburg**

Regional Chancellor Martin Tadlock provided an update on USFSP which highlighted the following:

Chancellor Tadlock joined by Sherry Swartz Assistant VP for Enrollment Planning and Management to provide information on Student Success. A power point presentation was presented.

- Student Success – On target – Increase in APR on the 2017-18 cohort
- On Track with every student’s progress on campus
- Implemented Optimized Scheduling
- Gateway Courses – Redesigned Gatekeeper Courses
- Implemented a Clock Schedule
- Implemented Imbedded Tutors for additional assistance
- Supplemental Instruction
- Math Smart Lab
- Expansion of COMPASS to second year students
- Pinellas Access to Higher Education (PATH)
- Windward Success Camp – 58 students participated
- Start Strong Program
- Changed Profile for Admissions – Trio – SSS Program
- Integrated Leadership Team
- Financial Barriers – USFSP Promise Grant and the USFSP Graduation Success Grant
- (FIF) Finish in Four Grant Completion Grant
- Fundraising – Total Pledges and Gifts Received - \$4,428,488.99
- Major Gifts Received
- Endowment Against Prior Year and Plan
- Leadership Talent – Searches Underway
- Critical Hires: Interim Assoc. Dean Brenda Walker; Registrar, Lynn Lynch and Director of Academic Advising Kilpatry Cuestra
- Next 90 Day Strategic Plan
- Institutional Highlights

Trustee Goforth commented that at the request of the Board, programs were implemented to elevate student success. Trustee Goforth thanked Chancellor Tadlock and his team at USFSP for their support.

Chancellor Tadlock shared a personal experience with TGH and the USF partnership as it relates to his son and an upcoming surgery. He thanked Dr. Charles Lockwood and his team.

Chair Zimmerman thanked Chancellor Tadlock for his outstanding presentation and complimented Trustee Stephanie Goforth and her leadership as it relates the trajectory of USFSP.

### **USF Sarasota-Manatee Campus**

Regional Chancellor Karen Holbrook provided an update on the USFSM Campus. A power point Presentation was provided which highlighted:

- Student Success – Increasing Student Profile – 15% increase in FTE for Summer
- Fulltime Wellness Counseling
- Veteran Services establishing new scholarships for Veterans and their families
- First Destination Survey
- Reverse Career Fair
- Fundraising Goals
- Major Gifts Exceeded
- Leadership Talent – Dr. Stephen Miller Associate Professor Risk Management and Insurance; Dr. Trishna Mistry Assistant Professor, Hospitality and Tourism Leadership; Teeranai Ovathansin, Director of Student Services.
- Current Searches
- USFSM Awarded \$5 million for Faculty Hires
- Next 90 Days Strategic Plan
- Dual Enrollment Expansion
- Manatee Technical College Collaboration
- Institute For Public Policy and Leadership
- Continued Progress on Housing process
- Integrated Science and Technology – STEM Building
- Establish a Women in STEM Leadership Council
- Virtual Campus Tour Partnership
- Innovation Hub/ Robotics lab established
- 2 renovated rooms - for Honors Students and a new Tutoring Lab
- Application for Salute –National Veterans Honor Society
- Revising the Master Plan
- Highlights – Names CareerSource Suncoast Partner of the year.
- Surpassed the USF System Faculty Staff Campaign Participation Goal at 114%
- Student Pilot Mentoring Program Successful Finish
- Financial Markets and the Economy
- Spring Commencements – 297 Graduates 277 Undergraduates – 20 Graduate
- Student Showcase for Projects Research and Innovation

- Bloomberg Certified Student Luncheon and Career Fair
- The Office of Advancement has Established an Alumni and Advancement Newsletter
- Hospitabull doubled attendees
- Brunch on the Bay - Will raise to a new level

Trustee Hal Mullis commented on a proposed gift of land from the Sarasota County to USFSM which will be finalized at the next County Commissions meeting.

### **BOT Roundtable Discussion**

Trustee Michael reported on behalf of the System Faculty Council thanking President Genshaft for her support of shared faculty governance and academic leadership, and for the support of faculty diversity, student learning, research and scholarships.

Trustee Ramil reported on a celebration at a recent Moffitt Board meeting surrounding President Genshaft's career and accomplishments.

Trustee Watkins spoke as a USF alum, thanking President Genshaft for making degrees from the university worth so much more as a sign of the institution's successes. She also requested an update on the Morsani College of Medicine at a future Board meeting after receiving the last PECO allocation.

Trustee Watkins also commented on a report from the National Student Clearing House Research Center about the dramatic decrease in undergraduate enrollment from spring 2018 – spring 2019.

Provost Ralph Wilcox commented that USF anticipates the largest high quality incoming freshman class in recent history this summer and fall.

Trustee Mullis asked the Provost to provide an update on the consolidation team. Provost Wilcox reported:

- There will be a Consolidation Steering Committee meeting today
- A very productive retreat occurred earlier this week – On Academic Structure
- Sharing Guidelines for Tenure and Promotion with UFF

Vice Chair Muma read a letter prepared by General Counsel. The letter was based on the transition from President Genshaft's tenure to the new incoming president. The letter also referred to priorities and expectations and the key to our success has been for the president and the Board to stay focused on the goals and maintain the same focus during this leadership transition.



Trustee Goforth made comments concerning USFSP has and will continue to follow those expectations.

Trustee John Ramil is also in agreement.

Vice Chair Muma will ask the Governance Committee to work with the Board Operations and General Counsel to review the purpose and changes of our operating procedures to reflect this discussion. The minutes will reflect the clear and present expectation.

Having no further business Vice Chair Les Muma adjourned the regular meeting of the Board of Trustees at 12:50 PM.

University of South Florida  
Board of Trustees Conference Call  
Friday, August 16, 2019  
Unofficial Minutes

Chair Jordan Zimmerman called the meeting to order at 9:00 a. m. Chair Zimmerman thanked everyone for joining this special call of the Board of Trustees. He informed the trustees that students are moving into the dormitories at USF next week and will begin classes the following week with a big football game that weekend. He stated that he was thrilled to bring the Board together to approve a naming prior to the formal announcement.

Chair Zimmerman asked Assistant Corporate Secretary Dr. Cindy Visot to call the roll.

**Dr. Visot called roll with the following trustees present:**

Trustee Michael Carrere  
Trustee Britney Deas  
Trustee Stephanie Goforth Trustee Michael Griffin  
Trustee Oscar Horton  
Trustee Deanna Michael – not in attendance  
Trustee Harold Mullis  
Trustee Leslie Muma – not in attendance  
Trustee John Ramil  
Trustee Byron Shinn  
Trustee Charles Tokarz  
Trustee Nancy Watkins  
Trustee Jordan Zimmerman

Chair Zimmerman welcomed President Steve Currall to his first year of presidency at USF and asked him to present the special agenda item.

President Currall presented a recommendation to approve the naming of the College of Pharmacy after two generous donors, Jugal and Manju Taneja. Through their family foundation, they have committed \$10 million to support the future construction/renovation of the College of Pharmacy space in the USF Downtown Water Street facility. He recognized that Mr. Taneja is Chairman of Belcher Pharmaceuticals and is a healthcare entrepreneur. He recommended that the College be named the Taneja College of Pharmacy and thanked USF Health Senior Vice President Charles Lockwood, College of Pharmacy Dean Kevin Sneed and their teams for securing this tremendous gift.

Chair Zimmerman thanked President Currall and then asked for a motion. Trustee Hal Mullis made a motion for approval and Trustee Stephanie Goforth seconded the motion; the trustees approved the motion unanimously.

Chair Zimmerman thanked the Board for their approval and reminded them of their next call for the upcoming Monday, August 19, and then adjourned the meeting at 9:07 a.m.

University of South Florida  
Board of Trustees Conference Call  
Monday, August 19, 2019  
Unofficial Minutes

Chair Jordan Zimmerman called the meeting to order at 2:31 PM. Chair Zimmerman thanked everyone for joining this call of the Board of Trustees. He stated that the Board of Governors' deadline is in advance of the Board's committee meetings and the scheduled September Board meeting, hence the need for a special call.

Chair Zimmerman asked Assistant Corporate Secretary Dr. Cindy Visot to call the roll.

**Dr. Visot called roll with the following trustees present:**

Trustee Michael Carrere  
Trustee Britney Deas  
Trustee Stephanie Goforth  
Trustee Michael Griffin  
Trustee Oscar Horton  
Trustee Deanna Michael  
Trustee Harold Mullis  
Trustee Leslie Muma – joined call after roll call  
Trustee John Ramil  
Trustee Byron Shinn  
Trustee Charles Tokarz  
Trustee Nancy Watkins  
Trustee Jordan Zimmerman

**FL 101 – University of South Florida Legislative Budget Request**

Chair Zimmerman asked President Steven Currall to present the Legislative Budget Request (LBR).

President Currall presented a brief overview of the provided LBR. He noted the significance of requesting funding for all three campuses together, stating that with consolidation comes the need for more funding (\$37.4 million) to serve the fast-growing Tampa Bay area as a preeminent and nationally ranked research university. The Board's consolidation plan calls for investment in all three campuses to raise the national profile of "One USF" and to provide students and faculty with new academic and research opportunities never before available.

Trustee Les Muma and Trustee John Ramil commented that the LBR was well done and seemed justified for the amount requested and represented all three campuses well. Trustee Ramil also clarified that on page nine of the report, the \$2.2 million requested to hire "administrative personnel" to support new faculty hires, are as lab technicians and similar positions, not conventional administrators.

Trustee Michael Carrere inquired about the process of approval for this budget request and if USF would be competing against other SUS institutions for the allocated budget, to which AVP for Government Relations Mark Walsh confirmed that hopefully USF has the most compelling rationale to receive the funding from the state.

Trustee Byron Shinn noted the significance of the Integrated Science and Technology Complex building at the Sarasota-Manatee campus, which would house STEM programs, as he stated that they are out of space in their current building for offices.

President Currall proposed the action to approve the 2020-2021 Legislative Budget Request for \$37,424,835. Chair Zimmerman asked for a motion. Trustee Muma made a motion for approval and Trustee Harold Mullis seconded the motion; the trustees approved the motion unanimously.

### **FL 102 – Florida Institute of Oceanography Legislative Budget Request**

Chair Zimmerman then asked USF Vice Provost and Interim Florida Institute of Oceanography (FIO) Director Jim Garey to present the FIO Legislative Budget Request. Dr. Garey began by noting that he was representing the SUS and not USF for this presentation. He stated the FIO is hosted by USF in St. Petersburg with the vision of supporting excellence in marine science, technology and education through infrastructure, programs, information, and people. It supports all 12 State University System institutions in coastal/ocean science and engineering by providing research vessels and marine laboratory facilities for faculty and students across the SUS.

The main issue that Dr. Garey discussed is that FIO is nowhere near capacity in any of the goals and new funding would help it reach capacity and help achieve the new plan for SUS Research. Dr. Garey proposed a recurring funds request for \$1,477,908. He noted that all 12 SUS provosts have given their support in writing for FIO improvement. He stated that the provided funding would help with pre-positioning vessels for 30 days of subsidized ship-time once a year in different locations across the state, making their use by SUS institutions and others more cost effective.

Dr. Garey stated FIO's intent to conduct workshops and demonstration cruises/field experiences to educate potential researchers on how FIO resources could enhance their research and teaching, which would in turn lead to an increase applications for vessel and facilities use.

Chair Zimmerman thanked Dr. Garey for his thorough overview and then asked for a motion. Trustee Carrere made a motion for approval and Trustee Muma seconded the motion; the trustees approved the motion unanimously.

## **FL 103 – 2019–2020 Operating Budget**

President Currall then asked Senior Vice President for Business and Financial Strategy David Lechner to introduce the next agenda item. Mr. Lechner then introduced Nick Setteducato, Associate Vice President for Resource Management & Analysis to provide an overview of the University Operating Budget. Mr. Setteducato reviewed highlights of the overall budget, stating that including all activities, the “all-source” USF System Operating Expense Budget for FY20 is \$2.15 billion, which is \$39.1 million over the previous year’s budget. Excluding Faculty Practice Plan and Self-insurance, the USF System budget for FY20 is \$1.86 billion and has increased 1% from the previous fiscal year. Mr. Setteducato further detailed statewide budget cuts and their effect on all USF campuses.

VP & CFO Nick Trivunovich noted that the BOG asked for Business and Finance to provide the carry forward budget, which will be presented at the September 10<sup>th</sup> Board meeting.

Trustee Michael asked about the reduction of funding that was mentioned and where it is located in the budget; Mr. Trivunovich directed the trustees to slide three, which shows the \$3.2 million that is offset by other appropriations.

Mr. Setteducato proposed two actions:

1. Approve FY20 Operating Budget. This action included a requirement that the university President shall receive and must approve strategic spending plans for new funds appropriated for FY20 for USF St. Petersburg and USF Sarasota-Manatee. The President’s approval of the spending plans is required prior to funds being committed by the campus.
2. Authorize the President (or the Designee) to implement budget amendments issued by the state during the fiscal year or other changes approved by the Board Chair.

Trustee Nancy Watkins asked to limit the scope of the President’s authority in the second action with the addition of the word “non-material” changes. Trustees and General Counsel Gerard Solis agreed to make this change in order to match the policy 0100.

Chair Zimmerman asked for a motion. Trustee Muma made a motion for approval with the change in #2:

1. *Approve FY20 Operating Budget. This action included a requirement that the university President shall receive and must approve strategic spending plans for new funds appropriated for FY20 for USF St. Petersburg and USF Sarasota-Manatee. The President’s approval of the spending plans is required prior to funds being committed by the campus.*
2. *Authorize the President (or the Designee) to implement budget amendments issued by the state during the fiscal year or other non-material changes approved by the Board Chair.*

Trustee Watkins seconded the motion; the trustees approved the motion unanimously.

With no further business, Chair Zimmerman thanked everyone for their attendance and the meeting was adjourned at 3:25 PM.

*America's  
fastest-rising  
university*

**BEST  
COLLEGES**

**U.S. News**  
& WORLD REPORT

NATIONAL UNIVERSITIES

PUBLIC

2020

**NOW RANKED #44**

AMONG PUBLIC UNIVERSITIES IN  
U.S. NEWS & WORLD REPORT



UNIVERSITY of  
**SOUTH FLORIDA**



# USF jumped 44 spots in the last five years in *USN&WR*



**Six-year graduation rate  
grew 25% from 2008-18**

**Ranked above or tied with  
six AAU public universities**

**#9 in “Top Performers  
on Social Mobility”**

*This is a new category regarding the graduation and retention of students who come from low-income families and receive Pell Grants*

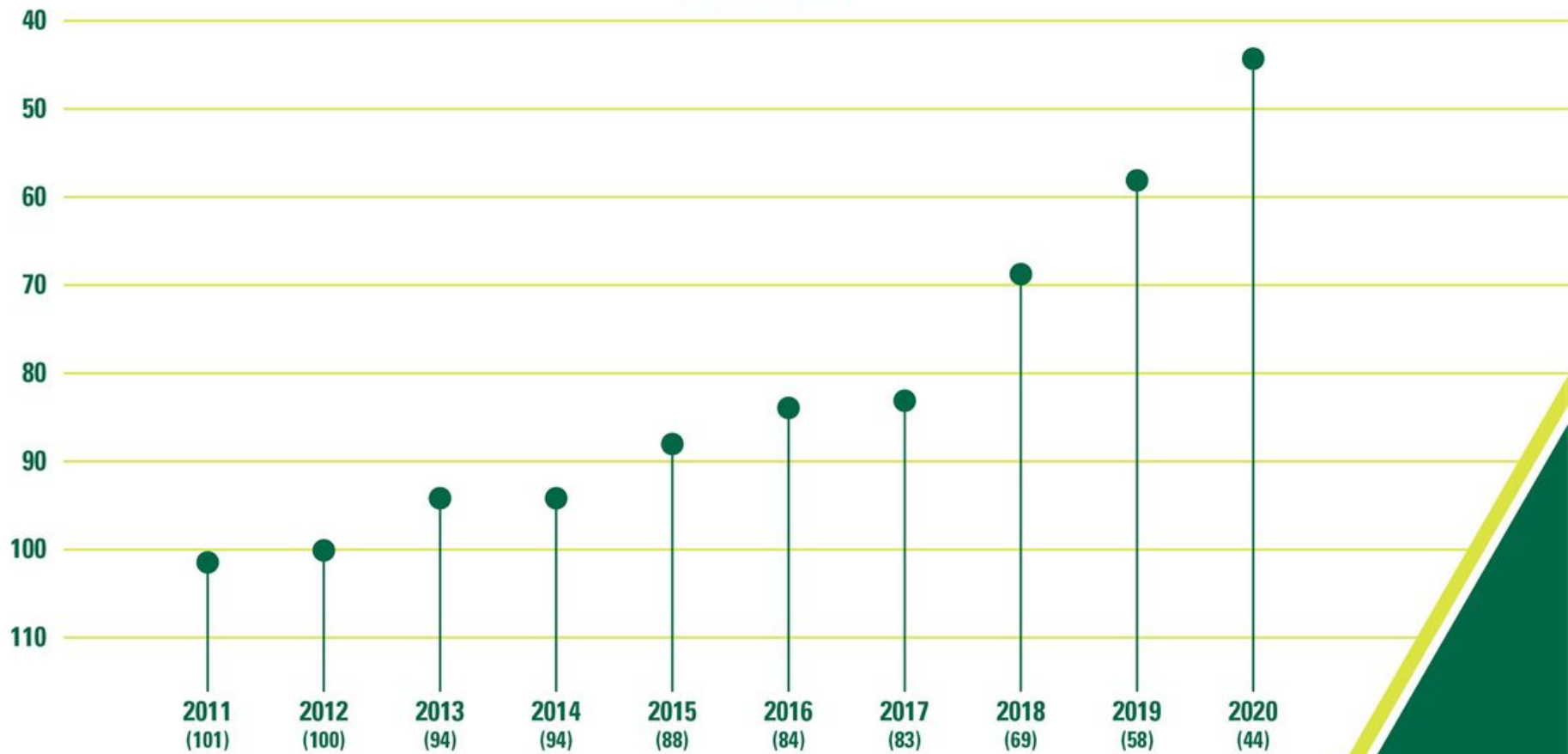
**Top 50 in six national rankings:**

*USN&WR, Washington Monthly, Kiplinger Best Public College Value, Academic Ranking of World Universities (ARWU), THE World Reputation Ranking, and Top America Research Universities (TARU)*



## USF's Rank Among Public Universities versus Year of USNWR Ranking

*10-YEAR TREND*



# USF as One University Geographically Distributed: Update on Consolidation

President Steven C. Currall | 10 September 2019

TAMPA CAMPUS  
ST. PETERSBURG CAMPUS  
SARASOTA-MANATEE CAMPUS



USF's Competitive Advantage:  
USF is the catalyst in unifying and enriching an economically  
dynamic metropolitan area

#6

Sarasota-  
Bradenton

#8

Tampa-  
St. Petersburg

*Forbes* 2018  
"Fastest Growing  
Cities in America"

## A Strategic Vision for the Future of USF Through Consolidation

For the first time, the entire Tampa Bay region will be home to a Top 50 national, Preeminent university with world-class talent, academic and research programs.

*“It’s an opportunity for St. Petersburg and Sarasota-Manatee to have a preeminent university in their community. I think, naturally, it will have them rising together as opposed to being separate limbs,”*

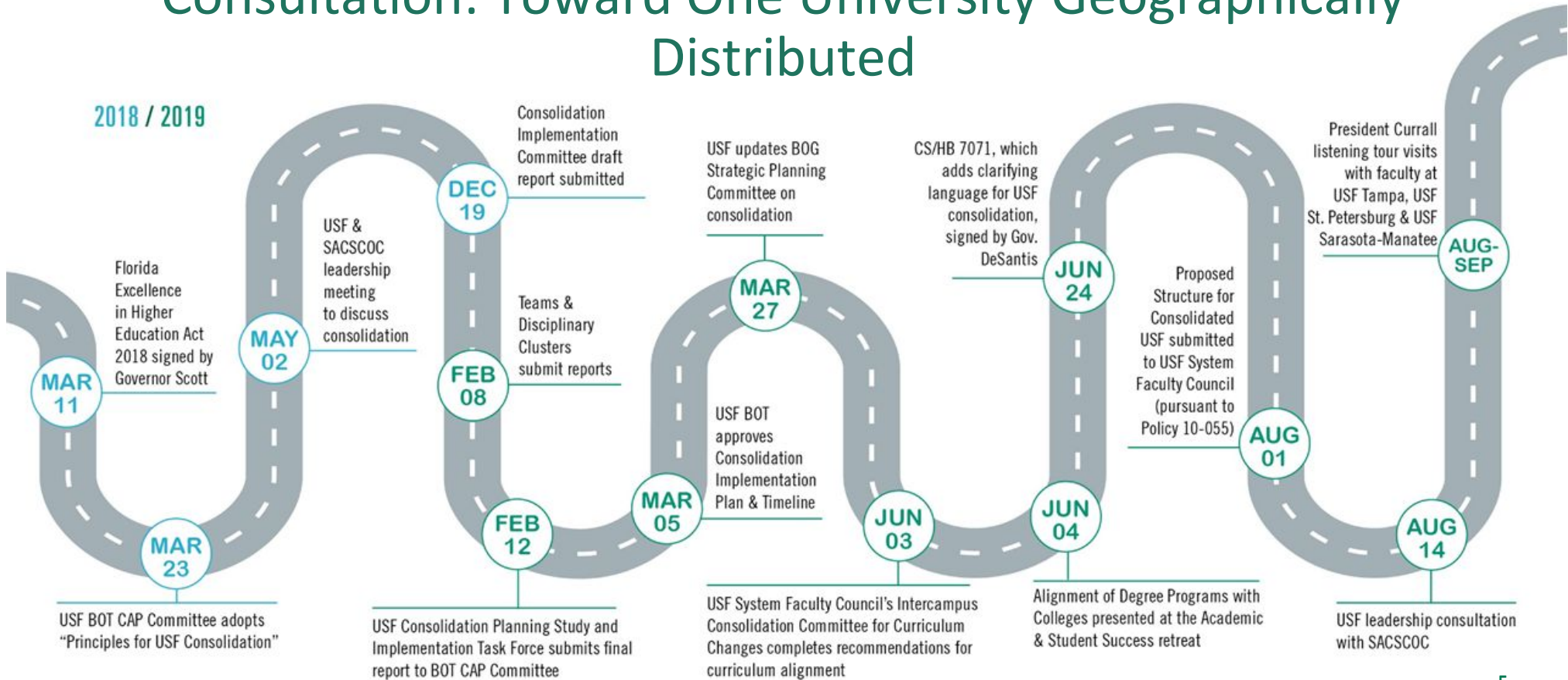
- Representative Chris Sprowls, *Bradenton Herald*, 17 January 2018.

## Key Milestones in the Consolidation Process

March 11, 2018 Act	Governor Scott signs the 2018 Florida Excellence in Higher Education into law
March 5, 2019	USF Board of Trustees approves the Consolidation Implementation Plan and Timeline
March 27, 2019	USF updates the Florida Board of Governors' Strategic Planning Committee on Consolidation
June 24, 2019	Governor DeSantis signs CS/HB 7071 into law
November 1, 2019	Deadline for finalizing a draft of the SACSCOC Substantive Change Prospectus
December 3, 2019	USF Board of Trustees meeting
March 15, 2020	Deadline for submission of the SACSCOC Substantive Change Prospectus
June 11, 2020	SACSCOC Board of Trustees meets to consider USF's Substantive Change Prospectus
July 1, 2020	USF begins operation under a single SACSCOC accreditation

# Consultation: Toward One University Geographically Distributed

2018 / 2019



## Guiding Principles for Consolidation

1. **Strengthen** USF's stature as a Preeminent Research University with national and global prominence;
2. Embrace a model of "One University Geographically Distributed" while preserving campus identity – guided by a transparent and **collaborative** process;
3. Commit to "**Students First**", through expanding access and raising educational attainment while continuing USF's national best practice of student success and diversity;
4. 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;
5. Assure consistency of **high impact research** across the university through establishing centers and programs of **academic excellence** on each campus;
6. **Enhance regional economic development** while avoiding unwarranted duplication of academic programs, and
7. 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 and Preeminence Committee, April 23, 2018*

# Guiding Principles for Consolidation

1. Strengthen USF's stature as a **Preminent Research University** with national and global prominence





## Preeminence/National Ranking Improvements

### UF

- Since 2014, only one institution ranked in the top 15 jumped more spots than UF (+6, #14 to #8)

### FSU

- Since 2014, no institution ranked in the top 50 jumped more spots than FSU (+14, #40 to #26)

### USF

- Since 2014, no institution ranked in the top 100 jumped more spots than USF (+36, #94 to #58)

U.S. News & World Report

## 2. Embrace a model of “One University Geographically Distributed” while preserving campus identity – guided by a transparent and collaborative process

- Actively engaged faculty and other stakeholders from all campuses and communities in multilayered planning for Consolidation,
- Conducted a collaborative listening tour with faculty in Tampa, St. Petersburg and Sarasota-Manatee to fully grasp unique campus strengths and opportunities,
- Identified opportunities for interdisciplinary centers of excellence in St. Petersburg,
  - e.g. marine & environmental sciences, journalism & media studies, the arts, financial services, K-12 science education,
- Identified opportunities for interdisciplinary centers of excellence in Sarasota-Manatee,
  - e.g. aging studies, risk management & insurance, the arts, K-12 arts education, and
- Reaffirmed commitment to addressing the needs of local communities and institutions.

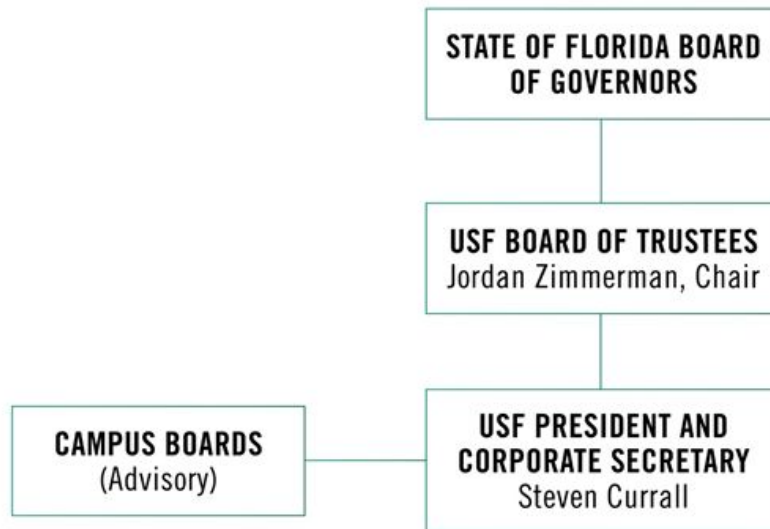
### 3. Commit to **“Students First”**, through expanding access and raising educational attainment while continuing USF’s national best practice of student success and diversity

- Aligned general education curricula across all three campuses,
- One Office of Admissions to recruit a high ability and diverse student body prepared for higher levels of student success,
- One Office of Student Success to provide students a path to timely graduation with a degree from a Preeminent research university,
- Expanded access to educational programs across all three campuses, including the delivery of high quality online platforms,
- Aligned degree programs and majors within those programs, including those with specialized accreditation, and
- Strengthened student access for success through 2+2 transfer articulation, including FUSE graduation pathways, with Florida State College partners.

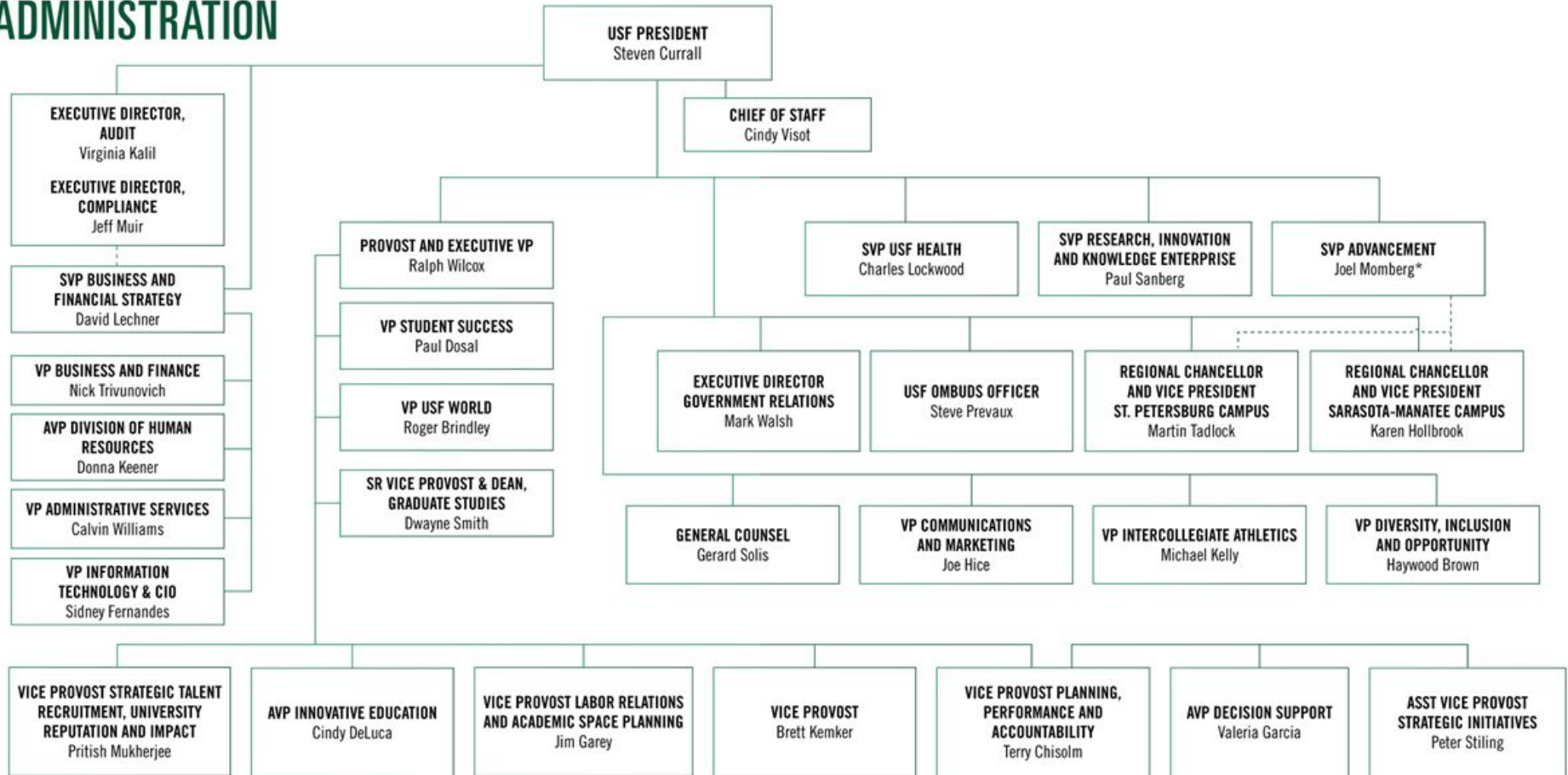
#### 4. Establish a clear, simple and **unified leadership** structure by aligning accountability with authority and valuing shared governance through engaging students, faculty and staff on all campuses

- Under a single accreditation there is one governing board (USF Board of Trustees), one chief executive officer (USF President), one mission, one set of goals, and one brand,
- The USF President has the authority to manage and operate USF, subject to Board of Trustees' oversight,
- The President delegates certain authority including, but not limited to, budget, hiring and supervisory authority to other USF officers, following defined reporting lines (e.g., a department Chair reports to a college Dean, a college Dean reports to the Provost, the Provost reports to the President). Departments or schools operate within colleges, and
- One Faculty Senate and one Student Government structure representing all three campuses will contribute to shared governance.

# GOVERNANCE



# ADMINISTRATION

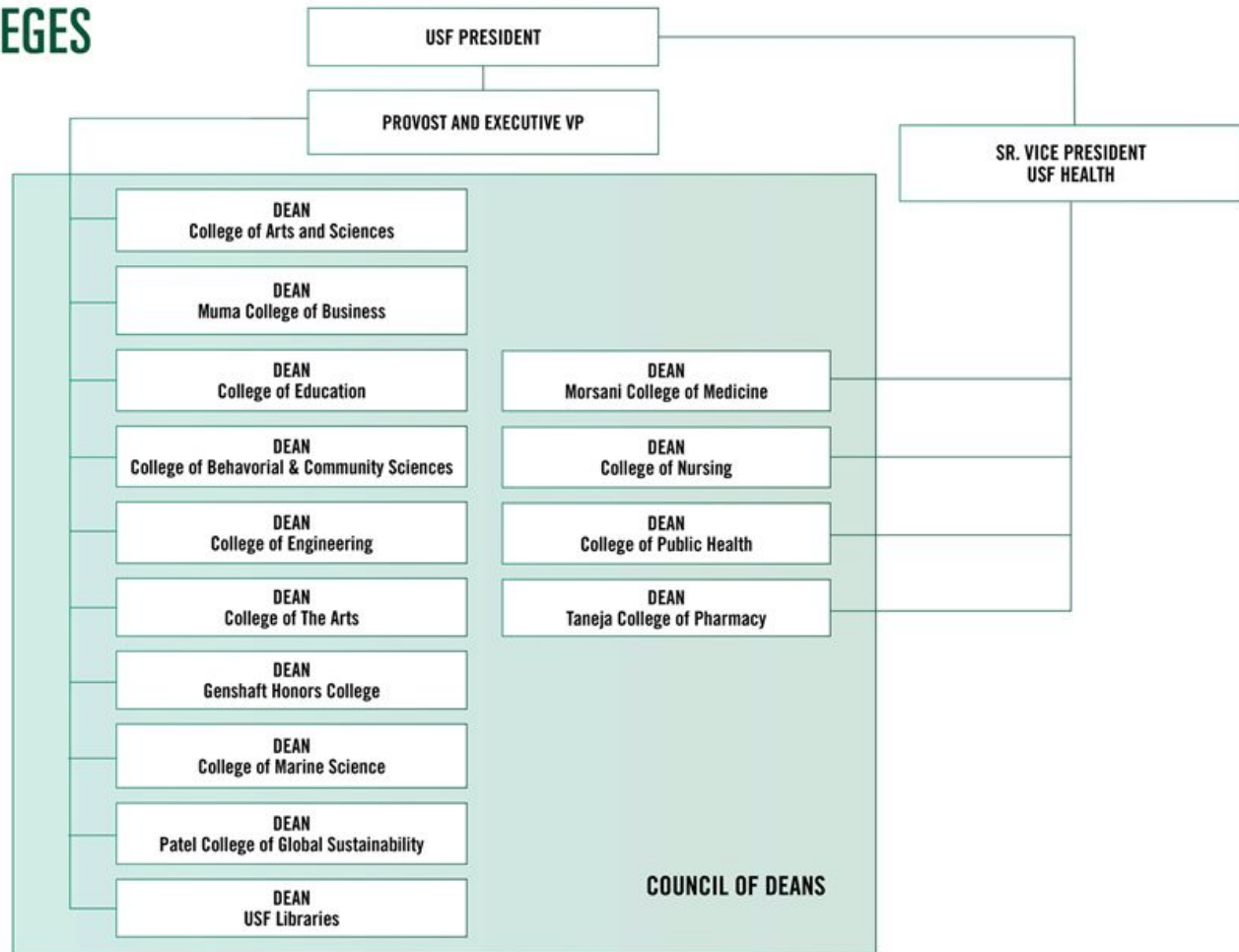


Effective July 2020 \* Pending search for a new SVP ADVANCEMENT

## Refreshed Role of the Regional Chancellors

- President's liaison with local business and economic development organizations,
- President's liaison with the local campus advisory board,
- Identifying educational needs in the local community (e.g., workforce needs)
- Identifying research needs of the local community,
- Implementing approved budget for campus facilities and non-academic support staff,
- Overseeing the hiring, development, retention, and rewards for local campus non-academic support staff,
- Leading emergency preparedness and emergency management, and
- Leading advancement activities:
  - Leading philanthropic strategy and operations in the local community,
  - Pursuit of numerical targets for identification, qualification, cultivation, solicitation, and stewardship of donors and alumni
  - Managing fundraising and alumni relations staff on the campus

# UNIVERSITY-WIDE COLLEGES

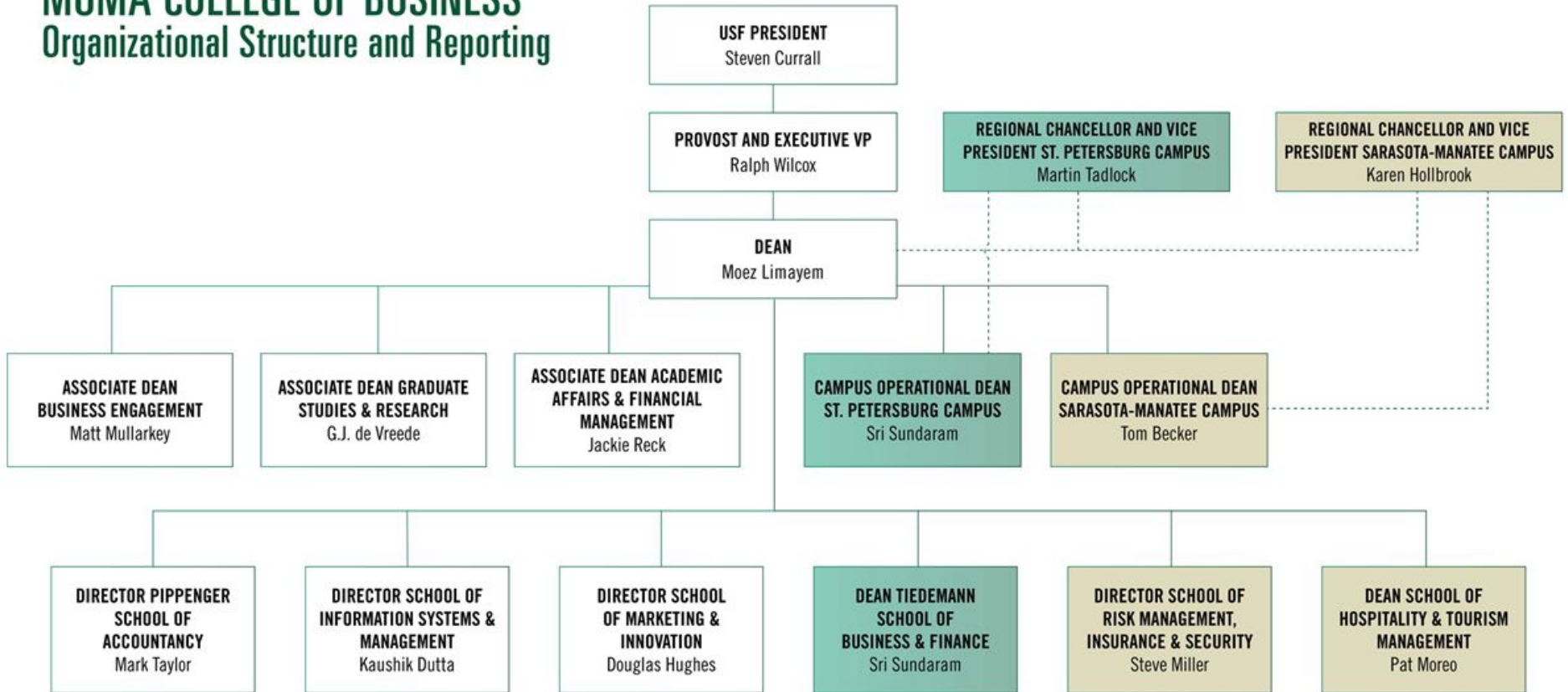


Effective July 2020



# MUMA COLLEGE OF BUSINESS

## Organizational Structure and Reporting



Effective July 2020

## This Framework Meets the Requirements of SACSCOC and State Law

The 2019 amendment of statutes calls for the St. Petersburg and Sarasota-Manatee campuses to meet the characteristics of a SACSCOC designated branch campus. The statute adopts the SACSCOC’s definition for a branch campus, which is an “...off-campus instructional site that is geographically apart from the main campus of the institution, whereby the branch campus is:

Permanent;	✓
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 <i>(see Regional Chancellor/VP role and Muma College of Business example)</i>	✓
Has its own budgetary and hiring authority.” <i>(see Regional Chancellor/VP role and Muma College of Business example)</i>	✓

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

- Building university-wide mechanisms to establish, nurture and reward nationally and globally interdisciplinary research programs of strategic impact on each campus,
- Building an “on-ramp” to support faculty success in scholarly, research and creative productivity consistent with a Preeminent university on all campuses,
- Approved one set of university-wide tenure and promotion guidelines,
- Commitment to equity of faculty assignment; support for scholarly, research and creative impact; performance expectations; and, ultimately, compensation, regardless of campus location, and
- Strategically recruiting world class faculty and student (undergraduate and graduate) talent to “destination” campuses defined by nationally competitive programs

## 6. **Enhance regional economic development** while avoiding unwarranted duplication of academic programs

- Redoubling our commitment to USF's role as an engine for regional economic growth,
- Expanding support for innovation and entrepreneurship through education, research, and community engagement across all campuses,
- Cultivating strategic partnerships for economic growth and societal enrichment throughout the Tampa Bay region,
- Expanding engagement by Regional Chancellors with business and industry in their local communities, and
- Aligning academic programs to meet the distinctive needs of the communities we serve.

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

- Investing in, and optimizing, video conferencing to strengthen faculty, staff, and student communication and collaboration across the three campuses,
- Providing equitable access and consistency in service quality for students, faculty, and staff across all three campuses,
- Leveraging specialized faculty talent across “One University”, and
- Expanding access to high quality educational programs utilizing online platforms.

## Next Steps in the Consolidation Process

- Approve a plan for new faculty hires within areas of distinctive excellence at USF's St. Petersburg and Sarasota-Manatee campuses,
- Approve a plan for new investments in support of strengthening faculty scholarly, research and creative productivity; and, student success, including admissions, instructional technology and videoconferencing, at USF's St. Petersburg and Sarasota-Manatee campuses,
- Determine faculty departmental, school and college affiliations,
- Develop a single USF Faculty Handbook,
- Develop and approve governing documents for a single USF Faculty Senate, and
- Develop and approve governing documents for a single USF Student Government.

**UNIVERSITY of  
SOUTH FLORIDA**

A PREEMINENT RESEARCH UNIVERSITY

**Agenda Item: FL 102**

**USF Board of Trustees**

September 10, 2019

**Issue:** The Board of Trustees is asked to review proposed Amendments to the USF Board of Trustees' Operating Procedures.

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**Proposed action:** Approve proposed Amendments to the USF Board of Trustees' Operating Procedures.

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**Executive Summary:**

On June 6, 2019, the Board stated its expectation that all decisions impacting the structure, curriculum, budget, personnel and performance of the university will be approved by the President, subject to the Board's established governance processes and accountable to the Board. This expectation applies to all campuses and educational sites (i.e. including USF Health). The Chair, acting through the Vice Chair, then directed the Governance Committee to work with Board Operations and General Counsel to review and propose changes to the Board's Operating Procedures to reflect this expectation.

Additional updates and clarifications primarily to the Board's committees are also included for consideration by the Governance Committee.

Therefore, the proposed amendments are intended to: (1) operationalize the Board's 06/06/19 expectation; and (2) update and clarify other sections of the Operating Procedures primarily as they relate to Board committees. The amendments are presented as an action item for approval, pending the Governance Committee's review and discussion. Amendments to the Operating Procedures must be approved by the full Board.

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**Strategic Goal(s) Item Supports:** USF System Strategic Goal Nos. 3 and 4

**Review Date:** 09/10/19

**Supporting Documentation Online:** Yes

**USF System or Institution specific:** University- wide

**Prepared by:** Gerard Solis, General Counsel



**DRAFT Amendments UBOT Operating Procedures 08/27/19**

**OPERATING PROCEDURES OF  
THE UNIVERSITY OF SOUTH FLORIDA  
BOARD OF TRUSTEES**

**ARTICLE I  
ORGANIZATION**

**A. Legal Status of Board of Trustees**

The University of South Florida Board of Trustees (“Board of Trustees” or “Board”) is established as a public body corporate, with all powers as provided by Florida law. The Board of Trustees acts as an instrumentality or agency of the state for purposes of sovereign immunity pursuant to Section 768.28(2), Florida Statutes.

**B. Members**

The Board of Trustees shall be composed of thirteen persons, six members appointed by the Governor of the State of Florida and five members appointed by the Board of Governors. The other two members shall be (1) the elected representative of the University of South Florida ~~System~~ Student Advisory Council and (2) the President of the University of South Florida ~~System~~ Faculty Council.

**Comment [A1]:** System was removed throughout the document to align with accreditation requirements.

Board of Trustees’ members who are appointed by the Governor and Board of Governors shall be appointed for 5-year terms.

Members of the Board of Trustees and the Campus Boards shall not serve on any other non-advisory (i.e. the advisory board does not vote or take actions on university matters) Board of the University or its Direct Support Organizations during their appointed term(s). However, this limitation does not apply to the Board representatives for: the student body serving on the USF ~~System~~ Student Advisory Council; the faculty representative serving on the USF ~~System~~ Faculty Advisory Council; -Board members serving on the USF St. Petersburg and USF Sarasota-Manatee Campus Boards pursuant to Sections 1004.33 and 1004.34 Florida Statutes; and service on Boards with which the University has an affiliation agreement.

Members of the Board of Trustees shall serve without compensation but may be reimbursed for travel and per diem expenses in accordance with state law.

**C. Officers**

The officers of the Board of Trustees are the Chair, Vice-Chair and the Corporate Secretary. The Chair and Vice-Chair shall be elected by majority vote by the Board of Trustees at appropriate times and shall each serve two-year terms to

**DRAFT Amendments UBOT Operating Procedures 08/27/19**

begin immediately upon election. ~~Elected officers~~ ~~The Chair~~ may serve for one additional consecutive 2-year term or until a successor is elected by majority vote, and for each additional consecutive term beyond two terms ~~officers~~, may be reelected by a two-thirds vote. The University ~~System~~ President shall serve as Corporate Secretary of the Board of Trustees.

In the event of a vacancy in the Chair and/or Vice Chair positions, an election will be held as soon as practical after the vacancy occurs to select a member of the Board, by a majority vote, to the applicable vacant position (s). The newly selected officer (s) will serve terms as specified in the above section. This may result in the Board Chair and Vice Chair terms of office not running concurrently.

The officers shall have the following responsibilities:

1. **Chair**

a. The Chair ~~of the Board may~~ of the Board serves as Chair of the Finance Committee; ~~—serves, serves~~ as an ex officio voting member of all ~~University Strategic Priority Committees of University Strategic Priorities and all~~ Standing Committees and Ad-Hoc Committees of the Board, and appoints members thereof.

b. The Chair of the Board presides at all meetings of the Board of Trustees, calls special meetings of the Board when necessary, serves as spokesperson for the Board, attest to actions of the Board and notify the Governor or Board of Governors in writing whenever a Board member fails to attend three consecutive regular meetings in any fiscal year, which may be grounds for removal.

c. The Chair of the Board shall appoint at least one a representative to the board of directors and the executive committee of any direct-support organization certified by the Board.

2. **Vice-Chair**

The Vice-Chair acts as Chair during the absence or disability of the ~~Board~~ Board Chair and during any temporary period of vacancy before election of a new Board Chair pursuant to Section C, 1 above and, in that event, shall perform those duties of the Chair described hereinabove.

3. **Corporate Secretary**

00163782.DOC2

**DRAFT Amendments UBOT Operating Procedures 08/27/19**

a. The University **System** President, as Corporate Secretary, is responsible to the Board for all operations and administration of the University and sets the agenda for meetings of the Board in consultation with the Chair. During the absence or disability of the University **System** President, the Provost and Executive Vice President will function as Corporate Secretary. The President may designate an individual to serve as assistant corporate secretary to the Board. This individual shall perform all duties delegated by the corporate secretary.

b. The President serves as the ~~Board's point of contact~~official contact with between the Board and the Campus Boards, faculty, staff, students and support organizations of the ~~University System~~University System. ~~The President is in and is at all times accountable to the Board.~~ The President exercises such powers as are appropriate to his/her position in promoting, supporting and protecting the interests of the University **System** and in managing and directing its affairs, including but not limited to approving all decisions impacting the organization, curriculum, budget, personnel and performance of the university, subject to the Board's established governance processes. The President shall have the authority to execute all documents on behalf of the university and the Board consistent with law, applicable Board of Governors' and Board of Trustees' rules and policies, and the best interests of the university. The President may issue directives and executive orders that are not in contravention of existing Board policies. The President is responsible for all educational, financial, business and administrative functions of the University **System** to advance its educational missions and goals, consistent with University policy, and exercises such other powers, duties and responsibilities as are delegated or established by the Board.

c. The President shall receive all Campus Board recommendations, plans and budgets (collectively "Campus Board Materials") on behalf of the Board. The President shall review and revise Campus Board Materials prior to submission to the Board. The President may also decline to advance all or any part of the Campus Board Materials. The President shall promptly notify the Campus Board Chair of the disposition of Campus Board Materials and copy the Board Chair on the notification.

d. The President of the University shall be a non-voting *ex-officio* member of the Governance committee, and all Board Standing committees and Strategic Priority Committees of Strategic Priorities, but ~~and will~~ not be counted as part of a quorum for the purpose of transacting business.

00163782.DOC3

**DRAFT Amendments UBOT Operating Procedures 08/27/19**

**D. Board of Trustees**

The Board of Trustees is responsible for cost-effective policy decisions, implementing and maintaining high-quality education, research and creative programs consistent with the university's mission, measuring the University System performance and providing input regarding compliance with state policy, budgeting and education standards. The Board of Trustees sets policy for the University System and serves as its legal owner and final authority. As the "public body corporate" for the university, the Board holds the university's financial, physical and human assets and operations in trust and is responsible for efficient and effective use of resources. It must ensure the performance of all duties assigned by law, rules and regulations of the Florida Board of Governors. The Board, pursuant to Section 1004.28 Florida Statutes, provides budget and audit review and oversight of university Direct Support Organizations and establishes the conditions with which they must comply in order to use property, facilities or personal services at the university. The Board may adopt rules, regulations and policies consistent with established laws and the university's mission and strategic plan. Board members establish policy and assess the implementation of Board policies. When the Board, through majority vote at a public meeting, establishes a new rule, regulation or policy it will be promulgated as follows:

1. Rules- in accord with the requirements set forth in Ch. 120, F.S.;
2. Regulations- in accord with the provisions of the Board of Governor's Regulation Development Procedure for State University Boards of Trustees; and
3. BOT Policies- the Corporate Secretary shall assign each BOT policy to the General Counsel office for promulgation with a distinct number that includes the year in which the policy was established (e.g. 2007-01) and posting the policy to the Office of the General Counsel web page.

-The specific membership, powers and duties of the Board are authorized by Article 9, Section 7 of the Florida Constitution, and Sections 1001.71, 1001.72 and 1001.73, Florida Statutes.

**ARTICLE II  
MEETINGS OF THE BOARD OF TRUSTEES**

**A. Regular Meetings**

00163782.DOC4

**DRAFT Amendments UBOT Operating Procedures 08/27/19**

The Board meets no fewer than four times per fiscal year, at a time and place designated by the Chair. Meetings of the Board are open to the public and all official acts are taken at public meetings. The schedule of meetings is available on the University of South Florida website at <http://www.usf.edu>.

**B. Special Meetings**

The Board may meet in special meetings, including hearings and workshops, at such times and places designated by the Chair.

**C. Emergency Meetings**

Emergency meetings of the Board may be called by the Chair of the Board upon such notice as is reasonable under the circumstances whenever, in the opinion of the Chair, an issue requires immediate Board action. Whenever such emergency meeting is called, the Chair will notify the Corporate Secretary. The Corporate Secretary will immediately serve either verbal or written notice upon each member of the Board, stating the date, hour and place of the meeting and the purpose for which the meeting has been called. No other business will be transacted at the meeting unless additional emergency matters are agreed to by a majority of those Board members in attendance. The minutes of each emergency meeting will reflect the manner and method by which notice of such emergency meeting was given to each member of the Board.

**D. Notice of Meetings**

Notice, stating the time, date, place and agenda or purpose of the meeting, of regular meetings, special meetings and committee meetings shall be posted on the USF Website, and shall be distributed through an appropriate USF list serve. Notice will be given not less than seven (7) days, if practicable, before the event and will include a statement of the general subject matter to be considered. Whenever an emergency meeting is scheduled, the Corporate Secretary will post a notice on the USF Website, and distribute same through an appropriate USF list serve as soon as practicable stating the time, date, place and agenda or purpose of the meeting.

**E. Meetings by Means of Telephone Conference Calls and other Communications Media Technology**

The Board may use telephone conference calls and other communications media technology to conduct Board business in the same manner as if the proceeding were held in person. The notice of any meeting conducted by means of communication media technology will state where and how members of the public may gain access to the meeting. Such notice will be in accordance with the notice procedures set forth above.

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**F. Quorum**

A majority of the members of the Board must be present to constitute a quorum for the transaction of business, unless otherwise provided in these Operating Procedures.

**G. Voting**

The decision of the majority of the Trustees in attendance and voting on an issue shall prevail, except that a majority vote of all members of the Board is required for appointing and removing the president and for approving or discontinuing academic programs. A Trustee may abstain from voting only under those circumstances prescribed by law. Voting by proxy or by mail shall not be permitted.

**H. Parliamentary Rules**

The most recent version of Roberts Rules of Order Newly Revised (11<sup>th</sup> ed.) will be followed in conducting meetings of the Board, unless otherwise provided by the Board.

**I. Agenda**

The agenda for each meeting of the Board shall be prepared by the President or his/her designee. Every request for inclusion of an item on the agenda of a meeting shall be put in writing and filed, together with any supporting documents, with the President sufficiently far in advance of the meeting to permit a determination to be made by the President with respect to the propriety and practicability of including that item on the agenda for the meeting. The President will assemble the agenda and provide a copy of the agenda to each member of the Board at least seven (7) days prior to the meeting and will post the agenda to the USF list serve, the USF Board of Trustees website and with the University Communications Office prior to the meeting. If additional items or supporting documentation become available, a supplemental agenda may be provided at least five (5) days prior to the meeting.

Per HB-7019 any proposal to the Board to increase tuition or fees shall be publicly noticed at least 28 days before its consideration at a board of trustees meeting. Such notice will be in accordance with the notice procedures set forth in s. 1009.24, F.S.

**J. Minutes**

Minutes of the meetings of the Board of Trustees shall be kept by the Corporate Secretary or designee, who shall cause them to be posted on the Board website and to other places where deemed appropriate within two weeks after each Board

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meeting. Minutes must include the vote history and attendance of each trustee. All lengthy reports shall be referred to in the minutes and shall be kept on file as part of the University records, but such reports need not be incorporated in the minutes except when so ordered by the Board of Trustees.

**ARTICLE III  
COMMITTEES**

**A. The Governance Committee**

The Governance Committee shall have no fewer than threefive (35) voting members, all of whom shall be trustees. ~~In addition, the President of the University System shall be a non-voting ex-officio member of the Governance Committee and will not be counted as part of a quorum for the purpose of transacting business.~~ The Chair and Vice-Chair of the Board of Trustees shall be members. ~~In a~~Additional, three (3) trustees shall be appointed by the Chair to serve on the Governance committee. A majority of Governance Committee members shall constitute a quorum.

The purpose of the Governance Committee is twofold: to conserve time, it shall serve at the pleasure of the Board as the Board's agent in assisting the President to address routine business between regular Board meetings; and it shall assist the Chair and the President in their joint responsibility to help the Board to function effectively and efficiently by suggesting board meeting agenda items and periodically assessing committee work. The Governance Committee shall have authority to act for the Board of Trustees on all matters except for the following, which shall be reserved for the full Board: appointing and removing the President; approving or discontinuing programs; board officer selection; Campus Board membership; changes in institutional mission and purposes; changes to the operating procedures; incurring of corporate indebtedness; and adoption of the annual budget. These operating procedures or other board policy may reserve other powers for the Governance Committee.

The Governance Committee shall meet as often as necessary to conduct business as the Chair and President shall determine, and it shall ensure that minutes are taken of such meetings which will be distributed to all Trustees for information at the next regular meeting of the Trustees.

**B. University Strategic Priority Committees on University Strategic Priorities**

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The Chair of the Board may establish ~~such temporary committees on~~ University ~~s~~Strategic ~~p~~Priority ~~s~~Committees as deemed necessary for the orderly conduct of the business of the Board ~~and that, —relate directly to the strategic priorities of the University.~~ Each committee shall have a written statement of purpose and primary responsibilities as approved by the Board. The Board Chair shall determine the period of service of any such ~~the~~ committee(s).

~~The Chair of the Board appoints the members of the committee and any non-voting faculty and community liaisons, selects a chair of the committee, and serves as an ex officio voting member (when present) of any such committees.~~

~~These Committees relate directly to the strategic priorities of the University. The Chair of the Board appoints the members any non-voting faculty and community liaisons, selects a Chair of the Committee, and serves as an ex officio voting member (when present) of all Committees.~~

~~University Strategic Priority Committees on <sup>2</sup> University Strategic Priorities action is~~ shall ~~make reported as a~~ recommendations for consideration and action by the full Board ~~or other Board committee, as authorized by these Operating Procedures.~~

~~If the full Board, however, authorizes a strategic priority workgroup to take final action on a matter referred to it, the Chair of the Committee shall report the action taken to the Board at its next scheduled meeting.~~

~~The chair of the committee shall perform the chair's~~ their duties in consultation with the President and/or designee. ~~The The University Strategic Priority c~~Committees shall meet as often as the ~~c~~Chair of the ~~c~~Committee shall determine ~~neccessary~~ necessary. Minutes shall be taken and distributed to all Trustees for information at the next regular meeting of the Trustees. A majority of ~~University Strategic Priority c~~Committee members ~~present~~ shall constitute a quorum for ~~the~~ transaction of business.

**C. Standing Committees**

Standing Committees ~~are~~ may be appointed by the Board Chair. The Board Chair appoints the members any non-voting faculty and community liaisons, selects a Chair of the Committee, and serves as an ex officio voting member (when present) of all Committees. Each standing committee shall consist of no fewer than three (3) members. Members of standing committees shall hold office until the appointment of their successors. Any vacancies on standing committees shall be filled by appointment of the Board Chair. Unless specifically delegated or as otherwise provided in these Operating Procedures, authority to act on all matters is reserved to the Board. The duty of each standing committee is to consider and



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to make recommendations to the Board upon matters referred to it. Each standing committee shall have a written statement of purpose and primary responsibilities as approved by the Board. The Chairs of all standing committees shall perform their duties in consultation with the University ~~System~~ President and/or designee. Minutes shall be taken and distributed to all Trustees.

**D. Ad-Hoc-Committees**

~~Ad-Hoc-Committees may be appointed by the Board Chair with such powers and duties and period of service as the Board Chair may determine. The Board Chair appoints the members, any non-voting faculty and community liaisons, selects a Chair of the Committee, and serves as an ex-officio voting member (when present) of all Committees. Unless specifically delegated or as otherwise provided in these Operating Procedures, authority to act on all matters is reserved to the Board and the duty of each ad-hoc committee shall be to consider and to make recommendation to the Board upon matters referred to it. Each ad-hoc committee shall have a written statement of purpose and primary responsibilities as approved by the Board. The Chair of any ad-hoc committees shall perform their duties in consultation with the University System President and/or designee. Minutes shall be taken and distributed to all Trustees.~~

**ARTICLE V  
AMENDMENT OF OPERATING PROCEDURES**

These Operating Procedures may be altered, amended or repealed by a majority vote of Board members ~~in attendance~~ at any regular meeting, when notice of the proposed amendment or repeal is provided in the meeting notice.

**ARTICLE VI  
APPEARANCES BEFORE THE BOARD**

Individuals or group representatives, who desire to appear before the Board to address a subject within the Board's jurisdiction may submit their requests in writing at least three (3) days in advance to the Corporate Secretary, c/o Office of Board of Trustees Operations, 4202 E. Fowler Avenue, CGS401, Tampa, FL 33620, specifying the agenda item on which the requestor(s) wishes to comment.

Comments shall generally be heard at Board Committees. However, the President in consultation with the Chair will determine whether the item will be heard and when the item will be heard. There will be a three minute time limit on any presentation. The total time allotted for all comments shall not exceed fifteen minutes, unless approved by the Chair.

As permitted by section 286.0114 F.S., the Chair may decline to hear any matter that: does not relate to a particular agenda item; is not practicable for a particular meeting; is

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outside the Board's jurisdiction; or was made available for public comment at a prior workgroup or committee meeting before the Board takes action.

The Chair may recognize any individual or representative of groups to address the Board.

In order to proceed with the essential business of the Board in an orderly manner, any individual or group representative who attempts to disrupt a Board meeting will be subject to appropriate action pursuant to law.

**ARTICLE IV  
REGIONAL CAMPUS BOARDS**

The USF System is comprised of three (3) separately accredited institutions (i.e., regional campus), USF, USF St. Petersburg and USF Sarasota-Manatee. The Board shall appoint members to the Campus Boards, from recommendations of the USF System President, for USF St. Petersburg and USF Sarasota-Manatee. Consonant with the State Constitution, members shall hold no other State office. Members shall be appointed for 4-year terms. Campus Board members serve at the will of the Board and may be removed by the Board for non-fulfillment of Campus Board duties.

Members may be reappointed, at the discretion of the Board, for additional terms to Campus Boards not to exceed eight (8) years of service.

In addition, a member of the USF Board of Trustees shall serve as provided below.

- A. **USF St. Petersburg** -- If a resident of Pinellas County is appointed to the Board of Trustees of the University, the Board shall appoint that member to serve jointly as a member of the Campus Board. If more than one Pinellas County resident is appointed to the Board of Trustees, the Board shall select one joint member.
- B. **USF Sarasota-Manatee** -- If a resident of Sarasota-Manatee Counties is appointed to the Board of Trustees of the University, the Board shall appoint that member to serve jointly as a member of the Campus Board. If more than one Sarasota-Manatee County resident is appointed to the Board of Trustees, the Board shall select one joint member.
- C. **Authority** -- As provided by applicable state law or regulation, the Regional Campus Boards shall have the authority to:
  - 1. Review and approve an annual campus legislative budget request, which will be submitted to the Commissioner of Education through the Florida Board of Governors as a separately identified section to the USF legislative budget request. The Campus Executive Officer shall prepare the legislative budget request in accordance with guidelines established by the Florida Board of Governors. This request must include items for campus operations and fixed capital outlay.

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2. Approve and submit an annual operating plan and budget for review and consultation by the University Board of Trustees. The campus operating budget must reflect the actual funding available to that campus from separate line-item appropriations contained in each annual General Appropriations Act.
  3. Enter into central support services contracts with the University Board of Trustees for any services that the Regional Campus cannot provide more economically, including payroll processing, accounting, technology, construction administration, and other desired services. However, all legal services for the campus must be provided by a central services contract with the University. The University Board of Trustees and the Campus Board shall determine in a letter of agreement any allocation or sharing of student fee revenue between the University's main campus and each Regional Campus. In addition, various University units may enter into contracts with the Regional Campus for any services that the University desires the Regional Campus to provide.
  4. The Campus Board will consult with the University President and Campus Executive Officer in the development of a Campus Strategic Plan, and periodic updates to the plan, to ensure campus development that is consonant with regional needs and that the campus meets the requirements necessary for separate accreditation by the Southern Association of Colleges and Schools. The Campus Strategic Plan and updates will be submitted to the University President for review, approval and inclusion in the University Strategic Plan, which will go to the Board of Trustees for consideration. The Campus Strategic Plan will guide the development of Legislative Budget Requests and Campus Operating Budgets.
  5. The Campus Board will regularly review enrollment patterns to ensure that the campus builds the full-time-equivalent student base required for the long-term support of existing and planned programs.
  6. The Campus Board will exercise other such powers as are lawfully delegated by the University Board of Trustees to provide for the efficient operation and improvement of the campus.
- D.** Upon enactment of the state budget, the Campus Executive Officer will consult with the Campus Boards and the USF System President and/or designee to develop for each regional campus an operating budget that advances the strategic goals for the campus, consistent with state law.

The operating budget for each Regional Campus that was developed through the consultative process will be submitted to the Board of Trustees through the appropriate committee. Upon approval by the Board of Trustees, the regional

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campus operating budgets will be reflected in the University of South Florida System operating budget.

The Board of Trustees appointed member shall chair their respective Campus Board unless otherwise approved by the Board of Trustees Chair.

**ARTICLE VII  
CODE OF ETHICS**

Trustees are Public Officers of the State of Florida who are invested with the public trust and appointed as fiduciaries of the University. Trustees will exercise their powers and duties in the best interests of the University and avoid actions or situations that result in or create the appearance of using their positions with the University for private gain, unwarranted preferential treatment to themselves or any outside individual or organization, or that calls into question a Trustee's independence and impartiality, or adversely affects the University's reputation.

At the same time, Trustees have a range of professional and personal associations and interests with individuals and other entities. These associations and interests routinely benefit the University and enhance the effectiveness of the Board. However, Trustees should also avoid situations where external associations or interests could compromise, or reasonably appear to compromise, the University's academic values or business decisions, including but not limited to admissions and employment matters.

Accordingly, it is the policy of the Board that all Trustees will act in a manner consistent with their fiduciary responsibilities to the University and avoid circumstances in which their external financial or other ties could present an actual, ~~or perceived~~ or potential conflict of interest.

**1. Presumed Conflict of Interest**

No policy statement can address every conceivable situation that might entail a conflict of interest. However, the following are presumed to create a conflict of interest:

- a. the Trustee's financial interests or other opportunities for personal benefit may compromise, or reasonably appear to compromise, the Trustee's independence of judgment in fulfilling his/her Board duties; or
- b. the Trustee or a member of his or her family, has an existing or potential financial interest or other opportunities for personal benefit relative to a university matter or initiative.

**2. Conflict of Interest Disclosure**

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If a Trustee believes that he/she may have a conflict of interest, the Trustee shall fully and promptly disclose the conflict to the Secretary, Assistant Corporate Secretary or the General Counsel.

The Corporate Secretary, Assistant Corporate Secretary or the General Counsel shall inform the Board Chair of all conflict of interest matters disclosed by a Trustee. If it is determined that a conflict of interest exists, the Board Chair, Corporate Secretary or Assistant Corporate Secretary, and the General Counsel shall work with the affected Trustee to address the conflict.

In addition, all Trustees shall annually list on the Conflict of Interest Disclosure Form the following relationships.

- a. Relationships that they or members of their family maintain with organizations that do business with the University; or
- b. Relationships and external interests that could be construed to affect their independent, unbiased judgment in light of their decision-making authority and responsibility. If a Trustee is uncertain as to whether to list a particular relationship, the General Counsel ~~must~~ should be consulted.

Information shared or gathered as a result of such consultations (including information provided on the disclosure form) shall not be released except: in accordance with applicable public records laws; or when the institution's best interests would be served by disclosure, or as required by court order. Any such required disclosure will be made only after informing the affected Trustee.

**3. Voting**

Trustees are required to disclose all potential conflicts of interests as described above, but Trustees are still required to vote on all matters before the Board unless an actual conflict of interest as prescribed by law exists. In actual conflict of interest situations, Trustees are not permitted to vote. In situations that involve the appearance or potential of a conflict of interest and a Trustee is present and required to vote, the appearance or potential of the conflict of interest will be disclosed publicly at the Board meeting in which the affected matter is being considered.

**4. Public Officers**

In addition to the foregoing, members of the Board of Trustees shall be guided by the provisions set forth in Florida law for the conduct of public officers.

**5. Regional Campus Board Members**

This Code of Ethics applies equally to Trustees and Regional Campus Board Members. Disclosures from Regional Campus Board Members should be made to the Regional Chancellor and the General Counsel, who will notify the Board Chair and Corporate Secretary in the event of an actual conflict.

**6. Definitions**

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The terms used in this Article should be interpreted and defined as provided in Chapter 112, Part III, Florida Statutes; Code of Ethics for Public Officers and Employees

**ARTICLE VIII  
MISCELLANEOUS PROVISIONS**

**A. Indemnification**

The University of South Florida (University) shall indemnify, defend, and hold harmless each Trustee of and from any and all claims, demands, civil or criminal actions, rights, defenses, counterclaims, proceedings, administrative actions, agreements, contracts, covenants, accounts, offsets, attorneys' fees, costs, damages, liabilities, losses, expenses, suits, debts, judgments, awards, duties or obligations, of any nature whatsoever, at law or in equity (collectively referred to as "Claims"), that arise from or relate in any way to his or her position on the Board of Trustees, or any act undertaken or omitted in connection with his or her service as a Trustee.

**B. Fiscal Year**

The fiscal year of the Board shall commence on July 1 of each year and end on June 30.

**C. Sunshine Laws**

Public access to Board records will be governed by the provisions of the Public Records Law, Chapter 119, F.S. Board meetings shall be governed by the provisions of the Open Meetings Law, Chapter 286, F.S.

**D. Corporate Seal**

The corporation shall have a seal on which shall be inscribed "The University of South Florida Board of Trustees".

Approved 9/21/01; Amended 03/21/02; Amended 01/21/03; Amended 06/12/08 ; Amended 06/14/12; Amended, 12/5/13; Amended 06/03/16; Amended 09/01/16

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**Agenda Item: FL 103**

**USF Board of Trustees**  
September 10, 2019

**Issue:** USF Institute of Applied Engineering Board Members

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**Proposed action:** Approve Appointment of IAE Board Members

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**Executive summary:**

Per Florida Statute Section 1004.28 and USF System Regulation 13.002, the USF Board of Trustees must approve members of Direct Support Organizations' Boards of Directors. To continue to ensure tight integration with USF stakeholders and consistent with other USF Direct Support Organizations, the Institute of Applied Engineering requests the following members of the USF leadership team to be added to its Board of Directors: Mr. David Lechner, Dr. Pritish Mukherjee and Dr. Paul Sanberg.

Mr. Lechner is the USF System Senior Vice President for Business and Financial Strategy. Prior to joining USF in 2018, he served as the Senior Vice President and Chief Financial Officer at the University of Nebraska.

Dr. Mukherjee is the USF Vice Provost and Associate Vice President for Strategic Talent Recruitment, University Reputation and Impact. He is also a Professor of Physics at USF, and has served in a number of other roles at the university since 1988.

Dr. Sanberg is the USF Senior Vice President for Research, Innovation & Knowledge Enterprise. He is also the President and CEO of the USF Research Foundation, and has served in a number of other roles at the university since 1992.

Mr. Lechner, Dr. Mukherjee and Dr. Sanberg are eligible for appointments ending 2022.

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**Prepared by:** Eric Forsyth, Institute of Applied Engineering Executive Director

**David E. Lechner**  
**Senior Vice President for Business and Financial Strategy**



David Lechner, an experienced leader in higher education and the private sector, is the University of South Florida System's Senior Vice President for Business and Financial Strategy. Reporting directly to the President, Lechner serves as a key member of the university's leadership team. He is responsible for overseeing the USF System's \$1.8 billion operating budget, as well as shaping and implementing sustainable fiscal and operational strategies that support the university's mission. Lechner's duties also include communicating financial information to the USF Board of Trustees, Board of Governors, Governor's Office and other stakeholders as necessary. Units that report through the Senior Vice President include Business & Finance, Information Technology, Facilities, Administrative Services, Audit, Compliance & Ethics, University Police, and Human Resources.

Lechner came to USF in 2018 from the University of Nebraska, where he served as senior vice president and chief financial officer, directing business operations for a university system with a \$2.4 billion budget. Lechner joined Nebraska in 1998, providing the system president with support on financial stewardship and executive leadership initiatives, while helping the institution maintain its Aa1 bond rating. Prior to his time at Nebraska, Lechner enjoyed a 20-year career with the Deloitte accounting firm. He is a graduate of the University of Nebraska-Lincoln.



## CURRICULUM VITAE

(Abbreviated\*)

**Paul R. Sanberg**

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Tampa, FL 33612 USA  
E-Mail: [psanberg@usf.edu](mailto:psanberg@usf.edu)  
Office: +1-813-974-7988  
Mobile: +1-813-601-2364  
(\*Full academic CV available on request)

### ADMINISTRATIVE POSITIONS, CURRENT INSTITUTION

2002-Present University of South Florida System, Tampa, FL  
System Senior Vice President for Research, Innovation & Knowledge Enterprise  
(2017-Present)  
System Senior Vice President for Research, Innovation & Economic  
Development (2013-2017)  
Special Assistant to the President (2011-2019)  
President & CEO, USF Research Foundation, Inc. (2012-Present)  
Vice President for Research & Innovation (2012-13)  
Senior Associate Vice President for Research & Innovation (2010-12)  
Associate Vice President for Research & Innovation (2008-10)  
Associate Vice President and Associate Dean, College of Medicine (2002-06)

2010-Present President & Founder, National Academy of Inventors, Tampa, FL and  
Washington, DC

### ACADEMIC EDUCATION

B.Sc., Honours (Psychology and Biology)  
York University, Toronto, Canada, 1976, *2018 Bryden Outstanding Alumni Award*

M.Sc. (Neurological Sciences)  
The University of British Columbia, Vancouver, Canada, 1978

Ph.D. (Behavioral Biology)  
The Australian National University, Canberra, Australia, 1981, *Crawford Medal, 2015 Distinguished Alumni Award*

G.Dip.Sc.Ed.  
Curtin University, Perth, Australia, 1986

D.Sc. (Neurobiology)  
The Australian National University, Canberra, Australia, 1998

M.D. (Research - non-practicing)  
Saint James School of Medicine, Saint Vincent, SVG, 2008

## ACADEMIC POSITIONS, CURRENT INSTITUTION

1992-Present University of South Florida, Tampa, FL  
Distinguished University Professor (2003) and Distinguished Health Professor (2011),  
Colleges of Medicine, Engineering, and Business (2003-present)  
Professor (tenured) and Research Director, Departments of Surgery and Neurosurgery (1992-2003)  
Executive Director, Center of Excellence for Aging and Brain Repair (2006-Present)  
Chair, Neuroscience Program, College of Medicine (1997-2006)

## PAST ACADEMIC POSITIONS

1990-92 Brown University, Providence, Rhode Island  
Professor (Research), Department of Psychiatry and Human Behavior, Division of Biology and Medicine

1986-91 University of Cincinnati, Cincinnati, Ohio  
Professor (1989), Associate Professor (Tenured), Departments of Psychiatry, Neurosurgery, Psychology, Physiology and Biophysics  
Director, Division of Neuroscience

1983-86 Ohio University, Athens, Ohio  
Assistant Professor, Departments of Psychology and Biomedical Sciences, College of Arts and Sciences and College of Osteopathic Medicine  
Director, Behavioral Neuroscience Laboratory

1981-83 Johns Hopkins University School of Medicine, Baltimore, Maryland  
Postdoctoral Fellow (with Prof. Joseph T. Coyle), Departments of Neuroscience and Psychiatry

1981 The Australian National University  
Postdoctoral Research Assistant (with Prof. Richard F. Mark), Department of Behavioral Biology

1980 The University of California, San Diego, California  
Visiting Scholar (with Prof. Ian Creese), Department of Neuroscience

1979-81 The Australian National University  
Lecturer (part-time), Neuropsychology, Departments of Psychology and CCE  
Research Scholar, Department of Behavioral Biology

1976-77 The University of British Columbia  
Graduate Research Assistant, Division of Neurological Sciences

## FELLOW

2019	Royal Society for the Encouragement of Arts, Manufactures and Commerce
2015	American Institute for Medical and Biological Engineering
2012	National Academy of Inventors
2010	Royal Society of Chemistry
2002	Royal Society for Public Health
2000	Royal Society of Medicine
1998	American Psychological Association, Division 6 and 28
1995	American Society for Neural Therapy and Repair
1995	International Behavioral Neuroscience Society
1994	New York Academy of Sciences
1994	American College of Neuropsychopharmacology
1993	American Association for the Advancement of Science
1988	American Psychological Society

## AWARDS & HONORS

2019	AIMBE Fellow Advocate Award American Institute for Medical and Biological Engineering Outstanding Faculty Award University of South Florida
2018	Bryden Alumni Award – Outstanding Achievement York University, Canada Fulbright Specialist to Australia Wilsmore Professor, University of Melbourne Honorary Visiting Professor, Wade Institute of Entrepreneurship, Ormond College, University of Melbourne and Australian National University 2018 Community Champion Award TiE Tampa Bay
2016	The 2016 John P. McGovern Science and Society Award Sigma Xi, The Scientific Research Society Tampa Bay Business Journal Power 100 ( <i>Inaugural 25</i> ) IEEE Senior Member Institute of Electrical and Electronics Engineers
2015	Tampa Bay Times 25 Most Influential Business Players in Tampa Bay Florida Inventors Hall of Fame Inductee Florida Medalist Florida Academy of Sciences Jefferson Ambassador Thomas Jefferson University Alumnus of the Year for Research or Academics Australian National University (ANU), Canberra Outstanding Faculty Award University of South Florida
2014	AAAS-Lemelson Invention Ambassador American Association for the Advancement of Science and The Lemelson Foundation

- 2013 U.S. Patent & Trademark Office/Smithsonian Innovation Expo Selection Committee  
US Patent and Trademark Office and the Smithsonian Institution
- 2012 U.S. National Medal of Technology and Innovation Nomination Evaluation Committee (through 2019)  
U.S. Department of Commerce, medal presented by the President of the United States.  
Distinguished Health Professorship  
University of South Florida Health
- 2011 Everfront Award  
Pan Pacific Symposium on Stem Cell and Cancer Research, Taichung, Taiwan
- 2008 Grass Foundation Lecturer  
Western NC Chapter of the Society for Neuroscience, Wake Forest University School of Medicine
- 2006 Tampa Bay Health Care Hero Award for Research and Innovation  
Tampa Bay Business Journal  
Kyoto Prize Nomination Committee  
The Inamori Foundation, Japan
- 2005 Outstanding Faculty Research Award  
University of South Florida  
Outstanding Researcher Award  
Sigma Xi – Tampa Bay Chapter
- 2004 Outstanding Scientific Research Prize  
International Behavioral Neuroscience Society, Annual Meeting  
Faculty of 1000 Medicine  
Medicine Reports Ltd. (Biomed Central)  
ACNP Ad Hoc Committee on Stem Cells  
American College of Neuropsychopharmacology  
Distinguished University Professorship  
University of South Florida
- 2003 President's Award for Faculty Excellence  
University of South Florida
- 2002 Semi-Finalist, Coulter Award for Innovation and Entrepreneurship  
\$10,000 awarded by Georgia Tech  
American Men and Women of Science 21<sup>st</sup> Edition
- 1999 Grass Foundation Lecturer
- 1998 Enterprise Florida Health Technology Task Force  
State of Florida
- 1996 Ove Ferno Prize  
International College of Neuropsychopharmacology
- 1995 Plaque of Appreciation  
Tourette Syndrome Association, Inc.  
University Medal, University of Santiago de Compostella  
Santiago de Compostella, Spain
- 1989 Highest Merit Award  
Department of Psychiatry, University of Cincinnati
- 1987 Travel Award  
Society for Neuroscience
- 1986 Certificate of Appreciation  
Huntington's Disease Foundation of America
- 1985 Research Award  
Mead Johnson, Ciba-Geigy Pharmaceuticals

- 1984 Travel Fellowship  
American College of Neuropsychopharmacology
- 1982-83 Maurice Klugman Memorial Award  
Tourette Syndrome Association Research Fellowship
- 1981 Sir J. G. Crawford Medal for Outstanding Ph.D. Thesis
- 1979-81 Ph.D. Research Scholarship  
The Australian National University

## **PROFESSIONAL MEMBERSHIPS**

- 2019- Royal Society for the Encouragement of Arts, Manufactures and Commerce
- 2018- Academy of Science, Engineering & Medicine of Florida (ASEM<sub>FL</sub>)
- 2014- American Institute for Medical and Biological Engineering
- 2014- Institute of Electrical & Electronics Engineers
- 2014- Biomedical Engineering Society
- 2013- Florida Academy of Sciences
- 2010- Royal Society of Chemistry
- 2010- National Academy of Inventors
- 2010- Sigma Xi—The Scientific Research Honor Society
- 2007- American College of Forensic Examiners
- 2002- Royal Society of Public Health
- 2001- Neurotoxicity Society
- 2000- Royal Society of Medicine
- 1996- Cell Transplant Society
- 1996- Behavioral Toxicology Society
- 1996- Behavioral Pharmacology Society
- 1995- American Society for Neural Transplantation and Repair
- 1994- International Brain Research Organization
- 1994- New York Academy of Sciences
- 1994- American College of Neuropsychopharmacology
- 1993- International Behavioral Neuroscience Society
- 1993- American Association for the Advancement of Science
- 1989- American Psychological Association
- 1989- Association for Psychological Science
- 1988- Society for Neuroscience
- 1988- Society of Biological Psychiatry
- 1988- International Society for Developmental Psychobiology

## **COMMUNITY ENGAGEMENT: ADVISORY BOARDS AND BOARD OF DIRECTORS AND OTHER RECENT APPOINTMENTS**

- 2019 Board Member – Council on Competitiveness' Technology Leadership & Strategy Initiative  
Council on Competitiveness  
Selection Committee for the 2019 University Innovation & Entrepreneurship Showcase  
Association of Public and Land-grant Universities and Association of American Universities

- 2018 External Advisory Board – NYU Tandon Institute for Invention, Innovation, & Entrepreneurship  
New York University  
Inaugural Board of Directors – Academy of Science, Engineering & Medicine of Florida (ASEM\_FL)
- 2015 Advisory Board – Association of Public & Land-grant Universities (APLU)  
Commission on Innovation, Competitiveness, and Economic Prosperity (CICEP)
- 2013 Advisory Board  
Florida Inventors Hall of Fame  
USPTO/Smithsonian Innovation Expo Selection Committee  
US Patent and Trademark Office and the Smithsonian Institution
- 2012 U.S. National Medal of Technology and Innovation Nomination Evaluation Committee  
U.S. Department of Commerce, medal presented by the President of the United States.
- 2011 USF Nanomedicine Research Center Board  
University of South Florida  
International Advisory Board  
Pan Pacific Symposium on Stem Cell Research  
Chair, Corporate Recruitment, Walk to Defeat ALS  
ALS Association Florida Chapter
- 2010 Board of Directors  
National Academy of Inventors  
USF Research Foundation Board  
University of South Florida
- 2009 Scientific Advisory Board (Stem Cells)  
Johnson & Johnson  
Board of Scientific Counselors  
National Institute for Drug Abuse, NIH
- 2005 National Advisory Board for Health  
Museum of Science & Industry  
Board of Directors  
Natura Therapeutics, Inc.
- 2004 Advisory Board  
Sovereign Equity Fund  
Clinical Advisory Board  
ReNeuron, Inc. England
- 2002 Scientific Advisory Board  
MAAS BIOLAB, LLC
- 2001 Board of Directors  
CCEL Bio-Therapies, Inc.  
Board of Directors  
Stem Cell Preservation, Inc.  
Board of Directors  
Medical Advisory Systems, Inc.
- 2000 Board of Directors  
Saneron CCEL Therapeutics, Inc.  
Scientific Advisory Board  
Cryo-Cell International Inc.  
Board of Directors  
LBS Technologies, Inc.

- 1998 Board of Directors  
Layton BioScience, Inc.  
Board of Directors  
BioFlorida, Inc.  
Board of Directors  
USF Research Foundation, Inc.
- 1997 Clinical Advisory Board  
Targacept, Inc.  
Executive Director  
American Society for Neural Transplantation
- 1995 Scientific Advisor  
Layton BioScience, Inc.
- 1994 Scientific Advisor  
Theracell, Inc.  
President-Elect  
American Society for Neural Transplantation  
President-Elect  
Cell Transplant Society  
Governing Council  
International Brain Research Organization
- 1992 Scientific Advisor  
CytoTherapeutics, Inc.  
President-Elect  
International Behavioral Neuroscience Society  
President-Elect  
Tampa Bay Chapter, Society for Neuroscience
- 1991 International Advisory Board  
Cell Transplant Society  
Scientific Advisory Board  
Tourette Syndrome Association

## **GRANTS & CONTRACTS (*Selected*)**

- 2018-20 National Science Foundation  
10/1/18 – 9/30/20  
\$179,995.00  
“Type II: I-Corps Site at University of South Florida”  
(PI: P. Sanberg)
- 2017-19 U.S. Economic Development Administration  
1/2/17 – 12/31/19  
\$250,000  
“Regional Innovation Strategies Program – Seed Tampa Bay”  
(PI: P. Sanberg)
- 2015-18 National Science Foundation  
4/1/15 – 3/31/18  
\$299,708  
“I-Corps Sites: University of South Florida: Catalyzing Research Translation.”  
(PI: P. Sanberg)

- 2015-18 U.S. Department of Commerce  
4/1/15 – 3/31/18  
\$1,068,550  
“First WaVE Venture Center Program Expansion”  
(PI: P. Sanberg)
- 2012-15 U.S. Department of Commerce  
09/19/12 - 2/28/15  
\$1,000,001  
“i6 Challenge Grant Tampa Bay FirstWave Venture Center”  
In co-operation with Tampa-Bay Wave, built an innovation accelerator for web-based technologies for 50 startups.  
(PI: P. Sanberg)
- 2011-14 TATRIC Department of Defense, Department of the Army - USAMRAA  
09/20/11 - 09/19/14  
\$1,572,997  
“Battlefield – Related Injury Translational Research, Post-Traumatic Disease and Disability – Veterans Reintegration Strategy”  
(PI: P. Sanberg)
- 2001-12 Children’s Medical Research Foundation  
09/01/01 – 06/30/12  
\$771,727  
“Treating San Filippo with Umbilical Cord Blood Stem Cells”  
To study BBB structural and functional impairments in mice modeling Sanfilippo Syndrome type B.  
(PI: P. Sanberg)
- 2012 Florida Energy Systems Consortium, Florida Board of Governors  
08/01/08-07/31/14  
(PI: P. Sanberg)
- 2010-11 National Institutes of Neurological Disorder and Stroke R13  
04/01/10 – 03/31/11  
(PI: P. Sanberg) “American Society for Neural Therapy and Repair”  
Travel award funding for students/post-doctoral fellow to attend 2010 annual ASNTR Conference.
- 2010 AstraZeneca  
“TC-5214 Clinical Trials for Depression”  
License Agreement with Targacept  
(PI: P. Sanberg)
- 2006-11 National Institutes of Health RO1  
“Cord blood is neuroprotective in a rat model of stroke”  
To examine the ability of specific subsets of cord blood cells to be potentially therapeutic in stroke models.  
(Co-PI: P. Sanberg)
- 2007-10 National Institutes of Health RO1  
“HUCBC Modulation of Alzheimer”  
(PI: Dr. Jun Tan)
- 2002-10 Seven NIH STTR R41 grants have been funded through USF and Saneron CCEL Therapeutics, Inc., based on Dr. Sanberg’s stem cell intellectual property (Various PIs)



- 2002-10 Targacept, Inc.  
 "Behavioral, Neuropharmacological & Clinical Program Related to Mecamylamine in the Treatment of Neuropsychiatric Disorders"  
 Ongoing license agreement funding for patented discovery.
- 2006-09 ReNeuron  
 01/01/07 – 12/31/07  
 \$289,726  
 "The Angiogenic and Reparative Properties of a ReNeuron Stem Cell Line in the Treatment of Stroke" (PI: P. Sanberg)
- 2005-07 National Institutes of Health RO1  
 "Angiogenesis in the pulmonary microvasculature"  
 (Co-PI: P. Sanberg)
- 2003-07 Federal HRSA Construction Grant  
 "Center for Aging and Brain Repair Building"
- 2002-07 National Institutes of Health RO1  
 "Biology of adult stem cells in aging"  
 (PI: Dr. Alison Willing)
- 2001-05 NASA  
 08/01/01 – 09/30/05  
 \$766,000  
 "Creation and transplantation of immunoprivileged Sertoli-neuron-aggregated cells (SNAC's) for the treatment of Parkinson's Disease"  
 (Co-PI: P. Sanberg)
- 2001-05 NASA  
 "Cell transplantation therapy for diabetes utilizing immunoprivileged Sertoli islet cell aggregates (SICA's)"  
 (PI: Dr. Donald Cameron)
- 2003 Workforce Florida  
 06/16/03 – 12/31/03  
 \$500,000  
 "Graduate Training for Nurses in 3 Speciality Areas and Training for PhD Candidates in Neurosciences"  
 (PI: P. Sanberg)
- 1999-03 V.A. Merit Award  
 "Stem cells as a source of dopaminergic neurons for brain repair"  
 (PI: Dr. Juan Sanchez-Ramos)
- 2000-02 Cryo-Cell International, Inc.  
 04/01/00 – 03/31/02  
 \$150,000  
 "Umbilical cord blood stem cells"  
 (Co-PI: P. Sanberg)
- 1994-97 National Institutes of Health  
 05/06/94 – 04/30/97  
 \$25,517  
 "Psychopharmacotherapy of nicotine/haloperidol in Tourette's"  
 (RO1 NS32067-02)  
 (PI: P. Sanberg)

- 1996-98 Theracell, Inc.  
03/01/96 – 03/01/98  
\$110,000  
“Neural transplants in Parkinson’s model” (Sertoli cell research)  
(PI: P. Sanberg)
- 1993-94 University of South Florida President’s Council  
“Fetal neural transplantation for Huntington’s disease: Preclinical studies”  
(PI: P. Sanberg)
- 1993-96 Smokeless Tobacco Research Council  
“Nicotine in the potentiation of haloperidol in Tourette’s Syndrome”  
(PI: P. Sanberg)
- 1990-92 Smokeless Tobacco Research Council  
“Nicotine and neuroleptic treatment in Tourette patients”
- 1990-92 National Institutes of Mental Health  
“Pharmacology of fetal striatal tissue transplants”  
(PI: Dr. Norman)
- 1988-92 National Institutes of Health  
“Neural transplants, behavior and Huntington’s model”  
(RO1 NS25647)
- 1989-90 Tourette Syndrome Association  
“Evaluation of the role of nicotine in potentiating neuroleptic responses in animals and Tourette’s patients”
- 1988-89 Huntington’s Disease Society of America  
“Neural, anatomical and behavioral analysis of fetal striatal transplants in a novel animal model of Huntington’s disease”
- 1987-89 Alzheimer’s Research Center, Ohio Department of Aging  
“Neural transplantation in animal model of Alzheimer’s disease”  
(PI: Dr. Norman)
- 1987-88 National Institutes of Health  
“A quantitative model for the assay of functional and neurochemical recovery following brain tissue transplants in rats” (BRSG SO7RR05408-24)  
(PI: Dr. Norman)
- University Research Council, Cincinnati  
“Brain tissue transplants, quinolinic acid and Huntington’s disease”
- National Institutes of Health  
“Brain tissue transplants in a novel quinolinic acid model of Huntington’s disease”
- 1985-87 Huntington’s Disease Foundation of America  
“Multivariate analysis of spontaneous locomotion in an animal model of Huntington’s disease: Effects of brain tissue transplants”
- 1985-86 Hereditary Disease Foundation  
“Multivariate analysis of spontaneous locomotion in an animal model of Huntington’s disease: Effects of brain tissue transplants”
- 1984-85 National Institutes of Mental Health  
“Topography of locomotion in rats with striatal lesions”  
(RO3 MH40127)
- 1983-86 Ohio University Intramural Research Grants  
“Brain tissue transplants in Huntington’s disease model”
- 1983 The Pratt Family  
“Analysis of spontaneous and drug-induced locomotion in an animal model of Huntington’s disease”

- 1981-82 Postdoctoral Training Grant  
National Institutes of Health  
Omnitech Electronics, Inc.  
“Development of automated measurement analysis of locomotor behavior”  
(\$70,000/equipment)  
Ohio Department of Mental Health  
“Equipment start-up grant”  
(\$100,000/equipment)

**Journal Editorial and Grant Application Reviewer Activities (*available on request*)**

**PUBLICATIONS & PRESENTATIONS**

>688 publications (*Complete listing available upon request.*)

Citations: 32,970; *h*-index: 90 (Google Scholar Scientific Publication Calculator, August 2, 2019)

674 Scientific Articles, Reviews, Position Papers, and Book Chapters

14 Books

13 Multimedia Presentations and Edited Proceedings

53 Issued U.S. Patents, 111 Foreign Patents

>600 presentations, including Research Papers (Abstracts/Presentations) presented at scientific meetings, and Regional, National and International Invited Presentations

**CURRICULUM VITAE****Pritish Mukherjee****Contact information:**

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Strategic Talent Recruitment, University Reputation and Impact  
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**EDUCATION**

<u>Institution</u>	<u>Field of Study</u>	<u>Degree</u>	<u>Date</u>
State Univ. of New York at Buffalo <i>(Dissertation: A Picosecond Laser Study of the Vibrational Quasicontinuum of Polyatomic Molecules)</i>	Electrical Engineering	Ph. D.	1987
State Univ. of New York at Buffalo <i>(Thesis: A Study of Calcium-induced Aggregation of Phospholipid Vesicles by Dynamic Laser Light Scattering)</i>	Physics (Bio-physics)	M. A.	1984
University of Delhi, India <i>(Specializations: Field Theory &amp; Quantum Electrodynamics; General Relativity &amp; Cosmology)</i>	(Theoretical) Physics	M. Sc.	1978
University of Delhi, India	Physics	B.Sc.(Hons.)	1976

**ADMINISTRATIVE APPOINTMENTS**

July 2017 – Present	Vice Provost and Associate Vice President for Strategic Talent Recruitment, University Reputation and Impact, University of South Florida, Tampa
Oct. 2016 – June 2017	Senior Advisor to the Provost on Higher Education Policy, Data Analytics and Strategic Improvement, University of South Florida, Tampa
Aug. 2003 – Aug. 2015	Chair, Department of Physics, University of South Florida, Tampa
Aug. 1997 – July 2002	Director of Graduate Studies, Department of Physics, University of South Florida, Tampa

**ACADEMIC AND POSTDOCTORAL APPOINTMENTS**

Aug. 2001 – Present	Professor of Physics, University of South Florida
Aug. 1994 - July 2001	Associate Professor of Physics, University of South Florida
Aug. 1988 - July 1994	Assistant Professor of Physics, University of South Florida
Mar. 1987 - Aug. 1988	Postdoctoral Research Fellow, Los Alamos National Laboratory
Dec.1986 - Mar. 1987	Postdoctoral Research Assistant, State University of New York at Buffalo

### **FELLOWSHIPS, HONORS AND AWARDS**

Inducted to National Academy of Inventors, 2011  
Inducted to USF Academy of Inventors, 2009  
USF President's Award for Faculty Excellence, 2003  
Florida State University System Undergraduate Teaching Incentive Award, 1997  
Florida State University System Undergraduate Teaching Incentive Award, 1994  
Outstanding Undergraduate Teaching Award, University of South Florida, 1993  
Research Initiation Award, National Science Foundation, 1992  
Research and Creative Scholarship Award, Research Council, USF, 1991  
National R&D 100 Award, 1990  
Research and Creative Scholarship Award, Research Council, USF, 1988  
Postdoctoral Fellow at Los Alamos National Laboratory, 1987-88

### **CURRENT AND PAST PROFESSIONAL MEMBERSHIPS**

Member, American Physical Society (APS)  
Member, Optical Society of America (OSA)  
Member, American Association for the Advancement of Science (AAAS)  
Member, Institute of Electrical and Electronics Engineers (IEEE)  
Member, Planetary Society of America

### **SUMMARY OF PUBLICATIONS**

Authored / co-authored 278 papers published in refereed scientific journals, or presented at refereed or invited scientific conferences in the areas of materials physics, applied laser physics, chemical physics, nonlinear semiconductor physics and biophysics, including 116 peer-reviewed articles. 3 U.S. patents issued and 3 pending.

### **GRANTS AWARDED**

A total of \$6,169,105 of external funds have been received as PI or co-PI, of which \$5,514,568 is peer-reviewed Federal grant support. A listing of the grants received follows:

- P. Mukherjee, G. S. Nolas, H. Srikanth and S. Witanachchi, Continuation to "Design, Fabrication, Characterization and Modeling of Integrated Functional Materials", Department of Defense, Grant # W81XWH, \$700,000, 9/31/10 – 9/30/15.
- P. Mukherjee and S. Phillpot, "Florida Cluster for Advanced Smart Sensing Technologies (FCASST) – a USF/UF Collaborative Research Cluster", Florida State University System Board of Governors' New Florida 2010 Award, \$500,000, 2010-2012.
- P. Mukherjee, G. S. Nolas, H. Srikanth and S. Witanachchi, "Design, Fabrication, Characterization and Modeling of Integrated Functional Materials", Department of Defense, Grant # W81XWH-07-1-0708, \$2,531,000, 9/31/07 – 9/30/12.

- G.S. Nolas, P. Mukherjee and S. Witanachchi, DOE, "A Fundamental Study of Bulk and Thin Film Type II Clathrate Materials", United States Department of Energy, \$495,457, 8/15/04 to 8/31/08.
- P. Mukherjee and S. Witanachchi, "Pulsed thermal excitation of self-assembled nanotemplates for manufacturing dimensionally controlled nanostructured films", National Science Foundation, \$378,392, 9/1/02 to 8/31/05.
- S. Witanachchi and P. Mukherjee, "A Fundamental Study of Laser-Triggered Multiple Hollow-Cathode Transient Plasmas for a Multi-Component Film Manufacturing Process", National Science Foundation, \$347,430, 9/1/00 to 8/31/03.
- P. Mukherjee and S. Witanachchi, "In-situ Fabrication of Diamond Structures for Microelectromechanical Systems (MEMS) using a Novel Pulsed Laser Process", National Science Foundation, \$335,013, 9/1/99 to 8/31/02.
- P. Mukherjee and S. Witanachchi, "Pulsed Laser Ablation for Manufacturing: A Novel Dual-Laser Film Growth Process", National Science Foundation, \$258,735, 12/1/96 to 11/30/99.
- S. Witanachchi and P. Mukherjee, "Experimental and Theoretical Investigation of Dual-Laser Ablation for Stoichiometric Large-Area Multicomponent  $\text{CuIn}_{1-x}\text{Ga}_x\text{Se}_2$  Film Growth", United States Department of Energy, \$368,541, 8/15/96 to 8/14/99.
- "Fundamentals of Natural Science for Non-Science Students", National Science Foundation, \$100,000, 2/20/95 to 4/30/98. (co-PI with Profs. Henry Mushinsky, Biology; H. Len Vacher, Geology; Jay Worrell, Chemistry)
- P. Mukherjee, "Plasma-Assisted Pulsed Laser Deposition of High Temperature Superconducting Thin Films: Novel Optical Plume Diagnostics", National Science Foundation, Research Initiation Award, \$100,000, 9/1/92 to 8/31/95.
- P. Mukherjee, "Investigation of a Saturation-Free, Linearly Variable Gas Attenuator at  $10.6 \mu\text{m}$ ", Hughes Aircraft Company, Electro-Optical and Data Systems Group, \$54,537, 3/5/91 to 3/4/92.
- P. Mukherjee, "Laser Ablation of Tissue Using Picosecond Laser Pulses", Research and Creative Scholarship Award, Research Council and Division of Sponsored Research, USF, \$6,500, 1/1/91 to 6/30/92.
- P. Mukherjee, "Ultrafast Nonlinear Carrier Generation in Semiconductors Using Picosecond Laser Pulses", Research and Creative Scholarship Award, Research Council and Division of Sponsored Research, USF, \$3,825, 12/1/88 to 12/31/89.

## UNIVERSITY AND DEPARTMENT LEADERSHIP POSITIONS

### *Vice Provost and Associate Vice President, Strategic Talent Recruitment, University Reputation and Impact, University of South Florida, Tampa (July 2017-present)*

In this new position reporting to the Provost, I work across administrative areas to provide leadership for strategic initiatives and collaborative interactions that encompass multiple aspects of functioning of the Provost's Office. The goals for this position are all directly aligned with the strategic goals of the university in terms of student success, research and innovation, and fostering partnerships.

I have the opportunity to work with all members of the Provost's Leadership Team and a large fraction of the staff in the Provost's Office on a variety of initiatives. Through my work on university and department rankings, as well as other college-centered initiatives, I have developed productive working relationships with college deans in Academic Affairs and academic units in USF Health. Co-chairing the USF Tampa Strategic Plan, and more recently, the USF Consolidation and Implementation Committee has provided a great opportunity to work directly with faculty members across all three campuses of USF on issues of their concern.

Specific responsibilities of the position include:

- Conduct analyses and develop techniques and tactics to enhance USF Tampa's national and global reputation and rankings, consistent with our values and strategic vision,
- Support USF Tampa's integrated strategic planning initiatives in partnership with the Vice Provost for Planning, Performance, and Accountability,
- Provide strategic oversight for academic talent recruitment (including students and faculty) at USF Tampa, and
- Serve as the Provost's primary liaison with the USF Office of Research and Innovation.

### *Accomplishments and Activities:*

The following are some examples of activities that I have led or collaborated in during the course of my service in the Provost's Office:

- *co-Chair, Consolidation Implementation Committee (CIC), 2018-2019*  
The Florida Excellence in Higher Education Act of 2018 mandates consolidation of separate accreditations held by USF Tampa with those of its sister institutions of USF St. Petersburg and USF Sarasota-Manatee, to create a singly-SACSCOC accredited University of South Florida. I co-chaired this 86-member committee with Dr. Donna Petersen to help develop a plan for consolidation of the three USF

campuses. This included detailed plans for consolidation of faculty affairs, general education and curriculum alignment, research, business & finance, external affairs and student success. Work on this concluded with the submission of the Consolidation Implementation Plan & Timeline document to the State University System Board of Governors on March 15, 2019.

- *Member, USF Accreditation Steering Committee, March 2019-present*  
Appointed to this 5-member committee by President Judy Genshaft to coordinate and oversee the substantive change prospectus submission for single accreditation for USF to SACSCOC by March 15, 2020 and a successful follow-up site visit during the fall of 2020.
- *co-Chair, USF Tampa Strategic Plan, 2019-2024*  
I co-chaired this 58-member Strategic Planning Committee with Vice Provost Terry Chisolm to develop the next five-year strategic plan for USF Tampa to succeed the current 2013-2018 plan.
- *Steering Committee Member and co-Chair, Program Planning Committee for Young University Summit co-sponsored by Times Higher Education (2017-2018)*  
Brought the Times Higher Education (THE) Young Universities Summit to North America for the first time on June 5-7, 2018. Developed the technical program along with Vice Provost and USF System Vice President for USF World Roger Brindley, and assumed operational responsibilities in all aspects of the summit from marketing to travel to event planning. Two significant institutional accomplishments related to the summit were the organization and chairing of a pre-summit workshop and a post-summit meeting regarding the formation of a new network of North American universities.
- *Executive Leadership Group, Comprehensive Communication Campaign*  
I serve on this group along with Associate Vice President Cindy DeLuca, Vice President Paul Dosal, System Vice President/CIO Sidney Fernandes, Vice Provost Roger Brindley, and Vice President and Chief Marketing Officer Joe Hice. The group is focused on providing strategic oversight of student recruitment at all levels of engagement from prospects to students arriving on campus.
- *Faculty Recruitment including World Class Scholars' Recruitment*  
I work closely with Senior Vice Provost Dwayne Smith on strategies related to faculty recruitment.
- *Participation on BOG Subcommittee on Academic and Research Areas of National Excellence*  
This subcommittee was set up by the BOG to develop a plan to identify programs of excellence throughout the State University System per Subsection (7) of Section 1001.7065, 2018 Florida Statutes: "The Board of Governors shall establish standards and measures whereby individual undergraduate, graduate, and professional degree programs in state universities which objectively reflect



national excellence can be identified and make recommendations to the Legislature by September 1, 2018, as to how any such programs could be enhanced and promoted.” I represented Provost Wilcox who was appointed as one of a six-member Steering Committee, and worked with other provosts and vice presidents for research in the SUS to develop a plan to identify programs of excellence. The resultant SUS BOG “Programs of Excellence Report”, September 2018 is available at:

[https://www.flbog.edu/documents\\_meetings/0273\\_1154\\_8738\\_10.3.2%20AREC%2003b%20Programs%20of%20Excellence%20Report\\_CE.pdf](https://www.flbog.edu/documents_meetings/0273_1154_8738_10.3.2%20AREC%2003b%20Programs%20of%20Excellence%20Report_CE.pdf).

- *Campus-wide Class Size Reduction Initiative*  
I led this initiative, at the request of the Provost, to explore with colleges across campus ways to reduce class sizes strategically. I helped develop the strategic guiding principles for this initiative aimed at both helping our position in national rankings as well as, more importantly, providing students the individualized attention that they need for successful completion of their degree programs. The initiative resulted in a 14% decrease in class-sizes across the USF Tampa campus in Fall 2018.
- *Provost’s Office Tenure and Promotion Reviews*  
Annually assist, along with other selected members of the Provost’s senior leadership, in evaluating tenure and promotion applications after they have been reviewed by the colleges to provide input for the Provost and President’s decisions.
- *Collaboration on University Rankings with Office of Decision Support*  
This is an ongoing activity with the Office of Decision Support to provide continuous strategic input into USF’s rankings on global and national measures. In particular, I work closely with Assistant Vice President Valeria Garcia, Director Mike Bolen and their team to understand rankings as they are announced and to provide an analytical perspective as a precursor to policy decisions.
- *Member, USF System Performance-Based Funding Accountability Team*  
I am a member on this PBF team chaired by Provost Ralph Wilcox. I have worked directly in providing strategic input to our efforts to meet Performance-Based Funding (PBF) and Emerging/Preeminence metrics. In particular, the analysis of a wide variety of global and national rankings of USF and our peers, and the tactical use of data analytics, has now placed us at the forefront in assessing rankings, metrics and indicators to effect strategic values-based institutional improvement as we strive to enhance institutional reputation through increased faculty and student success.
- *Member, USF Brand Council*  
I serve on this Council chaired by Director of UCM Joe Hice. I have contributed strategic insight into the role branding should play in helping us improve in

institutional reputation as one of the primary metrics influencing both global and national rankings of USF.

- *Member, Search Committee for Marketing Firm*  
I participated actively as a member of this committee and attended presentations by the top four selected marketing agencies. After deliberations, SPARK was chosen as the agency of choice to help develop and introduce the new USF brand to the world.
- *Member, COEDU Visioning Workgroup, “A New and Better Future for the College of Education” Committee*  
I participated as a member of this committee convened by Provost Wilcox to consider declining enrollments in the College of Education at USF and develop a plan for the future. The committee was chaired by Dean Julie Serovich of BCS. My principal contribution was an in-depth historical analysis of the graduate programs of the College of Education based on productivity metrics. This analysis formed the basis for a detailed report written by the committee addressing the existing issues with the College of Education and a detailed roadmap for the future that would preserve the college. During the course of service on this committee, I was privileged to make meaningful contacts with COEDU faculty members and develop an appreciation for their existing strengths and challenges.
- *Member, College of Education Transformation and Implementation Workgroup*  
At the conclusion of the “New and Better Future for the College of Education Committee” a subset of members were tasked with taking the detailed report generated by the committee and distill the essence into a much more succinct and actionable implementation plan for the transformation of the COEDU. We accomplished this task and forwarded our recommendations to Interim Dean Roger Brindley.
- *Member, College of Education Deans’ Search Committee*  
I served on this committee chaired by Dean Julie Serovich. We screened candidates, did Skype interviews, followed by on-campus visits. The committee concluded its task by recommending Prof. Robert Knoeppel who was recruited as the new Dean of the COEDU.
- *Analysis of College of Business Rankings*  
At the invitation of Dean Moez Limayem, I performed a detailed analysis of the rankings of the Muma College of Business in a variety of subjects, including their position related to a ranking of MBA programs. I presented these results to the Dean, Associate Dean Kaushal Chari and Prof. Balaji Padmanabhan with recommendations for future action.

- *Archivum Faculty Information System*  
A new system has been created on Archivum to house the Faculty Information System, including the tenure and promotion module. I work collaboratively with Vice Provost Terry Chisolm, who is leading this project, and Innovative Education, providing training tools for faculty members, to review progress periodically.
- *Transforming Graduate Admissions at USF: An Archivum Platform*  
I led the successful development of the new graduate admissions platform on Archivum from zero-planning to the beta phase of implementation. Work on this project has concluded.
- *Research Liaison with Office of Research and Innovation*  
I serve as the liaison between Academic Affairs and the Office of Research and Innovation. In this capacity, I meet regularly with Dr. Rebecca Puig, Senior Associate VP, Research and Innovation to discuss academic issues connected with the research enterprise, and suggest needed policy responses.
- *Member, USF Research Advisory Committee (2015-present)*  
I was invited to serve on this committee by Dr. Paul Sanberg, Senior Vice President for Research, Innovation and Economic Development in 2015. We meet to discuss general policy related to administration of research at USF and in particular, are charged with developing guidelines and selecting recipients of the strategic pool of USF R&I funds. Service on this committee is ongoing.

***Creative Contributions:***

During my time in the Provost's Office, I am particularly proud of specific creative projects that I have been able to conceive, initiate and nurture. Examples of these include:

- *Outreach to High School Guidance Counselors*  
Initiated an e-mail campaign reaching out to over 6000 high school guidance counselors to establish a working relationship with them through the development of a guidance counselors' toolkit. This initial e-mail resulted in a noticeable shift in institutional reputation and movement upwards in our national rankings. More importantly, Innovative Education has now taken this over as a campaign that is a cornerstone of our outreach efforts related to undergraduate student recruitment.
- *USF Nexus Initiative and UNI Awards*  
In an effort to enhance faculty success and increase institutional reputation, I conceived and implemented a USF Nexus Initiative (UNI) as a variety of connections (or partnerships) that could link USF faculty to opportunities offering enhanced intellectual and infrastructure exposure. The first of these initiatives, the UNI Travel Awards were launched in 2018, providing 33 faculty members the

opportunity to travel to a global (or national) site of their choosing and establish a research connection with a colleague for one year. An RFP for the second round of these awards has been sent to all three campuses of USF on March 18, 2019.

- *Predictive Analytics for University Rankings*  
Detailed quantitative analysis of national rankings such as the US News and World Report rankings have enabled individual metric-based predictive capabilities that are strategically useful in optimal institutional improvement and resultant rankings.
- *Development of University Ecosystem approach to Strategic Planning: Conception of POEM*  
I conceived a novel way to visualize the organizational structure of a university as an ecosystem and used this approach to gain insight into the portions of the university ecosystem probed by different rankings, metrics and indicators. This qualitative approach has now been supplemented with a quantitative methodology that allows detailed numerical insight into various aspects of the university ecosystem, including correlations between distal parts. This analysis can help greatly in strategic decision-making related to institutional development that need not be rank specific, but more values-based. A disclosure of invention was filed with the USPTO in May 2018 for this novel concept, referred to as Performance of Organizational Ecosystem Mapping (POEM).
- *Development of a North American Young Research Universities Network (NAYRUN)*  
I chaired a workshop on June 5, 2018 prior to the Times Higher Education Young Universities Summit at USF Tampa with participation from the Young European Research Universities Network (YERUN) and the Australian Technology Network (ATN) of universities. This workshop was co-facilitated by the President and a member of the Executive Board of YERUN (Juan Romo, President of University Carlos III Madrid and Dr. Anthony Forster, Vice Chancellor of the University of Essex, respectively) and Ms. Renee Hindmarsh, the Executive Director of ATN. Post-YUS Summit, I chaired a meeting of interested North American universities, with participation by Ms. Hindmarsh and Executive Director, Ms. Silvia Recio of YERUN. NAYRUN now has a Steering Committee with membership from seven universities in Canada and USA. The next meeting of NAYRUN is scheduled for May 27-28, 2019 at Concordia University, Montreal. This project is ongoing.
- *Identification of Academic Areas of Research and Academic Excellence*  
Initiated by an invitation from Provost Wilcox to join the BOG Research and Academic Excellence Workgroup identifying academic degree programs of excellence for SUS universities, I got the opportunity to develop a framework that connects broad areas of research to underlying degree programs through a decision-tree-like structure. Upon compiling this information institution-wide, we have identified nine areas of interdisciplinary excellence with contributions from

multiple colleges in each area. This has generated, for the first time, an asset map of research excellence at USF that can serve strategic institutional decision-making regarding effective areas of collaboration and future faculty hiring. This approach is scalable to SUS-wide research and academic interactions.

***Senior Advisor to the Provost on Higher Education Policy, Data Analytics and Strategic Improvement, University of South Florida, Tampa (October 2016 – June 2017)***

The responsibilities of this position included:

- Developing data-informed institutional strategies for improving university rankings.
- Providing leadership (in advising Vice Presidents, Deans and Department Chairs / Directors) with regard to designing and executing change for gains in institutional performance and rankings.
- Collaborating closely with the Office of Decision Support to develop a better understanding of USF's current position in select national/international rankings.
- Identifying the time cycle and sources for submission and/or extraction of data used in selected institutional rankings, and identifying values-based strategies for improving USF's reporting and rankings.
- Identifying low-cost and high-impact strategies for improved reporting and performance accountability, considering the cost benefit and unintended consequences of these and other actions.
- Monitoring the effect of changing institutional behavior on USF's national and international rankings.

***Chair, Department of Physics, University of South Florida, Tampa (August 2003-July 2015)***

During three consecutive four-year terms as Chair, I was privileged to work with faculty and staff to lead the Department of Physics through a period of significant growth in student credit hours generated, doctoral student enrollment, annual degrees awarded, external research funding, faculty size, peer-reviewed publications, and departmental impact as evidenced by citations and faculty and student awards. The Department relocated to improved research and teaching facilities in the seven-story Interdisciplinary Sciences Building. The cumulative efforts of the faculty elevated the ranking of the department from the bottom-quartile to the top-third in the nation during this period. Some of these accomplishments are detailed in the following synopsis.

**Synopsis of Departmental Progress during Service as Physics Chair (2003-2015)**

**Physics faculty and staff recruitment, promotion and retention (2003-2015):**

- 28 faculty members were recruited (including 5 women faculty members)
- 9 new staff members were recruited
- 24 of 32 Physics faculty members at the end of Summer 2015 (75% of then current Physics faculty) were recruited during this period
- 14 faculty members were tenured
- 13 faculty members were promoted to Associate Professor
- 7 faculty members were promoted to Full Professor
- 1 recognized as Distinguished University Professor
- 4 faculty members were promoted to Instructor (Level II)

**Major awards and recognition for Physics faculty members:**

- AAAS Fellowship (Prof. George Nolas)
- OSA Fellowship (Prof. Paul Kim)
- APS Fellowships (Profs. George Nolas & Hari Srikanth)
- Sloan Research Fellowship (Dr. Jiangfeng Zhou)
- TUM-IAS Hans-Fischer Junior Fellowship (Prof. Matthias Batzill)
- NSF CAREER Awards (Drs. Matthias Batzill, Casey Miller, Inna Ponomareva, Andreas Muller & Humberto Rodriguez Gutierrez)

**Representative significant recognition for Physics students:**

- 3 students invited to the 62<sup>nd</sup> Physics Nobel Laureates' Conference, Lindau, Germany (Aaron Landerville, Joseph Fogarty & Evan Lafalce)

- 1 student received the 2014 Goldwater Scholarship (Michael Calzadilla)
- 1 student received the 2015 Gates-Cambridge Scholarship (Michael Calzadilla)
- 1 student invited to the 64<sup>th</sup> Physiology and Medicine Nobel Laureates' Conference, Lindau, Germany (Jasmine Oliver)
- 1 student received a National Defense Science and Engineering Graduate (NDSEG) Fellowship (Brian Demaske)
- 1 student received a German Academic Exchange Award (DAAD, Deutscher Akademischer Austausch Dienst) (Steve Stefanoski)
- 2 students received Bright House Networks Endowed Fellowships (Adrian Popescu & Shannon Hill)
- Multiple USF Outstanding Dissertation Awards (Christopher Mann, Matt Beekman, Michael Conroy, Jason Lewis, Adrian Popescu, Lyudmila Adamska & Steve Stefanoski)

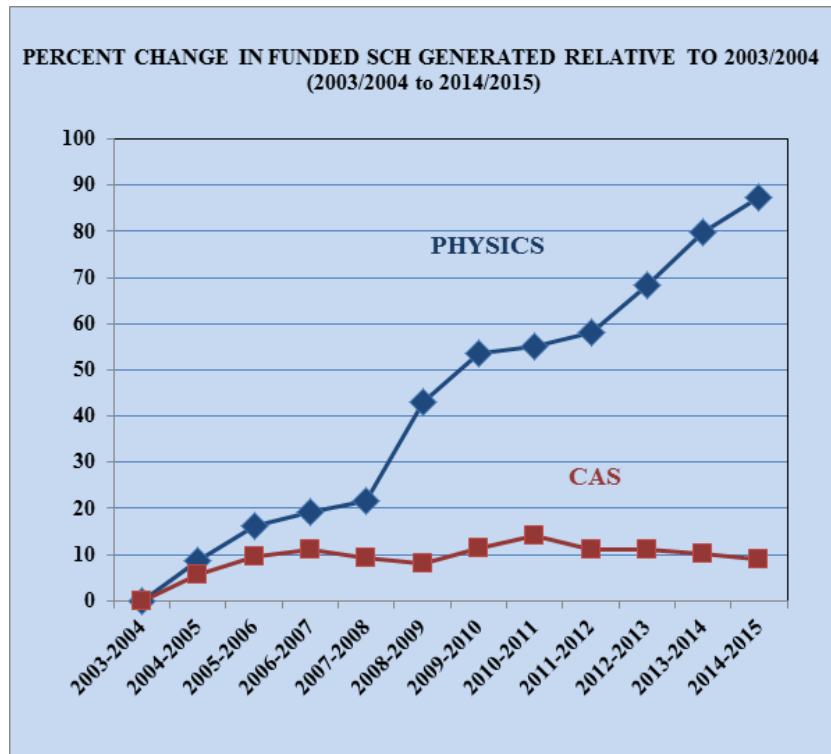
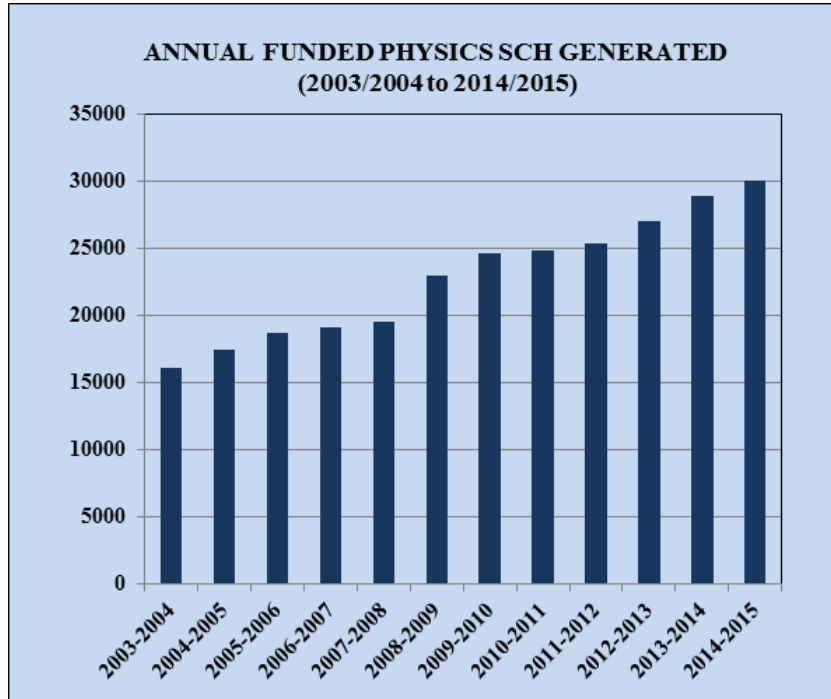
**Highlights of programmatic development:**

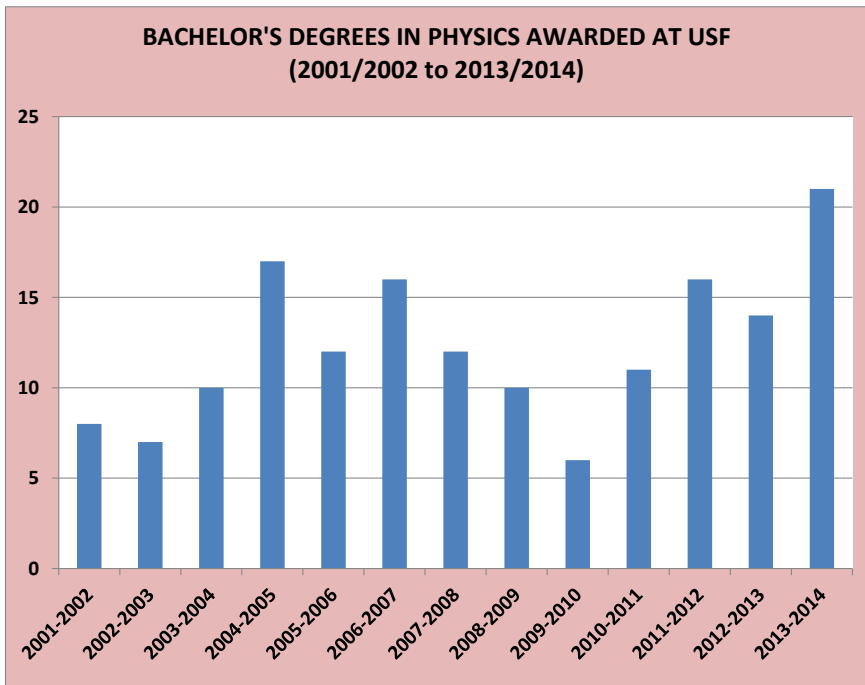
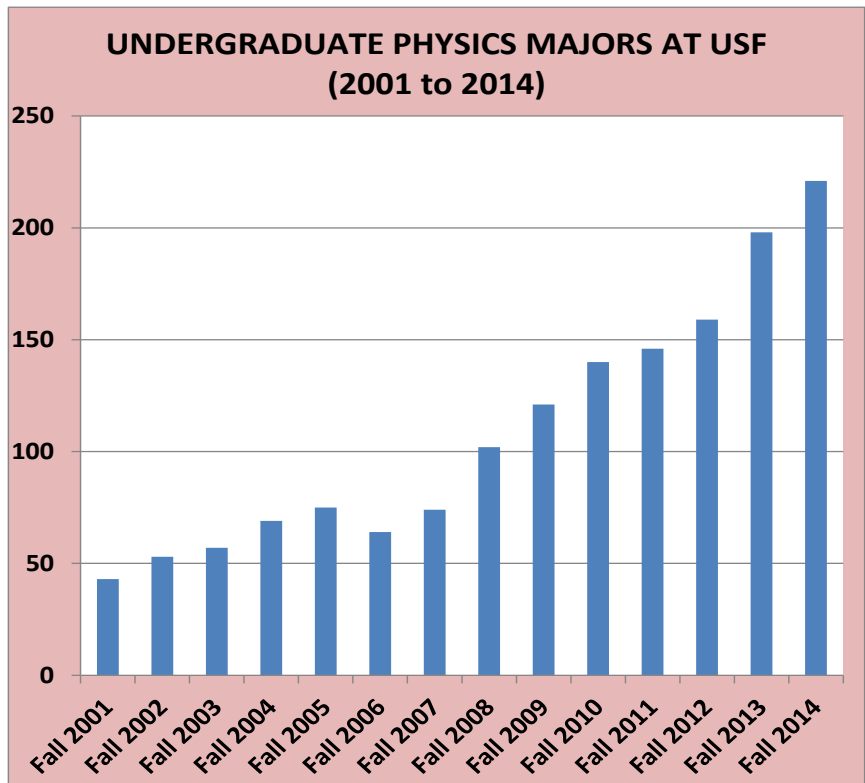
- Development of a Ph.D. program in Applied Physics, unique in the State of Florida
- Development of a CAMPEP (Commission on Accreditation of Medical Physics Education Programs) – accredited emphasis in Medical Physics
- Selection of USF Physics by the American Physical Society as one of two funded inaugural Bridge to the Doctorate Program sites in the nation
- Participation as a foundational member of the School of Natural Sciences and Mathematics (SNSM) in CAS
- New minor in biomedical physics
- Transfer of astronomy from Mathematics to the Physics Department and related program growth
- Department relocation to the new, seven-story Interdisciplinary Sciences (ISA) Building

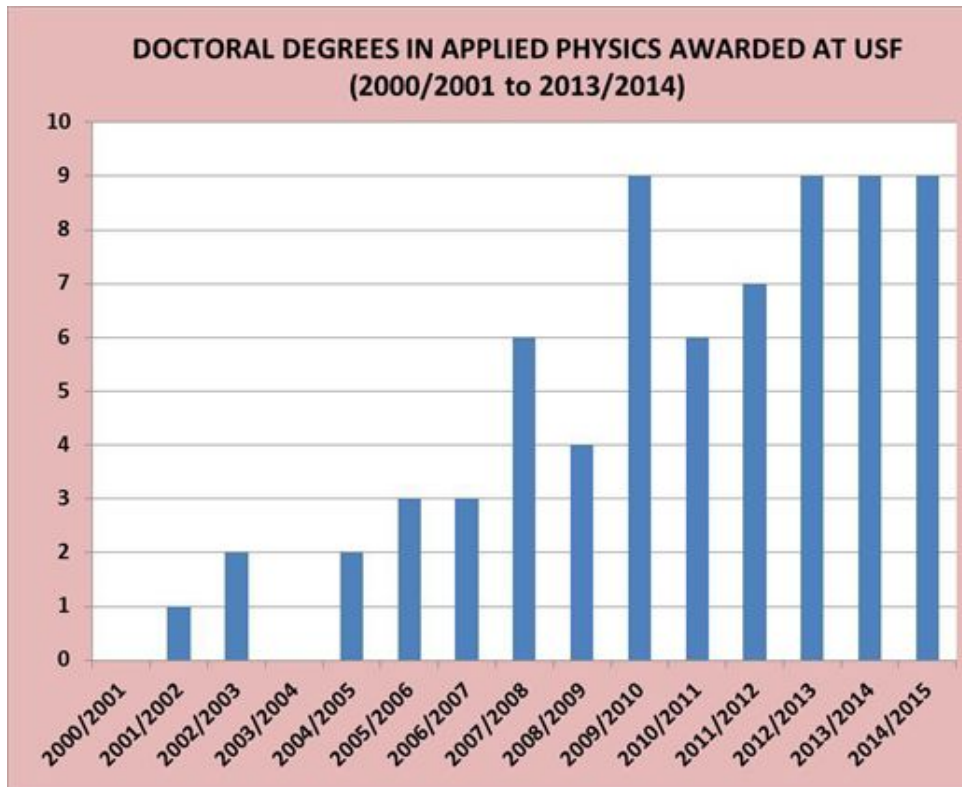
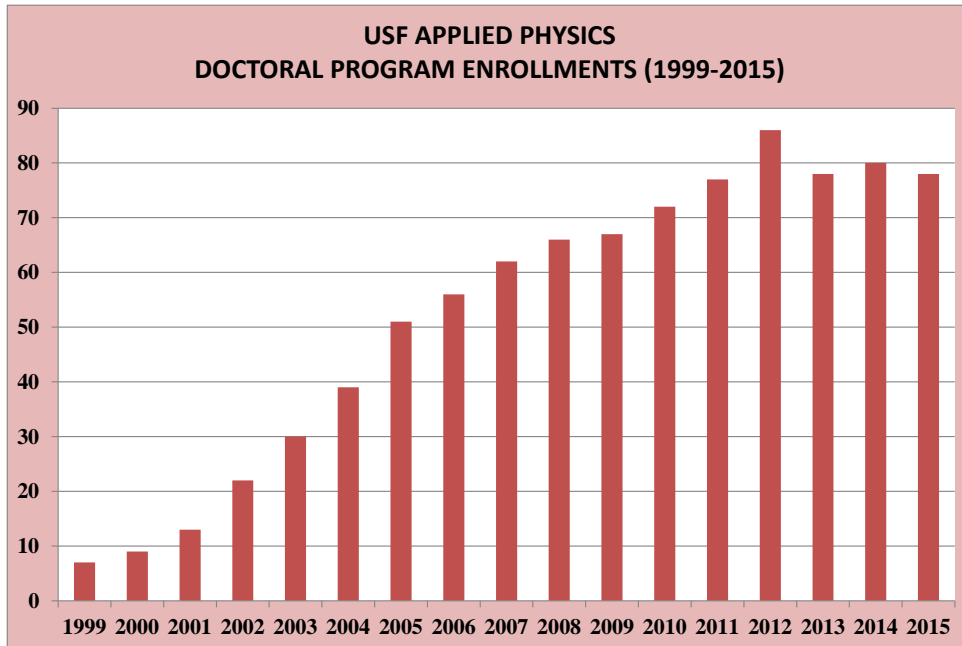
- Development of shared infrastructure facilities: (Physics Materials Diagnostic Facility (PMDF) and Facility for the Optical Characterization of Materials (FOCM))
- Receipt of \$180K from alumnus Mr. Roy Jewell to endow the Emery H. and Barbara P. Jewell Award for Faculty Excellence at the Department of Physics
- Initiation of the Eminent Scholar Program in USF Physics with the recruitment of Physics Nobel Laureate Prof. Ivar Giaever

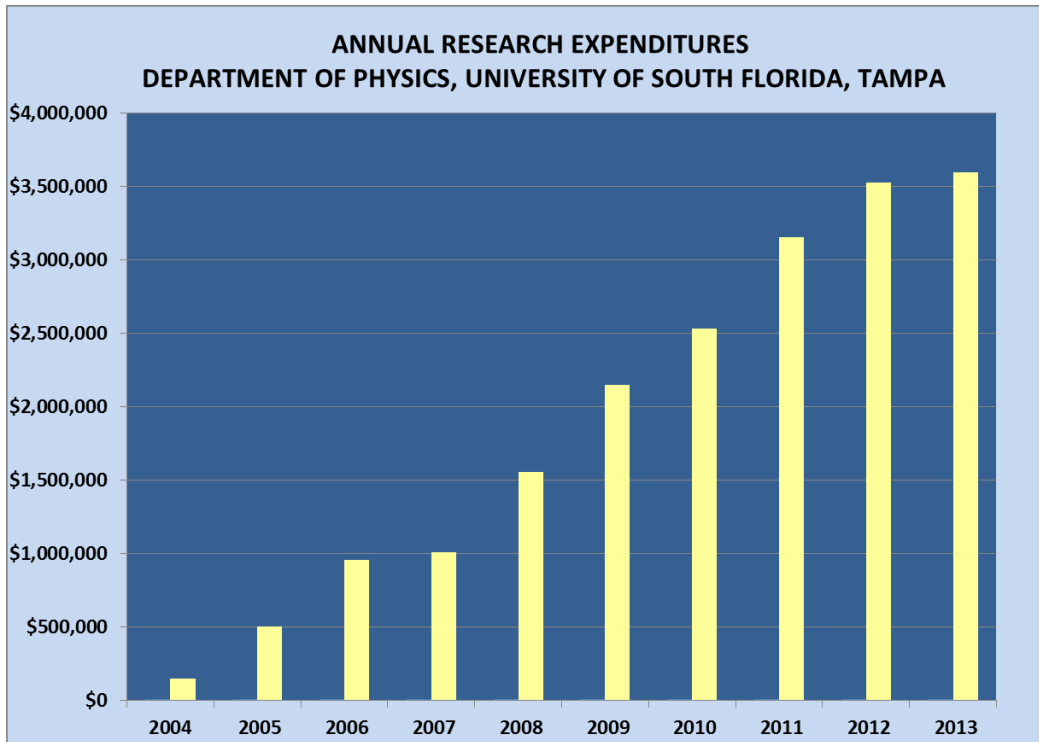
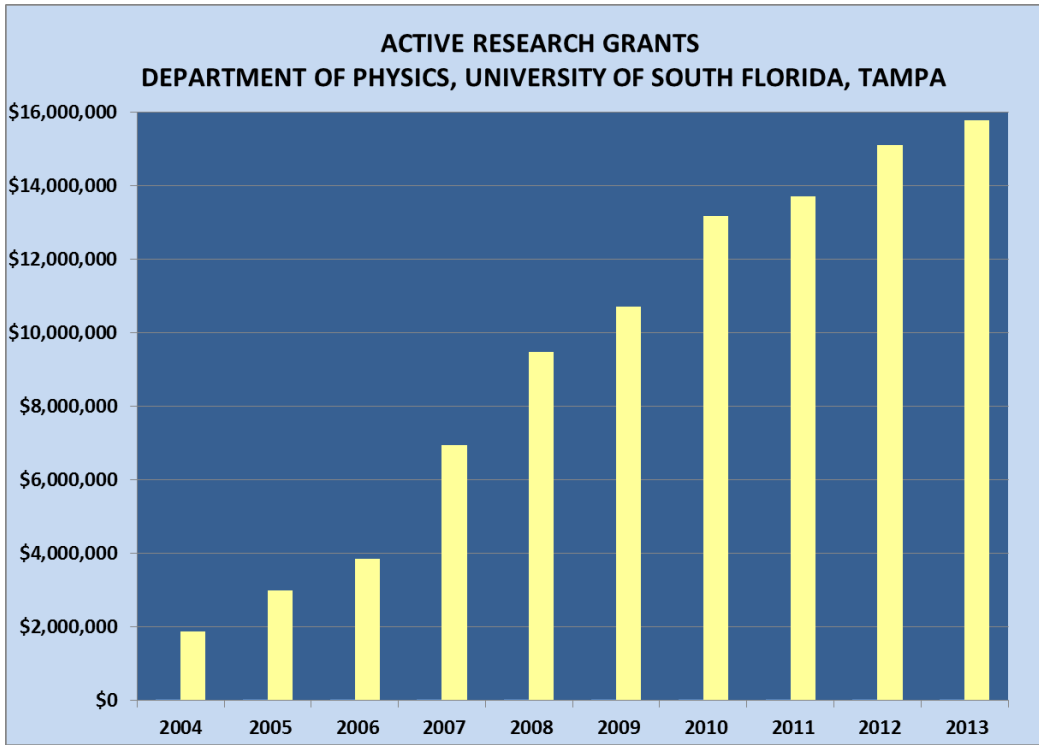


**Historical Productivity Data for Department of Physics during Service as Department Chair**

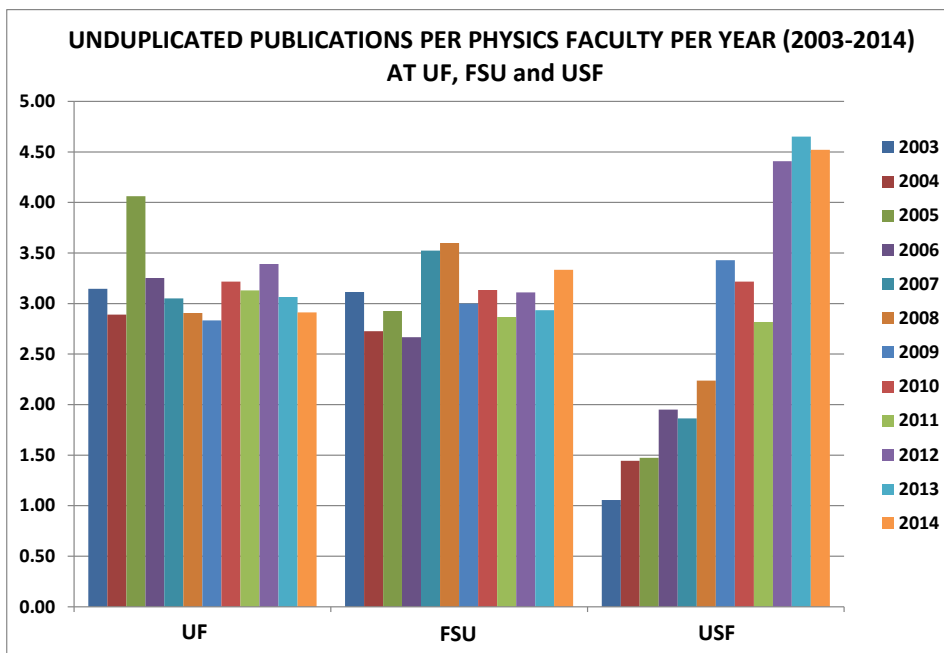
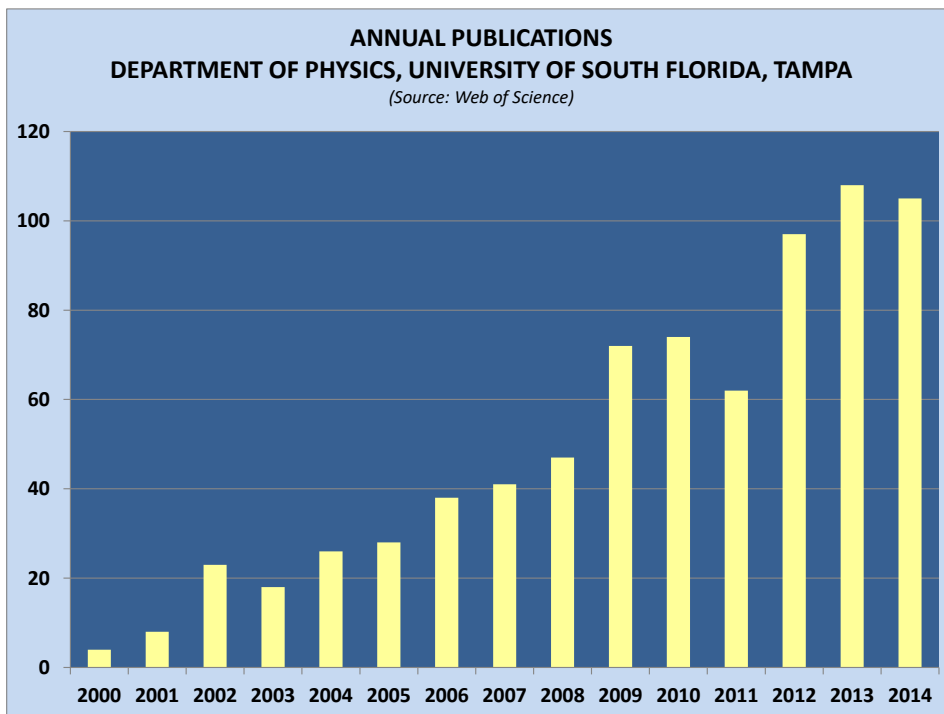






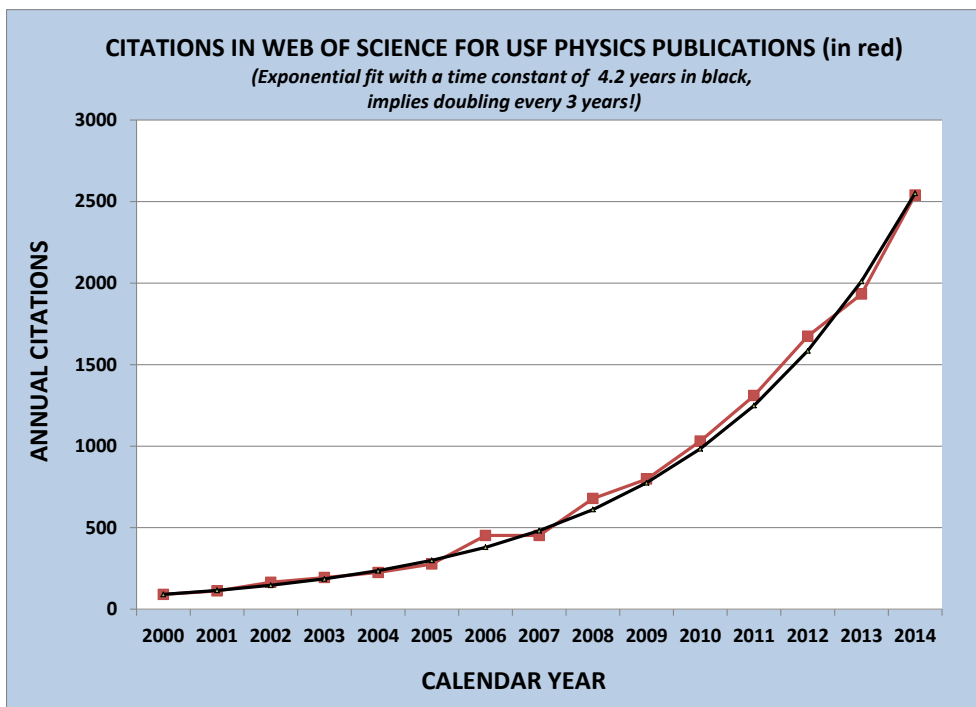
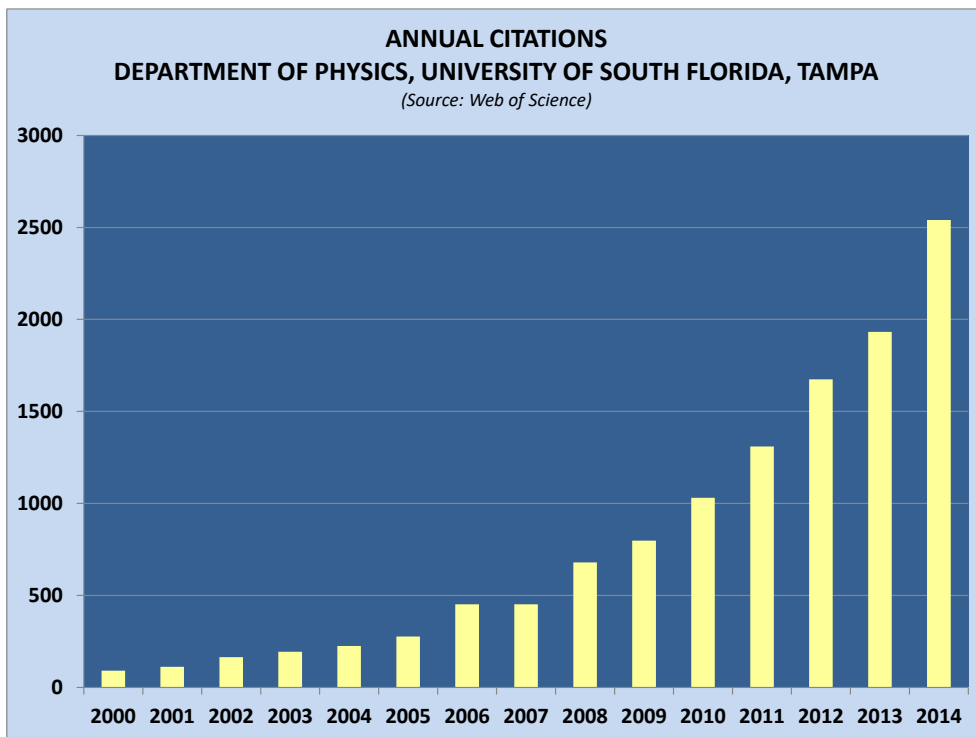


**PEER-REVIEWED USF PHYSICS PUBLICATIONS**



**Unduplicated annual publications per tenured/tenure-track Physics faculty member at UF, FSU and USF, obtained from the ISI Web of Science database and the corresponding AIP Annual Handbooks of Physics Graduate Programs.**

**CITATIONS FOR PEER-REVIEWED USF PHYSICS PUBLICATIONS**



## RESEARCH AND SCHOLARLY ACTIVITY

### BOOK CHAPTERS

- K. Stojak, H. Srikanth, P. Mukherjee, M.H. Phan and N.T.K. Thanh, “Size- and Shape-Variant Magnetic Metal and Metal Oxide Nanoparticles: Synthesis and Properties”, in *Complex-Shaped Metal Nanoparticles*, Eds. Tapan K. Sau and Andrey L. Rogach, Wiley, Chapter 5, pp. 1-34, (2012).
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**REFEREED / INVITED / CONTRIBUTED CONFERENCE PRESENTATIONS**

- P. Mukherjee, “Mapping Rankings and Metrics on to the University “Ecosystem”: A Case Study”, invited talk, EduData Summit, MIT, June 19, 2018.
- P. Mukherjee, *Young Universities Alliance workshop: Foundation of new networks?*, chaired workshop co-facilitated by the President and a member of the Executive Board of the Young European Research Universities Network (YERUN) (Juan Romo, President of University Carlos III Madrid and Dr. Anthony Forster, Vice Chancellor of the University of Essex, respectively) and Ms. Renee Hindmarsh, the Executive Director of the Australian Technology Network (ATN) of universities, Grand Hyatt, Tampa, June 5, 2018
- F. Albadrasawi, A. Sabah, D. J. Mateo Feliciano, P. Mukherjee and S. Witanachchi, “Reaction Time Study of Zinc Stannate Growth on Conducting Substrates”, American Physical Society March meeting, Los Angeles, CA March 2018.
- D. J. Mateo Feliciano, A. Sabah, F. Albadrasawi, P. Mukherjee and S. Witanachchi, “ZnSnO<sub>3</sub> nanowires as a lead-free alternative for piezotronics devices constructed using a template-based growth”, Materials Research Society Meeting, Phoenix, AZ, April 2018.
- C. Gladney, D. Denmark, P. Mukherjee and S. Witanachchi, “In-Situ, Time Dependent Photopolymerization of PNIPAM Microgels for Targeted Drug Delivery Applications”, Materials Research Society Meeting, Phoenix, AZ, April 2017.
- C. Hettiarachchi, N. Harris, P. Mukherjee and S. Witanachchi, “BaTiO<sub>3</sub> nanoparticles embedded CH<sub>3</sub>NH<sub>3</sub>PbI<sub>3-x</sub>Cl<sub>x</sub> perovskite solar cells with enhanced open-circuit voltage”, Materials Research Society Meeting, Phoenix, AZ, April 2017.
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## **PATENTS**

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- P. Mukherjee and S. Sasidharan, "The Performance of Organizational Ecosystem Mapping (POEM): Mapping Performance Indicators on to the Organizational Ecosystem", provisional patent submitted May 30, 2018.

## **RESEARCH COLLABORATORS**

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Michael Blosser	M.S. Physics (Jan. 2013)	Member
Sayan Chandra	Ph. D. Applied Physics (Oct. 2013)	Member
Kevin McCash	Ph.D. Applied Physics (May 2014)	Member
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Jagannath Devakota	Ph. D. Applied Physics (April 2015)	Member



Himanshu Verma	Ph.D. Applied Physics (July 2015)	Member
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Ryan Herchig	Ph. D. Applied Physics (March 2017)	Member
Daniel Denmark	Ph.D. Applied Physics (June 2017)	co-Major Prof.
Mahesh Hordagoda	Ph.D. Applied Physics (August 2017)	co-Major Prof.
Lakmal Hettiarachchi	Ph.D. Applied Physics (Nov. 2017)	co-Major Prof.

\*Project Report.      #Comprehensive Examination.

Currently directing:

- Domingo Feliciano (Ph. D., Applied Physics) (co-Chair)

#### **Postdoctoral Scientist Direction**

The following postdoctoral scientists were directed and supported on research funding:

Dr. Susmita Pal

Dr. Tara Dhakal

Dr. Antao Chen (FCASST Research Associate Professor)

Dr. Devajyoti Mukherjee      CIFM\* (co-directed with Dr. Sarath Witanachchi)

Dr. Hafsa Khurshid      CIFM (co-directed with Dr. Hari Srikanth)

Dr. Anuja Datta      FCASST\*\* Research Assistant Professor

Dr. Manh-Huong Phan      FCASST Research Assistant Professor

*\*CIFM: Center for Integrated Functional Materials*

*\*\*FCASST: Florida Cluster for Advanced Smart Sensing Technologies*

### **Undergraduate and High School Student Research Direction**

A variety of undergraduate students have completed their Physics Undergraduate Research requirement in my laboratory. I have directed the Honors theses of Fayssal El-Jabbali, Alisha Khan, Jaya Kolla, Rachel Price and Nupur Godbole. I also participated in Priscilla Sato and Laura Beauchemin's Honors theses as a committee member.

Over the years, gifted high school students have participated in research experiences in my laboratory during the USF Mathematics Summer Program. In particular, one high school student has been involved in more intense research activities each summer in our laboratory from 2001-2004.

The last three high school students were Laila Booshehri (King High School International Baccalaureate Program student), Rene Chen (Wharton High School), and Andy Barthel (Wharton High School). Rene won first place in the Senior Physics category at the Hillsborough County Regional Science Fair and the United States Army Special Award in March 2003 for her project on "Phase Fluctuation Optical Heterodyne Spectroscopy" that was performed under my direction. She was chosen to represent Hillsborough County in Physics at the State level. Andy won first place in the Senior Physics category at the Hillsborough County Regional Science Fair and among others awards, the Intel Special Award in March 2004 for his project on a new optical alignment for a two-dimensional fiber-based spectral imaging system that was performed under my direction. He was chosen to represent Hillsborough County in Physics at the State level and was selected for the Nationals.

### **PROFESSIONAL SERVICE**

- Invited reviewer for the Partner University Fund (PUF), French-American Cultural Exchange (FACE) Foundation Grant Program, 2010 and 2011.
- Invited participant in the Museum of Science and Industry (MOSI) Innovation Express Contest judging at the University of South Florida, February 1, 2010.
- Invited reviewer, USF Excellence in Innovation Awards Selection Committee for the Academy of Inventors, 2009/2010 and 2010/2011.
- Invited panel reviewer for USF Florida Energy Systems Consortium (FESC) Grants, 2009 and 2010.
- Invited scientific mentor for research physicists in Radiation Oncology at the Moffitt Cancer and Research Center, Tampa, April 2008.
- Invited reviewer for 15 United States Physics departments, National Survey of Physics Doctoral Programs, National Research Council, USA, May 2007.
- Invited reviewer for Full Professor promotion, Department of Engineering Physics, Air Force Institute of Technology (AFIT), Ohio, May 2007.
- Invited reviewer, ENG Directorate of NSF (DMII), July 19, 2006.
- Invited reviewer and panelist for the Materials Processing and Manufacturing Program (MPM) proposals in the Division of Manufacturing and Industrial Innovation (DMIII) of the Engineering Directorate at the National Science Foundation, January 10, 2006.
- Invited continuing member in the search for physicists for Radiation Oncology at the Moffitt Cancer Research Center, and subsequently member of the Medical Physics Program Leaders Committee, 2005-2013.
- Invited member in the search for a Physics Chief for the Radiation Oncology Division of the Moffitt Cancer Center, 2005-2006.
- Invited panel reviewer for the ENG Directorate of NSF (DMII), January 13, 2004.

- Invited by the Director of the Engineering Directorate at NSF to participate in a national panel on the feasibility of implementing a Nanoscale Experimentation and Testing Network (NEXT) on January 10, 2001. This panel was comprised of about a dozen experts from academia and industry and five NSF Program Directors, including the Director of the Engineering Directorate and the Director of DMII at NSF.
- Hosted a group of approximately 40 scientists comprising NSF grantees from across the nation and NSF Program Directors for an on-site tour of our research laboratories at USF on January 9, 2001.
- Invited reviewer on the CAREER Awards Panel, DMII, NSF, November 1, 2001.
- Invited reviewer CTS Division, NSF, March 14, 2000.
- Invited reviewer, ENG Directorate of NSF (DMII), June 7, 2000.
- Invited participant in an international "Workshop on Pulsed Laser Deposition" hosted by NIST and NRL on May 12-13, 1998, Arlington, Virginia.
- Invited panel reviewer for DMII in the Engineering Directorate of the National Science Foundation, December 10, 1997.
- Invited panel reviewer for the Division of Design, Manufacturing and Industrial Innovation (DMII) in the Engineering Directorate of the National Science Foundation, June 4-5, 1996.
- Invited proposal reviewer, National Science Foundation Small Business Innovation Research, October 1994.
- Reviewer for articles in scientific journals including Applied Physics Letters, Applied Optics, Optics Letters, Journal of Applied Physics, Journal of Crystal Growth and Materials Chemistry and Physics.

- Invited and volunteered as a science judge for the 39th Annual State Science and Engineering Fair of Florida on April 14, 1994, as well as other subsequent Science Fairs at the elementary school level.

## STATEMENT OF SERVICE AT USF

While serving on Committees at USF, I have enjoyed the opportunity to interact with colleagues, staff and students within the Physics Department, the College of Arts and Sciences, and the University. While learning a lot from these interactions, I have been involved in a variety of planning efforts at the University, College and Department level at USF through participation in many ad-hoc committees as well as membership in other standing committees at various levels. Some of these are indicated below:

### University Committees / Service

- USF College of Education Transformation and Implementation Committee, invited to serve by Provost Ralph Wilcox, 2017.
- Search Committee for Dean of the College of Education, USF, invited by Provost Ralph Wilcox, 2017.
- Lead, “Transforming Graduate Admissions at USF – an Archivum Platform”, assigned by Provost Ralph Wilcox, 2017-2018.
- USF Planning Team for “A New and Bright Future for the USF College of Education”, invited to serve by Provost Ralph Wilcox, 2016-2017.
- USF Faculty Senate Online Teaching Assessment Committee, invited by the USF Faculty Senate, 2015.
- USF Research Advisory Committee, invited to serve by Dr. Paul Sanberg, Senior Vice President for Research, Innovation and Economic Development, USF, 2015-Present.
- USF Programming Development Committee, USF Budget Re-organization Initiative, invited by President Judy Genshaft, 2013-2014.
- Search Committee for Dean of the College of Engineering, USF, invited by Provost Ralph Wilcox, 2013-2014.
- USF Compliance Committee, invited by the Office of Research and Innovation, USF, 2012-2013.
- USF World Incentivizing, Recognizing and Rewarding International Engagement (IRRIE) Workgroup, invited by Vice President Karen Holbrook, 2012-2013.
- USF 2013-2018 Strategic Planning Workgroup, invited by President Judy Genshaft, 2011-2012.
- Steering Committee for USF Visualization Center, invited by Vice Provost Graham

Tobin, 2012-2014.

- Chair, Ad-hoc Faculty Ethics Panel, invited by Associate Provost Dr. Dwayne Smith, 2010.
- USF System Impactful Research, Economic Leadership and Community Engagement (IRELCE) Task Force, invited by President Judy Genshaft, 2010.
- Ad-hoc Committee to Review USF Tenure and Promotion Guidelines, selected by Provost Ralph Wilcox, 2010.
- Faculty Liason, Academic Campus Environment (ACE) Workgroup of the USF Board of Trustees, invited by Provost Ralph Wilcox, 2009-2011.
- Search Advisory Committee for USF Provost and Senior Vice President for Academic Affairs, invited by President Judy Genshaft, 2009.
- USF Faculty Senate By-Laws Subcommittee, invited by the USF Faculty Senate Executive Committee, 2008-2009.
- Search Advisory Committee for Associate Vice President for Research and Innovation, invited by Dr. Karen Holbrook, Vice President for Research and Innovation to Chair this national search, 2008-2009.
- USF Faculty Roles, Responsibilities and Rewards (FR<sup>3</sup>) Task Force, invited by Provost Ralph Wilcox, 2008-2009.
- USF Interdisciplinary Research Building (IDRB) Materials Research Facilities Build-out Advisory Committee, appointed by Dr. Karen Holbrook, Vice President for Research, and Dr. Ralph Wilcox, Provost, USF, 2008-2011.
- Provost's Advisory Group on Principles and Procedures for Changes in Academic Structure, invited by Provost Ralph Wilcox to this four-member group, 2008.
- USF Budget Priorities Advisory Taskforce, invited by Provost Renu Khator, 2007-2008.
- USF Budget Priorities Advisory Taskforce Subcommittee on the College of Marine Sciences, invited to chair this subcommittee by Interim Provost Ralph Wilcox, 2008.
- USF Travel Faculty Focus Group, 2007.
- USF Focus Group Concerning Campus Safety, invited by the USF Provost's Office, 2007.
- USF Nanotechnology and Nanomaterials Research Center (NNRC) Steering Committee, invited by College of Engineering Dean John Wiencek, 2007.
- Interdisciplinary Science Teaching and Research (ISA) Building Committee, appointed by the Provost, 2006-2011.
- ISA Architect Selection Committee, 2007.
- ISA Construction Manager (CM) Selection Committee, 2007.

- USF Functional Multiscale Materials by Design (FMMD) Initiative, invited by USF Graduate School Dean Delcie Durham to co-Chair the conception and administration of this \$2M USF research program, 2006-2008.
- USF Faculty Senate Executive Committee, elected by members of the USF Faculty Senate, 2006-2007.
- USF Faculty Senate, elected to a three-year term as a Senator, 2006-2009.
- Provost's Budget Faculty Advisory Committee, appointed by the Provost on the recommendation of the USF Faculty Senate, 2004-2005.
- USF Council of Chairs, ex-officio, convened by the Provost, USF, 2003- 2015.
- USF Nanotechnology Facilities Planning Steering Committee, appointed by the Provost, 2001-2003.
- National Science Foundation Engineering Research Center Proposal Steering Committee, invited by the Dean, College of Engineering, 2002-2003.
- University Graduate Program Directors' Committee, ex-officio as Director of Graduate Studies, Physics, 1997-2002.
- USF Diversity Task Force, invited by the Provost, March 2000 – 2001.
- University Advisory Workgroup on Enhancing the Recruitment and Retention of Underrepresented Faculty and Staff, invited by the Dean of CAS to represent CAS at the request of the Associate Vice President for Diversity Initiatives, 2000-2001.
- Faculty Search Committee, Center for Microelectronics Research (CMR), College of Engineering, invited by the Director of CMR, 2000-2001.
- Lucent / USF Fellowship Evaluation Committee, invited by the Director of the Center for Microelectronics Research (CMR), May 2000.
- Participant in the OPPAGA (Office of Program Policy Analysis and Government Accountability) site visit at USF, invited by the Provost, February 1999.
- Taskforce on Liberal Arts Education at USF, Chair, Science Subcommittee, invited by the Provost, September 1998 - February 1999.
- Participant, Lucent/I-4 meetings, invited by the Director of CMR, College of Engineering, Fall 1998.
- Ad hoc Faculty Senate Committee on Tenure and Promotion Guidelines, invited by the President of the Faculty Senate, December 1994 - February 1995.

**College of Arts and Sciences (CAS) Committees / Service**

- CAS Distinguished University Professor Review Committee, invited to serve on three-member committee by CAS Associate Dean Elizabeth Bell, 2016.



- CMMB Full Professor Promotion Committee, invited by CMMB Chair Dr. James Garey, 2015.
- CAS T&P Procedures Revision Committee, invited to serve by CAS Associate Dean Elizabeth Bell, 2015.
- New CAS Chairs' Orientation, co-Chair with Prof. Hunt Hawkins (English Chair), invited by Dean Eric Eisenberg, CAS, 2013.
- CAS SNSM Computer Modeling Faculty Search Committee, search for six faculty positions, appointed by CAS Dean's Office, 2012-2013.
- CAS SNSM STEM Education Faculty Search Committee, search for four faculty positions, appointed by CAS Dean's Office, 2012-2013.
- CAS Distinguished University Professor Review Committee, invited to serve on three-member committee by CAS Associate Dean John Cochran, 2011.
- CAS Staff Performance Bonus Plan (PBP) Review Committee, invited by CAS Dean's Office, 2010.
- CAS Council of Chairs Steering Committee, appointed by CAS Dean Dr. Eric Eisenberg, 2010-2011.
- CAS Council of School of Natural Sciences and Mathematics (SNSM) Chairs, ex-officio, 2008-2015.
- CAS Distinguished University Professor Nomination Committee, invited to serve on three-member committee by CAS Associate Dean John Cochran, 2008.
- CAS Council of Chairs' Steering Committee, invited by Dean Eric Eisenberg to represent the School of Natural Sciences and Mathematics regarding School and CAS governance, 2008.
- CAS Biology Department Reorganization Steering Committee, appointed by CAS Dean Eric Eisenberg, 2006-2007.
- CAS Area Representative for the USF Faculty and Staff Campaign, 2006.
- College of Arts and Sciences Staff Performance Bonus Program Selection Committee, appointed by the College Dean John Skvoretz, 2005.
- College of Arts and Sciences Chairs' Steering Committee, elected by the CAS Council of Chairs, 2004-2007.

- CAS Council of Chairs, ex-officio, convened by the Dean, College of Arts and Sciences, 2003-2015.
- College of Arts and Sciences Tenure and Promotion Committee, 2001-2003.
- College of Arts and Sciences Research Advisory Council, 2001-2002.
- College of Arts and Sciences in 2010 (Chair, Quality Subcommittee), November 1998 – 2000.
- Philosophy Faculty Search Committee, invited by the Chair, Department of Philosophy, CAS, 2000-2001.
- Geology Faculty Search Committee, invited by the Chair, Department of Geology, CAS, 2000.
- CAS Salary Equity Appeals Committee, invited by the CAS Dean's Office, 1998-1999.
- College of Arts and Sciences Advisory Council, 1996 - 1998.
- Geology Faculty Search Committee, invited by the Chair, Department of Geology, 1995.
- Faculty Development Committee, College of Arts and Sciences, USF, 1993-1995.
- CAS Teaching Incentive Program (TIP) Review Committee, 1994 - 1995.
- CAS Statistical Research Associate Search Committee, 1994
- Academic Computing Committee, College of Arts and Sciences, 1992- 1994.
- CAS Environmental Science Planning Committee, 1993 – 1994.
- CAS Liberal Studies Advisor, since 1993.

**Physics Department Committees / Service**

- Physics Faculty Advisory Committee, elected by the Physics Faculty, 2016-2017.
- Physics Faculty Search Committee at the Assistant / Associate Professor level in Soft Condensed Matter / Biophysics, 2016-2017.
- Physics Faculty Advisory Committee, elected by the Physics Faculty, 1999-2003.
- Physics Faculty Advisory Committee, elected by the Physics Faculty, 1994-1997, Chair (1997); drafted and worked on the adoption of the Physics Faculty Governance Document, 1996.
- Director of Graduate Studies, Department of Physics, 1997-2002.

- Physics Faculty Search Committees in Materials Physics and Biomedical Physics, Chair, 2002-2003.
- Physics Faculty Search Committees in Materials Physics and Biomedical Physics, Chair, 2001-2002.
- Physics Faculty Search Committees in Materials Physics and Biomedical Physics, Chair, 2000-2001.
- Physics Faculty Search Committee in Materials Physics, Chair, 1999-2000.
- Physics Graduate Committee, Fall 1996 – 2002, Chair, 1997-2002.
- Physics Ph. D. Pre-proposal Committee, September 1998- February 1999.
- Physics Faculty Search Committee, Chair, 1997-1998.
- Development of a Dual M.S. Degree Program, Fall 1996.
- Committee on Graduate Admissions, Department of Physics, 1995 - 1996.
- Educational Policy Committee, Department of Physics, 1993-1996.
- Physics TIP Evaluation Committee, 1995.

### **COURSES TAUGHT**

General Physics I & II (both algebra- and calculus-based)	(2000 level)
Modern Physics (relativity and quantum mechanics)	(3000 level)
Applications of Physics to Biology and Medicine I & II	(4000 level)
Solid State Physics I & II	(5000/6000 level)
Lasers and Applications	(6000 level)

## **CURRICULUM AND PROGRAM DEVELOPMENT**

- Received \$180,000 in funding from alumnus Mr. Roy Jewell to endow the Emory H. and Barbara P. Jewell Award for Faculty Excellence in perpetuity at the Department of Physics at USF, 2012.
- Led the planning and the coordination of the move of the Department of Physics teaching and research facilities from the PHY building to the new seven-story Interdisciplinary Sciences (ISA) building in Fall 2011.
- Obtained seed funding of \$500K from the Florida State University System Board of Governors and led the establishment of the Florida Cluster for Advanced Smart Sensing Technologies (FCASST) in the Department of Physics at USF. FCASST is a collaborative research cluster with the Materials Science and Engineering Department at the University of Florida at Gainesville.
- Coordinated the conception of the School of Natural Sciences and Mathematics (SNSM) in the College of Arts and Sciences at USF in 2008. Participated in the subsequent development of governance and research clusters in SNSM, 2008-2015.
- Developed and implemented a plan for the successful transfer of Astronomy from the Mathematics Department to the Physics Department at USF in 2008, and led subsequent program growth.
- Obtained Federal funding and led the establishment of the Center for Integrated Functional Materials (CIFM) in the Department of Physics at USF, 2007.
- Participated in the development of the blueprint for the \$90M Interdisciplinary Sciences Building at USF in 2006.
- Developed and implemented an Eminent Scholar Program in the Physics Department at USF in 2006/2007. Recruited 1973 Physics Nobel Laureate Prof. Ivar Giaever as our first Eminent Scholar.
- Developed and initiated a new graduate course titled “Advances in Pure and Applied Physics” in Spring 2007. This course was designed to bring the excitement of discovery and innovation in physics from pioneers who have helped shape the field.

The course was designed as the educational component of the Eminent Scholar Program in the Physics Department at USF.

- Initiated, as Physics Chair, a new undergraduate course into the Physics curriculum for majors in “Mathematical Methods” in Fall 2006.
- Conceived and established the Facility for the Optical Characterization of Materials (FOCM) in the Department of Physics at USF, 2006.
- Developed and implemented the formation of a three-member external Physics Executive Advisory Board chaired by Physics Nobel Laureate Ivar Giaever in 2004.
- Obtained funding for and established the Physics Materials Diagnostic Facility (PMDF) in the Physics Department at USF, 2003.
- Developed and taught a new two-semester, eight credit hour sequence in “Applications of Physics to Biology and Medicine” for non-physics majors, Fall 2002 to Spring 2003.
- Developed a new minor in Biomedical Physics, including two new courses PHZ 4731 and PHZ 4732 (Applications of Physics to Biology and Medicine I and II, respectively), 2003.
- Implemented the recruitment of graduate students and programmatic development for our new doctoral program in Applied Physics as Director of Graduate Studies from 1997-2002.
- Proposed a Duckwall Foundation Practicum Grant resulting in an endowment of \$200,000 from the Foundation, which, along with the \$100,000 match from the State will provide industrial practicum funding for our graduate students in perpetuity, March 2000.
- Developed a blueprint for our Ph.D. proposal in Applied Physics, September 1998-February 1999.
- Developed and implemented a dual M.S. degree program in Physics and Electrical Engineering, Fall 1996.



**Agenda Item: FL 104**

**USF Board of Trustees**  
September 10, 2019

**Issue:** Tenure Nomination as a Condition of Employment

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

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**Executive Summary:**

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

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**Strategic Goal(s) Item Supports:**

USF Strategic Plan 2013-2018, Goal II

**Workgroup Review Date:**

Academic and Campus Environment Work Group – August 27, 2019

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

- Memorandum to Jordan B. Zimmerman, Chair, USF Board of Trustees
- Tenure Nominations as a Condition of Employment
- Faculty Profiles

**USF System or Institution specific:** USF Tampa

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



**MEMORANDUM**

**DATE:** September 10, 2019

**TO:** Jordan B. Zimmerman, Chair

**FROM:** Steven C. Currall, President

**SUBJECT:** Tenure as a Condition of Employment Nominations, USF Tampa

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

Enclosures

**Faculty Nominations for Tenure as a Condition of Employment, USF-Tampa**  
**USF Board of Trustees Meeting – September 10, 2019**

<u>College</u>	<u>Name</u>	<u>Rank</u>	<u>Department/ School</u>	<u>Degree of Effort*</u>	<u>Previous Institution</u>	<u>Tenure at Previous Institution</u>
Morsani College of Medicine	Brendan M. Walker, PhD	Professor	Psychiatry & Behavioral Neurosciences	1.0 FTE .50 Tenure	Washington state University, Pullman, WA	Yes
Morsani College of Medicine	David W. Russ, PhD	Associate Professor	School of Physical Therapy & Rehabilitation Sciences	1.0 FTE .70 Tenure	Ohio University Athens, OH	Yes

\*If less than 1.0 FTE



University of South Florida  
Tenure Nominations as a Condition of Employment

1

**USF Health, Morsani College of Medicine**

**David W. Russ, PT, PhD**

Dr. David Russ will join the faculty at USF Health, the Morsani College of Medicine (MCOM), on September 1, 2019 as Associate Professor with the School of Physical Therapy and Rehabilitation Sciences. In addition, Dr. Russ will lead the research enterprise with the school, serving as a member of the Leadership Team in the role of Assistant School Director for Research. Dr. Russ earned a PhD in Biomechanics and Movement from the University of Delaware. Dr. Russ completed a post-doc appointment in Exercise Physiology at the University of Massachusetts. Dr. Russ's academic career began at the University of Maryland-Baltimore where he served as Assistant Professor in the Department of Physical Therapy from 2003 to 2007. He then moved on to serve as Assistant Professor at Ohio University Athens from 2007 to 2013, and in 2013, he was promoted to Associate Professor with tenure. Dr. Russ' research is in the field of muscle physiology, particularly as it pertains to aging. His work has included both human and animal models of skeletal muscle fatigue. He has published 51 peer-reviewed papers, 34 as senior author, and 18 since he was tenured in 2013. His work has appeared in prestigious, high H-index journals. He has served as PI or Co-I on 13 extramural grants including 5 NIH grants and one Department of Defense (DOD) Grant, and numerous intramural awards. Dr. Russ has two pending NIH awards. Dr. Russ is a frequent invited speaker at national and international conferences and workshops. His teaching ranges from undergraduate to Doctor of Physical Therapy professional students, as well as academic advising. He serves on the American College of Sports Medicine, and the American Physiological Society. He is editorial reviewer on more than 25 manuscripts and journals, grant reviewer for the DOD, and NIH, and frequently serves as an external promotion and tenure reviewer. The MCOM Appointment, Promotion and Tenure Committee, and the Director of the School of Physical Therapy & Rehabilitation Sciences recommend Dr. Russ for tenure at the rank of Associate Professor. Dr. Charles J. Lockwood, Senior Vice President of USF Health, and Dean, MCOM along with Provost Ralph Wilcox and President Judy Genshaft, concur with this recommendation for tenure upon appointment.

University of South Florida  
Tenure Nominations as a Condition of Employment

2

**USF Health, Morsani College of Medicine**

**Brendan M. Walker, PhD**

Dr. Brendan Walker joined the faculty at USF Health, the Morsani College of Medicine (MCOM), on June 17, 2019 as Professor with the Department of Psychiatry and Behavioral Neurosciences. Dr. Walker is an internationally recognized researcher and teacher. He comes to USF from Washington State University (WSU), Pullman, WA where he was Associate Professor with tenure in the Department of Psychology. He is currently a PI on a \$1.7 million R01 that will run through 2023 looking at Kappa-Opioid receptors in alcohol use disorders and Co-I on another R01 looking at cerebellar contributions to alcohol use disorders. He has served as a PI on numerous grants including a \$2 million R01 analyzing Dynorphin/Kappa-Opioid systems in alcohol use disorders. Dr. Walker has secured over \$4 million in extramural research funding since 2009. He has co-authored 36 peer-reviewed articles, including 12 articles since 2012, in highly rated journals including *Neuropsychopharmacology*, *Neuron*, *Addiction Biology*, and *Biological Psychiatry*. Dr. Walker earned his PhD in Neuroscience and Behavior from the University of California, Santa Barbara, 2004. He completed pre-doctoral training at the NIH National Institute on Drug Abuse and post-doctoral training at The Scripps Research Institute. During this training, he received funding from the NIH National Institute on Alcohol Abuse and Alcoholism to investigate opioid peptide system dysregulation. His academic career began in 2008 when he joined the faculty at WSU, Department of Psychology as Assistant Professor. He was promoted to Associate Professor with tenure in 2012. In 2012, Dr. Walker was awarded the 2011 Presidential Early Career Award for Scientists and Engineers (PECASE) from the Executive Office of the President of the United States. Dr. Walker is a successful teacher. His students have received more than 50 awards, grants, and fellowships. The MCOM Appointment, Promotion and Tenure Committee, and the chair of the Department of Psychiatry and Behavioral Neurosciences recommend Dr. Brendan for tenure at the rank of Professor. Dr. Charles J. Lockwood, Senior VP of USF Health, and Dean, MCOM along with Provost Ralph Wilcox and President Judy Genshaft, concur with this recommendation for tenure upon appointment.

**Agenda Item: FL 105**

**USF Board of Trustees**  
September 10, 2019

**Issue:** USF System Textbook & Instructional Materials Affordability Annual Report

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**Proposed action:** Requires BOT approval and submission to the BOG by September 30, 2019

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**Executive Summary:**

The “State University System of Florida Textbook & Instructional Materials Affordability Annual Report” documents the USF System’s 1) compliance with the 45-day textbook adoption requirement, 2) institutional policies relevant to the issue, and 3) efforts to reduce costs to students.

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**Strategic Goal(s) Item Supports:** Goal 1

**BOT Committee Review Date:** ACE August 27, 2019

**Supporting Documentation Online (*please circle*):**

**Yes X**

**No**

**USF System or Institution specific:** USF System

**Prepared by:** Todd Chavez, Dean USF Libraries



UNIVERSITY OF  
SOUTH FLORIDA

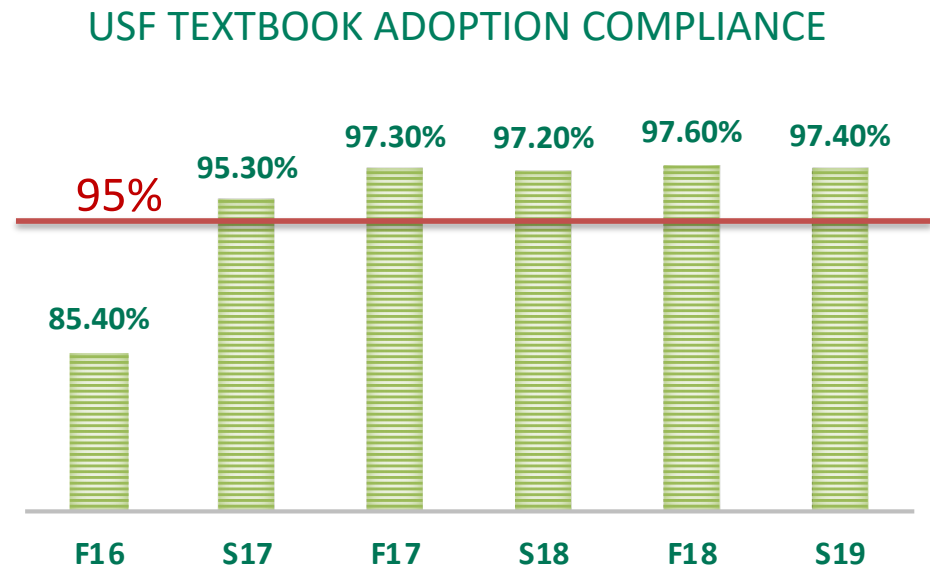
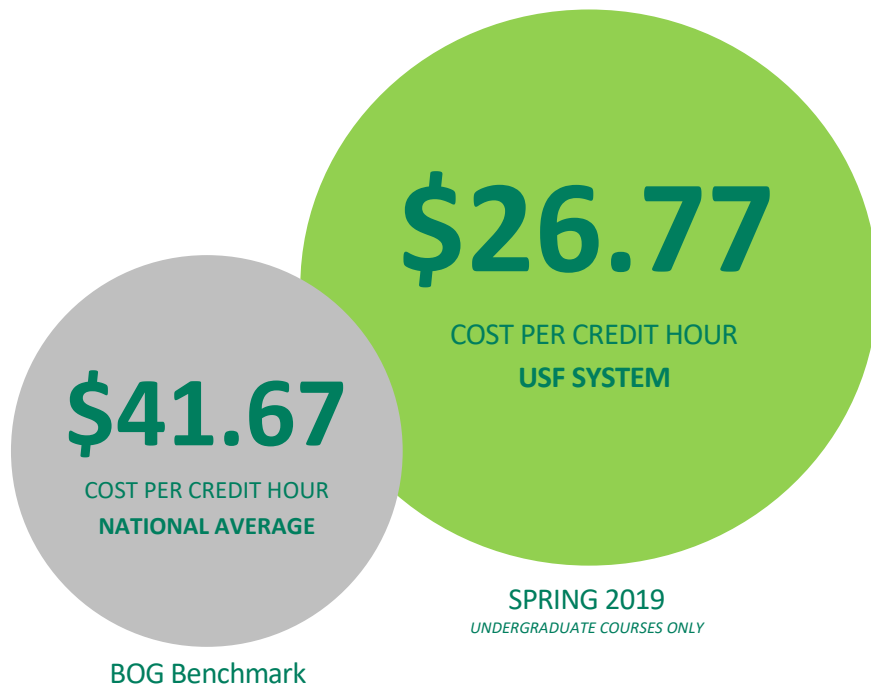
A PREEMINENT  
RESEARCH  
UNIVERSITY

# Textbook & Instructional Material Affordability Report

Academics & Campus Environment Committee  
University of South Florida Board of Trustees

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

# DATA HIGHLIGHTS – USF SYSTEM



REPORT REFERENCE: PAGE 16



UNIVERSITY OF SOUTH FLORIDA

# \$20,369,094

## CUMULATIVE SAVINGS 2010 TO DATE

### **Adopting Only the Lowest-cost Format**

In most cases this means adopting the digital format of a book rather than print, though some books may only have lower-cost print formats (e.g. paperback or looseleaf).

### **Participating in Inclusive Access**

Students who opt into an inclusive access program are billed for eligible materials directly through their student university accounts. Publishers and the bookstore are incentivized to lower their margins, leading to a lower price to students.

### **Utilize Library Resources**

In many cases digital licenses of adopted materials can be purchased by the university library, allowing all students to access the ebook at no cost. TAP provides faculty with links to the Ebooks in the Classroom+ website when adopted materials are already owned by the USF Libraries or are available for purchase.

*REPORT REFERENCE: PAGES 8-16*

## RECENT STEPS & NEW INITIATIVES

### 1) INFORMATION AND DATA:

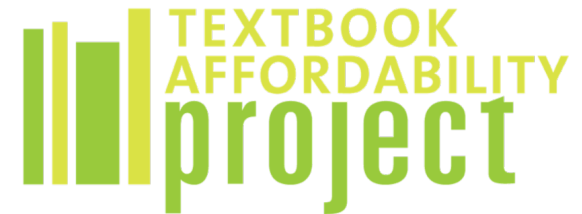
- Website overhaul, release of TAP Dashboard and Toolbox
- College/Department “Report Cards”
- Textbook Recommendation Service

### 2) STRUCTURE:

- USF Bookstore Student Saving Programs
- Textbook Affordability Task Force

### 3) RESOURCES:

- Open Access Textbooks



REPORT REFERENCE: 1) PAGES 6-8, 2) PAGES 6 & 15, 3) PAGES 10-12



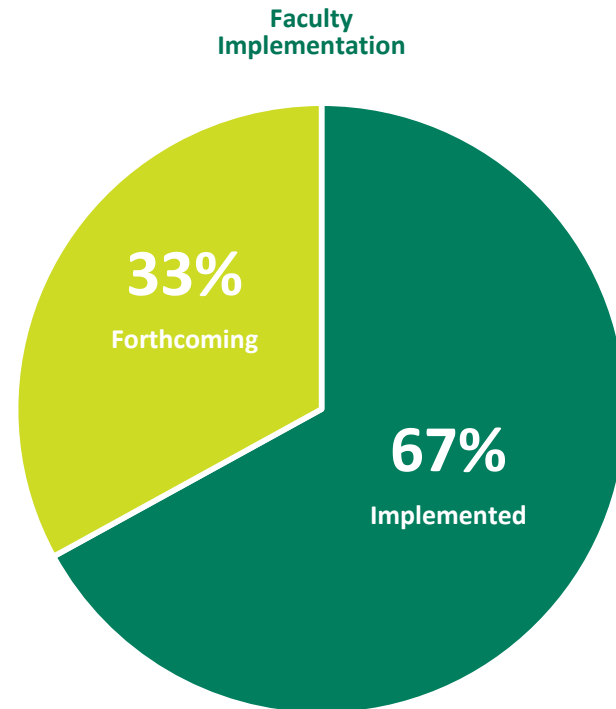
## Benefits of Buy-In from Faculty

The TAP Recommendation Service was successful because all units across the USF community worked together, including academic departments, faculty, senior leadership, the USF bookstore, and TAP.

The TAP Recommendation Service Saved

# \$4 million

AY 2018-19



REPORT REFERENCE: PAGE 8





**UNIVERSITY OF  
SOUTH FLORIDA**

A PREEMINENT RESEARCH UNIVERSITY

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

University of South Florida	Fall 2018 and Spring 2019		
University Submitting Report	Semester(s) Reported*		
Date Approved by the University Board of Trustees	Signature of Chair, Board of Trustees	Date	
Signature of President	Date	Signature of Vice President for Academic Affairs	Date

\*Report Fall and Spring data separately to allow for Fall to Fall semester comparison and Spring to Spring semester comparison.

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

- a) Describe the textbook and instructional materials selection process for general education courses, including high enrollment courses.  
*Methodology for determining high enrollment: Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment. Report the total number of courses (n).*

**General Education**

Each academic department at USF is able to decide how they wish to govern their faculty textbook selections. Some departments allow faculty complete control over the textbooks they select, while others may implement a textbook review committee process or require final approval through their department chairs. At the time of textbook adoption in the textbook ordering system, all faculty are required to submit acknowledgement of their intent to use all required materials and indicate substantial difference when adopting a new edition of a material.

Starting in Fall 2018, new course proposals for General Education courses include a textbook affordability component. It refers to the Textbook Affordability Project website as a resource and requires the submitter to strongly consider textbook affordability as part of the proposal process. They are required to answer questions about the textbook or reading lists they are planning to use, such as the textbook’s title and cost. In addition, they are asked if the textbook is more than \$40 per credit hour and provided affordability guidance that a textbook in a three credit course should cost no more than

\$120. At the end of the textbook affordability section of the proposal, they are asked to provide a comment on the necessity of the textbook they chose and if they have investigated using ebooks, open access textbooks, or library resources as an alternative.

### High Enrollment

The textbook selection process is the same for General Education High Enrollment courses.

#### General Education High Enrollment Courses

##### Fall 2018 (n = 112)

Course	Course Title
CHM2045	General Chemistry I
ENC1101	Composition I
STA2023	Introductory Statistics I
MAC1105	College Algebra
BSC2010	Bio I - Cellular Processes
ENC1102	Composition II
PSY2012	Intro to Psychological Science
SYG2000	Introduction to Sociology
ECO2013	Economic Principles (Macroeconomics)
MUH3016	Survey Of Jazz
PHY2053	General Physics I

##### Spring 2019 (n = 112)

Course	Course Title
ENC1102	Composition II
STA2023	Introductory Statistics I
BSC2010	Bio I - Cellular Processes
MUH3016	Survey Of Jazz
HUM1020	Introduction to Humanities
CHM2045	General Chemistry I
ECO2013	Economic Principles (Macroeconomics)
PHY2053	General Physics I
PSY2012	Intro to Psychological Science
ECO2023	Microeconomic Principles
SYG2000	Introduction to Sociology

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

**Academic Year 2017 - 2018**

**Fall 2017**

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
American History II	1
20 <sup>th</sup> Century American Culture	5
Racism in American Society	1
Introduction to Anthropology	1
Concepts and Practices I	6
Concepts and Practices II	2
Bio II – Biological Diversity	1
Anatomy Physiology I for Health Profession	1
Anatomy Physiology II for Health Profession	1
Composition I	9
Intro to Environmental Science	2
History of Life	3
Contemporary Health Science	2
Introduction to Humanities	6
Acquisition of Knowledge	20
Arts/Humanities Honors	4
Natural Sciences Honors	3
Social/Behavioral Sciences Honors	2
Seminar in Applied Ethics	1
Geographic Perspectives Honors	6

**Spring 2018**

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
20 <sup>th</sup> Century American Culture	2
Introduction to Anthropology	2
Concepts and Practices I	5
Concepts and Practices II	2
Anatomy Physiology I for Health Profession	1
Anatomy Physiology II for Health Profession	1
Composition I	1
History of Life	2
Contemporary Health Science	1
Introduction to Humanities	7
The Twentieth Century	1
Arts/Humanities Honors	4
Natural Sciences Honors	2
Social/Behavioral Sciences Honors	6
Seminar in Applied Ethics	3
Geographic Perspectives Honors	6
Language, Culture, and Film	1
The History of Blues and Rock	1
Music and Culture	2
Introduction to Ethics	1

Latin American Civilization	1
Language, Culture, and Film	1
Introduction to Poetry	1
Intro to Electronic Music	1
Folk/Traditional Music World Cultures	1
Music and Culture	1
Introduction to Ethics	1
Introduction to Philosophy	2
Formal Logic	1
American National Government	1
Racial and Ethnic Relations	1
Theater and Culture	1
Great Performances on Film	2
Intro to Women's Studies	1

Introduction to Philosophy	2
Contemporary Moral Issues	2
Formal Logic	1
Public Speaking	1
Introduction to Sociology	2
Theater and Culture	1
Great Performances on Film	2
Intro to Women's Studies	1

### Academic Year 2018 - 2019

#### Fall 2018

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
Introduction to Anthropology	1
Cultural Anthropology	1
Bio II - Biological Diversity	1
Chemistry for Liberal Studies I	1
General Chemistry I	1
Senior Project: Information Technology	1

#### Spring 2019

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
American History II	3
Cultural Anthropology	1
Biological Principles For Non-Majors	1
Law And Business I	1
Chemistry for Liberal Studies I	1
General Chemistry I	1

Composition I	1
Composition II	2
Global Conservation	1
Sex & Gender in Latin America	1
Introduction to Humanities	7
Acquisition Of Knowledge	33
Arts/Humanities Honors	5
Geographic Perspectives Honors	3
Diverse Children's Literature	1
Language, Culture & Film	1
Introduction to Literature	1
Introduction to Poetry	1
Mass Communication and Society	1
Intro to Electronic Music	1
Music and Culture	1
Introduction To Ethics	3
Introduction to Sociology	3
Theater and Culture	1
Sport as Performance	1
Intro to Women's Studies	2

Science of Cooking	1
Senior Project in Info Tech	1
Understanding Dance Experience	1
Tech for Leading & Learning	2
Composition I	1
Composition II	7
Introduction to Earth Science	1
Global Conservation	1
Introduction to Humanities	14
Acquisition Of Knowledge	1
Arts/Humanities Honors	6
Geographic Perspectives Honors	7
Behavioral Healthcare Field Experience	3
Music and Culture	2
Introduction to Philosophy	1
Introduction to Philosophy	4
Contemporary Moral Issues	2
Public Speaking	1
Introductory Statistics I	1
Introduction to Sociology	2
Theater and Culture	1
Sport as Performance	2
Intro to Women's Studies	1

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

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

### USF Tampa:

- **USF Textbook Affordability Task Force**

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

The Task Force initiated a faculty awareness campaign to expand faculty members' understanding of textbook affordability issues. Their efforts included an enhanced TAP website, a "TAP-In, TAP-Out" campaign for Fall 2018 and Spring 2019, departmental level reviews of adopted instructional materials, presentations to University leadership; and a collection of information about policies, guidelines, and best practices for faculty to reference during textbook adoptions.

- **Textbook Affordability Project (TAP) Website (<http://tap.usf.edu>)**

The TAP website has been a resource at USF regarding textbook affordability since 2011, but in 2017 it became the official USF source for student support on these issues. In January 2018, the USF Libraries hired a web content administrator to redesign and enhance the TAP website in order to maintain an up-to-date comprehensive resource for faculty, students, and policy makers who are working to reduce the costs of textbooks and instructional materials. These enhancements were completed in the Fall 2018 semester, and the website is continually receiving updated data on textbook costs to inform our faculty on textbook affordability issues. Consistently among the top Google search returns for "textbook affordability," this website serves as a central access point for all of USF's textbook affordability programs, such as the TAP Toolbox, Ebooks in the Classroom+ database, TAP Course Reserves, and Open Access Textbooks.

- **TAP-In, TAP-Out Campaign**  
In Fall 2018, the USF Libraries conducted the “TAP-In, TAP-Out” awareness campaign aimed at three audiences who make textbook adoptions: individual faculty, department coordinators, and department chairs. The purpose was to inform these stakeholders regarding textbook affordability policies, guidelines, best practices, open access textbook repositories, and to complete a checklist to ensure understanding of the issues. This campaign continued through Spring 2019 and is planned to be on-going.
- **Policies, Guidelines, and Best Practices**  
Since Fall 2018, TAP has provided faculty with policies, guidelines, and best practices for the textbook and instructional material selection process. This information was designed to help faculty drive down the cost of textbooks while preserving the academic quality of their courses. The TAP website contains information and tools to assist faculty in this effort through the TAP Toolbox explained below.
- **TAP Toolbox**  
In Spring 2018, the TAP Toolbox was added to the TAP website which provides essential textbook affordability information to USF Faculty and fosters awareness about the issues. The information has been updated through Spring 2019 and provides a general overview of the current textbook affordability issues; a guide of best practices for faculty to follow in order to make the highest impact; a checklist of required steps for deans, department chairs/textbook coordinators, and instructors to complete; a guide to affordable ebooks; textbook cost data with “report cards,” including cost per credit hour, at the department-level to clarify the textbook environment at USF; a glossary of technical terms used frequently; and a collection of Florida statutes, Board of Governors regulations, and USF regulations regarding textbook affordability.
- **Textbook Affordability Report Cards**  
Each semester since Fall 2017, TAP has created a series of report cards to track the departmental textbook cost ranges. These reports show the cost per credit hour at the university, college, and department levels. The reports are shared with department chairs in order to help them manage rising textbook costs by providing information tailored specifically to their departments. The publically available summary information can be located on the TAP website, but the detailed report for department chairs is located behind the access-restricted Faculty Toolbox on Canvas.
- **General Education Council**  
USF Libraries Dean, Todd Chavez, worked with the General Education



Council to implement textbook affordability language on all general education course proposals starting in Fall 2018.

- **University and Bookstore Partnership**

The Textbook Affordability Task Force was instrumental in advising USF leadership on textbook affordability opportunities in regards to the ongoing business partnership between the University and bookstore operator. Follett was selected as the new bookstore for USF due to their general commitment to textbook affordability, their willingness to closely work with the university's Textbook Affordability Project, and their eagerness to facilitate and support cost-saving initiatives for students.

- **Inclusive Access**

USF partnered with the campus bookstore with the goal of bringing digital content to students at the lowest prices nationally. Not only is the content affordable, it simplifies the use of varying digital platforms by using a single sign-on through Canvas, providing access anywhere with internet connection, while also allowing the student the option to purchase a reduced-cost print version. The Inclusive Access partnership gives students the first two weeks of the semester to opt-in to the program and take advantage of the low, negotiated etextbook prices. After the two weeks are expired, the etextbook will return to its normal price. The USF library collaborated with the bookstore to share information about this program to all USF campus faculty.

- **Textbook Recommendation Service**

For Spring 2019, TAP conducted a line-by-line review of all undergraduate textbook adoptions submitted to the USF Bookstore from the previous Spring 2018 semester. The goal was to assist departments and their library liaisons in navigating textbook affordability issues by researching and recommending more affordable options. The initial focus was on building awareness around digital versions of titles, suggesting library resources, or switching to open educational resources.

During the Spring 2019 textbook adoption cycle, TAP disseminated the recommendations to the academic departments with individualized information for each instructor and course. In addition, TAP was invited to present this information and other cost-saving strategies at department-wide faculty meetings.

After textbook adoptions were finalized for Spring 2019, TAP used this data to analyze the uptake on the recommendations and estimated \$3,929,563 in student savings.

- Ebooks for the Classroom+ (<http://ebplus.lib.usf.edu>)**  
 Initially launched in 2009, the Ebooks for the Classroom Program acquires ebooks requested by faculty for their courses. Available at no cost to students, these ebooks are either required or recommended readings for a course. Materials purchased by this program are accessible throughout the USF System. In April 2017, this program was incorporated into the Ebooks for the Classroom+ tool for enhanced content and usability. This database provides access to over 600,000 ebooks and allows faculty to easily select a library-supplied ebook with little to no restrictions on use (printing, downloading, simultaneous usage) in lieu of a traditional textbook. This results in zero cost to the students. The program saw a large increase in faculty participation during the Spring 2019 semester.

**Academic Year 2018 - 2019 Savings**

Course Semester	Library Cost	Enrollment	Cost Benefit
Fall 2018	\$12,327	4,619	\$258,894
Spring 2019	\$17,761	7,424	\$445,207
	<b>\$30,088</b>	<b>12,043</b>	<b>\$704,101</b>

**Fall 2017 - 2018 Savings Comparison**

Course Semester	Library Cost	Enrollment	Cost Benefit
Fall 2017	\$8,693	2,824	\$145,402
Fall 2018	\$12,327	4,619	\$258,894

**Spring 2018 - 2019 Savings Comparison**

Course Semester	Library Cost	Enrollment	Cost Benefit
Spring 2018	\$3,161	2,128	\$108,381
Spring 2019	\$17,761	7,424	\$445,207

**Ebooks for the Classroom+ Total Savings**

Inception to	Library Cost	Enrollment	Cost Benefit
June 30, 2019	\$189,188	45,328	\$2,934,630

\* Costs do not include previously owned titles or EBA.

- Print Textbooks on TAP Course Reserve**  
 Each year, the USF Libraries are allocated \$30,000 to purchase two copies of each required textbook for courses with enrollments of over 100 students. These materials are placed on course reserve and made available for students to checkout for three hour loans.

TAP reserve items circulated 15,666 times in Fall 2018 and 14,054 times in Spring 2019. In Fall 2018, TAP held textbooks on reserve for 2,179 course sections across 400 unique courses with cumulative enrollments of 92,157. In Spring 2019, TAP held textbooks on reserve for 1,678 course sections across 398 unique courses with cumulative enrollments of 52,586. As of Summer 2019, the value of the collection is \$227,517.

**Print Textbooks on TAP Course Reserve**

	<b>Circulations Per Semester</b>	<b>Unique Courses</b>	<b>Course Sections</b>	<b>Course Enrollments</b>
Fall 2018	15,666	400	2,179	92,157
Spring 2019	14,054	398	1,678	52,586

- ARES & Copyright Clearance Center Licensing**  
 The USF Libraries continue to fund and maintain ARES, an online course reserve system used to aid faculty in placing instructional materials on reserve in lieu of textbooks. In conjunction with securing permissions through the Copyright Clearance Center, these efforts lead more faculty to use online course reserve and to make more content available to students.

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

- Curriculum Builder**  
 The USF Libraries continues to support the Curriculum Builder tool that assists faculty in the creation of reading lists within Canvas, greatly simplifying the process of embedding library content in a course. This tool utilizes library-licensed content for affordable curriculum enhancements.
- Open Access Textbook Adoptions**  
 The Textbook Recommendation Service supported open access textbook adoptions at USF by researching and promoting titles for faculty to review. In addition, faculty were able to request assistance in regards to understanding the environment, quality, and benefits of open access textbooks through their department’s library liaisons and TAP.

## Fall 2018

Course	Course Title	Sections	Open Textbook Title	Max Enroll	Student Savings
CHM2045	General Chemistry I	9	<i>Chemistry (OpenStax)</i>	2,032	\$655,320
CHM2046	General Chemistry II	3	<i>Chemistry (OpenStax)</i>	781	\$251,873
ECH4846	Numerical Methods in Chemical Engineering	1	<i>Numerical Methods in Applications</i>	105	\$6,300
EML3041	Computational Methods	2	<i>Numerical Methods in Applications</i>	110	\$6,600
LAE4414	Diverse Children's Literature	3	<i>The Inside, Outside, and Upside Downs of Children's Literature: From Poets and Pop-ups to Princesses and Porridge</i>	301	\$45,150
QMB7565	Intro to Research Methods	2	<i>Social Science Research: Principles, Methods, &amp; Practices</i>	61	\$5,490
SPC2608	Public Speaking	39	<i>Public Speaking: The Virtual Text</i>	741	\$83,363

## Spring 2019

Course	Course Title	Sections	Open Textbook Title	Max Enroll	Student Savings
CHM2045	General Chemistry I	4	<i>Chemistry (OpenStax)</i>	864	\$278,640
CHM2046	General Chemistry II	7	<i>Chemistry (OpenStax)</i>	1,660	\$535,350
EML3041	Computational Methods	2	<i>Numerical Methods in Applications</i>	94	\$5,640
LAE4414	Diverse Children's Literature	4	<i>The Inside, Outside, and Upside Downs of Children's Literature: From Poets and Pop-ups to Princesses and Porridge</i>	301	\$45,150
SPC2608	Public Speaking	33	<i>Public Speaking: The Virtual Text</i>	627	\$70,538

<b>2017 - 2018</b>	<b>Total Savings (Previous Year)</b>	<b>\$34,029</b>
<b>2018 - 2019</b>	<b>Total Savings</b>	<b>\$1,989,414</b>

\*Savings calculated using previously required textbook price.

- **USF Scholar Commons**  
 By definition, the USF Libraries’ open access textbook collection is available at no cost to the global academic community. At present, the USF Libraries host 12 open access textbooks on our institutional repository, Scholar Commons, where there are over 818,992 downloads or views of this content. Of those open access textbooks, seven were authored by USF faculty. *Social Science Research: Principles, Methods, and Practices*, by Dr. Anol Bhattacharjee, is the most downloaded publication on Scholar Commons with 671,949 downloads to date.
- **Open Textbook Network (OTN)**  
 USF is a member of OTN, along with over 379 colleges and universities. The focus of OTN is on developing expertise on campuses and encouraging faculty to adopt, adapt, and create OER while protecting academic freedom. In February 2019, the USF Library sent the head of the Textbook Affordability Project to the OTN “Train-the-Trainer” workshop and Open Educational Resource summit hosted by the Florida Virtual Campus.
- **USF Libraries and Innovative Education’s Open Access Publishing Partnership**  
 Since the success with Dr. Schneider’s open access textbook, the USF Libraries and Innovative Education continue to partner with College of Engineering professor Dr. Kingsley Reeves to facilitate the publication of another open access textbook. Using a non-traditional approach, this probability and statistics textbook for engineers employs significant, original multi-media content to engage a new generation of learners.

**USF St. Petersburg:**

- **Textbooks on Reserve Collection and Student Use**  
 The Textbooks on Reserve collection continues to grow due to additional library purchases, faculty donations, and the “pay it forward” program that allows students to donate their used books to the library for use by future students.

	Summer 2018	Fall 2018	Spring 2019	Total
<b>Number of Courses</b>	56	183	226	465
<b>Number of Print Titles on Reserve</b>	117	675	592	1,384
<b>Number of Checkouts</b>	107	2014	1629	3,750

The number of titles available on reserve and the number of checkouts dramatically increased in the past year. In the 2017/18 year, students checked out library textbooks 2,441 times compared to 3,750 check outs in this past 2018/19 year. This represents a 54% on-year increase in student use of the Textbooks on Reserve program.

- **Potential Savings to Students**

The impact of the increase in student use is also reflected in the rise of potential student savings. Potential savings were calculated using the lowest bookstore price multiplied by the number of checkouts. In the 2018/19 year, the NPML Textbooks on Reserve program saved students an estimated \$351,556.20; a 46% increase in savings from the previous year.

	Summer 2018	Fall 2018	Spring 2019	Total
<b>General Course Reserves</b>	\$498	\$43,478	\$60,774	\$104,750
<b>Instructor Reserves</b>	\$26,915	\$195,722	\$24,169	\$246,807
				<b>\$351,556</b>

- **Textbook Library Guide**

The library prepares a guide to textbooks that is highlighted on the library home page. This guide allows easy access to information on the print and electronic titles that are available to students: [lib.usfsp.edu/Textbooks](http://lib.usfsp.edu/Textbooks)

We are able to see in the LibGuides statistics that students primarily look to see what textbooks the library has available two weeks before the start of the semester and for the first month of the class. Thus we know that the library’s Textbooks on Reserve program is important to the students and may determine whether they purchase the materials or save money by borrowing them from the library.

	Summer 2018	Fall 2018	Spring 2019
<b>Textbook LibGuide Views</b>	500	1,664	1,642

- **Enhance Marketing and Outreach to USFSP Faculty**

Although most teaching faculty are aware of student concerns over textbook costs, informing faculty on the many ways that they could reduce cost is a continual effort of the liaison librarians. Many faculty are not aware of various ways that they can reduce costs while still maintaining the quality of their course.

In support of such efforts, the library held six textbook workshops during critical times of the year of when the faculty were required to select their course materials for the upcoming semester. Liaison librarians also reached out individually to USFSP instructors, to further raise awareness of textbook affordability options and help faculty. These workshops, direct emails, and one-on-one consultations were to:

- 1) Gently remind USFSP Faculty about the approaching textbook compliance deadline
- 2) Provide supporting material on how to enter their information into the Follett Discover System
- 3) Help find lower cost alternative textbooks or format
- 4) Guide faculty to Open Educational Resources and the USF Libraries ebooks for the Classroom program.
- 5) During the summer, for the Fall 2019 semester, the liaison librarians distributed the individualized course textbooks suggestions to faculty provided by the USF Libraries system.

Additionally, as part of this effort, College of Education Faculty member Dr. AnnMarie Gunn worked with R&I librarian Kaya van Beynen to completely revamp the online Children's Literature course to ensure sufficient access to children's books in both ebooks and print formats through the USF Libraries system and at the USFSP library reserve collection. This course requires students to read a large number of children's books and is one of USFSP's largest courses in terms of student credit hours. Since it recently received General Education status, its popularity and enrollment is expected to increase in the 2019/20 academic year. Two sections of this course are offered each semester with a cap of 100 students per section; with Gen. Ed. Status, the enrollment for this course is anticipated to rise to 400 students per semester. Thus, ensuring access to affordable print and electronic copies of the children's books was a deeply important undertaking.

#### **USF Sarasota-Manatee:**

- **Print Textbooks on Course Reserves**

USF Sarasota-Manatee faculty are encouraged to provide a print copy of the textbook/instructional material for placement on course reserve in the Information Commons. If faculty are unable to provide a copy of the textbook, USFSM Library Services will purchase a copy to place on reserve for students. In addition, a list of high enrollment courses is being created to guide the purchase of more textbooks for inclusion in the Information Commons.

**USF Bookstore (Follett):**

- The total student savings generated by the bookstore for Fall 2018, Spring 2019, and Summer 2019 is estimated to be \$2,058,630.
- The following information was provided by the Follett USF Bookstore:

**Fall 2018**

<b>Program</b>	<b>Savings</b>
Inclusive Access	\$355,376
Rental	\$468,679
Used	\$125,880
Digital	\$38,241
Buyback	\$17,203
<b>TOTAL SAVINGS</b>	<b>\$1,005,379</b>

**Spring 2019**

<b>Program</b>	<b>Savings</b>
Inclusive Access	\$310,632
Rental	\$261,269
Used	\$70,851
Digital	\$177,307
Buyback	\$18,865
<b>TOTAL SAVINGS</b>	<b>\$838,923</b>

**Summer 2019**

<b>Program</b>	<b>Savings</b>
Inclusive Access	\$85,746
Rental	\$50,765
Used	\$20,683
Digital	\$52,669
Buyback	\$4,466
<b>TOTAL SAVINGS</b>	<b>\$214,328</b>

b) With the implementation of the initiatives, has there been any reduction in the cost of textbooks and instructional materials to the students? If there has been a reduction in cost, what is the average cost savings? Describe the average cost savings comparing fall semester to fall semester and spring semester to spring semester.



Through the various textbook affordability initiatives implemented in the USF System, the estimated average cost per credit hour for undergraduate courses has been steadily declining.

Average Cost Per Credit Hour – Fall

- Fall 2017: \$31.91
- Fall 2018: \$29.24

There was an 8.4% (\$2.67) reduction in the average cost per credit hour from Fall 2017 to Fall 2018.

Average Cost Per Credit Hour - Spring

- Spring 2018: \$35.57
- Spring 2019: \$26.77

There was a 24.7% (\$8.80) reduction in the average cost per credit hour from Spring 2018 to Spring 2019.

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

a) Describe policies implemented to ensure the posting of textbook and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class. For course sections that require or recommend textbooks and instructional materials based on individual student needs (e.g., audition/performance, directed independent study, research topic) that may miss the posting date, please reference these as exceptions in 3(d).

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

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

The University has maintained its aggressive practice of reminding faculty members about their submission obligation; the practice adopted since Fall 2017 is to insure that instructors of record receive up to four email notices from their chairs/directors in advance of the state-mandated deadline that a submission is due. Failure to comply results in faculty members receiving a “letter of counsel” as per conditions of the faculty

Collective Bargaining Agreement. Receipt of multiple letters of counsel may result in more serious disciplinary action. Our experience has been that this approach has increased compliance.

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

**USF TEXTBOOK ADOPTION COMPLIANCE**

Semester	Percentage of Compliance	Course Sections in Compliance	Total Courses
Fall 2018	97.6%	5,848	5,993
Spring 2019	97.4%	8,410	8,633

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

**USF TEXTBOOK ADOPTIONS OUT OF COMPLIANCE**

Semester	Percentage Out of Compliance	Course Sections Out of Compliance	Total Courses
Fall 2018	2.4%	145	5,993
Spring 2019	2.6%	223	8,633

Fall 2018 Explanations	Course Sections
Full-time faculty member late in submitting	8
Adjunct faculty member late in submitting	7
Complications associated with course being cross-listed	7
Department/School did not have a faculty member assigned to course	2
Instructor late in submitting, but had mitigating circumstances	32
Instructor submitted on time, but bookstore did not post by deadline	89
<b>TOTAL</b>	<b>145</b>

Spring 2019 Explanations	Course Sections
Full-time faculty member late in submitting	2
Adjunct faculty member late in submitting	8

Complications associated with course being cross-listed	5
Department/School did not have a faculty member assigned to course	10
Instructor late in submitting, but had mitigating circumstances	144
Instructor submitted on time, but bookstore did not post by deadline	54
<b>TOTAL</b>	<b>223</b>

e) Report the number of courses that received an exception to the reporting deadline. Describe the exception(s).

No exceptions were granted.

## **Appendix**

### **USF Textbook Affordability Brief to the Florida Board of Governors – March 2019**

The attached brief illustrates the University of South Florida’s efforts and commitment to assist the Florida Board of Governors in addressing textbook affordability issues and emphasizing the impact it has on students. It provides examples of USF initiatives, campus strategies, and bookstore management guidelines to increase affordability along with data from national, Florida-wide, and USF sources. The brief was prepared in March 2019.



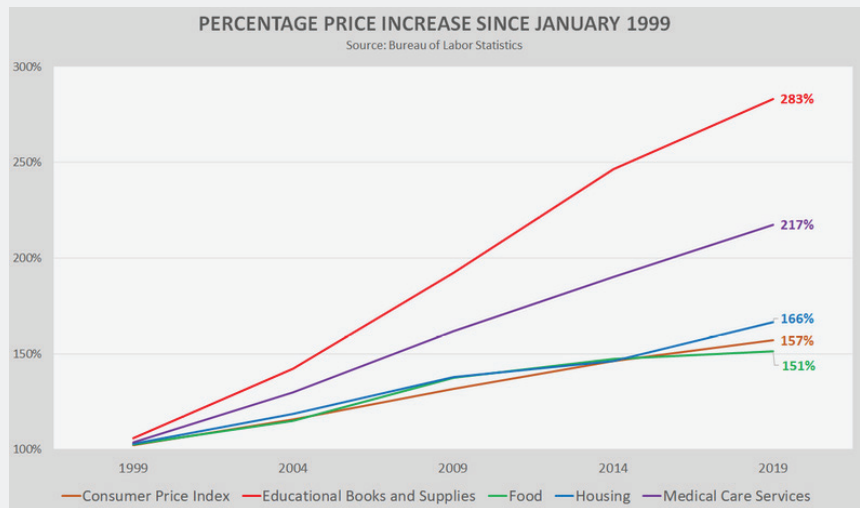
TEXTBOOK  
AFFORDABILITY  
project



# Why Textbook Affordability?

The Textbook Affordability Project (TAP) provides affordable solutions to make course materials available to students.

Textbooks have always been a part of college costs. But in recent years, textbook prices have risen precipitously.



Based on data gathered by the National Center for Education Statistics, consider the financial circumstances of USF students in 2016-2017:

- 65% had some form of grant or scholarship aid**
- 38% received Pell Grants**
- 43% had Federal student loans**

According to a Florida Virtual Campus 2018 survey the high cost of textbooks have negatively impacted student success:

- 64.2% avoided purchasing a required textbook**
- 42.8% of students took fewer courses**
- 40.5% have not registered for a specific course**
- 35.6% earned a poor grade without their textbook**
- 22.9% of students have dropped a course because of the textbook cost**

# Complicated Problem

## THE USF TEXTBOOK AFFORDABILITY TASK FORCE

In Fall 2017, USF System President Judy Genshaft and Provost Ralph Wilcox formed the USF Textbook Affordability Task Force to target and provide solutions to the rising cost of textbooks and instructional materials at the University of South Florida while preserving high-quality learning outcomes. The Task Force focused on strategies to drive reductions in textbook costs through fostering faculty engagement, creating new guidelines for textbook adoptions, and/or altering existing textbook affordability policies.

## FALL 2018 “TAP-IN, TAP-OUT” CAMPAIGN

The TAP-In, TAP-Out campaign aimed to address textbook affordability policies, guidelines, best practices, open access textbook repositories, and to complete a faculty checklist to ensure understanding of the issues. The campaign was directed at three audiences who make textbook adoptions: individual faculty, department coordinators, and department chairs. Campaign marketing strategies included: hosting tabling events, placing banners in library lobby, distributing posters in faculty areas, as well as handing out flyers and informational bookmarks.

## COST-SAVING DEPARTMENT RECOMMENDATION MEETINGS

The TAP team members created recommendations for faculty members to lower their textbook costs to students based on bookstore adoption data. In Fall 2018, TAP's inaugural round of recommendations were delivered to textbook coordinators in 97.58% of USF system-wide departments. TAP also held individualized department meetings with textbook coordinators for 143 of USF system-wide departments to promote potential student savings. **ALL CAMPUSES - ALL COLLEGES - ALL DEPARTMENTS - ALL FACULTY.**

## STRATEGIES

- Library Liaisons
- Bookstore Collaboration
- “TAP In, TAP Out” Campaign
- Textbook Affordability Days
- USF Textbook Affordability Task Force
- Textbook Adoption Compliance
- TAP Recommendation Service
- Enhanced TAP Website
- Faculty Toolbox
- Ebooks
- Online Course Reserves
- Print Textbooks on Reserve
- Etextbook Pilots
- Articles and Library Content
- Open Access Textbooks
- Negotiated Publisher Pricing

# Manage Your Bookstore

The TAP team collaborated with the USF Bookstore to increase affordability and to improve upon the adoption process. The USF Bookstore provides students with multiple cost-saving textbook options including used, rental, new and digital textbooks, and course materials.

Effectively managing your bookstore can save money – for the institution and for students. The campus bookstore is the front line in the students’ experience of textbook and instructional materials. Ensuring a favorable experience includes providing low cost alternatives to high-cost materials, advising students on purchases, and stocking appropriately priced materials in the right format.

## **Here are three basic steps in managing the bookstore to reduce textbook costs:**

Include explicit language concerning the bookstore’s role in affordability initiatives in the contract. They must be willing partners.

The contract must clearly require timely disclosure of institutional data relative to textbook costs.

In advance of signing an agreement, mutually settle on a series of “bookstore best practices” that will lower costs, and codify them in the agreement.

Include financial incentives to reward the bookstore’s efforts to reduce prices to students.



# Results

# \$18,730,331

CUMULATIVE SAVINGS 2010 TO DATE  
(INCLUDING 25% OF PROJECTED RECOMMENDED SAVINGS)

## ADOPTING ONLY THE LOWEST-COST FORMAT

In most cases this means adopting the digital format of a book rather than print, though some books may only have lower-cost print formats (e.g. paperback or looseleaf).

## PARTICIPATING IN INCLUSIVE ACCESS

Students who opt into an inclusive access program are billed for eligible materials directly through their student university accounts. Publishers and the bookstore are incentivized to lower their margins, leading to a lower price to students.

## UTILIZE LIBRARY RESOURCES

In many cases digital licenses of adopted materials can be purchased by the university library, allowing all students to access the ebook at no cost. TAP provides faculty with links to the Ebooks in the Classroom+ website when adopted materials are already owned by the USF Libraries or are available for purchase.

**USF TEXTBOOK AVERAGE COST  
PER CREDIT HOUR**

# \$31.91

FALL 2017

**NATIONAL TEXTBOOK AVERAGE  
COST PER CREDIT HOUR**

# \$41.67

AY 2016-17

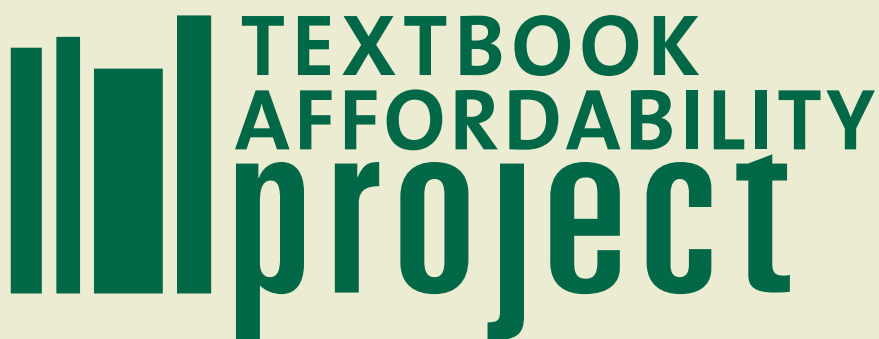
**USF TEXTBOOK AVERAGE COST  
PER CREDIT HOUR**

# \$29.24

FALL 2018

# For More Information

[tap.usf.edu](http://tap.usf.edu) // [lib-tap@usf.edu](mailto:lib-tap@usf.edu)





# 2019 Equity Report Highlights

Presented to:

USF Academic & Campus Environment Committee

Dr. Haywood L. Brown, VP of Institutional Equity

Cecil E. Howard, JD, Associate VP of Diversity



**UNIVERSITY OF SOUTH FLORIDA**  
A PREEMINENT RESEARCH UNIVERSITY

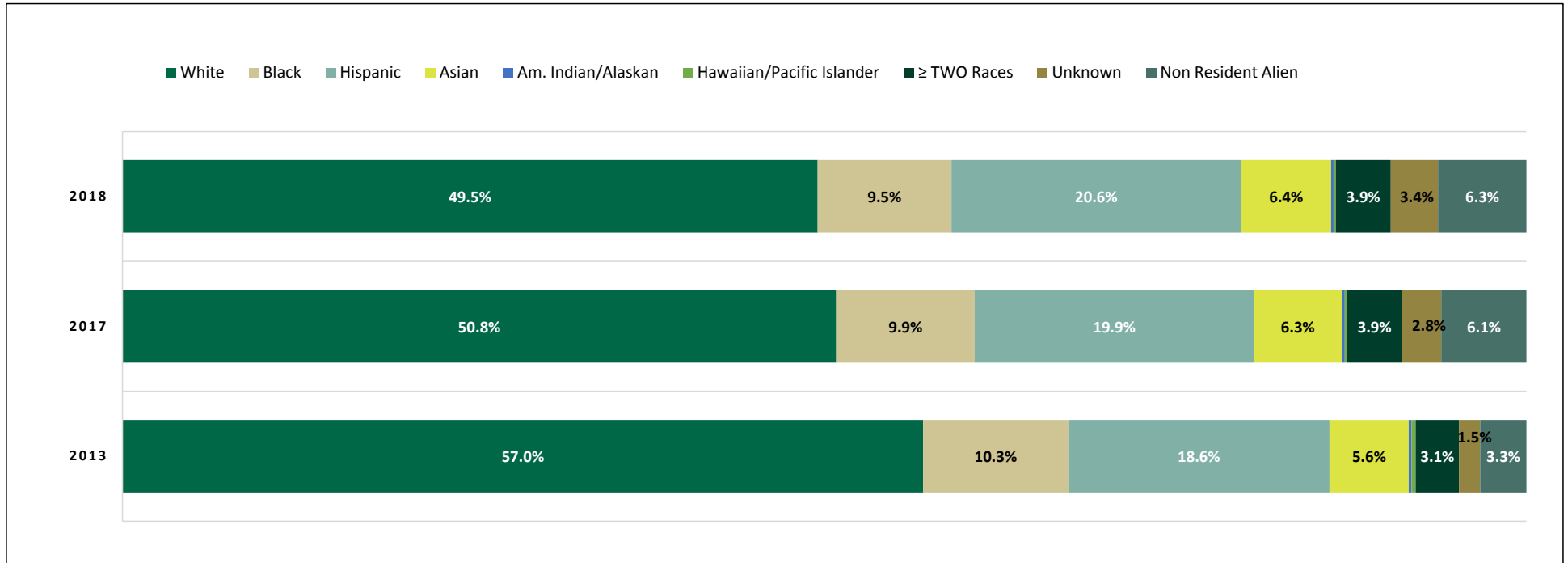
## Background

- Annual Report to the State University System of Florida's Board of Governors:
  - Progress in implementing strategic initiative and performance related to equity and access for students, athletics, and employment. (SUS BOG Regulation 2.003; USF System Policy 0.007)
  - Template provided by the BOG
- Equity Report enrollment and employment data focuses on women and members of specified race/ethnic classes:
  - Black or African Americans (B); Hispanic (H); Native Hawaiian or Other Pacific Islander (NH/OPI), American Indian/Alaska Native (AI/AN); and Two or More races (> Two).



# Overall Undergraduate Enrollment

USF System (Fall - Race & Ethnicity, IPEDS)



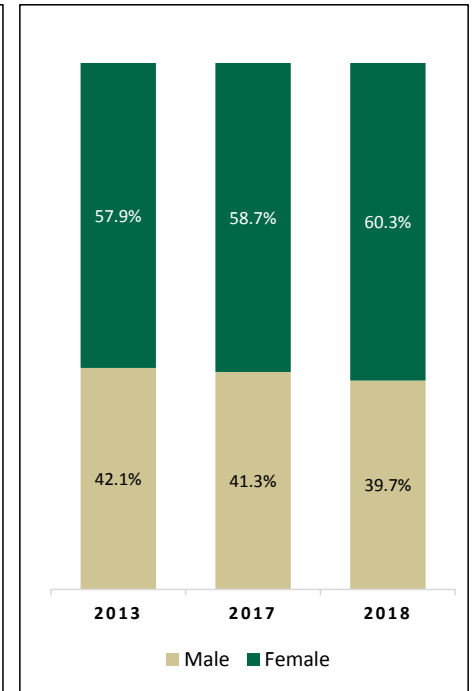
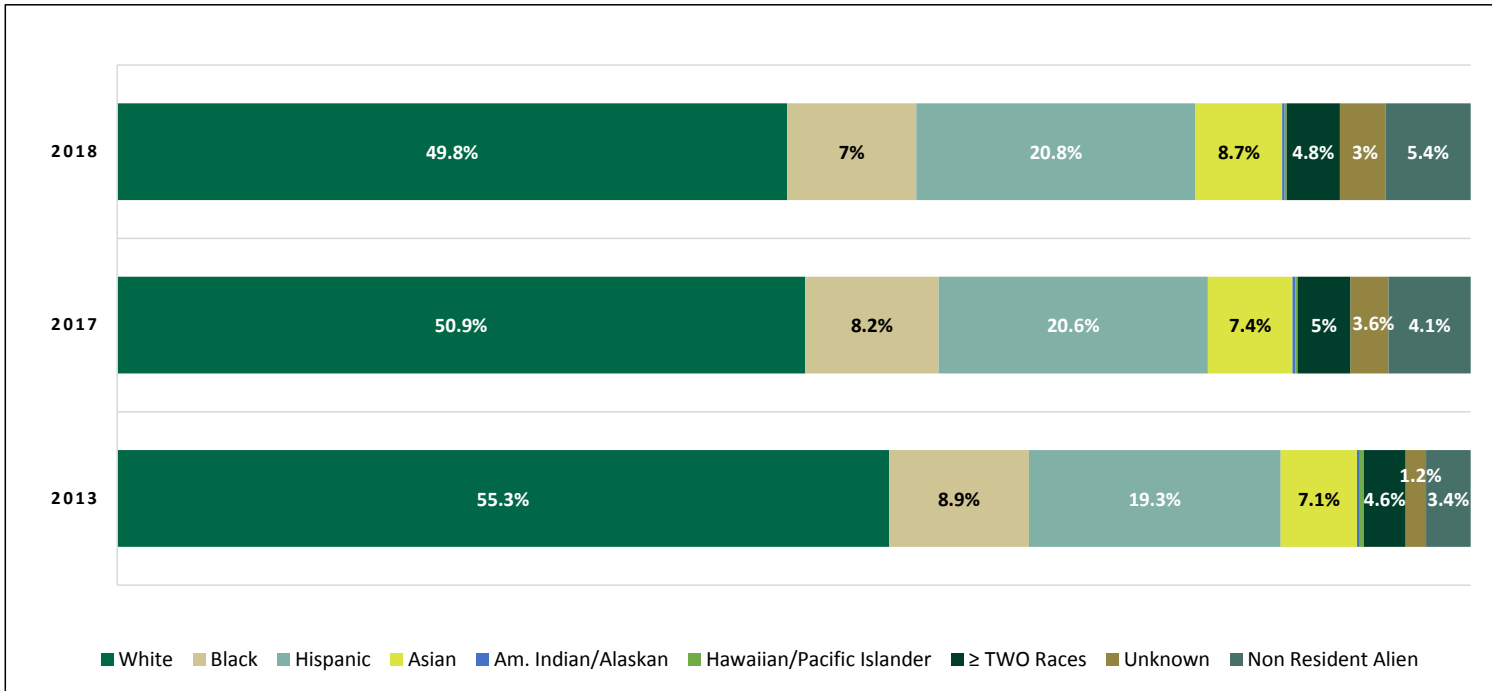
IPEDS Fall Enrollment as provided by the Office of Decision Support



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# First Time in College Enrollment

USF System (Fall - Race & Ethnicity, IPEDS)

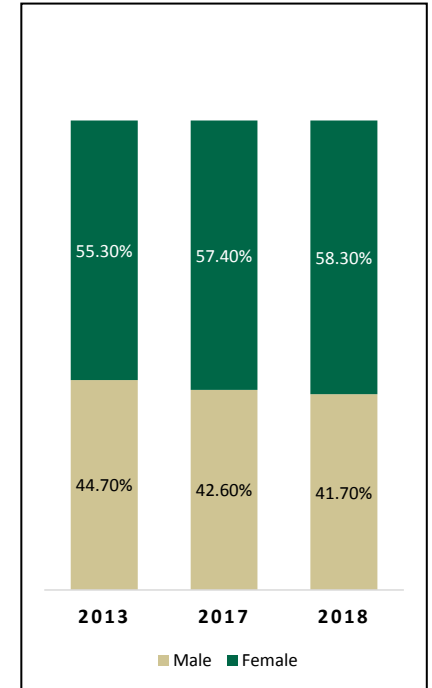
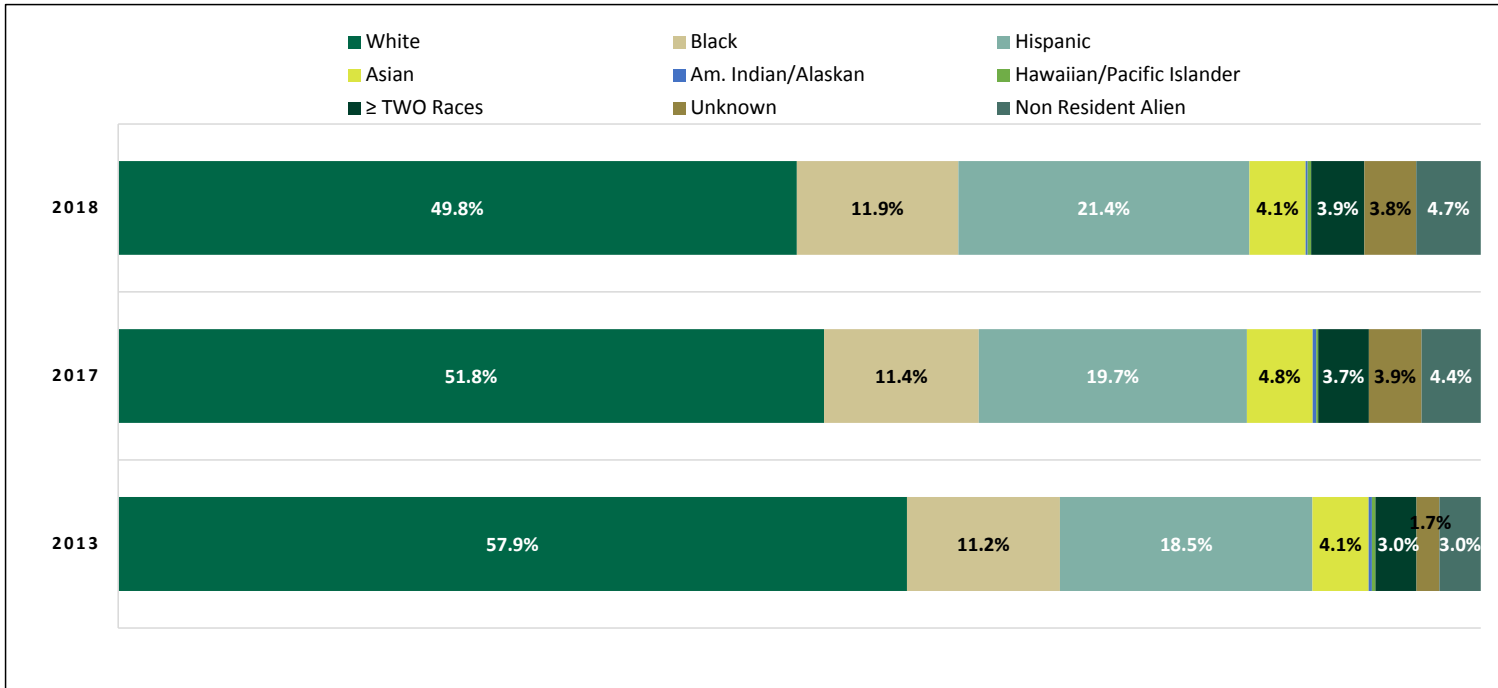


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See Equity Report Part III, Table 1a for Full-Time FTIC, 2018, 2017, 2013, and Table 1b-1d for individual intuition data, Race/Ethnicity and Gender. IPEDS Fall Enrollment as provided by the Office of Decision Support

# Full Time Transfers Enrollment

USF System (Fall - Race & Ethnicity, IPEDS)



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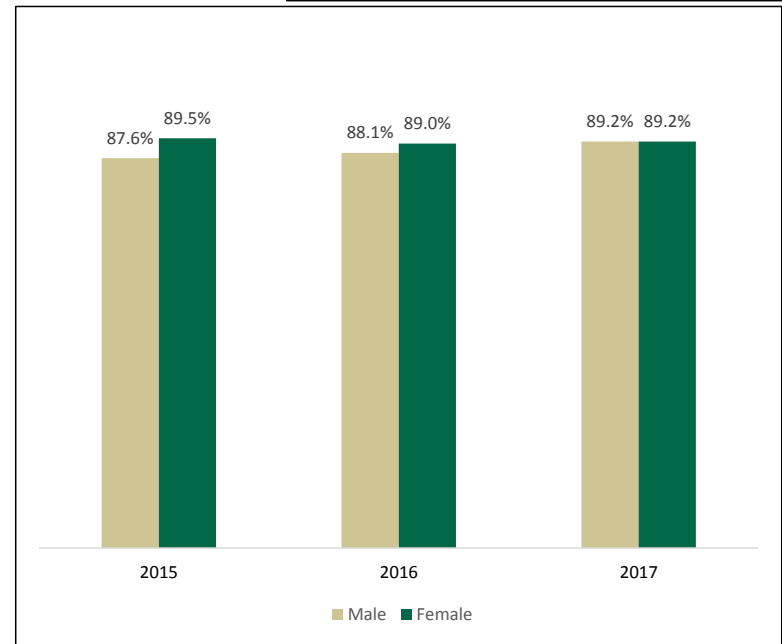
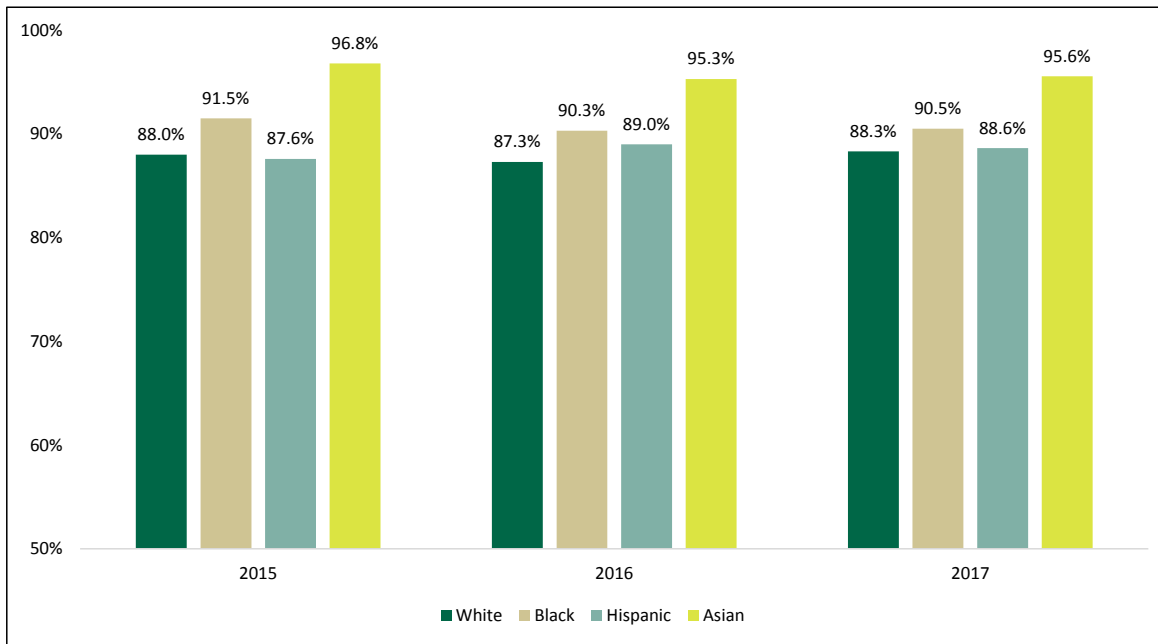
See Equity Report Part III, Table 2a for Full-Time Transfers, 2018, 2017, 2013, and Table 2b-2d for individual intuition data, Race/Ethnicity and Gender. IPEDS Fall Enrollment as provided by the Office of Decision Support



# First Time in College Retention Rates

USF System (Fall - Race & Ethnicity, IPEDS)

**Overall Retention Rate 89.2%**



See Equity Report Part III, Tables 3b – 3d for Retention of Full-Time FTIC, 2015, 2016, 2017 Cohorts, for individual intuition data, Race/Ethnicity and Gender. IPEDS Fall Enrollment as provided by the Office of Decision Support

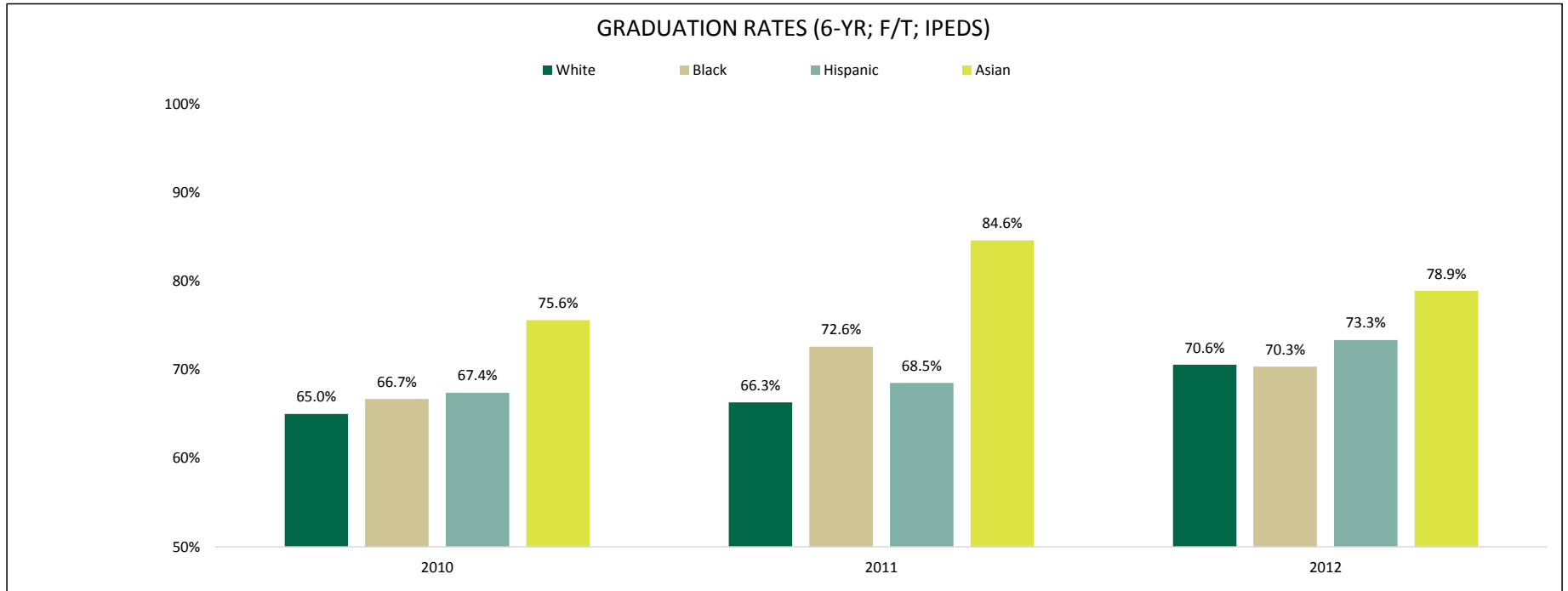


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# Graduation Rates

USF System (Fall - Race & Ethnicity, IPEDS)

**Overall 6-year Graduation Rate 71.6%**



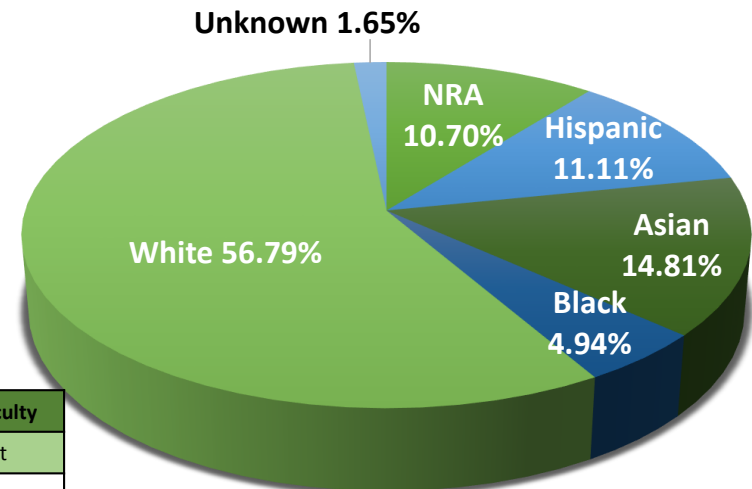
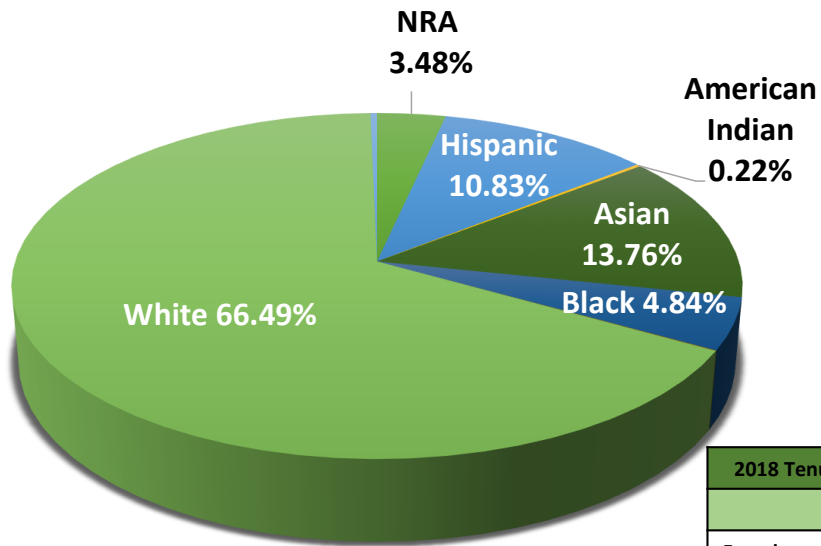
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See Equity Report Part III, Tables 4b - 4d for 6-yr Graduation Rates of Full-Time FTIC, 2010, 2011, 2012 Cohorts, for individual institution data, Race/Ethnicity and Gender.

# Faculty

**All Faculty - USF System**  
FY 2018-2019

**New Faculty - USF System**  
FY 2018-2019



2018 Tenured and Tenured Track Faculty		
	Count	Percent
Female	421	37.7%
Male	696	62.3%
<b>TOTAL</b>	<b>1117</b>	<b>100%</b>



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*IPEDS Fall Staff, IPEDS Human Resources Data as Provided by the Office of Decision Support Table 1a & 2a for Tenured and Tenured-Track Faculty 2018, 2017, 2013, and Table 1b-1d and 2a-2d for individual intuition data, Race/Ethnicity and Gender.*

# Diversity of USF Tampa Faculty

USF Tampa Rank	
44 AAU and AAU Aspirant Institutions (Publics)	
<b>% Total Minority</b>	<b>17<sup>th</sup></b>
% Black	6 <sup>th</sup>
% Hispanic	1 <sup>st</sup>
% Asian	20 <sup>th</sup>
Gender	
% Women	4 <sup>th</sup>
% Women with tenure	15 <sup>th</sup>
Source: IPEDS HR Fall 2017 Data (as provided by ODS)	

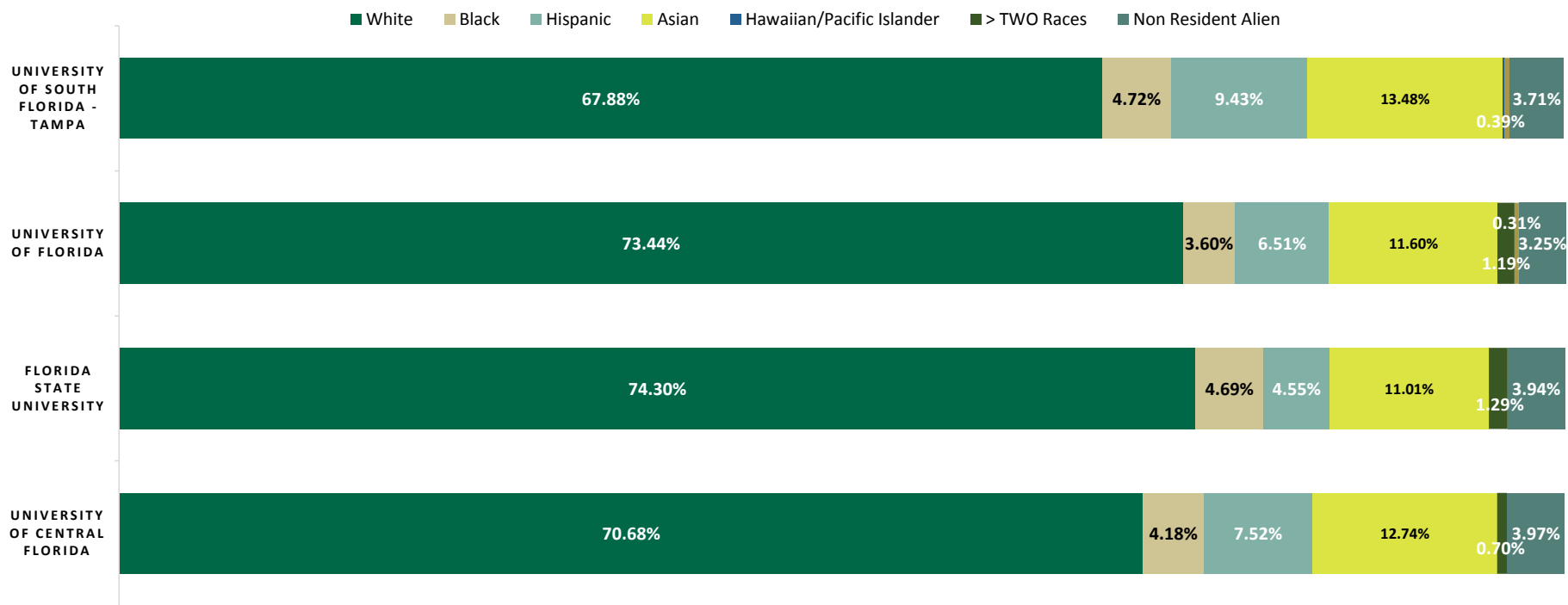
\* AAU Institutions

1. Georgia Tech\*
2. Rutgers Univ.\*
3. Univ. of California-LA\*
4. Univ. of California-Irvine\*
5. Univ. of Michigan\*
6. Univ. of California-Berkeley\*
7. Univ. of Illinois at Chicago
8. Univ. of Maryland\*
9. Univ. of California-San Diego\*
10. Univ. of California-Davis\*
11. Univ. of Washington\*
12. Univ. of Arizona\*
13. Purdue Univ.\*
14. Univ. of California-Santa Barbara\*
15. The Ohio State Univ.\*
16. Stony Brook Univ.\*
- 17. Univ. of South Florida**
18. Univ. of Illinois\*
19. Arizona State Univ.
20. Texas A & M Univ.\*
21. Pennsylvania State Univ.\*
22. Univ. of Alabama at Birmingham
23. Univ. of Colorado\*
24. Univ. of Pittsburgh\*
25. Univ. of Missouri\*
26. Univ. of Oregon\*
27. Iowa State Univ.\*
28. Univ. at Buffalo\*
29. Michigan State Univ.\*
30. Univ. of Georgia
31. North Carolina State Univ.
32. Univ. of Iowa\*
33. Univ. of Cincinnati
- 34. Univ. of Florida\***
35. Univ. of North Carolina\*
36. Univ. of Texas\*
37. Univ. of Minnesota\*
38. Colorado State Univ.
39. Univ. of Wisconsin\*
40. Univ. of Kansas\*
41. Univ. of Utah
42. Virginia Tech.
43. Univ. of Virginia\*
44. Indiana Univ.\*



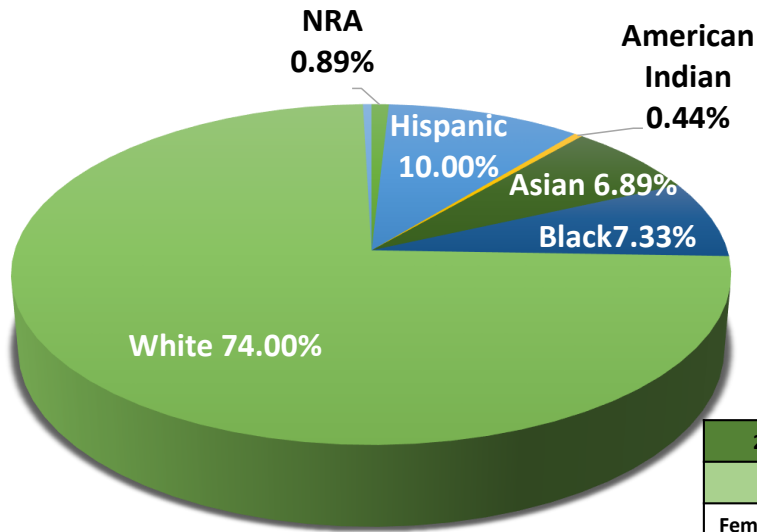
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# USF Tampa Faculty Comparison (UF, FSU, & UCF)

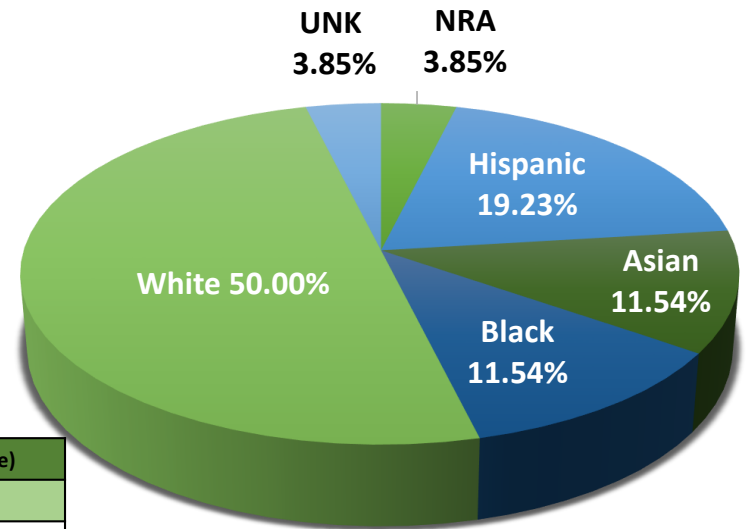


# Administrators (Directors and above)

**All Administrators – USF System**  
FY 2018-2019



**New Administrators – USF System**  
FY 2018-2019



2018 Administrators (Director and above)		
	Count	Percent
Female	227	49.5%
Male	232	50.5%
<b>TOTAL</b>	<b>459</b>	<b>100%</b>



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*IPEDS Fall Staff, IPEDS Human Resources Data as Provided by the Office of Decision Support  
Table 4a for Executive/Administrative/Managerial 2018, 2017, 2013, and Table 4b-4d for individual intuition data,  
Race/Ethnicity and Gender.*

# Opportunities

- Student Recruitment Efforts
- Faculty Diversity
  - Exit Interviews
  - Search Committee Guidelines
- Administrator Diversity





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## Florida Equity Report 2017-2018

University of South Florida System

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USF SYSTEM FLORIDA EQUITY REPORT

- 2 -

Florida Equity Report:  
Enrollment, Sex Equity in Athletics, and Employment  
Report Year: 2019

University of South Florida

Data Year: July – June, 2017 - 2018

Approved by:

---

Chair, USF Board of Trustees (or designee)

Approved by:

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Dr. Steve Currall, USF System President

Submitted by:

---

Dr. Haywood L. Brown, USF Vice President for Diversity

Office of Diversity, Inclusion, and Equal Opportunity  
4202 E. Fowler Avenue, ALN 172  
Tampa, FL 33620  
Phone: 813-974-0537  
Fax: 813-974-4375

USF SYSTEM FLORIDA EQUITY REPORT

2019 Florida Equity Report • University of South Florida  
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## Part I. Executive Summary and/or Description of Plan Development

### Part I. Executive

#### Introduction

The Annual Florida Equity Report is required under Florida Statutes as follows: The Florida Educational Equity Act (Section 1000.05 F.S.) and the Florida Board of Governors Regulation 2.003 Equity and Access. The University of South Florida (USF System), which is comprised of three institutions: USF Tampa (USF), USF St. Petersburg (USFSP), and USF Sarasota-Manatee (USFSM), report provides an analysis for key areas as indicated below. The report identifies, measures and provides an analysis of equity, as well as recommendations by which the institution may make improvements for the appropriate representation of women and minorities in selected areas.

#### A. Description of Plan Development

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

#### B. Summary of Institutional Progress

##### Policies and Procedures in Support of Equity (Part II)

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

##### Academic Programs (Part III)

USF System First Time in College (FTIC) enrollment of underrepresented students continued to be significant, and remained essentially steady at 41.6% from the previous year. Additionally, female enrollment increased to 60.3% from 58.7% the previous year, thereby representing the first time female FTIC enrollment met or exceed the 60% threshold. USF System transfer enrollment of underrepresented students increased slightly from 40% to 41.7%, and female transfers slightly increased to 58.3% from 57.4%. The USF System enrollment of Pell Grant **eligible students decreased to 39.3% from a previous year's total of 43.3%**, which number had increased over the previous five years. Additionally, the USF System has substantially increased the number of bachelor degrees awarded to Black, Asian, Two or more races, and Hispanic students. The overall graduation rate for the USF System after six years was 71.6%, which is an increase from the previous year. During the past five years, the achievement gap among underrepresented groups was eliminated and in some cases, underrepresented students graduated at a higher rate than white students. The USF System, recognized the gender gap in male graduation rates across the three institutions and is strengthening academic advising to improve male student attainment. While there have been slight changes within the diversity of the student body, all three System institutions have strategic initiatives to continue outreach to underrepresented students and maintain a strong, diverse student body that remains in place.

##### Employment Presentation (Part V)

The total number of faculty system-wide increased by 59 positions in 2018. Of these, tenured faculty increased by .05% from the previous year, tenure track decreased by 3.1% and non-tenured track increased by 7.2%. Of the new faculty positions 81% were racially diverse faculty. As it related to gender, 72.8% of the new faculty members were females.

Areas of Improvement and Achievement (Part VI)

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

Protected Class Representation in the Tenure Process (Part VII)

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

Promotion and Tenure Committee Composition (Part VIII)

Female and underrepresented faculty are involved in the tenure process and the USF System encourages diverse faculty participation in the Tenure Committee composition.

C. Budget Plan

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

Part II. Review of Policies and Procedures

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

- A. Diversity and Equal Opportunity Policy, Policy 0-007 <http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-0-007.pdf>
- B. Sexual Misconduct/Sexual Harassment Policy, Policy 0-004 <http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-0-004.pdf>
- C. Disability and Accommodations Policy, Policy 0-108 <http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-0-108.pdf>
- D. Veterans Services for Students Policy, Policy 34-001 <http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-34-001.pdf>

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

## Part III. Academic Program Reviews

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

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

Table 1. First Time in College Enrollment

Table 1a. First-Time-In-College Enrollment, Fall 2018, Fall 2017, and Fall 2013										
USF System										
	NRA	B	AI/A N	A	H	NH/OPI	W	≥ TWO*	UNK	TOTAL
Men	148	114	2	166	386	3	1001	98	58	1976
Women	122	236	6	269	649	4	1477	143	93	2999
Total FTIC Fall 2018	270	350	8	435	1035	7	2478	241	151	4975
Category % of Total Fall 2018	5.4%	7.0%	0.2%	8.7%	20.8%	0.1%	49.8%	4.8%	3.0%	100.0%
Men	107	121	0	164	408	3	1039	85	83	2010
Women	94	279	4	195	596	1	1435	157	93	2854
Total FTIC Fall 2017	201	400	4	359	1004	4	2474	242	176	4864
Category % of Total Fall 2017	4.1%	8.2%	0.1%	7.4%	20.6%	0.1%	50.9%	5.0%	3.6%	100.0%
Men	69	120	2	138	363	6	1024	71	14	1807
Women	75	261	3	165	466	5	1350	125	37	2487
Total FTIC Fall 2013	144	381	5	303	829	11	2374	196	51	4294
Category % of Total Fall 2013	3.4%	8.9%	0.1%	7.1%	19.3%	0.3%	55.3%	4.6%	1.2%	100.0%
Percentage Change in number from Fall 2013 to Fall 2018	87.5%	-8.1%	60.0%	43.6%	24.8%	-36.4%	4.4%	23.0%	196.1%	15.9%
Difference in Percentage from Fall 2013 to Fall 2018	2.1%	-1.8%	0.0%	1.7%	1.5%	-0.1%	-5.5%	0.3%	1.8%	
<i>Source All Years: IPEDS FALL ENROLLMENT Part A, Fall enrollment by race/ethnicity and sex, Column 1 First time students</i>										



The USF System First Time in College (FTIC) Enrollment data included 60.3% female and 39.7% male for the 2018-2019 academic year.

As indicated in Table 1a, the composition of racially and ethnically diverse students for the USF System student continued to be significant at 41.7%. This is consistent with the previous year. The 41.7% is comprised of students from various race/ethnic backgrounds including: Black, American Indian/Alaskan Native, Asian, Hispanic, Native Hawaiian/Other Pacific Islander, and Two or more races. White students represented 49.8%, Non Resident Alien (International) Students represented 5.4%, and students identifying as Unknown represented 3% of the USF System student body during the fall 2018 enrollment.

While the FTIC Enrollment data indicates moderate changes from 2013 to 2018, the 2018 data indicates minor changes if any throughout all racial categories.

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

Table 1b. First-Time-In-College Enrollment, Fall 2018, Fall 2017, and Fall 2013										
USF Tampa										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	TOTAL
Men	146	102	2	160	354	2	862	86	53	1767
Women	118	213	4	253	539	4	1230	126	80	2567
Total FTIC Fall 2018	264	315	6	413	893	6	2092	212	133	4334
Category % of Total Fall 2018	6.1%	7.3%	0.1%	9.5%	20.6%	0.1%	48.3%	4.9%	3.1%	100.0%
Men	106	106	0	153	349	2	875	76	75	1742
Women	88	241	3	180	484	1	1167	124	73	2361
Total FTIC Fall 2017	194	347	3	333	833	3	2042	200	148	4103
Category % of Total Fall 2017	4.7%	8.5%	0.1%	8.1%	20.3%	0.1%	49.8%	4.9%	3.6%	100.0%
Men	69	110	2	125	331	6	890	62	13	1608
Women	75	230	3	145	402	5	1093	106	29	2088
Total FTIC Fall 2013	144	340	5	270	733	11	1983	168	42	3696
Category % of Total Fall 2013	3.9%	9.2%	0.1%	7.3%	19.8%	0.3%	53.7%	4.5%	1.1%	100.0%
Percentage Change in number from Fall 2013 to Fall 2018	83.3%	-7.4%	20.0%	53.0%	21.8%	-45.5%	5.5%	26.2%	216.7%	17.3%
Difference in Percentage from Fall 2013 to Fall 2018	2.2%	-1.9%	0.0%	2.2%	0.8%	-0.2%	-5.4%	0.3%	1.9%	
<i>Source All Years: IPEDS Fall Enrollment Part A, Fall enrollment by race/ethnicity and sex, Column 1 First time students</i>										

New freshman minority student enrollment at USF Tampa totaled 1,845 for the fall 2018 semester and represented 42% of the entire FTIC cohort that entered in the fall 2018 semester. Hispanic freshmen (893) comprised 20.6% of the cohort, while Blacks (315) comprised 7.5%, Asians (413) 9.5%, students reporting two or more races (212) 4.9%, and Native Hawaiians (6) and American Indians (6) less than 1% each. Only 48.3% of the fall 2018 FTIC cohort identified as white.

Table 1c. First-Time-In-College Enrollment, Fall 2018, Fall 2017, and Fall 2013										
USF St. Petersburg										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	TOTAL
Men	1	12	0	5	27	1	102	10	4	162
Women	2	19	2	14	98	0	214	16	9	374
Total FTIC Fall 2018	3	31	2	19	125	1	316	26	13	536
Category % of Total Fall 2018	0.6%	5.8%	0.4%	3.5%	23.3%	0.2%	59.0%	4.9%	2.4%	100.0%
Men	1	14	0	10	52	1	126	7	7	218
Women	2	37	1	14	93	0	219	30	16	412
Total FTIC Fall 2017	3	51	1	24	145	1	345	37	23	630
Category % of Total Fall 2017	0.5%	8.1%	0.2%	3.8%	23.0%	0.2%	54.8%	5.9%	3.7%	100.0%
Men	0	9	0	12	30	0	102	8	1	162
Women	0	29	0	18	61	0	225	16	7	356
Total FTIC Fall 2013	0	38	0	30	91	0	327	24	8	518
Category % of Total Fall 2013	0.0%	7.3%	0.0%	5.8%	17.6%	0.0%	63.1%	4.6%	1.5%	100.0%
Percentage Change in number from Fall 2013 to Fall 2018	N/A	-18.4%	N/A	-36.7%	37.4%	N/A	-3.4%	8.3%	62.5%	3.5%
Difference in Percentage from Fall 2013 to Fall 2018	0.6%	-1.6%	0.4%	-2.2%	5.8%	0.2%	-4.2%	0.2%	0.9%	
<i>Source All Years: IPEDS Fall Enrollment Part A, Fall enrollment by race/ethnicity and sex, Column 1 First time students</i>										

First Time in College (FTIC) enrollment for 2018 was comprised of 70% female (374) and 30% male (162). Enrollment of a racially and ethnically diverse FTIC class diminished overall. While Black and Race Not Reported populations fell by two points and 1.3 points respectively (to 5.8% and 2.4%), White saw a substantial jump of 4.2%. Hispanic representation remained 23%.

The five-year period from 2013 to 2018 shows that most racial categories experienced declines. Likewise, overall new FTIC enrollment has dropped as well over the past two cycles. The increase in Hispanic students (from 17.6% in 2013 to 23.3% in 2018) over the five-year time frame aligns with national trends.

Table 1d. First-Time-In-College Enrollment, Fall 2018, Fall 2017, and Fall 2013										
USF Sarasota-Manatee										
	NRA	B	AI/AN	A	H	NH/OP I	W	≥ TWO*	UNK	TOTAL
Men	1	0	0	1	5	0	37	2	1	47
Women	2	4	0	2	12	0	33	1	4	58
Total FTIC Fall 2018	3	4	0	3	17	0	70	3	5	105
Category % of Total Fall 2018	2.9%	3.8%	0.0%	2.9%	16.2%	0.0%	66.7%	2.9%	4.8%	100.0%
Men	0	1	0	1	7	0	38	2	1	50
Women	4	1	0	1	19	0	49	3	4	81
Total FTIC Fall 2017	4	2	0	2	26	0	87	5	5	131
Category % of Total Fall 2017	3.1%	1.5%	0.0%	1.5%	19.8%	0.0%	66.4%	3.8%	3.8%	100.0%
Men	0	1	0	1	2	0	32	1	0	37
Women	0	2	0	2	3	0	32	3	1	43
Total FTIC Fall 2013	0	3	0	3	5	0	64	4	1	80
Category % of Total Fall 2013	0.0%	3.8%	0.0%	3.8%	6.3%	0.0%	80.0%	5.0%	1.3%	100.0%
Percentage Change in number from Fall 2013 to Fall 2018	N/A	33.3%	N/A	0.0%	240.0%	N/A	9.4%	-25.0%	400.0%	31.3%
Difference in Percentage from Fall 2013 to Fall 2018	2.9%	0.1%	0.0%	-0.9%	9.9%	0.0%	-13.3%	-2.1%	3.5%	
<i>Source All Years: IPEDS Fall Enrollment Part A, Fall enrollment by race/ethnicity and sex, Column 1 First time students</i>										

Among full-time, first-time-in-college freshmen (FTIC) at USF Sarasota-Manatee in 2018, men comprised nearly 45% of this population, reflecting an increase of almost 7 percentage points over 2017.

The minority representation (Black, Hispanic, Asian, American Indian/Alaskan Natives, and Two or More Races) in the FTIC Cohort decreased slightly in 2018; however, 2018 still marks a significant increase from the minority composition in 2013. The proportion of Hispanic students in the 2018 Cohort decreased by three percentage points from 2017, yet is still higher than the 6.3% representation in 2013. The proportion of Black and Asian students increased slightly in 2017, doubling the percentage points.

The FTIC Fall 2018 Cohort shows a significant increase in Black (33.3%) and Hispanic (240%) students over fall 2013 data. Enrollment of a racially and ethnically diverse class has maintained or improved since 2013, with

significant improvement in the enrollment of Hispanic students, reflecting national trends and the local demographic.

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

Table 2a. Fulltime Transfers, Fall 2018 (and Summer Continuing into Fall), Fall 2017, and Fall 2013												
USF System												
	NRA	B	AI/AN	A	H	NH/OPI*	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Total Fall 2018	156	390	5	136	703	8	1639	129	125	1920	1371	3291
Category % of Total Fall 2018	4.7%	11.9%	0.2%	4.1%	21.4%	0.2%	49.8%	3.9%	3.8%	58.3%	41.7%	100.0%
Total Fall 2017	150	391	9	166	677	5	1783	128	133	1977	1465	3442
Category % of Total Fall 2017	4.4%	11.4%	0.3%	4.8%	19.7%	0.1%	51.8%	3.7%	3.9%	57.4%	42.6%	100.0%
Total Fall 2013	90	333	7	122	549	8	1715	89	50	1640	1323	2963
Category % of Total Fall 2013	3.0%	11.2%	0.2%	4.1%	18.5%	0.3%	57.9%	3.0%	1.7%	55.3%	44.7%	100.0%
Percentage Change in number from Fall 2013 to Fall 2018	73.3%	17.1%	-28.6%	11.5%	28.1%	0.0%	-4.4%	44.9%	150.0%	17.1%	3.6%	11.1%
Difference in Percentage from Fall 2013 to Fall 2018	1.7%	0.6%	-0.1%	0.0%	2.8%	0.0%	-8.1%	0.9%	2.1%	3.0%	-3.0%	

Source All Years: IPEDS FALL ENROLLMENT Part A, Fall enrollment by race/ethnicity and sex, Column 2 Transfer-in students

The USF System Fulltime Transfers data included 58.3% female and 41.7% male for the 2018-2019 academic year.

As indicated in Table 2a, the composition of racially and ethnically diverse students for the USF System student continued to be significant at 41.7%. This is consistent with the previous year. The 41.7% is comprised of

students from various race/ethnic backgrounds including: Black, American Indian/Alaskan Native, Asian, Hispanic, Native Hawaiian/Other Pacific Islander, and Two or more races. White students represented 49.8%, Non Resident Alien (International) Students represented 4.7%, and students identifying as Unknown represented 3.8% of the USF System student body during the fall 2018 enrollment.

While the Fulltime Transfers data indicates moderate changes from 2013 to 2018, the 2018 data indicates minor changes if any throughout all racial categories.

Table 2b. Fulltime Transfers, Fall 2018 (and Summer Continuing into Fall), Fall 2017, and Fall 2013												
USF Tampa												
	NRA	B	AI/AN	A	H	NH/OPI*	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Total Fall 2018	143	349	4	111	605	8	1258	111	104	1548	1145	2693
Category % of Total Fall 2018	5.3%	13.0%	0.1%	4.1%	22.5%	0.3%	46.7%	4.1%	3.9%	57.5%	42.5%	100.0%
Total Fall 2017	142	351	7	146	583	4	1317	109	115	1572	1202	2774
Category % of Total Fall 2017	5.1%	12.7%	0.3%	5.3%	21.0%	0.1%	47.5%	3.9%	4.1%	56.7%	43.3%	100.0%
Total Fall 2013	89	290	6	99	475	7	1271	79	35	1288	1063	2351
Category % of Total Fall 2013	3.8%	12.3%	0.3%	4.2%	20.2%	0.3%	54.1%	3.4%	1.5%	54.8%	45.2%	100.0%
Percentage Change in number from Fall 2013 to Fall 2018	60.7%	20.3%	-33.3%	12.1%	27.4%	14.3%	-1.0%	40.5%	197.1%	20.2%	7.7%	14.5%
Difference in Percentage from Fall 2013 to Fall 2018	1.5%	0.6%	-0.1%	-0.1%	2.3%	0.0%	-7.3%	0.8%	2.4%	2.7%	-2.7%	

*Source All Years: IPEDS FALL ENROLLMENT Part A, Fall enrollment by race/ethnicity and sex, Column 2 Transfer-in students*

New FCS transfer enrollments at USF from racially and ethnically diverse populations totaled 1,200 and represented 45% of the entire FCS transfer cohort in Summer/Fall 2018. The headcount slightly increased from the 2017 (1,229) cohort, while the ratio of males and females remains relatively unchanged.

Table 2c. Fulltime Transfers, Fall 2018 (and Summer Continuing into Fall), Fall 2017, and Fall 2013												
USF St. Petersburg												
	NRA	B	AI/AN	A	H	NH/OPI*	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Total Fall 2018	4	32	0	16	61	0	258	12	11	250	144	394
Category % of Total Fall 2018	1.0%	8.1%	0.0%	4.1%	15.5%	0.0%	65.5%	3.0%	2.8%	63.5%	36.5%	100.0%
Total Fall 2017	2	31	1	11	44	1	287	12	9	245	153	398
Category % of Total Fall 2017	0.5%	7.8%	0.3%	2.8%	11.1%	0.3%	72.1%	3.0%	2.3%	61.6%	38.4%	100.0%
Total Fall 2013	1	25	1	14	39	1	269	8	10	214	154	368
Category % of Total Fall 2013	0.3%	6.8%	0.3%	3.8%	10.6%	0.3%	73.1%	2.2%	2.7%	58.2%	41.8%	100.0%
Percentage Change in number from Fall 2013 to Fall 2018	300.0%	28.0%	-100.0%	14.3%	56.4%	-100.0%	-4.1%	50.0%	10.0%	16.8%	-6.5%	7.1%
Difference in Percentage from Fall 2013 to Fall 2018	0.7%	1.3%	-0.3%	0.3%	4.9%	-0.3%	-7.6%	0.9%	0.1%	5.3%	-5.3%	
<i>Source All Years: IPEDS FALL ENROLLMENT Part A, Fall enrollment by race/ethnicity and sex, Column 2 Transfer-in students</i>												

USFSP experienced a minor decrease in Florida College System transfers, from 398 to 394, a 1% drop. The female and male percentage distributions (63% and 37% **respectively**) **widened slightly relative to last year's** (58.3% and 41.7% compared to 57.4% and 42.6%); this is consistent with the national challenges in male collegiate enrollment.

Racial diversity was mixed compared to last year. For example, while Hispanic student representation increased from 19.7% to 21.4% (up 1.7%), White representation declined 2%, from 51.8% to 49.8%. These changes somewhat mirror the five-year trends: Hispanic representation has increased significantly, up from 18.5% in 2013 to 21.4% in 2018 and Whites representation decreased, down from 57.9% to 49.8%. Conversely Asian and Black have largely remained stable over the past five years.

Table 2d. Fulltime Transfers, Fall 2018 (and Summer Continuing into Fall), Fall 2017, and Fall 2013												
USF Sarasota-Manatee												
	NRA	B	AI/AN	A	H	NH/OPI*	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Total Fall 2018	9	9	1	9	37	0	123	6	10	122	82	204
Category % of Total Fall 2018	4.4%	4.4%	0.5%	4.4%	18.1%	0.0%	60.3%	2.9%	4.9%	59.8%	40.2%	100.0%
Total Fall 2017	6	9	1	9	50	0	179	7	9	160	110	270
Category % of Total Fall 2017	2.2%	3.3%	0.4%	3.3%	18.5%	0.0%	66.3%	2.6%	3.3%	59.3%	40.7%	100.0%
Total Fall 2013	0	18	0	9	35	0	175	2	5	138	106	244
Category % of Total Fall 2013	0.0%	7.4%	0.0%	3.7%	14.3%	0.0%	71.7%	0.8%	2.0%	56.6%	43.4%	100.0%
Percentage Change in number from Fall 2013 to Fall 2018	N/A	-50.0%	N/A	0.0%	5.7%	N/A	-29.7%	200.0%	100.0%	-11.6%	-22.6%	-16.4%
Difference in Percentage from Fall 2013 to Fall 2018	4.4%	-3.0%	0.5%	0.7%	3.8%	0.0%	-11.4%	2.1%	2.9%	3.2%	-3.2%	
<i>Source All Years: IPEDS FALL ENROLLMENT Part A, Fall enrollment by race/ethnicity and sex, Column 2 Transfer-in students</i>												

The ratio of men and women in transfer enrollments remains relatively unchanged; there has been a slight decrease in percentage points among male FCS transfers from 2013-2018 and a slight increase in percentage points among female FCS transfers during the same time.

The minority representation (Black, Hispanic, Asian, American Indian/Alaskan Natives, and Two or More Races) among Transfers remains relatively unchanged from 2017 to 2018. Slight increases have been observed in the percentage of Black, American Indian/Alaskan Native, and Asian Transfers; however, when controlling for total enrollment, the number of students enrolled from those demographics remains unchanged from 2017 to 2018. There is a decrease in the number of Transfer Hispanic students from 50 in 2017 to 37 in 2018; however, the percentage composition has only been nominally impacted.

Noted decreases in Black Transfers are observed between 2013 and 2018 (-50% percentage change in number). Nominal changes are observed between the 2013 and 2018 Transfer Cohorts. It is important to note that given USF Sarasota-Manatee's size, a small number of students can cause a significant percentage change in the data



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

Table 3a. Retention of Full-Time FTICs Entering Fall 2017, or Summer 2017 and Continuing into Fall, After One Year												
USF System												
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	FEMALE	MALE	TOTAL
Cohort	203	400	4	360	1003	4	2474	243	177	2852	2016	4868
Category % of Total	4.2%	8.2%	0.1%	7.4%	20.6%	0.1%	50.8%	5.0%	3.6%	58.6%	41.4%	100.0%
After 1 year	186	362	2	344	889	4	2185	213	158	2544	1799	4343
Retention Rate	91.6%	90.5%	50.0%	95.6%	88.6%	100.0%	88.3%	87.7%	89.3%	89.2%	89.2%	89.2%
<i>Source: USF System Office of Decision Support</i>												

The overall retention rate for the USF System after one year was 89.2%. USF Tampa had a retention rate of 91.4%, which is on target with the retention goal. USFSP was 75.1% and USFSM had an overall retention rate of 90.1%.

The overall retention for the USF System for was 89.2% for males and females consistent with the previous year. While a few student groups were retained at a higher rate than the average, Non Resident Alien (International) at 91.6%. Blacks at 90.5%, Asians at 95.6%, White, Hispanic, and Unknown were slightly below the average at 88.3%, 88.6%, and 89.3% respectively. Students identifying as American Indian/Alaskan were below the average at 50%.

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

Table 3b. Retention of Full-Time FTICs Entering Fall 2017, or Summer 2017 and Continuing into Fall, After One Year												
USF Tampa												
	NRA	B	AI/AN	A	H	NH/OP I	W	≥ TWO	UNK	FEMALE	MALE	TOTAL
Cohort	196	346	3	334	832	3	2044	200	149	2361	1746	4107
Category % of Total	4.8%	8.4%	0.1%	8.1%	20.3%	0.1%	49.8%	4.9%	3.6%	57.5%	42.5%	100.0%
After 1 year at Same Institution	179	318	2	323	769	3	1841	178	138	2151	1600	3751
Retention Rate	91.3%	91.9%	66.7%	96.7%	92.4%	100.0%	90.1%	89.0%	92.6%	91.1%	91.6%	91.3%
After 1 year at USF System	179	318	2	323	769	3	1842	178	138	2152	1600	3752
Retention Rate	91.3%	91.9%	66.7%	96.7%	92.4%	100.0%	90.1%	89.0%	92.6%	91.1%	91.6%	91.4%
<i>Source: USF System Office of Decision Support</i>												

For the 2018 FTIC cohort, underrepresented minority students were retained at higher rates than white students (90.1%), with Asians recording the highest retention rate (96.7%) followed by Hispanics (92.4%) and Blacks (91.9%). Male student retention increased significantly to 91.6%, which is 0.5% higher than Female retention (91.1%). This is a sign of progress in USF efforts to close the gender gap. Males have been lagging females in retention and graduation rates. To boost the retention of all students and close the male retention gap, USF implemented a number of initiatives in 2018-2019 to include the relaunch of the Presidential Advisory Committee on the Status of Men and the implementation of a Male Persistence Subcommittee. The work of the Persistence Committee continues to advance the success of all students utilizing predictive analytics and a case management approach.

Table 3c. Retention of Full-Time FTICs Entering Fall 2017, or Summer 2017 and Continuing into Fall, After One Year												
USF St. Petersburg												
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	FEMALE	MALE	TOTAL
Cohort	3	52	1	24	145	1	343	38	23	410	220	630
Category % of Total	0.5%	8.3%	0.2%	3.8%	23.0%	0.2%	54.4%	6.0%	3.7%	65.1%	34.9%	100.0%
After 1 year at Same Institution	3	42	0	19	96	1	263	30	14	315	153	468
Retention Rate	100.0%	80.8%	0.0%	79.2%	66.2%	100.0%	76.7%	78.9%	60.9%	76.8%	69.5%	74.3%
After 1 year at USF System	3	42	0	19	97	1	266	30	15	319	154	473
Retention Rate	100.0%	80.8%	0.0%	79.2%	66.9%	100.0%	77.6%	78.9%	65.2%	77.8%	70.0%	75.1%

*Source: USF System Office of Decision Support*

The USFSP full-time FTIC retention rate declined by 3% compared to fall 2016. However, as shown in Table 3c, populations identifying as Black, White, or with two or more race/ethnicities were retained at a higher rate compared to last year; 2% Black, .9% White, 1.8% two or more races.

Native Hawaiian or Other Pacific Islander students were retained the highest, at 100%, with Black students retained the second highest at 80.8%. While more Asian and Hispanic students entered USFSP this year, retention rates for Asian and Hispanic students declined: -9.7% Asian students, and -12.7% for Hispanic students compared to last year.

There is no significant variation in any one category for those retained at USFSP versus within the USF system with the exception of those not reporting race/ethnicity. Overall though, USFSP students were retained within the system 4% higher.

At USFSP and USFSP within the system, female students were retained at a much higher rate than males; 7.3% higher at USFSP and 7.8% within system. This is significantly different than last year, when the decrease was slightly above a half a percent point at USFSP.

Retention of males is a national issue. A USFSP committee plans to address this discrepancy as well as those with other underrepresented student populations.

Table 3d. Retention of Full-Time FTICs Entering Fall 2017, or Summer 2017 and Continuing into Fall, After One Year												
USF Sarasota-Manatee												
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	FEMALE	MALE	TOTAL
Cohort	4	2	0	2	26	0	87	5	5	81	50	131
Category % of Total	3.1%	1.5%	N/A	1.5%	19.8%	N/A	66.4%	3.8%	3.8%	61.8%	38.2%	100.0%
After 1 year at Same Institution	4	2	0	2	23	0	76	5	5	72	45	117
Retention Rate	100.0%	100.0%	N/A	100.0%	88.5%	N/A	87.4%	100.0%	100.0%	88.9%	90.0%	89.3%
After 1 year at USF System	4	2	0	2	23	0	77	5	5	73	45	118
Retention Rate	100.0%	100.0%	N/A	100.0%	88.5%	N/A	88.5%	100.0%	100.0%	90.1%	90.0%	90.1%

*Source: USF System Office of Decision Support*

USF Sarasota-Manatee observed significant improvement in retention. Both males and females are retained at largely the same rate, marking improvements from 2017; both hold steady around 90%. These improvements and percentages are also reflected in both male and female students who are retained within the USF system if they leave USF Sarasota-Manatee. Around 90% choose to remain attend another USF institution. A gender gap of 1.1% is observed for students retained at USF Sarasota-Manatee, whereas a gender cap of 0.1% is observed among students retained within the USF System.

Hispanic students represent 19.8% of the total Cohort and are retained at 88.5%; this is the lowest retention percentage among all non-White groups but is still largely reflective of the overall retention percentage for the Cohort.

Retention and persistence of all students is a significant focus of USF Sarasota-Manatee. The USFSM Persistence Committee and USFSM's involvement on the USF System Student Success Committee have provided support for this improvement. That said, more students from non-white backgrounds will need to enter as FTIC students before any significant trends can be established.

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

Table 4a. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2012, or Summer 2012 and Continuing into Fall After Six Years												
USF System												
	NRA	B	AI/AN	A	H	NH/OPI	W	TWO>	Unk	Female	Male	Total
Cohort	102	408	8	294	833	12	2561	204	59	2555	1926	4481
Category % of Total	2.3%	9.1%	0.2%	6.6%	18.6%	0.3%	57.2%	4.6%	1.3%	57.0%	43.0%	100.0%
After 6 years												
Number of Graduates	83	287	6	232	611	6	1807	133	43	1940	1268	3208
Percent Graduated	81.4%	70.3%	75.0%	78.9%	73.3%	50.0%	70.6%	65.2%	72.9%	75.9%	65.8%	71.6%
Category % Graduated	2.6%	8.9%	0.2%	7.2%	19.0%	0.2%	56.3%	4.1%	1.3%	60.5%	39.5%	100.0%
Number Retained	92	295	6	258	637	8	1900	143	50	2023	1366	3389
Percent Retained	90.2%	72.3%	75.0%	87.8%	76.5%	66.7%	74.2%	70.1%	84.7%	79.2%	70.9%	75.6%
Category % Retained	2.7%	8.7%	0.2%	7.6%	18.8%	0.2%	56.1%	4.2%	1.5%	59.7%	40.3%	100.0%

Source: USF System Office of Decision Support

The overall graduation rate for the USF System after six years was 71.6%, which is a slight increase from the **previous year**. **While both female and male students' graduation percentages increased** 75.9% and 65.8% respectively, there remains a gap as documented in national literature.

Students identifying as Non Resident Alien (International) (81.4%), Asian/Pacific Islander (75%), Asian (78.9%), Hispanic (73.3%), and Unknown (72.9%) above the average for the USF System. Black (70.3%), Native Hawaiian/Other Pacific Islander (50%), White (70.6%), Two or more races (65.2%), and were slightly below the average.

The analyses of USF Tampa and USFSP are discussed in the following narratives for each institution.

Table 4b. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2012, or Summer 2012 and Continuing into Fall After Six Years

USF Tampa												
	NRA	B	AI/AN	A	H	NH/OPI	W	TWO>	Unk	Female	Male	Total
Cohort	100	333	8	255	709	9	2151	182	52	2168	1631	3799
Category % of Total	2.6%	8.8%	0.2%	6.7%	18.7%	0.2%	56.6%	4.8%	1.4%	57.1%	42.9%	100.0%
After 6 years												
Number of Graduates at Same Institution	82	241	6	205	531	5	1560	118	41	1680	1109	2789
Percent Graduated at Same Institution	82.0%	72.4%	75.0%	80.4%	74.9%	55.6%	72.5%	64.8%	78.8%	77.5%	68.0%	73.4%
Category % Graduated at Same Institution	2.9%	8.6%	0.2%	7.4%	19.0%	0.2%	55.9%	4.2%	1.5%	60.2%	39.8%	100.0%
Number of Graduates at USF System	82	242	6	205	535	5	1581	119	41	1696	1120	2816
Percent Graduated at USF System	82.0%	72.7%	75.0%	80.4%	75.5%	55.6%	73.5%	65.4%	78.8%	78.2%	68.7%	74.1%
Category % Graduated at USF System	2.9%	8.6%	0.2%	7.3%	19.0%	0.2%	56.1%	4.2%	1.5%	60.2%	39.8%	100.0%
Number Retained at Same Institution	90	268	6	240	582	6	1713	132	47	1845	1239	3084
Percent Retained at Same Institution	90.0%	80.5%	75.0%	94.1%	82.1%	66.7%	79.6%	72.5%	90.4%	85.1%	76.0%	81.2%
Category % Retained at Same Institution	2.9%	8.7%	0.2%	7.8%	18.9%	0.2%	55.5%	4.3%	1.5%	59.8%	40.2%	100.0%
Number Retained at USF System	90	269	6	242	587	6	1722	132	48	1851	1251	3102
Percent Retained at USF System	90.0%	80.8%	75.0%	94.9%	82.8%	66.7%	80.1%	72.5%	92.3%	85.4%	76.7%	81.7%

Source: USF System Office of Decision Support

The six-year graduation rate increased from 70.5% in 2017 (2011 cohort) to 73.4% (2012 cohort). Underrepresented minorities continue to graduate at rates higher than white students (72.5), with Asians graduating at 80.4%, followed by Hispanics graduating at 74.9%. However, the graduation rates for Blacks decreased from a 73.7% rate in 2017 to 72.4% in 2018. Given that USF is committed to equitable access and success, the Student Success team will monitor the performance of the 2013 cohort to determine if any additional steps are required to boost the graduation rates of Black students.

Female graduation (77.5%) increased and continues to substantially lead male graduation (68.0%), with male graduation lagging female graduation by 9.5% for the 2012 full-time FTIC cohort.

Goals for improvement include an increase across all races/ethnicities, with an overall goal of 70+% six-year graduation rate for 2019-2020.

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Table 4c. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2012, or Summer 2012 and Continuing into Fall After Six Years

USF St. Petersburg												
	NRA	B	AI/AN	A	H	NH/OPI	W	TWO>	Unk	Female	Male	Total
Cohort	2	75	0	39	124	3	410	22	7	387	295	682
Category % of Total	0.3%	11.0%	N/A	5.7%	18.2%	0.4%	60.1%	3.2%	1.0%	56.7%	43.3%	100.0%
After 6 years												
Number of Graduates at Same Institution	1	17	0	12	42	1	148	7	2	146	84	230
Percent Graduated at Same Institution	50.0%	22.7%	N/A	30.8%	33.9%	33.3%	36.1%	31.8%	28.6%	37.7%	28.5%	33.7%
Category % Graduated at Same Institution	0.4%	7.4%	0.0%	5.2%	18.3%	0.4%	64.3%	3.0%	0.9%	63.5%	36.5%	100.0%
Number of Graduates at USF System	1	45	0	27	76	1	226	14	2	244	148	392
Percent Graduated at USF System	50.0%	60.0%	N/A	69.2%	61.3%	33.3%	55.1%	63.6%	28.6%	63.0%	50.2%	57.5%
Category % Graduated at USF System	0.3%	11.5%	0.0%	6.9%	19.4%	0.3%	57.7%	3.6%	0.5%	62.2%	37.8%	100.0%
Number Retained at Same Institution	1	18	0	14	46	1	164	9	2	156	99	255
Percent Retained at Same Institution	N/A	24.0%	N/A	35.9%	37.1%	N/A	40.0%	40.9%	28.6%	40.3%	33.6%	37.4%
Category % Retained at Same Institution	0.4%	7.1%	0.0%	5.5%	18.0%	0.4%	64.3%	3.5%	0.8%	61.2%	38.8%	100.0%
Number Retained at USF System	2	26	0	16	50	2	178	11	2	172	115	287
Percent Retained at USF System	N/A	34.7%	N/A	41.0%	40.3%	N/A	43.4%	50.0%	28.6%	44.4%	39.0%	42.1%

Source: USF System Office of Decision Support

The USFSP graduation rate continues to be a concern and one that we continue to address. The percent of students who started at USFSP and completed at USFSP declined by 1.9% compared to last year, with 33.7% completing at USFSP, compared to 35.6% last year. However, more USFSP students completed within the system compared to the previous year: 57.5% started at USFSP and completed within the USF system compared to the previous year - 55.2%, a 2.3% increase. USFSP students who complete their degrees in 6 years are doing so at a higher rate within the system, but not necessarily at USFSP. We contribute this to the fact that the USFSP degree inventory is limited and does not always feature the degrees that students wish to ultimately pursue. Several new degree programs have been approved, so we are hoping these new programs will help to reverse this trend in the future.

Notable - Hispanic students starting at USFSP are completing at a higher rate both at USFSP and within the system: 33.9% at USFSP compared to 25.6% last year and 61.3% within system, compared to 48.8% last year. Asian students also completed at a higher rate within system, 9.2% higher than last year, which offsets the 9% decrease remaining at USFSP. While less students reported as two or more races/ethnicities compared to last year, they graduated at a higher rate both at USFSP and within the system, 31.8% at USFSP compared to 24% last year and 63.6 percent within system compared to 52% last year. Compared to last year, White students completed at a lower rate both at USFSP and within the system -3.1% at USFSP & -.9% within system. The largest graduation rate decline was with our Black population of students remaining at USFSP, 15.1% less; however, there was a 2.2% increase within the system.

#### USF SYSTEM FLORIDA EQUITY REPORT

Table 5. Bachelor's Degrees Awarded, Previous AY

Table 5a. Bachelor's Degrees Awarded, AY 2017- 2018, AY 2016-17, and AY2012-13										
USF System										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2017-2018										
Male	261	331	9	289	709	8	2241	129	68	4045
Female	206	615	7	337	1100	16	3010	237	110	5638
Total	467	946	16	626	1809	24	5251	366	178	9683
Category % of Total	4.8%	9.8%	0.2%	6.5%	18.7%	0.2%	54.2%	3.8%	1.8%	100.0%
AY 2016-2017										
Male	213	319	8	241	745	11	2206	110	52	3905
Female	186	634	13	321	1125	12	3010	199	98	5598
Total	399	953	21	562	1870	23	5216	309	150	9503
Category % of Total	4.2%	10.0%	0.2%	5.9%	19.7%	0.2%	54.9%	3.3%	1.6%	100.0%
AY 2012-2013										
Male	53	315	20	212	546	5	2359	28	58	3596
Female	84	657	21	297	887	9	3285	76	87	5403
Total	137	972	41	509	1433	14	5644	104	145	8999
Category % of Total	1.5%	10.8%	0.5%	5.7%	15.9%	0.2%	62.7%	1.2%	1.6%	100.0%
<i>Sources for All Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines.</i>										

The USF System awarded 9683 degrees in the 2017-2018 academic year, which is an increase from the previous year. Of the degrees awarded 59% were earned by females and 41% by males which is consistent with the previous academic year.

Among the degrees awarded, students who identified as Non Resident Alien (International), American Indian/Alaskan Native, Asian, White, and Two or more races increased their percentages or stayed the same from the previous academic year. While Black, Hispanic, White, and Unknown decreased slightly from the previous year.

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



Table 5b. Bachelor's Degrees Awarded, AY 2017- 2018, AY 2016-17, and AY2012-13										
USF Tampa										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2017-2018										
Male	255	310	5	272	636	8	1865	119	58	3528
Female	197	553	7	302	961	14	2440	206	89	4769
Total	452	863	12	574	1597	22	4305	325	147	8297
Category % of Total	5.4%	10.4%	0.1%	6.9%	19.2%	0.3%	51.9%	3.9%	1.8%	100.0%
AY 2016-2017										
Male	208	290	6	222	671	10	1822	99	45	3373
Female	179	590	12	285	1006	8	2392	174	81	4727
Total	387	880	18	507	1677	18	4214	273	126	8100
Category % of Total	4.8%	10.9%	0.2%	6.3%	20.7%	0.2%	52.0%	3.4%	1.6%	100.0%
AY 2012-2013										
Male	48	285	15	198	501	5	1972	24	52	3100
Female	79	599	20	268	784	7	2626	62	72	4517
Total	127	884	35	466	1285	12	4598	86	124	7617
Category % of Total	1.7%	11.6%	0.5%	6.1%	16.9%	0.2%	60.4%	1.1%	1.6%	100.0%
<i>Sources for All Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines.</i>										

The total number of bachelor's degrees awarded increased from 8,100 (2017-2018) to 8,297 (2018-2019). The total number of bachelor's degrees awarded to Black and Hispanic students declined slightly, but the number of degrees awarded to who did not identify as a race or identified as two or more races increased. The result is that 48% of the students who received a degree identified as non-white.

Student Success has become part of the USF institutional culture and will continue to operate on the principle that every student admitted to the university will succeed. Hence, we expect the number of degrees awarded to minority students to increase to levels at or above white students in the upcoming year.

Table 5c. Bachelor's Degrees Awarded, AY 2017- 2018, AY 2016-17, and AY2012-13										
USF St. Petersburg										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2017-2018										
Male	5	15	2	10	41	0	239	7	8	327
Female	3	48	0	30	94	2	353	25	16	571
Total	8	63	2	40	135	2	592	32	24	898
Category % of Total	0.9%	7.0%	0.2%	4.5%	15.0%	0.2%	65.9%	3.6%	2.7%	100.0%
AY 2016-2017										
Male	3	19	2	14	55	1	244	8	4	350
Female	3	33	0	27	85	4	415	17	9	593
Total	6	52	2	41	140	5	659	25	13	943
Category % of Total	0.6%	5.5%	0.2%	4.3%	14.8%	0.5%	69.9%	2.7%	1.4%	100.0%
AY 2012-2013										
Male	3	18	3	9	29	0	240	2	2	306
Female	3	35	0	25	54	2	379	11	11	520
Total	6	53	3	34	83	2	619	13	13	826
Category % of Total	0.7%	6.4%	0.4%	4.1%	10.0%	0.2%	74.9%	1.6%	1.6%	100.0%

Sources for All Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines.

In 2017-2018, USFSP awarded 898 baccalaureate degrees. While 45 fewer degrees were awarded compared to the previous year, it is still 72 more than compared to five years ago, and 192 more than when USFSP begin realizing significant gains in degrees awarded. In 2011-2012, only 706 degrees were awarded.

In 2017 - 2018, female students were awarded more degrees compared to male students, 571 to 327 respectively. This continues a trend here at USFSP and nationally. Discussions are underway to begin to address this trend at USFSP.

Degrees awarded to the following race/ethnicities decreased compared to last year: identifying as White -1.5%, Black -1.3%, Asian, -.1% and two or more by .1%. Degrees awarded increased slightly for American Indian .1%, and Hispanic students .3%. Over a five-year comparison, beginning in 2011 - 2012, with the exception of Whites, Native Americans, and students who did not reporting their race, all other students experienced realized an increase, with Hispanic students with the largest increase, 5.7% and students identifying as two or more races, 2.4%.

Table 5d. Bachelor's Degrees Awarded, AY 2017- 2018, AY 2016-17, and AY2012-13										
USF Sarasota-Manatee										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2017-2018										
Male	1	6	2	7	32	0	137	3	2	190
Female	6	14	0	5	45	0	217	6	5	298
Total	7	20	2	12	77	0	354	9	7	488
Category % of Total	1.4%	4.1%	0.4%	2.5%	15.8%	0.0%	72.5%	1.8%	1.4%	100.0%
AY 2016-2017										
Male	2	10	0	5	19	0	140	3	3	182
Female	4	11	1	9	34	0	203	8	8	278
Total	6	21	1	14	53	0	343	11	11	460
Category % of Total	1.3%	4.6%	0.2%	3.0%	11.5%	0.0%	74.6%	2.4%	2.4%	100.0%
AY 2012-2013										
Male	2	12	2	5	16	0	147	2	4	190
Female	2	23	1	4	49	0	280	3	4	366
Total	4	35	3	9	65	0	427	5	8	556
Category % of Total	0.7%	6.3%	0.5%	1.6%	11.7%	0.0%	76.8%	0.9%	1.4%	100.0%
<i>Sources for All Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines.</i>										

There has been a decrease in the number of bachelor's degrees awarded since 2012-2013 (-12.3%) and an increase in the number awarded since 2016-2017 (+6%). The number of bachelor's degrees awarded to males has remained similar over time, though a noted decrease in the number of bachelor's degrees awarded to females has been observed (-18.6%) since 2012-2013.

The number of bachelor's degrees awarded to Black, American Indian/Alaska Native, and White students has decreased slightly, yet the number of bachelor's degrees awarded to Asian and Hispanic students has increased.

The number of degrees overall has declined since 2012-2013 but has increased from 2016-2017.

**Table 6. Master's Degrees Awarded, Previous AY**

Table 6a. Master's Degrees Awarded, AY 2017- 2018, AY 2016-17, and AY2012-13										
USF System										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2017-2018										
Male	542	80	0	57	138	2	607	18	43	1487
Female	330	174	5	105	240	3	1004	48	50	1959
Total	872	254	5	162	378	5	1611	66	93	3446
Category % of Total	25.3%	7.4%	0.1%	4.7%	11.0%	0.1%	46.7%	1.9%	2.7%	100.0%
AY 2016-2017										
Male	539	75	3	60	142	5	673	28	36	1561
Female	286	185	2	100	247	1	1018	38	49	1926
Total	825	260	5	160	389	6	1691	66	85	3487
Category % of Total	23.7%	7.5%	0.1%	4.6%	11.2%	0.2%	48.5%	1.9%	2.4%	100.0%
AY 2012-2013										
Male	141	59	3	52	102	0	651	16	23	1047
Female	121	163	4	73	188	1	1092	30	29	1701
Total	262	222	7	125	290	1	1743	46	52	2748
Category % of Total	9.5%	8.1%	0.3%	4.5%	10.6%	0.0%	63.4%	1.7%	1.9%	100.0%

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

The USF System awarded 3,446 **master's degrees during the 2017-2018** academic year. Of the degrees awarded 56.8% were awarded to females. As it relates to race, there was a considerable increase in NRA (international) **students graduating with Master's degrees in 2016-17** continuing into 2017-18. This increase is accounted for in large part through great interest abroad in several of our programs in the College of Business. Otherwise, proportions of enrollments by other racial/ethnic groups remains relatively stable across time except, as shown in Table 6, for a substantial drop in White graduates from 2012-13 to 2017-18. Women are the majority of **Master's graduates across all academic years shown.**

Table 6b. Master's Degrees Awarded, AY 2017- 2018, AY 2016-17, and AY2012-13										
USF Tampa										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2017-2018										
Male	539	76	0	52	127	2	544	16	42	1398
Female	328	159	4	99	216	3	856	43	48	1756
Total	867	235	4	151	343	5	1400	59	90	3154
Category % of Total	27.5%	7.5%	0.1%	4.8%	10.9%	0.2%	44.4%	1.9%	2.9%	100.0%
AY 2016-2017										
Male	532	71	3	53	136	4	603	26	32	1460
Female	279	170	1	93	226	1	884	34	45	1733
Total	811	241	4	146	362	5	1487	60	77	3193
Category % of Total	25.4%	7.5%	0.1%	4.6%	11.3%	0.2%	46.6%	1.9%	2.4%	100.0%
AY 2012-2013										
Male	141	57	3	51	98	0	599	14	20	983
Female	118	159	3	67	182	1	976	29	27	1562
Total	259	216	6	118	280	1	1575	43	47	2545
Category % of Total	10.2%	8.5%	0.2%	4.6%	11.0%	0.0%	61.9%	1.7%	1.8%	100.0%

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

Because USF Tampa enrolls a large proportion of Master's students within the USF System, system patterns of racial/ethnic diversity among graduates are largely reflective of Tampa's patterns. Similar to that described above, there was a substantial increase in NRA graduates with proportions of other graduates showing slight decreases or remaining relatively flat. The exception was the proportion of graduates who were White, where a notable decrease can be seen. As for the USF System, Females constitute a majority of Master's graduates across all academic years.

Table 6c. Master's Degrees Awarded, AY 2017- 2018, AY 2016-17, and AY2012-13										
USF St. Petersburg										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2017-2018										
Male	2	0	0	1	9	0	47	2	1	62
Female	1	13	1	3	19	0	120	3	1	161
Total	3	13	1	4	28	0	167	5	2	223
Category % of Total	1.3%	5.8%	0.4%	1.8%	12.6%	0.0%	74.9%	2.2%	0.9%	100.0%
AY 2016-2017										
Male	5	4	0	2	4	1	50	1	3	70
Female	2	14	0	6	16	0	103	3	3	147
Total	7	18	0	8	20	1	153	4	6	217
Category % of Total	3.2%	8.3%	0.0%	3.7%	9.2%	0.5%	70.5%	1.8%	2.8%	100.0%
AY 2012-2013										
Male	0	1	0	1	3	0	38	2	1	46
Female	1	4	0	5	5	0	81	0	1	97
Total	1	5	0	6	8	0	119	2	2	143
Category % of Total	0.7%	3.5%	0.0%	4.2%	5.6%	0.0%	83.2%	1.4%	1.4%	100.0%
<i>Source for all Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines.</i>										

Enrollment by gender for graduate (master’s) programs at USFSP has followed national norms with a 60/40 female to male distribution for the past five years. Changes over the five-year period (AY 2012-13 to AY 2017-18) include increases in the conversion and yield rates for males; when contrasted with decreases in the conversion and yield rates for females, the changes indicate that enrollment gaps by gender may be narrowing.

White students comprised 74.9% of USFSP’s total graduate enrollment in AY 2017-18, a 8.3% decrease from AY 2012-2013, highlighting a greater percentage of graduate students enrolled in graduate programs at USFSP over the five year reporting period identify as underrepresented minorities and/or non-resident aliens.

Hispanic students represented 12.6% of total enrollment in AY 2017-18, an increase of 7% over Year 1 (AY 2012-13). Increases in Hispanic student enrollment and zero growth in White student enrollment is in keeping with national graduate school enrollment trends (Council of Graduate Schools, 2018). Additionally, the decreases in White student enrollments and increases in Hispanic enrollments are reflected in the number of master’s degrees awarded in Table 6c (total degrees awarded to Hispanic students increased by 7% and total degrees awarded to White students decreased by -8.3%).

Table 6d. Master's Degrees Awarded, AY 2017- 2018, AY 2016-17, and AY2012-13										
USF Sarasota- Manatee										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2017-2018										
Male	1	4	0	4	2	0	16	0	0	27
Female	1	2	0	3	5	0	28	2	1	42
Total	2	6	0	7	7	0	44	2	1	69
Category % of Total	2.9%	8.7%	0.0%	10.1%	10.1%	0.0%	63.8%	2.9%	1.4%	100.0%
AY 2016-2017										
Male	2	0	0	5	2	0	20	1	1	31
Female	5	1	1	1	5	0	31	1	1	46
Total	7	1	1	6	7	0	51	2	2	77
Category % of Total	9.1%	1.3%	1.3%	7.8%	9.1%	0.0%	66.2%	2.6%	2.6%	100.0%
AY 2012-2013										
Male	0	1	0	0	1	0	14	0	2	18
Female	2	0	1	1	1	0	35	1	1	42
Total	2	1	1	1	2	0	49	1	3	60
Category % of Total	3.3%	1.7%	1.7%	1.7%	3.3%	0.0%	81.7%	1.7%	5.0%	100.0%
<i>Source for all Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines.</i>										

The number of master's degrees awarded to males has increased since 2012-2013 (+50%) but decreased slightly since 2016-2017 (-13%). The number of master's degrees awarded to females has remained unchanged since 2012-2013 but decreased slightly since 2016-2017 (-10%).

Master's degrees awarded to Black students has improved from 1.7% in 2012-2013 to 1.3% in 2016-2017 to 8.7% in 2017-2018, marking a significant improvement. These upward trends are also reflected in master's degrees awarded to Asian and Hispanic students.

Table 7. Doctoral Degrees Awarded, Previous AY

Table 7. Doctoral Degrees Awarded, AY 2017- 2018, AY 2016-17, and AY2012-13										
USF System										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2017-2018										
Male	66	6	0	5	10	0	87	0	5	179
Female	31	16	0	14	14	0	110	6	4	195
Total	97	22	0	19	24	0	197	6	9	374
Category % of Total	25.9%	5.9%	0.0%	5.1%	6.4%	0.0%	52.7%	1.6%	2.4%	100.0%
AY 2016-2017										
Male	59	9	0	9	10	0	59	0	4	150
Female	31	9	0	15	14	0	101	2	10	182
Total	90	18	0	24	24	0	160	2	14	332
Category % of Total	27.1%	5.4%	0.0%	7.2%	7.2%	0.0%	48.2%	0.6%	4.2%	100.0%
AY 2012-2013										
Male	51	10	0	7	7	0	68	0	1	144
Female	28	9	0	5	9	0	99	0	1	151
Total	79	19	0	12	16	0	167	0	2	295
Category % of Total	26.8%	6.4%	0.0%	4.1%	5.4%	0.0%	56.6%	0.0%	0.7%	100.0%
<i>Source for all years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000, all disciplines.</i>										

The USF System awarded 374 doctoral degrees during the 2017-2018 academic year. Of the degrees awarded 52% were awarded to females. With regards to race, NRA graduates are well represented in doctoral degrees awarded, though their proportion has decreased slightly from 2016-17. Blacks showed a slight increase from that period as did Whites, but a modest decrease was shown for Asians and Hispanics. Of note, a greater proportion (though still relatively small) of students identify as “two or more races” or “unknown” (likely due to declining to report), increasing to 4.8% and 4% respectively in 2016-17 and 2017-18.



Table 8. First Professional Degrees Awarded, AY 2017-2018, AY 2016-2017, AY 2012-2013

Table 8a. First Professional Degrees Awarded, AY 2017- 2018, AY 2016-17, and AY2012-13										
USF System										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2017-2018										
Male	0	7	0	36	19	0	80	0	6	148
Female	0	11	1	37	19	2	97	2	11	180
Total	0	18	1	73	38	2	177	2	17	328
Category % of Total	0.0%	5.5%	0.3%	22.3%	11.6%	0.6%	54.0%	0.6%	5.2%	100.0%
AY 2016-2017										
Male	1	7	1	29	20	0	82	3	22	165
Female	0	21	0	48	24	0	104	2	25	224
Total	1	28	1	77	44	0	186	5	47	389
Category % of Total	0.3%	7.2%	0.3%	19.8%	11.3%	0.0%	47.8%	1.3%	12.1%	100.0%
AY 2012-2013										
Male	0	1	0	24	7	0	38	0	5	75
Female	0	5	1	15	11	0	44	0	2	78
Total	0	6	1	39	18	0	82	0	7	153
Category % of Total	0.0%	3.9%	0.7%	25.5%	11.8%	0.0%	53.6%	0.0%	4.6%	100.0%
<i>Source for all years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Doctoral degrees professional practice. Chart for 99.0000, all disciplines.</i>										

The USF System First Professional Degrees Awarded data included 54.9% were earned by females and 45.1% were earned by males for the 2017-2018 academic year.

As indicated in Table 8a, the composition degrees awarded to racially and ethnically diverse students continued to be significant at 40.9%. This is a slight decrease from the previous year. The 40.9% is comprised of students from various race/ethnic backgrounds including: Black, American Indian/Alaskan Native, Asian, Hispanic, Native Hawaiian/Other Pacific Islander, and Two or more races. White students represented 54% and students identifying as Unknown represented 5.2% of degrees awarded.

While Asian, Hispanic, Native Hawaiian/Other Pacific Islander, and White students increased in degrees awarded, Non-Resident Alien (International), Black, and Two or more races decreased in First Professional Degrees awarded.

An in-depth analysis of the specific degrees awarded are discussed in the following tables and narratives.

Table 8b. First Professional Degrees Awarded, AY 2017- 2018, AY 2016-17, and AY2012-13 M.D.										
USF System										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2017-2018										
Male	0	3	0	27	4	0	49	0	3	86
Female	0	2	1	19	8	0	35	1	6	72
Total	0	5	1	46	12	0	84	1	9	158
Category % of Total	0.0%	3.2%	0.6%	29.1%	7.6%	0.0%	53.2%	0.6%	5.7%	100.0%
AY 2016-2017										
Male	0	1	1	10	14	0	52	2	10	90
Female	0	5	0	21	10	0	27	1	8	72
Total	0	6	1	31	24	0	79	3	18	162
Category % of Total	0.0%	3.7%	0.6%	19.1%	14.8%	0.0%	48.8%	1.9%	11.1%	100.0%
AY 2012-2013										
Male	0	1	0	15	5	0	31	0	0	52
Female	0	2	1	13	8	0	28	0	2	54
Total	0	3	1	28	13	0	59	0	2	106
Category % of Total	0.0%	2.8%	0.9%	26.4%	12.3%	0.0%	55.7%	0.0%	1.9%	100.0%

*Source for all years: IPEDS Completions CIP Code 51.1201--Doctor's degree-professional practice.*

The USF System Medical Degrees Awarded data included 45.6% were earned by females and 54.4% were earned by males for the 2017-2018 academic year.

As indicated in Table 8b, the composition degrees awarded to racially and ethnically diverse students continued to be significant at 41.1%. This is a slight increase from the previous year. The 41.1% is comprised of students from various race/ethnic backgrounds including: Black, American Indian/Alaskan Native, Asian, Hispanic, Native Hawaiian/Other Pacific Islander, and Two or more races. White students represented 53.2% and students identifying as Unknown represented 5.7% of degrees awarded.

While Asian and White students increased in degrees awarded, Black, Hispanic, and Two or more races decreased in First Professional Degrees awarded.

Table 8c. First Professional Degrees Awarded, AY 2017- 2018, AY 2016-17, and AY2012-13										
Doctor's Degree Nursing Practice										
USF System										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2017-2018										
Male	0	0	0	0	1	0	3	0	0	4
Female	0	5	0	7	1	0	14	1	2	30
Total	0	5	0	7	2	0	17	1	2	34
Category % of Total	0.0%	14.7%	0.0%	20.6%	5.9%	0.0%	50.0%	2.9%	5.9%	100.0%
AY 2016-2017										
Male	1	0	0	0	0	0	1	0	0	2
Female	0	10	0	2	1	0	20	0	1	34
Total	1	10	0	2	1	0	21	0	1	36
Category % of Total	2.8%	27.8%	0.0%	5.6%	2.8%	0.0%	58.3%	0.0%	2.8%	100.0%
AY 2012-2013										
Male	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	2	0	3	0	0	5
Total	0	0	0	0	2	0	3	0	0	5
Category % of Total	0.0%	0.0%	0.0%	0.0%	40.0%	0.0%	60.0%	0.0%	0.0%	100.0%

*Source for all years: IPEDS Completions CIP Code 51.3818--Doctor's degree professional practice.*

The USF System Doctoral Degree Nursing Practice data included 88% were earned by females and 54.4% were earned by males for the 2017-2018 academic year.

As indicated in Table 8c, the composition degrees awarded to racially and ethnically diverse students continued to be significant at 44.1%. This is an increase from the previous year. The 44.1% is comprised of students from various race/ethnic backgrounds including: Black, American Indian/Alaskan Native, Asian, Hispanic, Native Hawaiian/Other Pacific Islander, and Two or more races. White students represented 50% and students identifying as Unknown represented 5.9% of degrees awarded.

While Asian, Hispanic, and Two or more races students increased in degrees awarded, Non-Resident Alien (International), Black, and White students decreased in Doctoral of Nursing Practice degrees awarded.

Table 8d. First Professional Degrees Awarded, AY 2017- 2018, AY 2016-17, and AY2012-13										
Doctor's Degree Physical Therapy										
USF System										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2017-2018										
Male	0	1	0	2	3	0	11	0	1	18
Female	0	1	0	2	3	0	19	0	2	27
Total	0	2	0	4	6	0	30	0	3	45
Category % of Total	0.0%	4.4%	0.0%	8.9%	13.3%	0.0%	66.7%	0.0%	6.7%	100.0%
AY 2016-2017										
Male	0	2	0	9	1	0	8	0	1	21
Female	0	2	0	20	2	0	29	0	6	59
Total	0	4	0	29	3	0	37	0	7	80
Category % of Total	0.0%	5.0%	0.0%	36.3%	3.8%	0.0%	46.3%	0.0%	8.8%	100.0%
AY 2012-2013										
Male	0	0	0	9	2	0	7	0	5	23
Female	0	3	0	2	1	0	13	0	0	19
Total	0	3	0	11	3	0	20	0	5	42
Category % of Total	0.0%	7.1%	0.0%	26.2%	7.1%	0.0%	47.6%	0.0%	11.9%	100.0%

*Source for all years: IPEDS Completions CIP Code 51.2308 Doctor's degree professional practice.*

The USF System Doctoral Degree in Physical Therapy Awarded 45 degrees in the 2017-2018 academic year. Of the degrees awarded, 60% were earned by females and 40% were earned by males.

As indicated in Table 8a., the composition degrees awarded to racially and ethnically diverse students are just over a quarter of the population at 26.6%. This is a significant decrease from the previous year. The 26.6% is comprised of students from various race/ethnic backgrounds including: Black, American Indian/Alaskan Native, Asian, Hispanic, Native Hawaiian/Other Pacific Islander, and Two or more races. White students represented 66.7% and students identifying as Unknown represented 6.7% of degrees awarded.

While White and students who identified as race Unknown, increased in degrees awarded Black, Asian, and Hispanic students decreased in degrees awarded.

Table 8e. First Professional Degrees Awarded, AY 2017- 2018, AY 2016-17, and AY2012-13										
Doctor's Pharmacy										
USF System										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2017-2018										
Male	0	3	0	7	11	0	17	0	2	40
Female	0	3	0	9	7	2	29	0	1	51
Total	0	6	0	16	18	2	46	0	3	91
Category % of Total	0.0%	6.6%	0.0%	17.6%	19.8%	2.2%	50.5%	0.0%	3.3%	100.0%
AY 2016-2017										
Male	0	4	0	10	5	0	21	1	11	52
Female	0	4	0	5	11	0	28	1	10	59
Total	0	8	0	15	16	0	49	2	21	111
Category % of Total	0.0%	7.2%	0.0%	13.5%	14.4%	0.0%	44.1%	1.8%	18.9%	100.0%
AY 2012-2013										
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Category % of Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Source for all years: IPEDS Completions CIP Code 51.2001 Doctor's degree professional practice.

The USF System awarded 91 Doctor of Pharmacy degrees during the 2017-2016 academic year. Of the degrees awarded, 56% were earned by females and 44% were earned by males.

As indicated in Table 8e, the composition degrees awarded to racially and ethnically diverse students continued to be significant at 46.2%. This is an increase from the previous year. The 46.2% is comprised of students from various race/ethnic backgrounds including: Black, Asian, Hispanic, and Native Hawaiian/Other Pacific Islander. White students represented 54% and students identifying as Unknown represented 5.2% of degrees awarded.

While Asian, Hispanic, Native Hawaiian/Other Pacific Islander, and White students increased in degrees awarded, Black, Two or more races, and students who indicated race as Unknown decreased in degrees awarded.

## Student Services (Part III. D)

The USF System is required to conduct periodic reviews of its student services to determine compliance with equity status. Non-Discrimination on the basis of race, color, national origin, sex, religion, age, disability, marital status, veteran status or any other basis protected by law is required. The following is a self-assessment by institution (USF Tampa, St. Petersburg, and Sarasota-Manatee) of the following areas: Academic Advising, Admission to Academic Program, Health Services, Club and Intramural Athletics, Student Financial Assistance, Housing, Student Employment, Educational and Work Environment, and Personnel.

### Academic Advising

#### USF Tampa

##### Academic Advising

The academic advising community at USF Tampa remains committed to equitable and accessible support and services for all students. The Multi-Cultural Advising Committee (MCAAC), as an offshoot of the Council on Academic Advising, continues to educate the advising community on how to advocate and guide USF student communities of color. This past fall, MCAAC ran an extremely successful workshop in October 2018 entitled “**How White Privilege Impacts the Advising Experience**”. **The session content was well-received** within the community, which asked for the workshop to be duplicated because of demand (December 2018). This committee continues to brainstorm creative methods to engage the community in equity work including tentative talks about working with Diversity, Inclusion & Equal Opportunity (DEIO) to create a campus training related to minority student issues.

##### Academic Advocacy

**The Office of Academic Advocacy (OAA) continues to support USF’s strategic focus on increasing student persistence and on-time graduation as well as avoiding excess credit hours.** OAA is dedicated to facilitating student success via equitable and inclusive access to effective student services and programs. **Academic Advocacy’s coordination and collaboration between diverse institutional offices continues to reduce institutional barriers for undergraduate students:** staff served on over 20 different university committees. The introduction of additional technology tools (e.g., Canvas referrals directly from faculty and OAA report suite) are innovative strategies recently deployed within OAA to ensure that students in academic crisis do not go unnoticed or unsupported.

For more information, please visit: <https://www.usf.edu/undergrad/academic-advocacy/>.

#### USF St. Petersburg

Academic Success Coordinators (ASC) – Academic Advising created and filled two Academic Success Coordinator Positions. The evolution of these positions, dedicated to early intervention for all undergraduate students, has resulted in better coordination of student outreach efforts, FTIC cohort status reviews, and has provided for the full utilization of Archivum at USFSP. One ASC serves as the liaison with USFT on the Archivum Agile upgrade committee as well as serves as the chairperson on both Archivum committees. With the full implementation of Archivum, Advisors now maintain an assigned student caseload for the purposes of accountability and outreach.

FUSE Programming – Advising negotiated 9 new FUSE plans for USFSP majors for fall 2017. An additional 6 majors were in negotiation for 2018; however, only one was approved for implementation.

Program Review - USFSP contracted an outside consultant, Ruffalo Noel Levitz, to review academic advising at USFSP. Advising collaborated with the consultant in providing pre-visit data and narratives and scheduled student, faculty, and administration meetings with the consultant. In response to this review, Advising has worked with representatives across the institution to develop a mission statement and goals. Also based on the Ruffalo Noel Levitz review and suggested research of advising models at other institutions, Advising developed a proposal for new advising structure. The implementation of this structure is based on prescribed advising interactions with students based on level, GPA, and standing. The model developed delineates additional contact hours obtained for each position filled. It provides for long-term development and implementation. This model is consistent with the data and anecdotal information provided through Archivum.

Tracking Finish in Four – This was the first year advising developed a systematic review of all FTIC cohort students who could graduate within 4 years. Advisors provided each student with a term by term degree completion plan in DegreeWorks and coded information about anticipated graduation dates in Archivum. Finally, advisors reviewed each student after registration to ensure continued compliance. Where compliance did not exist, advisors reached out to students to develop a modified plan to still provide for a 4-year graduation time-frame, where possible.

Increased walk-in opportunities – To address advising appointment bottlenecks during registration, advising implemented new targeted walk-in dates during the first 3 weeks of registration. To accommodate fall registration for spring, during 5 half-day walk-in opportunities, advising saw 425 students and resolved issues that prohibited student registration. To accommodate spring registration for summer/fall, during 6 half-day walk-in opportunities, advising saw 454 students and resolved issues that prohibited student registration.

Modified academic success plan process – While advising has had a well-established process for working with students academically at-risk (institutional GPA of 2.1 or less), we enhanced this process to take advantage of the availability of Academic Success Coordinators within the unit. Previously, academic related suggestions were outlined in a student/advisor contract referred to as an Academic Improvement Plan (AIP). Students agreed to and signed delineated steps for enhancing their grades which included many responses that ranged from the utilization of the success center to applying for grade forgiveness. The contract also ensures that students thoroughly understand policies that affect their academic standing (W grades, academic probation rules, etc.) Now, we require an additional meeting with an Academic Success Coordinator who utilizes a SMART goals contract to address some of the more logistical/behavioral issues.

Increased advising visibility to students – **Prior to registration, advisors have made concerted efforts to “go where students are” and increase awareness of our services. Last spring, we provided advising meetings in the residence halls at 5:00 pm. This year, the office hosted “Advising at the Reef” from 11:00 am to 1:00 pm for 7 weeks in the fall and 6 weeks in the spring. Advisors also schedule one half-day in the veteran’s center each semester.**

Academic Progress Rate – **Advisors’ efforts were critical in the 10% increase in the FTIC student APR from 2016 to 2017. Advisors and Success Coordinators participated in extensive emailing and calling campaigns to assist students with academic, financial, and personal issues that were precluding students’ successful continuation into year two.**

Student Satisfaction Survey – Advising provides a link to a student satisfaction survey to every student who participates in an advising appointment. (Links are also provided in all email responses.) The percentage of positive results for 9 evaluative questions, by semester are listed below:

- **Summer '17** – 185 students responded. The positive response range for evaluative questions were 98% to 100%
- **Fall '17** – 166 students responded. The positive response range for evaluative questions were 96% to 98%

PBF Analysis – Advising performed a thorough analysis of all fall '17 graduates to provide colleges with a list of variables contributing to excess hours for their majors. This analysis also provided recommendations, by college, for steps to address changes to reduce hours to degree.

For more information, please visit <http://www.usfsp.edu/academic-advising/>

### USF Sarasota-Manatee

USF Sarasota-Manatee continuously works to improve and evaluate academic advising to ensure holistic student success. Academic advising is an integral part of Student Services at USF Sarasota-Manatee. The University believes a low student-to-advisor ratio is important to improve student retention rates and reduce time to graduation. For the 2016-2017 academic year, the student-to-advisor ratio at USF Sarasota-Manatee was under the national median student ratio of 300 students per advisor for a medium-sized, public, masters-granting institution (Advisor load statistics from 2011 NACADA National Survey of Academic Advising).

Academic Advising has expanded collaboration with colleges and administrative areas across the University to enhance student success through academic advising and tracking. Advising works closely with college deans and schedulers, analyzing student course needs, to determine course offerings for upcoming semesters to increase performance related to the time to degree and graduation metrics. Advising has also established a collaborative relationship with the USF Sarasota-Manatee Title IX coordinator and integrates that person into advising appointments as needed. Veteran Services are a priority at USF Sarasota-Manatee and advisors incorporate self-identification of students receiving VA benefits into their New Student Advising Appointments to educate them about the veteran services available at USF Sarasota-Manatee. Further, cross-training in common advising functions has allowed Academic Advising at USFSM to remain successful, even in instances where advisors are out on leave or unavailable.

Students are encouraged to register early through special registration events every fall and spring and receive subsequent email reminders. Academic Advising also continued with the Priority Advising Campaign to encourage students to meet with an advisor early allowing more appointment openings closer to registration time. Implementation of targeted registration email blasts has increased on-time registration around 10%. **Further, the development and implementation of registration tabling events allows USFSM's Records and Registration team to reach about 180 students on average each semester; 30% of those students complete a follow-up walk-in appointment with an advisor.**

USF Sarasota-Manatee continues to take a proactive approach to working with students who are "at risk" or on academic probation. A dedicated Retention Advisor works with students who earn a USF GPA below a 2.0, who are placed on probation, or who have an Academic Probation hold preventing registration. This position was reclassified to include freshman advising and persistence functions. This advisor now works collaboratively across the entire USFSM student undergraduate cohort to ensure on-time graduation and persistence accountability.

USF Sarasota-Manatee requires all students on academic probation to meet with an academic advisor and sign a probation contract in order to lift the hold, during which time the advisor has the opportunity to work with



individual students on creating a plan to overcome barriers to success. The advisor also makes appropriate referrals for services, educates students on how to calculate and predict their grade-point average (GPA), and assists in selecting appropriate courses for future enrollment. An "early alert" system (integrated into Canvas) allows faculty to refer students, prior to midterm grades, who are experiencing any difficulty and may benefit from outreach by the Retention Advisor.

Additionally, a persistence committee, which focuses on developing case management plans for at-risk cohorts of students, connecting them to an advisor who can set them on the right track, was implemented in 2017. This committee is comprised of members from a variety of USFSM offices, including Student Engagement, Information Commons and Library Services, Academic Advising, Disability Support, E-learning; the taskforce also includes faculty representation. This team works to collaboratively engage students who are identified as "at risk." **Advisors play a critical role in helping students identified as "at risk."**

Academic Advisors at USFSM play an invaluable role in student success, satisfaction, matriculation, enrollment, persistence, and retention.

For more information, please visit: <http://usfsm.edu/academics/academic-resources/academic-advising/index.aspx>.

## Admission to Academic Programs

### USF Tampa

The Office of Admissions continues to:

- **Increase underrepresented populations of FTIC applications and admits despite the presence of "One Florida" which states that state universities are prohibited from addressing incorporating race, ethnicity or gender at the point of admission;**
- Expand the opportunities influencing application to admissions conversion rates and maintain or improve admit to enrollment yield rates;
- Invite high schools, community-based organizations, and students for a campus visit experience, developed and maintained strong positive relationships with high school counselors, community based organizations, and agencies serving underrepresented students, facilitated admissions workshops and programs informing students and their families; and
- Increase and enhance the quality of opportunities for all students by building upon recruitment and outreach strategies by influencing marketing materials and hosting events specifically addressing the needs expressed by students and families.
- **Increase underrepresented populations of FTIC applications and admits despite the presence of "One Florida" which states that state universities are prohibited from addressing incorporating race, ethnicity or gender at the point of admission;**
- Works closely with local Florida College System institutions promoting FUSE. FUSE is an evolving initiative between the University of South Florida (USF) and 7 partnering Florida College System institution providing access for students seeking a four-year baccalaureate degree. FUSE provides **students with the mapped graduation paths which incorporate the AA degree track with USF's 4 year Bachelor's degree track. The graduation paths ensure a student will experience a positive enrollment experience upon entering USF.**

For more information, please visit: <https://www.usf.edu/admissions/>.

## USF St. Petersburg

During the 2018 admissions cycle, the 2,177 applications from historically underrepresented students comprised 51.1% of the **4,256 applications submitted, a decrease of .6% relative to last year's 51.7% of the 5,616 total applications. Black and Hispanic's 1,827 applications accounted for 42% of the pool, a one point increase from 2017's totals. The representation of the next two largest populations, Asian and Two or More Races, remained largely static at 3.3% and 5.3% respectively.**

Admission offers to diverse populations, 680, dropped by 2 points to 41% of the 1,654 offers. Hispanic students were the largest cohort with 389 admits (23.5%), followed by Black (8.2%) and Two or More Races (4.6%). The relative representation of all three groups dropped by 1.5% to 2%. These shifts were, in part, influenced by the mid-cycle adjustment, and reset of admissions goals and review criteria. The continued impact of consolidation, particularly a centralized FTIC admissions effort led by Tampa Office of Admissions, has resulted in a dramatic contraction of diversity during the first year of implementation for the 2018/2019 cycle. We have been assured by Tampa Office of Admissions that this first year will be the most dramatic impact, after which we should see steady gains in subsequent cycles. That having been said, it remains important to keep in mind that, as noted in previous reports, One Florida compliance restricts state universities from incorporating race, ethnicity, or gender in the admissions review process. Nevertheless, USFSP prioritizes the recruitment of diverse areas across the state to encourage all eligible students to apply, complete their applications, and ultimately enroll.

For Transfers, USFSP received 753 applications from students of diverse backgrounds, which accounted for 36.5% of the 2,063 total, up 3.5% from 2017. Hispanic and Black students, who submitted 361 and 252 applications respectively, contributed 29% of the total, an increase of 2% from last year. Asian and students who reported Two or More Races each represented 3% and 3.8% respectively. Transfer admit rates followed a similar pattern to applications, with Hispanic (252) and Black (130) accounting for 27.4% of all admits; Asian American and Two or More Races admits were 3% each.

Given the continued expansion of *Fuse* Academic Pathways with St. Petersburg College (SPC), we anticipate that Florida College System (FCS) application generation and admit offers will remain steady for at least another year despite enrollment shortfall at FCS institutions across the state. Nevertheless, we have found that *Fuse's* success is influenced by having more robust recruitment and advisement support services both at USFSP and, especially, on the campuses of our FCS partners. To that end, we will continue advocating for the employment of a Transfer Recruiter/Advisor who can provide concierge service to Transfer students as they prepare to transition from SPC to USFSP.

More information is available at <http://www.usfsp.edu/admissions/>

## USF Sarasota-Manatee

At USFSM, overall headcount enrollment was up each term in 2017-2018 compared to the previous year by 4.8% in Summer 2017, 2.3% in Fall 2017, and 1.9% in Spring 2018. Spring 2018 also marked the eleventh consecutive **semester where overall enrollment was higher than the previous year's term. Another highlight from this past year is the record number of new freshmen enrolling with 25 in summer 2017, 110 in fall 2017, and 13 more in spring 2018. Fall 2017 transfer enrollment was also strong with the 403 transfers enrolling being the highest number of transfer students in a fall term in 5 years. The decrease in summer 2017 transfer enrollment can be attributed to our Communication Sciences & Disorders program going from a summer only start to now accepting students every semester.**

Overall, USFSM application-to-admit conversion and admit-to-enroll yield both decreased by 2%. A record number of freshmen applications and admits offset these numbers on the FTIC side. Fall 2017 yield was a highlight as well as it increased by 1% to 55% which is significantly higher than the national average of 36%. Summer 2017 and spring 2018 Yield percentages were also favorable. For fall 2017 transfers an increase in applications and admits also enabled us to increase our enrolled number over last year. A big part of the overall decrease in conversion and yield are the decreases for both on the graduate level.

Looking at the 2017-2018 year compared to 2016-2017, USFSM experienced a 15% increase in new enrolled students from underrepresented populations. Our new Hispanic/Latino student population is a big factor for this increase as we saw a 47% increase (56 students) in new Hispanic students compared to last year. Our new Bilingual Admissions Counselor position was a big factor in this increase as he was able to develop relationships with community partners and high schools and we received positive feedback from his interactions with Hispanic students and parents.

For more information, please visit: <http://usfsm.edu/admissions/>.

## Health Services

### USF Tampa

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

For more information, please see: <https://www.usf.edu/student-affairs/student-health-services/about-us/aboutshs.aspx>.

### USF St. Petersburg

The USFSP Wellness Center provides medical, counseling, victim advocacy and health promotion services to the USFSP student body. We also provide outreach and consultative services to the larger USFSP community. Our medical services cover all primary care and gynecological care for students, including management of chronic and acute concerns. Our office is open 8-5pm M-F. We also offer an after-hours nurse advice line.

In comparing FY16-17 to FY17-18, health services at USFSP Wellness Center have had increased utilization (12% increase in total visits, 25% increase in average daily visits, and 8.5% increase in individuals served). The number of uninsured students has decreased from 31% to 27%. In terms of gender representation, there has been little change with women being the majority of our patients (71% in FY16-17 and 73% in FY17-18). Concerning representation by race/ethnicity, utilization by under-represented groups has also remained relatively unchanged, with no more than a two-percentage point difference in any category. Students identifying as Caucasian are the majority of our patients (61% in both years).

For more information on our services, please see <http://www.usfsp.edu/wellness/>

## USF Sarasota-Manatee

USFSM shares its Counseling and Wellness Center with New College of Florida. The office is located on the New College of Florida campus. The Center has an office on the USFSM campus that has traditionally operated Monday through Friday from 1:00 -5:00 pm during the fall and spring semesters. As of January 2017, students can also meet with counselors, either by appointment or by walk-in, on the USF Sarasota-Manatee campus on Wednesdays from 2:00 – 6:00 pm and on Thursdays from 9:00 am – 1:00 pm.

The Counseling & Wellness Center provides a variety of counseling services, providing short-term care and referrals for students in need of more intensive interventions:

- Individual
- Couples
- Group counseling
- Crisis intervention
- Psycho-educational information

Medical services are available during the fall, spring, and summer terms for registered students. Services are not available during Winter break.

A medical professional is available to students treating a variety of illnesses. Students must bring their USFSM identification card with them to be seen for treatment. Also, measles and MMR (measles, mumps, and rubella) shots are available during the fall and spring terms for a fee. Standard office visits are free and students receive a discount on lab services and other tests.

In fall 2017, 64 students were served through scheduled appointments. In spring 2018, 52 students were served through scheduled appointments. There were no walk-in appointments in AY 2017-2018. There were five non-counseling meetings or appointments scheduled for AY 2017-2018. Over half (57.4%) of students who received services at the Counseling and Wellness Center were white, followed by Latinx (16.7%), African American (7.4%), West-Indian (1.8%), and Asian (1.8%) students. The remainder did not answer the demographic questions on the form. **Note: as a function of USFSM's shared services agreement with New College of Florida, demographic descriptors on the intake form differ from other demographic descriptors present in USFSM's data (e.g., Latina/Latino/Latinx vs. Hispanic).**

USFSM set a goal to hire a full-time mental health outreach specialist. This search was postponed until fall 2018; however, a successful hire has been made. USFSM has set a goal to increase the number of appointments in 2018-2019 and expects to attain this goal given increased presence on campus and expanded staff to support this demand.

For more information, please see: <http://www.usfsm.edu/campus-life/health-and-safety/counseling-and-wellness-center/index.aspx/>.

## Club and Intramural Athletics

### USF Tampa

USF Tampa Campus **Recreation's mission is to** enrich educational experience by providing opportunities that focus on the development of lifelong wellness skills for students, faculty, and staff. Campus Recreation provides diverse programs, services, and facilities which provide opportunities for physical activity and contribute to learning in safe, challenging, and supportive environments. Fifty-six percent of campus recreation employees identify as female with 44% identifying as male. Regarding race, 52% identified as White, 21% Hispanic, 16%

Black/African American, 11% Asian, and less than one percent for American Indian/Alaskan Native and those that identify as other.

For more information, please visit: <https://www.usf.edu/student-affairs/campus-rec/index.aspx>.

#### USF St. Petersburg

USFSP Campus Recreation department provides the USFSP campus community the opportunity to engage in diverse recreational activities that promote a healthy active lifestyle. With facilities and programs that create an inclusive and welcoming environment, USFSP Campus Recreation guides students into leading healthy and balanced lifestyles. During the FY17, 57.5% of USFSP Campus Recreation employees reported as being female and 42.5% reported as being male. The Fitness Center reported the highest gender representation gap of 61% student employees identifying as being female compared to 39% identifying as male. In terms of representation of race/ethnicity, 13% identified as Black, 6% identified as Hispanic and the majority of USFSP Campus Recreation student employees identified as White/Caucasian at 79%.

For more information, please visit <https://www.usfsp.edu/campus-recreation/>.

### Student Financial Assistance

#### USF Tampa

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

Pell Grant Eligible students: In fall 2018, USF Tampa enrolled an undergraduate population that was 36% Pell Grant eligible, demonstrating our commitment to economically disadvantaged students.

Launched the Green to Gold Grant for entering Florida FTIC students with a zero EFC. The program guarantees that tuition, fees and books and supplies are covered as long as the student meets financial aid and academic renewal requirements.

Financial Education Office: This office, launched in April 2013, continues to expand its services to encompass a broad range of financial topics relevant to students during college and after their USF experience. To date for FY19, we have had contact with over 4,300 students.

We continued to provide assistance to 17 families of entering out of state students to help them understand how **to pay for their students' education.**

All 100 students in the entering summer class from Student Support Services are required to participate in mandatory financial wellness coaching. Participation in these coaching sessions provides students from underrepresented populations the basic information they need in order to successfully apply for aid, pay their institutional charges and minimize their student loan debt.

We also communicated with students with past due balances and assisted in resolving their institutional debt. Over 5,000 students were contacted by email and 98 students were successfully assisted in paying their bills.

College Planning Web Site: USFAS maintains a college planning website with information and tools for students and their families, especially those who view cost as a barrier in achieving a college degree. The website provides quick links to a number of college planning resources including, step-by-step financial aid process, information on high school planning nights coordinated by the Hillsborough County School District, and other college planning resources. Professional staff from USFAS conducts many of these sessions. Brief videos are also available to **guide students through filing the FAFSA and using USF's OASIS student system.**

Cost Calculator (USF Tampa): Increased awareness of the online calculator for students and families to use in determining the cost of attending the USF Tampa campus. The Cost Calculator was introduced to families at district financial aid high school nights, Office of Admissions events, and New Student Orientation. A Spanish version

Computer Stations in USFAS Lobby for Assisted Self-Service: USFAS provides 10 computer stations in the office lobby with staff to assist students and families in completing applications and online forms. This service helps overcome perceived barriers for students and families who may feel overwhelmed by the application process.

Outreach Programs & Services: USFAS develops and participates in many outreach programs and services throughout the year to assist students and their families in establishing realistic financial plans for achieving a college education through planning, budgeting and applying early for financial aid.

USFAS participates in numerous events during the year hosted by the Office of Undergraduate Admissions. These events include students who have indicated an interest in attending USF or have already been admitted.

Summer Access Programs: USFAS provides financial aid and financial education presentations to students in the Student Support Services (TRIO) and Upward Bound/College Reach Out. Students in these programs are from underrepresented populations. Assistance was also provided to these students through FAFSA help sessions in the USFAS lobby.

Staff members serve on the Persistence Committee with a focus on ensuring that eligible freshmen who started at USF in summer/fall 2018 are able to continue their enrollment for fall 2019.

USFAS is an integral member of the Archivum Case Management system, providing individualized assistance to students who are at risk of not persisting and/or graduating.

For more information, please visit: <https://www.usf.edu/financial-aid/getstarted.aspx>.

#### USF St. Petersburg

- The USFSP Office of Financial Aid and Scholarships and the AFLOAT (Advising Financial Literacy Objective and Training) Financial Education provide information and tools to promote college access and affordability, particularly to first-generation, underrepresented students.
- Pell Grant Eligible students: According to IPEDS: Winter 2016-17, in fall 2016, USFSP enrolled an undergraduate population that was 42% Pell Grant eligible, demonstrating our commitment to economically disadvantaged students.
- FAFSA and USFSP Privately Funded Scholarships: In partnership with USFSP Communications and Marketing, and USFSP Admissions, USFSP launched a marketing campaign to inform students about the FAFSA and USFSP Privately Funded Scholarship applications opening on October 1st of every year.

In addition, every Friday from October through December, the Office of Financial Aid and Scholarships provided hands-on assistance in completing FAFSA applications to meet our January 1st priority FAFSA application deadline, in order to be considered for the maximum amounts and types of federal, state and institutional aid available.

- Study Abroad Grants: Additional need based grants were awarded in summer 2018 in an effort to make a study abroad experience more affordable, and thus an option, for low income students.
- Computer Stations in the USFSP Office of Financial Aid for Assisted Self-Service: The USFSP Office of Financial aid provides a computer station within the office for staff to assist students and families in completing applications and online forms. This service helps overcome perceived barriers for students and families who may feel overwhelmed by the application process, or who wish to have a more private interaction with staff.
- Hispanic Student Assistance: There is a full-time Spanish speaking staff member to assist families during Orientations and through one-on-one appointments. This individual often works with the **Hispanic speaking staff in the USFSP Cashier's office to help families with their financial challenges.**
- Outreach Programs & Services: The USFSP Office of Financial Aid and Scholarships as well as the AFLOAT Financial Education program develop and participate in many outreach programs and services throughout the year to assist students and their families with applying for financial aid. Public and Private high schools within Pinellas County School District invite USFSP to participate in high school planning nights along with the Florida Department of Education. Professional staff from the USFSP Office of Financial Aid conduct many of these sessions.
- Recruitment: The USFSP Office of Financial Aid participates in numerous events during the year hosted by the USFSP Office of Undergraduate Admissions, USFSP Office of Graduate Admissions, and individual College presentations. These events include students who have indicated an interest in attending USFSP or have already been admitted. Of interest is the Anchor event, which is held early in the year to assist with developing a college budget with a panel of experts from across campus to discuss the expenses of college (housing, meal plan, books, parking, and tuition and fees) and how to pay for those expenses with financial aid options.
- Data Action Team: USFSP Office of Financial Aid and Scholarships participated in the work of the Data Action Team with a focus on making data driven decisions on financial support for incoming freshmen and for graduating seniors with due balances preventing subsequent registration. Small grants were offered to enable them to continue their enrollment or to graduate.
- Financial Education: AFLOAT (Advising Financial Literacy Objectives and Training) Financial Education program provides one-on-one coaching to students from all socio-economic levels. Particular emphasis is placed on providing counseling along with a financial plan for those students identified to receive financial assistance from the small retention grants mentioned above. As part of the grants described above, students receiving this grant were required to attend a counseling session with a Financial Education Advisor to assist students in establishing realistic financial plans for achieving a college education through planning, budgeting and applying early for financial aid. The program not only assisted with the Data Action Team grants, but also provided one-on-one coaching, workshops, and presentations across campus. In the first three months, almost 450 students have interacted with the AFLOAT Office to receive guidance on various financial literacy topics.

For more information, please visit <https://www.usfsp.edu/financial-aid/>

## USF Sarasota-Manatee

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

- Pell Grant Eligible Students: In Fall 2017, 52 USF Sarasota-Manatee students received Pell Grants (40%), demonstrating a commitment to economically disadvantaged students. Total Pell aid awarded was \$280,334, with an average award of \$5,391 per student.
- Scholarships: Need-based foundation scholarships are available and enable underrepresented students the opportunity to apply.
- Study Abroad Grants: Study abroad grants and scholarships were awarded in summer 2017 in an effort to make a study abroad experience more affordable and, thus, an option for low-income students.
- College Planning Web Site: USF Sarasota-Manatee's Financial Aid office provides a college planning website with information and tools for students and their families, especially those who view cost as a barrier in achieving a college degree. The website provides quick links to a number of college planning resources including college-cost calculators, step-by-step financial aid processes, information on high school planning nights coordinated by the Sarasota and Manatee County School Districts, the Sarasota Chamber of Commerce, and other college planning resources. USF Sarasota- Manatee's professional staff members conduct many of these sessions. Brief videos are also available to guide students through filling the FAFSA and using the OASIS student system.
- Introduction to College Success Course: To help expand knowledge of FAFSA, important admission and financial aid deadlines, and other knowledge that might be complex to FTIC students and their families, USFSM unveiled an “Intro to College Success” course. This course was offered free of charge to families in the community and was supported via the Sarasota College Access Network. Upon completion, students received an admissions fee waiver and were paired with a mentor on the USFSM campus to guide them through any remaining processes.
- SLS 1107 Course Redesign: To ensure that students are prepared with the appropriate knowledge in financial aid, debt repayment and borrowing, and budgeting, the SLS 1107 (Foundations of University Success) course was re-tooled to include a module on financial literacy.
- Computer Stations in the Financial Aid Lobby for Assisted Self-Service: USF Sarasota-Manatee provides four computer stations in the office lobby with staff to assist students and families in completing applications and online forms. This service helps overcome perceived barriers for students and families who may feel overwhelmed by the application process.
- Spanish Financial Aid Guides and FAFSA Worksheets: These Federal publications are available in Spanish to assist students and their families. In addition, a full-time Spanish speaking staff member assists families upon request.
- Outreach Programs & Services: Admissions & Financial Aid develops and participates in many outreach programs and services throughout the year to assist students and their families in establishing realistic financial plans for achieving a college education through planning, budgeting and applying early for financial aid.
- Recruitment: Admissions & Financial Aid holds numerous events during the year for students who have indicated an interest in attending USF Sarasota- Manatee or have already been admitted.
- FAFSA (Oct-March): Financial Aid staff members promote and provide one-on-one guided assistance in the office lobby for students and their families and participates in the Florida College Goal Sunday initiative to assist students and parents in completing the Free Application for Federal Student Aid (FAFSA). In addition, the staff presents FAFSA workshops at local high schools and this year became involved with the Florida FAFSA challenge through Florida College Access Network with the Sarasota School District and Sarasota Chamber of Commerce, as well as the Unidos Now organization.



- Community Access Programs: USF Sarasota-Manatee provides financial aid presentations to students in community-sponsored programs such as Take Stock in Children, Unidos Now, Sarasota High Achievers Program, and Community Youth Development programs. These programs serve students from underrepresented populations.
- Financial Literacy Day: To help ensure students (and the surrounding community) are aware of best practices in financial literacy, USFSM held its first Financial Literacy Day in 2018. This successful event allowed experts from the region to share principles of financial literacy and was free to all students.

For more information, please visit: <http://www.usfsm.edu/admissions/scholarships-and-financial-aid/index.aspx>.

## Housing

### USF Tampa

Housing and Residential Education is dedicated to create safe and welcoming residential communities that promote student success and produces engaged global citizens. Within Housing and Residential Education student will have access to Living Learning Communities and several opportunities to be involved including the Academic Initiatives. The role of the Academic Initiatives team is to enhance the learning and development process for residents by providing resources and tools to aid in their academic careers.

With regard to gender, residents self-identified as 57% female and 43% male. When asked about race/ethnicity they identified as the following: 49% White, 17% Hispanic, 12% Black, 9% Non-resident Alien, 6% Asian, 4% Two or more races, and less than one percent for American Indian/Alaskan Native and Native Hawaiian or Pacific Islander. Seventy-nine percent of the residence are Florida residents, 10% out of state, 7% out of country, and 4% special Florida resident.

For more information regarding Housing and Residence Education please visit: <https://www.usf.edu/housing/>.

### USF St. Petersburg

Housing and Residence Life strives to foster an inclusive living/learning environment for all of its residents. From the perspective of compositional diversity for the 2017-2018 academic year, USF St. Petersburg's residents self-identified in the following ways: **66.62% female and 33.24% male with one student identifying as 'other'**. There was a .61% increase in female identifying students living on campus compared to the 2016-2017 academic year. Florida Residents made up 94.3% of our on campus resident population with 5.2% of students coming from out of state. The racial and ethnic breakdown of our residents was as follows:

- **'White/Non-Hispanic' made up 54.56% of the residential population,**
- **22.11% identified as 'Hispanic/Latino' making up a 1.09% increase from the 2016-2017 academic year, and;**
- **14.3% identified as 'Black/Non-Hispanic' which was a 1.47% increase from the 2016-2017 academic year.**
- **The remaining population identified as either 'Asian', 'American Indian', or Unknown.**

From a programmatic perspective, students indicated when surveyed the following:

- 80% of residents agree or somewhat agree that HRL staff care about their well-being;
- 90% of residents indicated they were satisfied with their Resident Assistant regarding helping them with a problem;

- 84% of residents agreed that as a result of their on-campus housing experience, they are better able to balance their social, work and academic commitments;
- 84% of residents agreed that living in on-campus housing positively contributed to their learning;
- 85% of residents agreed that their on-campus housing experience helped them interact with residents who are different from them (i.e., race, gender, beliefs).

Additional information about Housing and Residence Life is available at <http://www.usfsp.edu/housing/>

## Student Employment

### USF Tampa

Student Employment at USF Tampa is routed through the Division of Human Recourses for on-campus employment. Recruitment of student employees is hosted by the platform Careers@usf located at: <https://usf.edu/work-at-usf/careers/> and is open to all student without regards to race, color, ethnicity, nationally, origin, sex, religion, age, disability, marital status, veterans status or any other basis protected by law. An alternate route for students at the Tampa campus, is through USF Careers Services which uses the platform Handshake located at: <https://www.usf.edu/career-services/handshake/hs-gen-handshake.aspx> & <https://www.usf.edu/career-services/handshake/hs-stu.aspx>. This is open to all current students and alumni and provides opportunities to student for internships, Co-op, part-time, and fulltime jobs. This platform is used at all USF campuses and Career Services advisors are trained in the use of the platform, sign a user agreement and comply with: FERPA, NACE Principles, and NCDA Code of Ethics. All employment sought through Handshake is open to all students without regard to race, color, ethnicity, nationality, origin, sex, religion, age, disability, marital status, veteran status or any other basis protected by law.

Wide scale communication of student employment opportunities takes place at Orientation. Attendance is mandatory and includes all incoming student both FTIC (First Time in College) & Transfer students. Programming is built in that educated student on the options available for employment and since student must complete Orientation in order to register for classes, we have record that student have been made aware of these opportunities. Other communities which take place throughout the year include: Career Fairs, advertising in the Student Building, and Advertising in the Marshall Student Center. Efforts to coordinate this information takes place with the following partners: Division of Human Resources, Career Services, Undergraduate Studies, Orientation, Council of Academic Advisors, and Financial Aid.

For more information, please visit: <https://www.usf.edu/work-at-usf/student-employment/index.aspx>.

### USF St. Petersburg

**USF St Petersburg's Student Employment program is coordinated by a workgroup of Career Center, Human Resource, and Financial Aid employees.** No formal assessment of equity compliance was conducted for 2017-18 academic year. A self-assessment is now planned in 2019-2020 based on section 10 of the Office of Civil Rights MOA Self-Assessment Compliance Checklist. Access to all job postings including student employment positions is provided to students upon their first day of class in the Handshake (<https://app.joinhandshake.com/>) online career management system and job board. Students are automatically uploaded into Handshake from the BANNER student records system via a sync file of all active students. An on-campus job interview day is held the first few weeks of classes. No students are denied access to any event or online program based on race, color,

national origin, sex, religion, age, disability, marital status, veteran status or any other basis protected by law. All Handshake Career Services administrators sign a user agreement, agreeing to compliance with NACE Principles (National Association of Colleges and Employer (NACE) Professional Standards), NCDA Code of Ethics, and FERPA laws; which do include fair and equitable access, treatment, and practices ([https://www.ncda.org/aws/NCDA/asset\\_manager/get\\_file/3395](https://www.ncda.org/aws/NCDA/asset_manager/get_file/3395)).

#### USF Sarasota-Manatee

Student employment at USF Sarasota-Manatee is a function of the inter-connected relationship between Career Services, Financial Aid, and Human Resources. All student employment positions are hosted on Handshake, **USFSM Career Service's online job board**. USFSM is actively working to identify more FWS students for on-campus positions and is collaborating with the Office of Academic and Student Affairs to ensure greater success in this area. Significant improvements in both student career engagement and hiring have been made since AY 2017-2018. The number of unique logins to Handshake increased 62.5% from 518 to 829. The number of student resume reviews increased 51% from 190 to 371. And the number of applications submitted rose 45.8% from 344 to 751. Since 2017-2018, USFSM has also worked to develop targeted email campaigns on job vacancies (58), helped students complete 361 employment profiles, and made 141 student resumes public. Over 1,167 students **have been active in USFSM's Handshake platform**.

## Educational and Work Environment

#### USF Tampa

The university is focused on providing the foundation for student success for all students. USF provides a rigorous academic curriculum that is strategic, competitive, comprehensive, and both intentional and strategic in facilitating the overall student learning experience. There is a plethora of resources available to students to help ensure their academic success to include library resources, tutoring labs, advisors, peer mentors, counselors, and academic advocates, which all contribute greatly to successful student learning outcomes. While academic success is critical, the out of classroom learning opportunities are equally important as they provide students with purposeful learning essentials that move from theory to practice, in essence, holistic student development. **The out of class learning opportunities align with and enhance the university's strategic priorities of producing well educated global citizens.** Research has shown that students who work on campus are more likely to persist, are more inclined to establish relationships with faculty, staff and peers, and allow students career development opportunities. Therefore, partners throughout the university continue to work in concert to help ensure that all students who enter the university are successful in achieving their goals. Student success is the responsibility of each stakeholder at the university, and providing the right educational resources, at the right time, with the right support, will help move each student successfully through the education pipeline.

#### USF St. Petersburg

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

In 2017-2018, the Division of Student Affairs (now the Division of Student Affairs and Student Success) offered several training for staff members on a variety of Diversity topics including a full day of professional

development with Community Tampa Bay on Diversity and Inclusion to create a welcoming and inclusive community for our students. After staff transitions and position review in 2018, the Coordinator for the Office of Multicultural Affairs was re-classified to be an Assistant Director level role beginning in the fall of 2018. This will allow higher competency level to create effective programs and services addressing multicultural competencies of students and staff. In 2018 all staff, faculty and student employees were required to complete a sexual harassment training via an online course. Link to HR policies including Diversity, Equity, Discrimination, Harassment, etc.: <https://www.usf.edu/hr-training/onboarding/emp-policies-regs.aspx>

#### USF Sarasota-Manatee

USF Sarasota-Manatee offers both an excellent academic education and valuable high-impact practices (both curricular and extra-curricular). Co-curricular and student employment experiences support the holistic development of students by providing opportunities for the development of soft skills, as well as the opportunity **for students to network and develop important connections and mentoring relationships.** USFSM's Academic and Student Affairs Division provides critical support services to enrich the student experience; promote student learning; encourage intellectual, social, and personal development; and advocate for policies and programs that empower students to reach their personal, educational, and professional goals.

USF Sarasota-Manatee continues to engage students in high-impact practices, including internships, career preparation, community engagement and service learning, undergraduate research, collaborative learning in groups and teams, global engagement, and more. USFSM continues to exceed goals for internship placements and research participation, with a goal to continuously connect students to meaningful high impact practices. Throughout consolidation, beginning in 2017-2018, Academic and Student Affairs leaders have cultivated meaningful connections with leaders at USF Tampa and USF St. Petersburg to increase these practices even more, ensuring equitable opportunities for all USF students to participate in high-impact practices and academic engagement.

### Effectiveness in Enrollment (Part III. E)

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

#### USF Tampa

The student success movement at the University of South Florida is built on the philosophy that every student admitted into the University will succeed. Through careful strategic enrollment planning and management, our student success initiatives have expanded access to success for under-represented minorities and limited income students. Retention, four- and six-year graduation rates have increased significantly over the last ten years. We have also closed the achievement gaps by race, ethnicity, and socio-economic status. These gains are the product of a philosophy and strategy that balances access with success.

These achievements have brought national acclaim to USF. While much attention has been given to the technology and analytical platforms that we have deployed, those applications would not have been possible without an institutional commitment and a culture of care among our faculty, staff, students, and external partners.

The university will continue to provide a competitive, comprehensive, high quality and vigorous education and environment for faculty, staff and students, allowing for enhanced innovative teaching and learning. It is the responsibility of each person at the university to prepare our students for life beyond USF as they pursue high quality jobs and advanced education in the most prestigious schools across the country.

While undergraduate education has been a tremendous focus of our success at USF, the graduate level has also achieved great improvements. Graduate Studies continues to be the center of leadership for graduate education at the University of South Florida. USF has built a sustainable model for shared best practices in student success, and will continue to use data to support the success of our students by offering the right resources, in the right manner, at the right time to every student. USF remains a diverse institution that is committed to the lifelong success of each student.

#### USF St. Petersburg

USF St. Petersburg is wholly committed to student success and achievement, and continues to work to improve overall effectiveness in enrollment equity. The 2018 *Diverse Magazine's report of the Top 100 Producers of Minority Bachelor's Degrees* highlights increases of 67% - 500% for Asian American, African American, and **Hispanic students' degree attainment in areas of Business, Management Information Systems, Finance, and Natural Resources and Conservation majors.** We are continuing to address our commitment to ensuring access to USFSP among all members of the community and are strengthening our partnership with St. Petersburg College (SPC) via the FUSE program that guarantees students admission to the USF System upon the completion of an **Associate's degree.** The newly established Global Advisory Council and the USFSP International Clubs were formed to increase international diversity, and for students to share different cultures and traditions from around the world. Creation, adoption, and implementation of the inaugural USFSP Diversity and Inclusion Action Plan by stakeholders from across the University provides strategic goals and key initiatives to strengthen university efforts to support a diverse and inclusive community that is welcoming and supportive for all campus community members.

#### USF Sarasota-Manatee

USF Sarasota-Manatee annually administers the College Senior Survey to its senior students through the Higher Education Research Institute at the University of California Los Angeles. The Spring Semester 2018 administration of the Senior Survey showed improved results for USF Sarasota-Manatee in the diversity measures compared to the Spring Semester 2017 administration.

- On a scale of 1-4 (Strongly Agree to Strongly Disagree), 85.10% of students agree or strongly agreed that the “institution has contributed to their knowledge of people from different races/cultures” (mean = 3.19). This compares to 83.5% in the Spring Semester 2017 administration (mean = 3.15).
- On a scale of 1-5 (Very Satisfied to Very Dissatisfied), 78.3% of students were very satisfied or satisfied with the racial/ethnic diversity of the student body (mean = 4.23). This compares to 73.4% in the Spring Semester 2017 administration (mean = 3.99).
- On a scale of 1-5 (Very Satisfied to Very Dissatisfied), 82.8% of students were very satisfied or satisfied compared to 80% in the Spring Semester 2017 administration (mean =4.10).

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

Table 1. Sex Equity in Athletics Update

Element	Assessment	Area for improvement? (check if yes, and describe on form below)
1. Sports offerings	USF sponsors ten varsity sports for women and nine varsity sports for men. All of the sports are NCAA sponsored and compete in the American Athletic Conference with the exception of Sailing. The Women’s Sailing program competes nationally each year. Additionally, USF Athletics is in the exploratory phase of evaluating the potential of adding additional sports for women.	
2. Participation rates, male and female, compared with full-time undergraduate enrollment	<b>The difference between the university’s female undergraduate enrollment ratio for females was 3.2% for the 2017-18 academic year. The university’s female undergraduate enrollment was 56% and the female athlete participation ratio was 52.8%. The male undergraduate enrollment was 44% and male athlete participation ratio was 47.2%.</b>	Yes
3. Availability of facilities, <i>defined as locker room, practice, and competitive facilities</i>	The Lee Roy Selmon Athletics Center provides modern locker room facilities for <b>women’s cross country, indoor and outdoor track, soccer, softball, and tennis. Women’s and men’s basketball is housed in a state-of-the-art basketball practice facility with identical accommodations for each team. The women’s and men’s golf programs are in their Golf Training Center which houses each team’s locker and meeting space as well as coaches offices and specialty training areas. They also share the campus-owned golf course. Women’s volleyball utilizes a renovated locker room and meeting space just below their venue. Competition facilities include the Yuengling Center Corral for women’s volleyball. Additionally, the women’s and men’s soccer teams compete at a soccer specific stadium with seating for 1,500 and berm seating for an additional 1,500 fans. Furthermore, Women’s and Men’s basketball share the 10,000 seat USF Yuengling Center located within the Athletics District. Women’s and men’s track and field and cross country compete in a refurbished track facility featuring the same track surface used in the 2008 Summer Olympics. Softball and baseball have their own state-of-the-art facilities for competition on campus. The sailing facility is located on the St. Petersburg campus with access to boats, etc. We provide a locker room in the Yuengling Center for those sailors as well. This assessment is determined to currently be equitable.</b>	

Element	Assessment	Area for improvement? (check if yes, and describe on form below)
4. Scholarship offerings for athletes	USF provides the maximum NCAA permissible limits of scholarships for each sport. Female athletes received 38.4% of the athletic scholarship funds and the male athletes 61.6% of the athletic scholarship funds. However, the governing body for collegiate sailing does not permit athletic based grants-in-aid and therefore, they do not receive funding, they are operationally supported by the athletics department which includes traveling, academic support, and other student services. This assessment is determined to currently be equitable.	Yes
5. Funds allocated for:		
a) the athletic program as a whole	<b>Resources allocated for women’s sports programs are comparable to that of their male counterparts. Both women’s and men’s programs are provided with all the necessary resources to be competitive in the American Athletic Conference.</b> This assessment is determined to currently be equitable.	
b) administration	Funds allocated to administrative services are equitably distributed between men <b>and women’s programs. This assessment is determined to currently be equitable.</b>	
c) travel and per diem allowances	Per diem allowances are standard for the department with mode and method of travel determined by destination, size of team, academic considerations, and schedule. Teams have per diem based on destination with a maximum determined annually by Florida State statute. The general rule for all programs is that teams fly to out-of-state competitions and travel by bus or van within state. This assessment is determined to currently be equitable.	
d) recruitment	Budgets allocated for recruitment of <b>women’s student-athletes</b> are comparable to their male counterparts. All programs have successfully recruited regionally, nationally, and internationally. This assessment is determined to currently be equitable.	
e) comparable coaching	Experience and <b>number of coaches available in the women’s programs</b> are comparable to their male counterparts. This assessment is determined to currently be equitable. We have recently hired a new Head Track & Field coach for the 2019-20 academic year.	

Element	Assessment	Area for improvement? (check if yes, and describe on form below)
f) publicity and promotion	The Athletic Department’s Marketing and Communication staff employ nine full-time staff members plus interns and student assistants. Publicity and promotion for our programs is equitable in like sports and is accomplished through a robust website, media relation initiatives, and the video streaming of nearly all non-televised <b>home competition in our team sports of men’s and women’s soccer, volleyball, women’s basketball, softball, and baseball.</b> Production and printing of collateral materials (e.g., posters, schedule cards, etc.) is equitable among like sports.	
g) other support costs		
6. Provision of equipment and supplies	Coaches request funding based on condition of current equipment, replacement needs and requirements for new uniforms, and equipment for new student-athletes. An annual budget is provided for each sport, and adjustments are allowed for contingencies in any given year. Four full-time staff members and one graduate assistant are assigned to assist coaches with equipment ordering, maintenance and repair. This assessment is determined to currently be equitable.	
7. Scheduling of games and practice times	Teams that share facilities alternate requested practice times each year. Regular practice times are accommodated for continuity and student-athlete academic schedules. Competitions scheduled for the same date are arranged between coaches and administrators. Due to the extent of quality facilities, very few conflicts arise. This assessment is determined to currently be equitable.	
8. Opportunities to receive tutoring	A full time employee supervises a staff of approximately 70 qualified student tutors. This group of tutors assists student-athletes in every possible course from entry-level math, English and science courses to upper-level courses required for their major. The tutors all go through training offered by the USF Learning Commons staff and are CRLA (College Reading and Learning Association) Level 1 certified. All tutors are regularly informed of the policies concerning academic integrity. All student-athletes have access to schedule tutoring on their own or through their academic advisors. This assessment is determined to currently be equitable.	



Element	Assessment	Area for improvement? (check if yes, and describe on form below)
9. Compensation of coaches and tutors	Coaches are provided in like numbers for like sports and in proportion equal to or greater than the American Athletic Conference program standards. Compensation for coaches is determined based on comparison with other conference institutions, the fair market value, years, and type of experience. Tutors are compensated according to their level of experience and degree earned. All tutors, independent of assignments to students, teams or gender are paid equivalently. This assessment is determined to currently be equitable.	
10. Medical and training services	There is a complete sports medicine clinic within the Lee Roy Selmon Athletics Center as well as one within the Yuengling Center. All student-athletes have equal access to treatment and medical care as needed. A certified licensed athletics trainer is assigned to each sport. We have an extensive partnership with USF Health allowing for top notch medical care including surgeries and day-to-day care for all student-athletes. This assessment is determined to currently be equitable.	
11. Housing and dining facilities and services	Student-athletes, like all students, reside either on campus in general student residences or off campus in private residences available to all. On campus residences include apartment style units, as well as traditional college residence units. All sport teams are offered spaces in the apartment style housing as well as traditional housing equally. Additionally, the University has a great dining hall that has nutritional offers (Champions Choice); open to all students, which is located adjacent to the Yuengling Center. All student-athletes receive breakfast during the week at Champions Choice, as provided by the Athletic Department, regardless if the student-athlete has a meal plan or not. This is both permissible by the NCAA, Conference Office, and Financial Aid. This dining opportunity provides all students and student-athletes with healthy food options to maximize performance. This assessment is determined to currently be equitable.	

Table 2. Sex Equity in Athletics – Areas for Improvement

Areas for improvement	Program for improvement	Timetable
Athletics Participation	Female Sports	ongoing
Salaries	All Sports	ongoing
Scholarship Allocation	Female sports	ongoing
Sport Offerings	Female Sports	ongoing

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

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

The university is migrating from one tier to another tier in an effort to strategically align the university’s athletic program offerings with the interests of its student body. Our goal is to make the transition in the most efficient manner possible by **balancing the university’s needs and available resources**. The recommended approach is to transition in stages over the course of the next several years with the initial focus on identifying the most impactful program(s) for our university.

## Part V. Employee Representation

Table 1: Category Representation: Tenured instructional faculty

Table 1a. Category Representation – Tenured Faculty												
USF SYSTEM												
INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Number, Fall 2018	16	33	3	119	50	0	584	0	3	280	528	808
Number, Fall 2017	11	32	4	111	44	0	599	0	3	274	530	804
1YR Percentage Change	45.5%	3.1%	-25.0%	7.2%	13.6%	N/A	-2.5%	N/A	0.0%	2.2%	-0.4%	0.5%
Number, Fall 2013	11	41	4	85	38	0	609	1	1	280	510	790
5YR Percentage Change	45.5%	-19.5%	-25.0%	40.0%	31.6%	N/A	-4.1%	-100.0%	200.0%	0.0%	3.5%	2.3%
Area for improvement, compared with national standards? (Check if yes)												
<i>Source: IPEDS Fall Staff, IPEDS Human Resources Data.  IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty.  IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.</i>												

As shown in Table 1a, the numbers of tenured instructional faculty in the USF System has grown slightly from fall 2013 to fall 2018. Over that period, there is a decrease in Black and White faculty, but an increase in Asian and Hispanic faculty. As a one-year change, there has been an increase in NRA, Black, and Hispanic faculty, and a small decrease in White faculty. During the same one-year period, there is a small increase in Female faculty and small decrease in Male faculty.

Table 1b. Category Representation – Tenured Faculty												
USF Tampa												
INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Number, Fall 2018	15	31	2	109	44	0	506	0	3	238	472	710
Number, Fall 2017	9	30	3	100	38	0	530	0	3	232	481	713
1YR Percentage Change	66.7%	3.3%	-33.3%	9.0%	15.8%	N/A	-4.5%	N/A	0.0%	2.6%	-1.9%	-0.4%
Number, Fall 2013	9	39	4	80	33	0	550	0	0	249	466	715
5YR Percentage Change	66.7%	-20.5%	-50.0%	36.3%	33.3%	N/A	-8.0%	N/A	N/A	-4.4%	1.3%	-0.7%
Area for improvement, compared with national standards? (Check if yes)												
<i>Source: IPEDS Fall Staff, IPEDS Human Resources Data.  IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty.  IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.</i>												

In USF Tampa, there was an actual decrease in tenured faculty between fall 2017 and fall 2018, as well as between fall 2013 and fall 2018. Over the five-year period, there was a decrease in Black and White faculty, but increases in Asian and Hispanic faculty. On a one-year basis, there were modest gains in Black, Asian, and Hispanic faculty, but a decrease in White faculty. The proportions of women tenured faculty (figures not shown) remained within 1% of each other across the time periods.

Table 1c. Category Representation – Tenured Faculty												
USF St. Petersburg												
INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	FEMALE	MAL E	TOTAL
Number, Fall 2018	0	0	1	6	6	0	55	0	0	27	41	68
Number, Fall 2017	1	0	1	7	6	0	50	0	0	28	37	65
1YR Percentage Change	-100.0%	N/A	0.0%	-14.3%	0.0%	N/A	10.0%	N/A	N/A	-3.6%	10.8%	4.6%
Number, Fall 2013	1	1	0	4	5	0	46	1	0	22	36	58
5YR Percentage Change	-100.0%	-100.0%	N/A	50.0%	20.0%	N/A	19.6%	-100.0%	N/A	22.7%	13.9%	17.2%
Area for improvement, compared with national standards? (Check if yes)												
<i>Source: IPEDS Fall Staff, IPEDS Human Resources Data.  IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty.  IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.</i>												

The number of tenured faculty of color at USFSP remains a concern. In 2018, USFSP had no tenured faculty who identify as Black, Native Hawaiian or Other Pacific Islander, Two or more races, or non-resident alien. The number of Hispanic tenured faculty (n=6) remained steady from 2017 to 2018 and increased by 1 (n=5) over the past five years. The percentage of Asian tenured faculty has improved 50% since 2013 but experienced a 14.3% decline since 2017. The number of white tenured faculty members increased by 10% in 2018 and increased by 19.6% since 2013. Female tenured faculty have decreased by 3.6% from 2017-2018 but experienced a 22.7% increase since 2013. Male tenured faculty have increased by 10.8% in 2018 and 13.9% since 2012.

Table 1d. Category Representation – Tenured Faculty												
USF Sarasota-Manatee												
INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Number, Fall 2018	1	2	0	4	0	0	23	0	0	15	15	30
Number, Fall 2017	1	2	0	4	0	0	19	0	0	14	12	26
1YR Percentage Change	0.0%	0.0%	N/A	0.0%	N/A	N/A	21.1%	N/A	N/A	7.1%	25.0%	15.4%
Number, Fall 2013	1	1	0	1	0	0	13	0	1	9	8	17
5YR Percentage Change	0.0%	100.0%	N/A	300.0%	N/A	N/A	76.9%	N/A	-100.0%	66.7%	87.5%	76.5%
Area for improvement, compared with national standards? (Check if yes)												
<i>Source: IPEDS Fall Staff, IPEDS Human Resources Data.</i> <i>IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty.</i> <i>IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.</i>												

The tenured faculty increased by one female and three males in fall 2018 at USFSM. The proportion of female to male tenured faculty members is equitable (50% v. 50%) and noted increases have been made since 2013, with a 5-year percentage change of 76.5% in the number of tenured faculty. Asian tenured faculty represent 13% of the USFSM faculty; Black tenured faculty represent just under 7% of the USFSM faculty.

Table 2: Category Representation – Tenure Track Faculty

Table 2a. Category Representation – Tenure-Track Faculty												
USF System												
INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Number, Fall 2018	37	21	1	57	27	0	159	0	7	141	168	309
Number, Fall 2017	36	20	1	56	26	0	176	0	4	153	166	319
1YR Percentage Change	2.8%	5.0%	0.0%	1.8%	3.8%	N/A	-9.7%	N/A	75.0%	-7.8%	1.2%	-3.1%
Number, Fall 2013	39	26	0	58	12	0	198	2	0	151	184	335
5YR Percentage Change	-5.1%	-19.2%	N/A	-1.7%	125.0%	N/A	-19.7%	-100.0%	N/A	-6.6%	-8.7%	-7.8%
Area for improvement, compared with national standards? (Check if yes)												
<i>Source: IPEDS Fall Staff, IPEDS Human Resources Data.  IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty.  IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.</i>												

As can be seen in Table 2a, the USF System experienced a 7.8% loss of tenure-track faculty between fall 2013 and fall 2018. Across that time, there were decreases in all racial/ethnic categories except Hispanics, for whom a notable increase is shown. Although the numerical gains were small, all categories except Whites shown increases from fall 2017 to fall 2018. Both Females and Males show decreased numbers between 2013 and 2018. However, between 2017 and 2018, Males showed a slight increase while Female numbers fell a bit.

Table 2b. Category Representation – Tenure-Track Faculty												
USF Tampa												
INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Number, Fall 2018	34	16	1	52	20	0	131	0	7	115	146	261
Number, Fall 2017	32	15	1	54	19	0	149	0	4	129	145	274
1YR Percentage Change	6.3%	6.7%	0.0%	-3.7%	5.3%	N/A	-12.1%	N/A	75.0%	-10.9%	0.7%	-4.7%
Number, Fall 2013	33	24	0	51	9	0	174	2	0	132	161	293
5YR Percentage Change	3.0%	-33.3%	N/A	2.0%	122.2%	N/A	-24.7%	-100.0%	N/A	-12.9%	-9.3%	-10.9%
Area for improvement, compared with national standards? (Check if yes)												
<i>Source: IPEDS Fall Staff, IPEDS Human Resources Data.                      IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty.                      IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.</i>												

Like the USF System, the number of tenure-track faculty at USF Tampa declined from both fall 2013 and fall 2017 to fall 2018. Overall, the proportional loss was greater for Females than for Males. Increasing in their representations from 2013 to 2018 were NRAs, Asians, Hispanics, while proportional losses were experienced by Blacks and Whites. Slight gains from fall 2017 to Fall 2018 are shown for NRAs, Blacks, and Hispanics, while Asians and Whites show losses.



Table 2c. Category Representation – Tenure-Track Faculty												
USF St. Petersburg												
INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Number, Fall 2018	1	4	0	3	5	0	20	0	0	19	14	33
Number, Fall 2017	1	4	0	1	5	0	18	0	0	17	12	29
1YR Percentage Change	0.0%	0.0%	N/A	200.0%	0.0%	N/A	11.1%	N/A	N/A	11.8%	16.7%	13.8%
Number, Fall 2013	6	1	0	4	3	0	14	0	0	12	16	28
5YR Percentage Change	-83.3%	300.0%	N/A	-25.0%	66.7%	N/A	42.9%	N/A	N/A	58.3%	-12.5%	17.9%
Area for improvement, compared with national standards? (Check if yes)												

Recruitment efforts have resulted in an increase of diverse faculty in the Black and Hispanic tenure-track faculty category over the past five years. USFSP has purchased a subscription to major diversity online recruitment website (Diverse Issues, Hispanic Outlook, and Insight into Diversity) to increase the applicant pool of diverse, qualified applicants and for consistency for all faculty positions. All faculty positions have been posted on diverse online recruitment websites since 2017. Overall the total number of tenure track faculty increased from 28 in 2013 to 29 in 2017 and 33 in 2018, an increase of 17.9% over five years. The percentage of Black faculty remained the same from 2017 to 2018 but increased by 300% since 2013. The Hispanic tenure-track faculty increased by 66.7% since 2013. The Asian tenured faculty increased by 200% since 2017, but decreased 25% over 5 years. Non-Resident Alien faculty percentages decreased by 83.3% since 2013. Also, the Minority Post - Doctorate Fellowship program recruitment began spring 2016; one Fellow started the fall of 2017 and continues in 2019. The White tenure-track faculty has increased 11.1% from 2017-2018 and 42.9% since 2013. The number of female tenure-track faculty has increased by 11.8% from 2017 to 2018 and increased by 58.3% from 2013. The number of male tenure-track faculty decreased by 12.5% since 2013 but showed a 16.7% increase from 2017-2018.

Table 2d. Category Representation – Tenure-Track Faculty												
USF Sarasota-Manatee												
INDICATOR	NRA	B	AI/AN	A	H	NH/OP I	W	≥ TWO	UN K	FEMALE	MALE	TOTAL
Number, Fall 2018	2	1	0	2	2	0	8	0	0	7	8	15
Number, Fall 2017	3	1	0	1	2	0	9	0	0	7	9	16
1YR Percentage Change	-33.3%	0.0%	N/A	100.0%	0.0%	N/A	-11.1%	N/A	N/A	0.0%	-11.1%	-6.3%
Number, Fall 2013	0	1	0	3	0	0	10	0	0	7	7	14
5YR Percentage Change	N/A	0.0%	N/A	-33.3%	N/A	N/A	-20.0%	N/A	N/A	0.0%	14.3%	7.1%
Area for improvement, compared with national standards? (Check if yes)												

The number of female tenure-track faculty held steady in fall 2018, whereas male tenure-track faculty decreased by 1. In terms of overall faculty composition, the number of tenure-track male and tenure-track female faculty remain equitable (53% males v. 47% female), which is the difference of one (male) faculty member. The number of tenure-track female faculty has stayed the same since fall 2013 (7), whereas the number of tenure-track male faculty has increased by 1 since that time.

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

Table 3a. Category Representation – Non-Tenure-Earning Faculty <u>or</u> Faculty at Non-Tenure Granting Universities												
USF System												
INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	FEMALE	MALE	TOTAL
Number, Fall 2018	26	42	2	107	123	1	605	0	0	499	407	906
Number, Fall 2017	26	40	2	89	112	1	571	0	0	450	391	841
1YR Percentage Change	0.0%	5.0%	0.0%	20.2%	9.8%	0.0%	6.0%	N/A	N/A	10.9%	4.1%	7.7%
Number, Fall 2013	52	49	2	92	80	0	646	1	0	477	445	922
5YR Percentage Change	-50.0%	-14.3%	0.0%	16.3%	53.8%	N/A	-6.3%	-100.0%	N/A	4.6%	-8.5%	-1.7%
Area for improvement, compared with national standards? (Check if yes)												
<i>Source: IPEDS Fall Staff, IPEDS Human Resources Data.  IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty.  IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.</i>												

While there was a decrease in this category of faculty from Fall 2013 to Fall 2018, Table 3a shows that there was a substantial increase between Fall 2017 and Fall 2018. Decreases over the five-year comparison period were most experienced by NRAs, Blacks, and Whites, while Asians and Hispanics showed gains. All categories increased from 2017 to 2018. Of note, Females constitute the majority of this faculty classification; their proportional representation in fall 2018 was 55.1% (figure calculated but not shown). They display increases between all time periods while the representation of Males has declined since fall 2013.

Table 3b. Category Representation – Non-Tenure-Earning Faculty <u>or</u> Faculty at Non-Tenure Granting Universities												
USF Tampa												
INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Number, Fall 2018	22	41	1	99	119	1	539	0	0	457	365	822
Number, Fall 2017	22	38	1	81	109	1	508	0	0	413	347	760
1YR Percentage Change	0.0%	7.9%	0.0%	22.2%	9.2%	0.0%	6.1%	N/A	N/A	10.7%	5.2%	8.2%
Number, Fall 2013	50	45	2	85	77	0	582	1	0	429	413	842
5YR Percentage Change	-56.0%	-8.9%	-50.0%	16.5%	54.5%	N/A	-7.4%	-100.0%	N/A	6.5%	-11.6%	-2.4%
Area for improvement, compared with national standards? (Check if yes)												
<i>Source: IPEDS Fall Staff, IPEDS Human Resources Data.  IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty.  IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.</i>												

In contrast to the USF System, USF Tampa experienced a drop in the number of faculty in this category between falls 2013 to fall 2018. The drop was pronounced when compared to fall 2013, but a gain is shown between fall 2017 and fall 2018. Over the five-year period, there has been a drop in NRAs, Blacks, and Whites, but an increase in Asians and Hispanics. Similar to the USF System, this category shows a Female majority of faculty. Compared to fall 2013, by fall 2018 the proportion of Females in this category increased (calculation not shown: 50.95% v. 55.60%).

Table 3c. Category Representation – Non-Tenure-Earning Faculty <u>or</u> Faculty at Non-Tenure Granting Universities												
USF St. Petersburg												
INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Number, Fall 2018	0	1	1	5	2	0	31	0	0	21	19	40
Number, Fall 2017	0	1	1	4	1	0	31	0	0	18	20	38
1YR Percentage Change	N/A	0.0%	0.0%	25.0%	100.0%	N/A	0.0%	N/A	N/A	16.7%	-5.0%	5.3%
Number, Fall 2013	1	3	0	4	1	0	32	0	0	25	16	41
5YR Percentage Change	-100.0%	-66.7%	N/A	25.0%	100.0%	N/A	-3.1%	N/A	N/A	-16.0%	18.8%	-2.4%
Area for improvement, compared with national standards? (Check if yes)												
<p>Source: IPEDS Fall Staff, IPEDS Human Resources Data.</p> <p>IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty.</p> <p>IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.</p>												

Overall the number of non-tenure earning faculty increased 5.3% in the past year, although it decreased 2.4% in the past five years. The percentage of female non-tenure earning faculty increased 16.7% since 2017 but experienced a 16% decrease since 2013. Black non-tenure earning faculty decreased by 66.7% since 2013, while remaining steady (n=1) from 2017 to 2018. Hispanic non-tenure-track faculty increased 100% from 2017 to 2018. Asian non-tenure-track faculty increased 100% from 2017 to 2018 and 100% since 2013. Although White non-tenure track faculty remained steady (n=31) for the past year, there was a 3.1% decrease over the past five years.

Table 3d. Category Representation – Non-Tenure-Earning Faculty <u>or</u> Faculty at Non-Tenure Granting Universities												
USF Sarasota-Manatee												
INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Number, Fall 2018	4	0	0	3	2	0	35	0	0	21	23	44
Number, Fall 2017	4	1	0	4	2	0	32	0	0	19	24	43
1YR Percentage Change	0.0%	-100.0%	N/A	-25.0%	0.0%	N/A	9.4%	N/A	N/A	10.5%	-4.2%	2.3%
Number, Fall 2013	1	1	0	3	2	0	32	0	0	23	16	39
5YR Percentage Change	300.0%	-100.0%	N/A	0.0%	0.0%	N/A	9.4%	N/A	N/A	-8.7%	43.8%	12.8%
Area for improvement, compared with national standards? (Check if yes)												
<i>Source: IPEDS Fall Staff, IPEDS Human Resources Data.                      IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty.                      IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.</i>												

USF Sarasota-Manatee added two new non-tenure-earning female faculty members in 2018 (+10.5%); there was a decline in non-tenure-earning male faculty members from 2017 (-4.2%). Since 2017, the composition of non-white, non-tenure-earning faculty has changed, with declines among Black (-100%) and Asian (-25%) faculty. There was an increase in the number of non-tenure-earning white faculty, with a one year percentage change of 9.4%.

Table 4: Category Representation: Management Occupations

Table 4a. Category Representation – Executive/Administrative/Managerial												
USF System												
INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Number, Fall 2018	3	33	2	32	41	0	344	0	4	227	232	459
Number, Fall 2017	2	28	1	27	38	0	337	0	1	219	215	434
1YR Percentage Change	50.0%	17.9%	100.0%	18.5%	7.9%	N/A	2.1%	N/A	300.0%	3.7%	7.9%	5.8%
Number, Fall 2013	2	33	0	20	28	0	277	0	0	160	190	360
5YR Percentage Change	50.0%	0.0%	N/A	60.0%	46.4%	N/A	24.2%	N/A	N/A	41.9%	22.1%	27.5%
Area for improvement, compared with national standards? (Check if yes)												
<i>Source: IPEDS Fall Staff, IPEDS Human Resources Data.  IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty.  IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.</i>												

The USF System has experienced an increase in the numbers of employees in this category between fall 2013 and fall 2017, as well as fall 2017 to Fall 2018. The increases have been experienced most by Asians, Hispanics, and Whites over the five-year period. Blacks and Asians show proportionally large gains over the one-year period, with Hispanics and Whites showing some, but lesser gains. No category shows a proportional loss during this one-year period. Females are 49.5% (calculated) of this category in fall 2018 compared to 44.4% in fall 2013, representing a substantial gain in proportional representation.

Table 4b. Category Representation – Executive/Administrative/Managerial												
USF Tampa												
INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Number, Fall 2018	3	27	1	30	38	0	303	0	3	201	204	405
Number, Fall 2017	2	24	0	25	36	0	290	0	1	193	185	378
1YR Percentage Change	50.0%	12.5%	N/A	20.0%	5.6%	N/A	4.5%	N/A	200.0%	4.1%	10.3%	7.1%
Number, Fall 2013	2	33	0	19	27	0	242	0	0	144	169	323
5YR Percentage Change	50.0%	-18.2%	N/A	57.9%	40.7%	N/A	25.2%	N/A	N/A	39.6%	20.7%	25.4%
Area for improvement, compared with national standards? (Check if yes)												
<i>Source: IPEDS Fall Staff, IPEDS Human Resources Data.  IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty.  IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.</i>												

USF Tampa has experienced a gain in the numbers of employees in this category both between fall 2013– fall 2018 and fall 2017-fall 2018. Over the five-year period, the most gains in numbers were shown for NRAs, Asians, Hispanics, and Whites. In contrast, Blacks actually show a decrease. However, Blacks show the second highest proportional increase from fall 2017-Fall 2018, trailing only Asians. Women show substantial gain during the 5-year period, increasing their proportional presentation vis-à-vis men from 44.6% to 49.6% of this employee group.



Table 4c. Category Representation – Executive/Administrative/Managerial												
USF St. Petersburg												
INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Number, Fall 2018	0	6	1	2	2	0	25	0	0	20	16	36
Number, Fall 2017	0	4	1	2	1	0	27	0	0	18	17	35
1YR Percentage Change	N/A	50.0%	0.0%	0.0%	100.0%	N/A	-7.4%	N/A	N/A	11.1%	-5.9%	2.9%
Number, Fall 2013	0	0	0	1	1	0	21	0	0	11	12	23
5YR Percentage Change	N/A	N/A	N/A	100.0%	100.0%	N/A	19.0%	N/A	N/A	81.8%	33.3%	56.5%
Area for improvement, compared with national standards? (Check if yes)												
<i>Source: IPEDS Fall Staff, IPEDS Human Resources Data.  IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty.  IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.</i>												

USFSP has demonstrated significant increases in the employment of females in this category since 2013, when females comprised 47% and males 53%, to year 2018 when females occupied 55% and males 45% of said positions. Demonstrating a commitment to excellence and diversity, USFSP has made gains in employing leaders from diverse racial backgrounds. In 2013, 91% (n=21) of leaders identified as white, and only 9% (n=2) of leaders identified as Asian or Hispanic. In 2018, 31% (n=11) positions are held by persons identifying as Asian (n=2), Native American (n=1), Black (n=6), and Hispanic (n=2), while 69% (n=25) of leaders identify as white.

Table 4d. Category Representation – Executive/Administrative/Managerial												
USF Sarasota-Manatee												
INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Number, Fall 2018	0	0	0	0	1	0	16	0	1	6	12	18
Number, Fall 2017	0	0	0	0	1	0	20	0	0	8	13	21
1YR Percentage Change	N/A	N/A	N/A	N/A	0.0%	N/A	-20.0%	N/A	N/A	-25.0%	-7.7%	-14.3%
Number, Fall 2013	0	0	0	0	0	0	14	0	0	5	9	14
5YR Percentage Change	N/A	N/A	N/A	N/A	N/A	N/A	14.3%	N/A	N/A	20.0%	33.3%	28.6%
Area for improvement, compared with national standards? (Check if yes)												
<i>Source: IPEDS Fall Staff, IPEDS Human Resources Data.  IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty.  IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.</i>												

The number of executive/administrative/managerial employees at USFSM decreased in fall 2018 by three (-14.3%). Losses were observed among both female (-25%) and male (-7.7%) employees. This change has not affected the racial demographics of this category as declines were observed among white executive/administrative/managerial employees.

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

### USF Tampa

#### Areas of Improvement Pertaining to Employment Identified in 2017-18 Report

Overall, a proportional decline in White faculty can be found in virtually all faculty categories. Of note, minority candidates constituted over 1/3 of the candidates being considered for tenure during this academic year, and 100% of them were approved for tenure. Also, proportionately, Females fared better than males in the tenure process. The proportional representation of Asians and Hispanics show the greatest gains among tenured/tenure-track faculty, as do Females in the non-tenure track and managerial categories of employment. In general, USF compares quite favorably with Research I universities across the United States in terms of the minority and female composition of its faculty.

#### Achievement Report for Areas of Improvement Pertaining to Employment Identified in Previous Report

Even though it is anticipated that the university will experience a reduction in faculty recruitments in the 2019-20 academic year, especially at the tenure-track level, it will maintain its efforts to increase applicant pools, advertise in minority publications, use target of opportunity efforts, and engage in outreaches to minority and women faculty members in recruiting efforts, particularly for tenure-track positions. Best practice guidelines have been distributed to departments and chairs of search committees. Best practices workshops will be provided by the Office of Diversity, Inclusion and Equal Opportunity, supplementing those that are offered by various Colleges.

### USF St. Petersburg

USFSP is committed to attracting, retaining, and graduating students that represent a diverse and inclusive community. USFSP has experienced increased percentages in the full-time FTIC retention rates since previously reported in 2015 (69.8%) FTIC students have been retained at a higher rates (2017 - 77.5% and 2018 74.3%), however, the focus on continuing to improve retention is a major priority. Of particular interest is the retention of male students which persists as a USFSP and national issue. To improve student retention, the COMPASS program (First and Second Year Student Experience) has been expanded. The COMPASS Student Experience is a campus-wide initiative that supports incoming students through their transition at the University of South Florida St. Petersburg community, to ensure they develop and maintain personal and academic goals. COMPASS connects USFSP students to academic and social resources that support students - including other students, faculty, and staff.

FUSE is a partnership between St. Petersburg College (SPC) and the USF System. Students start the path to USF by earning their associate degree from SPC and participation in FUSE guarantees students will be admitted USF. **The FUSE Program is designed to promote timely Bachelor's degree completion once** students have earned an Associate of Arts degree from a participating regional Florida College System institution. FUSE Programming at USFSP: Advising negotiated 9 new FUSE plans for USFSP majors for fall 2017. An additional 6 majors were in negotiation for 2018; however, only one was approved for implementation.

In addition, a focused university committee will convene to address the retention of male students as well as identify methods to attract and retain more students from diverse backgrounds. Efforts to attract potential students from diverse backgrounds will include implementing ideas from current students, faculty, and staff, developing spaces for cultural appreciation and expression on campus, and strengthening partnerships with

local community organizations and institutions, which will create and strengthen networks that support our mission of the value of diversity and inclusion.

The creation, adoption, and initial implementation of the USFSP inaugural Diversity and Inclusion Action Plan places a focus on Six Strategic Goals for increasing diversity and fostering a community of inclusion at USFSP. The Campus Diversity Officer position oversees institutional diversity and inclusion efforts and chairs the institution's Chancellor's Advisory Diversity and Inclusion Committee (*CADIC*), which meets regularly and makes recommendations to the Chancellor.

Although USFSP has experienced gains in employing staff and administration from diverse backgrounds, increasing diversity among faculty, staff, and administration is also an area for improvement. USFSP is committed to outreach efforts in attracting a diverse applicant pool. USFSP has an annual subscription to advertise in the *Chronicle of Higher Education*, *Diverse Issues in Higher Education*, *Hispanic Outlook*, *Insight into Diversity*, and *Potomac Publishing, Inc. PhD Project* for all job postings for Associate Director and above including Faculty positions. USFSP also advertises Staff and Administration jobs in the local *Weekly Challenger* publications. In addition, the procedural guidelines for the conduction of search committees and interviews for faculty, staff, and administrative positions has been updated to include regular communication and collaboration with the Campus Diversity Officer as well as the Regional Vice Chancellor for Academic Affairs.

#### USF Sarasota-Manatee

USFSM desires to recruit, admit, enroll and retain a diverse student population and increase the number of qualified students from underrepresented populations in our pathways to enroll at USF Sarasota-Manatee. Though there were slight decreases in the minority representation of USFSM Cohorts this year, the university will continue to capitalize upon the momentum and progress made since 2013. Expanded recruitment and strategic partnerships (e.g., FUSE, dual enrollment, etc.) allow USFSM to make meaningful connections, build trust, and increase access.

USFSM continues to provide individual assistance to students needing support in the application process, while also meaningfully connecting them to other support services (e.g., academic advising, financial aid, etc.). This **concierge approach supports the university's goal to attract, enroll, and retain first-generation college students and students from underrepresented populations.**

USFSM continues to develop and maintain positive relationships with community-based organizations to support all student success efforts. Partnerships with both Sarasota and Manatee county schools, Unidos Now, Sarasota and Manatee Chambers of Commerce, and a host of community sites where USFSM faculty and students engage through community-based and service learning are a mere representative sample of the ways in which USFSM continues to embody not only the mission of USF but the growth and energy that defines the local Sarasota and Manatee region.

**USFSM's** commitment to the local region is demonstrated in the processes the university has set in place to hire its first Diversity and Inclusion Officer. This hire came after several discussions with key diversity and inclusion leaders in the community, where university leadership solicited feedback on how USFSM can increase its demonstrated commitment to diversity and inclusion.

Academic improvements have been made to the Summer Beginnings program to further ensure the development of a close-knit community among USFSM's **FTIC admits**. Co-curricular opportunities such as the

newly developed (and diversity-focused) Common Read initiative further promote the value of inclusion-minded student engagement and student success.

Meaningful internal efforts—such as the development of a large-scale persistence committee—and targeted hires—such as a new on-site counselor— **demonstrate USFSM’s commitment to holistic student success and wellbeing.** Representatives from USFSM continue to serve actively on system committees, taskforces, and **initiatives (e.g., the USF Student Success committee) to ensure the university’s practices also embody the spirit** of student success that defines the vision of the newly consolidated University of South Florida.

At both a micro and macro level, USFSM continues to demonstrate its deep commitment to students, to the local region, and to the USF system.

## PART VII. Protected-Class Representation in the Tenure Process

USF Tampa

Table 1a. Protected-Class Representation in the Tenure Process, 2017-18

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
<b>MALES</b>					
American Indian or Alaskan Native	0	0	0	0	0
Asian	4	0	0	0	4
Black or African American	1	0	0	0	1
Hispanic	1	0	0	0	1
Native Hawaiian/Other Pacific	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	11	1	2	0	8
Other, Not Reported	0	0	0	0	0
<b>Total Male (Include Other, Not Reported)</b>	<b>17</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>14</b>
<b>FEMALES</b>					
American Indian or Alaskan Native	0	0	0	0	0
Asian	4	0	0	0	4
Black or African American	2	0	0	0	2
Hispanic	0	0	0	0	0
Native Hawaiian/Other Pacific	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	10	1	1	0	8
Other, Not Reported	0	0	0	0	0
<b>Total Female (Include Other, Not Reported)</b>	<b>16</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>14</b>
<b>GRAND TOTAL</b>	<b>33</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>28</b>

LEGEND:

APPLIED: Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated (or provide explanation).

WITHDRAWN: Faculty who withdrew from tenure consideration after applying for review.

DENIED: Faculty for whom tenure was denied during the review process.

NOMINATED: Faculty for whom tenure is being recommended by the University

In 2018, 33 USF Tampa faculty were considered for tenure. One Male and one Female withdrew prior to a decision being rendered. Three persons were denied tenure, two Males and one Female. All were White. All Asian, Black, and Hispanic candidates, who constituted 36.6% of those under consideration for tenure, were awarded tenure at a rate of 100%.

Table 1b. Protected-Class Representation in the Tenure Process 2017-2018

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
<b>MALES</b>					
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Hispanic	0	0	0	0	0
Native Hawaiian/Other Pacific	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	1	0	0	0	1
Other, Not Reported	0	0	0	0	0
<b>Total Male (Include Other, Not Reported)</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>FEMALES</b>					
American Indian or Alaskan Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Hispanic	0	0	0	0	0
Native Hawaiian/Other Pacific	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	3	0	0	0	3
Other, Not Reported	0	0	0	0	0
<b>Total Female (Include Other, Not Reported)</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>GRAND TOTAL</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>

LEGEND:

APPLIED: Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated (or provide explanation).

WITHDRAWN: Faculty who withdrew from tenure consideration after applying for review.

DENIED: Faculty for whom tenure was denied during the review process.

NOMINATED: Faculty for whom tenure is being recommended by the University

Four faculty members at USFSP were considered for tenure in the 2017-2018 academic year. Of these candidates, 3 were white females and one was a white male. No one was denied tenure.

## USFSM

Table 1c. Protected-Class Representation in the Tenure Process, 2017-2018

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
<b>MALES</b>					
American Indian or Alaskan Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Hispanic	0	0	0	0	0
Native Hawaiian/Other Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	1	0	0	0	1
Other, Not Reported	0	0	0	0	0
<b>Total Male (include Other, Not Reported)</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>FEMALES</b>					
American Indian or Alaskan Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Hispanic	0	0	0	0	0
Native Hawaiian/Other Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	1	0	0	0	1
Other, Not Reported	0	0	0	0	0
<b>Total Female (Number and Percent)</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>GRAND TOTAL</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>

LEGEND:

APPLIED: Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated (or provide explanation).

WITHDRAWN: Faculty who withdrew from tenure consideration after applying for review.

DENIED: Faculty for whom tenure was denied during the review process.

NOMINATED: Faculty for whom tenure is being recommended by the University



## PART VIII. Promotion and Tenure Committee Composition

Faculty on tenure and promotion committees, although varying considerably in diversity across different disciplines, represent the composition of our faculty. Our faculty as a whole continues to become more diverse as we grow and utilize intentional strategies as mentioned in Part V. The information regarding Promotion and Tenure committee composition within the tenure process can be seen in the charts below represented by each institution.

Table 1: Promotion and Tenure Committee Composition, AY 2017-2018

Type of Committee	Black or African American		American Indian/Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Committee																		
Arts & Sciences																		
Anthropology	0	1	0	0	0	0	0	0	0	2	0	0	5	8	0	0	5	11
Cell Biology, Microbiology, and Molecular Biology	0	0	0	0	0	0	0	0	0	0	0	0	4	1	0	0	4	1
Chemistry	0	0	0	0	5	0	0	0	0	0	0	0	11	2	0	0	16	2
Communication	0	2	0	0	1	1	0	0	0	0	0	0	4	5	0	0	5	8
Economics	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	0
English	1	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	3	0
Geosciences	1	0	0	0	1	0	0	0	0	0	0	0	7	1	0	0	9	1
History	0	0	0	0	0	0	0	0	0	2	0	0	8	2	0	0	8	4
Humanities & Cultural Studies	0	0	0	0	0	0	0	0	0	0	0	0	3	3	0	0	3	3
Integrative Biology	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interdisciplinary	1	0	0	0	0	0	0	0	0	0	0	0	3	1	0	0	4	1
Mathematics & Statistics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Philosophy	0	0	0	0	0	0	0	0	0	1	0	0	10	3	0	0	10	4
Physics	0	0	0	0	5	0	0	0	0	0	0	0	3	0	0	0	8	0
Psychology	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Religious Studies	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3	0
School of Information	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sociology	0	0	0	0	0	0	0	0	0	0	0	0	3	2	0	0	3	2
World Languages	0	1	0	0	0	1	0	0	2	1	0	0	3	8	0	0	5	11
Zimmerman School of Advertising & Mass Communications	0	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	2	1
<b>TOTAL</b>	<b>3</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>72</b>	<b>36</b>	<b>0</b>	<b>0</b>	<b>90</b>	<b>49</b>

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Behavioral & Community Sciences																		
Child & Family Studies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Communication Sciences & Disorders	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Criminology	0	0	0	0	0	0	0	0	0	0	0	3	1	0	0	3	1	
Mental Health Law & Policy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
School of Aging Studies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
School of Social Work	0	1	0	0	0	1	0	0	0	1	0	0	1	2	0	0	1	5
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>6</b>	
Muma College of Business																		
Finance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Information Systems/ Decision Sciences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Lynn Pippenger School of Accountancy	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	
Marketing	0	0	0	0	3	0	0	0	0	1	0	0	9	0	0	0	12	1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>10</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>2</b>	
Education																		
Educational & Psychological Studies	0	0	0	0	1	2	0	0	1	1	0	0	4	4	0	0	6	7
Teaching & Learning	0	1	0	0	0	2	0	0	0	1	0	0	8	11	0	0	8	15
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>12</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>22</b>	
Engineering																		
Chemical & Biomedical	0	0	0	0	4	0	0	0	0	1	0	0	7	0	0	0	11	1
Civil & Environmental	0	1	0	0	3	2	0	0	1	0	0	0	3	1	0	0	7	4
Computer Science & Engineering	0	0	0	0	7	0	0	0	3	0	0	0	6	1	0	0	16	1
Electrical	0	1	0	0	7	1	0	0	1	0	0	0	12	0	0	0	20	2
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>21</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>28</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>54</b>	<b>8</b>	
Marine Science	0	0	0	1	1	0	0	0	1	0	0	0	10	3	0	0	12	4
The Arts																		
School of Art & Art History	0	0	0	0	0	0	0	0	1	0	0	0	6	5	0	0	7	5
School of Music	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
School of Theatre & Dance	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	1	2
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>7</b>	
USF Libraries	0	0	0	0	0	0	0	0	0	0	0	0	3	2	0	0	3	2
Academic Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Research & Instruction	0	0	0	0	0	0	0	0	0	0	0	0	3	2	0	0	3	2
Special Collections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	3	2	0	0	3	2
Morsani College of Medicine																		
Cardiovascular Sciences	0	0	0	0	0	0	0	0	0	0	0	0	3	1	0	0	3	1
Dermatology	0	0	0	0	0	0	0	0	1	0	0	0	3	0	0	0	3	0
Internal Medicine	0	0	0	0	1	1	0	0	0	0	0	0	6	1	0	0	7	2
Molecular Medicine	0	0	0	0	2	0	0	0	0	0	0	0	1	2	0	0	3	2
Molecular Pharmacology and Physiology	0	0	0	0	1	0	0	0	0	0	0	0	3	0	0	0	5	0
Neurology	0	0	0	0	0	0	0	0	1	0	0	0	3	2	0	0	4	2
Neurosurgery	0	0	0	0	1	0	0	0	1	0	0	0	1	2	0	0	3	2
Obstetrics & Gynecology	1	1	0	0	0	0	0	0	0	0	0	0	4	2	0	0	5	2
Oncologic Sciences	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ophthalmology	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
Otolaryngology	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pathology and Cell Biology	0	0	0	0	1	0	0	0	0	0	0	0	2	2	0	0	3	2
Pediatrics	0	0	0	0	0	1	0	0	0	1	0	0	0	2	0	0	3	4
Physical Therapy and Rehab Sciences	0	0	0	0	1	0	0	0	0	0	0	0	2	2	0	0	3	2
Psychiatry and Behavioral Neurosciences	0	0	0	0	0	0	0	0	0	1	0	0	1	3	0	0	1	4
Surgery	0	0	0	0	0	0	0	0	1	0	0	0	5	0	0	0	6	0
TOTAL	1	1	0	0	7	2	0	0	4	2	0	0	36	20	0	0	51	24
Nursing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pharmacy																		
Pharmaceutical Sciences	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	3	0
Pharmacotherapeutics and Clinical Research	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	3	0
Public Health																		
Environmental & Occupational Health	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Epidemiology & Biostatistics	0	0	0	0	2	0	0	0	0	0	0	0	1	0	0	0	3	0
Global Health	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Health Policy & Management	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	2	0	0	0	0	0	0	0	1	0	0	0	3	0

USFSP

Table 1b. Promotion and tenure Committee Composition, AY 2017-2018

Type of Committee	Black or African American		American Indian/Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Two or More Races		White		Other, Not Reported		Total, including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Committee											5	2			5	2
College of Arts and Sciences											5	2			5	2
College of Business					1						3				4	0
College of Business					1	1					1				2	1

USFSP continues to make strides in the diversity of the tenure-track faculty. However, the make-up of this committee reflects the racial/ethnic and gender diversity of the tenured faculty.

NOTE: There was no committee for the USFSP College of Education since no faculty member in COE went up for tenure or promotion in 2017-2018.

## USFSM

Table 1c. Promotion and tenure Committee Composition, AY 2017-2018

Type of Committee	Black or African American		American Indian/Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Two or More Races		White		Other, Not Reported		Total, including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Committee					1						2	2			3	2
Ad-Hoc Committee for Promotion to Full Professor					1						3	1			4	1
College of Liberal Arts and Social Sciences												3			0	3
College of Business					1	1					1				2	1
College of Science and Mathematics											1	1		1	1	2
College of Hospitality and Tourism Leadership					1							1			1	1

The USFSM T&P Committee is responsible for reviewing the applications for tenure of tenure-track faculty and for promotion of tenure-track/tenured faculty. The committee makes its recommendations to the Regional Vice Chancellor of Academic & Student Affairs. The committee also assesses the progress towards tenure of candidates at mid-tenure point and makes its recommendations regarding their continued employment as tenure-track faculty. In some cases, the committee may be called upon to evaluate and make recommendations for non-tenure-track instructor promotion cases. In addition, the T&P committee acts as the review committee for sabbatical applications for faculty.

The T&P Committee includes five members, each of whom serve two-year terms. Faculty in each of the four colleges on the campus elect one representative. Faculty choose one at-large member of the committee in a general election across all of the colleges.

USF Sarasota-Manatee has only about one-fourth of its faculty in tenured and tenure-earning positions. The make-up of the committee reflects the racial/ethnic and gender diversity of the tenured faculty.

## PART IX. Other Requirements

### A. The Budget Plan

Employment Equity is managed through the Division of Human Resources. Equity is evaluated and achieved through Counter-Offer, Retention, Internal Equity, and Market Equity increases. Salary increases which are not due to new hires, promotions, or mandated raise processes fall under the broad category of Special Pay Increases (SPI's). Such increases are proposed by managers to meet distinctive, case-by-case circumstances. **Additional information regarding SPI's can be found at <https://usfweb.usf.edu/human-resources/resources/showfile/1/20>.** The university has made the following adjustment to reach equity in the named categories: Counter Offers - \$29,146; Retention - \$195,812, Internal Salary Inequity - \$255,942; Market Equity - \$658,280; Market Adjustment - \$335,255. Employment Equity is evaluated and adjustments are made annually. The goal for the university is to continue to evaluate and adjust salaries accordingly.

### B. President's Evaluation

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

**The process for evaluating the President's progress towards equity and diversity goals begins with the President's** self- evaluation of her annual goals submitted to the BOT Chair. Thereafter, an evaluation is conducted by the Board of Trustees Governance Committee and the results are presented in a public meeting of the Board. The BOT -2017-2018 evaluation at their December 4, 2018 meeting. The evaluation and self-assessment is available on the BOT website.

Below is the link to the BOT website where the document for **the President's evaluation** is located. <http://www.usf.edu/system/board-of-trustees/bot-meeting-archives.aspx>.

**In sum, the assessment was excellent performance "exceeds expectations in majority of areas" based on the goals established by the USF Board of Trustees Chair, BOT Governance Committee and the President. The Board Chair stakeholders such as BOG Chair Ned Lautenbach, Chancellor Marshall Criser, as well as many local and state leaders."**

**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 to be awarded to President Genshaft. He then highlighted a few of President Genshaft's accomplishments during 2017- 2018.**

Highlights of the evaluation: 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 Patents among public Universities and #12 worldwide among universities receiving US Patents. • 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 a Florida Preeminent University by the Board of Governors • USF was accepted to Phi Beta Kappa.

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.

Trustees made comments about the transformation of USF under President Genshaft's leadership including her focus on enhancing student success and Meeting the Performance Base Funding approved by the Board of Trustees and the Board of Governors.

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

Trustees also commented that under President Genshaft's leadership, the USF System continues to move in the right direction and that she is always promoting USF. Trustees expressed pride in working with the President and acknowledged her great leadership for students, faculty and staff. Chair Lamb also shared that the President has many supporters in the community and received extremely positive input from community leaders including major donors, alumni, and city officials as well as business leaders within the region. The President was awarded 98.5% for performance.

### C. Top Administrator's Evaluations

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

Executive Vice President and Provost: sustained performance

Sr. VP for Business and Financial Strategy: sustained performance during his 1<sup>st</sup> 6 months (started January 23, 2018)

Sr. Vice President USF Health: sustained performance

Sr. VP for Research and Innovation: sustained performance

Sr. VP University Advancement: sustained excellent performance

Regional Chancellor USF St. Petersburg: sustained performance

Regional Chancellor USF Sarasota-Manatee: sustained performance

Appendices

USF SYSTEM FLORIDA EQUITY REPORT



Appendix A  
2019 Equity Report Contributors

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

Dr. Devona F. Pierre, Office of Diversity, Inclusion, and Equal Opportunity  
Marquita Armstead, Athletics  
Dr. Paul Dosal, USF Tampa Vice President of Student Affairs and Student Success  
Dr. Valeria Garcia, Office of Decision Support  
Carmen Goldsmith, Office of Student Success  
Cecil Howard, Office of Diversity, Inclusion, and Equal Opportunity  
Dr. Michelle Madden, USFSP Office for Academic Affairs  
Dr. Dwayne Smith, USF Tampa Office of the Provost  
Dr. Phil Wagner, USFSM Office of Academic and Student Affairs  
Dr. Cindy Visot, Office of the System President

Appendix B

2019 FLORIDA EQUITY REPORT GUIDELINES  
Enrollment, Sex Equity in Athletics, and Employment

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

COVER - See and complete TAB 1.

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

B. Following the cover, you may include a Table of Contents.

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

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

- A. In the Description of Plan Development, describe the process used to prepare the reports. Include in this narrative as applicable: discussions with responsible administrators, feedback from reviewing committees, sources utilized for data, or other appropriate components.
- B. In the summary of institutional progress, include examples of goals met or unmet; initiatives & achievements; and best practices (successful/innovative programming) for the areas of: Student Enrollment/Retention/Graduation; Faculty and Administrative employment; and Athletics.
- C. Budget Plan:
  - a. In a concise summary describe how the university deployed its resources to accomplish Employment Equity goals.
  - b. Include the actual budget allocation for 2015-2016.

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

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<sup>1</sup> IPEDS terminology for protected classes was utilized.

<sup>2</sup> Formats might include: regular meeting; scheduled conference-call meeting; delegated approval to a particular subcommittee or designee; or other processes acceptable to the Florida Board of Governors.

<sup>3</sup> If the institution's governing board retains approval of the Florida Equity Report, it is understood that minutes of the university Board of Trustees meeting may not be available by the deadline for this report. The signature of the university's equity officer on TAB 1, the cover page, will be acceptable. The statement shall include the date of BOT approval of the Florida Equity Reports for the subject year. Each university is responsible for retaining formal documentation of the approval when it becomes available.

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

- A. Review of Policies and Procedures. Identify updated/new policies and procedures that are specifically formulated to ensure equity. Annually update the webpage links or provide copies of policies that relate to equity.
- B. Include Documentation of Non-Discrimination Policy. Reprint in each annual document a copy of the policy adopted by the governing board. Note the date of original approval. Include in this narrative procedures to notify campus affiliates and non-affiliates about the policy and the procedures for accessing it.

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

- A. In the Academic Program Reviews section, as many as eight (8) areas of review are required of each university with programs at the specified levels. These annual analyses display enrollment at these eight levels for the protected class students (Female and the applicable protected class race/ethnic codes).<sup>4</sup> In addition, they display the official total including white, non-resident alien, and not reported.<sup>5</sup> Universities not offering programs at one or more levels should key the Tables with zeroes to present a complete report. Measures of equity in TAB 3 with tables are:

- Table 1. First Time in College Enrollment, Previous Academic Year (AY)
- Table 2. Florida State College System A.A. Transfers, Previous AY
- Table 3. Retention of Full-time FTICs Entering Previous AY, After One Year
- Table 4. Graduation Rate of Full-Time FTICs after Six Years
- Table 5. Bachelor’s Degrees Awarded, Previous AY**
- Table 6. Master’s Degrees Awarded, Previous AY**
- Table 7. Doctoral Degrees Awarded, Previous AY
- Table 8. First Professional Degrees Awarded, Previous AY

- B. An analysis of the information on each Table shall be prepared annually by each university using the results of TAB 3, Tables 1-8. Include in this narrative an identification of the standard for disproportionate enrollment or identification of an area for improvement. Each university shall report its definition of “disproportionate” or “area for improvement” for each level, Tables 1-8, offered at that institution.

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

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

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<sup>4</sup> The applicable race/ethnicity codes for Table 4 are the current IPEDS race/ethnicity codes.  
<sup>5</sup> This total will be supplied from the university’s IPEDS report. Tables in TAB 3 will display the complete line from IPEDS including all reporting categories. Tables 1-8 will display percentage representation, calculated by formula on the table, for females and the four protected race/ethnic categories.

- C. Using its own definition, each university shall identify areas for improvement in a period no longer than three years for each Table that is pertinent in **TAB 3**. This narrative section shall include goals established and the programs and timeline to achieve the goals.
- D. Student Services require periodic review by the institution to determine compliance with equity laws and regulations. Non-discrimination on the basis of race, color, national origin, sex, religion, age, disability, marital status, veteran status or any other basis protected by law is required. Those services include:
1. Academic Advising
  2. Admission to Academic Program<sup>6</sup>
  3. Health Services
  4. Club and Intramural Athletics (report on sex equity only)<sup>7</sup>
  5. Student Financial Assistance
  6. Housing
  7. Student Employment
  8. Educational and Work Environment
  9. Personnel

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

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

- E. **Each university shall evaluate the university's overall effectiveness** in enrollment equity in the reporting year. Consider accolades (such as **Diverse Issues in Higher Education magazine's reporting of top minority degree producers**), statistical achievement, climate surveys and other documentation to be added. Identify areas for improvement in the following year and the programs and timetable to achieve the improvement.

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

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

- A. Each university shall prepare an annual update to the Florida Equity Report related to sex equity in intercollegiate athletics. The university shall include a description of the findings followed by an assessment of equity. Those results shall be summarized on **TAB 4**, Table 1. If areas for improvement are identified, the programs and timetable for achieving improvement shall be specified. The following eleven (11) areas are required in the assessment:

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<sup>6</sup> The universities shall define the "Academic Program" as admission to undergraduate status and admission to graduate status.

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

1. Sports offerings
2. Participation rates, by sex, compared with full-time undergraduate enrollment by sex
3. Availability of facilities, defined as locker room, practice and competitive facilities
4. Scholarship offerings for athletes
5. Funds allocated for:
  - a) The Athletic Program as a Whole
  - b) Administration
  - c) Travel and Per Diem Allowances
  - d) Recruitment
  - e) Comparable Coaching
  - f) Publicity and Promotion
  - g) Other Support Costs
6. Provision of equipment and supplies
7. Scheduling of games and practice times
8. Opportunities to receive tutoring
9. Compensation of coaches and tutors
10. Medical and training services
11. Housing and dining facilities and services

**B. Each university shall identify areas for improvement from the previous year's update which included a timetable for improvement in this data year. Each university shall specify the extent to which those sex equity goals have been accomplished. Provide the information requested in **TAB 4**, Table 2.**

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

C. Following Table 2, each university shall check one basis below for assuring that it is in compliance with the Florida Equity Report:

- Accommodation of interests and abilities
- Substantial proportionality
- History and practice of expansion of sports

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

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

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

The guidelines for the employment section of the Florida Equity Report measure achievement of remedying underutilization of women and minorities, as applicable, in senior-level administrative positions and by faculty

rank and/or tenure status. The guidelines for this section may be fulfilled by appropriate analyses completed for university Affirmative Action Plans or other required reports.

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

Complete Tables 1 – 4 of **TAB 5**. Each university shall report race and sex representation within:

1. Category Representation: Tenured instructional faculty
2. Category Representation: Tenure-track instructional faculty
3. Category Representation: Faculty not on tenure track instructional or faculty employed at a non-tenure-granting university
4. Category Representation: Management Occupations

(NOTE: IPEDS replaced the Executive/Administrative/Managerial grouping with Management Occupations in fall 2012.)

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

Using all information, **evaluate the effectiveness of the university's programs in employment equity** this reporting year. Consider accolades, statistical achievement, climate surveys, and other documentation.

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

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

A. Each university shall describe strategies used to address areas for improvement that were identified using comparable national standards. These may include targeted application of funding outlined in the budget plan required by paragraph (7) of Regulation 2.003 or programs listed in such documents as the Affirmative Action Plan, Institutional Effectiveness Plan, or Strategic Plan.

**B. Each university's report should identify programmatic descriptions and the designated measure of effectiveness to be evaluated in Part VI describing annual improvements and achievements from the previous year and include this information on the “Achievement Report, June 2016” if the area of improvement is more than one year old. New areas for improvement for the current report should be included in the report, but achievements on current year areas of improvements will not be addressed until the next year's report.**

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

Representation of females and protected class minorities within the tenure process at each stage shall be documented. Each university is required to address: (1) disparities identified from comparing protected-class success rates to the success rates for the majority race, and (2) disparities identified from comparing the success rates of females to the success rate of males. **Include in the narrative a description of the university's guidelines for equitable assignments for instructional faculty.**

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

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

PART IX. Other Requirements – No TAB.

- A. The Budget Plan required by paragraph (7) of Regulation 2.003 is designed to accomplish Employment Equity goals. Describe how the university deployed its resources to do so. Link the results to a discussion of goals achieved and areas for improvement. Establish timetables for achieving selected goals the following year.
- B. President's Evaluation. Each university President may be evaluated on the results of the Florida Equity Reports. Describe the process at the university for accomplishing this evaluation, if required, as well as this year's results.
- C. Top Administrators' Evaluations. Top administrators may have equity accomplishments evaluated in their annual performance appraisals. Describe the process at the university for accomplishing these evaluations, if required, as well as this year's results.

**Agenda Item: FL 107**

**USF Board of Trustees  
September 10, 2019**

**Issue:** Industrial Hemp Pilot Project at the University of South Florida

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**Proposed action:** Approval of Hemp Pilot Project

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**Executive Summary:** In 2016, Governor Scott signed HB-307, the Medical Use of Cannabis Bill, allowing state universities with College of Agricultures to carry out cannabis research. In 2017, Governor Scott signed SB-1726, the Industrial Hemp Pilot Projects Bill, allowing land grant institutions (UF and FAMU) to carry out Industrial Hemp Pilot Projects. In 2019, Governor DeSantis signed SB-1020, which allowed essentially all state colleges and universities to participate in the Industrial Hemp Pilot Programs (including USF).

Because of the possible therapeutic implications of cannabis/ industrial hemp, we seek to establish a USF Industrial Hemp Pilot Project (Botanical Medicinal Research and Education Consortium) in the College of Pharmacy at the University of South Florida. Partnering with academia (UF, UCLA, Hebrew University, etc.), industry (Ananda Scientific, Lyotropic Delivery Systems) and agriculture (Mission Lago East, Mission Lago Farms, Bethel Farms) we will establish a program to facilitate A) a Clinical Research Program (CRP) to help advance our understanding of the impact of cannabis (cannabinoid-like molecules) in the clinical setting, bio-inflammatory identification, and focused testing of compounds currently in the research space as well as those developed by the BMREC; B) a Basic Science Research Program (BSRP) for drug discovery technology to determine the components in cannabis (THC, CBD, CBG, CBN, etc.) and the combinations, dosing, delivery and therapeutic potential (pharmacokinetics, ADME, toxicology, on various diseases both *in vitro* and *in vivo* (animal models). Finally, the BMREC will provide novel and innovative aspects to teaching and learning, deliver educational programs, and enhance technology development. SB-1020 requires the board of trustees of a university to authorize the initiation of a hemp pilot program, with eventual submission to the Florida Department of Agriculture.

**Financial Impact:** There will be no direct costs to the university. Much of the clinical and basic research structure is in place. We anticipate that funding will be initially provided by donations from the interested parties (\$2-3M). In addition, grants will be generated from the research and submitted to the NIH, NSF, AHA, AA, various other foundations and big pharma to help support the research ventures. Additional contributions from local individuals who support medical marijuana and industrial hemp and from public-private partnerships to engage in this program. Also, valuable contributions to the literature in the way of publications in high-profile peer-reviewed journals, and generation of intellectual property and patents, and start-up companies.

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**Strategic Goal(s) Item Supports:** Student success, research innovation, partnerships, economic base (2013-2018 Strategic Goals)

**BOT Committee Review Date:** August 27, 2019

**Supporting Documentation Online (please circle):**

Yes

No

**USF System or Institution specific:** USF System

**Prepared by:** Drs. Kevin Sneed, Juan Sanchez-Ramos, Mark S. Kindy





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# Industrial Hemp Pilot Project at the University of South Florida

Kevin Sneed, PharmD, FNAP, FNPFA

Mark S. Kindy, Ph.D.

Juan Sanchez-Ramos, M.D., Ph.D.

## Industrial Hemp Pilot Projects - Background

- In 2017, SB-1726 (Industrial Hemp Pilot Projects Bill) allowed the FL land grant institutions (UF and FAMU) to carry out Industrial Hemp Pilot Projects.
- In 2019, SB-1020 allows essentially all state colleges and universities to participate in the Industrial Hemp Pilot Programs (including USF).
- F.S. 581.217 State hemp program.— LEGISLATIVE FINDINGS:
  - (a) Hemp is an agricultural commodity.
  - (b) Hemp-derived cannabinoids, including, but not limited to, cannabidiol, are not controlled substances or adulterants.
- SB-1020 requires the board of trustees of a university to authorize the initiation of a hemp pilot program, with eventual submission of project protocols to the Florida Department of Agriculture.





## Industrial Hemp Pilot Projects – The Focus for USF

- The establishment a **USF Industrial Hemp Pilot Project** in the USF Taneja College of Pharmacy at the University of South Florida.
- Partnering with academia (UF, UCLA, Hebrew University, etc.), industry, and agriculture we will establish a program to achieve:
  - A **Clinical Research Program** (CRP) to help advance our understanding of the impact of cannabis (cannabinoid-like molecules) in the clinical setting, bio-inflammatory identification, and focused testing of compounds
  - A **Basic Science Research Program** (BSRP) for drug discovery technology to examine the components in cannabis, dosing, delivery and therapeutic potential on various diseases both *in vitro* and *in vivo* (animal models).
- Provide novel and innovative aspects to teaching and learning, deliver educational programs, and enhance technology development

## Industrial Hemp Pilot Projects – Impact for USF

- There will be no direct costs to the university. Much of the clinical and basic research infrastructure currently exists.
- We anticipate that funding will initially be provided by donations from the interested parties (~ \$2M).
- Additionally, grants will be generated from the research and submitted to the NIH, NSF, AHA, AA, and various other foundations to help support the research ventures.
- Valuable contributions to the literature in the way of publications in high-profile peer-reviewed journal.
- Anticipation of generation of intellectual property and patents, and start-up companies.



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## **Industrial Hemp Pilot Projects – Request from USF BOT**

- SB-1020 requires the board of trustees of a university to authorize the initiation of a hemp pilot program, with eventual submission of project protocols to the Florida Department of Agriculture.
- The USF Taneja College of Pharmacy will establish a Botanical Medicinal Research and Education Consortium to formalize research and education endeavors for multiple botanical-based and alternative medicinal entities
- We request approval from the USF BoT to move forward through the administrative process of initiating Industrial Hemp Pilot Projects.
- The projects will adhere to all state and federal regulations, with close oversight by the USF Office of Research and Innovation.



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CHAPTER 2019-132

Committee Substitute for  
Committee Substitute for Senate Bill No. 1020

An act relating to the state hemp program; creating s. 581.217, F.S.; creating the state hemp program within the Department of Agriculture and Consumer Services; providing legislative findings; providing definitions; directing the department to submit a plan for the state program to the United States Secretary of Agriculture for approval; providing licensure requirements; requiring licensees to use specified hemp seeds and cultivars; providing requirements for the distribution and sale of hemp extract; directing the department to maintain a land registry and submit monthly reports to the United States Secretary of Agriculture; providing for violations and corrective measures; providing for enforcement of the state hemp program; directing the department, in consultation with the Department of Health and the Department of Business and Professional Regulation, to adopt specified rules; providing applicability; establishing, adjunct to the department, the Industrial Hemp Advisory Council; providing for council purpose, membership, and meetings; amending s. 893.02, F.S.; revising the definition of the term “cannabis”; amending s. 1004.4473, F.S.; revising the colleges and universities at which the department is required to authorize and oversee the development of industrial hemp pilot projects; removing a condition for the implementation of industrial hemp commercialization projects; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. Section 581.217, Florida Statutes, is created to read:

581.217 State hemp program.—

(1) CREATION AND PURPOSE.—The state hemp program is created within the department to regulate the cultivation of hemp in the state. This section constitutes the state plan for the regulation of the cultivation of hemp for purposes of 7 U.S.C. s. 1639p.

(2) LEGISLATIVE FINDINGS.—The Legislature finds that:

(a) Hemp is an agricultural commodity.

(b) Hemp-derived cannabinoids, including, but not limited to, cannabidiol, are not controlled substances or adulterants.

(3) DEFINITIONS.—As used in this section, the term:

(a) “Certifying agency” has the same meaning as in s. 578.011(8).

1

CODING: Words ~~stricken~~ are deletions; words underlined are additions.

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LAWS OF FLORIDA

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(b) “Contaminants unsafe for human consumption” includes, but is not limited to, any microbe, fungus, yeast, mildew, herbicide, pesticide, fungicide, residual solvent, metal, or other contaminant found in any amount that exceeds any of the accepted limitations as determined by rules adopted by the Department of Health in accordance with s. 381.986, or other limitation pursuant to the laws of this state, whichever amount is less.

(c) “Cultivate” means planting, watering, growing, or harvesting hemp.

(d) “Hemp” means the plant Cannabis sativa L. and any part of that plant, including the seeds thereof, and all derivatives, extracts, cannabinoids, isomers, acids, salts, and salts of isomers thereof, whether growing or not, that has a total delta-9 tetrahydrocannabinol concentration that does not exceed 0.3 percent on a dry-weight basis.

(e) “Hemp extract” means a substance or compound intended for ingestion that is derived from or contains hemp and that does not contain other controlled substances.

(f) “Independent testing laboratory” means a laboratory that:

1. Does not have a direct or indirect interest in the entity whose product is being tested;

2. Does not have a direct or indirect interest in a facility that cultivates, processes, distributes, dispenses, or sells hemp or hemp extract in the state or in another jurisdiction or cultivates, processes, distributes, dispenses, or sells marijuana, as defined in s. 381.986; and

3. Is accredited by a third-party accrediting body as a competent testing laboratory pursuant to ISO/IEC 17025 of the International Organization for Standardization.

(4) FEDERAL APPROVAL.—The department shall seek approval of the state plan for the regulation of the cultivation of hemp with the United States Secretary of Agriculture in accordance with 7 U.S.C. s. 1639p within 30 days after adopting rules. If the state plan is not approved by the United States Secretary of Agriculture, the Commissioner of Agriculture, in consultation with and with final approval from the Administration Commission, shall develop a recommendation to amend the state plan and submit the recommendation to the Legislature.

(5) LICENSURE.—

(a) It is unlawful for a person to cultivate hemp in this state without a license issued by the department.

(b) A person seeking to cultivate hemp must apply to the department for a license on a form prescribed by the department and must submit a full set of fingerprints to the department along with the application.



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1. The department shall forward the fingerprints to the Department of Law Enforcement for state processing and the Department of Law Enforcement shall forward the fingerprints to the Federal Bureau of Investigation for national processing.

2. Fingerprints submitted to the Department of Law Enforcement pursuant to this paragraph must be retained by the Department of Law Enforcement as provided in s. 943.05(2)(g) and (h) and must be retained as provided in s. 943.05(4) when the Department of Law Enforcement begins participation in the Federal Bureau of Investigation's national retained fingerprint arrest notification program.

3. Any arrest record identified shall be reported to the department.

(c) The department shall adopt rules establishing procedures for the issuance and annual renewal of a hemp license.

(d) A person seeking to cultivate hemp must provide to the department the legal land description and global positioning coordinates of the area where hemp will be cultivated.

(e) The department shall deny the issuance of a hemp license to an applicant, or refuse to renew the hemp license of a licensee, if the department finds that the applicant or licensee:

1. Has falsified any information contained in an application for a hemp license or hemp license renewal; or

2. Has been convicted of a felony relating to a controlled substance under state or federal law. A hemp license may not be issued for 10 years following the date of the conviction.

(6) HEMP SEED.—A licensee may only use hemp seeds and cultivars certified by a certifying agency or a university conducting an industrial hemp pilot project pursuant to s. 1004.4473.

(7) DISTRIBUTION AND RETAIL SALE OF HEMP EXTRACT.—Hemp extract may only be distributed and sold in the state if the product:

(a) Has a certificate of analysis prepared by an independent testing laboratory that states:

1. The hemp extract is the product of a batch tested by the independent testing laboratory;

2. The batch contained a total delta-9-tetrahydrocannabinol concentration that did not exceed 0.3 percent on a dry-weight basis pursuant to the testing of a random sample of the batch; and

3. The batch does not contain contaminants unsafe for human consumption.

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(b) Is distributed or sold in packaging that includes:

1. A scannable barcode or quick response code linked to the certificate of analysis of the hemp extract by an independent testing laboratory;

2. The batch number;

3. The Internet address of a website where batch information may be obtained;

4. The expiration date;

5. The number of milligrams of hemp extract; and

6. A statement that the product contains a total delta-9-tetrahydrocannabinol concentration that does not exceed 0.3 percent on a dry-weight basis.

(8) LAND REGISTRY.—The department shall maintain a registry of land on which hemp is cultivated or has been cultivated within the past 3 calendar years, including the global positioning coordinates and legal land description for each location.

(9) DEPARTMENT REPORTING.—The department shall submit monthly to the United States Secretary of Agriculture a report of the locations in the state where hemp is cultivated or has been cultivated within the past 3 calendar years. The report must include the contact information for each licensee.

(10) VIOLATIONS.—

(a) A licensee must complete a corrective action plan if the department determines that the licensee has negligently violated this section or department rules, including negligently:

1. Failing to provide the legal land description and global positioning coordinates pursuant to subsection (5);

2. Failing to obtain a proper license or other required authorization from the department; or

3. Producing Cannabis sativa L. that has a total delta-9 tetrahydrocannabinol concentration that exceeds 0.3 percent on a dry-weight basis.

(b) The corrective action plan must include:

1. A reasonable date by which the licensee must correct the negligent violation; and

2. A requirement that the licensee periodically report to the department on compliance with this section and department rules for a period of at least 2 calendar years after the date of the violation.

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(c) A licensee who negligently violates the corrective action plan under this subsection three times within 5 years is ineligible to cultivate hemp for 5 years following the date of the third violation.

(d) If the department determines that a licensee has violated this section or department rules with a culpable mental state greater than negligence, the department shall immediately report the licensee to the Attorney General and the United States Attorney General.

(11) ENFORCEMENT.—

(a) The department shall enforce this section.

(b) Every state attorney, sheriff, police officer, and other appropriate county or municipal officer shall enforce, or assist any agent of the department in enforcing, this section and rules adopted by the department.

(c) The department, or its agent, is authorized to enter any public or private premises during regular business hours in the performance of its duties relating to hemp cultivation.

(d) The department shall conduct random inspections, at least annually, of each licensee to ensure that only certified hemp seeds are being used and that hemp is being cultivated in compliance with this section.

(12) RULES.—By August 1, 2019, the department, in consultation with the Department of Health and the Department of Business and Professional Regulation, shall initiate rulemaking to administer the state hemp program. The rules must provide for:

(a) A procedure that uses post-decarboxylation or other similarly reliable methods for testing the delta-9 tetrahydrocannabinol concentration of cultivated hemp.

(b) A procedure for the effective disposal of plants, whether growing or not, that are cultivated in violation of this section or department rules, and products derived from those plants.

(13) APPLICABILITY.—Notwithstanding any other law:

(a) This section does not authorize a licensee to violate any federal or state law or regulation.

(b) This section does not apply to a pilot project developed in accordance with 7 U.S.C. 5940 and s. 1004.4473.

(c) A licensee who negligently violates this section or department rules is not subject to any criminal or civil enforcement action by the state or a local government other than the enforcement of violations of this section as authorized under subsection (10).

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(14) INDUSTRIAL HEMP ADVISORY COUNCIL.—An Industrial Hemp Advisory Council, an advisory council as defined in s. 20.03, is established to provide advice and expertise to the department with respect to plans, policies, and procedures applicable to the administration of the state hemp program.

(a) The advisory council is adjunct to the department for administrative purposes.

(b) The advisory council shall be composed of all of the following members:

1. Two members appointed by the Commissioner of Agriculture.
2. Two members appointed by the Governor.
3. Two members appointed by the President of the Senate.
4. Two members appointed by the Speaker of the House of Representatives.
5. The dean for research of the Institute of Food and Agricultural Sciences of the University of Florida or his or her designee.
6. The president of Florida Agricultural and Mechanical University or his or her designee.
7. The executive director of the Department of Law Enforcement or his or her designee.
8. The president of the Florida Sheriffs Association or his or her designee.
9. The president of the Florida Police Chiefs Association or his or her designee.
10. The president of the Florida Farm Bureau Federation or his or her designee.
11. The president of the Florida Fruit and Vegetable Association or his or her designee.

(c) The advisory council shall elect by a two-thirds vote of the members one member to serve as chair of the council.

(d) A majority of the members of the advisory council constitutes a quorum.

(e) The advisory council shall meet at least once annually at the call of the chair.

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(f) Advisory council members shall serve without compensation and are not entitled to reimbursement for per diem or travel expenses.

Section 2. Subsection (3) of section 893.02, Florida Statutes, is amended to read:

893.02 Definitions.—The following words and phrases as used in this chapter shall have the following meanings, unless the context otherwise requires:

(3) “Cannabis” means all parts of any plant of the genus *Cannabis*, whether growing or not; the seeds thereof; the resin extracted from any part of the plant; and every compound, manufacture, salt, derivative, mixture, or preparation of the plant or its seeds or resin. The term does not include “marijuana,” as defined in s. 381.986, if manufactured, possessed, sold, purchased, delivered, distributed, or dispensed, in conformance with s. 381.986. The term does not include hemp as defined in s. 581.217 or industrial hemp as defined in s. 1004.4473.

Section 3. Paragraph (a) of subsection (2) and subsections (3) through (7) of section 1004.4473, Florida Statutes, are amended to read:

1004.4473 Industrial hemp pilot projects.—

(2)(a) The department shall authorize and oversee the development of industrial hemp pilot projects for the Institute of Food and Agricultural Sciences at the University of Florida, Florida Agricultural and Mechanical University, ~~and any land grant university in the state that has a college of agriculture, and any Florida College System institution or state university that has an established agriculture, engineering, or pharmacy program.~~ The department shall adopt rules as required under the Agricultural Act of 2014, 7 U.S.C. s. 5940, to implement this section, including rules for the certification and registration of sites used for growth or cultivation. The purpose of the pilot projects is to cultivate, process, test, research, create, and market safe and effective commercial applications for industrial hemp in the agricultural sector in this state.

(3) An institution or a university must obtain the authorization of its board of trustees before implementing an industrial hemp pilot project. A pilot project authorized by an institution or a university must be registered with the department and must comply with rules adopted by the department.

(4) An institution or a university that implements an industrial hemp pilot project shall develop partnerships with qualified project partners to attract experts and investors experienced with agriculture and may develop the pilot project in partnership with public, nonprofit, and private entities in accordance with this section and all applicable state and federal laws.

(5) The research office of an institution or a university that implements an industrial hemp pilot project shall oversee the pilot project and ensure

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compliance with rules adopted by the department. The office must identify a contact person who is responsible for oversight of the pilot project and shall adopt procedures and guidelines to ensure the proper operation of the pilot project, the proper handling of hemp material and products, compliance with state and federal law, and the safety and security of the pilot project facility. At a minimum, the guidelines must:

(a) Designate the physical location, global positioning system position, and map of the pilot project facility. Areas within the facility must be designated as general access or limited access. An area where hemp material is cultivated, processed, stored, or packaged or where industrial hemp research is conducted must be designated as limited access. Limited-access areas must be restricted to entry by qualified program personnel and authorized visitors accompanied at all times by qualified program personnel. All other areas of the facility may be designated as general access and are open to authorized visitors, regardless of whether accompanied by qualified program personnel.

(b) Identify the qualified program personnel involved in the pilot project who meet the requirements of 21 CFR s. 1301.18 pursuant to the Agricultural Act of 2014, 7 U.S.C. s. 5940.

(c) Authorize the qualified program personnel to handle, grow, cultivate, process, and manufacture hemp materials.

(d) Establish a testing program and protocols to ensure the proper labeling of hemp material.

~~(6) An industrial hemp commercialization project may only be conducted after an industrial hemp pilot project has been in place for 2 years to determine if there are any adverse impacts of hemp cultivation on current indigenous crops in the state.~~

~~(6)~~<sup>(7)</sup> An institution or a university that implements an industrial hemp pilot project shall submit a report to the Governor, the President of the Senate, and the Speaker of the House of Representatives on the status of its pilot project and any research related to the cultivation, harvesting, processing, and uses of industrial hemp. The report must be prepared and submitted within 2 years after the pilot project is implemented project's creation.

Section 4. This act shall take effect July 1, 2019.

Approved by the Governor June 25, 2019.

Filed in Office Secretary of State June 25, 2019.

**Agenda Item: FL 108**

**USF Board of Trustees**  
September 10, 2019

**Issue:** 2019-20 University E&G Carryforward Spending Plan

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**Proposed action:**

1. Approve the 2019-20 University E&G Carryforward Spending Plan;
  2. Board Chair approves (along with the USF System President and the System USF CFO) the FY 2020 Budget Certification Form
- 

**Executive Summary:** Beginning with FY20, each university board of trustees shall adopt an E&G Carryforward Spending Plan as prescribed by the regulations of the Board of Governors. The university board of trustees-ratified E&G Carryforward Spending Plan must be presented to the Board of Governors for approval by September 23, 2019 (a date established by the Chancellor). Each university president shall implement the E&G Carryforward Spending Plan of the university as prescribed by Florida Statutes, regulations of the Board of Governors, policies of the university board of trustees, provisions of the General Appropriations Act, and data reflected within the State University System Allocation Summary and Work papers publication.

Once approved by the USF Board of Trustees, the plan will be presented to the Board of Governors for approval at their October board meetings.

**Financial Impact:**

The use of carryforward funds will contribute towards the University's strategic initiatives.

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**Strategic Goal(s) Item Supports:** Strategic goal 4

**Committee Review Date:** N/A

**Supporting Documentation Online (please circle):** USF System or Institution specific: USF System

Yes

No

**Prepared by:** Nick Trivunovich



UNIVERSITY OF SOUTH FLORIDA

University Board of Trustees, September 10, 2019

# **2019-20 CARRY FORWARD SPENDING PLANS**



## Objectives

- Revisit: What are carryforwards?
- What are the components of the new reporting requirements?
- Review: FY 2020 Carry Forward spending plan
- Outcome: Approval of FY 2020 Carry Forward spending plan



# Carryforward Example

Description	Fiscal Year Budget	Actual Expenditures	Carryforward
Department Chair	\$ 200,000	\$200,000	\$ ---
Professor A	150,000	150,000	---
Associate Prof B	125,000	125,000	---
Associate Prof C	125,000	125,000	---
Assistant Prof D	100,000	100,000	---
Assistant Prof E	100,000	50,000	50,000
Assistant Prof F	100,000	100,000	---
Assistant Prof G	<u>100,000</u>	<u>100,000</u>	<u>---</u>
Department Budget	<u>\$1,000,000</u>	<u>\$950,000</u>	<u>\$50,000</u>

**Carryforwards are unspent funds accumulated over many years.**

## General Restrictions on Use of Carry Forward

*E&G funds that may only be used for nonrecurring expenditures. Non-recurring is defined by BOG as an expenditure that is not expected to be needed or available after a point in time. Non-recurring expenditures have distinct elements:*

- Time limited in nature where an end-date is known,*
- No promise or guarantee of future funding,*
- May cross multiple years, but the above two provisions apply*
- May address financial challenges resulting from external factors (examples could include, but are not limited to, federal government shutdown, drop in state revenue resulting in a mid-year reduction)*

**The USF System Carry Forward spending plan is consistent with those restrictions**

## Guidelines and reporting standards for carry forward enacted this year:

- *Each university shall prepare..... an E&G Carryforward Spending Plan, for approval by the university board of trustees in accordance with instructions, guidelines and formats provided by the BOG.*
- *Annually, the President and Chief Financial Officer of each university shall certify the unexpended amount of funds.*
- *A university's Carryforward Spending Plan shall include the estimated cost per planned expenditure and a timeline for completion.*

## Three Major Categories Associated with E&G Carry Forward Spending Plans

### 1. *Required Reserve (7% of current year E&G)*

#### 2. *Restricted:*

- *By appropriation*
- *By University Board of Trustees*
- *By specific contractual commitments*

#### 3. *Commitments:*

- *Set aside for specific, time-limited purposes*

#### *Defined categories:*

- *Compliance, Audit, and Security*
- *Academic and Students Affairs*
- *Facilities, Infrastructure, and IT*
- *UBOT Approved Operating Requirements*

***Newly established form – Summary page***

University of South Florida System Education and General Carryforward Spending Plan Summary Approved by University Board of Trustees September 1, 2019			
		Special Unit or	
		University E&G	Campus (Title)
<b>A. Beginning E&amp;G Carryforward Fund Balance - July 1, 2019 :</b>			
Cash	\$	-	-
Investments	\$	-	-
Accounts Receivable	\$	-	-
Less: Accounts Payable	\$	-	-
Less: Deferred Student Tuition & Fees	\$	-	-
<b>Beginning E&amp;G Fund Balance (Net of Payables/Receivables/Deferred Fees) :</b>	\$	-	\$ -
<b>7% Statutory Reserve Requirement</b> (per SB 190, 1011.45(1) F.S.)	\$	-	-
<b>E. E&amp;G Carryforward Fund Balance Less 7% Statutory Reserve Requirement</b> (Amount Requiring Approved Spending Plan) :	\$	-	\$ -
<b>F. * Restricted / Contractual Obligations</b>			
Restricted by Appropriations			
University Board of Trustees Reserve Requirement	\$	-	\$ -
Restricted by Contractual Obligations :			
Compliance Program Enhancements	\$	-	\$ -
Audit Program Enhancements	\$	-	\$ -
Campus Security and Safety Enhancements	\$	-	\$ -
Student Services, Enrollment, and Retention Efforts	\$	-	\$ -
Student Financial Aid	\$	-	\$ -
Faculty/Staff, Instructional and Advising Support and Start-up Funding	\$	-	\$ -
Faculty Research and Public Service Support and Start-Up Funding	\$	-	\$ -
Library Resources	\$	-	\$ -
Utilities	\$	-	\$ -
Information Technology (ERP, Equipment, etc.)	\$	-	\$ -
Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	\$	-	\$ -
USF St. Pete Restricted Reserve-USC Funding Guarantee	\$	-	\$ -
PECO Projects - Supplemental Funds to Complete Projects That Received Previous Appropriation (SB 190)	\$	-	\$ -
Completion of Renovation, Repair, or Maintenance Project up to \$5M (SB 190)	\$	-	\$ -
Replacement of Minor Facility (< or = 10,000 gsf) up to \$2M (SB 190)	\$	-	\$ -
Complete Survey-Recommended Remodeling or Infrastructure Project (Including DRS Schools) up to \$10M (SB 190)	\$	-	\$ -
<b>Total Restricted Funds :</b> (Should agree with restricted column total on "Planned Expenditure Details" tab)	\$	-	\$ -
<b>G. * Commitments</b>			
Compliance, Audit, and Security			
Compliance Program Enhancements	\$	-	\$ -
Audit Program Enhancements	\$	-	\$ -
Campus Security and Safety Enhancements	\$	-	\$ -
Academic and Student Affairs			
Student Services, Enrollment, and Retention Efforts	\$	-	\$ -
Student Financial Aid	\$	-	\$ -
Faculty/Staff, Instructional and Advising Support and Start-up Funding	\$	-	\$ -
Faculty Research and Public Service Support and Start-Up Funding	\$	-	\$ -
Library Resources	\$	-	\$ -
Facilities, Infrastructure, and Information Technology			
Utilities	\$	-	\$ -
Information Technology (ERP, Equipment, etc.)	\$	-	\$ -
PECO Projects - Supplemental Funds to Complete Projects That Received Previous Appropriation (SB 190)	\$	-	\$ -
Completion of Renovation, Repair, or Maintenance Project up to \$5M (SB 190)	\$	-	\$ -
Replacement of Minor Facility (< or = 10,000 gsf) up to \$2M (SB 190)	\$	-	\$ -
Complete Survey-Recommended Remodeling or Infrastructure Project (Including DRS Schools) up to \$10M (SB 190)	\$	-	\$ -
Other UBOT Approved Operating Requirements			
Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	\$	-	\$ -
<b>Total Commitments :</b> (Should agree with committed column total on "Planned Expenditure Details" tab)	\$	-	\$ -
<b>H. Available E&amp;G Carryforward Balance as of September 1, 2019 :</b>			
<b>\$ - \$ -</b>			
<b>* Please provide supplemental detailed descriptions for these multiple-item categories in sections F and G using Board of Governors template (use worksheet tab "Planned Expenditure Detail" included with this file).</b>			
<b>Notes :</b>			
1. Florida Polytechnic University amounts include the Phosphate Research Trust Fund.			
2. <b>2019 Senate Bill 190 amends 1011.45 F.S.</b> regarding university Education & General carryforward minimum reserve balances, reporting requirements, and allowable uses. 1011.45(2) states that "Each university that retains a state operating fund carry forward balance in excess of the 7 percent minimum shall submit a spending plan for its excess carry forward balance. The spending plan shall be submitted to the university's board of trustees for review, approval, or if necessary, amendment by September 1, 2020, and each September 1 thereafter. The Board of Governors shall review, approve, and amend if necessary, each university's carry forward spending plan by October 1, 2020, and each October 1 thereafter." 1011.45(3) adds "A university's carry forward spending plan shall include the estimated cost per planned expenditure and a timeline for completion of the expenditure." An additional tab is provided with this file to allow reporting of university detailed expenditure plans for each planned expenditure, a completion timeline, and amount budgeted for expenditure during the current fiscal year.			

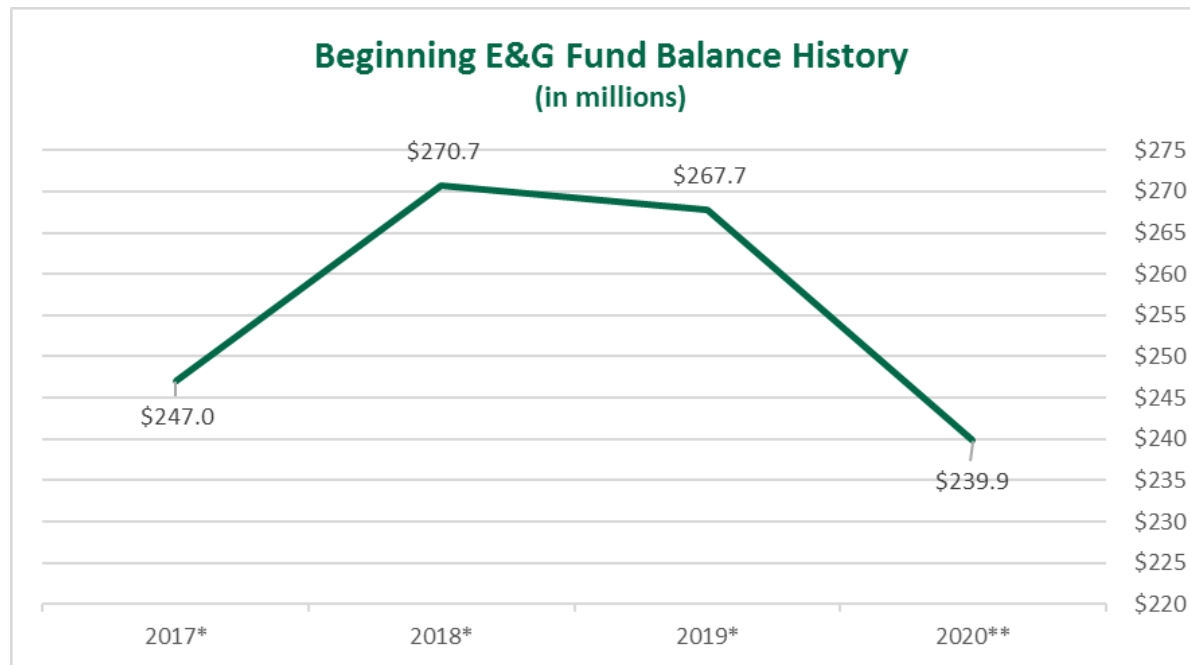
Faculty Research and Public Service Support and Start-Up Funding	\$	-	\$ -
Library Resources	\$	-	\$ -
Utilities	\$	-	\$ -
Information Technology (ERP, Equipment, etc.)	\$	-	\$ -
Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	\$	-	\$ -
USF St. Pete Restricted Reserve-USC Funding Guarantee	\$	-	\$ -
PECO Projects - Supplemental Funds to Complete Projects That Received Previous Appropriation (SB 190)	\$	-	\$ -
Completion of Renovation, Repair, or Maintenance Project up to \$5M (SB 190)	\$	-	\$ -
Replacement of Minor Facility (< or = 10,000 gsf) up to \$2M (SB 190)	\$	-	\$ -
Complete Survey-Recommended Remodeling or Infrastructure Project (Including DRS Schools) up to \$10M (SB 190)	\$	-	\$ -
<b>Total Restricted Funds :</b> (Should agree with restricted column total on "Planned Expenditure Details" tab)	\$	-	\$ -
<b>G. * Commitments</b>			
Compliance, Audit, and Security			
Compliance Program Enhancements	\$	-	\$ -
Audit Program Enhancements	\$	-	\$ -
Campus Security and Safety Enhancements	\$	-	\$ -
Academic and Student Affairs			
Student Services, Enrollment, and Retention Efforts	\$	-	\$ -
Student Financial Aid	\$	-	\$ -
Faculty/Staff, Instructional and Advising Support and Start-up Funding	\$	-	\$ -
Faculty Research and Public Service Support and Start-Up Funding	\$	-	\$ -
Library Resources	\$	-	\$ -
Facilities, Infrastructure, and Information Technology			
Utilities	\$	-	\$ -
Information Technology (ERP, Equipment, etc.)	\$	-	\$ -
PECO Projects - Supplemental Funds to Complete Projects That Received Previous Appropriation (SB 190)	\$	-	\$ -
Completion of Renovation, Repair, or Maintenance Project up to \$5M (SB 190)	\$	-	\$ -
Replacement of Minor Facility (< or = 10,000 gsf) up to \$2M (SB 190)	\$	-	\$ -
Complete Survey-Recommended Remodeling or Infrastructure Project (Including DRS Schools) up to \$10M (SB 190)	\$	-	\$ -
Other UBOT Approved Operating Requirements			
Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	\$	-	\$ -
<b>Total Commitments :</b> (Should agree with committed column total on "Planned Expenditure Details" tab)	\$	-	\$ -
<b>H. Available E&amp;G Carryforward Balance as of September 1, 2019 :</b>			
<b>\$ - \$ -</b>			
<b>* Please provide supplemental detailed descriptions for these multiple-item categories in sections F and G using Board of Governors template (use worksheet tab "Planned Expenditure Detail" included with this file).</b>			
<b>Notes :</b>			
1. Florida Polytechnic University amounts include the Phosphate Research Trust Fund.			
2. <b>2019 Senate Bill 190 amends 1011.45 F.S.</b> regarding university Education & General carryforward minimum reserve balances, reporting requirements, and allowable uses. 1011.45(2) states that "Each university that retains a state operating fund carry forward balance in excess of the 7 percent minimum shall submit a spending plan for its excess carry forward balance. The spending plan shall be submitted to the university's board of trustees for review, approval, or if necessary, amendment by September 1, 2020, and each September 1 thereafter. The Board of Governors shall review, approve, and amend if necessary, each university's carry forward spending plan by October 1, 2020, and each October 1 thereafter." 1011.45(3) adds "A university's carry forward spending plan shall include the estimated cost per planned expenditure and a timeline for completion of the expenditure." An additional tab is provided with this file to allow reporting of university detailed expenditure plans for each planned expenditure, a completion timeline, and amount budgeted for expenditure during the current fiscal year.			

**Newly established form – Detail pages**

Supplemental Detail - University E&G Carryforward Spending Plans for Fund Balance Amount Exceeding 7% Statutory Reserve									
Senate Bill 190 / 1011.45 F.S. Requirement									
September 1, 2019									
Carryforward Spending Plan Category	Specific Expenditure/Project Title	Budget			Estimated Timeline for Completion			Tie to Fixed Capital Outlay	
		Estimated/Planned to be Funded from E&G Carryforward - Total Cost	RESTRICTED Remaining Balance as of September 1, 2019	COMMITTED Remaining Balance as of September 1, 2019	Amount Budgeted for Expenditure FY 2019-2020	Estimated Completion Date (Year)	Current Expenditure Year, #	Total Years of Expenditure / Project, #	Project Included in FY 2019-2020 University Fixed Capital Outlay Budget ?
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
	<i>Add Additional Lines as Needed</i>				\$ -				
		* Total Restricted as of September 1, 2019 :		\$ -					
		* Total Committed as of September 1, 2019 :		\$ -					

\*Note: Should agree with respective category totals on "CFWD Spending Plan Template" tab.

## USF System E&G Carry Forward Balances (FY17 through FY20)



\* Re-stated Pro-Forma of balances to include interest earnings

\*\* FY 2020 Proposed Carry Forward Spending Plan



## USF System E&G Carry Forward Plan Summary Proposed for FY 2020

	<u>USF SYSTEM</u>	FY 2019-2020	Future
<b>Beginning E&amp;G Fund Balance Before Encumbrances :</b>	<b>\$ 239,855,025</b>		
7% Statutory Reserve Requirement:	50,250,394		
<b>E&amp;G Carryforward Fund Balance Less 7% Statutory Reserve:</b>	<b>\$ 189,604,630</b>	<b>\$ 189,604,630</b>	
Total Restricted Funds:		79,025,593	
Total Commitments:		82,280,516	
<b>Holding for Future Years</b>		<b>\$ 28,298,521</b>	<b>\$ 28</b>
Total Restricted Funds:			22
Total Commitments:			5
<b>Available E&amp;G Carry Forward Balance:</b>			<b>\$</b>

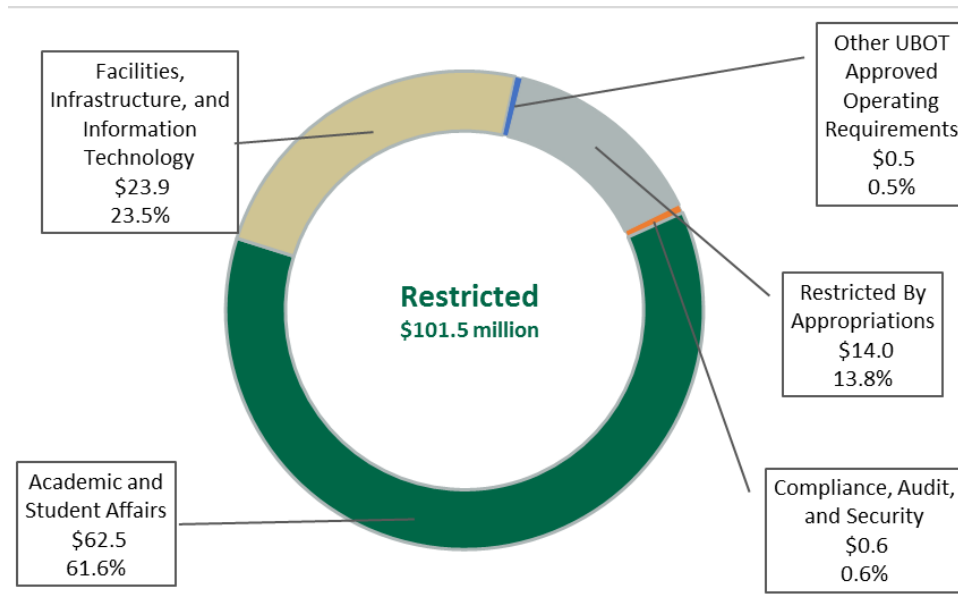
## USF System E&G Carry Forward Plan Summary Proposed for FY 2020

	<u>USF SYSTEM</u>	<u>FY 2019-2020</u>
<b>Beginning E&amp;G Fund Balance Before Encumbrances :</b>	<b>\$ 239,855,025</b>	
7% Statutory Reserve Requirement:	50,250,394	
<b>E&amp;G Carryforward Fund Balance Less 7% Statutory Reserve:</b>	<b>\$ 189,604,630</b>	<b>\$ 189,604,630</b>
Total Restricted Funds:		73,409,439
Total Commitments:		81,730,707
<b>Holding for Future Years</b>		<b>\$ 34,464,484</b>

## USF System E&G Carry Forward Plan Summary Proposed for FY 2020

	<u>USF SYSTEM</u>	<u>FY 2019-2020</u>	<u>Future Years</u>
<b>Beginning E&amp;G Fund Balance Before Encumbrances :</b>	<b>\$ 239,855,025</b>		
7% Statutory Reserve Requirement:	50,250,394		
<b>E&amp;G Carryforward Fund Balance Less 7% Statutory Reserve:</b>	<b>\$ 189,604,630</b>	<b>\$ 189,604,630</b>	
Total Restricted Funds:		73,409,439	
Total Commitments:		81,730,707	
<b>Holding for Future Years</b>		<b>\$ 34,464,484</b>	<b>\$ 34,464,484</b>
Total Restricted Funds:			28,050,543
Total Commitments:			6,413,941
<b>Available E&amp;G Carry Forward Balance:</b>			<b>\$ -</b>

## USF System E&G Carry Forward Usage by Category “Restricted” - Proposed for FY2020



### Some of the examples are:

#### **Restricted by Appropriation**

- Florida Cyber, FIO, FL High Tech, etc.

#### **Academic and Student Affairs**

- Faculty Startup Funds - \$56.3
- Instructional & Advising Support - \$3.5

#### **Facilities, Infrastructure, and IT**

- Information Technology (ERP, Equip, etc.) - \$11.1
- Completion of Renovation, Repair, or Maintenance Projects - \$8.8

#### **Compliance, Audit, and Security**

- Accreditation and Compliance Program Enhancements - \$0.6

*(all \$ amounts are in millions)*

## USF System E&G Carry Forward Usage by Category “Commitments” - Proposed for FY2020



*(all \$ amounts are in millions)*

### Some of the examples are:

#### **Facilities, Infrastructure, and IT**

- Completion of Renovation, Repair, or Maintenance Project - \$25.2
- Information Technology (ERP, Equip, etc.) - \$13.6

#### **Academic and Student Affairs**

- Instructional & Advising Support - \$17.5
- Faculty Research Startup Funds - \$8.4
- Student Svcs, Enrollment, and Retention - \$4.9
- Student Financial Aid - \$2.1

#### **Compliance, Audit, and Security**

- Campus Security and Safety Enhancements - \$0.6

## Summary

- *Defined Carry Forward*
- *Advised on the changes in reporting required by the BOG*
- *Presented the FY 2020 Carry Forward spending plan*
- *Outcome: Approval of the carry forward spending plan*

**Requested Action: Approval of the carryforward plans  
and authorize submission to the BOG.**



**UNIVERSITY OF  
SOUTH FLORIDA**

A PREEMINENT RESEARCH UNIVERSITY



STATE  
UNIVERSITY  
SYSTEM  
of FLORIDA  
Board of Governors

## 2019-2020 Fixed Capital, Operating & Carryforward Budget Certification

University Name: University of South Florida

Fixed Capital Outlay, Operating & Carryforward Budgets Certification Representations
<p>I hereby certify to the Board of Governors that the referenced fixed capital outlay, operating and carryforward budget information provided to the Board of Governors in accordance with my fiduciary responsibility to the university is true and materially correct to the best of my knowledge. I further certify that these budgets have been reviewed and approved by the board of trustees at its meeting held on <u>September 10, 2019</u>, and that funds will only be expended in accordance with the approved budget as well as all applicable Statutes, Board of Governors Regulations, and university regulations. I understand that any unsubstantiated, false, misleading, or withheld information relating to these statements may render this certification void. My signature below acknowledges that I have read and understand these statements.</p> <p>Certification: _____ Date _____ Chief Financial Officer</p> <p>Certification: _____ Date _____ President</p> <p>I certify that the above referenced university budgets for fiscal year 2019-2020 has been approved by the university board of trustees and is true and materially correct to the best of my knowledge.</p> <p>Certification: _____ Date _____ Board of Trustees Chair</p>



**Board of Trustees Regular Meeting - New Business - Action Items**

**University of South Florida System  
Education and General  
Carryforward Spending Plan Summary  
Approved by University Board of Trustees  
September 10, 2019**

	University of South Florida		USF
	South Florida	USF Health	SYSTEM
<b>A. Beginning E&amp;G Carryforward Fund Balance - July 1, 2019 :</b>			
Cash	\$ 12,891,065	\$ 3,327,152	\$ 16,218,217
Investments	\$ 213,642,531	\$ 50,022,525	\$ 263,665,056
Accounts Receivable	\$ 6,315,850	\$ 737,108	\$ 7,052,958
Less: Accounts Payable	\$ 5,436,332	\$ 4,036,988	\$ 9,473,320
Less: Deferred Student Tuition & Fees	\$ 26,729,787	\$ 10,878,099	\$ 37,607,886
<b>Beginning E&amp;G Fund Balance (Net of Payables/Receivables/Deferred Fees) :</b>	<b>\$ 200,683,327</b>	<b>\$ 39,171,698</b>	<b>\$ 239,855,025</b>
<b>7% Statutory Reserve Requirement</b> (per SB 190, 1011.45(1) F.S.)	\$ 40,011,619	\$ 10,238,775	\$ 50,250,394
<b>E. E&amp;G Carryforward Fund Balance Less 7% Statutory Reserve Requirement</b> ( Amount Requiring Approved Spending Plan ) :	<b>\$ 160,671,707</b>	<b>\$ 28,932,923</b>	<b>\$ 189,604,630</b>
<b>F. * Restricted / Contractual Obligations</b>			
Restricted by Appropriations	\$ 13,669,453	\$ 370,996	\$ 14,040,449
University Board of Trustees Reserve Requirement	\$ -	\$ -	\$ -
<b>Restricted by Contractual Obligations :</b>			
Compliance Program Enhancements	\$ 583,911	\$ -	\$ 583,911
Audit Program Enhancements	\$ -	\$ -	\$ -
Campus Security and Safety Enhancements	\$ -	\$ -	\$ -
Student Services, Enrollment, and Retention Efforts	\$ 936,067	\$ -	\$ 936,067
Student Financial Aid	\$ 787,299	\$ 1,000,000	\$ 1,787,299
Faculty/Staff, Instructional and Advising Support and Start-up Funding	\$ 1,885,337	\$ 1,568,836	\$ 3,454,173
Faculty Research and Public Service Support and Start-Up Funding	\$ 44,165,875	\$ 12,129,026	\$ 56,294,901
Library Resources	\$ -	\$ -	\$ -
Utilities	\$ 105,510	\$ -	\$ 105,510
Information Technology (ERP, Equipment, etc.)	\$ 8,222,261	\$ 2,862,608	\$ 11,084,869
Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	\$ 231,284	\$ 156,298	\$ 387,582
USF St. Pete Restricted Reserve-USC Funding Guarantee	\$ -	\$ -	\$ -
PECO Projects - Supplemental Funds to Complete Projects That Received Previous Appropriation (SB 190)	\$ 2,000,000	\$ -	\$ 2,000,000
Completion of Renovation, Repair, or Maintenance Project up to \$5M (SB 190)	\$ 7,592,210	\$ 1,224,440	\$ 8,816,650
Replacement of Minor Facility (< or = 10,000 gsf) up to \$2M (SB 190)	\$ 1,968,571	\$ -	\$ 1,968,571
Complete Survey-Recommended Remodeling or Infrastructure Project (Including DRS Schools) up to \$10M (SB 190)	\$ -	\$ -	\$ -
<b>Total Restricted Funds :</b> (Should agree with restricted column total on "Planned Expenditure Details" tab)	<b>\$ 82,147,778</b>	<b>\$ 19,312,204</b>	<b>\$ 101,459,982</b>
<b>G. * Commitments</b>			
<b>Compliance, Audit, and Security</b>			
Compliance Program Enhancements	\$ 146,030	\$ 100,000	\$ 246,030
Audit Program Enhancements	\$ -	\$ -	\$ -
Campus Security and Safety Enhancements	\$ 644,874	\$ -	\$ 644,874
<b>Academic and Student Affairs</b>			
Student Services, Enrollment, and Retention Efforts	\$ 4,443,171	\$ 451,148	\$ 4,894,319
Student Financial Aid	\$ 1,998,300	\$ 93,500	\$ 2,091,800
Faculty/Staff, Instructional and Advising Support and Start-up Funding	\$ 15,717,853	\$ 1,747,265	\$ 17,465,118
Faculty Research and Public Service Support and Start-Up Funding	\$ 5,199,409	\$ 3,232,303	\$ 8,431,712
Library Resources	\$ 1,517,440	\$ -	\$ 1,517,440
<b>Facilities, Infrastructure, and Information Technology</b>			
Utilities	\$ 705,814	\$ -	\$ 705,814
Information Technology (ERP, Equipment, etc.)	\$ 13,554,662	\$ 80,123	\$ 13,634,785
PECO Projects - Supplemental Funds to Complete Projects That Received Previous Appropriation (SB 190)	\$ -	\$ -	\$ -
Completion of Renovation, Repair, or Maintenance Project up to \$5M (SB 190)	\$ 24,007,772	\$ 1,197,950	\$ 25,205,722
Replacement of Minor Facility (< or = 10,000 gsf) up to \$2M (SB 190)	\$ -	\$ -	\$ -
Complete Survey-Recommended Remodeling or Infrastructure Project (Including DRS Schools) up to \$10M (SB 190)	\$ -	\$ -	\$ -
<b>Other UBOT Approved Operating Requirements</b>			
Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	\$ 10,588,604	\$ 2,718,430	\$ 13,307,034
<b>Total Commitments :</b> (Should agree with committed column total on "Planned Expenditure Details" tab)	<b>\$ 78,523,929</b>	<b>\$ 9,620,719</b>	<b>\$ 88,144,648</b>
<b>H. Available E&amp;G Carryforward Balance as of September 10, 2019 :</b>	<b>\$ 0</b>	<b>\$ (0)</b>	<b>\$ 0</b>

\* Please provide supplemental detailed descriptions for these multiple-item categories in sections F and G using Board of Governors template (use worksheet tab "Planned Expenditure Detail" included with this file).

**Notes :**

- Florida Polytechnic University amounts include the Phosphate Research Trust Fund.
- 2019 Senate Bill 190 amends 1011.45 F.S.** regarding university Education & General carryforward minimum reserve balances, reporting requirements, and allowable uses. 1011.45(2) states that "Each university that retains a state operating fund carry forward balance in excess of the 7 percent minimum shall submit a spending plan for its excess carry forward balance. The spending plan shall be submitted to the university's board of trustees for review, approval, or if necessary, amendment by September 1, 2020, and each September 1 thereafter. The Board of Governors shall review, approve, and amend if necessary, each university's carry forward spending plan by October 1, 2020, and each October 1 thereafter." 1011.45(3) adds "A university's carry forward spending plan shall include the **estimated cost per planned expenditure and a timeline for completion of the expenditure.**" An additional tab is provided with this file to allow reporting of university detailed expenditure plans for each planned expenditure, a completion timeline, and amount budgeted for expenditure during the current fiscal year.

**Agenda Item: FL 109**

**USF Board of Trustees**  
September 10, 2019

**Issue:** Fixed Capital Outlay Budget

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**Proposed action:**

- 1) Approve the 2019-2020 Fixed Capital Outlay Budget
  - 2) Authorize the President, in consultation with the Board of Trustees Chairman, to make necessary non-material adjustments to the 2019-2020 fixed capital outlay budget, with the requirement that material changes be approved by the University Board of Trustees. This authorization does not modify the Board's expenditure policies.
  - 3) Authorize the President, Board Chair and CFO to execute a certification required by the State University System Board of Governors relating to the Fixed Capital Outlay Budget.
- 

**Executive Summary:** Pursuant to 1011.012, Florida Statutes, the University Board of Trustees must adopt a fixed capital outlay budget for the fiscal year that designates proposed expenditures for the year from all fund sources.

The fixed capital outlay budget includes state appropriated funds and nonstate appropriated funds. The budget for USF 2019-2020 State Appropriated Fixed Capital Outlay funds is based on the 2019 Appropriation Act and is consistent with approved legislative spending authority.

**Financial Impact:** The financial impact of the preliminary 2018-19 fixed capital outlay budget is \$62,374,755.

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**Strategic Goal(s) Item Supports: Goals 1, 2, 3 and 4**

**Committee Review Date:** Finance Committee, June 6, 2019 (preliminary capital outlay budget)

**Supporting Documentation Online (please circle):**  Yes  No  
2019-20 Fixed Capital Outlay Budget

**USF System or Institution specific:** USF System

**Prepared by:** Nick Trivunovich, Vice President for Business & Finance and CFO

Board of Trustees Regular Meeting - New Business - Action Items

FISCAL YEAR 2019-20  
ANNUAL CAPITAL OUTLAY BUDGET  
AS OF 09/06/19

PROJECT TITLE	FUNDING SOURCE	TOTAL PROJECT COST	AVAILABLE APPROVED BUDGET	ENCUMBRANCES	ACTIVITY TO DATE	BALANCE	FY 19/20 PROJECTED ADDITIONAL
USF Lib.Remodel/Learning Ehnc	CITF	6,068,031	6,068,031	0	6,016,255	51,776	51,776
Wellness Ctr Complex Ph 1	CITF	25,065,162	15,759,637	2,472,308	204	13,287,125	9,500,000
USF Honors College Building	USF Foundations	59,789,669	2,215,000	1,129,330	1,019,451	66,219	66,219
P3 USF Laurel Dr E.Rdwy Ph2	P3 Partnership	3,275,000	3,275,000	656,521	2,561,499	56,980	56,980
USF Football Center	USF Foundations	40,000,000	2,616,221	1,363,407	467,533	785,281	200,000
CPT Cooling Tower #5 Replcemnt	Carry Forward/PECO	2,018,409	2,018,409	197,975	1,737,820	82,614	85,786
MDL Roof Replacement	Carry Forward	1,004,444	1,004,444	50,013	931,625	22,806	22,806
STC Pam Muma Women Health Center	USF Foundations	1,950,000	1,950,000	95,827	1,837,988	16,185	16,185
P3 USF Laurel Dr Extn Phase 2	Auxiliary/ Carry Forward	1,844,856	1,844,856	224,090	1,501,644	119,122	119,000
USF Emergency Door Locks Ph 3	Carry Forward	1,826,268	1,826,268	768,488	1,013,056	44,724	44,724
ISA Cyber Center 7th Flr 2017	Carry Forward	1,500,000	1,500,000	150,000	1,349,998	3	3
ISA 7th Floor BME Lab Build Out	Carry Forward	2,603,693	2,603,693	23,461	2,565,167	15,065	15,065
LIB Revitalize Elevators	Carry Forward	1,156,912	1,156,912	110,178	1,039,733	7,002	7,002
HAA-HAG Holly HVAC Upgrades	Housing Auxiliary	2,940,300	2,940,300	0	2,670,313	269,987	269,000
Morsani COM & Heart Institute	PECO	110,393,118	110,393,118	5,708,861	92,900,092	11,784,165	11,784,165
Morsani COM & Heart Institute	Auxiliary	35,703,849	35,703,849	25,356,485	6,457,115	3,890,249	3,890,249
Morsani COM & Heart Institute	Private/USF Foundation	22,300,000	22,300,000	4,300,254	17,999,746	0	0
Morsani COM & Heart Institute	Private/UMSA	7,000,000	7,000,000	7,000,000	0	0	0
Morsani COM & Heart Institute	Office of Research	2,890,813	2,890,813	0	290,813	2,600,000	2,600,000
Morsani COM & Heart Institute	E&G	10,705,338	10,705,338	1,324,281	4,419,454	4,961,604	4,961,604
MDA Health Student Union Annex	CITF	5,095,337	5,095,337		5,095,337	2,042	2,042
Eye Institute - Moffitt/USFFC	MOFFITT/This project will be on USF Finance Corporation Books.	6,156,739	6,156,739	54,327	6,063,094	39,319	39,319
Davis Hall Remodel/Renovation	GENERAL REVENUE/PECO	3,100,000	3,100,000	0	48,512	3,051,488	2,851,488
<b>TOTALS</b>		<b>354,387,939</b>	<b>250,123,966</b>	<b>50,985,806</b>	<b>157,986,448</b>	<b>41,153,755</b>	<b>36,583,412</b>

Board of Trustees Regular Meeting - New Business - Action Items

FISCAL YEAR 2019-20  
ANNUAL CAPITAL OUTLAY BUDGET  
AS OF 08/29/19

PROJECT TITLE	FUNDING SOURCE	TOTAL PROJECT COST	AVAILABLE APPROVED BUDGET	ENCUMBRANCES	ACTIVITY TO DATE	BALANCE	FY 19/20 PROJECTED ADDITIONAL
Castor ERV	Auxiliary Funds	1,100,000	1,100,000	0	0	1,100,000	1,100,000
Cypress Stairwells HVAC	Auxiliary Funds	1,122,000	1,122,000	0	0	1,122,000	1,122,000
Greek Bathrooms Phase II	Auxiliary Funds	1,100,000	1,100,000	0	0	1,100,000	1,100,000
LVT Flooring Replacement	Auxiliary Funds	1,500,000	1,500,000	0	0	1,500,000	1,500,000
Magnolia Forced Air	Auxiliary Funds	1,200,000	1,200,000	0	0	1,200,000	1,200,000
USF ALZ 4th Floor Conversion to Wet Lab Space	Carry Forward/Research Funds	1,504,000	1,504,000	0	0	1,504,000	1,504,000
Renovation of Former WUSF Space for On-line Curricular Design and Direct Instruction Space	Auxiliary	1,895,000	1,895,000	0	0	1,895,000	1,895,000
Davis Hall	Carry Forward	2,000,000	2,000,000	0	0	2,000,000	2,000,000
Hospitality and Tourism Expansion	Carry Forward	2,800,000	2,800,000	0	0	2,800,000	2,800,000
CMMB Lab Buildout	Carry Forward	2,000,000	2,000,000	0	0	2,000,000	2,000,000
Minor Projects FY 19-20	Carry Forward	5,000,000	5,000,000	0	0	5,000,000	5,000,000
TOTALS		21,221,000	21,221,000	0	0	21,221,000	21,221,000

Board of Trustees Regular Meeting - New Business - Action Items

FISCAL YEAR 2019-20  
ANNUAL CAPITAL OUTLAY BUDGET  
AS OF 09/06/19

PROJECT TITLE	FUNDING SOURCE	TOTAL PROJECT COST	AVAILABLE APPROVED BUDGET	ENCUMBRANCES	ACTIVITY TO DATE	BALANCE	FY 19/20 PROJECTED ADDITIONAL
USF Lib.Remodel/Learning Ehnc	CITF	6,068,031	6,068,031	0	6,016,255	51,776	51,776
Wellness Ctr Complex Ph 1	CITF	25,065,162	15,759,637	2,472,308	204	13,287,125	9,500,000
USF Honors College Building	USF Foundations	59,789,669	2,215,000	1,129,330	1,019,451	66,219	66,219
P3 USF Laurel Dr E.Rdwy Ph2	P3 Partnership	3,275,000	3,275,000	656,521	2,561,499	56,980	56,980
USF Football Center	USF Foundations	40,000,000	2,616,221	1,363,407	467,533	785,281	200,000
CPT Cooling Tower #5 Replcemnt	Carry Forward/PECO	2,018,409	2,018,409	197,975	1,737,820	82,614	85,786
MDL Roof Replacement	Carry Forward	1,004,444	1,004,444	50,013	931,625	22,806	22,806
STC Pam Muma Women Health Center	USF Foundations	1,950,000	1,950,000	95,827	1,837,988	16,185	16,185
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ISA 7th Floor BME Lab Build Out	Carry Forward	2,603,693	2,603,693	23,461	2,565,167	15,065	15,065
LIB Revitalize Elevators	Carry Forward	1,156,912	1,156,912	110,178	1,039,733	7,002	7,002
HAA-HAG Holly HVAC Upgrades	Housing Auxiliary	2,940,300	2,940,300	0	2,670,313	269,987	269,000
Morsani COM & Heart Institute	PECO	110,393,118	110,393,118	5,708,861	92,900,092	11,784,165	11,784,165
Morsani COM & Heart Institute	Auxiliary	35,703,849	35,703,849	25,356,485	6,457,115	3,890,249	3,890,249
Morsani COM & Heart Institute	Private/USF Foundation	22,300,000	22,300,000	4,300,254	17,999,746	0	0
Morsani COM & Heart Institute	Private/UMSA	7,000,000	7,000,000	7,000,000	0	0	0
Morsani COM & Heart Institute	Office of Research	2,890,813	2,890,813	0	290,813	2,600,000	2,600,000
Morsani COM & Heart Institute	E&G	10,705,338	10,705,338	1,324,281	4,419,454	4,961,604	4,961,604
MDA Health Student Union Annex	CITF	5,095,337	5,095,337		5,095,337	2,042	2,042
Eye Institute - Moffit/USFFC	MOFFITT/This project will be on USF Finance Corporation Books.	6,156,739	6,156,739	54,327	6,063,094	39,319	39,319
Davis Hall Remodel/Renovation	GENERAL REVENUE/PECO	3,100,000	3,100,000	0	48,512	3,051,488	2,851,488
<b>TOTALS</b>		<b>354,387,939</b>	<b>250,123,966</b>	<b>50,985,806</b>	<b>157,986,448</b>	<b>41,153,755</b>	<b>36,583,412</b>

**Agenda Item: FL 110**

**USF Board of Trustees**  
September 10<sup>th</sup>, 2019

**Issue:** Revised 2019 SUS Accountability Plans

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**Proposed action:** Approval of the *Revised* 2019 USF Accountability Plan

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**Executive Summary:**

As a part of the Board of Governors planning and accountability framework for the State University System (SUS), institutions will complete annual accountability reports (Section 1008.46, F.S.) that provides an institutional overview as measured by specific performance metrics within the context of SUS goals and regional and statewide needs. Institutions also complete an accompanying planning framework that provides goals for specific metrics. Both of these frameworks have been merged into one document to provide a comprehensive overview of an institution.

The 2019 USF Accountability Plan and the reports for each campus were approved by the USF BOT and submitted to the Board of Governors (BOG) subsequently afterwards. Following the presentation to the BOG in June 2019, a few revisions were required by the BOG, none of which were substantive in nature, nor are actual performance data being modified. This presentation addresses the revisions required by the BOG.

**Financial Impact:**

The data reported in the SUS Accountability Plans serve as a core set of metrics being utilized by the BOG to reward excellence or improvement (e.g., Performance Based Funding, Preeminence), thus the role of the Board of Trustees in reviewing and approving the University of South Florida System Accountability Reports, as well as ensuring the reports are aligned with its strategic direction, has a direct impact on the amount of funding that could be allocated to the university.

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**Strategic Goal(s) Item Supports:** All

**Workgroup Review Date:** n/a

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

**USF System or Institution specific:** USF System

**Prepared by:** Dr. Valeria Garcia *on behalf of* Provost Ralph Wilcox



# BOARD *of* GOVERNORS

## State University System of Florida

# University of South Florida

## 2019 Accountability Plan Presentation

Presented to the USF BOT, September 10<sup>th</sup>, 2019





# University of South Florida

## 2019 Accountability Plan – Revisions

- USF Accountability Plans were presented to the BOG in June 2019, at which point the plans were approved.
- BOG discussion focused on the proposed goals for 4-year graduation rate as they were reduced from the approved goals in the prior year submission.
- BOG requested USF to modify the Accountability Plan document to reflect the previously approved goals.

#### 4. FTIC Four-Year Graduation Rate [Full-time only]

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	43.2	48.8	52.0*	57.4*	58.6	.	.	.	.
APPROVED GOALS	.	.	50.4	53.0	57.6	59.2	61.8	64.1	.
PROPOSED GOALS	.	.	.	.	.	59.2†	61.8†	64.1†	.

Note\*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

Note†: The proposed goals were revised by the Board of Governors at their June 2019 meeting to match the previously approved goals from the 2018 Accountability Plan. These revisions to the proposed goals do not need to be re-approved by the university board.

**2019**  
**Accountability Plan**

**UNIVERSITY OF  
SOUTH FLORIDA  
SYSTEM**

*FINAL FOR BOG SUBMISSION*

REVISED BY BOARD OF GOVERNORS, JUNE 2019



STATE UNIVERSITY SYSTEM *of* FLORIDA  
**Board of Governors**

2019 ACCOUNTABILITY PLAN



USF SYSTEM

**FINAL FOR BOG SUBMISSION**

BOG Deadline: 05/06/2019

## INTRODUCTION

*This is a new report that combines the previous Annual Accountability Report and University Work Plans into a single document more closely aligned with the Board of Governors' 2025 System Strategic Plan.*

*This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance, helping to foster greater coordination between institutional administrators, University Boards of Trustees, and the Board of Governors.*

*Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.*



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## MISSION STATEMENT

The University of South Florida System, which includes USF Tampa, USF St. Petersburg, and USF Sarasota-Manatee, catalyzes and coordinates initiatives at and among its interdependent institutions to prepare students for successful 21<sup>st</sup> century careers; advances research, scholarship, and creative endeavors to improve the quality of life; and engages its communities for mutual benefit.

## VISION STATEMENT

The University of South Florida System will empower and connect its institutions into a distinctive system that is nationally and globally recognized for innovation in teaching and research; for attracting outstanding and diverse scholars, staff, and students; and for transforming the communities in which we operate as well as those where our graduates apply their skills.



## STATEMENT OF STRATEGY

*Given your mission, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

The primary focus of the University of South Florida (USF) is to provide access to qualified students to a Preeminent education that promotes student success, timely graduation, with minimal debt while preparing students to compete in today's competitive global workplace. USF is equally committed to research with impact that generates new knowledge and economic growth while collaborating regionally, nationally, and globally. Comprised of USF Tampa, USF St. Petersburg, and USF Sarasota-Manatee, the University of South Florida is guided by the State University of Florida Board of Governors' (BOG) Strategic Plan and driven by a commitment to accountability.

In the Spring of 2018, the Florida Excellence in Higher Education Act of 2018 was established into law, requiring the USF campuses to consolidate under a single accreditation. Consolidation offers additional opportunities to leverage the unique identity of each campus while continuing to provide a world-class education as one geographically-distributed university. As we continue to work on this significant effort, USF is committed to remaining focused on strengthening Preeminence, optimizing Performance-Based Funding outcomes, and advancing our collective strategic priorities while continuing to serve the best interest of our students, the region, and the state of Florida.

USF St. Petersburg offers a high-quality education with small class sizes and a close-knit learning environment. Located on the waterfront in the heart of bustling downtown St. Petersburg, the campus offers opportunities for innovation and collaboration with businesses and cultural institutions, providing students the ability to explore their passions, be creative and get hands-on experience outside the classroom.

USF Sarasota-Manatee provides a personalized learning community that prepares successful leaders and responsible citizens. USF Sarasota-Manatee is part of Sarasota's Cultural Corridor and offers a smaller, personalized learning setting while on a scenic campus.

USF Tampa serves as the major metropolitan Preeminent research university and is classified as both a Doctoral University with "Highest Research Activity" and as a "Community Engaged" institution by the Carnegie Classification of Institutions of Higher Education. Offering a diverse range of academic programs, USF Tampa provides ample opportunities for research in every department. As 1<sup>st</sup> in Florida and 5<sup>th</sup> in the nation among all public universities and 12<sup>th</sup> world-wide for granted U.S. patents, USF Tampa is deeply committed to innovation, research, and economic development. USF Tampa continues on its mission to establish a profile consistent with membership in the Association of American Universities (AAU).

USF is in the midst of unprecedented growth to meet growing workforce needs in healthcare through strategic partnerships, including the new Morsani College of Medicine a critical part of the redevelopment of the Channelside District.



## STRENGTHS, OPPORTUNITIES AND CHALLENGES *(within 3 years)*

### *What are your major capabilities, opportunities and challenges for improvement?*

The combined force of USF's three distinctive campuses and the collective ability to serve the evolving needs of its students, local communities, and the state of Florida remain its greatest strength. The process to achieve singular accreditation no later than July 1, 2020, presents a significant undertaking as well as opportunities to maximize our collective strengths. With the consolidation process well underway, several critical milestones have been met with many more to come as we work toward the submission of the SACSCOC "Substantive Change Prospectus" by March 15, 2020, and other strategic considerations.

As a leader and national model for student success, USF will continue to deliver programs in areas of strategic emphasis, graduate research and doctoral opportunities across all three campuses that respond to the unique local needs and market demands for each of its communities. At the heart of our student success initiatives is the synergistic dedication of USF's world-class faculty. Each working to address society's most pervasive problems and create a growing economy for the region, the state, and the nation ensure the collective success of our 50,000 students.

Last summer, USF Tampa was designated by the Board of Governors as a "Preeminent State Research University" achieving 11 of the 12 metrics prescribed by law. Currently, only USF Tampa meets the benchmarks set in law to achieve this designation. Achieving Preeminence is a significant milestone in USF's mission to deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment. Consolidation offers an opportunity to strengthen USF's stature by allowing all students and graduates to attend and graduate from a Preeminent university.

USF recently launched a new academic logo and brand effort designed to enhance the University's national reputation and promote USF as a top academic destination for the best and brightest students and faculty, as well as an economic driver for the region. The brand will focus on a broad array of key academic initiatives while engaging audiences nationally and globally.



## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

### **1. Continue to provide a Preeminent education while promoting student success and preparing graduates to compete in today's competitive global workplace:**

USF is committed to providing an environment where students graduate on time, with minimal debt, and achieve success through the following key initiatives:

- Persistence, retention, and student success teams across campuses are developing new initiatives aimed at providing greater support to students to enhance the academic progress rate as well as the four- and six-year graduation rates.
- Archivum software is now being utilized across all three campuses to provide faculty the ability to refer students to academic advising at the first indication of academic difficulty.
- Providing a high-quality, affordable education through the work of the Textbook Affordability Program and the newly formed USF Student Debt Committee; which has developed financial literacy modules, enhanced financial aid orientation, and increased scholarship opportunities.
- Launched Reimaging Summer Pilot Program which includes the expansion of intersession and summer terms to provide greater access and streamline a pathway to four-year graduation.
- To promote timely graduation, USF is committed to providing greater scholarship opportunities including Finish in Four, Stay AFloat fund, and Stay the Course.
- The wellbeing and mental health of our students remains a top priority across all campuses. To address these important issues, USF has created MWell4Success program which includes an array of support services from therapy to time-management, anxiety-reducing skills, and stress coping strategies.
- Understanding the value of on-campus living in enhancing student learning and encouraging faculty and peer group interactions, USFSP will be breaking ground and opening a 375 student-occupancy residence hall in the spring of 2019. USFSM has recently completed a housing feasibility study and discussions on the development of new living-learning communities are underway. USF Tampa fully realized its housing expansion with the completion of The Village in the fall of 2018.





## 2. Enhance research and academic program quality to prepares students for high-skilled, high need jobs:

In keeping with USF's mission to create knowledge and discover solutions to global problems while preparing students to compete in the workforce, USF is recruiting and retaining Preeminent, research-productive faculty and students. To meet evolving workforce needs, students are exposed to multilevel research opportunities and a career-readiness models that focuses on professional experiences while connecting degree programs to careers. Many initiatives are underway including:

- The development of a new STEM Inquiry lab housed at USFSP designed to help educators and students utilize new technologies while promoting STEM learning, particularly among populations that are currently underrepresented in STEM fields, including young women and students of color.
- USFSP was asked to develop and offer an online program in Accountancy on behalf of all USF campuses. The program launched in September and exceeded enrollment expectations by more than 65 percent.
- Expanded College of Nursing programs. USFSM and USFSP communities will be offering an accelerated second-degree nursing program. Undergraduates possessing a bachelor's degree in this program will complete a nursing degree in two semesters, and help meet the growing demand for nurses in their respective regions.
- Newly created department of Medical Engineering, a joint program between the Morsani College of Medicine and College of Engineering, is opening a new wet lab space for students and faculty to conduct research on tissue engineering, regenerative medicine and biomedicine.
- Morsani College of Medicine and Heart Institute will open late 2019 and place an emphasis on unmet medical needs related to cardiovascular disease. Housed on Water Street in Tampa, it will become a crucial part the world's first ever WELL-certified district, Enhance and establish state of the art telecommunication connections between campuses for teaching, seminars, and collaborative meetings, which will augment the learning environment and contribute to the interconnectedness of the newly consolidated USF System.
- Enhance research via Nexus, by establishing external partnerships that will provide intellectual and infrastructural stimuli to advance ongoing graduate and undergraduate work at USF, as well as increase scholarship opportunities and interdisciplinary research.
- The establishment of a Phi Beta Kappa society chapter, the oldest and most prestigious national honor organization in the United States. Phi Beta Kappa will provide high achieving faculty with access to with unique and sought-after merit-based scholarships, as well as a network of highly distinguished professionals.



### 3. Increased partnerships and maximize efficiencies:

In its inaugural year, the USF Office of Corporate Partnerships has contributed to an increase in industry-related grants and contracts for research, identified new and enhanced philanthropic partnership opportunities, and helped streamline the collaboration experience at USF for both faculty and corporate partners. Most recently, the Office worked with USF faculty in a range of disciplines to host a corporate forum on innovations in Aging & Technology. The forum showcased USF faculty research and gave visiting corporate partners from around the world an opportunity to learn about USF's expertise and identify areas of alignment for potential sponsored research projects.

The Office continues to serve as the front door to the University by fielding inquiries from companies and guiding them through the USF campuses to address their interests in areas such as hiring, research, and academic program engagement as efficiently and effectively as possible. The Office has established a network of key contacts across the University who are engaged in corporate partnership activity within their respective departments, and these contacts guide the company through the next steps of its engagement experience at USF.

USF Sarasota-Manatee has established a Community Engagement team to organize and enhance corporate partnership activity for its programs that leverages both the local character and unique offerings of USFSM, as well as system-wide USF resources to grow strategic partnerships for the campus. For example, USFSM has established a Risk Management & Insurance (RMI) program that is unique to the USFSM campus and responds to a critical need identified by the corporate community. Additionally, USFSM is working with the USF Colleges of Nursing and Engineering, as well as the USF Office of Corporate Training & Professional Education, to best link students at USFSM with a range of opportunities available.

USF St. Petersburg also brings its distinctive character and local advantages to the corporate engagement conversation at USF through unique programs that address an industry need, such as its programs in Graphic Arts and Ethical Leadership, as well as partnerships with USF resources such as the Office of Corporate Training & Professional Education. This combination of local strengths and regional resources provides both students and corporate partners across the region with an engagement experience that is both comprehensive and tailored to their unique interests and goals.

Consolidation presents the opportunity to develop further initiatives and partnerships to promote access and support our diverse student body. The FUSE program, a partnership between all three USF campuses and eight Florida Colleges, provides a seamless pathway to receive an Associate degree from a partnering state college and a Bachelor's degree from USF. Students in the program are co-advised and tracked as FUSE students and are guaranteed admission to USF upon successful completion of the Associate degree.



## Graduation Rate Improvement Plan

This narrative subcomponent is in response to the “Florida Excellence in Higher Education Act of 2018” that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

### 1. Provide a brief update on the academic, financial, financial aid and curricular actions that your institution has implemented to encourage graduation in four years. [1 page max]

The Graduation Rate Improvement plan implemented by the USF System in 2018 built on and enhanced comprehensive, system-wide initiatives then underway, including, but not limited to 1) predictive analytics, 2) case management, 3) course scheduling, and 4) the Finish in Four program. USF has made substantial progress in each one of these areas.

1). Predictive Analytics: The Civitas Learning analytics platform has been extended to users at USFSP and USFSM. Lists of at-risk students are distributed around the campuses every week. Further, our institutional research office worked with Civitas to modify the platform to predict a students’ likelihood of persistence to the following fall semester (rather than semester to semester). In addition, the in-house predictive models built on pre-enrollment data and surveys (known as the First Year Retention model), were also developed for USFSP and USFSM.

2). Case Management: The cross-functional Persistence Committees have been strengthened at all three campuses by standardizing the practices utilized by the professional staff. In addition, Information Technology enhanced the case management communications platform, Archivum Insights, to allow for appointment scheduling and text messaging. Support personnel across the three campuses are developing and operating under a common “playbook” to share best practices and train additional personnel.

3) Course Scheduling. In the fall of 2019 College schedulers across the USF System began to receive training in the Ad Astra platform to assist in developing course schedules that optimize seats and facilitate timely degree completion. A nationally recognized firm, Ad Astra promotes student success by empowering course schedulers with more accurate projections of student course demand. USF also launched a task force to develop a summer course schedule that will include a twelve-week session that will allow more STEM students to enroll in summer coursework.

4) Finish in Four. To encourage students to graduate in four years, the university awarded \$353,000 in financial incentives to FTIC students in the 2014 cohorts who were just short of 120 credit hours. The awards contributed to an increase in the USF Tampa four-year graduation rate from 55% in 2016 to 60% in 2017 and 61% in 2018. In 2017, USF developed the Green to Gold Grant program to offer additional financial incentives to Florida resident summer/fall FTIC admits who have a zero expected family contribution. This grant, in combination with the Federal Pell Grant, covers tuition, fees and books. To date, we have paid 532 students \$1,177,943 for 2018-19. We did not exclude Bright Futures recipients from eligibility.



## Key Achievements for 2017-18

### STUDENT ACHIEVEMENTS

1. USF was home to 63 national scholarship and fellowship student awardees including Boren, Fulbright, Gilman, and Goldwater during the 2017- 18 academic year.
2. First year USFSP student Rachel Cruz worked with Dr. Jolan Walter, division head of allergy and immunology at USF, on a clinical case study to explore additional treatment options for heart transplant patients who struggle with post-surgery complications. She was the only undergraduate presenting research at the 2018 meeting of the Clinical Immunology Society in Canada.
3. Joining an elite group nationally, USFSM student Anthony Alibro is accepted into the National Institutes of Health's prestigious post-baccalaureate program to assist a research project examining connections in the brain and the impacts of neurotransmitters like dopamine, glutamate and serotonin.

### FACULTY ACHIEVEMENTS

1. For the fourth year in a row, USF Tampa ranked 4th worldwide for organizations with the most Fellows of the American Association for the Advancement of Science (AAAS) named in 2017. As of 2018, USF has a total of 60 AAAS Fellows among its faculty.
2. The Chronicle of Higher Education ranked USF #5 as the nation's top producer of Fulbright Scholars, with eight faculty scholars for the 2017-2018 academic year.
3. USFSP's Yasin Elshorbany, Assistant Chemistry Professor, was awarded part of an \$800,000 grant from the National Science Foundation for collecting and analyzing aerosol to help answer questions regarding air quality and global climate change.
4. Dr. Giti Javidi, Dr. Ehsan Sheybani and Dr. Lila Rajabion received a Microsoft-supported grant to create workshops to encourage high school girls to explore computer science careers.

### PROGRAM ACHIEVEMENTS

1. The Morsani College of Medicine brought in its most selective incoming medical student cohort to date, with an average MCAT score of 515, placing it among the top of all medical schools in the country.
2. USFSM was part of a joint \$100,000 grant to establish cybersecurity programs and launched a pre-nursing program and college a college-readiness program for high school students.
3. The Bank of America Charitable Foundation awarded USF St. Petersburg a \$500,000 grant to support the Merrill Lynch Wealth Management Center, a state-of-the-art venue for students to analyze stocks, assess investment opportunities and apply skills learned in class to manage wealth. The grant also bolsters financial literacy initiatives, such as a finance academy for high school students, programs on budget management for college students and social security and retirement workshops for the greater St. Petersburg community.

**INSTITUTIONAL ACHIEVEMENTS**

1. In June 2018, the Florida Board of Governors designated USF Tampa a “Preeminent State Research University” one of only three in the State of Florida.
2. USF reached \$568 million in total research expenditures in fiscal year 2016/17 according to the National Science Foundation HERD Survey.
3. USF ranks 25th among public universities for research spending – a metric used to chart the level of research activity at American institutions – according to the National Science Foundation
4. USF was ranked #6 in the U.S. and #36 worldwide among public universities established in the “Golden Age” (1945-1966) by Times Higher Education (2018).
5. USF St. Petersburg adopted its first-ever Diversity and Inclusion Action Plan, which clearly defines, publicizes and implements the University’s commitment to diversity and inclusion. It is intended to create a welcoming environment for all regardless of race, gender identity, age, disability, faith, nationality, ethnicity, socio-economic background, job role, culture viewpoints or familial status.
6. USFSM opens the “FUSE Bull Room” at State College of Florida to enhance transfer-student admissions and appoints a full-time onsite advisor to assist SCF students in transitioning to USFSM.

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## PERFORMANCE BASED FUNDING METRICS

### 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	65.3	67.2	69.6	70.0	70.4	.	.	.	.
APPROVED GOALS	.	.	66.8	70.5	70.5	71.5	72.5	73.0	.
PROPOSED GOALS	.	.	.	.	.	71.4	72.5	73.1	74.0

### 2. Median Wages of Bachelor's Graduates Employed Full-time

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	35,200	36,700	38,000	37,300	38,000	.	.	.	.
APPROVED GOALS	.	.	36,300	38,600	39,100	39,600	40,100	40,700	.
PROPOSED GOALS	.	.	.	.	.	38,768	40,375	40,980	41,544

### 3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	14,490	13,540	13,280	12,960*	7,130	.	.	.	.
APPROVED GOALS	.	.	.	13,000	12,900	12,800	12,700	12,700	.
PROPOSED GOALS	.	.	.	.	.	7,110	7,110	7,110	7,110

Note\*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

### 4. FTIC Four-Year Graduation Rate [Full-time only]

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	43.2	48.8	52.0*	57.4*	58.6	.	.	.	.
APPROVED GOALS	.	.	50.4	53.0	57.6	59.2	61.8	64.1	.
PROPOSED GOALS	.	.	.	.	.	59.2 <sup>†</sup>	61.8 <sup>†</sup>	64.1 <sup>†</sup>	.

Note\*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

Note<sup>†</sup>: The proposed goals were revised by the Board of Governors at their June 2019 meeting to match the previously approved goals from the 2018 Accountability Plan. These revisions to the proposed goals do not need to be re-approved by the university board.

### 5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	85.3	85.1	86.1	86.2*	86.6	.	.	.	.
APPROVED GOALS	.	.	85.6	87.5	87.4	89.0	89.6	90.5	.
PROPOSED GOALS	.	.	.	.	.	89.0	90.3	90.8	91.4

Note\*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

Note: Metrics are defined in appendix. For more information about the PBF model visit:  
[http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php).

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## PERFORMANCE BASED FUNDING METRICS (CONTINUED)

## 6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	51.0	54.6	59.0	61.4	61.5	.	.	.	.
APPROVED GOALS	.	.	54.8	59.2	61.7	62.3	62.9	63.5	.
PROPOSED GOALS	.	.	.	.	.	62.2	63.5	64.5	65.4

## 7. University Access Rate [Percent of Undergraduates with a Pell grant]

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	42.1	43.0	41.2	40.0	41.7	.	.	.	.
APPROVED GOALS	.	.	40	41	40.5	40.5	40.5	40.6	.
PROPOSED GOALS	.	.	.	.	.	42.2	42.2	42.2	42.2

## 8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	69.0	72.7	74.6	74.8	73.3	.	.	.	.
APPROVED GOALS	.	.	74.0	74.1	75.2	75.3	75.8	75.8	.
PROPOSED GOALS	.	.	.	.	.	73.6	73.8	73.8	73.8

## 9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	63.9	65.8	75.6	78.3	80.7	.	.	.	.
APPROVED GOALS	.	.	68.1	77.5	79.0	79.6	80.2	80.3	.
PROPOSED GOALS	.	.	.	.	.	81.6	81.7	82.6	83.1

## 10.1 Current BOT Choice: Number of Postdoctoral Appointees

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	321	300	282	272	281*	.	.	.	.
APPROVED GOALS	.	.	.	272	267	267	267	267	.
PROPOSED GOALS	.	.	.	.	.	315	315	316	317

Note\*: Revised since reported to NSF.

## 10.2 Future BOT Choice: Six-Year FTIC Graduation Rates [Full- &amp; Part-time students]

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	66.0	67.7	66.4	68.8	71.2	.	.	.	.
APPROVED GOALS	.	.	66.7	70.0	69.0	71.0	74.0	75.0	.
PROPOSED GOALS	.	.	.	.	.	71.3	72.1	72.1	73.3

Note: This is a transition year for the BOT Choice metric (#10), so we are reporting data for both the current and future metrics. Metrics are defined in appendix. For more information about the PBF model visit: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)

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## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (USF-TAMPA ONLY)

### 1a. Average GPA

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	4.0	4.1	4.1	4.1	4.1	.	.	.	.
APPROVED GOALS	.	.	4.0	4.1	4.1	4.1	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	4.1	4.1	4.1	4.1

### 1b. Average SAT Score\*

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	1197*	1223*	1226*	1280*	1296	.	.	.	.
APPROVED GOALS	.	.	1220	1280	1282	1285	1290	1290	.
PROPOSED GOALS	.	.	.	.	.	1296	1300	1302	1305

Note\*: Historical scores and approved goals were based upon a different SAT scale standard.

### 2. Public University National Ranking [Top50 rankings based on BOG's official list of publications]

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	3	4	4	4	4	.	.	.	.
APPROVED GOALS	.	.	3	5	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	5	5	5	5

### 3. Freshman Retention Rate [Full-time students as reported to IPEDS]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	89	88	90	90	91	.	.	.	.
APPROVED GOALS	.	.	90	91	91	91	92	92	.
PROPOSED GOALS	.	.	.	.	.	91	92	93	93

Note: Metrics are defined in appendix. For more information about the PBF model visit:

[http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)



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**PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONT.) (USF TAMPA ONLY)****4. Four-year Graduation Rate [Full-time students only]**

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	44	51	55	60	61	.	.	.	.
APPROVED GOALS	.	.	50	56	60	62	64	64	.
PROPOSED GOALS	.	.	.	.	.	62	64	65	67.5

**5. National Academy Memberships**

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	9	8	11	13	14	.	.	.	.
APPROVED GOALS	.	.	9	10	13	13	13	13	.
PROPOSED GOALS	.	.	.	.	.	14	15	16	17

**6. Science & Engineering Research Expenditures (\$M)**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	438	420	448	502	525	.	.	.	.
APPROVED GOALS	.	.	421	427	503	504	505	506	.
PROPOSED GOALS	.	.	.	.	.	530	545	560	575

**7. Non-Medical Science & Engineering Research Expenditures (\$M)**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	239	229	229	288	296	.	.	.	.
APPROVED GOALS	.	.	230	233	289	290	291	292	.
PROPOSED GOALS	.	.	.	.	.	296	300	305	310

**8. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures**

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	.	.	.	.
APPROVED GOALS	.	.	7 of 8	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	.
PROPOSED GOALS	.	.	.	.	.	8 of 8	8 of 8	8 of 8	8 of 8

Note: Metrics are defined in appendix. For more information about the PBF model visit:

[http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)

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**PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONT.) (USF TAMPA ONLY)****9. Utility Patents Awarded** [over three calendar years]

	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22
ACTUAL	291	297	314	324	335	.	.	.	.
APPROVED GOALS	.	.	291	273	325	325	325	325	.
PROPOSED GOALS	.	.	.	.	.	323	306	309	312

**10. Doctoral Degrees Awarded Annually**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	546	601	704	721	702	.	.	.	.
APPROVED GOALS	.	.	645	650	725	730	735	740	.
PROPOSED GOALS	.	.	.	.	.	717	720	725	725

**11. Number of Post-Doctoral Appointees\***

	Fall 2013	Fall 2014	Fall 2015 OFFICIAL	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2020
ACTUAL	321	300	277	267	276*	.	.	.	.
APPROVED GOALS	321	300	277	267	260	260	.	.	.
PROPOSED GOALS	.	.	.	.	.	308	308	308	308

Note\*: There is a time lag for the count of Post-Doctoral Appointees because statute requires that this data is as reported by the Center for Measuring University Performance in their annual Top American Research Universities (TARU) report. Revised since reported to NSF. Modified non-substantive edit post-submission.

**12. Endowment Size (\$Millions)**

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	417	417	395	442	480	.	.	.	.
APPROVED GOALS	.	.	395	412	450	465	485	500	.
PROPOSED GOALS	.	.	.	.	.	466	486	505	525

Note: Metrics are defined in appendix. For more information about the PBF model visit:  
[http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)

## 2019 ACCOUNTABILITY PLAN



USF SYSTEM

FINAL FOR BOG SUBMISSION

BOG Deadline: 05/06/2019

## KEY PERFORMANCE INDICATORS

### Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

#### Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	3	4	4	4	4	.	.	.	.
APPROVED GOALS	.	.	5	5	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	5	5	5	5

#### Freshmen in Top 10% of High School Class

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	28	30	33	34	32	.	.	.	.
APPROVED GOALS	.	.	30	33	34	35	35	36	.
PROPOSED GOALS	.	.	.	.	.	34.5	35.0	36.0	37.0

#### Time to Degree for FTICs in 120hr programs

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	4.7	4.5	4.3	4.2	4.0	.	.	.	.
APPROVED GOALS	.	.	4.5	4.3	4.2	4.2	4.2	4.2	.
PROPOSED GOALS	.	.	.	.	.	4.0	4.0	4.0	4.0

#### Six-Year FTIC Graduation Rates [full-& part-time students]

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	66.0	67.7	66.4	68.8	71.2	.	.	.	.
APPROVED GOALS	.	.	66.7	70.0	69.0	71.0	74.0	75.0	.
PROPOSED GOALS	.	.	.	.	.	71.3	72.1	72.1	73.3

#### Bachelor's Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	9,390	9,290	9,222	9,504	9,680	.	.	.	.
APPROVED GOALS	.	.	9,081	9,255	9,513	9,595	9,632	9,723	.
PROPOSED GOALS	.	.	.	.	.	9,765	9,842	9,923	10,044

## 2019 ACCOUNTABILITY PLAN



USF SYSTEM

FINAL FOR BOG SUBMISSION

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## KEY PERFORMANCE INDICATORS (CONTINUED)

### Teaching & Learning Metrics

#### Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2014	2015	2016	2017	2018	2019 GOAL	2020 GOAL	2021 GOAL	2022 GOAL
Nursing	86	90	94	93	94	93	100	100	100
<i>US Average</i>	85	87	85	87	92	.	.	.	.
Medicine (2Yr)	95	96	94	92	98	98	100	100	100
<i>US Average</i>	96	95	96	96	96	.	.	.	.
Pharmacy	.	94	91	86	83	90	100	100	100
<i>US Average</i>	95	93	86	88	89				
CROSS-YEAR	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
Medicine (4Y-CK)	98	97	99	95	98	98	100	100	100
<i>US Average</i>	97	95	96	96	97	.	.	.	.
Medicine (4Y-CS)	91	96	97	96	97	98	100	100	100
<i>US Average</i>	96	96	97	96	95	.	.	.	.
MULTI-YEAR	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19 GOAL	2018-20 GOAL	2019-21 GOAL	2020-22 GOAL
Physical Therapy	97	95	94	95	94	93	100	100	100
<i>US Average</i>	90	91	92	92	92	.	.	.	.

#### Exam Scores Relative to Benchmarks

Above or Tied	3	6	5	3	5	6	6	6	6
Total	5	6	6	6	6	6	6	6	6

Note: An asterisk (\*) indicates the passing rate is preliminary.

## 2019 ACCOUNTABILITY PLAN



USF SYSTEM

FINAL FOR BOG SUBMISSION

BOG Deadline: 05/06/2019

## KEY PERFORMANCE INDICATORS (CONTINUED)

## Teaching &amp; Learning Metrics

## Graduate Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	3,401	3,773	3,918	4,208	4,170	.	.	.	.
APPROVED GOALS	.	.	3,877	3,973	4,233	4,246	4,259	4,279	.
PROPOSED GOALS	.	.	.	.	.	4,161	4,177	4,195	4,215

## Percent of Bachelor's Degrees Awarded to African-American &amp; Hispanic Students

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	29	30	31	32	30	.	.	.	.
APPROVED GOALS	.	.	30	31	32	32	32	32	.
PROPOSED GOALS	.	.	.	.	.	32.4	32.5	33.2	33.8

## Percent of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	24	23	22	22	20	.	.	.	.
APPROVED GOALS	.	.	23	22	20	21	21	21	.
PROPOSED GOALS	.	.	.	.	.	20.5	20.8	20.8	20.9

## Percent of Undergraduate FTE in Online Courses

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	23	26	28	29	32	.	.	.	.
APPROVED GOALS	.	.	28	28	30	31	32	33	.
PROPOSED GOALS	.	.	.	.	.	32.6	33.7	33.7	35.4

## Percent of Bachelor's Degrees in STEM &amp; Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	34	38	42	44	45	.	.	.	.
APPROVED GOALS	.	.	41	42	44	45	45	45	.
PROPOSED GOALS	.	.	.	.	.	46.0	48.7	49.8	50.0

## Percent of Graduate Degrees in STEM &amp; Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	52	57	60	63	60	.	.	.	.
APPROVED GOALS	.	.	60	61	63	63	64	64	.
PROPOSED GOALS	.	.	.	.	.	61	62	63	63

## 2019 ACCOUNTABILITY PLAN



USF SYSTEM

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## KEY PERFORMANCE INDICATORS (CONTINUED)

## Scholarship, Research and Innovation Metrics

## National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	7	8	11	13	14	.	.	.	.
APPROVED GOALS	.	.	9	10	13	13	13	13	.
PROPOSED GOALS	.	.	.	.	.	14	15	16	17

## Faculty Awards

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	5	8	8	13	13	.	.	.	.
APPROVED GOALS	.	.	7	8	9	10	11	11	.
PROPOSED GOALS	.	.	.	.	.	12	12	12	13

## Total Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	497	494	515	568	592	.	.	.	.
APPROVED GOALS	.	.	495	510	569	570	571	572	.
PROPOSED GOALS	.	.	.	.	.	600	601	602	603

## Percentage of Research Expenditures Funded from External Sources

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	60	55	55	57	57	.	.	.	.
APPROVED GOALS	.	.	56	57	58	59	60	60	.
PROPOSED GOALS	.	.	.	.	.	59	60	60	60

## Utility Patents Awarded [from the USPTO]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	110	90	114	120	101	.	.	.	.
APPROVED GOALS	.	.	.	69	121	122	122	122	.
PROPOSED GOALS	.	.	.	.	.	102	103	104	105

## Number of Licenses/Options Executed Annually

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	91	119	133	122	127	.	.	.	.
APPROVED GOALS	.	119	120	121	123	123	123	123	.
PROPOSED GOALS	.	.	.	.	.	90	91	92	93

## 2019 ACCOUNTABILITY PLAN



USF SYSTEM

FINAL FOR BOG SUBMISSION

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## KEY PERFORMANCE INDICATORS *(CONTINUED)*

### Scholarship, Research and Innovation Metrics

#### Number of Start-up Companies Created

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	9	11	11	9	10	10	.	.	.	.
APPROVED GOALS	.	.	8	8	9	10	11	11	11	11
PROPOSED GOALS	.	.	.	.	.	.	10	11	11	12

#### Institution Specific Goals

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

**SEE INDIVIDUAL USF SYSTEM CAMPUS ACCOUNTABILITY PLANS**

## 2019 ACCOUNTABILITY PLAN



USF SYSTEM

FINAL FOR BOG SUBMISSION

BOG Deadline: 05/06/2019

## ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level *(for all degree-seeking students at all campuses)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>UNDERGRADUATE</b>									
ACTUAL	35,808	35,990	36,373	36,955	37,235	.	.	.	.
APPROVED GOALS	.	.	.	36,992	36,850	37,044	37,395	37,826	.
PROPOSED GOALS	.	.	.	.	.	37,323	38,283	39,215	40,358
<b>GRADUATE</b>									
ACTUAL	10,555	10,698	10,983	11,569	11,438	.	.	.	.
APPROVED GOALS	.	.	.	11,094	11,657	11,765	11,891	12,023	.
PROPOSED GOALS	.	.	.	.	.	11,497	11,571	11,646	11,749

Fall Headcount Enrollment by Student Type *(for all degree-seeking students at all campuses)*

	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
<b>UNDERGRADUATE</b>									
FTIC	17,378	17,704	18,023	18,189	18,575	19,006	19,694	20,341	21,171
FCS AA Transfers	9,172	9,108	9,245	9,416	9,501	9,275	9,625	10,039	10,386
Other AA Transfers	1,565	1,495	1,429	1,511	1,449	1,433	1,453	1,476	1,495
Post-Baccalaureates	1,110	1,025	998	986	901	985	997	1,005	1,012
Other Undergraduates	6,583	6,658	6,678	6,853	6,809	6,624	6,514	6,354	6,294
<b>Subtotal</b>	<b>35,808</b>	<b>35,990</b>	<b>36,373</b>	<b>36,955</b>	<b>37,235</b>	<b>37,323</b>	<b>38,283</b>	<b>39,215</b>	<b>40,358</b>
<b>GRADUATE</b>									
Master's	6,950	7,160	7,302	7,690	7,489	7,530	7,580	7,631	7,684
Research Doctoral	2,226	2,229	2,333	2,443	2,461	2,475	2,495	2,515	2,535
Professional Doctoral	1,379	1,309	1,348	1,436	1,488	1,492	1,496	1,500	1,530
<b>Subtotal</b>	<b>10,555</b>	<b>10,698</b>	<b>10,983</b>	<b>11,569</b>	<b>11,438</b>	<b>11,497</b>	<b>11,571</b>	<b>11,646</b>	<b>11,749</b>
<b>TOTAL</b>	<b>46,363</b>	<b>46,688</b>	<b>47,356</b>	<b>48,524</b>	<b>48,673</b>	<b>48,820</b>	<b>49,854</b>	<b>50,861</b>	<b>52,107</b>

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Does not include 'Unclassified' students who are not formally admitted into a degree program but are enrolled (e.g., dual enrolled high school students).

## Percent of Baccalaureate-Seeking Resident Undergraduates Who Earned 15+ Credit Hours

*(Fall terms only)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	24	23	21	21	20	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	20	21	22	24



## 2019 ACCOUNTABILITY PLAN



USF SYSTEM

FINAL FOR BOG SUBMISSION

BOG Deadline: 05/06/2019

ENROLLMENT PLANNING *continued*

## Actual &amp; Planned FTE Enrollment by Residency &amp; Student Level

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>RESIDENT</b>										
LOWER	12,087	11,844	11,933	12,066	12,092	12,044	12,334	12,514	12,719	12,930
UPPER	19,341	18,957	18,827	18,338	18,823	18,904	18,605	18,458	19,653	19,866
GRAD I	4,794	4,744	4,568	4,339	4,401	4,389	4,401	4,416	4,433	4,448
GRAD II	1,266	1,279	1,199	1,219	1,267	1,285	1,290	1,295	1,302	1,309
<b>TOTAL</b>	<b>37,487</b>	<b>36,825</b>	<b>36,528</b>	<b>35,962</b>	<b>36,583</b>	<b>36,621</b>	<b>36,630</b>	<b>36,683</b>	<b>38,107</b>	<b>38,553</b>
<b>NON-RESIDENT</b>										
LOWER	1,357	1,574	1,862	1,992	1,949	1,930	2,061	2,202	2,307	2,389
UPPER	1,058	1,304	1,596	1,819	1,974	2,104	2,244	2,362	2,501	2,647
GRAD I	1,370	1,652	1,984	2,142	2,133	2,034	2,046	2,058	2,078	2,102
GRAD II	853	880	935	1,017	1,118	1,156	1,142	1,150	1,170	1,201
<b>TOTAL</b>	<b>4,638</b>	<b>5,411</b>	<b>6,377</b>	<b>6,970</b>	<b>7,173</b>	<b>7,224</b>	<b>7,492</b>	<b>7,771</b>	<b>8,056</b>	<b>8,339</b>
<b>TOTAL</b>										
LOWER	13,443	13,419	13,795	14,057	14,041	13,974	14,395	14,716	15,026	15,319
UPPER	20,400	20,262	20,423	20,158	20,796	21,007	20,849	20,820	22,153	22,513
GRAD I	6,164	6,396	6,553	6,482	6,534	6,423	6,447	6,474	6,512	6,549
GRAD II	2,118	2,159	2,134	2,236	2,385	2,441	2,432	2,445	2,472	2,510
<b>TOTAL</b>	<b>42,125</b>	<b>42,236</b>	<b>42,905</b>	<b>42,932</b>	<b>43,756</b>	<b>43,845</b>	<b>44,122</b>	<b>44,455</b>	<b>46,163</b>	<b>46,892</b>

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours for all students. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

## Percent of FTE Enrollment by Method of Instruction

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
<b>UNDERGRADUATE</b>										
Distance (80-100%)	23%	26%	28%	29%	32%	33%	33%	34%	35%	36%
Hybrid (50-79%)	2%	2%	1%	1%	1%	0%	0%	0%	0%	0%
Classroom (0-50%)	75%	72%	72%	70%	67%	67%	66%	66%	65%	64%
<b>GRADUATE</b>										
Distance (80-100%)	22%	24%	24%	27%	30%	31%	32%	32%	33%	34%
Hybrid (50-79%)	3%	2%	1%	1%	2%	2%	2%	2%	2%	2%
Classroom (0-50%)	75%	74%	75%	72%	68%	67%	66%	65%	65%	64%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours that degree-seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element #2052. \*Percentages may not total 100 due to rounding.

## 2019 ACCOUNTABILITY PLAN



USF SYSTEM

FINAL FOR BOG SUBMISSION

BOG Deadline: 05/06/2019

**ACADEMIC PROGRAM COORDINATION****New Programs For Consideration by University in AY 2019-20**

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2018 Accountability Plan list for programs under consideration for 2019-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
Management Science	52.1301	STEM	FIU, FPU, UF	100%	25	Spring 2020
Information Science	11.0104	STEM	None	95%	350	Spring 2020
Cell and Molecular Biology	26.0406	STEM	None	0%	800	Spring 2020
Marine Biology	26.1302	STEM	FIU, UWF	0%	400	Spring 2020
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Marriage and Family Therapy/Counseling	51.1505	HEALTH	UCF, UF	20%	40	Fall 2019
<b>DOCTORAL PROGRAMS</b>						
N/A						

**New Programs For Consideration by University in 2020-22**

These programs will be used in the 2020 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
<b>BACHELOR'S PROGRAMS</b>						
International/Global Studies	30.2001	GLOBAL	NCF, UCF, UF, UNF	20%	65	Spring 2021
Design	50.0499	None	None	20%	70	Spring 2021
<b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b>						
Applied Mathematics, General	27.0301	STEM	FAU, FGCU FIU, UCF, UNF	0%	35	Spring 2021
Financial Planning & Services	52.0804	None	None	20%	40	Spring 2021
Management Science	52.1301	STEM	FSU	20%	50	Spring 2021
<b>DOCTORAL PROGRAMS</b>						
Ph.D. Pharmacy	51.2099	HEALTH	FAMU	0%	20	TBD
OTD Occupational Therapy/Therapist	51.2306	HEALTH	UF	0%	80	TBD

## Agenda Item: FL 111

### USF Board of Trustees September 10, 2019

**Issue:** 2020-2021 Updated Legislative Budget Request

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**Proposed action:**

1. To approve the 2020-2021 Updated Legislative Budget Request (LBR) for \$50,020,903 per BOG Request
  2. Authorize the President (or their designee), in consultation with the Board Chair, to make necessary adjustments to the Legislative Budget Request.
- 

**Executive Summary:**

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

At the August 29, 2019, meeting of the BOG's Budget and Finance Committee, the committee announced the board's intention to adopt a three-prong approach to requesting funds for the State University System (SUS) during the upcoming 2020 Legislative Session. One component will be a \$100 million request for increased state investment in the performance-based funding system for all universities. The other two components of the BOG LBR will be institution-specific. The BOG will determine how best to recommend splitting up by institution an additional \$150 million request based on plans submitted by each university within one of two categories: 1) Preeminent institutions (USF, UF and FSU); and 2) Non-preeminent institutions (the remaining nine SUS member institutions).

On August 30, 2019, the three Preeminent institutions were provided the following guidance from the BOG regarding their LBR submissions, which are due to the BOG offices by September 16, 2019.

**Preeminent institutions may choose to submit one budget request for recurring funds, and non-recurring funds if applicable, to enhance preeminent status as measured by the preeminent metrics and to improve national rankings. Preeminent institutions may submit, if appropriate, the LBR already provided to the Board office or submit a revised LBR using the forms provided last spring (emphasis added).**

Based on the 2020-2021 LBR Development Policy Guidelines (adopted by the BOG March 28, 2019 and updated on August 29, 2019), and specifically due to the invitation for Preeminent institutions to revise their prior LBR submissions, the President is recommending an updated USF LBR to that which was approved by the USF Board of Trustees on August 19, 2019. The updated LBR will accelerate the rate at which a consolidated USF can hire additional new faculty and technical support personnel at all three campuses consistent with the Board of Trustees' strategic priorities for each campus.

The updated LBR remains specific to advancing the academic excellence and national stature of USF, the SUS and the State of Florida. USF is requesting a recurring investment of new state dollars beginning in FY 2020-21. By accelerating USF's trajectory, this investment will create economic advantages for the State of Florida by providing numerous positive benefits for current and future USF students and faculty, for the SUS and for the State of Florida as a whole.

With USF's momentum, the impact of additional state resources of \$50 million recurring represents an opportunity for the state to further support one of the most promising institutions, and the fastest-rising public university, in the nation.

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**Supporting Documentation Online (please circle):** **Yes**  
**Prepared by:** Savannah Bennett, Office of the President

**No**

**2020-2021 Legislative Budget Request  
Education and General  
Position and Fiscal Summary  
Operating Budget Form II  
(to be completed for each issue)**

**University:** University of South Florida  
**Issue Title:** Advancing the academic excellence and national stature of USF, the SUS and the State of Florida

	<u>RECURRING</u>	<u>NON-RECURRING</u>	<u>TOTAL</u>
<u>Positions</u>			
Faculty	175.00	0.00	175.00
Other (A&P/USPS)	25.00	0.00	25.00
	-----	-----	-----
Total	200.00	0.00	200.00
	=====	=====	=====
<u>Salary Rate (for all positions noted above)</u>			
Faculty	\$21,238,805	\$0	\$21,238,805
Other (A&P/USPS)	\$1,750,000	\$0	\$1,750,000
	-----	-----	-----
Total	\$22,988,805	\$0	\$22,988,805
	=====	=====	=====
Salaries and Benefits	\$29,123,394	\$0	\$29,123,394
Other Personal Services	\$5,500,000	\$0	\$5,500,000
Expenses	\$7,397,509	\$0	\$7,397,509
Operating Capital Outlay	\$0	\$0	\$0
Electronic Data Processing	\$0	\$0	\$0
Special Category (Specific)		\$0	\$0
<b>Faculty Retention</b>	\$8,000,000	\$0	\$8,000,000
	\$0	\$0	\$0
	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$50,020,903	\$0	\$50,020,903
	=====	=====	=====

**State University System  
Education and General  
2020-2021 Legislative Budget Request  
Form I**

<b>University(s):</b>	<b>University of South Florida</b>
<b>Issue Title:</b>	<b>Advancing the academic excellence and national stature of USF, the SUS and the State of Florida</b>
<b>Date Issue Approved by University Board of Trustees:</b>	<b>September 10, 2019</b>
<b>Recurring Funds Requested:</b>	<b>\$50,020,903</b>
<b>Non-Recurring Funds Requested:</b>	
<b>Total Funds Requested:</b>	<b>\$50,020,903</b>
<b>Please check the issue type below:</b>	
<b>Shared Services/System-Wide Issue for Fiscal Year 2020-2021</b>	<input type="checkbox"/>
<b>Unique Issue for Fiscal Year 2020-2021</b>	<input checked="" type="checkbox"/>

**I. Description**

The University of South Florida (USF) is requesting a recurring investment of new state dollars beginning in FY 2020-21. By accelerating USF’s trajectory, this investment will create economic advantages for the State of Florida by providing numerous positive benefits for current and future USF students and faculty, for the State University System (SUS) and for the State of Florida as a whole.

With USF’s momentum, the impact of additional state resources of \$50.08 million represents an opportunity for the state to further support one of the most promising universities in the nation.

For example, since 2013, USF has risen faster in *U.S. News & World Report’s* (USN&WR) annual rankings of national universities than any public or private university. Furthermore, leaders in higher education are recognizing the increasing impact of USF. For instance, as Holden Thorp, provost at Washington University in St. Louis noted, it is the “...University of South Floridas of the world that are the real game-changers for students and their communities...”<sup>1</sup>

<sup>1</sup> <https://www.chronicle.com/article/How-Well-Do-Elite-Colleges/246100>.

To fully leverage its positive impact on the State of Florida, USF strives to become a Top 25-ranked public university in *USN&WR*'s annual rankings. Additionally, USF's aspirations are to maximize the state's opportunity to be home to another member of the prestigious Association of American Universities (AAU). AAU evaluates new members based upon their academic reputation, as well as their national leadership in its research and development enterprise. USF is well on its way -- already positioned as a Top 25 public institution in research expenditures and in the Top 10 for intellectual property (e.g., patent) creation.

Our request is the first phase of a multi-year investment plan – in concert with other external and philanthropic funds contributed by the university. It is particularly timely because the new investment will be made concurrently with the consolidation of the USF System into one Preeminent State Research University, geographically distributed. The investment will benefit all communities, all campuses, all students and all faculty of the newly consolidated "One USF." The consolidation will take place on the first day of the next state fiscal year: July 1, 2020.

The justification for this request is divided into the following sections:

1. Why invest in USF? A University with a Trajectory of Increasing Academic Excellence;
2. Florida's Benefits from Additional Prestigious Universities;
3. Broad Benefits from Additional State Funds Invested in the Future of USF;
4. Building an "Architecture of Academic Excellence" for USF; and
5. Strategic Deployment of Investments to Further Enhance Academic Excellence.

### ***Why Invest in USF? A University with a Trajectory of Increasing Academic Excellence***

Evidence shows that a dollar invested in USF has stretched farther and delivered greater returns to students and the economy during the last decade than at any public university in Florida or the United States.

Consider USF's<sup>2</sup> remarkable ascent in national rankings over the past decade. Indeed, since the first year of our current institutional strategic plan in 2013, USF has:

- Achieved the largest gain in *USN&WR*'s rankings of any public or private university in the United States.
- Achieved and maintained a Top 50 ranking among all public universities in the United States in four of the 10 official rankings approved by the BOG to measure national preeminence.

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<sup>2</sup> At times throughout this document, the term "USF" may refer to the data, ranking, etc. of the USF Tampa campus. As three separately accredited institutions by SACSCOC, each campus of the current USF System is classified differently and reports separate federal data and therefore receives separate national rankings. Consolidation eliminates the need for this separate reporting and ranking in the future.

Furthermore, USF's rise in the national rankings during the past several years has – not coincidentally – corresponded with record-breaking gains in student success metrics.

- USF is ranked as the #1 public research university in the nation for gains in the six-year graduation rate of its students between 2008 and 2018. USF raised its six-year graduation rate by 25 percentage points during that decade, a gain of six percentage points greater than the #2 ranked institution in America during that same time period<sup>3</sup>.
- The USF System raised its four-year graduation rate from 35.5% in 2011 to 58.6% in 2018, which was the largest percentage point gain (+23.1%) in the SUS during that time period.
- USF is ranked #1 in America among all public universities for Latino student success<sup>4</sup>.
- USF is ranked #6 in America and #1 in Florida among all public universities for black student success<sup>4</sup>.
- USF is ranked #9 in America and #1 in Florida among all public universities for Pell-recipient student success<sup>5</sup>.

USF also achieved similar gains in research and development rankings during the same time period.

- Total research expenditures for USF now exceed \$550 million annually, which places USF as the #2 ranked public or private university in Florida with an annual amount of total research spending that doubles the next-closest SUS institution<sup>6</sup>.
- USF is ranked #25 in America among all public universities in total annual research expenditures, according to the National Science Foundation's (NSF) HERD Survey<sup>6</sup>.
- USF is ranked #7 in America and #1 in Florida among all public universities for the most U.S. patents granted in 2018, according to the Intellectual Property Owners Association<sup>7</sup>.

### *Florida's Benefits from Additional Prestigious Universities*

The Association of American Universities (AAU) is considered the most prestigious of all university associations. It is an invitation-only association that consists of 34 American public universities, 26 American private universities and

<sup>3</sup>[https://tableau.dashboard.utah.edu/t/idmv/views/GraduationRateTrendsPublicResearchInstitutions/Dashboard1?iframeSizedToWindow=true&:embed=y&:showAppBanner=false&:display\\_count=no&:showVizHome=no&:origin=viz\\_share\\_link](https://tableau.dashboard.utah.edu/t/idmv/views/GraduationRateTrendsPublicResearchInstitutions/Dashboard1?iframeSizedToWindow=true&:embed=y&:showAppBanner=false&:display_count=no&:showVizHome=no&:origin=viz_share_link).

<sup>4</sup> The Education Trust, 2017.

<sup>5</sup> Third Way, May 2018.

<sup>6</sup> <https://ncesdata.nsf.gov/profiles/site?method=rankingBySource&ds=herd>.

<sup>7</sup> <https://academyofinventors.org/wp-content/uploads/2019/05/Top-100-Universities-2018.pdf>.



two Canadian public universities. Currently, the University of Florida is Florida's only member institution, public or private.

Why should taxpayers and policymakers in Florida seek more AAU member institutions? The answer is simple: The most talented faculty, students and entrepreneurs gravitate to the most prestigious institutions, particularly when those institutions are located in large, metropolitan areas such as the AAU member institutions in the cities of New York, Boston, Los Angeles, the San Francisco Bay Area, San Diego, Houston, Seattle, Atlanta, Chicago, Philadelphia and others. Moreover, membership in the AAU, in its most basic sense, is a recognition that Florida universities are nationally prestigious, and thereby so is Florida's entire State University System.

Additionally, the AAU institutions – despite representing fewer than two percent of American universities – are awarded 60 percent of the nation's approximately \$40 billion in federally funded research each year. Upwards of 70 percent of America's Nobel Prize winners, National Academy of Sciences members and National Medal of Science winners are faculty members at AAU institutions. The AAU institutions represent America's greatest economic development assets by being awarded over 5,000 new U.S. patents per year, executing over 4,000 licensing agreements and creating over 3,600 operational startup companies annually<sup>8</sup>.

Consequently, Florida – with only one AAU institution – may be lagging in the battle for intellectual capital and research funding, which are primary factors in the recognition and ranking of elite universities and university systems. California boasts nine AAU member institutions (six public) and New York is home to six others (two public). Texas has three AAU members, two of which are public. Florida is the only one of America's top 10 most populous states that is home to fewer than two AAU member institutions; five of those 10 states boast at least two *public* AAU institutions. Focused state investments, coupled with increased institutional fundraising and responsible university stewardship of existing resources, could allow other Florida institutions – and especially USF – to cross the thresholds necessary to be considered for eligibility by outpacing existing AAU members' performance.

Given the historical track record of AAU institutions to date, the state and taxpayers will be more than repaid for these additional investments. As more of its top research institutions join the ranks of the elite national universities, the state as a whole will be elevated to new economic and reputational heights. Although AAU does not guarantee membership to any institution based on a level of achievement, the association is quite transparent in revealing the "indicators" it looks for in its prospective members. The AAU's most important membership indicators ("Phase I Indicators") relate to research competitiveness and the quality and impact of the institution's faculty. They include competitively funded federal research expenditures, National Academy

<sup>8</sup> <https://www.aau.edu/who-we-are/aau-numbers>.

memberships and faculty awards, and faculty research citation volume and impact. Secondary, or “Phase II,” indicators that are considered include non-competitively awarded research funding, doctoral education quality, postdoctoral appointments and undergraduate education. The full listing of AAU Membership Indicators is available on the AAU’s website<sup>9</sup>, [www.aau.edu](http://www.aau.edu).

***Broad Benefits from Additional State Funds Invested in the Future of USF***

The 2018 Florida Legislature mandated that by July 1, 2020, the current USF System will consolidate into one university, geographically distributed. During June 2019, the USF Board of Trustees updated the BOG on its plan for consolidation and is on track to meet this goal. “One USF” affords the State of Florida the opportunity to maximize the impact of a major, highly ranked research university located across a large metropolitan area. In fact, USF (at #58 in *USN&WR* and #25 in NSF’s ranking of total research expenditures) is already Florida’s highest-ranked public university in any of its major metropolitan areas and is poised to continue its upward trajectory under our plan for consolidation.

Today, the Tampa Bay region is served by the three institutions of the USF System, and under consolidation this will only accelerate. USF already has campuses in Tampa, a city of nearly 400,000 located in a county (Hillsborough) with a population exceeding 1.4 million residents; St. Petersburg, a city of nearly 300,000 residents located in a county (Pinellas) with a population of nearly 1 million residents; and Sarasota-Manatee, representing two counties with a combined population exceeding 800,000 residents.

This year alone, Tampa and/or the Tampa Bay region were ranked as:

- The #6 (Sarasota-Bradenton) and #8 (Tampa-St. Petersburg) Fastest Growing City in America by *Forbes*<sup>10</sup>;
- The best large city in Florida to live in and #15 in the United States by Wallet Hub<sup>11</sup>; and
- The #1 city in Florida and #29 in the nation for tech talent<sup>12</sup>.

The decision by the Legislature to consolidate the USF System into one university, geographically distributed, provides the first opportunity in the Tampa Bay region’s history to be fully served by one preeminent, nationally ranked research university. The BOT’s Consolidation Plan calls for investment in all three campuses to raise the national profile of “One USF” and to provide students and faculty with new academic and research opportunities never before available.

This LBR contemplates the initial phases of that investment in all three campuses, as well as the resources necessary to develop and strengthen

<sup>9</sup> <https://www.aau.edu/who-we-are/membership-policy>.

<sup>10</sup> <https://www.forbes.com/pictures/mlj45hfd/1-austin-texas/#5fa856da56d0>.

<sup>11</sup> <https://wallethub.com/edu/best-worst-large-cities-to-live-in/14358/>.

<sup>12</sup> <https://www.tampabay.com/business/tampa-bay-ranks-no-29-among-top-areas-for-tech-talent-20190725/>.

specialized, nationally renowned academic and research centers of excellence on each of the three campuses.

“One USF” also allows the institution to maximize new investments for even greater returns, which will be realized in every corner of the Tampa Bay region. Instead of three USF System institutions competing for limited state resources and philanthropic gifts, “One USF” will allow new investments to pay dividends for all three campuses. This multiplier effect of new financial investments in a single USF will greatly benefit Florida, as one of its largest and fastest-growing regions is recognized internationally as a destination for exceptionally talented students and faculty. It sends a message to corporations looking to avail themselves of that talent in a large and growing population center.

For the first time ever, beginning July 1, 2020, no particular municipality or county in Tampa Bay will be the exclusive “home” to the region’s top public research university, nor will any one campus be the primary destination for its talent and commensurate corporate investment. Rather, each of Hillsborough, Manatee, Pinellas and Sarasota counties will be home to a campus of a top-ranked research university with access to the world-class talent, research programs and economic-development initiatives available through a united USF.

USF’s geographical location and unique vision for alignment across Tampa, St. Petersburg and Sarasota-Manatee make it a strong candidate for new investment, which can stretch each dollar for tripartite benefit. This provides the best return on investment to the state, and importantly, across the entirety of the eight-county Tampa Bay region.

### ***Building an “Architecture of Academic Excellence” for USF***

Although USF has already reached the Top 25 public universities in various research and development rankings (as noted above), those rankings tend to be more objective, rather than subjective, measurements. For instance, where USF is now ranked as the 25<sup>th</sup> best public university in America in terms of total research expenditures<sup>13</sup>, that ranking is the result of a straightforward sum total of all research spending with no subjective judgment. USF, which is a relatively young university compared with other national peers, has traditionally fared well in these types of national rankings where institutional reputation is not a dominant factor and objective results are the only (or the principal majority) measurement.

Conversely, although *USN&WR* and AAU consider certain objective data elements to evaluate institutional performance, a large component of their rankings and membership decisions are also based on an institution’s national academic reputation for excellence. USF has more work to do in this regard. Indeed, much of this LBR is tailored to requesting and deploying strategic

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<sup>13</sup> <https://ncesdata.nsf.gov/profiles/site?method=rankingBySource&ds=herd>.

investments in specific, targeted areas that will build upon USF’s already growing national academic reputation.

Leadership of USF refers to these key components and the plan to address them as the “*architecture of academic excellence*”<sup>14</sup>. The “architecture” is built upon four components:

- 1) Quality of undergraduate students and their educational experience;
- 2) Quality of graduate students and their educational experience;
- 3) Faculty, research and creative impact; and
- 4) Strategic partnerships for economic growth and societal enrichment.

Collectively, these four components form and drive the overall academic reputation of any public research institution.



An institution’s academic reputation and its effect on *USN&WR* rankings and AAU membership cannot be overstated, and in fact the two are closely intertwined. Consider that:

<sup>14</sup> Adapted from: <https://www.smu.edu/-/media/Site/Provost/Provost/PDF/Continuing-the-Ascent.pdf?la=en>

- 21 of the current *USN&WR* Top 25 public universities are members of the AAU<sup>15</sup>;
- Another ten public AAU members are ranked in the Top 50 of *USN&WR* (seven of them are in the Top 40); and
- Only three of the 34 public AAU members are ranked outside the *USN&WR* Top 50, and those schools are ranked 56<sup>th</sup> and tied for 61<sup>st</sup> nationally (USF currently ranks ahead of two public AAU member institutions)<sup>16</sup>.

A sustained investment in USF over a period of time, targeted in the four components of the “architecture” described above, will position USF to raise our national academic reputation. This, in turn, will continue to raise our national rankings and the likelihood of becoming eligible for AAU membership in the future. This trajectory also builds on the BOG’s stated vision for the SUS that by 2025, the State University System of Florida “will be internationally recognized as a premier public university system, noted for the distinctive and collective strengths of its member institutions.” A key strategy for fulfilling this vision will be to promote the successes and achievements of USF and the SUS to the leadership of other universities, as well as to high school guidance counselors nationwide to raise the overall reputation of USF and the entire SUS.

***Strategic Deployment of Investments to Further Enhance Academic Excellence***

Based on the architecture outlined above and USF’s extraordinary track record of success over the past decade, any new recurring investments provided by the Legislature and Governor for this initiative will be deployed specifically to achieve the following goals, all of which will advance USF’s national prestige:

- Increased student success outcomes, including improved FTIC retention rates and four-year and six-year graduation rates.
- Increased individualized attention for student success by lowering the student-to-faculty ratio and the proportion of classes with fewer than 20 students and with fewer than 50 students.
- Increased faculty resources and productivity, including more competitive faculty salaries; the ability to hire more National Academy-member faculty and other world-class scholars; increasing external grant funding and research citations; and citation impact. Additional faculty will be focused primarily in areas of strategic emphasis as identified by the BOG, including science and mathematics, engineering, business and medicine.
- Enhancements to the quality of and access for incoming students, including attracting students with high SAT and ACT scores, students who graduated in the top 10% of their high school classes, as well as continuing to provide access for Pell grant recipients and others.

<sup>15</sup> The only non-AAU members ranked in *USN&WR*’s Top 25 public universities are the College of William & Mary, University of Georgia, University of Connecticut and Clemson University.

<sup>16</sup> Iowa State University is ranked #56 and the Universities of Missouri and Kansas are tied for #61, the lowest ranking among public AAU members and three places behind USF’s current *USN&WR* ranking.

- Enhancement of institutional reputation among academic peer institutions and high school guidance counselors across the country.
- Increased community support through philanthropy and alumni giving.

Specific investments in this first phase will be made in the following areas to enhance USF's overall national and international academic reputation via the "architecture" plan:

***Quality of Undergraduate Students and their Educational Experience***

\$2.0 million to enhance undergraduate student recruitment and support services.

***Quality of Graduate Students and their Educational Experience***

\$3.5 million to enhance graduate student recruitment and support.

***Faculty, Research and Creative Impact***

\$8.0 million to retain current high-performing USF faculty.

\$8.8 million to hire 20 additional National Academy members and other world-class scholars.

\$5.8 million to hire 25 additional full professors.

\$4.0 million to hire 25 additional full-time associate professors.

\$6.8 million to hire 50 additional full-time assistant professors.

\$5.8 million to hire 55 additional full-time instructors.

\$2.8 million to hire 25 additional technical personnel to support the above faculty hires.

***Strategic Partnerships Involving Economic Development and Societal Engagement***

\$2.5 million to support innovative new national and global research partnerships and R&D initiatives.

This first-phase investment will result in a net gain of 175 additional faculty members, contributing to USF's overall five-year plan to add 375 net new faculty. During both the first-year and the five-year plan, (if new state funding is provided) faculty will be hired at each of the three campuses consistent with the USF BOT's strategic priorities for each campus.

**II. Return on Investment**

The combined effect of the return on investment will:

- Strengthen Florida's position as the top state in the nation for higher education, thereby enhancing the global prominence of Florida.
- Propel USF on a trajectory toward a *USN&WR* Top 25 ranking.
- Advance USF towards AAU eligibility.
- Improve student success outcomes and students' educational experiences.

- Increase institutional impact as an engine for innovation and economic impact.

Given that 21 of *USN&WR*'s Top 25 public universities are members of the AAU – and the fact that positioning USF for membership in the AAU has been the goal of the USF BOT in the institution's Strategic Plan since 2007 – USF will continue to benchmark the success of the investments against that aspirational peer group's performance. Our goal is to meet or exceed the average of the 34 public AAU institutions' latest performance on each metric.

*USN&WR*'s rankings are derived from 16 specific metrics that serve as the publication's formula inputs. In seven of those 16 metrics, USF already achieves above or very near the current average of the 34 public AAU members' achievement level.

Notably, USF currently exceeds the average achievement level of public AAU universities in two student success outcome metrics assessed by *USN&WR* in its rankings. These include a comparison of each institution's actual six-year graduation rate compared to that predicted by *USN&WR* and an institution's success rate in graduating Pell Grant recipient students when compared against their Non-Pell Grant students.

The metrics in which USF is already competitive with public AAU members include:

<i>USN&amp;WR</i> Metric	Average Performance of Public AAUs	Current USF Performance
First-year Retention Rate	92%	91%
Pell Grant six-year Graduation Rate	74%	73%
Over/under Predicted Performance in the six-year Graduation Rate	+3.5%	+9%
Ratio of Pell and Non-Pell Grant six-year Graduation Rate	88%	93%
Proportion of Classes with Fewer than 20 Students	41%	45%
SAT Scores for the 25 <sup>th</sup> – 75 <sup>th</sup> Percentile of Incoming Students	1200-1400	1230-1350
Annual Alumni Giving Rate	11%	12%

In the other nine *USN&WR* metrics, USF strives to improve its performance to match the current average achievement level of the 34 public AAU institutions.

<i>USN&amp;WR</i> Metric	Average Performance of Public AAUs	Current USF Performance
Six-year Graduation Rate	81%	73%
Academic Peer Assessment	3.7	2.8
High School Guidance Counselors' Ratings	4.1	3.5
Average Faculty Salary	\$160,553	\$135,614
Proportion of Faculty with Highest Degree in their Field	92%	82%
Proportion of Fulltime Faculty	92%	84%
Student-to-faculty Ratio	17:1	22:1
Incoming Enrollees who Graduated in Top 10% of their High School Class	59%	34%
Average Spending Per Student	\$74,888	\$33,241

**It is worth emphasizing that many of the above metrics (in which USF lags the current public AAU average performance) are directly related to available financial resources.** They include: faculty salaries; the proportion of faculty with the highest degree in their field; the proportion of full-time to part-time faculty; student-to-faculty ratio; and the average institutional spending per student.

**All of these metrics will be positively impacted almost immediately by the proposed investment in USF and the strategic deployment of the funds as outlined above through the "architecture" plan.** Nearly two-thirds of the proposed first-year investment is aimed directly at hiring additional faculty and improving the salaries of current high-performing faculty to allow USF to catch up to its national peers.

Similarly, the "architecture" plan contemplates spending additional resources to recruit and retain more high-achieving high school students in order to improve USF's performance in two of the remaining *USN&WR* metrics (percentage of



students from the Top 10% of their high school class and the six-year graduation rate).

The final two metrics are strictly related to external perceptions of USF’s academic reputation. The “architecture” plan is designed specifically to achieve gains in these areas through targeted investments and awareness campaigns. These two metrics are, however, “perceptual” rankings that tend to lag actual performance. A sustained effort will be necessary through these investments to communicate the strengths and achievements of USF and the SUS as a whole to national peers and high school guidance counselors to see the requisite gains in these two critical metrics. Even with some expected lag time in assessment ratings, improvements made in the financial resources metrics outlined above through this investment will continue USF’s upward ascent toward the Top 25.

In summary, USF has demonstrated a track record of using targeted investments to achieve results that well exceed other universities’ performance. USF embraces metrics-based accountability; We relish it, and our results speak for themselves. The timing is auspicious now for a major investment of new state funds into USF given its national momentum and trajectory, the opportunities afforded through consolidation, and the economic impact to the state by having a major nationally ranked research university located in one of Florida’s fastest-growing metropolitan areas. The “architecture” plan developed and described in this LBR presents the vision and plan to deploy those state assets to maximize the return on investment for USF students, for taxpayers, for the State University System and for the entire State of Florida.

**III. Facilities:**

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

**Agenda item: FL 112**

**USF Board of Trustees**

September 10, 2019

**Issue:** Institutional Mission and Goals in support of substantive change prospectus to SACSCOC for a singly-accredited USF

**Proposed action:** Approval of the proposed Mission Statement and Goals

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**Background information:**

The 2018 Florida Legislature mandated that by July 1, 2020, the current USF System (comprising USF Tampa, USF St. Petersburg and USF Sarasota-Manatee) will consolidate into a singly accredited university, geographically distributed.

This accreditation requires the submission of a substantive change prospectus to the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC) by March 15, 2020. A required element of the prospectus is evidence that the institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission must address teaching and learning and, where applicable, research and public service. Also required are goals compatible with the stated mission statement.

The University of South Florida proposes a Mission Statement and Goals for one USF geographically distributed in preparation for the submission of a prospectus to SACSCOC for the legislatively mandated accreditation.

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**Strategic Goal Item Supports: Future consolidation of the University of South Florida by July 1, 2020**

**Prepared by: Steven C. Currall, University President**

# MISSION STATEMENT AND GOALS

*(for One USF Geographically Distributed, effective July 1, 2020)*

*Presentation for BOT approval by  
President Steven C. Currall*

*September 10<sup>th</sup> 2019*



**UNIVERSITY OF SOUTH FLORIDA**  
A PREEMINENT RESEARCH UNIVERSITY

# Context for Requested Approval of Mission & Goals

## Legislative Mandate to Consolidate as one USF

The 2018 Florida Legislature mandated that by July 1, 2020, the current USF System will consolidate into a singly accredited university, geographically distributed.

## Need for SACSCOC Accreditation Consideration

“Accreditation by SACSCOC signifies that the institution (1) has a mission appropriate to higher education, (2) has resources, programs, and services sufficient to accomplish and sustain that mission, and (3) maintains clearly specified educational objectives that are consistent with its mission and appropriate to the degrees its offers, and that indicate whether it is successful in achieving its stated objectives.”

**Excerpt from “*The Principles of Accreditation: Foundations for Quality Enhancement*”, adopted by the SACS College Delegate Assembly, December 2017**



# Context for Requested Approval of Mission & Goals

## Need for SACSCOC Accreditation Consideration

### *DOCUMENTATION FOR THE SUBSTANTIVE CHANGE COMMITTEE*

#### **Section 2: Mission**

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.

#### **Section 9: Educational Program Structure and Content**

9.1 Educational programs (a) embody a coherent course of study, (b) are compatible with the stated **mission and goals** of the institution



# MISSION STATEMENT

## *for One USF Geographically Distributed*

*The University of South Florida's mission is to conduct innovative and translational research, scholarship and creative activity. In partnership with the communities we serve, the University delivers a world-class educational experience to talented and diverse undergraduate, graduate and professional students.*

*Led by outstanding faculty and professional staff, the University of South Florida fulfills its role as a public metropolitan research university, serving the people of Florida, the nation and the world by fostering intellectual inquiry and outcomes that positively shape the future, regionally, nationally and globally.*



## GOALS

### *for One USF Geographically Distributed*

- Goal 1:** High-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives
- Goal 2:** A commitment to lifelong success of well-educated, highly skilled and adaptable students who thrive in a dynamic global market
- Goal 3:** A major social and economic engine creating meaningful global, national, and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida



## GOALS

### *for One USF Geographically Distributed*

- Goal 4:** A vibrant, inclusive and safe community for learning, discovery, creative activities and transformative experiences enabled through adaptive design of physical, social, and digital environments
- Goal 5:** Continuous visionary planning and sound management throughout USF to ensure a strong and sustainable financial base, and proactively adapt to emerging opportunities in a dynamic environment

***Both the proposed Mission Statement and Goals will be fully [re]considered as a part of the upcoming Strategic Renewal process.***





**Agenda Item: FL 113**

**USF Board of Trustees**  
September 10, 2019

**Issue:** Naming Project

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**Proposed action:** Approve the Presented Naming Project for Philanthropic Giving to the University of South Florida

---

**Executive summary:**

Pursuant to BOG Regulation 9.005, the University of South Florida Board of Trustees is vested with naming authority for all buildings, facilities and academic units of the USF System. The individual below has made a significant contribution to the University.

- a. Nick Vojnovic MBA '12 Lobby outside the Dick Bowers Multipurpose Room in the Muma College of Business (\$85,000)
- 

**Prepared by:** Office of Board Operations

**UNIVERSITY OF SOUTH FLORIDA BOARD OF TRUSTEES**

**RESOLUTION**

**WHEREAS**, Nicholas Vojnovic MBA '12 has provided support to the USF System and USF Muma College of Business, including gifts and commitments of \$85,000 to support and promote the future success of USF students and the educational mission of the university; and

**WHEREAS**, pursuant to BOG Regulation 9.005, the University of South Florida Board of Trustees is vested with naming authority for all buildings, facilities and academic units of the USF System; and

**WHEREAS**, in recognition of this donation, the President of the University recommends naming the lobby area outside the Dick Bowers Multipurpose Room in the USF Muma College of Business;

*NOW, THEREFORE, BE IT RESOLVED THAT THE UNIVERSITY OF SOUTH FLORIDA BOARD OF TRUSTEES AFFIRMS THE DECISION TO NAME THE LOBBY AREA OUTSIDE THE DICK BOWERS MULTIPURPOSE ROOM IN THE USF MUMA COLLEGE OF BUSINESS THE "NICK VOJNOVIC MBA '12 LOBBY" IN RECOGNITION AND APPRECIATION OF PHILANTHROPIC SUPPORT PROVIDED TO THIS UNIVERSITY.*

**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 \_\_\_ day of \_\_\_\_\_ 2019.

\_\_\_\_\_  
Jordan Zimmerman, Chair

\_\_\_\_\_  
Steven Currall, Corporate Secretary

**Agenda Item: FL 114**

**USF Board of Trustees**  
September 10, 2019

**Issue:** Morsani College of Medicine Construction Budget

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**Proposed action:** Increase the budget for the Morsani College of Medicine building to \$189 million

---

**Executive Summary:** The conceptualization of a new college of medicine for the University of South Florida was born five years ago in 2014. The project gained approvals in 2015, fixing a budget at that time of at an estimated \$152 million.

When the opportunity to add two additional floors to the structure was proposed, the estimated additional costs of construction pushed the budget to \$173 million which was approved by the USF Board of Trustees in 2017.

The project is approximately 90% complete with occupancy and classes scheduled to begin January 13, 2020.

Unanticipated costs in the two years since the last time budget was discussed with the board has moved estimated costs to approximately \$189 million. The causes for the change revolve around a number of factors including the higher costs for research equipment and furniture, construction inflation, and costs of technology.

**Financial Impact:** The impact of the change will be a \$15 million or 9% increase in budget.

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**Strategic Goal(s) Item Supports:** 1, 2, 3 and 4

**BOT Committee Review Date:** N/A

**Supporting Documentation Online (*please circle*):**

Yes

No

**USF System or Institution specific:** USF Health

**Prepared by:** David Lechner

# Morsani College of Medicine and Heart Health Institute

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## Historical Brief / Budget Update

*September 10, 2019*





UNIVERSITY OF SOUTH FLORIDA  
TAMPA BAY

## Background:

- 395,000 sq. ft., 13-story tower, state-of-the-art teaching and research facility
- Design-build project with HOK & Skanska
- Facility will bring 1,800 students, faculty and researchers to the downtown waterfront to transform medical education and research.
- Bringing the Morsani College of Medicine downtown will bring USF students and faculty closer to our primary teaching hospital, Tampa General Hospital.
- Co-location of MCOM / HHI with CAMLS and TGH will increase basic and translational research and attract potential biotech companies / partners.



UNIVERSITY OF SOUTH FLORIDA  
TAMPA BAY

## Budget Chronology:

- Original estimate – 2014 - 2015 - \$152.7 million – 11 floors
- 2017 – Elected to add two more floors to facility – budget increased to \$172.9 million

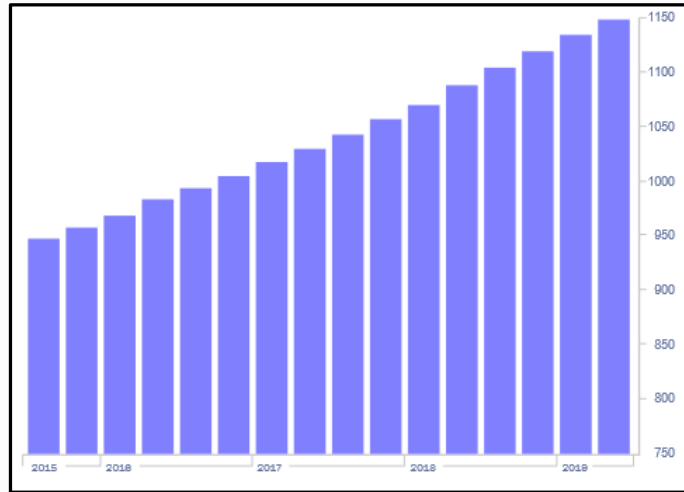


## Macro Factors Impacting Project: Construction Inflation

Quarter	Index	Δ%
2nd Quarter 2019	1149	1.23
1st Quarter 2019	1135	1.34
4th Quarter 2018	1120	1.36
3rd Quarter 2018	1105	1.47

Year	Average Index	Δ%
2018	1096	5.6
2017	1038	5.0
2016	989	4.8
2015	943	4.5
2014	902	4.4
2013	864	4.1



**“Raw material costs in the second quarter of 2019 have been relatively stable and contractors continue to be selective due to the availability of skilled labor. We will also need to keep a watchful eye on the potential of tariffs on specific materials in the third quarter of 2019.”**

Attilio Rivetti  
Vice President

<http://www.turnerconstruction.com/cost-index>

**22% Construction Cost Increase Across the Industry Since Building Initial Estimate**

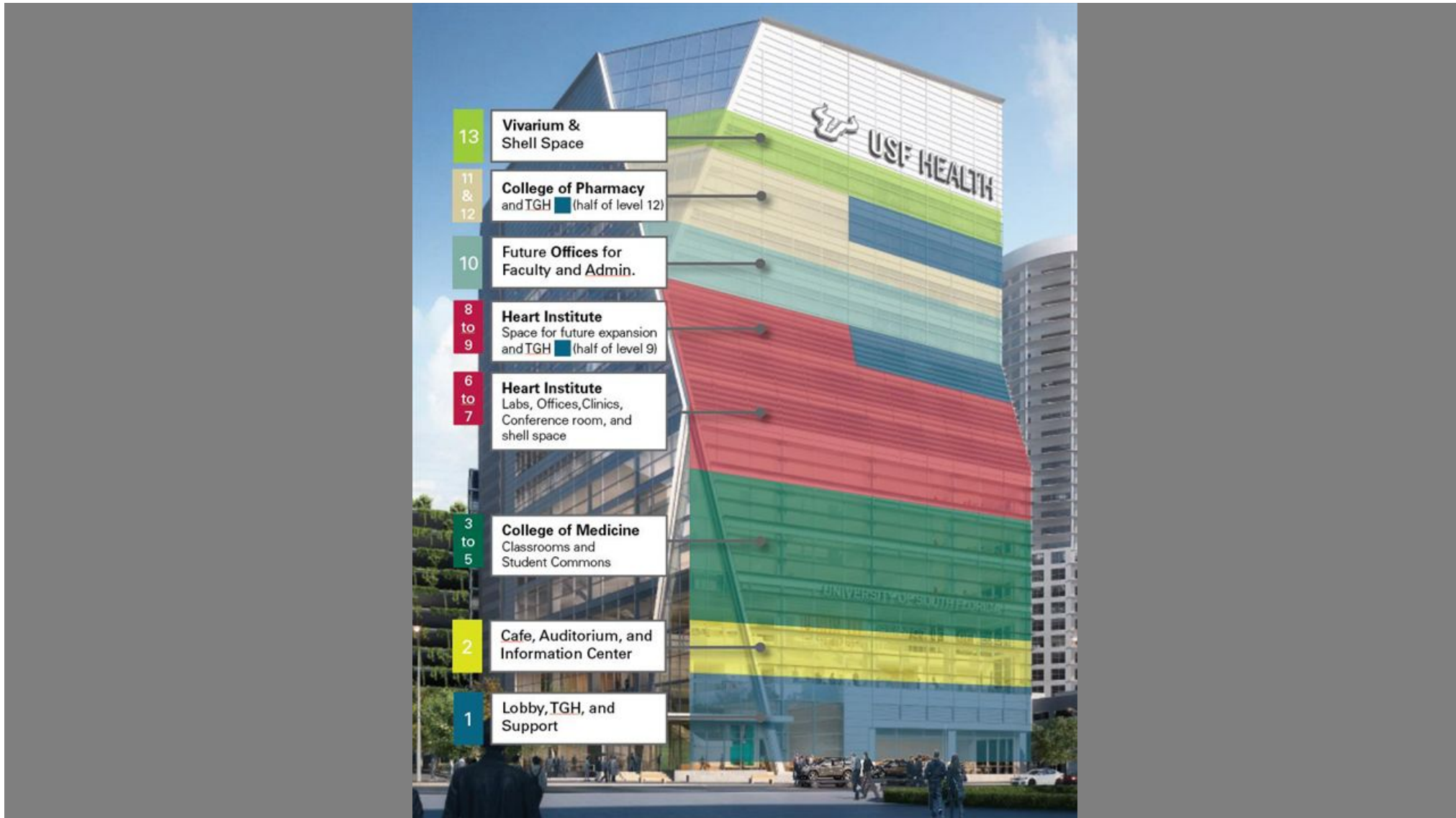


**UNIVERSITY OF SOUTH FLORIDA**  
TAMPA BAY

## **Macro Factors Impacting Project: Inability to Do a Fixed Price Contract**

- Appropriation Started in fiscal 2014
- Final allotment is still remaining to be received.
- Forced a series of “Guaranteed Maximum Price” (GMP) Contracts







**UNIVERSITY OF SOUTH FLORIDA**  
TAMPA BAY

## MCOM+HI Historical Brief

	A	B	C	D
	12/19/15	10/12/17	8/29/18	9/10/19
<b>Project Cost</b>	<b>\$152.5M</b>	<b>\$172.9M</b>	<b>\$161.9M</b>	<b>\$189.0M</b>
Floor Capability	11	13	13	13
Floor Build-Out	11	11	8	8 (+1 TGH**)
Design and Construction	\$ 136.7M	\$ 151.3M	Canceled GMP 4 (\$8M)	\$ 159.2M
FFE*	\$ 9.0M	\$ 14.8M	Delayed Purchases	\$ 23.0M
Contingency	\$ 6.8M	\$ 6.8M	-	\$ 6.8M

Note:  
Project Cost Increase (\$172.9M to \$189M):

- D&C \$7.9M
- FFE \$8.2M

Scope changes include:

- Shell space modifications required for cert. of occupancy (ventilation, egress, fire safety, emergency lighting, sprinklers, and corridor construction)
- Flood protection
- Vivarium/lab revisions
- IT upgrades

\*FFE includes Furniture, Fixtures, Equipment (IT, AV, Basic Lab and Maintenance Equipment)

\*\* TGH floor build-out is not included in the Project Cost



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## More Broadly Defining “the Project”

Examples of items not previously included in the budget:

- Owners Rep - \$2.4MM
- Small animal MRI - \$2.3MM
- Moving expense - \$.6MM



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TAMPA BAY

## Budget Detail:

Description	December 2015	October 2017	September 2019
Design and Construction	\$143.5	\$143.5	\$150.8
Addition of Two Floors	--	10.3	10.3
Owner's Rep	--	2.4	2.4
Flood Mitigation	--	1.9	1.9
Moving costs	--	--	.6
IT / AV	5.6	10.0	9.6
Equipment	--	--	9.8
Furniture / Fixtures	<u>3.4</u>	<u>4.8</u>	<u>3.6</u>
<b>Total</b>	<b><u>\$152.5</u></b>	<b><u>\$172.9</u></b>	<b><u>\$189.0</u></b>



**UNIVERSITY OF SOUTH FLORIDA**  
TAMPA BAY

## Funding:

Description	December 2015	September 2019
PECO Funding	\$112.2	\$110.4
Auxiliary *	--	35.7
Foundation	40.3	22.3
USF E&G*	--	10.7
UMSA	--	7.0
Office of Research	<u>--</u>	<u>2.9</u>
<b>Total</b>	<b><u>\$152.5</u></b>	<b><u>\$189.0</u></b>

\* Includes allowable E&G funding



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## Outstanding Issues

- Continued Fundraising
- Completion of shelled floors / Cost
- Recurring funding of plant operations and maintenance (POM) –
  - Approximately \$6.2 million annually
- Building “Glare”
- Remaining cost of pharmacy build-out



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# Questions

**USF Board of Trustees**  
September 10, 2019

**Issue:** Fall 2019 USF Enrollment & Student Profile

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**Proposed action:** Informational Item

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**Executive Summary:**

With the commencement of a new academic year, enrollment and profile updates are important updates. This presentation will provide an overview of fall enrollment and the student profile of new first-time-in-college students. Further, this presentation will provide a performance update for select measures as compared to Preeminence and Enrollment goals approved in the BOG Accountability Plan.

**Financial Impact:**

Preeminence and Performance Based Funding are the core sources of funding for the USF System. Ongoing monitoring of performance metrics, alongside strategic planning for out years, is paramount to sustaining the realized successes.

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**Strategic Goal(s) Item Supports:** Student Success

**BOT Committee Review Date:** August 27<sup>th</sup>, 2019

**Supporting Documentation:**

**USF System or Institution specific:** System

**Prepared by:** Valeria Garcia, AVP Decision Support *on behalf of* Provost Ralph Wilcox

Yes

No





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# Fall 2019 USF Enrollment & Student Profile (Drop/Add Benchmark)

USF BOARD OF TRUSTEES  
September 10, 2019

# Student Enrollment: USF

(drop/add benchmark)

USF <i>Drop/Add</i>		2019 Accountability Plan	Fall 2019		
			#	#	%
<b>Total Enrollment</b>	<b>Total Students</b>		50,927	50,927	100%
<b>Degree Seeking</b>	<b>Total Degree-Seeking Students</b>	<b>48,820</b>	<b>48,708</b>	<b>48,708</b>	<b>96%</b>
	Undergraduates	<b>37,323</b>	<b>37,350</b>	37,350	73%
	Grad I			7,424	15%
	Grad II	<b>11,497</b>	<b>11,358</b>	2,464	5%
	Medical (MD + PharmD)			1,470	3%
<b>Non-Degree Seeking</b>	<b>Total Non-Degree Seeking</b>		<b>2,219</b>	<b>2,219</b>	<b>4%</b>
	Undergraduates		1,351	1,351	61%
	Graduates		868	868	39%

Meets/Exceeds AP Goal

Does Not Meet AP Goal

# Student Enrollment: USF Tampa

(drop/add benchmark)

USF Tampa Drop/Add		2019 Accountability Plan	Fall 2019		
			#	#	%
<b>Total Enrollment</b>	<b>Total Students</b>		<b>44,249</b>	<b>44,249</b>	<b>100%</b>
<b>Degree Seeking</b>	<b>Total Degree-Seeking Students</b>	<b>42,092</b>	<b>42,532</b>	<b>42,532</b>	<b>96%</b>
	Undergraduates	<b>31,275</b>	<b>31,823</b>	31,823	72%
	Grad I	<b>10,817</b>	<b>10,709</b>	6,775	16%
	Grad II			2,464	6%
	Medical (MD + PharmD)			1,470	3%
<b>Non-Degree Seeking</b>	<b>Total Non-Degree Seeking</b>		<b>1,717</b>	<b>1,717</b>	<b>4%</b>
	Undergraduates		902	902	53%
	Graduates		815	815	47%

Meets/Exceeds AP Goal

Does Not Meet AP Goal

# Student Enrollment: USF St. Petersburg

(drop/add benchmark)

USF St. Petersburg		2019 Accountability Plan	Fall 2019	
Drop/Add			#	%
<b>Total Enrollment</b>	<b>Total Students</b>		<b>4,455</b>	<b>100%</b>
<b>Degree Seeking</b>	<b>Total Degree-Seeking Students</b>	<b>4,669</b>	<b>4,328</b>	<b>97%</b>
	Undergraduates	<b>4,139</b>	<b>3,818</b>	88%
	Grad I	<b>530</b>	<b>510</b>	12%
<b>Non-Degree Seeking</b>	<b>Total Non-Degree Seeking</b>		<b>127</b>	<b>3%</b>
	Undergraduates		82	65%
	Graduates		45	35%

Meets/Exceeds AP Goal

Does Not Meet AP Goal

# Student Enrollment: USF Sarasota-Manatee

(drop/add benchmark)

USF Sarasota-Manatee		2019 Accountability Plan	Fall 2019	
<i>Drop/Add</i>			#	%
<b>Total Enrollment</b>	<b>Total Students</b>		<b>2,223</b>	<b>100%</b>
<b>Degree Seeking</b>	<b>Total Degree-Seeking Students</b>	<b>2,059</b>	<b>1,848</b>	<b>83%</b>
	Undergraduates	<b>1,909</b>	<b>1,709</b>	92%
	Grad I	<b>150</b>	<b>139</b>	8%
<b>Non-Degree Seeking</b>	<b>Total Non-Degree Seeking</b>		<b>375</b>	<b>17%</b>
	Undergraduates		367	98%
	Graduates		8	2%

Meets/Exceeds AP Goal

Does Not Meet AP Goal

# Student Enrollment: New FTIC Academic Profile

(drop/add benchmark)

New FTIC Profile <i>Drop/Add Benchmark</i>	Fall 2019 Headcount (Fall 2018)	Fall 2019 Avg. ACT (Fall 2018)	2019 Accountability Plan Goal	Fall 2019 Avg. 2-Part SAT	2019 Accountability Plan Goal	Fall 2019 Avg. HSGPA (Fall 2018)
USF	<b>3,773</b> (3,265)	<b>29</b> ↑ (28)	N/A	<b>1286</b> ↑ (1283)	N/A	<b>4.13</b> ↑ (4.09)
USF T	<b>3,539</b> (2,800)	<b>29</b> → (29)	<b>1296</b>	<b>1287</b> ↓ (1295)	<b>4.10</b>	<b>4.13</b> → (4.13)
USFSP	<b>178</b> (369)	<b>28</b> ↑ (26)	N/A	<b>1255</b> ↑ (1208)	N/A	<b>4.12</b> ↑ (3.86)
USFSM	<b>56</b> (96)	<b>28</b> ↑ (26)	N/A	<b>1267</b> ↑ (1231)	N/A	<b>4.14</b> ↑ (3.95)

Meets/Exceeds AP Goal

Does Not Meet AP Goal

# USF Diversity

(drop/add benchmark)

USF <i>Drop/Add Benchmark</i>	Fall 2019 Total Enrollment (Fall 2018)		Fall 2019 New FTICs Total Enrollment (Fall 2018)	
	#	%	#	%
Non-White	<b>21,367</b> (20,866)	<b>42%</b> ↑ (41%)	<b>1,577</b> (1,323)	<b>42%</b> ↑ (41%)
International (Non-Resident Alien)	<b>4,711</b> (4,821)	<b>9.3%</b> ↓ (9.5%)	<b>285</b> (246)	<b>7.6%</b> ↑ (7.5%)
Gender (Male/Female)	<b>21,830 / 29,074</b> (22,144 / 28,593)	<b>43% / 57%</b> (44% / 56%)	<b>1,509 / 2,264</b> (1,279 / 1,985)	<b>40% / 60%</b> (39% / 61%)



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