



Board of Trustees Academics and Campus Environment Committee

Monday, November 21, 2022
Time: 9:00am
Microsoft Teams Virtual Meeting

Trustees: Chair Oscar Horton; Jenifer Jasinski Schneider, Lauran Monbarren,
Nithin Palyam, Rick Piccolo, Melissa Seixas
USF Foundation Board Liaison: Debbie Sembler
Interim Provost and Executive Vice President: Eric Eisenberg

A G E N D A

- I. Call to Order and Opening Remarks Chair Oscar Horton
- II. Public Comments Subject to USF Procedure Chair Oscar Horton
- III. New Business – Action Items
 - a. Approval of Previous Minutes Chair Oscar Horton
 - i. [August 23, 2022](#)
 - b. [Tenure as a Condition of Employment](#) Senior Assoc. Vice President Haywood Brown
 - c. [Institutes & Centers – 7-year Reviews](#) Vice Provost Theresa Chisolm
 - i. [David C. Anchin Center for the Advancement of Teaching](#)
 - ii. [Center for the Study of Migrant Education](#)
 - iii. [Center for Research, Evaluation, Assessment & Measurement \(CREAM\)](#)
 - iv. [Institute for School Reform, Integrated Services & Child Mental Health & Educational Policy](#)
 - v. [Center for Brownfields Research & Redevelopment](#)
- IV. New Business – Information Items
 - a. [Degree Program Productivity Report](#) Vice Provost Theresa Chisolm
- V. Adjournment Chair Oscar Horton



Board of Trustees Academics and Campus Environment Committee

August 23, 2022

Time: 9:00am

Microsoft Teams Virtual Meeting

Minutes

ACE Committee Chair Oscar Horton welcomed everyone and called the meeting to order. He asked Kiara Guzzo to call the roll.

Kiara Guzzo called the roll

Trustee Oscar Horton

Trustee Jasinski Schneider

Trustee Lauren Monbarren

Trustee Nithin Palyam

Trustee Fredrick Piccolo

Trustee Melissa Seixas – Did not participate

There were no public comments.

New Business - Action Items

Approval of the Minutes

May 31, 2022

Chair Horton requested a motion to approve the minutes which was given by Trustee Piccolo and seconded by Trustee Jasinski Schneider. The May 31, 2022, minutes were approved.

Tenure as a Condition of Employment

Sr. Associate Vice President, Haywood Brown presented the recommendation of Dr. Swamynathan Shivalingappa for Tenure.

Administrators such as the President, Provost, Deans, Chairs, and senior faculty who are recruited to USF 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. 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.

Dr. Swamynathan Shivalingappa– Previously an Assistant Professor in the Department of Ophthalmology, University of Pittsburgh School of Medicine, where he directed the Ocular Surface Development and Gene Expression Laboratory. Dr. Swamynathan received his doctoral degree from the Center for Cellular and Molecular Biology, Hyderabad, India.

Trustee Horton requested a motion to approve. It was given by Trustee Jasinski Schneider and seconded by Trustee Piccolo and approved.

USF Textbooks & Instructional Materials Affordability Annual Report

Dean Todd Chavez and Director Alexander Neff presented.

The State University System of Florida “Textbook & Instructional Materials Affordability and Transparency Annual Report” documents institutional policies relevant to the issue; and efforts to reduce costs to students.

A power point was provided that highlighted the following:

- Textbook & Instructional Material Affordability & Transparency Report
- Data Highlights – USF
- Benefits of Buy-In from OneUSF
- \$35,108,339 Cumulative Savings 2010 to Date
- Updates and Initiatives

Chair Horton requested a motion for approval, which was given by Trustee Jasinski Schneider and seconded by Trustee Monbarren. The USF Textbooks & Instructional Materials Affordability Annual Report was approved.

Annual Equity Report

President Law announced that Dr. Elizabeth Hordge-Freeman is the new Interim Associate Vice Provost for Faculty Recruitment Retention and Engagement as well as the Sr. Advisor to the President and to the Provost. Dr. Tricia Penniecook is currently Associate Professor in Public Health and Vice Dean for Education and Faculty Affairs. She will serve as the new Interim Vice President for Diversity Equity and Inclusion.

Interim Associate Vice Provost Elizabeth Hordge-Freeman and Vice Dean Tricia Penniecook presented.

The Annual Florida Equity Report is required under Florida Statutes as stipulated in the following documents: The Florida Educational Equity Act (Section 1000.05 F.S.) and the Florida Board of Governors Regulation 2.003 Equity and Access. Each year, the University of South Florida (OneUSF) Equity report provides an analysis of key equity indicators identified by the Florida Board of Governors. The report identifies, measures, and provides an analysis of equity and performance, and it provides recommendations that clarify opportunities for improvement to

achieve the appropriate representation of protected classes, including women and minorities, in selected areas.

A power point was provided which highlighted the following:

- The Equity Report – 2020-2021: Highlights
- Undergraduate Enrollment
- Trends in Admissions Yield Rate
- First Time In College Enrollment
- Full-Time Transfer Enrollment
- Graduate Enrollment
- FTIC Retention and 6 Year Graduation
- OneUSF All Faculty
- OneUSF Faculty Comparison – (UF, FSU, & UCF)
- OneUSF Administrators (Directors and Above)
- Beyond The Metrics: Strategies & Recommendations

There were comments concerning developing a way to monitor and keep track of the Diversity Equity and Inclusion metric on a regular basis, to determine the direction in which USF is going in that specific area.

Chair Horton requested a motion to approve which was given by Trustee Piccolo and seconded by Trustee Monbarren. The Annual Equity Report was approved.

Full Report on Civil Discourse

Interim Provost Eric Eisenberg presented.

At the January 2022 Board of Governors meeting, the Board approved recommendations from the Strategic Planning Committee relative to civil discourse. The Board's recommendations are designed to ensure a climate of free expression and civil discourse on each university campus according to the principles outlined in the State University System Free Expression Statement and the Board of Governors' Civil Discourse Final Report. The following report includes how the University of South Florida (USF) has implemented the Board's recommendations and identifies the key groups/individuals involved, critical milestones, and expected timelines for future actions as we continue to advance our commitment to free expression and civil discourse.

A power point was provided - USF Implementation: BOG Civil Discourse Recommendations
It highlighted the following:

- USF Core Principles
- USF Implementation
- Recommendations
- USF Next Steps

Chair Horton Requested a motion to approve which was given by Trustee Piccolo and seconded by Trustee Monbarren. The Report on Civil Discourse was approved.

Specialized Admissions

Dr. Theresa Chisolm, Dean Robert Bishop, Dean Chris Garvin and Dean Usha Menon presented.

Specialized Admissions status allows the University to establish additional criteria for admission to undergraduate programs. An institution may seek specialized admissions status for an undergraduate program if the program meets one of the below criteria, as outlined in BOG Regulation 8.013.

A power point was provided which highlighted the following:

- BOG Regulation 8.013 Specialized Admissions
- Criteria for Seeking Specialized Admissions
- Approval by USF's Board of Trustees is requested for specialized admissions status for the following four undergraduate degree programs:
 1. 14.0501 Bioengineering and Biomedical Engineering
 2. 50.0301 Dance, General
 3. 50.0409 Graphic Design
 4. 51.3801 Registered Nursing/Registered Nurse

Chair Horton requested a motion to approve which was given by Trustee Jasinski Schneider and second by Trustee Piccolo. The Specialized Admissions were approved.

2022 -2023 Linking Industry to Nursing Education (LINE) Fund Proposal

Dean Usha Menon presented.

The Linking Industry to Nursing Education (LINE) fund provides an opportunity for each state university to receive dollar-for-dollar matching funds to match contributions from a healthcare partner. Gift funds and matching funds may be used for any of the following priorities: student scholarships, recruitment of additional faculty, purchasing or repairing equipment to support the delivery of nursing education, and/or updating nursing simulation centers. The two LINE proposals from USF are:

1. Moffitt Cancer Center & USF
2. John Hopkins All Children's Hospital & USF

A power point presentation was provided - Linking Industry to Nursing Education, which highlighted the following:

- The Line Fund

- USF Nursing and Moffitt Cancer Center
- USF Nursing and John Hopkins All Children's Hospital
 - Program Cost
 - How USF plans to Use the funds
 - How the funds will support USF's Nursing Education Programs
- Next Steps

Chair Horton requested a motion for approval which was given by Trustee Jasinski Schneider and a second from Trustee Piccolo. 2022 -2023 Linking Industry to Nursing Education (LINE) Fund Proposal was approved.

New Business – Information Items

USF's Physical Therapy Licensure Passage Rates

Dr. Charles Lockwood and Associate VP Javier Cuevas presented.

Senior Vice President of USF Health Charles Lockwood and Associate Vice President Javier Cuevas will discuss the status of USF's Physical Therapy Licensure Passage Rates. Topics to be briefly presented include historical pass rates presented in the 2022 USF Accountability Plan, annual student performance relative to benchmark, mitigation strategies being used to improve student exam outcomes and current internal data predictive of future pass rates.

A power point was provided that highlighted the following:

- USF Doctor of Physical Therapy: Licensure Pass Rates
- KPI-14: Professional Licensure & Certification Exam: Pass Rates
- Mitigation Strategies
- Mitigation Strategies Impact Timeline
- Mitigation Strategies -USF 2yr Academic PEAT Trends: Predicting Success
- Mitigation Strategies – Next Steps

Name, Image & Likeness Guidance

Senior Associate General Counsel Joel Londrigan presented.

Overview

As an institution, we are committed to winning the right-way. Our intent is to provide our athletics teams with every permissible competitive advantage to produce a winning product, develop our student-athletes both on and off the field, and enable our student-athletes to capitalize on the opportunities that exist. Allowing student-athletes the opportunity to exploit their name, image, and likeness ("NIL") through opportunities such as promotional appearances, the promoting of

third-party products and services, and autograph signings, play an important role in enabling the institution to attract and retain top-tier talent. The purpose of this memorandum is to provide the University of South Florida's Board of Trustees with information regarding NIL activities to ensure that the institution complies with all applicable laws and rules while maximizing positive outcomes for its student-athletes.

FLORIDA LAW VS. NCAA BYLAWS

Generally, Section 1006.74, Florida Statutes and FL. BOG Regulation 6.022 control the NIL opportunities for University of South Florida ("USF") student-athletes. Under the law:

- USF student-athletes may earn compensation for use of NIL, provided that:
 1. Such compensation must be within fair market value.
 2. Compensation may not be provided in exchange for athletics performance or to attend USF; and
 3. Compensation may only be provided to a student-athlete by a third-party unaffiliated with USF.

Having no further discussion Chair Horton adjourned the meeting.

Agenda Item: III.b

USF Board of Trustees
December 7, 2022

Issue: Tenure Nomination as a Condition of Employment

Proposed action: Approve Tenure as a Condition of Employment

Executive Summary:

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

Financial Impact:

Strategic Goal(s) Item Supports:

USF Strategic Plan 2013-2018, Goal II

Workgroup Review Date:

Academic and Campus Environment Work Group – **August 23, 2022**

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

- Memorandum to William Weatherford, Chair, USF Board of Trustees
- Tenure Nominations as a Condition of Employment
- Faculty Profiles

USF System or Institution specific: USF

Prepared by: Elizabeth Bell, Interim Senior Vice Provost



MEMORANDUM

DATE: December 7, 2022
TO: William Weatherford, Chair
FROM: Rhea Law, President
SUBJECT: Tenure as a Condition of Employment Nominations

I am requesting approval by the USF Board of Trustees of the enclosed Tenure as a Condition of Employment Nominations at USF. 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 and the academic community.

Enclosures

Faculty Nominations for Tenure as a Condition of Employment
USF Board of Trustees Meeting – December 7, 2022

College	Name	Rank	<u>Department/ School</u>	<u>Degree of Effort*</u>	<u>Previous Institution</u>	<u>Tenure at Previous Institution</u>
College of Nursing	Christina McCrae	Professor	N/A	1.0	University of Missouri	Yes
College of Nursing	Ukamaka Oruche	Professor	N/A	1.0	Indiana University	Yes

*If less than 1.0 FTE

University of South Florida
Tenure Nominations as a Condition of Employment

1

COLLEGE OF NURSING

Christina McCrae, PhD

Dr. Christina McCrae joined the USF Health College of Nursing on August 15, 2022, as a Full Professor. Dr. McCrae obtained her Ph.D. in Clinical Psychology (APA-accredited) from Washington University, St. Louis, MO. She was a tenured Full Professor in the Department of Psychiatry, School of Medicine, the University of Missouri (MU). Dr. McCrae's research program focuses on sleep and its correlates in patients across the lifespan. She has received more than \$12 million in grant funding from NIH. She received MU Research Board funding to pilot CBT-CI-A, and was further awarded a DOD Clinical Trial Award to be transferred to USF. Currently, she is PI on an NIH/NINR R01, and a second NIH/NIA R01. Dr. McCrae has published 130 peer-reviewed papers, five book reviews, and one book. She has given numerous presentations at national or international conferences. Dr. McCrae mentored hundreds of trainees at all levels. She has received several awards for teaching and mentoring. Dr. McCrae has chaired and served on numerous committees for the American Academy of Sleep Medicine (AASM), the American Board of Sleep Medicine (ABSM), and the Society of Behavioral Sleep Medicine (SBSM), and served as the first President-Elect of SBSM. Currently, she serves as the Editor in Chief for the Behavioral Sleep Medicine journal, as Associate Editor for the Journal of Clinical Sleep Medicine and Frontiers in Sleep Medicine, and as a content expert reviewer for numerous panels, such as NIH-various institutes, US Department of Veterans Administration, Missouri Department of Mental Health, and the AASM Foundation. At the university level, she served on research and mentoring committees. Her role in service activities earned her multiple awards, including a Distinguished Service Award from the SBSM in 2013 and the Stuart Quan Award for Editorial Excellence from the Journal of Clinical Sleep Medicine in 2017. The College of Nursing APT Committee; Dr. Usha Menon, Dean and Distinguished University Health Professor and Senior Associate Vice President, USF Health; Dr. Charles J. Lockwood, Executive Vice President, USF Health and Dean, Morsani College of Medicine; and President Rhea Law all concur in recommending Dr. McCrae for tenure at the rank of Full Professor.

University of South Florida
Tenure Nominations as a Condition of Employment

1

COLLEGE OF NURSING

Ukamaka M. Oruche, PHD, RN, PMHCNS-BC, FAAN

Dr. Ukamaka M. Oruche, Ph.D., RN, PMHCNS-BC, FAAN, joined the USF Health College of Nursing (CON) on September 13, 2022, as the Gordon Keller Professor of Nursing. Previously, Dr. Oruche was a tenured Associate Professor at the Indiana University School of Nursing, Indianapolis, IN. She received a Ph.D. in nursing (2011) from Indiana University and is a Board Certified as Psychiatric Mental Health Clinical Nurse Specialist. Dr. Oruche has demonstrated excellence in teaching and received teaching scholarships totaling \$45,100. Dr. Oruche's program of research is focused on development of parent and provider-focused evidence-based interventions to improve the well-being of children living with DICs. As a primary Investigator and co-investigator, she secured funding totaling about \$1.4 million. She received a KL2 grant from NIH to support the Modification and Evaluation of the DECIDE Intervention to Improve Parent-Provider Interactions in Low Income Parents of Adolescents with Disruptive Impulse Control and Conduct Disorder. Dr. Oruche has 14 databased journal articles in high-impact nursing and interdisciplinary journals. These articles have been accessed 13516 times with 7189 downloads and have been cited 349 times. Her h-index is 10 (Google Scholar). She has 16 refereed presentations and 19 non-refereed presentations. She also published eight opinion editorials and made 23 media presentations. Her service at the college, university, national and international levels are exemplary. Indiana Governor Eric Holcomb appointed Dr. Oruche to the Indiana Protection and Advocacy Services Commission. At the international level, she is founder and President of Providence Community Health Initiative (CHI) and its parent organization, Village CHI Inc., a charity to improve access to high-quality and affordable health care in Nigeria. The College of Nursing APT Committee; Dr. Usha Menon, Dean and Distinguished University Health Professor and Senior Associate Vice President, USF Health; Dr. Charles J. Lockwood, Executive Vice President, USF Health and Dean, Morsani College of Medicine; and President Rhea Law all concur in recommending Dr. Oruche for tenure at the rank of Full Professor.

Agenda Item: III.c

USF Board of Trustees

December 7, 2022

Issue: Required submission of the Institute and Centers (I&C) Formal 7-Year Reviews

Proposed action: Approval of compliance with reporting of required elements in the 7-year reviews for Institutes & Centers reviewed in CY 2022

Executive Summary:

As part of Board of Governors Regulation 10.015, for state of Florida Institutes and Centers (I&C) universities must provide a summary of 7-year reviews of each I&C to the Board of Governors. In accordance with the updated regulation, each University's board of trustees must certify that the evaluation/review contained all elements specified in Regulation 10.015 using a template provided by the Chancellor. Copies of the most recent evaluations need to be submitted to the Board of Governors along with certification template. The reports for I&Cs reviewed in CY 2022 and the certification template will must be submitted to the BOG by January 10, 2023 close of business.

I&C reviewed in CY 2022:

- Center for Brownfields Research & Redevelopment
- Center for Research, Evaluation, Assessment and Measurement (CREAM)
- Center for Study of Migrant Education
- David C. Anchin Center for the Advancement of Teaching
- Institute for School Reform, Integrated Services, and Child Mental Health and Educational Policy

Financial Impact: No financial impact.

Strategic Goal(s) Item Supports: Goal 2 – Faculty Excellence in research & innovation; Goal 3 – Partnerships and engagement with local, national & global impact; Goal 5 – A strong, sustainable and adaptable financial base

BOT Committee Review Date: 11/21/2022 ACE

Supporting Documentation Online (please circle):

Yes

No

- 7-year evaluation reports for each I&C listed above
- BOG certification template for 2022

Prepared by: Theresa Chisolm, Ph.D., Vice Provost for Strategic Planning, Performance & Accountability

Institutes & Centers

7-Year Reviews

USF Board of Trustees ACE Committee
November 21, 2022

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

- *Magali Michael, Ph.D., Acting Dean College of Arts & Sciences*
- *Anthony Rolle, Ph.D., Dean, College of Education*
- *Ann Cranston-Gingras, Ph.D., Director, Center for Study of Migrant Education, College of Education*
- *Christian Wells, Ph.D., Director, Center for Brownfields Research & Redevelopment, College of Arts & Sciences*

Acknowledgment: Dr. Rebecca Gibbons, Office of Decision Support



SUS BOG Regulation 10.015 Institutes & Centers

- Defines Institutes & Centers for the SUS
 - Established to coordinate, support and extend a University's research, service and training activities
- Two types:
 - State of Florida Institute or Center
 - University Institute or Center
- Requires University BOT to adopt policies for “*establishing, operating, evaluating, reviewing and disbanding*” (USF Policy 10.063)
 - Office of Decision Support oversees the processes for establishment, evaluation/review and disbanding of University Institutes & Centers (<https://www.usf.edu/ods/accreditation/institutes-centers.aspx>)
 - Deans/Vice Presidents are responsible for operating Institutes & Centers
 - Business & Finance oversees the collection of annual and periodic financial reports

SUS BOG Regulation 10.015 Institutes & Centers

- Specifies Institutes & Centers reporting requirements - Amendments to SUS BOG Regulation on 03-30-2022 now include approval of annual financial reporting and certification of 7-year reviews by the BOT
 - **Annual Financial Reporting:**
 - No later than December 1 of each year, expenditure information for the prior fiscal year shall be provided to the BOG. Annual reports must be approved by the board of trustees of the host university prior to submission.
 - Annual financial review submitted to BOG Finance Committee 11/17/2022
 - **Formal Reviews (*Today's Action Item*):**
 - Formal review process must occur at least once every 7 years.
 - Summary of the evaluation/review must be provided to the board of trustees for certification that all required components of the review were included.

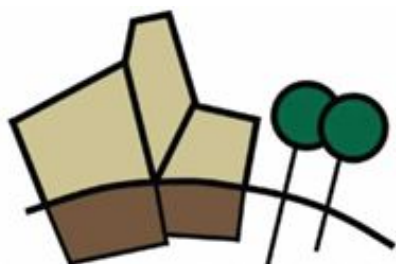
Required Review Components:

1. Progress against defined goals and objectives within the context of in the institute/center's mission, USF's mission, and SACSCOC BOG strategic plan
2. Assessment of ROI of state dollars, if applicable
3. Need for continuation of the institute or center
4. Possible changes in mission or organizational structure
5. Budget reduction or expansion
6. Recommendations for changes of classification (state of Florida institute or center, or university institute or center), if applicable
7. Recommendations for status change (active, inactive, terminated), if applicable

Institutes & Centers: *7-Year Formal Reviews (2022)*

- Individual reports and a summary Excel file provided
 - Center for Brownfields Research & Redevelopment <https://www.usf.edu/arts-sciences/departments/anthropology/research/brownfields.aspx>
 - Center for Research, Evaluation, Assessment and Measurement (CREAM)
 - Center for Study of Migrant Education <https://www.usf.edu/education/migrant-education/>
 - David C. Anchin Center for the Advancement of Teaching <https://www.usf.edu/education/anchin/index.aspx>
 - Institute for School Reform, Integrated Services, and Child Mental Health and Educational Policy <https://isr.usf.edu/projects/projects.html>

Center for Brownfields Research & Redevelopment



Our mission is to leverage interdisciplinary scientific expertise at the University of South Florida to inform outcome-driven research on environmental toxicants, land use legacies, community health, environmental justice, and sustainable and equitable development.



Brownfields

Brownfields

- “the expansion, redevelopment, or reuse of which may be complicated by the presence or potential presence of a hazardous substance, pollutant, or contaminant.” –U.S. EPA

Florida Brownfields Program

- Voluntary Cleanup Tax Credit
- Cleanup Liability Protection
- Job Bonus Tax Refund
- Building Materials Sales Tax Refund



Research

Return on Investment

- \$2 million NSF grant for community research
- \$125K from the RWJF for health equity research
- \$150K FDEP contracts for the FBR Atlas

Value Add

- Integrated, interdisciplinary research
- Community-engaged citizen science
- Policy briefs for state and federal lawmakers
- Scientific review of FDEP guidance documents



Redevelopment

Return on Investment

- \$500K EPA grant to work with FOCUS
- \$200K EPA grant to work with University Area CDC
- \$200K EPA grant to work with Pioneer Bay CDC



Value Add

- Leveraged \$200K into \$3 million in investments
- Brownfields-to-Healthfields (B2H) projects
- Improving water quality for underserved residents
- Advocating for the annual \$10 million VC Tax Credit



Education

Return on Investment

- \$200K EPA grant for workforce development
- \$235K from the RWJF for capacity building
- \$425K NSF grant for undergraduate research



Value Add

- Trained/placed 78 unemployed Tampa residents
- Provided 100+ presentations to local governments
- Mentored 3 PhDs, 5 MAs, 5 NSF REU undergrads
- Over 75 students have taken the EJ seminar



Center for Study of Migrant Education



The mission of the Center for the Study Migrant Education is to join with local, state, and national agencies and organizations to improve education and related services for migrant children and their families through the development and study of programs and training addressed at special needs.

Center for Study of Migrant Education

- With the university and surrounding community as a "learning laboratory," migrant students from throughout Florida who have dropped out of school work toward their high school diplomas and acquire skills in academic, social, residential, and vocational areas that will equip them to choose the course of their future.
- To date, more than 1,600 students from migrant and seasonal farmworker families have participated in the [High School Equivalency Program \(HEP\)](#), which is funded through the U.S. Department of Education, Office of Migrant Education.
- Funded by the U.S. Department of Education, Office of Migrant Education, The [College Assistance Migrant Program \(CAMP\)](#) assists eligible participants from migrant and seasonal farmworker backgrounds in completing their first year of college and successfully transitioning to complete their college degree.



Return on Investments

USF Level of Investment

The Center is 100% self-sustaining through federal and private grants and receives no State funding. Grants earned generate faculty buyout and indirect research dollars as well as direct financial support to students and opportunities for student employment.

Supporting Student Success

Recognized by the U.S. Dept. of Education as “high performing programs,” both HEP and CAMP support outstanding outcomes for students from migrant farmworker backgrounds. For example, during the past seven years, 177 students participated in the CAMP program with 95% completing their first year at USF. Similarly, over the same time, 367 out-of-school youth from Florida’s migrant communities participated in the HEP program with 94% attaining their high school diploma.



Research

Return on Investment (Current)

\$2,124,805.00 -- *College Assistance Migrant Program*
United States Department of Education,
July 1, 2019-June 30, 2024.

\$2,362,192.00 -- *High School Equivalency Program for Migrant Youth*
United States Department of Education
July 1, 2019-June 30, 2024.

Value Add

- Community-engaged citizen education research
- Research-based information to support federal lawmakers
- Supporting student access, success, and economic opportunities



Additional COEDU Centers Reviewed

Home to more than 2,200 students and 120 faculty members, the USF College of Education values high-quality education and excellence in research, teaching and learning. Our educator preparation programs are fully approved by the Florida Department of Education; and, our three (3) additional research centers reviewed are outstanding.

- Center for Research, Evaluation, Assessment, and Measurement
- David C. Anchin Center for the Advancement of Teaching
- Institute for School Partnerships, Integrated Services, and Child Mental Health and Education Policy

BOT Action Item: Certification that all required review components are included in each report & in Excel template

Component	Anchin Center	Ctr Migrant Education	CREAM	Inst. School Reform	Brownfields
1. Progress to goals and alignment to USF/SUS Strategic Plan	✓	✓	✓	✓	✓
2. ROI of State \$	✓	✓	✓	✓	✓
3. Need for Continuation	✓	✓	✓	✓	✓
4. Changes in Mission	✓	✓	✓	✓	✓
5. Budget reduction/expansion	✓	✓	✓	✓	✓
6. Changes in classification	✓	✓	✓	✓	✓
7. Changes in status	✓	✓	✓	✓	✓





UNIVERSITY of SOUTH FLORIDA

Centers & Institutes 7-Year Report Form

Name of Center/Institute:	David C. Anchin Center for the Advancement of Teaching
Key Code:	40.0080
Director's Name:	Open (Report prepared by Associate Director, Rachel Hatten)
Date of Director's Last Evaluation by Supervisor:	Unknown
Date of Prior Review:	2015
Date of Report:	August 2022

Please provide a brief response to the following items.

1. A determination of the institute or center's progress against defined goals and objectives within the context of the institute or center's mission, university mission, and the current Board of Governor's Strategic Plan.

The David C. Anchin Center for the Advancement of Teaching is in its 25th year of collaborating with teachers, school leaders, school districts, and other educators to restructure schools in ways that improve the quality of education and enhance our ability to attract and retain able teachers. The Center's work aims to complement the strengths of the education community by:

1. Providing learning opportunities for practicing teachers. The Anchin Center's professional development programs focus on evidence-based, innovative, inclusive, and culturally responsive instructional strategies. The Center also provides technical assistance and workshops for school- and district-based educators interested in creating strengths-based policies and practices.
2. Creating intellectually stimulating and cognitively-enriching learning experiences for students, particularly those who have been historically and traditionally minoritized. Anchin Center staff envision an education system in which all students learn in a just, equitable, asset-based, and culturally sustaining environment that meets their unique needs.



UNIVERSITY of SOUTH FLORIDA

Q1 - continued

3. Collaborating with partners to promote the teaching profession. Schools need individuals who are passionate about teaching and serving their communities. The Anchin Center partners with school districts, community groups, and other stakeholders to help attract, develop, and retain a diverse pool of high-quality educators to the teaching profession.

The Center's mission is aligned with the mission and vision of the University of South Florida (USF). Specifically, the Center aims to "generate knowledge" and to "foster intellectual development" through professional development offerings and collaborative partnerships with practicing PreK-12 teachers and leaders. The work of the Anchin Center also supports the following elements of USF's vision:

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

Consistent with the mission and vision of the University of South Florida, the Anchin Center values and seeks to expand opportunities for students to receive a high-quality education and to be immersed in excellence in teaching and learning. The work of the Center advances high-impact scholarship and research that is shared with practicing PreK-12 teachers and leaders through professional development and research and policy briefs prepared by the Center. Through community partnerships and collaborative engagements with our school district partners, the Anchin Center exemplifies USF's values of research, community engagement, and public service.

The work of the Anchin Center is aligned with the Board of Governors Strategic Plan, most specifically in goals 2, 3, and 4.

Goal 2: Faculty Excellence in Research and Innovation

The Anchin Center fosters strategic collaborative research and innovation that is highly impactful and transformative. Through partnerships with USF faculty, as well as with PreK-12 teachers, administrators, and educational consultant groups in the



Q1 - continued

Tampa Bay area, the Center disseminates innovative teaching practices that are based in current research. The Anchin Center's commitment to providing research briefs that are consumable by practicing teachers, and professional development that is relevant and timely, advances USF's goal towards transformative research that impacts the schools, teachers, and students we serve.

Goal 3: Partnerships and Engagement with Local, National, and Global Impact
USF aims to continue to build partnerships with the community, particularly with PreK-12 school systems, businesses, non-profit organizations, and government agencies. The Anchin Center's work aligns with this goal in our ongoing efforts to support PreK-12 school systems through professional development offerings and collaborative projects in support of high-impact instructional practices. The Anchin Center is building relationships with local businesses and non-profit organizations who have a vested interest in a strong local school system. The Anchin Center's work to build a community advisory board to help shape goals and objectives for both immediate and long-term plans highlights the Center's commitment to community engagement. The annual conference, as well as community events and fundraisers like the annual 5K for K12 race bring alumni, current USF faculty and staff, practicing PreK-12 teachers and leaders, and community members together.

Goal 4: A Diverse and Inclusive Community for Learning and Discovery
USF wants to expand "workshops and learning opportunities for faculty and staff to promote inclusivity, equitability, critical thinking, and diversity of thought." The Anchin Center's Guiding Beliefs echo this goal. Staff at the Center believe that education is a conduit for life opportunities, human rights, and justice, and that equitable and just education policies and practices can bring real and sustaining change to our communities. The professional development programming and the Anchin Center Annual Conference are guided by the values of equity, justice, and academic excellence grounded in research-based practices.

The Anchin Center engages with school districts in the Tampa Bay area (Hillsborough, Pinellas, Pasco, Hernando, Polk, Sarasota, and Manatee) through professional development offerings, and also facilitates the Professional Development Leadership Collaborative. The Leadership Collaborative is an initiative developed in partnership with school district professional development leaders from the west coast of Florida, including Citrus to Sarasota Counties, Polk County and the Heartland Consortium. Participants focus on issues related to professional development and discuss strategies for meeting state-level requirements.

The Leadership Collaborative meets each semester for discussion related to new legislative requirements for teacher recertification, upcoming professional development opportunities, and shared strategies in support of teaching and learning.



UNIVERSITY of SOUTH FLORIDA

2. An assessment of the return on investment of State dollars, if applicable.

At this time, the Anchin Center receives E&G funds to support two staff positions. The Business and Fiscal Analyst position is supported 100% by E&G funds and 85% of the Director of Professional Development's position is supported by state dollars. Including benefits, this totals approximately \$120,000. These positions are critical to the Center's ability to deliver on its mission of collaborating with teachers, school leaders, and districts to improve the quality of education and enhance our ability to recruit and retain excellent teachers.

The Business and Fiscal Analyst is responsible for the financial health of the Center, including monitoring appropriate use of endowment funds, auxiliary accounts, and E&G dollars. The Director of Professional Development provides leadership for the Center aligned with its mission and facilitates collaboration with a diverse group of constituents, including college and university-wide faculty, schools and school districts, community organizations, and the business/industry sector to achieve the stated goals of the Center; plans and oversees professional development opportunities for individuals entering the teaching profession and those already in the profession; supports the Director of the Anchin Center in seeking out funding opportunities for the Center; and assists the Director of the David C. Anchin Center as appropriate.

The Center worked with USF Foundation to develop an annual 5K for K12 race. All funds raised through the race are gifts to an endowed fund that will support activities of the Center, particularly in providing professional development to PreK-12 teachers and leaders. The Center continues to utilize endowed funds totaling approximately \$3,000,000 that support an Endowed Chair, resources for operational costs, professional development, and leadership development. The Center seeks to expand its research and funded projects over the next three to five years.

The Anchin Center continues to demonstrate a strong return on investment of state dollars.



3. The need for continuation of the institute or center.

The University of South Florida strategic plan presents a core set of values that are essential to actualizing university goals. These values emphasize the importance of high-quality education and excellence in teaching and learning, high-impact scholarship, research, and creative activities, global research, community engagement, and public service, and entrepreneurial spirit, partnerships, and innovation. The David C. Anchin Center exemplifies these core values in its relationship with districts and other organizations that bring recognition to the University of South Florida. Specifically, the Anchin Center works with educators to enhance leadership and instruction that results in improved PreK-12 student learning. As a result, the Center is recognized as a key leader in education and resources that contributes to economic development in the greater Tampa Bay region. Evidence of the impact of this work can be found across state, national, and international contexts.

The Center's ongoing efforts to provide research and policy briefs, particularly related to legislative changes, new recertification requirements, and state statutes that directly impact classroom instruction, are a critical service to supporting practicing teachers and leaders in the PreK-12 system. The Center also provides professional development for PreK-12 educators that is aligned to new Florida state standards in English Language Arts and Mathematics, and hosts webinars, panel discussions, and sessions connected to recently passed legislation. These services provided for PreK-12 teachers and administrators are critical in the Center's ongoing efforts to support and retain excellent teachers.

The Anchin Center is a critical partner to school districts and provides a space to highlight the research and scholarly activities of USF faculty. The Center is committed to restructuring schools to better serve students and families, and connects the community and practicing teachers to the work of the USF College of Education. The Center will continue to seek out partnerships and secure additional funding to advance the mission of the Center in support of the teachers, students, and communities we serve.



4. A description of possible changes in mission or organizational structure.

No changes in mission are anticipated.

At the time of this report, the Center Director/Endowed Chair in Education Innovation position is vacant. In partnership with the Dean's Office and the Provost's Office, a search committee is engaged in the process of identifying a new permanent Director. The search is aligned with the goals of the Center and the ideal candidate will continue to seek out partnerships and opportunities for expanded external funding. The Director will be responsible for advancing the mission of the Center, meeting the needs of the communities we serve, and ensuring the Center will continue to thrive and grow.



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SOUTH FLORIDA

5. A discussion of projected budget reductions or expansions.

The Anchin Center has a goal of being fully supported by external funds rather than by E&G funds. The Center is making steady progress towards this goal, as E&G funds represent approximately \$120,000 of the approximate \$1.5 million budget. The Center is working towards building its endowment base and securing additional external grants and/or privately funded projects. This will be a major focus of the new Center Director. The Center continues to build upon existing programming like the Advanced Placement Summer Institute, annual conference, and other professional development offerings that advance the mission and provide financial stability to the Center.



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SOUTH FLORIDA

6. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.

No status change recommended.



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Approvals	Name	Signature	Date
Institute/Center Director	Rachel Hatten	DocuSigned by: Rachel Hatten 0B1D3349E496453...	9/15/2022
Department Chair <i>(if applicable)</i>			
Associate Dean for Research	Kathy Bradley-Klug	DocuSigned by: Kathy Bradley-Klug 449926CA1832470...	9/15/2022
College Dean	R. Anthony Rolle	DocuSigned by: R. Anthony Rolle D8F5261D234F40F...	9/15/2022
Board of Trustees	USF BOT Chair		



UNIVERSITY of SOUTH FLORIDA

Centers & Institutes 7-Year Report Form

Name of Center/Institute:	Center for the Study of Migrant Education
Key Code:	40.0600
Director's Name:	Ann Cranston-Gingras
Date of Director's Last Evaluation by Supervisor:	July, 2021
Date of Prior Review:	September, 2015
Date of Report:	September, 2022

Please provide a brief response to the following items.

1. A determination of the institute or center's progress against defined goals and objectives within the context of the institute or center's mission, university mission, and the current Board of Governor's Strategic Plan.

The mission of the Center for the Study of Migrant Education is:

to join with local, state, and national agencies and organizations to improve education and related services for migrant children and their families through the development and study of programs and training addressed at special needs.

The Center's mission aligns with the current Board of Governor's Strategic Plan and contributes to the university's mission through the attainment of external funding for research and innovative programs supporting the success of diverse students from migrant and seasonal farmworker backgrounds in collaboration with local, regional and national partners. The Center was established in response to a need for a focused effort to address the often-dismal educational outcomes of Florida's migrant farmworker students and the substantial barriers inhibiting educational and economic opportunity for this vulnerable population. Initially focused on dropout prevention and recovery for migrant youth, the Center's initiatives have expanded over its thirty-six-year history, to include externally funded research and programs in the areas of college success for migrant students, migrant students with disabilities, teacher preparation for migrant students and interstate migrant education programs. Highlights of the Center's accomplishments since the last seven-year review are presented below in alignment with the Board of Governor's Strategic Goals.



UNIVERSITY of SOUTH FLORIDA

GOAL 1: Student Success at USF and beyond

A foremost goal of the Center for the Study of Migrant Education is to continue to foster success among students from migrant farmworker backgrounds. The objectives related to this goal are derived from government performance indicators associated with the Center's federally funded projects and the university's student access and persistence indicators. Primary Student Success initiatives offered through the Center include two federally funded projects, the High School Equivalency Program (HEP) for Migrant Youth and the College Assistance Migrant Program (CAMP). Recognized in recent years by the U.S. Department of Education as high performing programs, both HEP and CAMP boast outstanding outcomes for students from migrant farmworker backgrounds. For example, during the past seven years, 177 students participated in the CAMP program with 95% completing their first year at USF and successfully transitioning to the second year of college. Similarly, over the past seven years 367 out-of-school youth from Florida's migrant communities participated in the HEP program with 94% attaining their high school diploma. Further, through the Migrant Scholars Program, College of Education undergraduate and graduate students from migrant farmworker families have been supported with full tuition scholarships and provided academic and other support services through the Center. Graduates have gone on to work in school districts in migrant farmworker communities throughout the state of Florida.

GOAL 2: Faculty excellence in research and innovation

Integral to the mission of the Center for the Study of Migrant Education is the advancement of knowledge regarding the unique educational contexts impacting students from migrant farmworker backgrounds. To this end, the Center demonstrates, through its funded projects, effective practices in dropout retrieval and college success and supports and disseminates impactful research on effective practices to address the educational needs of students from migrant farmworker backgrounds and their families. Over the past seven years this is evidenced by the acquisition of federal grants and private funding as well as through numerous national presentations, refereed journal articles and research support of faculty and graduate students.

GOAL 3: Partnerships and engagement with local, national, and global impact

Working partnerships among federal, state and local agencies, as well as, national networks contribute to the success of the Center for the Study of Migrant Education. Center staff work closely with migrant education personnel in school districts throughout the state of Florida and in partnerships with other public agencies such as the Florida Department of Education's Child Migrant and Farmworker Career Development Programs, The Florida Identification and Recruitment Network, and Migrant Head Start. Individuals from several of these agencies serve on the Center's Management Team. Additionally, collaborative working relationships with non-governmental and faith-based organizations such as Redlands Christian Migrant Association, the San Jose Mission, the Guadalupe Center, Take Stock in Children, the Immokalee Foundation and local migrant health clinics provide mutually beneficial opportunities to jointly address concerns of the migrant student population. Further, relationships with fraternal organizations



UNIVERSITY of SOUTH FLORIDA

and private foundations assist in providing scholarships and career opportunities for students participating in the Center's programs.

GOAL 4: A diverse and inclusive community for learning and discovery

The Center for Migrant Education employs a diverse staff who have extensive backgrounds in direct service to migrant youth and have delivered and received considerable professional development relevant to sensitivity and understanding of the unique characteristics of this population. For all open positions, individuals from traditionally underrepresented groups, particularly those with migrant farmworker backgrounds, are recruited and encouraged to apply for employment. Of the seventeen current Center employees, including student employees, eleven are Hispanic, four are White, one is Black and one is Asian. With regard to students participating in the Center's initiatives, staff ensure that migrant and seasonal farmworker students, including those from diverse ethnic, racial, age and national origin groups, as well as those with disabilities, have equal access and that those with greatest need have priority for services. Over 95% of students participating in the Center's programs are Hispanic.

GOAL 5: A strong, sustainable, and adaptable financial base

This Goal closely aligns with the Center's objective to operate as a fully self-sustaining entity through the acquisition of external funding. Throughout the past seven-year period, the Center has been fully supported through federal grants from the U.S. Department of Education, private endowments and a private operating fund. Two major grants totaling over four and a half million dollars over five years, *The College Assistance Migrant Program* (CAMP), and the *High School Equivalency Program* (HEP) received new funding in 2019. Through generous donations from agribusiness, students from migrant farmworker backgrounds preparing for careers in education receive tuition funding to complete their undergraduate and graduate degrees.

As a consistently recognized top performing program, with highly experienced staff, the Center's operation is both effective and efficient. Data in relation to the Center's objectives and financial and time expenditures are continuously examined to insure optimal results are achieved and component costs do not exceed benefits. Costs are minimized by having personnel assigned for as low an FTE as possible to maximize specific areas of expertise. The budget reflects significant voluntary resources from external agencies involved with migrant youth.

Additionally, indirect costs affiliated with the grant awards received through the Center's projects provide funds to the university, the College of Education and the Center to provide resources for faculty and student research.



UNIVERSITY of SOUTH FLORIDA

2. An assessment of the return on investment of State dollars, if applicable.

The Center is 100% self-sustaining through federal and private grants and receives no State funding. Grants generate indirect and faculty buyout dollars as well as direct financial support to students and opportunities for student employment.

3. The need for continuation of the institute or center.

Florida is a home base state for migrant farmworkers who travel throughout the Eastern Stream and the Midwest. Estimates on the number of farmworkers in the state range from 150,000 to 200,000 (Florida Dept. of Health, 2021). With approximately 25,000 currently migrant students attending Florida schools, Florida ranks fourth in the nation in terms of the number of current migrant students and is one of only four states in the country with greater than 20,000 migrant eligible students. Further, Florida ranks closely behind only California and Texas in terms of the number of migrant students classified as “priority for services” due to their high-risk status (EDFacts/Consolidated State Performance, 2017). Adding to the significant population of Florida migrant students at risk for school failure are the high numbers of out-of-school youth working in agriculture with over 4,000 migrant eligible out-of-school youth (FLDOE, 2018). As students whose backgrounds include frequent mobility, high poverty and cultural and linguistic isolation, migrant students have historically been identified as among those least likely to complete high school and postsecondary education. According to the U.S. Census the nationwide migrant dropout rate is holding at close to 50% and in Florida, despite intensive interventions, over 45% of migrant students fail to graduate from high school (FLDOE, 2018). Although Florida consistently ranks among the top three or four states with the highest number of current migrant students in the country, the USF Center for the Study of Migrant Education is one of only two institutions in Florida, and the only research intensive, residential institution with initiatives focused on migrant student success. Through the Center’s research and educational opportunities, the large group of migrant youth located in the state have an opportunity to increase their earning power and improve educational outcomes for themselves and their communities. Because of its proximity to neighboring regions, approximately 90% of the migrant population is either directly served by the West Central (USF) region or a tangent region. This represents significant potential to address the needs of migrant and seasonal farmworkers who have been disadvantaged by below poverty level income, poor and inaccessible health care, inadequate housing, and most relevant to the Center’s mission, fragmented and inadequate school experiences.



UNIVERSITY of SOUTH FLORIDA

4. A description of possible changes in mission or organizational structure.

No changes in mission or organizational structure are proposed.

5. A discussion of projected budget reductions or expansions.

There are no projected budget reductions or expansions at this time.

6. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.

Not applicable

Approvals	Name	Signature	Date
Institute/Center Director	Ann Cranston-Gingras	DocuSigned by: Ann Cranston-Gingras BBB16AF906E0442...	9/15/2022
Department Chair <i>(if applicable)</i>			
Associate Dean for Research	Kathy Bradley-Klug	DocuSigned by: Kathy Bradley-Klug 488286A1833470...	9/15/2022
College Dean	R. Anthony Rolle	DocuSigned by: R. Anthony Rolle D9F5261D234F40F...	9/15/2022
Board of Trustees	USF BOT Chair		



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Centers & Institutes 7-Year Report Form

Name of Center/Institute:	Center for Research, Evaluation, Assessment, and Measurement (CREAM)
Key Code:	40.1200
Director's Name:	Dr. Kathy L. Bradley-Klug (Interim Director)
Date of Director's Last Evaluation by Supervisor:	July 2021 (Interim Director's Evaluation)
Date of Prior Review:	September 2015
Date of Report:	September 2022

Please provide a brief response to the following items.

- 1. A determination of the institute or center's progress against defined goals and objectives within the context of the institute or center's mission, university mission, and the current Board of Governor's Strategic Plan.**

The Center for Research, Evaluation, Assessment, and Measurement (CREAM) serves as the hub of research activity in the University of South Florida College of Education.

The Mission of CREAM is to engage in high-quality research, evaluation, assessment, and measurement efforts and enhance the culture of research productivity in the College of Education. Specific objectives of the Center are to:

- 1) Facilitate the implementation of high-quality funded-research projects
- 2) Facilitate faculty and student engagement in interdisciplinary research, evaluation, assessment, or measurement opportunities
- 3) Provide consulting services related to research design through the Consulting of Research in Education (CORE)
- 4) Build and extend the faculty and student capacity for engagement in high quality research, evaluation, assessment, or measurement efforts through professional development opportunities



5) Showcase faculty and student research, evaluation, assessment, or research efforts

At the time of the prior Center report (August, 2015) CREAM had oversight of six research grants, two evaluations, and two assessments, with approximately \$3 million of federal, state, and regional contracts and grants under active management. A goal set in the 2015 report was to "increase grants and contracts in all areas". Since 2015, the majority of College of Education funded projects have been moved to CREAM for consistency of post-award management. As of the date of this current report (September, 2022) CREAM now provides post-award support for 36 funded research projects in the College for a total of over \$26 Million in both internal and external funding.

The mission and goals of CREAM are aligned with the five areas of the University of South Florida's strategic plan:

Goal 1: Student Success at USF and Beyond - Several of CREAM's goals include a focus on promoting student success through engagement in research, evaluation, assessment, or measurement opportunities; build and extend capacity for engagement in research, and showcasing student research. Examples of ways in which CREAM has promoted student success include offering grant writing workshops to undergraduate student members of the SunCoast Area Teacher Training Honors Program, providing research design and evaluation support through CORE, and providing venues such as the COEDU Lightning Talks, for students to share their research interests and projects.

Goal 2: Faculty Excellence in Research and Innovation - Consistent with the mission to advance research, the projects managed through CREAM involve diverse scholars as evidenced by the interdisciplinary (e.g., engineering, medicine, computer science, behavioral health), inter-university (College of Arts & Science, College of Behavioral and Community Sciences, College of Business, College of Engineering, College of Public Health, Cyber Florida, and USF Libraries), intra-university (e.g., University of Florida, University of Rhode Island, University of Wisconsin, University of Washington, University of Massachusetts, Ohio State University) and international (e.g., Ministry of Education in the Bahamas, University of West Indies) teams collaborating on projects. These funded projects (including grants from IES, NSF, Spencer Foundation, USDOE, FLDOE, US Agency for International Development) advance scholarship that is nationally and internationally recognized for its outstanding quality.

Goal 3: Partnerships and Engagement with Local, National, and Global Impact - CREAM provides post-award support on a large number of interdisciplinary projects. Faculty in the College of Education partner with local agencies (e.g., Children's Home Society of Florida, Tampa VA, Tampa YMCA, City of St. Petersburg, local school districts) and engage in projects that have a direct impact on the local community.



UNIVERSITY of SOUTH FLORIDA

Faculty also actively research and receive external funds to partner and engage in projects that have national and global impact (i.e., Investigating the Impact of COVID-19 on Young Children's Early Literacy Development, Technology and Threat Assessment Solutions for Safer Schools, Caribbean Educational Research Initiative).

Goal 4: A Diverse and Inclusive Community for Learning and Discovery - One of the goals of our College is to increase our visibility in diverse communities that have been historically overlooked, and one way for us to achieve this goal is to create more grant-funded community collaborative research partnerships. Specific examples of recent grants managed through CREAM that focus on this goal include: Improving Pathways to Success for High-Achieving Pre-Collegiate African American Males in Information Technology, Examination of Historical and Modern-Day Impact of Structural Racism on the Lives of Black People in the City of St. Petersburg, Florida, Exploring Heterogeneity Among the US Latino Dual Language Learner Head Start Population, and Knowledge, Beliefs, and Mindsets about Equity in Educators and Educational Leadership Survey.

Goal 5: A Strong, Sustainable, and Adaptable Financial Base - The indirect costs affiliated with the awards managed through CREAM provide direct financial benefit to the University of South Florida and the College of Education. Specifically, these funds help to support the infrastructure of USF Research & Innovation and any funds returned to the College are disbursed to principal investigators, departments, centers & institutes, and a percentage is retained in the Office of the Dean in the College Research Initiative Account (RIA) to further support and promote the research and scholarly productivity of faculty and students.



2. An assessment of the return on investment of State dollars, if applicable.

At the time of this report, the following staff members affiliated with CREAM are partially supported through E&G funds (note: the current Interim Director is funded by both E&G and grant funds):

- 1) Two Unit Research Administrators (supported two thirds through E&G funds and one third through the College RIA fund)
- 2) One Business & Fiscal Analyst (supported two thirds through E&G funds and one third through the College RIA fund)
- 3) One Business & Fiscal Specialist (supported 100% by College RIA funds)

The total amount of E&G funds across these staff positions is approximately \$178,193.47 (salary plus benefits). With the current amount of internal and external grant funds awarded to the College and supported through CREAM (over \$26 Million), there is a very positive return on investment from these state dollars.

Going forward, the plan is to gradually move the staff affiliated with CREAM to 100% support through the College RIA fund, thereby further reducing the investment of state dollars.

3. The need for continuation of the institute or center.

The Center for Research, Evaluation, Assessment, & Measurement is critical to the College of Education. The Center currently manages 36 internally and externally funded projects for faculty in the College. As the College of Education strategizes to expand community-based research partnerships, CREAM will play a major role. For example, the Interim Director is collaborating with Hillsborough County Public Schools to formalize a research partnership that will focus on addressing problems of practice in the school district by linking district personnel with faculty in the College who have related areas of expertise. The goal is to then expand this partnership model to surrounding school districts. CREAM will play a central role in matching faculty with district needs and identifying funding sources to sustain these partnerships. Additional professional development opportunities will be made available to faculty and students through a national speaker series and "brown bag" panel discussions focused on a variety of topics to promote grant writing and scholarly productivity. The Center also will enhance its role in identifying funding opportunities that align with the research interests and expertise of our faculty and students.



With an increased need to support research endeavors through external sources such as grants and contracts, the resources and support currently provided through CREAM as well as the plans for expanding upon those resources are critical to the mission and goals of the College of Education.

4. A description of possible changes in mission or organizational structure.

There is no anticipated change in the mission of CREAM. With regard to organizational structure, there is a plan to hire a Grant Editor who will be 100% supported through College RIA funds to provide additional pre-award support to faculty with the goal of increasing the number of external awards funded and therefore expanding the College of Education's contributions to the strategic priorities of the University. The College also will pursue hiring a permanent Director for CREAM to provide continued leadership for the Center.

5. A discussion of projected budget reductions or expansions.

Projections for continued budget support of CREAM are based on the number of grant funds awarded to faculty in the College of Education and the subsequent indirect costs distributed back to the College from USF Research and Innovation. With a focus on post-award management of current projects and an investment in the position of a Grant Editor to increase successful proposal submissions and subsequent awards, the Center will continue to support our faculty and students in the College.

6. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.

There is no recommendation for a change in status of the Center for Research, Evaluation, Assessment, & Measurement.



UNIVERSITY of SOUTH FLORIDA

Approvals	Name	Signature	Date
Institute/Center Director	Kathy L. Bradley-Klug (Interim)	DocuSigned by: Kathy Bradley-Klug 449926CA1832470...	9/15/2022
Department Chair <i>(if applicable)</i>	NA		
Associate Dean for Research	Kathy L. Bradley-Klug	DocuSigned by: Kathy Bradley-Klug 449926CA1832470...	9/15/2022
College Dean	R. Anthony Rolle	DocuSigned by: R. Anthony Rolle D9F5261D234F40F...	9/15/2022
Board of Trustees	USF BOT Chair		





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Centers & Institutes 7-Year Report Form

Name of Center/Institute:	Institute for School Reform, Integrated Services, and Child Mental Health and Educational Policy
Key Code:	40.0700
Director's Name:	Jose Castillo
Date of Director's Last Evaluation by Supervisor:	Unknown
Date of Prior Review:	2015
Date of Report:	August 2022

Please provide a brief response to the following items.

1. A determination of the institute or center's progress against defined goals and objectives within the context of the institute or center's mission, university mission, and the current Board of Governor's Strategic Plan.

The Institute for School Reform, Integrated Services, and Child Mental Health and Educational Policy is a research and technical assistance center focused on improving educational and related services for children, youth, families, and communities. The Institute envisions that all schools in the state of Florida and nationally will have the capacity to provide a safe, effective, and efficient environment to continuously improve the academic, social, and emotional growth of all students and to actively engage families and communities in education. The mission of the Institute is to implement and evaluate research-based and innovative practices in school and community settings through:

- Training, technical assistance, and support provided to key partners
- Community engaged research and program evaluation to inform key partners' decision making
- Development of research- and evidence-based documents, tools, and resources to support implementation and evaluation activities
- Supporting the infrastructure and capacity of key partners to implement and evaluate federal and state educational policy



Q1 - continued

The Institute's mission is aligned specifically with the overall mission and vision of The University of South Florida (USF). In particular, the Institute's mission serves to “generate knowledge” and supports the following 3 statements from the University's vision:

- Research and scientific discovery to strengthen the economy, promote civic culture and the arts, and design and build sustainable communities through the generation, dissemination, and translation of new knowledge across all academic and health-related disciplines.
- Partnerships to build significant locally- and globally-integrated university-community collaborations through sound scholarly and artistic activities and technological innovation.
- A sustainable economic base to support USF's continued academic advancement.

The Institute's work also aligns with the USF strategic plan in the following ways:

Goal 2 - Faculty excellence in research and innovation. USF aims to conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems, and improve lives including fostering strategic collaborative research and innovation that is highly impactful and transformative: Institute staff partner with USF faculty and staff, faculty at other universities, and community partners to engage in collaborative research activities and partnerships that are impactful and transform educational and related systems.

Goal 3: Partnerships and engagement with local, national, and global impact. USF aims to be a major social and economic engine creating robust global, national, and regional partnerships to build a prosperous and sustainable future for our regional communities and the state of Florida: In particular, the Institute partners closely with the Florida Department of Education (FDOE), school districts, universities, and other agencies to accomplish its aims. For example, Institute staff have partnered with the FDOE and school districts across the state of Florida to support students who attend schools in neighborhoods with families living under impoverished conditions, to build educator capacity to use assessment data to inform instruction and intervention for all students, to improve access and opportunities for students with disabilities, and to promote school mental health services, among other foci. Our staff provide training, technical assistance, and support virtually and face-to-face as well as create a number of products and resources to support school improvement efforts.



Q1 - continued

Finally, the mission of the Institute is aligned with all three goal areas of the Florida BOG—Teaching and Learning, Scholarship, Research and Innovation, and Community and Business Engagement. In particular, the Institute has demonstrated a specific impact in the following goal areas:

Teaching and Learning - Increase Degree Productivity & Program Efficiency: The Institute supports funding for graduate students in School Psychology and related disciplines and contributes to the number of graduates from these programs. For example, from the 2018-19 through the 2021-22 academic years, the Institute provided funding to 54 graduate students enrolled in the School Psychology Program. This funding supported their recruitment to and retention within the program. During this same time span, 29 Ph.D. and 13 Ed.S. School Psychology Program students earned their degrees.

Scholarship Research and Innovation- Increase Research Activity & Attract More External Funding: The Institute has increased its funding from \$4,613,413.00 in 2008 to \$15,008,360.00 in 2014-15 to \$22,876,517 in 2022-23, and from a staff of 24 to a staff of greater than 125. Additionally, faculty and staff affiliated with the Institute publish research articles and book chapters as well as present at state and national conferences.

Increase Community and Business Engagement-Increase Community/Business Engagement and Increase Community/Business Workforce: The Institute actively engages with all 76 school districts in Florida through training, technical assistance, and support provided directly to school, district, and state partners. Additionally, the Institute supports directly the community and business engagement of the Florida Department of Education through providing staff and operational services to increase their infrastructure and capacity to implement and evaluate state and federal education policy. In addition, the Institute has contributed to the community workforce through a continuous increase in the number of institute employees who live and work in communities throughout Florida (24 to 125 employees). These employees are 100% supported through the grant funds generated by the Institute.

In summary, the Institute, housed at a preeminent Research 1 university, has facilitated research to practice that improves the educational outcomes of students and schools in Florida as well as nationally. The Institute facilitates research- and evidence-based practices through community engagement and dissemination activities. The Institute also supports the training of highly qualified graduate students to move from the university to school and community practice (to sustain growth and innovative, evidence-based practices). Finally, the Institute supports the economic health of USF through external funding that benefits the University, College, and Institute as well as the graduate education of future professionals.



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2. An assessment of the return on investment of State dollars, if applicable.

The Institute is 100% supported through external funding.



3. The need for continuation of the institute or center.

The Institute remains a critical partner of the Florida Department of Education. The FDOE's mission is to "increase the proficiency of all students within one seamless, efficient system, by allowing them the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities." Consistent with its mission, the Institute will continue to provide training, technical assistance, and support, as well as documents, tools, and resources that support key FDOE initiatives supported by state and federal policy (e.g., Multi-Tiered Systems of Support, raising literacy outcomes for students, school improvement processes, assistive technology and other supports for students with disabilities, programs and supports for students living under impoverished conditions, migrant and homeless student programs). The Institute will continue to do so through providing staffing and operational services to the FDOE as well as through community engaged research and services. These activities will continue to build infrastructure and capacity for the implementation of research- and evidence-based policies and practices. The past 7 years has seen growth in the number of projects and overall funding levels that demonstrate the strength of the partnership and need for continued work.

Although the FDOE remains a critical partner, other partners and funding agencies offer opportunities to engage in community-oriented scholarship and to promote the implementation of research-based practices. In addition to the FDOE, the Institute will seek out other opportunities to secure funding to investigate ways to promote improved outcomes for students, families, schools, and the communities they serve.



4. A description of possible changes in mission or organizational structure.

The Director of the Institute is having exploratory conversations with College of Education leadership regarding expanding Institute faculty and support staff. The increase in funded projects from the Florida Department of Education has resulted in the Institute reaching a point where it must increase its capacity in order to seek and accept additional funded projects. Capacity is needed in two areas. First, current funded projects skew more heavily toward implementation and policy support, product development, and staff augmentation and business services. Additional research staff (e.g., Research Professor, faculty appointments) would create more dedicated personnel to pursue and conduct community engaged research that promotes research to practice. Second, seeking and securing additional research projects would require additional grants business staff to conduct the critical business operations (e.g., hiring processes, purchasing, travel support, leave procedures, opening and closing grants).



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5. A discussion of projected budget reductions or expansions.

Current budget projections indicate sufficient levels of funding to carry out project deliverables through 2023. The Institute will continue to partner with the FDOE to identify and respond to Requests for Application on an annual basis. Institute faculty also will pursue other external funding opportunities to increase its budget for community engaged research and dissemination activities.



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6. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.

No status change recommended



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Approvals	Name	Signature	Date
Institute/Center Director	Jose Castillo, Ph.D.	<small>DocuSigned by:</small> Jose Castillo	09/15/2022
Department Chair <i>(if applicable)</i>	Barbara Shircliffe, Ph.D.	<small>DocuSigned by:</small> Barbara Shircliffe	09/15/2022
Associate Dean for Research	Kathy Bradley-Klug, Ph.D.	<small>DocuSigned by:</small> Kathy Bradley-Klug	09/15/2022
College Dean	R. Anthony Rolle, Ph.D.	<small>DocuSigned by:</small> R. Anthony Rolle	09/15/2022
Board of Trustees	USF BOT Chair	<small>DocuSigned by:</small>	



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Centers & Institutes 7-Year Report Form

Name of Center/Institute:	Center for Brownfields Research and Redevelopment
Key Code:	40.0810
Director's Name:	E. Christian Wells
Date of Director's Last Evaluation by Supervisor:	2014
Date of Prior Review:	NA
Date of Report:	06/20/2022

Please provide a brief response to the following items.

1. A determination of the institute or center's progress against defined goals and objectives within the context of the institute or center's mission, university mission, and the current Board of Governor's Strategic Plan.

The Center was established in 1998 by an act of the Florida Legislature (Florida Law, Ch. 240.5321). Our mission is to leverage interdisciplinary scientific expertise at the University of South Florida to inform outcome-driven research on environmental toxicants, land use legacies, community health, environmental justice, and sustainable and equitable development. The three main goals of the Center are: 1) Engagement...with community partners to identify problems and context-sensitive solutions; 2) Convergence...of multiple perspectives, voices, and approaches for holistic and outcome-driven scientific research; and 3) Translation...of scientific findings for community impact.

"Brownfields" are defined by the U.S. Environmental Protection Agency as properties—"the expansion, redevelopment, or reuse of which may be complicated by the presence or potential presence of a hazardous substance, pollutant, or contaminant." The EPA estimates that there are nearly half a million brownfields in the U.S., many located in poor and underserved communities. Most of these sites are located in poor and underserved communities with limited access to fresh foods, outdoor recreation, and healthcare. Research demonstrates that residents of brownfields communities have disproportionately higher levels of heart disease, cancer, asthma, and infant mortality than non-brownfields communities. Empowering community members to transform brownfields into healthfields (former brownfield properties that have been redeveloped to improve access to healthcare and healthy living) is therefore key to social, economic, and environmental sustainability in these areas.



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Q1 - continued

Since the last review, the Center has made substantial progress against our three goals as follows:

Goal 1: Engagement...with community partners to identify problems and context-sensitive solutions -- Through the Center's "Florida Brownfields Redevelopment Atlas" (an on-line decision-support tool developed by the Center), we have engaged with approximately 500 stakeholders across the state, including local, regional, and state governments; community-based nonprofit organizations; colleges and universities; and the private sector. Center leadership, faculty associates, and student interns have engaged with dozens of brownfields communities throughout the state. Locally in the Tampa Bay area, we have concentrated deep engagement with three communities: East Tampa, Tampa Heights, and the University Area Community (in unincorporated Hillsborough County). All three of these represent underserved historically Black communities with brownfields and environmental justice challenges. Working with these communities, we have obtained over \$750,000 in federal grants to address redevelopment challenges and job training. Finally, Center staff and students have provided presentations and workshops throughout the state at over 75 conferences and events.

Goal 2: Convergence...of multiple perspectives, voices, and approaches for holistic and outcome-driven scientific research -- The Center brings together USF faculty and students in the social sciences, environmental engineering, and public health to work collaboratively with community leaders and other stakeholders to co-design solutions to community-identified problems with brownfields redevelopment. In doing so, the Center has obtained a total of \$1.5 million in federal support for integrated, interdisciplinary research and community-engaged citizen science. Finally, the Center director was recently appointed President of the Florida Brownfields Association, the state's largest nonprofit advocacy organization dedicated to brownfields redevelopment and community revitalization. This position provides abundant opportunities for increasing both engagement and convergence.

Goal 3: Translation...of scientific findings for community impact -- The Center strives for community impact by conducting outcome-driven research and leveraging scientific research findings for positive policy recommendations. To this end, the Center has published five important peer-reviewed articles over the past two years and we currently have an additional four under review. We have provided advice regarding brownfields issues to the Environmental Protection Commission of Hillsborough County. We have provided the Department of Environmental Protection with 6 scientific reports. We have provided Region 4 of the U.S. EPA with one high-level briefing. We have provided professional briefs for Congresswoman Castor for bills before the U.S. House of Representatives' Energy and Commerce Committee and other legislation.



Q1 - continued

The Center aligns with USF Strategic Plan in the following ways:

Goal 1-Student Success at USF and Beyond: The Center trains graduate and undergraduate students in the social and environmental sciences and in science-policy interactions. Since our last review, we have supervised 8 professional internships and Center research has resulted in 7 dissertations and theses.

Goal 2-Faculty Excellence in Research and Innovation: The Center has been awarded over \$1.5 million in federal and state grants and contracts for research.

Goal 3-Partnerships with Local Impact: The Center has established long-standing research partnerships with Region 4 U.S. EPA and the Florida Department of Environmental Protection to study the efficacy of brownfields redevelopment in Florida and to provide technical assistance to numerous communities throughout the state.

Goal 4: A Diverse and Inclusive Community for Learning and Discovery: The Center focuses on African-American and Hispanic communities experiencing environmental justice challenges and develops partnerships with community-based organizations and with USF faculty and students to address environmental justice challenges. The Center is also now co-PI of a \$1.5 million grant from the National Science Foundation (Improving Undergraduate STEM Education - IUSE program) to re-envision the civil and environmental engineering curriculum for our project entitled "Collaborative Research: Challenging Anti-Black-Racism in Civil and Environmental Engineering Curriculum."

The Center contributes to FL BOG Strategic Plan goals, including the following: #9 (Bachelor's degrees awarded; n=2), #10 (Graduate degrees awarded' n=7), #11 (Percent of Bachelor's degrees awarded to African-American and Hispanic students; n=3), #19 (Number & Percent of Bachelor's degrees in STEM & Health; n=3), #21 (Number & Percent of Graduate degrees in STEM & Health' n=9), #24 (Percent of undergraduates engaged in research; n=2), and #26 (R&D expenditures funded from external sources; n=\$1.5 million).

The Center also contributes to the FL BOG Strategic Plan priority "Increase Community and Business Workforce" through our collaboration with the CDC of Tampa on a \$200,000 environmental workforce development and job training grant from the U.S. EPA. To date, we have trained 70 unemployed individuals from East Tampa in hazardous waste management and safety jobs in a wide variety of industries.



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2. An assessment of the return on investment of State dollars, if applicable.

This center does not receive State funding through USF. However, the Center has received State grants from the Department of Environmental Protection for the development of the Florida Brownfields Redevelopment Atlas, an online discovery tool that allows researchers to explore, summarize, and extract various types of environmental and socioeconomic data, with an emphasis on change over time, at the census block group level for the entire state of Florida. Since its development in 2019, the Atlas has been used by hundreds of researchers at universities, state and local governments, and community-based nonprofits to study the social and economic impacts of brownfields redevelopment. Our on-line tracking reports roughly 1,000 visits/uses per year. The Florida Brownfields Association has used these data to advocate for State incentive programs for brownfields redevelopment including the Voluntary Cleanup Tax Credit (VCTC, Section 376.30781, Florida Statutes), annually funded at around \$10 million by the Florida Legislature.



3. The need for continuation of the institute or center.

The Center has received/collaborated on over \$1.5 million in federal and state funding, providing technical assistance, research, and capacity building to numerous Florida communities experiencing environmental justice challenges associated with brownfields and contaminated lands. There is a very strong need for this Center and its activities in Florida, as recognized by collaborations and partnerships with the Florida Brownfields Association, the Florida Redevelopment Association, the Florida Department of Environmental Protection, Region 4 U.S. Environmental Protection Agency, and other organizations. Recent publications regarding this work include the following:

Wakhungu, M. J., N. Abdel-Mottaleb, E. C. Wells, and Q. Zhang (2021). A Geospatial Vulnerability Framework for Identifying Water Infrastructure Inequalities. *Journal of Environmental Engineering* 147(9):04021034.

Alexander, W. L., E. C. Wells, M. Lincoln, B. Y. Davis, and P. Little (2021). Environmental Justice Ethnography in the Classroom: Teaching Activism, Inspiring Involvement. *Human Organization* 80(1):37-48.

Wells, E. C., G. R. Lehigh, and A. M. Vidmar (2021). Stakeholder Engagement for Sustainable Communities. In *The Palgrave Handbook of Global Sustainability*, edited by R. Brinkmann, pp. 1-13. Palgrave Macmillan, London.

Lehigh, G. R., E. C. Wells, and D. Diaz (2020). Evidence-informed Strategies for Promoting Equitability in Brownfields Redevelopment. *Journal of Environmental Management* 261(1):110150.

Wells, E. C., G. R. Lehigh, S. Combs, and M. Ballogg (2020). Diversity Improves Design: Sustainable Place-making in a Suburban Tampa Bay Brownfield Neighborhood. In *Case Studies in Suburban Sustainability*, edited by S. J. Garren and R. Brinkmann, pp. 131-149. University Press of Florida, Gainesville.



4. A description of possible changes in mission or organizational structure.

At the time the Center was established in 1998 (Florida Law, Ch. 240.5321), the name selected for the Center reflected current understandings of brownfields redevelopment and the language used to describe this process. Since then, the language of brownfields has changed to align with that used in contemporary science and policy. Therefore, we request that the name of the Center be changed to: Center for Brownfields Research and Redevelopment.



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5. A discussion of projected budget reductions or expansions.

All Center activities are funded by federal grants and cooperative agreements and by state grants administered by the Florida Department of Environmental Protection. Since I began as director in 2015, we have received the following project funding, totaling \$1,557,021:

2022-2026 Cooperative Agreement, PI. Community-wide Brownfield Assessment Grant Program (CBAG), U.S. Environmental Protection Agency; \$500,000, "Community-wide Brownfield Assessment for Tallevast, Manatee County, Florida"

2022-2023 Research Contract, PI. U.S. EPA CERCLA 128(a), State Response Program (SRP), Florida Department of Environmental Protection; \$52,551, "Capacity Building for Brownfields Redevelopment: Phase I"

2021-2022 Research Contract, PI. U.S. EPA CERCLA 104(k), Small Community Technical Assistance Grant, Florida Department of Environmental Protection; \$20,000, "Technical Assistance, Community Engagement, and Re-use Planning for Tallevast, Manatee County, Florida"

2021-2022 Research Contract, PI. U.S. EPA CERCLA 128(a), State Response Program (SRP), Florida Department of Environmental Protection; \$18,490, "Social and Economic Impacts of SRP Grant-supported Assessment and Remedial Activities Conducted at Brownfield Sites in Florida—Phase V"

2021-2023 Cooperative Agreement, Senior Personnel (D. Bolden, PI). Environmental Justice Collaborative Problem Solving (EJCPS) Grant Program, U.S. Environmental Protection Agency; \$200,000, "Safe, Healthy, and Resilient Housing in Post-Hurricane Florida"

2020-2021 Research Contract, PI. U.S. EPA CERCLA 128(a), State Response Program (SRP), Florida Department of Environmental Protection; \$4,000, "Social and Economic Impacts of SRP Grant-supported Assessment and Remedial Activities Conducted at Brownfield Sites in Florida—Phase IV"

2020-2022 Cooperative Agreement, Co-PI (D. Jones, PI). Environmental Workforce Development and Job Training (EWDJT) Program, U.S. Environmental Protection Agency; \$200,000, "Environmental Workforce Development and Job Training Program for East Tampa"

2020-2021 Research Contract, PI. U.S. EPA CERCLA 128(a), State Response Program (SRP), Florida Department of Environmental Protection; \$18,490, "Social and Economic Impacts of SRP Grant-supported Assessment and Remedial Activities Conducted at Brownfield Sites in Florida—Phase III"

2019-2021 Cooperative Agreement, Senior Personnel (S. Combs, PI). Brownfields Assessment and Cleanup Program (BACP), U.S. Environmental Protection Agency; \$300,000, "Brownfields Assessment and Cleanup in the University Area Community Neighborhood, Hillsborough County, Florida"

2019-2020 Research Contract, PI. U.S. EPA CERCLA 128(a), State Response Program (SRP), Florida Department of Environmental Protection; \$18,490, "Social and Economic Impacts of SRP Grant-supported Assessment and Remedial Activities Conducted at Brownfield Sites in Florida—Phase II"

2018-2019 Research Contract, PI. U.S. EPA CERCLA 128(a), State Response Program (SRP), Florida Department of Environmental Protection; \$25,000, "Social and Economic Impacts of SRP Grant-supported Assessment and Remedial Activities Conducted at Brownfield Sites in Florida—Phase I"

2017-2019 Cooperative Agreement, PI. Brownfields Area-wide Planning Grant Program (BAWPG), U.S. Environmental Protection Agency; \$200,000, "Brownfields Area-wide Planning Project for the University Area Community, Hillsborough County, Florida"



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6. Recommendations for a status change (e.g., active, inactive, or terminate), if applicable.

The Center should remain in "active" status. Much of the Center's progress has been documented by the media:

2022 Research Shares Findings on Water Issues. WFTS/TV ABC News Channel 7, Tampa, February 15. (J. Uhler)

2022 Queja por quejan de agua contaminada. WVEA/TV, Univision Channel 50, Tampa, February 15. (V. Berríos)

2022 After Complaints about Dirty Water, Meeting Will Address Issues in University Area. WFTS/TV ABC News Channel 7, Tampa, February 15. (C. Mills)

2021 New EPA-funded Program at USF Helps Tampa Residents Secure Careers in the Environmental Sector. USF News, May 14. (S. Roa)

2020 USF, CDC of Tampa Team Up on Job Creation Program with a Focus on East Tampa. Tampa Bay Business Journal, November 25. (L. Coffey)

2020 USF Partnership Will Train Tampa Residents in Environmental Health and Safety. The Oracle, November 24. (J. Manna-Rea)

2020 USF Establishes Environmental Job Training Program in Tampa. The Crow's Nest, November 8. (E. Gottlieb)

2020 EPA Administrator Announces Launch of USF-led Project to Address Local Revitalization Efforts through Workforce Development. USF News, October 22. (T. Meketa)

2020 Neighborhood Transformation. USF Magazine, Spring:24-25. (A. Hilf and T. Woolf)

2019 University Area Redevelopment Project. USF News, November 5. (A. Hilf)

2019 Uplifting a Community by Improving its Environment. USF News, November 5. (A. Hilf)

2019 Brownfield Rehab and Redevelopment. The HUB, July 22. (M. Holden)

2017 From Brownfields to Healthfields. WUSF 89.7 HD3 FM, Tampa, April 28. (R. Herrera and S. Bockover)

2017 University Area CDC to Break Ground for Harvest Hope Park. Tampa Bay Newswire, February 27. (L. Farrell)

2017 EPA Grant. Tampa Bay Business Journal, February 17. (L. Farrell)

2017 Abandoned Properties Near USF Hurting Development: New Efforts to 'Fight the Blight.' WFTS/TV ABC News Channel 7, Tampa, February 16. (A. Winer)

2017 Sustainable Reuse Project Continues after EPA Freeze. The Oracle, February 5. (C. Grosbeck)

2017 EPA Gives Grant to USF, University Area Community. Tampa Bay Reporter, January 30. (M. Scaringella)

2017 USF, with University Area CDC, receives EPA Grant. Tampa Bay Newswire, January 27. (L. Farrell)

2017 USF Awarded EPA Grant to Help University Community Area Plan New Uses for Former Brownfield Sites. USF News, January 12. (A. DeLotto Baier)



UNIVERSITY of SOUTH FLORIDA

Approvals	Name	Signature	Date
Institute/Center Director	E. Christian Wells		6/20/2022
Department Chair <i>(if applicable)</i>	Antoinette Jackson		9/22/2022
Associate Dean for Research	Randy Larsen		9/26/2022
College Dean	Magali C. Michael		9/28/2022
Board of Trustees	USF BOT Chair		

Agenda Item: IV.a

USF Board of Trustees

December 7, 2022

Issue: Degree Productivity

Proposed action: Information Item

Executive Summary:

Annually, the Office of Decision Support conducts a systematic, comprehensive regarding degree productivity. The results of the 2022 degree productivity review will be preented.

Financial Impact: No financial impact.

Strategic Goal(s) Item Supports: Goal 1: To promote the success of well-educated, highly skilled, and adaptable alums who, as lifelong learners, lead enriched lives, contribute to the democratic process, function as engaged community citizens, and thus thrive in a dynamic global market.

BOT Committee Review Date: 11/21/2022 ACE

Supporting Documentation Online (*please circle*):

Yes

No

- Degree Program Productivity 2022 Report.pptx
- Degree Program Productivity 2022 Report - All Programs.pdf
- Degree Program Productivity 2022 Report - Responses for R-Y Programs.pdf

Prepared by: Theresa Chisolm, Ph.D., Vice Provost for Strategic Planning, Performance & Accountability

Degree Productivity Annual Review

USF Board of Trustees
Academic & Campus Environment Committee
November 17, 2022

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

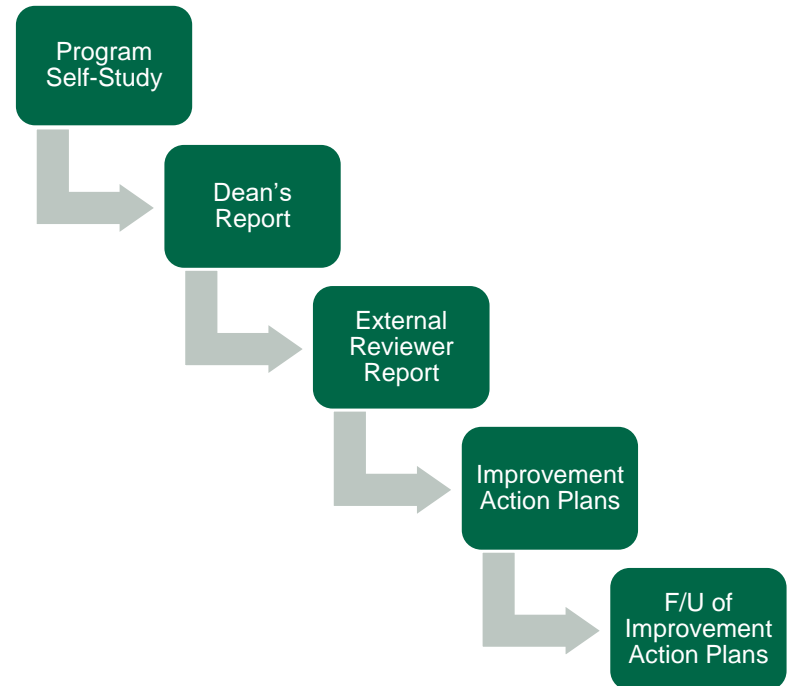
Acknowledgement: Cynthia Brown Hernandez, ODS



Principles of Degree Program Review

Ongoing, systematic, and rigorous **internal review of degree programs every seven years**, or as aligned with specialized accreditation ([FL BOG Regulation 8.015](#) and [USF Policy 10-062](#))

1. Mission/purpose review in context of USF & BOG strategic plans
2. Review of program teaching, research, service goals and progress towards goals, with appropriate external benchmarking
3. Use of outcomes assessment for continuous improvement, particularly Student Learning Outcomes (SLOs)
4. Strengths, weaknesses, opportunities and threats
5. Improvement action plans & annual follow-up



Degree Program Productivity Review

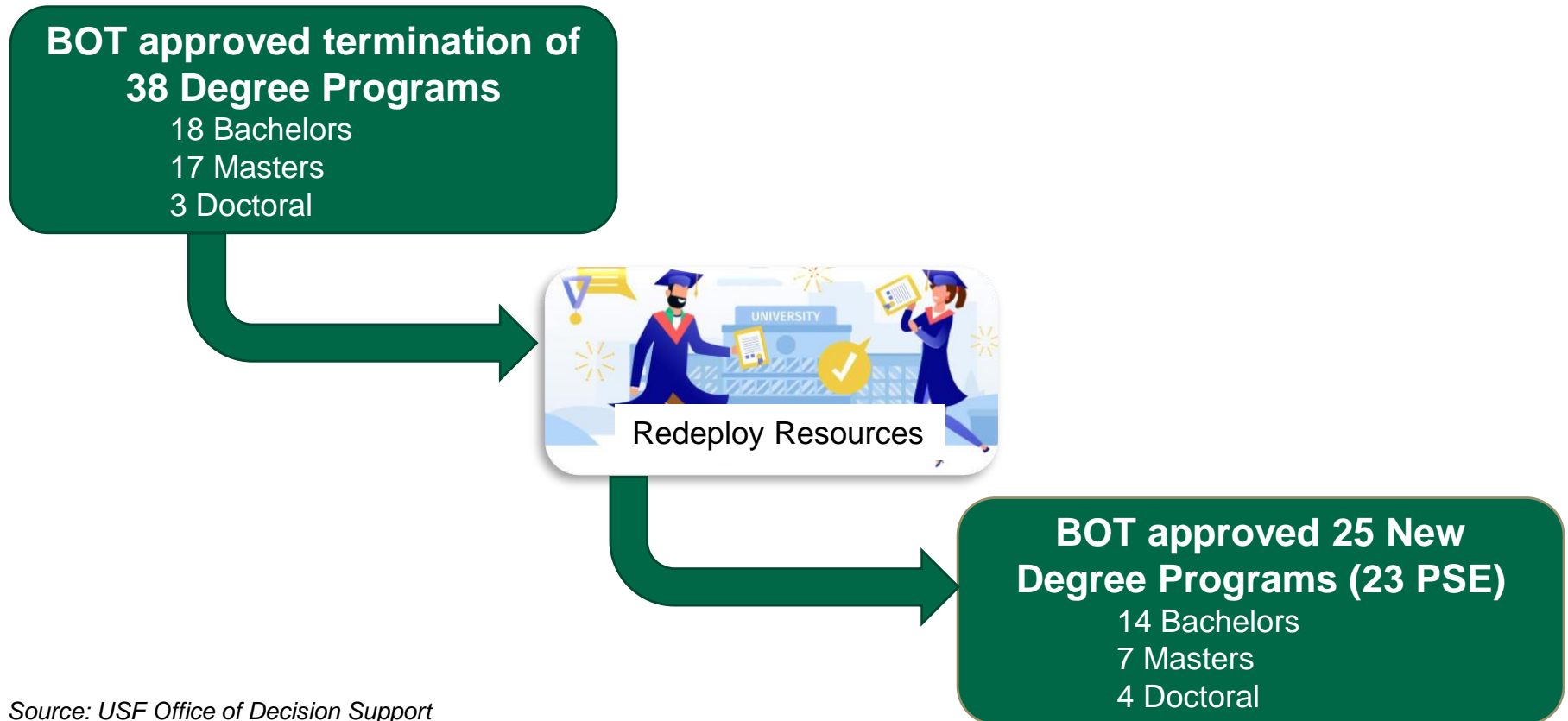
- **Board of Governors Period Review**
- **USF BOT Annual Review**
 - Balancing Degree Productivity Data

- (a) Across level/type;
- (b) General Education needs;
- (c) Research productivity; and
- (d) Workforce/industry needs

Total Number of Degrees over the Most Recent Five Year-Period		
Degree Level	BOG Threshold	USF Threshold
Bachelor's	30	45
Master's	20	30
Doctoral	10	15

Results of 7-Year and Degree Productivity Reviews

Last 10 Academic Year (AY 2012-13 to AY 2021-22)



Source: USF Office of Decision Support

Two Reports

Academic Program Productivity Report: All Programs

CIP Code	CIP Code Title	Degree Level	Total Degrees Awarded Su 2017-Sp 2022	Productivity Status	Program of Strategic Emphasis
42.2805	School Psychology	Master's	54	<div></div>	EDUCATION
		Doctorate - R	37	<div></div>	EDUCATION
College of Engineering					
11.0101	Computer and Information Sciences, General	Bachelor's	730	<div></div>	STEM
11.0103	Information Technology	Bachelor's	592	<div></div>	STEM
		Master's	67	<div></div>	STEM
11.0701	Computer Science	Master's	225	<div></div>	STEM

Academic Program Productivity Report: Responses for R-Y Programs

CIP Code	CIP Code Title	Degree Level	Total Degrees Awarded Su 2017-Sp 2022	Fall 2022 Enrollment	Productivity Status	Program of Strategic Emphasis	2022 Comments
45.0702	Geography	Master's	16	12	●		The program appears to be back on track with healthy enrollment over the past two years of 21 and 22. Two students are expected to graduate Fall 2022, with more likely in Spring or Summer 2023. The Department also plans to increase the number of faculty in the area of remote sensing, an area of high student interest. Given the strong job prospects this degree program provides, student demand should continue to increase, and along with it, degree productivity will above BOG minimums.
45.1102	Sociology	Master's	19	18	●		Sociology currently has 12 total master's students, with only 3 funded positions. As such, the majority of students are self-funded and often progress part time. The program has consistent demand, enrolling 10-12 students per year and graduating 5-6 per year. The coming year 1 student is expected to graduate Fall 2022, with 5 or 6 expected to graduate Spring or Summer 2023. The master's program shares largely overlapping with those for the larger Ph.D. program and thus do not require unique resources, and the program also serve as a feeder for the Ph.D. program.
51.3005	Clinical Lab Science/Medical Technology/Technologist	Bachelor's	40	52	●	HEALTH	The number of internships at hospitals with Medical Technology degree program accreditation limits the number of degrees granted per year to about ten. All those achieving degrees are employed in high-value and high-paying medical technology positions. The degree productivity is sustainable well above the BOG minimum of 30 over five years.
College of Behavioral and Community Sciences							
44.0702	Social Work	Doctorate - R	6	6	●		One student has successfully defended their proposal and will be in candidacy status in Spring 2023. Fall 2022 cohort members are currently preparing for their proposal defense and are expected to be admitted to candidacy by Spring or Summer 2023. Fall 2021 and 2022 cohorts are progressing through their required coursework in the Ph.D. program.

Thresholds Based on Total Degrees Awarded Over Five-Year Period

BOG Performance Threshold: Baccalaureate = 30; Masters = 20; Doctoral = 10

USF Performance Threshold: Baccalaureate = 45; Masters = 30; Doctoral = 15

●	Does not meet USF or Florida BOG productivity thresholds for degrees awarded
●	Does not meet USF productivity thresholds for degrees awarded
●	Meets USF and BOG productivity thresholds for degrees awarded

Source: USF Office of Decision Support

Summary of Results

Level	Red		Yellow		Total	Program of Strategic Emphasis Area					Year over Year Enrollments		
						Education	GAP	Global	Health	STEM	Increase	Equivalent	Decrease
Bachelors	1	(1%)	4	(5%)	85			1	2	1			5
Masters	8	(9%)	10	(12%)	85	4	1	2		5	9	3	6
Specialist					2								
Doctorate-P					5								
Doctorate-R	2	(5%)	2	(5%)	39			1			1	1	2
Totals	11	5%	16	7%	243	4	1	4	2	6	10	4	13

- 27 of 243 programs were R/Y (11%)
- 63% (n = 16) are programs are Strategic Emphasis (PSE)
- Less than ½ the programs showed a year-over-year decrease in enrollments, with mitigation plans in place
- Focused attention is being paid to the 27 programs identified through this review




University of South Florida

Degree Program Productivity 2022 Report: All Programs

Fall 2022

Includes:

**Degrees Awarded for Academic Years
Summer 2017 - Spring 2022**

Thresholds Based on Total Degrees Awarded Over Five-Year Period	
BOG Performance Threshold: Baccalaureate = 30; Masters = 20; Doctoral = 10	
USF Performance Threshold: Baccalaureate = 45; Masters = 30; Doctoral = 15	
	Does not meet USF or Florida BOG productivity thresholds for degrees awarded
	Does not meet USF productivity thresholds for degrees awarded
	Meets USF and BOG productivity thresholds for degrees awarded

**Report Produced by:
Office of Decision Support - Academic Planning
November 21, 2022**

CIP Code	CIP Code Title	Degree Level	Total Degrees Awarded Su 2017-Sp 2022	Productivity Status	Program of Strategic Emphasis
College of Arts and Sciences					
03.0104	Environmental Science	Bachelor's	611	●	STEM
		Master's	60	●	STEM
04.0301	Urban & Regional Planning	Master's	80	●	
05.0107	Latin American Studies	Master's	18	●	GLOBAL
05.0201	African-American/Black Studies	Bachelor's	23	●	GLOBAL
05.0207	Women's Studies	Bachelor's	59	●	
		Master's	20	●	
09.0101	Speech Communication and Rhetoric	Bachelor's	1,205	●	GAP ANALYSIS
		Master's	17	●	GAP ANALYSIS
		Doctorate - R	39	●	GAP ANALYSIS
09.0102	Mass Communication/Media Studies	Bachelor's	1,035	●	
		Master's	71	●	
09.0499	Journalism, Other	Master's	76	●	
09.0702	Digital Communication and Media/Multimedia	Bachelor's	210	●	STEM
09.0900	Integrated Public Relations & Advertising	Bachelor's	511	●	GAP ANALYSIS
09.0903	Advertising	Master's	6	New (Fa 2018)	GAP ANALYSIS
11.0401	Information Science/Studies	Bachelor's	313	New (Fa 2020)	STEM
		Master's	231	●	STEM
16.0101	World Languages & Cultures	Bachelor's	265	●	GLOBAL
16.0102	Linguistics	Master's	42	●	GLOBAL
		Doctorate - R	2	●	GLOBAL
16.0901	French Language and Literature	Master's	15	●	
16.0905	Spanish Language and Literature	Master's	23	●	GLOBAL
23.0101	English Language and Literature General	Bachelor's	888	●	
		Master's	40	●	
		Doctorate - R	36	●	
23.1302	Creative Writing	Master's	40	●	
23.1303	Professional, Technical, Business, and Scientific Writing	Bachelor's	87	●	
24.0101	Liberal Arts and Sciences/Liberal Studies	Master's	91	●	
24.0103	Humanities/Humanistic Studies	Bachelor's	83	●	
25.0101	Library and Information Science	Master's	490	●	
26.0101	Biology/Biological Sciences, General	Bachelor's	1,566	●	STEM
		Master's	84	●	STEM
26.0102	Biomedical Sciences, General	Bachelor's	3,429	●	STEM

CIP Code	CIP Code Title	Degree Level	Total Degrees Awarded Su 2017-Sp 2022	Productivity Status	Program of Strategic Emphasis
26.0406	Cell/Cellular and Molecular Biology	Bachelor's	687	New (Su 2020)	STEM
		Doctorate - R	32		STEM
26.0503	Medical Microbiology and Bacteriology	Bachelor's	165		STEM
		Master's	22		STEM
26.0911	Oncology and Cancer Biology	Doctorate - R	25		STEM
26.1302	Marine Biology and Biological Oceanography	Bachelor's	247	New (Su 2020)	STEM
26.1307	Conservation Biology	Master's	19	New (Fa 2017)	STEM
26.1399	Ecology, Evolution, Systematics and Population Biology, Other	Doctorate - R	18		STEM
270101	Mathematics, General	Bachelor's	201		STEM
		Master's	31		STEM
		Doctorate - R	47		STEM
27.0304	Computational and Applied Mathematics	Bachelor's	0	New (Sp 2019)	STEM
27.0501	Statistics, General	Bachelor's	132		STEM
		Master's	29		STEM
30.0101	Biological and Physical Sciences	Bachelor's	36		STEM
30.3301	Sustainability Studies	Bachelor's	5	New (Fa 2019)	STEM
38.0101	Philosophy	Bachelor's	119		
		Master's	10		
		Doctorate - R	33		
38.0201	Religion/Religious Studies	Bachelor's	43		
		Master's	31		
40.0501	Chemistry, General	Bachelor's	358		STEM
		Master's	22		STEM
		Doctorate - R	86		STEM
40.0601	Geology/Earth Science, General	Bachelor's	162		STEM
		Master's	33		STEM
		Doctorate - R	31		STEM
40.0801	Physics, General	Bachelor's	178		STEM
		Master's	26		STEM
		Doctorate - R	54		STEM
42.0101	Psychology, General	Bachelor's	3,714		
		Master's	83		
		Doctorate - R	75		
42.2813	Applied Psychology	Master's	41		
44.0401	Public Administration	Master's	110		

CIP Code	CIP Code Title	Degree Level	Total Degrees Awarded Su 2017-Sp 2022	Productivity Status	Program of Strategic Emphasis
45.0101	Social Sciences, General	Bachelor's	697	<div></div>	
45.0201	Anthropology	Bachelor's	384	<div></div>	
		Master's	70	<div></div>	
		Doctorate - R	45	<div></div>	
45.0601	Economics, General	Bachelor's	640	<div></div>	
		Master's	62	<div></div>	
		Doctorate - R	13	<div></div>	
45.0603	Econometrics and Quantitative Economics	Bachelor's	186	New (Fa 2021)	STEM
45.0701	Geography	Bachelor's	98	<div></div>	
		Master's	16	<div></div>	
45.0799	Geography, Other	Doctorate - R	22	<div></div>	
45.0901	International Relations and Affairs	Bachelor's	472	<div></div>	GLOBAL
		Doctorate - R	21	<div></div>	GLOBAL
45.1001	Political Science and Government, General	Bachelor's	898	<div></div>	
		Master's	34	<div></div>	
45.1101	Sociology	Bachelor's	298	<div></div>	
		Master's	19	<div></div>	
		Doctorate - R	18	<div></div>	
51.1005	Clinical Lab Science/Medical Technology/Technologist	Bachelor's	41	<div></div>	HEALTH
54.0101	History, General	Bachelor's	593	<div></div>	
		Master's	50	<div></div>	
		Doctorate - R	20	<div></div>	
College of Behavioral and Community Sciences					
30.1101	Gerontology	Bachelor's	56	<div></div>	HEALTH
		Master's	30	<div></div>	HEALTH
		Doctorate - R	17	<div></div>	HEALTH
42.2814	Applied Behavior Analysis	Master's	279	<div></div>	
		Doctorate - R	22	<div></div>	
43.0103	Criminal Justice/Law Enforcement Administration	Master's	121	<div></div>	
44.0000	Human Services	Bachelor's	428	<div></div>	
		Master's	77	<div></div>	
44.0701	Social Work	Bachelor's	406	<div></div>	
		Master's	610	<div></div>	
		Doctorate - R	6	<div></div>	

CIP Code	CIP Code Title	Degree Level	Total Degrees Awarded Su 2017-Sp 2022	Productivity Status	Program of Strategic Emphasis
45.0401	Criminology	Bachelor's	2,019	●	
		Master's	251	●	
		Doctorate - R	17	●	
51.0202	Audiology/Audiologist	Doctorate - P	69	●	HEALTH
51.0204	Audiology/Audiologist and Speech-Language Pathology/Pathologist	Bachelor's	896	●	HEALTH
		Master's	333	●	HEALTH
		Doctorate - R	17	●	HEALTH
51.0701	Health/Health Care Administration/Management	Bachelor's	35	●	HEALTH
51.1505	Marriage & Family Therapy/Counseling	Master's	0	New (Fa 2020)	HEALTH
51.2212	Behavioral & Community Sciences	Doctorate - R	8	New (Fa 2017)	HEALTH
51.2310	Vocational Rehabilitation Counseling/Counselor	Master's	200	●	HEALTH
Muma College of Business					
11.0104	Informatics	Doctorate - R	0	New (Fa 2020)	STEM
11.0501	Computer Systems Analysis/Analyst	Master's	765	●	STEM
31.0504	Sport and Fitness Administration/Management	Master's	112	●	
43.0303	Critical Infrastructure Protection	Master's	191	●	STEM
52.0101	Business/Commerce, General	Bachelor's	1,382	●	
		Master's	174	●	
52.0201	Business Administration and Management, General	Bachelor's	487	●	
		Master's	1,623	●	
		Doctorate - R	145	●	
52.0203	Logistics, Materials, and Supply Chain Management	Bachelor's	22	New (Fa 2019)	STEM
		Master's	16	New (Fa 2019)	STEM
52.0301	Accounting	Bachelor's	1,586	●	GAP ANALYSIS
		Master's	393	●	GAP ANALYSIS
52.0701	Entrepreneurship/Entrepreneurial Studies	Bachelor's	68	●	
		Master's	195	●	
52.0801	Finance, General	Bachelor's	2,171	●	GAP ANALYSIS
		Master's	298	●	GAP ANALYSIS
52.0804	Financial Planning & Services	Bachelor's	99	New (Su 2020)	GAP ANALYSIS
52.0901	Hospitality Management	Bachelor's	156	●	
		Master's	34	●	
52.1101	International Business/Trade/Commerce	Bachelor's	347	●	GLOBAL
52.1201	Management Information Systems, General	Bachelor's	942	●	STEM

CIP Code	CIP Code Title	Degree Level	Total Degrees Awarded Su 2017-Sp 2022	Productivity Status	Program of Strategic Emphasis
52.1401	Marketing/Marketing Management, General	Bachelor's	1,892	●	GAP ANALYSIS
		Master's	224	●	GAP ANALYSIS
52.1499	Marketing, Other (Advertising)	Bachelor's	78	●	
52.1701	Risk Management & Insurance	Bachelor's	22	New (Fa 2018)	GAP ANALYSIS
College of Education					
13.0301	Curriculum & Instruction	Master's	344	●	EDUCATION
		Specialist	61	●	EDUCATION
		Doctorate - R	280	●	EDUCATION
13.0401	Educational Leadership & Administration, General	Master's	323	●	
		Specialist	34	●	
		Doctorate - R	29	●	
13.0501	Educational/Instructional Technology	Master's	58	New (Fa 2018)	STEM
13.1001	Special Education & Teaching, General	Bachelor's	63	●	EDUCATION
		Master's	81	●	EDUCATION
13.1101	Counselor Education/School Counseling & Guidance Services	Master's	66	●	EDUCATION
13.1202	Elementary Education & Teaching	Bachelor's	702	●	EDUCATION
		Master's	147	●	EDUCATION
13.1206	Teacher Education, Multiple Levels	Bachelor's	293	●	EDUCATION
13.1210	Early Childhood Education & Teaching	Bachelor's	101	●	EDUCATION
13.1213	Science, Technology, Engineering, and Mathematics (STEM) Educational Methods	Master's	14	●	EDUCATION
13.1305	English/Language Arts Teacher Education	Bachelor's	144	●	EDUCATION
		Master's	66	●	EDUCATION
13.1306	Foreign Language Teacher Education	Master's	7	●	EDUCATION
13.1311	Mathematics Teacher Education	Bachelor's	96	●	EDUCATION
		Master's	21	●	EDUCATION
13.1314	Physical Education Teaching & Coaching	Bachelor's	197	●	EDUCATION
		Master's	57	●	EDUCATION
13.1315	Reading Teacher Education	Master's	84	●	EDUCATION
13.1316	Science Teacher Education/General Science Teacher Education	Bachelor's	47	●	EDUCATION
		Master's	30	●	EDUCATION
13.1317	Social Science Teacher Education	Bachelor's	101	●	EDUCATION
		Master's	21	●	EDUCATION
13.1320	Trade & Industrial Teacher Education	Master's	31	●	EDUCATION
13.1401	Teaching English as a Second or Foreign Language/ESL language	Doctorate - R	32	●	EDUCATION
31.0505	Kinesiology & Exercise Science	Master's	133	●	STEM

CIP Code	CIP Code Title	Degree Level	Total Degrees Awarded Su 2017-Sp 2022	Productivity Status	Program of Strategic Emphasis
42.2805	School Psychology	Master's	54	●	EDUCATION
		Doctorate - R	37	●	EDUCATION
College of Engineering					
11.0101	Computer and Information Sciences, General	Bachelor's	730	●	STEM
11.0103	Information Technology	Bachelor's	592	●	STEM
		Master's	67	●	STEM
11.0701	Computer Science	Master's	225	●	STEM
11.1003	Cybersecurity	Bachelor's	204	New (Fa 2019)	STEM
14.0501	Bioengineering and Biomedical Engineering	Bachelor's	59	New (Sp 2019)	STEM
		Master's	90	●	STEM
		Doctorate - R	16	●	STEM
14.0701	Chemical Engineering	Bachelor's	622	●	STEM
		Master's	41	●	STEM
		Doctorate - R	17	●	STEM
14.0801	Civil Engineering, General	Bachelor's	513	●	STEM
		Master's	224	●	STEM
		Doctorate - R	43	●	STEM
14.0901	Computer Engineering, General	Bachelor's	271	●	STEM
		Master's	39	●	STEM
		Doctorate - R	77	●	STEM
14.1001	Electrical and Electronics Engineering	Bachelor's	487	●	STEM
		Master's	538	●	STEM
		Doctorate - R	97	●	STEM
14.1401	Environmental/Environmental Health Engineering	Bachelor's	0	New (Fa 2021)	STEM
		Master's	78	●	STEM
		Doctorate - R	24	●	STEM
14.1801	Materials Engineering	Master's	60	●	STEM
14.1901	Mechanical Engineering	Bachelor's	1,038	●	STEM
		Master's	265	●	STEM
		Doctorate - R	36	●	STEM
14.3501	Industrial Engineering	Bachelor's	346	●	STEM
		Master's	163	●	STEM
		Doctorate - R	23	●	STEM
15.1501	Engineering/Industrial Management	Master's	184	●	STEM

CIP Code	CIP Code Title	Degree Level	Total Degrees Awarded Su 2017-Sp 2022	Productivity Status	Program of Strategic Emphasis
Patel College of Global Sustainability					
30.3301	Sustainability Studies	Master's	436	<div></div>	STEM
College of Marine Science					
40.0607	Oceanography Chemical and Physical	Master's	39	<div></div>	STEM
		Doctorate - R	39	<div></div>	STEM
Morsani College of Medicine					
26.1103	Bioinformatics	Master's	35	<div></div>	STEM
26.1201	Biotechnology	Master's	53	<div></div>	STEM
26.9999	Biological and Biomedical Sciences, Other	Master's	1,147	<div></div>	STEM
		Doctorate - R	59	<div></div>	STEM
51.0912	Physicians Assistant Studies	Master's	164	<div></div>	HEALTH
51.0913	Athletic Training/Trainer	Master's	323	<div></div>	HEALTH
51.1201	Medicine	Doctorate - P	837	<div></div>	HEALTH
51.2308	Physical Therapy/Therapist	Doctorate - P	216	<div></div>	HEALTH
51.2706	Medical Informatics	Master's	396	<div></div>	HEALTH
College of Nursing					
51.3801	Registered Nursing/Registered Nurse	Bachelor's	2,521	<div></div>	HEALTH
		Master's	1,138	<div></div>	HEALTH
51.3808	Nursing Science	Doctorate - R	20	<div></div>	HEALTH
51.3818	Nursing Practice	Doctorate - P	311	<div></div>	HEALTH
Taneja College of Pharmacy					
51.2099	Pharmacy, Pharmaceutical Sciences, and Administration, Other	Master's	82	<div></div>	HEALTH
51.2001	Pharmacy	Doctorate - P	467	<div></div>	HEALTH
College of Public Health					
51.0000	Health Sciences	Bachelor's	4,913	<div></div>	HEALTH
51.0701	Health/Health Care Administration/Management	Master's	60	<div></div>	HEALTH
51.2201	Public Health, General	Bachelor's	1,222	<div></div>	HEALTH
		Master's	1,009	<div></div>	HEALTH
		Doctorate - R	109	<div></div>	HEALTH
51.2299	Public Health, Other	Master's	76	<div></div>	HEALTH

CIP Code	CIP Code Title	Degree Level	Total Degrees Awarded Su 2017-Sp 2022	Productivity Status	Program of Strategic Emphasis
College of The Arts					
04.0201	Architecture	Master's	161	●	STEM
04.0401	Environmental Design/Architecture	Master's	28	●	STEM
13.1312	Music Teacher Education	Bachelor's	107	●	EDUCATION
		Master's	36	●	EDUCATION
50.0301	Dance, General	Bachelor's	82	●	
50.0409	Graphic Design	Bachelor's	98	●	GAP ANALYSIS
50.0501	Drama and Dramatics/Theatre Arts General	Bachelor's	146	●	
50.0701	Art/Art Studies, General	Bachelor's	240	●	
50.0702	Fine/Studio Arts, General	Bachelor's	167	●	GAP ANALYSIS
		Master's	47	●	GAP ANALYSIS
50.0703	Art History Criticism and Conservation	Bachelor's	66	●	
		Master's	26	●	
50.0901	Music, General	Doctorate - R	12	●	
50.0903	Music Performance, General	Bachelor's	61	●	
		Master's	122	●	
50.9999	Visual and Performing Arts, Other	Bachelor's	86	●	
Office of Undergraduate Studies					
24.0101	Liberal Arts & Sciences	Bachelor's	1,082	●	

University of South Florida

Degree Program Productivity 2022 Report: Responses for R-Y Programs

Fall 2022



Includes:

**Degrees Awarded for Academic Years
Summer 2017 - Spring 2022**

Thresholds Based on Total Degrees Awarded Over Five-Year Period

BOG Performance Threshold: Baccalaureate = 30; Masters = 20; Doctoral = 10

USF Performance Threshold: Baccalaureate = 45; Masters = 30; Doctoral = 15

	Does not meet USF or Florida BOG productivity thresholds for degrees awarded
	Does not meet USF productivity thresholds for degrees awarded

**Report Produced by:
Office of Decision Support - Academic Planning
November 21, 2022**

Academics & Campus Environment Committee - New Business - Information Items

CIP Code	CIP Code Title	Degree Level	Total Degrees Awarded Su 2017-Sp 2022	Fall 2022 Enrollment	Productivity Status	Program of Strategic Emphasis	2022 Comments
College of Arts and Sciences							
05.0107	Latin American Studies	Master's	18	5	●	GLOBAL	The new director for this interdisciplinary program worked hard during the challenging times of the Pandemic and managed to maintain enrollments at about five students. The low master's-level stipend has been a challenge with the cost of living in Tampa rising. The increase in stipends this year, and over the next two years, will make recruitment easier, as will the additional stipend-supported teaching assistants (TA) positions supplied by the College this year. The Department now has six TA positions up from three. Latinx scholarship and teaching are of interest to the College and University as we work toward becoming a Hispanic-Serving Institution. Hiring Latinx faculty who could contribute to this interdisciplinary program will be one the College's hiring priorities. We are confident that with the added support the valuable program is headed in the right direction.
05.0201	African-American/Black Studies	Bachelor's	23	5	●	GLOBAL	The renewal of the Africana Studies program has continued this year, despite the untimely death of one of its young faculty and an extended leave for another. The program is in the process of hiring. This year which will bring the program back to six full-time faculty. During this difficult time, the program moved ahead to develop a new, more exciting curriculum that will go into effect AY 2023/2024. The new curriculum reduces the total credits from 36 to 30, making it easier for students to double major. Despite the current low number of majors, the undergraduate classes remain quite popular as is the minor, which currently has 17 students enrolled. Given the rise of interest in Africa and the national focus on race, social justice and equity, this program is well positioned to attract increased student demand. With the additional faculty, the changes to the curriculum and a commitment by the faculty to recruiting students, this important program will be on its way to sustainability.
05.0207	Women's Studies	Master's	20	11	●		Following a challenging period during the Pandemic the program is once again back on a healthy track. Enrollments have increased to eleven students each of the last two years. One student is ready to graduate Fall 2022 and five more are expecting to graduate Spring 2023. Together, these numbers once again have the program on the right path to sustainability.
09.0101	Speech Communication and Rhetoric	Master's	17	12	●	GAP ANALYSIS	The master's program has been kept intentionally small as the majority of the Department's resources are allocated to the much larger Ph.D. program. However, the program courses overlap the courses for the Ph.D. and thus, there are no unique costs associated with maintaining this program. Also, the master's program has been an important feeder program for the Ph.D. Furthermore, enrollment in the master's program has increased to 10-12 each of the past three years. This enrollment will yield 5-6 degrees or more awarded per year and thus maintain BOG expected productivity levels.
16.0102	Linguistics	Doctorate - R	2	21	●	GLOBAL	The Ph.D. Linguistics program began in 2016 and enrollments have been steadily growing since 2018--starting at 10 and growing to 21 students in Fall 2022. These doctoral students are now beginning to graduate: 2 graduated last year and 5 are expected to graduate during the current academic year. This kind of productivity will keep the program well above the BOG's minimum number of graduates per year.
16.0901	French Language and Literature	Master's	15	9	●		The M.A. French program has shown stable enrollment of 9 new students each of past two years for a total of 39 total students. The overall enrollment has resulted in 5-6 graduates during each of the past two years, and this trend looks to continue. One student is expected to graduate in Fall 2022, with four more graduating in Spring 2023. This graduation rate will allow the program to maintain BOG expectations on the number of graduates per year.

Academics & Campus Environment Committee - New Business - Information Items

CIP Code	CIP Code Title	Degree Level	Total Degrees Awarded Su 2017-Sp 2022	Fall 2022 Enrollment	Productivity Status	Program of Strategic Emphasis	2022 Comments
16.0905	Spanish Language and Literature	Master's	23	17	●	GLOBAL	While students in this program like many during the Pandemic struggled to complete the degree, the program nevertheless graduated 6 students in 2021-2022. The program appears to be on track. with 4 graduates expected in fall 2022 and another 3-4 in spring 2023. This sustained performance will keep the program well above BOG minimums for masters degrees awarded.
26.0503	Medical Microbiology and Bacteriology	Master's	22	8	●	STEM	With the INTO program being eliminated, the program is placing a renewed emphasis on recruitment. Enrollment increased from 5 to 8 this year, and the Department's new chair with interest in this area wants to see the program thrive. These efforts are setting the program on a path to sustainably remain above BOG minimum graduation rates.
27.0501	Statistics, General	Master's	29	7	●	STEM	Given the strong demand for individuals with this degree program and their benefit to the economy of the state, the College and Department plan to enhance enrollment and degree productivity. Initial steps will increase staffing and recruitment efforts. The Department is also taking steps to allow students in the doctoral program to gain a master's degree along the way to the Ph.D.
30.0101	Biological and Physical Sciences	Bachelor's	36	6	●	STEM	This Interdisciplinary Natural Science degree program is administered by the Department of Chemistry. The degree program serves as one pathway for students with strong disciplinary backgrounds to transition into teaching. The program has no courses or advising support unique to the program, using those from the various science departments. As such, the low number of students enrolled in this degree program does not present a cost burden for the University. Because the program offers a pathway for preparation of middle and high school science teachers, it is well worth maintaining.
38.0101	Philosophy	Master's	10	2	●		The M.A. Philosophy program is oriented toward doctoral students, some of whom earn their M.A. degree along the way toward the Ph.D. While a small number of terminal M.A. students are accepted, they are not funded. The M.A. program by itself uses no additional resources, and the curriculum overlaps that of the doctoral program.
38.0201	Religion/Religious Studies	Bachelor's	43	9	●		The B.A. Religious Studies program has reoriented its curriculum over the past three years to focus on (1) Religion and Health and (2) Religion and Conflict. This shift has resulted in increased interest in the courses and program as a whole--as indicated by the 25 percent increase in student credit hours taught this past year. In addition, the revised program is becoming increasingly popular as a second major. The 6-10 graduates the program has produced each of the past three years and the 71 total number of majors indicate that the program will continue to produce numbers of graduates above BOG minimums.
40.0501	Chemistry, General	Master's	22	0	●	STEM	Chemistry has a very large Ph.D. program and does not generally admit students directly into the master's program. Rather, the master's program functions as a positive exit pathway and outcome for students who are not going to successfully complete the Ph.D. program.
40.0801	Physics, General	Master's	26	3	●	STEM	Physics focuses on the Ph.D program and admits very few students directly into the master's program. Rather, the master's program functions as a positive exit pathway and outcome for students who are not going to successfully complete the Ph.D. program.
45.0601	Economics, General	Doctorate - R	13	16	●		With 16 total students currently enrolled, the Ph.D. Economics program, which typically attracts large numbers of international student, has experienced an enrollment decrease during the Pandemic from the typical 23-25 students per year. The College will be increasing the number of Ph.D. stipends and the Department will be increasing efforts to recruit both domestic and international students using the strong job placement of graduates as enticement. The program has one student expected to graduate Fall 2022 and two more expected to graduate Spring 2023. The program should have no problem staying above BOG minimums for graduates.

CIP Code	CIP Code Title	Degree Level	Total Degrees Awarded Su 2017-Sp 2022	Fall 2022 Enrollment	Productivity Status	Program of Strategic Emphasis	2022 Comments
45.0701	Geography	Master's	16	12	●		The program appears to be back on track with healthy enrollment over the past two years of 11 and 12. Two students are expected to graduate Fall 2022, with more likely in Spring or Summer 2023. The Department also plans to increase the number of faculty in the area of remote sensing - an area of high student interest. Given the strong job prospects this degree program provides, student demand should continue to increase, and along with it, degree productivity well above BOG minimums.
45.1101	Sociology	Master's	19	13	●		Sociology currently has 13 total master's students, with only 5 funded positions. As such, the majority of students are self funded and often progress part time. The program has consistent demand, admitting 10-13 students per year and graduating 3-6 per year. This coming year 1 student is expected to graduate Fall 2022, with 5 or 6 expected to graduate Spring or Summer 2023. The master's program courses largely overlap with those for the larger Ph.D program and thus do not require unique resources, and the program also serve as a feeder for the Ph.D. program.
51.1005	Clinical Lab Science/Medical Technology/Technologist	Bachelor's	41	52	●	HEALTH	The number of internships at hospitals with Medical Technology degree program accreditation limits the number of degrees granted per year to about ten. All those achieving degrees are employed in high-value and high-paying medical technology positions. The degree productivity is sustainable well above the BOG minimum of 30 over five years.
College of Behavioral and Community Sciences							
44.0701	Social Work	Doctorate - R	6	6	●		One student has successfully defended their proposal and will be in candidacy status in Spring 2023. Fall 2020 cohort members are currently preparing for their proposal defense and are expected to be admitted to candidacy by Spring or Summer 2023. Fall 2021 and 2022 cohorts are progressing through their required coursework in the Ph.D. program.
51.0701	Health/Health Care Administration/Management	Bachelor's	35	9	●	HEALTH	Enrollment in this program remains challenging, but we have started working on rebranding the program as a "Health Care Administration" program (rather than a "Long Term Care Administration" program), similar to other state universities across the country. The rebranding will provide students with additional career options in addition to Nursing Home Administration. We will be submitting a proposal to include pathways for Assisted Living Administration, as well as General Health Care Administration with an emphasis on older adults. We believe this will help the program attract a greater number of students who are interested in general health care administration, in addition to those wanting to work specifically in nursing homes. Part of the rebranding effort includes improved marketing materials that highlight the growing demand in this job market and the high starting salary for students completing the program. These are being distributed online and at campus and community events. We continue to emphasize that completing the program allows students to sit for their Nursing Home Administrator license exam, and we are pursuing NAB (National Association of Long Term Care Administrator Boards) Accreditation, which would make the program even stronger. With the resuming of many on-campus activities, we have been able to attend events that have historically brought students into the program, such as the USF Majors Expo and USF Transfer Student Week. We have also seen a slight increase in the number of students in the program who are pursuing the long-term care administration internship, which is a good sign regarding student interest in the program. We are planning to attend Spring events to market the program to incoming students, and we will continue to recruit students from our growing Aging Sciences minor program. We will also begin working on partnerships with the College of Nursing and the Honors College to identify students who would be a good fit for the program.

CIP Code	CIP Code Title	Degree Level	Total Degrees Awarded Su 2017-Sp 2022	Fall 2022 Enrollment	Productivity Status	Program of Strategic Emphasis	2022 Comments
College of Education							
13.1213	Science, Technology, Engineering, and Mathematics (STEM) Educational Methods	Master's	14	4	●	EDUCATION	There is an increased emphasis on marketing and recruitment for this program and a request has been made to expand to online delivery to increase enrollment.
13.1306	Foreign Language Teacher Education	Master's	7	10	●	EDUCATION	Marketing and recruitment for the program have improved resulting in an increase in enrollment. Further, the College is proposing a merger of all Secondary M.A.T. programs into a new Secondary Education degree program with separate majors. The M.A.T. in Foreign Language Education is being considered for inclusion in this merger.
13.1311	Mathematics Teacher Education	Master's	21	13	●	EDUCATION	The College is proposing a merger of all Secondary M.A.T. programs into a new Secondary Education degree program with separate majors. The M.A.T. in Mathematics Teacher Education is included in this degree. Further, there is a renewed emphasis on STEM programs with increased marketing and recruitment.
13.1317	Social Science Teacher Education	Master's	21	13	●	EDUCATION	The College is proposing a merger of all Secondary M.A.T. programs into a new Secondary Education degree program with separate majors. The M.A.T. in Social Science Teacher Education is included in this merger.
College of The Arts							
04.0401	Environmental Design/Architecture	Master's	28	4	●	STEM	<p>The M.U.C.D. program is intertwined with the long standing M.Arch. program and benefits from the urban design bent of the NAAB-accredited Architecture program. The M.U.C.D. program is also intertwined with the research arm of the School of Architecture and Community Design's Florida Center for Community Design and Research. The Florida Center offers real-world design problems, direct community engagement and professional experience to M.U.C.D. students. It also provides numerous funding opportunities for graduate students in the M.U.C.D. program. The M.U.C.D. program is one of the few urban design (as opposed to urban planning / policy) programs in the Southeastern U.S.. We remain close collaborators with USF's Department of Urban and Regional Planning, giving students of both programs the opportunity to gain a deeper understanding of all aspects of the urban development process.</p> <p>The five year graduation rate for the M.U.C.D. program is 28, just shy of the 30 graduate threshold established by USF. We are confident we will meet the expected threshold in the near future as we continue to both regroup from COVID and leverage teaching strategies emerging from the Pandemic. The establishment of the dual degree program (M.U.C.D. + M.Arch.) has provided a stream of students committed to pursuing the M.U.C.D. degree simultaneously with the M.Arch. degree. The required graduate level M.Arch. course "Introduction to Urban & Community Design" has been targeted as a key recruitment tool for the M.U.C.D. program and dual degree enrollment option. A new faculty is teaching this course and has proved an effective recruiter. M.U.C.D. program and related urban design studios have a presence on social media (Instagram) providing a platform for national / international exposure. We will grow this platform in concert with target social media advertising. Two SACD faculty have been overseeing admissions and advising, offering a more bespoke experience for students. The M.U.C.D. program has been revised to a 36 credit hour program (from 45 credit hours), making it more competitive on a national scale.</p>

Academics & Campus Environment Committee - New Business - Information Items

CIP Code	CIP Code Title	Degree Level	Total Degrees Awarded Su 2017-Sp 2022	Fall 2022 Enrollment	Productivity Status	Program of Strategic Emphasis	2022 Comments
50.0703	Art History Criticism and Conservation	Master's	26	10	●		USF measures degree productivity in five-year cycles. During recent five-year cycles, we have steadily increased our number of graduates: from 18, 20, and 24, to 26 in the current cycle. We project an even greater gain in the 2018-2023 cycle and expect to achieve the USF threshold for a master's program. This increase in enrollment is due to several strategic program changes, some only recently implemented. These recent additions will result in even more robust enrollments: Switch from a three- to two-year M.A. program. Creation of an M.A. qualifying paper as alternative to the longer M.A. thesis. Since 2021, we have offered fall admissions as well as spring; as this option becomes better known, we have seen a clear increase in applicants. We expect to admit several additional students to the M.A. program in Fall 2022. Creation of an accelerated B.A. to M.A. program for high-achieving undergraduates. Creation of a museum/curatorial studies graduate certificate (in 2022-23). The M.A. in Art History is a dynamic, growing degree program that serves a vital role in promoting art history students to professional success.
50.0901	Music General	Doctorate - R	12	17	●		It appears changes made over the past couple of years are having positive effects as enrollments continue to trend up, and we are seeing more applications from strong candidates. There are no additional plans for change at this point.