USF Board of Trustees
Joint Meeting of
Consolidation, Accreditation & Preeminence Committee
& Strategic Initiatives Committee

Tuesday, February 12, 2019
Time: 8:00 AM – 11:00 AM
USF Marshall Student Center, Room 3707

Trustees: Harold Mullis, Chair, Michael Carrere, Stephanie Goforth, Les Muma, John Ramil, Byron Shinn, Charles Tokarz, Nancy Watkins, & Jordan Zimmerman

A G E N D A

I. Call to Order and Comments — Chair Hal Mullis

II. New Business – Action Items

a. Approval of October 29, 2018 Meeting Notes — Chair Mullis

III. New Business – Information Items

a. Consolidation Planning Study and Implementation Task Force Final Report — Task Force Chair Michael Griffin

b. Consolidation Process Next Steps — President Judy Genshaft

V. Adjournment — Chair Mullis

NOTES
USF Board of Trustees
Joint Meeting of
Consolidation, Accreditation & Preeminence Committee and
Strategic Initiatives Committee
October 29, 2018 8:00AM- 9:30AM
USF Sarasota-Manatee – Selby Auditorium

Present:
Committee Members: Chair Hal Mullis, Mike Carrere, Byron Shinn, Charlie Tokarz, Nancy Watkins, Jordan Zimmerman
Trustees: Brian Lamb, Oscar Horton, Deanna Michael
President: Judy Genshaft
Senior Associate Vice President: Dr. Donna Petersen

I. Call to Order and Comments

Chair Hal Mullis called the meeting to order at 8:01 AM. A quorum was confirmed by President Judy Genshaft, with the following Trustees present:

Trustee Hal Mullis
Trustee Mike Carrere
Trustee Byron Shinn
Trustee Charlie Tokarz
Trustee Nancy Watkins
Trustee Jordan Zimmerman

II. New Business – Action Items

a. Approval of Minutes – August 27, 2018

A motion was made and seconded. Approved by all committee members present.

IV. New Business – Information Items

a. Update from Huron Consulting Group on Consolidation Efforts

Chair Mullis thanked the Trustees for attending the meeting and engaging in a very important dialogue. Chair Mullis introduced Peter Stokes, managing director at Huron Consulting Group, to provide an update on the consolidation efforts to date.

Mr. Stokes began by providing the committee with a brief overview of consolidation and important milestones. This includes the key dates according to legislation and SACSCOC requirements, as well as outlining the responsibilities of the Board of Trustees through the consolidation process. He noted the BOT plays an integral role in the consolidation and must adopt and submit an implementation plan to the Board of Governors by March 15, 2019. There was discussion from the Trustees regarding SACSCOC guidance and admissions standards.

Mr. Stokes highlighted the BOT's Guiding Principles for consolidation, which are used to help guide the work of the Task Force and the internal Consolidation Implementation Committee (CIC). He also provided a brief overview of SACSCOC requirements and Preeminence metrics. There was discussion regarding the potential impact on Preeminence.

Mr. Stokes then provided a brief updated on the work of the Consolidation Task Force. He reminded the BOT that the Task Force has divided into three subcommittees to address specific topics outlined in legislation. The subcommittees are Student Access, Shared Governance/Transparency, and Student Success/Academic Programs/Campus Identity. Mr. Stokes noted that original timelines had the Shared Governance/Transparency subcommittee submitting their recommendations to the full Task Force by October 24th but due to Hurricane Michael that deadline was extended.

The Task Force has completed its three Town Hall meetings, one at each campus, and will continue to meet monthly until its work is complete. The Town Halls were very well attended, hearing from over 100 members of the USF community. There was discussion from the Trustees regarding academic structure and the timeline. There were questions regarding timelines in terms of Preeminence and PBF.

Several themes have emerged through the Task Force process. Mr. Stokes highlighted several of these reflections. Notably, Town Halls and hearings have produced strong evidence of how much the local community values each campus, and dialogues have demonstrated a consistent and strong commitment to increasing access to students, as well as programs and research that support economic development. In learning about the challenges and opportunities, Task Force members and others have come to realize how complex some of these issues may be (e.g., developing research capacity and harmonizing student fees) and there is a tendency for subcommittee members and others to want to channel their passion and enthusiasm into solving all issues in the immediate term. While the legislation provides a clear deadline of July 1, 2020, the work to consolidate will extend well beyond this date as will the work to realize bold ambitions across all of the campuses.

Next, the CIC subcommittee charges were outlined and Mr. Stokes discussed the interdependencies of the subcommittees. Much like the Task Force, several themes have emerged from the CIC. Notably, the CIC subcommittees have collectively submitted in excess of 250 draft recommendations to the CIC chairs. Several recommendations represent the critical path forward, while others are longer-term and more aspirational in nature. Subcommittee members will be collaborating to address interdependencies in their charges in areas including alignment of academic programs and organizational structures, development of research capacity, and governance and the CIC co-chairs will provide guidance to subcommittees in rationalizing and resolving any potential contradictions in the draft recommendations.

Significant progress has been made by the CIC on several key issues including general education, faculty governance, faculty tenure and promotion, and branding. Subcommittees are passionate and dedicated to enhancing opportunities for students, faculty, and staff post-consolidation. There are several areas of alignment in the draft recommendations of the Task Force and the CIC around developing consistent messaging for prospective students and families related to financial aid, enhancing access for diverse student populations through expanding bridge programs, and reflecting unique campus identities in the general education curriculum.

Mr. Stokes highlighted some of the specific considerations that have been discussed including the alignment of general education, faculty governance, tenure and promotion guidelines, and

student success, while tying to the SACSCOC requirements. Additionally, Mr. Stokes noted current discussions are underway regarding academic structure with various CIC subcommittees and internal stakeholders, including deans and faculty.

Mr. Stokes completed the presentation by highlighting the next steps for the Task Force and the CIC. He then engaged the Board in a discussion regarding expectations and feedback. Discussion ensued regarding the comfort level regarding USF's current path to consolidation based on Huron's expertise. Additionally, there was discussion regarding collaboration among campus leaders, faculty and staff and if there was a process to in place to overcome differences.

There was further discussion among the Trustees regarding the short timeline to complete their work and the need to be able to react, respond and change. President Genshaft offered to schedule a consolidation workshop to bring as much information to the Board as possible. Further discussion regarding scope creep and the need to focus efforts on the issues that impact Preeminence and SACSCOC requirements in the short term and discuss the aspirational initiatives in the future. President Genshaft noted she had several discussions with Board of Governors members and it was clear USF should structure similar to the other Preeminent institutions in the state.

Discussion continued regarding communication and the need to listen to those within the communities USF serves. Chair Lamb noted the importance of having a discussion around culture acclimation at the Board level. Trustee Mullis and Chair Lamb expressed sincere gratitude to Mr. Stokes and the team at Huron Consulting Group on the work they are doing.

Trustee Mullis provided a short updated on the discussions with the Morsani College of Medicine and Tampa General Hospital. He noted they are working to establish a genuine medical academic center.

President Genshaft noted that beginning fall 2019 USFSM and USFSP will be hosting nursing programs. This will help meet the workforce needs of the region that USF serves and is an exciting example of how consolidation benefits the students.

IV. Adjournment

Chair Mullis adjourned the meeting at 9:24am.

UNIVERSITY OF SOUTH FLORIDA

USF Consolidation Task Force Final Update

Michael Griffin, Chair

Task Force Overview

Consolidation Planning Study and Implementation Task Force

Task Force Members

Michael "Mike" Griffin, Chair
Senior Managing Director, Savills Studley Occupier Services

Alison Barlow
Executive Director, St. Petersburg Innovation District

Anddrikk Frazier
Managing Partner, Integral Energy

Dr. Judy Genshaft
USF System President

Dr. Karen Holbrook
Regional Chancellor, USF Sarasota-Manatee

Frederick "Rick" Piccolo
President and CEO, Sarasota Bradenton International Airport

Kayla Rykiel
USF Student Representative

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

Debbie Sembler
Former Marketing Executive

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

Dr. Martin Tadlock
Regional Chancellor, USF St. Petersburg

Nicole Washington
State Policy Consultant, Lumina Foundation

Dr. Tonjua Williams
President, St. Petersburg College

Consolidation Planning Study and Implementation Task Force

Task Force by the Numbers

- ✓ 9 Task Force Meetings
- ✓ 3 Town Hall Meetings
- ✓ 26 Subcommittee Meetings & Hearings
- ✓ 73 Subject Matter Experts
- ✓ 1600+ pages of background material
- ✓ 118+ Public Comments Received

Task Force Subcommittee Overview

Consolidation Task Force Subcommittees

Student Access	Shared Governance / Transparency	Student Success / Academic Programs / Campus Identity
Hearings on: • June 13 • July 17 • August 7	Hearings on: • July 18 • September 11 • October 2	Hearings on: • July 8 • August 28 • October 18
Recommendations due: • August 22	Recommendations due: • November 29*	Recommendations due: • November 29

In addition to the subcommittee hearings and meetings, the full Consolidation Task Force has held three Town Hall sessions, one on each campus, and continues to meet regularly.

**Original deadline was October 24th; however was extended to November 29 due to Hurricane Michael*

Student Access Subcommittee Charge

- Equitable distribution of programs and resources to establish pathways to admission for all students who require bridge programming and financial aid.

Shared Governance / Transparency Subcommittee Charge

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

Consolidation Planning Study and Implementation Task Force

Student Success, Academic Programs and Campus Identity Subcommittee Charge

- Identification of specific degrees in programs of strategic significance, including health care, science, technology, engineering, mathematics, and other program priorities to be offered at the University of South Florida St. Petersburg and the University of South Florida Sarasota/Manatee and the timeline for the development and delivery of programs on each campus; and
- Maintaining the unique identity of each campus and an assessment of whether a separate educational mission is beneficial to the future of each campus; and
- Developing the research capacity at each campus.

Consolidation Planning Study and Implementation Task Force

Recommendations

Student Success, Academic Programs and Campus Identity Recommendations

Focus Areas:

1. Student Success
2. Academic Programs
3. Campus Identity
4. Research Capacity
5. Community Engagement

Shared Governance / Transparency Recommendations

Focus Areas:

1. University Governance
2. Faculty Governance
3. General Education
4. Student Governance
5. Budget Transparency

Student Access Recommendations

Focus Areas:

1. Communications and Community Outreach
2. Scholarships, Financial Aid and Admissions
3. Promotion of a Diverse Student Body
4. Transfer Students and Student Mobility
5. Academic Programs and Course Delivery

University of South Florida Consolidation Planning Study and Implementation Task Force

February 12, 2019

USF Consolidation Planning Study and Implementation Task Force

Final Report

February 12, 2019

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USF Consolidation Planning Study and Implementation Task Force

February 12, 2019

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

Dear Chair Lamb:

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

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

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

Sincerely,

Michael E. Griffin
Chair, USF Consolidation Task Force

Overview and Executive Summary

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

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

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

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

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

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

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

Summary of Activities

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

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

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

Task Force:

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

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

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

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

Subcommittees:

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

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

Student Access Subcommittee:

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

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

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

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

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

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

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

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

Shared Governance / Transparency Subcommittee:

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

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

fees, to enable the identification of the equitable distribution of resources to each campus, including the University of South Florida Health;

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

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

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

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

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

Student Success/Academic Programs/Campus Identity Subcommittee:

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

a. Identification of specific degrees in programs of strategic significance, including health care, science, technology, engineering, mathematics, and other program priorities to be offered at the University of South Florida St. Petersburg and the

University of South Florida Sarasota/Manatee and the timeline for the development and delivery of programs on each campus;

b. Maintaining the unique identity of each campus and an assessment of whether a separate educational mission is beneficial to the future of each campus; and
c. Developing the research capacity at each campus.

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

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

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

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

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

Recommendations

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

I. Student Success, Academic Programs and Campus Identity Recommendations

Student Success

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

Academic Programs

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

    - Establish realistic and manageable-sized college units informed by benchmarks for what constitutes a College;
    - A comprehensive resource plan and reasonable timeframe for attaining established benchmarks and a defined process for underperformance; and
    - Meeting local workforce needs of the communities USF serves.
- Ensure that existing academic offerings available on campuses pre-consolidation remain available under a single accreditation pursuant to determinations made according to faculty-led program reviews and continued demand evidence.
- Add a student representative as a full member to the USF System Academic Program Advisory Council with provision to rotate by campus on an annual membership basis.

Campus Identity

- Identify high-impact practices that reflect campus identities through community collaboration, service learning opportunities, and civic engagement.
- Communicate distinctive academic and programmatic elements with external audiences to increase community awareness of campus identities and offerings.
- Continue to increase opportunities for existing and new faculty to develop academic programs, increase research contributions, and strengthen campus identities.
- Support on-campus student housing on the Sarasota-Manatee campus, which is critically important to enhance its identity, utilizing housing demand studies and other relevant information.
- Strengthen academic and non-curricular programs, initiatives, and research on all campuses, to further the identity of the campuses.
- Develop new academic programs on each of the campuses, which are part of the master academic plan and lead to more vibrant connections with the business communities and other communities of interest.
- Foster cross-university collaborations to support the needs of the communities each campus serves.
- Coordinate undergraduate admissions processes and outreach to emphasize one USF while highlighting the distinct campus identities.

Research Capacity

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

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

Community Engagement

- Strengthen relationships with local businesses and non-profit organizations in relevant industry sectors including the arts, aviation, healthcare, insurance, engineering, real estate, etc. to leverage community strengths.
- Enhance partnerships with educational organizations, including K-12 schools and regional community colleges, to foster community collaboration, innovative programs, and student access and success.
- Establish mechanisms that allow engaged partners to inform the design of contemporary, real-world curricula and the development of relevant applied research.

II. Shared Governance and Transparency Recommendations

University Governance

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

- Designate USFSM and USFSP as branch campuses as defined by SACSCOC, which includes the following:
    - Permanent in nature
    - Offers courses in educational programs leading to a degree, certificate, or other recognized educational credential
    - Has its own faculty and administrative or supervisory organization and
    - Has its own budgetary and hiring authority
- Define, update and communicate roles and responsibilities for clear understanding of the advisory, not governing, role of the campus board. Establish a practice of collaborative review of campus governance by the board including, but not limited to, review of campus plan, budget, and legislative agendas. Although not governing/binding, those actions should maintain a high degree of well-informed members who represent USF among external stakeholders.

Faculty Governance

- Empower Faculty Governance to contribute to the coordination and delivery of value-added student experiences.
- Develop one Faculty Senate, including campus councils, across the university to include equitable representation by campuses.
- The Faculty Senate organizational structure should allow for Campus Senate Councils or Committees with officer representation serving on the system Executive Committee (either as officers or council/committee chairs). Officers (Pres, VP, Sec, and Sergeant – at- Arms) should have diverse representation from all campuses.
- Carefully assess the potential impact of organizational changes to academic structure (Colleges and Schools) on the structure and representation of all campuses to ensure maximum faculty engagement across USF.
- Clearly define the accountability and defined powers of faculty governance. Review, update and communicate roles and responsibilities of all faculty governance councils and committees to support consolidation and ensure delivery of consistently high-quality curricular and extra-curricular experiences to students in each geographic location in which USF operates and no compromise of campus identity.
- Review and identify opportunities to consolidate committees with similar functions such as awards councils, academic committees and Gen. Ed. committees without negative impacts for any campus.

General Education

- Create a unified general education curriculum and identify core values that ensures maximum ease of transition for FTIC and transfer students to USF.
- Appoint a representative faculty leadership to oversee the transition to a consolidated gen ed curriculum to ensure consistent learning outcomes and seamless student mobility among USF campuses.

- Establish equitable representation of faculty from all campuses in the identification of high-impact practices that reflect campus identities through community collaboration, service learning opportunities, and civic engagement.
- Update governance processes and documents for the General Education Council of the Faculty Senate to support a unified university while creating equitable participation opportunities from all campuses.
- Implement an assessment plan for annual review and approval oversight of general education curriculum.

Student Governance

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

Budget Transparency

- Create a mechanism for transparency in the prioritization and decision-making processes of budget initiatives that meet a certain threshold.
- To maintain the university's commitment to affordability, examine and determine a fee structure that minimizes impact on students' costs and ensures that current students continue to benefit from the fee structure under which they entered USF. The consolidation of USF is an opportunity for improved coordination and efficiency not an opportunity for the redistribution of burdens. Students at branch campus should not be subject to fees for services that are not readily accessible to branch campus students.
- Student fees should be collected and maintained at each campus with intra-university transfers used to reallocate funds when a centralized service is determined by the regional chancellors and senior vice president for business and finance to be a more cost effective means of delivering an equivalent level of service.
- Streamline the process for funding derived from student fees to allow for system student leadership structure to review and approve budgets while maintaining regional campus allocation processes.
- Create a continuous communication process/plan for prospective and current USF students and families regarding how fees are assessed (home campus flat fees v. course/tuition-based fees), applied and services rendered.
- Implement ongoing processes to monitor students' utilization of and satisfaction with services provided, such as conducting a student survey to determine interest in system-wide events and intramural activities to determine proper fee support and likelihood of using services located on other campuses.

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

III. Student Access Recommendations

Communications & community outreach

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

Scholarships, financial aid & admissions

- Expand the reach of existing USF Foundation scholarship programs.
- Deliver communications to prospective students often and beginning in middle school and early high school to provide a clear understanding of the application process requirements, timing, financial aid resources and degrees offered.
- Partner with local communities to identify new sources of financial assistance to attract students from underserved populations.
- Hire additional recruiting and admissions staff to strengthen support for prospective students and families and engage further with local high schools, school districts, and education foundations.

Promotion of a diverse student body

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

Transfer students & student mobility

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

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

Academic programs & course delivery

- Enhance the flexibility, accessibility, and relevancy of course programming at each campus location for the undergraduate and graduate level.
- Continue to explore alternate delivery models (e.g. hybrid, virtual, asynchronous) and creative uses of technology to increase student access.
- Disseminate resources and expertise broadly across the USF system in a way that is flexible and aligns with student needs and schedules at each campus.
- Expand access to relevant programs to better align with local workforce demands.

Appendices

Appendix A

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

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

Section 8. Effective July 1, 2020, sections 1004.33 and 1004.34, Florida Statutes, are repealed.

Section 9. Section 1004.335, Florida Statutes, is created to read:

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

(1) The University of South Florida Consolidation Planning Study and Implementation Task Force is established to develop recommendations to improve service to students by phasing out the separate accreditation of the University of South Florida St. Petersburg and the University of South Florida Sarasota/Manatee, which were conferred by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) pursuant to ss. 1004.33 and 1004.34, respectively.

(2) The task force shall consist of the following members:

(a) One member appointed by the chair of the Board of Governors who will serve as chair;

(b) Two members appointed by the President of the Senate;

(c) Two members appointed by the Speaker of the House of Representatives;

(d) Two members appointed by the chair of the University of South Florida board of trustees;

(e) One member appointed by the chair of the campus board of the University of South Florida St. Petersburg;

(f) One member appointed by the chair of the campus board of the University of South Florida Sarasota/Manatee;

(g) The regional chancellor of the University of South Florida St. Petersburg;

(h) The regional chancellor of the University of South Florida Sarasota/Manatee;

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

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

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

(4) No later than February 15, 2019, the task force must submit a report to the University of South Florida Board of Trustees which includes, at a minimum, recommendations on the following:

(a) Identification of specific degrees in programs of strategic significance, including health care, science, technology, engineering, mathematics, and other program priorities to be offered at the University of South Florida St. Petersburg and the University of South Florida Sarasota/Manatee and the timeline for the development and delivery of programs on each campus;

(b) Maintaining the unique identity of each campus and an assessment of whether a separate educational mission is beneficial to the future of each campus;

(c) Maintaining faculty input from all campuses during the review and development of general education requirements to reflect the distinctive identity of each campus;

(d) Developing the research capacity at each campus;

(e) Equitable distribution of programs and resources to establish pathways to admission for all students who require bridge programming and financial aid; and

(f) Establishing budget transparency and accountability regarding the review and approval of student fees among campuses, including fee differentials and athletic fees, to enable the identification of the equitable distribution of resources to each campus, including the University of South Florida Health.

(g) Developing and delivering integrated academic programs, student and faculty governance, and administrative services to better serve the students, faculty, and staff at the University of South Florida College of Marine Science, the University of South Florida Sarasota/Manatee, and the University of South Florida St. Petersburg.

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

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

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

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

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

(6) Notwithstanding ss. 1001.7065 and 1001.92 or any Board of Governors regulation to the contrary relating to the calculation of graduation rates and retention rates, a student who meets all of the following criteria may not be counted by the Board of Governors when calculating or confirming the graduation rate or the retention rate of the University of South Florida under those sections:

(a) The student was admitted to and initially enrolled before the spring 2020 semester as a first-time-in-college student at the University of South Florida St. Petersburg or the University of South Florida Sarasota/Manatee.

(b) The student voluntarily disenrolled from all University of South Florida campuses without graduating before the date of termination of the separate SACSCOC accreditation of his or her admitting campus.

(7) This section expires July 1, 2020.

Section 10. Effective July 2, 2020, section 1004.341, Florida Statutes, is created to read:

1004.341 University of South Florida campuses.—

(1) The St. Petersburg and Sarasota/Manatee campuses of the University of South Florida are hereby established.

(a) The St. Petersburg campus of the University of South Florida shall be known as the "University of South Florida St. Petersburg" and shall include any college of the University of South Florida which is headquartered or primarily located in Pinellas County.

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

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

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

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

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

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

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

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

added in those counties, and any fixed capital outlay projects or property acquisitions planned or completed in those counties.

(6) The faculty and students at each campus shall be represented in the academic and student governance structures of the University of South Florida as determined by the Board of Trustees.

Section 11. Subsection (1) of section 1004.344, Florida Statutes, is amended to read:

1004.344 The Florida Center for the Partnerships for Arts Integrated Teaching.—

(1) The Florida Center for the Partnerships for Arts Integrated Teaching is created within the University of South Florida and shall be physically headquartered at the University of South Florida Sarasota/Manatee.

Section 12. Section 1004.6497, Florida Statutes, is created to read:

1004.6497 World Class Faculty and Scholar Program.—

(1) PURPOSE AND LEGISLATIVE INTENT.—The World Class Faculty and Scholar Program is established to fund and support the efforts of state universities to recruit and retain exemplary faculty and research scholars. It is the intent of the Legislature to elevate the national competitiveness of Florida's state universities through faculty and scholar recruitment and retention.

(2) INVESTMENTS.—Retention, recruitment, and recognition efforts, activities, and investments may include, but are not limited to, investments in research-centric cluster hires, faculty research and research commercialization efforts, instructional and research infrastructure, undergraduate student participation in research, professional development, awards for outstanding performance, and postdoctoral fellowships.

(3) FUNDING AND USE.—Funding for the program shall be as provided by the Legislature. Each state university shall use the funds only for the purpose and investments authorized under this section. These funds may not be used to construct buildings.

(4) ACCOUNTABILITY.—By March 15 of each year, the Board of Governors shall provide to the Governor, the President of the Senate, and the Speaker of the House of Representatives a report summarizing information from the universities in the State University System, including, but not limited to:

(a) Specific expenditure information as it relates to the investments identified in subsection (2).

(b) The impact of those investments in elevating the national competitiveness of the universities, specifically relating to:

Appendix B

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

A. PURPOSE:

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

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

B. MEMBERSHIP:

1. Membership on the Task Force is by appointment as provided in §1004.335, Florida Statutes. Statutory appointees to the Task Force shall be the Members of the Task Force. The Board shall assign personnel from each campus to staff the Task Force, but staff shall not be Members.

2. The Chair of the Task Force is appointed as provided in §1004.335, Florida Statutes, and is a Member of the Task Force. The Chair of the Task Force is the primary liaison to the Board, or its designated Board Committee, on Task Force matters and is the spokesperson for the Task Force.

3. The Chair of the Task Force may designate a Member of the Task Force to temporarily fulfill the Chair's responsibilities in the event the Chair is unavailable.

4. The Chair of the Task Force may also consult experts in university mergers and consolidations to assist the Task Force in developing recommendations.

C. CONFLICTS OF INTEREST:

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

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

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

D. RESPONSIBILITIES:

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

   (a) Identification of specific degrees in programs of strategic significance, including health care, science, technology, engineering, mathematics, and other program priorities to be offered at the University of South Florida St. Petersburg and the University of South Florida Sarasota/Manatee and the timeline for the development and delivery of programs on each campus;

   b) Maintaining the unique identity of each campus and an assessment of whether a separate educational mission is beneficial to the future of each campus;

   (c) Maintaining faculty input from all campuses during the review and development of general education requirements to reflect the distinctive identity of each campus;

   (d) Developing the research capacity at each campus;

   (e) Equitable distribution of programs and resources to establish pathways to admission for all students who require bridge programming and financial aid; and

   (f) Establishing budget transparency and accountability regarding the review and approval of student fees among campuses, including fee differentials and athletic fees, to enable the identification of the equitable distribution of resources to each campus, including the University of South Florida Health.

   (g) Developing and delivering integrated academic programs, student and faculty governance, and administrative services to better serve the students, faculty, and staff at the University South Florida College of Marine Science, the University of South Florida Sarasota/Manatee, and the University of South Florida St. Petersburg.

2. The Task Force's Recommendations should not include any item: that permits a lapse in institutional accreditation for any campus during the phasing-out process;

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

3. The Task Force Chair, in consultation with Task Force Members, shall have discretion to select the most effective format(s) to present the Task Force's recommendations to the Board. Regardless of format, all of the Task Force's Recommendations shall be communicated to the Board.

4. The Task Force's Recommendations are advisory to the Board. The decision to act on any of the Taskforce's recommendations rests solely with the Board.

E. MEETINGS

1. The Task Force shall meet at least 3 times prior to February 15, 2019. The Chair of the Task Force may organize additional meetings of the Task Force as deemed appropriate. Transportation expenses for Task Force members attending meetings in person shall be the same as those for state employees as provided by §112.061, Florida Statutes. Arrangements will be made for Task Force Members to attend via tele/video conference when unable to attend in-person.

2. Each Task Force meeting shall have an agenda prepared by the Chair of the Task Force in consultation with University Staff assigned to the Task Force. The agenda will be provided to members at least seven days in advance of meetings and minutes of each meeting shall be kept. Notice, stating the time, date, place and agenda or purpose of the meeting of shall be posted with reasonable notice on a designated University of South Florida Website, and shall be distributed through an appropriate University of South Florida list serve(s).

3. The most recent version of Roberts Rules of Order Newly Revised will be followed in conducting meetings of the Task Force.

4. The Chair of the Task Force shall preside over all Task Force meetings.

5. Notwithstanding the advisory/fact-finding function of the Task Force, the noticed meetings of the Task Force, as described in sec. E. 1. and 2., shall be open to the public. In order to proceed with the essential business of the Task Force in an orderly and efficient manner, any individual or group who attempts to disrupt a Task Force meeting will be subject to appropriate action pursuant to law.

6. A majority of the members of the Task Force must be present to constitute a quorum for the transaction of business.

7. The Task Force shall cease to operate and meet upon delivery of its recommendations to the Board.

F. VOTING

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

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

G. PUBLIC RECORDS

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

ADOPTION OF OPERATING PROCEDURES

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

4/4/18

Brian D. Lamb **(Date)**
Chair, USF Board of Trustees

Approved as to Form and Legal Sufficiency.

Attorney, USF

Appendix C

USF Consolidation Planning Study and Implementation Task Force Force Members

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

Alison Barlow
Executive Director, St. Petersburg Innovation District

Anddrikk Frazier
Managing Partner, Integral Energy

Dr. Judy Genshaft
USF System President

Dr. Karen Holbrook
Regional Chancellor, USF Sarasota-Manatee

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

Kayla Rykiel
Student Representative

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

Debbie Sembler
Former Marketing Executive

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

Dr. Martin Tadlock
Regional Chancellor, USF St. Petersburg

Nicole Washington
State Policy Consultant, Lumina Foundation

Dr. Tonjua Williams
President, St. Petersburg College

Appendix D

Guiding Principles for USF Consolidation

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

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

UNIVERSITY OF SOUTH FLORIDA

Appendix E

UNIVERSITY OF SOUTH FLORIDA

Consolidation Planning Study and Implementation Task Force

PUBLIC COMMENT RECORD

As of 11/16/18

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

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

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

Aug. 22. 2018 | 3:00 PM

USF Tampa, Marshall Student Center 3707

Sept. 11, 2018 | 2:00 PM

USF St. Petersburg, Student Center Ballroom

Oct. 2, 2018 | 3:00 PM

USF Sarasota Manatee, Selby Auditorium

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

Tampa Town Hall
August 22, 2018

1. Dr. Robert Frisina, Director of Biomedical Engineering at USF Tampa, commented that this process must recognize how preeminence was reached, and that USF should still continue to utilize concerted strategic planning efforts. He stated that not everything can be funded, therefore USF must remain strategic and selective in that sense.

2. Dr. Timothy Boaz, President of the USF Tampa Faculty Senate, described the transformation USF has made in the last thirty years, stating that the greatest achievements came from a gradual, deliberate process rather than dramatic changes. He also recognized that resources need to be allocated correctly and that it may take some time for those allocations to be effective.

3. Dr. Michael Cross, Director of the Office of Undergraduate Research, observed that not only is the USF System consolidating, but also the USF community as whole. He requested as a faculty member that more communication may help him better understand the high-level implications of his role in consolidation alongside communication to students regarding new opportunities presented by consolidation.

4. Dr. Gregory Teague, faculty member at USF Tampa and Special Advisor to the President for USF System Strategic Planning, explained there is a lot of interest in the outside perspectives that the Task Force will bring, but there is still some fear of loss of autonomy at regional campuses. He described that there is desire for strong resources, but priorities should still remain for research and strategic investment, departmental success that furthers student success. Involvement by those who will be affected by decision-making and communication among workgroups should happen as early as possible.

5. Dr. Stephen Turner, faculty member at USF Tampa, described the past structure before separate accreditation, noting that faculty had to report to two different supervisors, which often created issues. He recommended that academic and administrative governance need to be united.

6. Dr. Scott Besley, faculty member at USF Tampa, discussed the General Education Council, which has recently been working to revise the general education curriculum. They have created a flexible model with a pyramid for student achievement. He stated that there should not be many issues with general education through consolidation and the council is ready and willing to take on the task.

7. Dr. Robert Bishop, the dean of the College of Engineering, stated that the college is growing and is rising in the ranking. He stated he would like to be able to expand the college to all campuses, but more resources would be needed to extend the programs.

8. Dr. Richard Manning, faculty member at USF Tampa, recommended that the Task Force ensure the individuals who will be impacted by the changes brought forth by consolidation are consulted during the process. He commented that Task Force is largely comprised of community members

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

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

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

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

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

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

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

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

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

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

St. Petersburg Town Hall
September 11, 2018

1. Dr. Patti Helton, Regional Vice Chancellor for Student Affairs at USF St. Petersburg, expressed concern regarding the raising of admission standards at USF St. Petersburg, which may limit student access.

2. Dr. Melanie Reidinger-Whitmore, faculty member at USF St. Petersburg, reminded the Task Force that there needs to be a balance between maintaining excellent teaching and small class sizes while growing research opportunities. She also noted that USF St. Petersburg will need space, buildings, and research infrastructure to continue to succeed and offer more opportunities for students.

3. Kaeden Kelso, USF St. Petersburg SGA President, asked the Task Force to preserve USF St. Pertersburg's unique identity including smaller classes and the community. He also suggested the addition of athletics and Greek life could be beneficial to the campus as well as adding programs in high demand fields in the community such as nursing, engineering, computer science, and the arts.

4. Dr. Jacob Diaz, Dean of Students at USF St. Petersburg, commented that he was drawn to USF St. Petersburg by the diversity, inclusion, and opportunities for everyone in the community. He expressed his excitement and fear of what may be gained and potentially lost in consolidation, but ultimately that USF must continue to improve student access and success.

5. Diane Morton, Executive Director of the Warehouse Arts District Association, recommended that more arts and culture be woven into the curriculum at USF St. Petersburg alongside partnerships with non-profits in the area.

6. Dr. Michelle Madden, Director of Institutional Effectiveness and Assessment and the SACSCOC Liaison at USF St. Petersburg, recommended that the Task Force consider the SACSCOC guidelines regarding "branch campuses" and "instructional sites." She would like to see USF St. Petersburg and USF Sarasota-Manatee remain branch campuses rather than become instructional sites.

7. Jason Mathis, CEO of the St. Petersburg Downtown Partnership, described the five programmatic elements that should be focused on during consolidation: arts, engineering, health care, business and entrepreneurship, and continued support for marine science. He expressed his hope that consolidation will bring new resources and opportunities.

8. Dr. Catherine Cardwell, Dean of the Library at USF St. Petersburg, shared that the library is a "learning laboratory" for the campus and has many great resources that are utilized. She emphasized that when programs expand, resources will also have to increase to meet the demand from faculty and students.

9. Robert Kapusta, Managing Partner of Fisher & Saul's, P.A., stated that USF St. Petersburg originally advocated to be separate because it was not treated equally with USF Tampa. He suggested that this was an opportunity to set the right priorities at USF St. Petersburg and create a more equal structure, as well as improve the opportunity to set the right priorities at USF St. Petersburg and create a more equal structure, as well as improve the arts curriculum as the community demand grows and increase the capabilities of the marine science program.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Sarasota-Manatee Town Hall

October 2, 2018

1. Dr. Anila Jain, USF Sarasota-Manatee Campus Board member, expressed her concern that the majority of the students at USF Sarastoa-Manatee are first generation college attendees and may not have had the opportunity for a college education without the regional institution. She also noted the low student to faculty ratio and the unique hospitality and cybersecurity programs that are vital to the community. She also mentioned that many students work full time and it is important to expand to support the workforce needs.

2. Dr. Carol Probstfeld, the President of State College of Florida, noted that State College of Florida's closest and largest partner is USF Sarasota-Manatee. There is a need for local control and local authority for academic programs.

3. Dr. Richard Barnhouse, Vice President for Strategic Enrollment Management at State College of Florida, discussed the importance of USF Sarasota-Manatee offering upper-level and graduate-level coursework for local students as well as the importance of local decision-making for governance but also from a curricular perspective to best meet the needs of this community.

4. Linda de Mello, Director of the Cross College Alliance, discussed the Alliance and how the entities come together to re-think education for this community, while moving forward with a center for creativity and competitiveness in the community.

5. Dr. Pat Moreo, Dean of College of Hospitality and Tourism Leadership (CHTL) at USF Sarasota-Manatee, explained that CHTL is an important part of the campus and is one of seven autonomous programs in the country, with three others located in Florida. He discussed that expanding the program to other USF campuses would help increase enrollment, but there still is a need for local control for partnerships and the community. USF Sarasota-Manatee has submitted a proposal to Representative Sprowls detailing how much funding is required to expand the program. ** Please see appendix for handout provided during meeting

6. Keith Barron, faculty member at USF Sarasota-Manatee, expressed the need for expertis in the hospitality field to deliver hospitality courses.

7. Scott Hopes, Chair of the Manatee County School Board, expressed concern that Huron had not consulted local entities when developing the initial academic structure recommendations. He recommended that the Tampa Bay 2018 Regional Competitiveness Report also be reviewed for local job information and asked that USF use this opportunity to refocus on producing the workforce needed in Sarasota-Bradenton area.

8. Lee Williams, Regional Vice Chancellor for Advancement at USF Sarasota-Manatee, stated that donor gifts given to USF Sarasota-Manatee will stay there. The donor's tax receipt will be from USF Tampa, but unless the donor specifies otherwise, the money will be used at USF Sarasota-Manatee.

9. Dr. Greg Smogard, Innovation and Business Development Officer at USF Sarasota-Manatee, discussed current partnerships that USF Sarasota-Manatee has with many local businesses. He stated that USFSM is already cultivating essential student skills such as creativity, communication, cultural literacy and critical thinking, but

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Online Comment Submissions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix

CONSOLIDATON TOWN MEETING

OCTOBER 2, 2018

PAT MOREO SPEAKING POINTS @ 3 MINUTES EACH

WE ARE THE ONLY HOSPITALITY PROGRAM IN THE USF SYSTEM

17 YEARS OLD AND SACS ACCREDITED.

LEGISLATION STIPULATES THAT THE COLLEGES REMAIN ON THEIR CURRENT CAMPUS.

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

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

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

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

EDC
ECONOMIC DEVELOPMENT CORPORATION
SARASOTA COUNTY

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

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

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

University of South Florida Sarasota-Manatee
Town Hall Meeting

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

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

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

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

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

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

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

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

Brett E. Kemker, PhD
October 2, 2018

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

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

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

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

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

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

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

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

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

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

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

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

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

Why Should We Care?

Conceptual Framework

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

USF UNIVERSITY OF SOUTH FLORIDA SARASOTA-MANATEE | *Florida Center for Partnerships for Arts-Integrated Teaching*

PAInT USF UNIVERSITY OF SOUTH FLORIDA

Guiding Principles for USF Consolidation

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

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

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

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

Current Integrative Degrees offered exclusively at USFSM–

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

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

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

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

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

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

Degrees to continue here, utilizing existing and future college faculty

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

Degrees housed in this college

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

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

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

Consider adding other degrees housed in Tampa

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

The 341 Participating Arts & Economic Prosperity 5 Study Regions

State	Name of Study Region	Type of Region	2015 Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Estimated Spending by Cultural Audiences	Total Spending by the Nonprofit Arts and Culture INDUSTRY	TOTAL ECONOMIC IMPACT			
							Full-Time Equivalent Jobs Supported	Resident Household Income Generated	Local Government Revenue Generated	State Government Revenue Generated
	NATIONAL ESTIMATES OF ECONOMIC IMPACT			$63.8 Billion	$102.5 Billion	$166.3 Billion	4.6 Million	$96.1 Billion	$6.9 Billion	$7.7 Billion
AK	City of Fairbanks	City	32,469	$8,779,765	$9,283,046	$18,062,811	548	$10,982,000	$805,000	$1,295,000
AL	City of Huntsville/Madison County	Multi-County Region	350,299	$53,843,563	$36,057,737	$89,901,300	3,073	$53,530,000	$3,133,000	$3,467,000
AR	Northwest Arkansas Region	Multi-County Region	463,113	$67,503,606	$63,693,488	$131,197,094	4,647	$92,899,000	$3,466,000	$10,792,000
AZ	City of Flagstaff	City	68,785	$51,666,741	$38,139,798	$89,796,542	3,035	$67,605,000	$4,665,000	$4,439,000
AZ	City of Mesa	City	464,704	$16,854,627	$12,783,542	$29,638,169	1,024	$24,996,000	$1,371,000	$1,723,000
AZ	West Valley Region	Multi-City Region	1,270,000	$13,189,366	$9,795,104	$22,984,470	758	$18,005,000	$1,087,000	$1,303,000
AZ	City of Phoenix	City	1,537,058	$164,604,285	$237,176,500	$401,780,785	12,815	$285,526,000	$19,544,000	$24,950,000
CA	City of Laguna Beach	City	23,341	$40,118,691	$55,244,985	$95,363,676	2,512	$58,914,000	$4,046,000	$4,788,000
CA	City of Benicia	City	27,930	$2,902,134	$1,760,159	$4,662,293	149	$2,730,000	$174,000	$240,000
CA	City of Walnut Creek	City	67,673	$21,097,821	$20,432,138	$41,529,959	1,036	$23,587,000	$1,491,000	$2,142,000
CA	City of Thousand Oaks	City	129,342	$8,609,672	$4,203,069	$12,812,741	450	$8,370,000	$461,000	$646,000
CA	San Luis Obispo County	County	279,083	$13,693,022	$14,029,567	$27,722,589	916	$16,842,000	$1,101,000	$1,650,000
CA	City of Riverside	City	319,504	$17,575,088	$25,414,927	$42,990,015	1,268	$28,968,000	$1,784,000	$2,746,000
CA	Santa Barbara County	County	440,668	$126,303,269	$72,295,776	$198,599,045	5,857	$131,421,000	$8,326,000	$10,737,000
CA	Sonoma County	County	500,292	$45,118,213	$35,290,315	$80,408,528	2,684	$47,873,000	$3,167,000	$4,210,000
CA	City and County of San Francisco	County	852,469	$780,613,098	$667,740,510	$1,448,353,608	39,699	$1,006,718,000	$53,862,000	$77,227,000
CA	City of San José	City	1,015,785	$73,462,553	$117,746,926	$191,209,479	4,255	$91,719,000	$5,866,000	$7,612,000
CA	City of San Diego	City	1,381,069	$553,563,393	$546,370,965	$1,099,934,358	35,914	$894,406,000	$48,122,000	$67,871,000
CA	Balboa Park Cultural District	Cultural District	1,381,069	$380,437,910	$289,710,435	$670,148,345	22,578	$555,306,000	$28,904,000	$40,591,000
CA	Sacramento County	County	1,483,026	$82,336,356	$84,387,257	$166,723,613	5,888	$133,213,000	$8,856,000	$10,998,000
CA	Santa Clara County	County	1,894,605	$112,342,340	$138,697,159	$251,039,499	5,816	$127,837,000	$9,434,000	$11,667,000
CA	Riverside County	County	2,329,271	$63,975,017	$61,196,927	$125,171,944	3,683	$80,448,000	$5,653,000	$7,162,000
CO	Town of Crested Butte	City	1,541	$4,554,422	$5,681,804	$10,236,226	252	$5,198,000	$435,000	$245,000
CO	City of Durango	City	17,834	$8,619,712	$9,476,898	$18,096,610	602	$12,313,000	$975,000	$476,000
CO	City of Grand Junction	City	60,210	$11,275,100	$5,991,168	$17,266,268	512	$12,930,000	$936,000	$456,000
CO	City of Boulder	City	105,112	$35,514,381	$34,283,259	$69,797,640	1,832	$47,649,000	$2,224,000	$2,331,000
CO	Pikes Peak Region	Multi-County Region	686,908	$51,193,211	$102,068,841	$153,262,052	5,070	$100,801,000	$10,849,000	$5,052,000
CO	Downtown Colorado Springs Creative District	Cultural District	686,908	$20,773,371	$16,271,894	$37,045,265	1,239	$24,954,000	$2,304,000	$1,124,000
CT	Middlesex County	County	164,943	$20,883,683	$11,117,321	$32,001,004	995	$17,217,000	$1,249,000	$1,477,000

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

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The 341 Participating **Arts & Economic Prosperity 5** Study Regions

State	Name of Study Region	Type of Region	2015 Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Estimated Spending by Cultural Audiences	Total Spending by the Nonprofit Arts and Culture INDUSTRY	TOTAL ECONOMIC IMPACT			
							Full-Time Equivalent Jobs Supported	Resident Household Income Generated	Local Government Revenue Generated	State Government Revenue Generated
NATIONAL ESTIMATES OF ECONOMIC IMPACT				$63.8 Billion	$102.5 Billion	$166.3 Billion	4.6 Million	$96.1 Billion	$6.9 Billion	$7.7 Billion
CT	Northwest Connecticut Region	Multi-City Region	184,993	$21,482,961	$12,877,676	$34,360,637	812	$16,727,000	$1,447,000	$1,903,000
CT	Southeastern Connecticut Region	County	273,676	$87,159,766	$81,213,782	$168,373,548	4,460	$83,747,000	$3,889,000	$6,591,000
CT	Greater New Haven Area	Multi-City Region	570,001	$114,867,991	$19,821,820	$134,689,811	5,667	$92,553,000	$6,340,000	$7,236,000
CT	Fairfield County	County	945,438	$148,621,368	$86,618,360	$235,239,610	6,789	$142,288,000	$9,373,000	$11,339,000
CT	State of Connecticut	State	3,596,677	$515,311,370	$281,938,021	$797,249,391	23,114	$524,913,000	$29,743,000	$42,528,000
DC	District of Columbia	City	658,893	$1,654,234,168	$1,252,037,358	$2,906,271,526	39,720	$1,234,017,000	$193,041,000	$0
DC	Greater Washington Region	Multi-County Region	4,146,875	$2,172,509,756	$1,577,823,038	$3,750,332,794	59,423	$1,680,795,000	$224,268,000	$32,735,000
DE	State of Delaware	State	935,614	$103,624,375	$46,279,508	$149,903,883	4,062	$111,640,000	$1,805,000	$8,647,000
FL	City of Winter Park	City	29,442	$16,576,065	$29,406,839	$45,982,904	1,649	$32,723,000	$1,801,000	$2,217,000
FL	City of Lake Worth	City	37,097	$14,656,059	$12,613,298	$27,269,357	650	$14,933,000	$1,247,000	$1,420,000
FL	City of Ocala	City	57,586	$14,295,754	$41,671,737	$55,967,491	1,422	$29,432,000	$2,369,000	$3,684,000
FL	Town of Jupiter	City	60,681	$8,019,104	$5,110,235	$13,129,339	317	$7,423,000	$608,000	$690,000
FL	City of Delray Beach	City	65,055	$11,319,692	$10,115,146	$21,434,838	511	$11,689,000	$979,000	$1,115,000
FL	City of Fort Myers	City	70,918	$13,682,062	$36,033,896	$49,715,958	1,389	$32,187,000	$2,670,000	$3,983,000
FL	Monroe County	County	77,136	$27,188,753	$57,877,545	$85,066,298	2,193	$41,322,000	$3,054,000	$4,938,000
FL	City of Boca Raton	City	91,332	$10,757,773	$11,057,891	$21,815,664	517	$11,712,000	$990,000	$1,130,000
FL	City of Miami Beach	City	91,732	$84,770,391	$75,134,150	$159,904,541	4,489	$143,228,000	$7,745,000	$11,605,000
FL	City of West Palm Beach	City	104,031	$117,010,242	$105,023,175	$222,033,417	5,291	$121,024,000	$10,139,000	$11,550,000
FL	Indian River County	County	144,755	$16,019,023	$8,855,149	$24,874,172	651	$12,661,000	$1,127,000	$1,893,000
FL	Martin County	County	153,392	$14,266,732	$12,885,638	$27,152,370	752	$14,437,000	$1,015,000	$1,994,000
FL	Alachua County	County	256,380	$36,563,147	$67,892,593	$104,455,740	2,847	$60,433,000	$3,987,000	$5,124,000
FL	City of Orlando	City	262,372	$123,648,175	$65,576,512	$189,224,687	6,907	$162,458,000	$6,907,000	$8,703,000
FL	Loch Haven Cultural Park	Cultural District	262,372	$29,253,216	$30,590,137	$59,843,353	2,185	$48,518,000	$2,413,000	$3,005,000
FL	Leon County	County	283,988	$100,454,010	$101,416,276	$201,870,286	7,161	$125,694,000	$10,926,000	$15,646,000
FL	St. Lucie County	County	291,028	$3,119,978	$4,697,606	$7,817,584	222	$4,576,000	$288,000	$496,000
FL	Osceola County	County	310,211	$1,922,406	$1,731,658	$3,654,064	113	$2,501,000	$88,000	$235,000
FL	Escambia County	County	310,659	$27,449,975	$61,364,635	$88,814,610	2,932	$58,223,000	$4,410,000	$6,223,000
FL	Lake County	County	315,690	$1,137,478	$8,016,604	$9,154,082	201	$3,692,000	$380,000	$635,000
FL	Collier County	County	348,777	$62,973,722	$44,713,126	$107,686,848	2,923	$57,399,000	$3,560,000	$7,193,000

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

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The 341 Participating **Arts & Economic Prosperity 5** Study Regions

State	Name of Study Region	Type of Region	2015 Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Estimated Spending by Cultural Audiences	Total Spending by the Nonprofit Arts and Culture INDUSTRY	TOTAL ECONOMIC IMPACT			
							Full-Time Equivalent Jobs Supported	Resident Household Income Generated	Local Government Revenue Generated	State Government Revenue Generated
NATIONAL ESTIMATES OF ECONOMIC IMPACT				$63.8 Billion	$102.5 Billion	$166.3 Billion	4.6 Million	$96.1 Billion	$6.9 Billion	$7.7 Billion
FL	Manatee County	County	351,746	$14,441,702	$32,987,303	$47,429,005	1,260	$23,956,000	$2,221,000	$3,562,000
FL	City of Tampa	City	358,699	$130,701,988	$218,525,750	$349,227,738	11,889	$262,991,000	$16,937,000	$24,867,000
FL	Sarasota County	County	396,962	$201,514,937	$93,489,521	$295,004,458	7,445	$220,677,000	$12,495,000	$19,944,000
FL	City of Miami	City	430,332	$487,578,468	$262,596,886	$750,175,354	21,198	$685,600,000	$33,330,000	$48,607,000
FL	Seminole County	County	442,516	$8,263,173	$8,306,215	$16,559,388	464	$10,682,000	$851,000	$1,188,000
FL	Volusia County	County	507,531	$13,720,631	$35,015,240	$48,735,871	1,472	$32,370,000	$2,980,000	$4,016,000
FL	Brevard County	County	556,885	$7,119,716	$3,505,227	$10,624,943	415	$7,711,000	$439,000	$734,000
FL	Treasure Coast Region	Multi-County Region	589,175	$33,405,733	$26,438,393	$59,844,126	1,625	$31,674,000	$2,430,000	$4,383,000
FL	Polk County	County	634,638	$15,790,432	$30,799,415	$46,589,847	1,469	$32,345,000	$2,569,000	$3,703,000
FL	Lee County	County	679,513	$33,978,684	$106,117,364	$140,096,048	3,875	$89,250,000	$7,565,000	$11,238,000
FL	Greater Sarasota/Bradenton Area	Multi-County Region	748,708	$215,956,639	$126,476,824	$342,433,463	8,705	$244,633,000	$14,716,000	$23,506,000
FL	Pinellas County	County	938,098	$100,195,060	$140,781,982	$240,977,042	7,211	$155,244,000	$11,621,000	$18,130,000
FL	Orange County	County	1,253,001	$154,347,536	$110,252,239	$264,599,775	9,630	$218,241,000	$9,853,000	$12,263,000
FL	Hillsborough County	County	1,316,298	$175,225,260	$257,987,724	$433,212,984	14,962	$329,133,000	$20,950,000	$30,964,000
FL	Palm Beach County	County	1,397,710	$184,292,190	$160,992,666	$345,284,856	8,237	$188,770,000	$15,787,000	$17,977,000
FL	Broward County	County	1,869,235	$148,488,007	$265,744,813	$414,232,820	11,078	$268,867,000	$20,107,000	$19,951,000
FL	Greater Tampa/St. Petersburg Area	Multi-County Region	2,254,396	$275,420,320	$398,769,706	$674,190,026	22,173	$484,377,000	$32,571,000	$49,094,000
FL	Miami-Dade County	County	2,662,874	$851,913,996	$578,598,817	$1,430,512,813	40,944	$1,305,508,000	$60,648,000	$96,213,000
FL	Central Florida Region	Multi-County Region	4,020,472	$202,291,372	$197,626,598	$399,917,970	13,764	$307,542,000	$17,160,000	$22,774,000
FL	State of Florida	State	19,893,297	$2,285,671,265	$2,390,536,073	$4,676,207,338	132,366	$3,348,159,000	$201,165,000	$291,176,000
GA	Columbia County	County	139,257	$43,211	$44,626	$87,837	2	$35,000	$4,000	$3,000
GA	City of Savannah	City	144,352	$34,799,185	$101,140,651	$135,939,836	4,548	$86,377,000	$9,373,000	$5,338,000
GA	Macon-Bibb County	County	153,691	$49,139,734	$38,937,787	$88,077,521	3,222	$66,058,000	$3,675,000	$3,091,000
GA	Richmond County	County	201,368	$37,811,438	$19,941,434	$57,752,872	2,403	$40,466,000	$2,657,000	$1,986,000
GA	Greater Augusta Area	Multi-County Region	340,625	$37,854,649	$19,986,060	$57,840,709	2,405	$40,501,000	$2,661,000	$1,989,000
GA	City of Atlanta	City	456,002	$371,899,510	$232,656,425	$604,555,935	19,392	$478,089,000	$27,322,000	$27,118,000
GA	Fulton County	County	996,319	$382,742,711	$236,232,626	$618,975,337	19,842	$490,550,000	$27,881,000	$27,670,000
GA	Metro Atlanta	Multi-County Region	4,375,973	$434,779,646	$285,041,141	$719,820,787	23,514	$565,754,000	$32,929,000	$31,579,000
GA	Greater Atlanta Region	Multi-County Region	5,647,894	$442,368,282	$288,193,599	$730,561,881	23,943	$574,219,000	$33,475,000	$32,014,000

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The 341 Participating **Arts & Economic Prosperity 5** Study Regions

State	Name of Study Region	Type of Region	2015 Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Estimated Spending by Cultural Audiences	Total Spending by the Nonprofit Arts and Culture INDUSTRY	TOTAL ECONOMIC IMPACT			
							Full-Time Equivalent Jobs Supported	Resident Household Income Generated	Local Government Revenue Generated	State Government Revenue Generated
	NATIONAL ESTIMATES OF ECONOMIC IMPACT			$63.8 Billion	$102.5 Billion	$166.3 Billion	4.6 Million	$96.1 Billion	$6.9 Billion	$7.7 Billion
HI	State of Hawai'i	State	1,419,561	$125,921,352	$79,722,005	$205,643,357	5,968	$154,068,000	$4,039,000	$19,163,000
IA	Greater Des Moines Region	Multi-County Region	611,549	$71,922,902	$113,115,609	$185,038,511	5,677	$124,804,000	$7,460,000	$9,308,000
ID	Wood River Valley	Multi-City Region	15,094	$15,469,150	$13,849,987	$29,319,137	891	$15,594,000	$705,000	$1,350,000
IL	City of Chicago	City	2,722,389	$1,376,865,815	$1,836,870,238	$3,211,736,062	86,248	$1,095,330,000	$102,015,000	$154,469,000
IL	State of Illinois	State	12,880,580	$1,780,626,339	$2,253,017,062	$4,033,643,401	111,068	$2,998,841,000	$247,032,000	$231,495,000
IN	City of Noblesville	City	57,584	$475,139	$1,701,673	$2,176,812	53	$1,018,000	$66,000	$121,000
IN	City of Fishers	City	86,325	$23,094,545	$11,406,796	$34,501,341	1,175	$20,696,000	$1,260,000	$2,139,000
IN	City of Carmel	City	86,682	$12,559,425	$6,951,895	$19,511,320	653	$11,557,000	$706,000	$1,202,000
IN	Hamilton County	County	302,623	$36,204,739	$21,902,882	$58,107,621	1,921	$34,068,000	$2,087,000	$3,562,000
IN	City of Indianapolis	City	848,788	$227,293,491	$213,236,618	$440,530,109	14,729	$361,653,000	$17,826,000	$29,907,000
KS	Douglas County	County	116,585	$15,670,891	$15,090,256	$30,761,147	1,061	$19,290,000	$1,255,000	$1,537,000
KS	City of Wichita	City	388,413	$43,936,656	$50,788,472	$94,725,128	2,841	$70,925,000	$4,985,000	$4,526,000
KS	Johnson County	County	574,272	$12,335,839	$10,438,987	$22,774,826	875	$14,761,000	$874,000	$1,161,000
KY	City of Paducah	City	24,978	$18,055,851	$9,391,310	$27,447,161	991	$16,512,000	$608,000	$1,135,000
KY	Lexington-Fayette Urban County	County	310,797	$16,129,322	$15,984,825	$32,114,147	1,185	$29,247,000	$840,000	$2,357,000
KY	City of Louisville	City	612,780	$224,560,560	$237,946,184	$462,506,744	17,529	$353,818,000	$10,786,000	$32,088,000
LA	City of Lafayette	City	126,066	$6,356,368	$10,620,627	$16,976,995	580	$11,975,000	$724,000	$749,000
MA	Town of Medfield	City	12,024	$2,748,727	$382,700	$3,131,427	125	$2,087,000	$113,000	$111,000
MA	City of Cambridge	City	109,694	$119,802,629	$55,007,895	$174,810,524	6,129	$98,251,000	$7,038,000	$6,595,000
MA	City of Lowell	City	109,945	$8,688,661	$3,605,666	$12,294,327	500	$8,002,000	$478,000	$469,000
MA	City of Springfield	City	153,991	$36,109,244	$13,876,246	$49,985,490	1,857	$34,734,000	$2,251,000	$2,201,000
MA	City of Worcester	City	183,016	$64,504,636	$61,185,858	$125,690,494	4,062	$72,793,000	$4,434,000	$5,467,000
MA	City of Boston	City	655,884	$763,888,012	$590,249,049	$1,354,137,061	45,889	$908,937,000	$34,909,000	$52,418,000
MA	State of Massachusetts	State	6,745,408	$1,386,703,275	$879,596,273	$2,266,299,548	73,288	$1,435,631,000	$62,997,000	$96,187,000
MD	City of Baltimore	City	622,793	$326,333,152	$279,675,260	$606,008,412	15,052	$392,817,000	$27,740,000	$26,734,000
MD	Prince George's County	County	904,430	$23,782,748	$34,910,511	$58,693,259	1,160	$31,096,000	$2,353,000	$2,722,000
MD	Montgomery County	County	1,030,447	$105,104,756	$78,111,500	$183,216,256	3,807	$84,248,000	$7,052,000	$7,937,000
MD	State of Maryland	State	5,976,407	$511,399,372	$450,172,892	$961,572,264	25,248	$643,499,000	$41,770,000	$45,596,000
ME	High Peaks Region	Multi-City Region	4,592	$733,718	$1,021,519	$1,755,237	46	$850,000	$71,000	$80,000

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The 341 Participating **Arts & Economic Prosperity 5** Study Regions

State	Name of Study Region	Type of Region	2015 Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Estimated Spending by Cultural Audiences	Total Spending by the Nonprofit Arts and Culture INDUSTRY	TOTAL ECONOMIC IMPACT			
							Full-Time Equivalent Jobs Supported	Resident Household Income Generated	Local Government Revenue Generated	State Government Revenue Generated
NATIONAL ESTIMATES OF ECONOMIC IMPACT				$63.8 Billion	$102.5 Billion	$166.3 Billion	4.6 Million	$96.1 Billion	$6.9 Billion	$7.7 Billion
ME	City of Waterville	City	16,182	$4,449,410	$1,843,453	$6,292,863	259	$3,931,000	$317,000	$390,000
ME	City of Bangor	City	32,568	$3,437,656	$6,577,435	$10,015,091	312	$6,193,000	$561,000	$496,000
ME	Greater Belfast Area	County	39,051	$2,683,737	$5,124,419	$7,808,156	155	$3,190,000	$348,000	$372,000
ME	City of Portland	City	66,666	$46,572,402	$29,028,265	$75,600,667	2,372	$37,333,000	$3,913,000	$4,670,000
ME	State of Maine	State	1,330,089	$92,577,604	$57,967,891	$150,545,495	4,190	$93,219,000	$5,647,000	$6,651,000
MI	Greater Ann Arbor Area	Multi-County Region	393,331	$49,916,641	$50,031,630	$99,948,271	2,574	$66,475,000	$2,786,000	$9,966,000
MN	City of Pine City	City	3,076	$425,217	$561,510	$986,727	18	$442,000	$15,000	$78,000
MN	Cook County	County	5,233	$2,575,814	$2,027,212	$4,603,026	127	$2,941,000	$94,000	$368,000
MN	City of Virginia	City	8,649	$115,568	$64,430	$179,998	5	$117,000	$4,000	$15,000
MN	City of Grand Rapids	City	11,097	$2,833,920	$2,246,065	$5,079,985	139	$3,244,000	$103,000	$407,000
MN	City of Fergus Falls	City	13,304	$2,272,954	$682,635	$2,955,589	86	$1,850,000	$49,000	$222,000
MN	City of Red Wing	City	16,470	$1,724,398	$504,243	$2,228,641	66	$1,383,000	$36,000	$189,000
MN	City of Northfield	City	20,356	$1,297,441	$874,552	$2,171,993	59	$1,267,000	$35,000	$184,000
MN	Mille Lacs County	County	25,884	$575,555	$270,407	$845,962	17	$435,000	$14,000	$67,000
MN	City of Winona	City	27,384	$3,269,857	$1,459,202	$4,729,059	135	$2,853,000	$76,000	$402,000
MN	City of St. Louis Park	City	47,502	$758,069	$759,072	$1,517,141	40	$1,030,000	$36,000	$128,000
MN	Chisago County	County	54,025	$655,430	$2,200,334	$2,855,764	46	$1,125,000	$43,000	$229,000
MN	City of St. Cloud	City	66,389	$5,345,355	$7,088,986	$12,434,341	338	$7,750,000	$250,000	$1,043,000
MN	North Central Minnesota Region	Multi-County Region	84,627	$1,630,565	$1,435,387	$3,065,952	62	$1,554,000	$49,000	$263,000
MN	Northwest Minnesota Region	Multi-County Region	85,823	$616,142	$477,641	$1,093,783	23	$555,000	$18,000	$88,000
MN	City of Duluth	City	86,238	$14,291,391	$21,734,978	$36,026,369	922	$21,905,000	$779,000	$2,968,000
MN	Brainerd Lakes Region (Minnesota)	Multi-County Region	162,821	$2,753,533	$885,007	$3,638,540	95	$2,282,000	$62,000	$290,000
MN	East Central Minnesota Region	Multi-County Region	162,898	$3,802,469	$5,924,425	$9,726,894	172	$4,248,000	$150,000	$775,000
MN	Lake Region (Minnesota)	Multi-County Region	224,676	$6,485,666	$3,338,821	$9,824,487	273	$5,952,000	$161,000	$746,000
MN	South Central Minnesota Region	Multi-County Region	231,622	$6,433,650	$7,166,691	$13,600,341	348	$7,729,000	$265,000	$1,058,000
MN	Southwest Minnesota Region	Multi-County Region	278,421	$4,868,274	$2,416,051	$7,284,325	208	$4,556,000	$130,000	$570,000
MN	City of St. Paul	City	297,640	$281,609,958	$195,262,963	$476,872,921	13,406	$335,781,000	$10,784,000	$40,249,000
MN	Arrowhead Region (Minnesota)	Multi-County Region	326,489	$19,637,859	$20,102,830	$39,740,689	1,063	$24,897,000	$827,000	$3,219,000
MN	Maple Grove and the Northwest Suburbs	Multi-City Region	332,654	$1,487,198	$2,534,610	$4,021,808	99	$2,584,000	$103,000	$339,000

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The 341 Participating **Arts & Economic Prosperity 5** Study Regions

State	Name of Study Region	Type of Region	2015 Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Estimated Spending by Cultural Audiences	Total Spending by the Nonprofit Arts and Culture INDUSTRY	TOTAL ECONOMIC IMPACT			
							Full-Time Equivalent Jobs Supported	Resident Household Income Generated	Local Government Revenue Generated	State Government Revenue Generated
NATIONAL ESTIMATES OF ECONOMIC IMPACT				$63.8 Billion	$102.5 Billion	$166.3 Billion	4.6 Million	$96.1 Billion	$6.9 Billion	$7.7 Billion
MN	City of Minneapolis	City	407,207	$323,394,524	$217,285,067	$540,679,591	15,264	$381,858,000	$12,170,000	$45,634,000
MN	Central Minnesota Region	Multi-County Region	409,934	$8,800,646	$7,633,741	$16,434,387	468	$10,531,000	$321,000	$1,379,000
MN	Southeast Minnesota Region	Multi-County Region	500,137	$16,690,210	$8,885,650	$25,575,860	716	$15,757,000	$412,000	$2,171,000
MN	Seven-County Metro Area (Minnesota)	Multi-County Region	2,952,932	$624,272,639	$442,493,585	$1,066,866,224	29,963	$749,630,000	$24,208,000	$90,046,000
MN	State of Minnesota	State	5,489,594	$696,091,653	$500,759,829	$1,196,851,482	33,381	$827,691,000	$26,603,000	-$100,605,000
MO	City of Hannibal	City	17,893	$1,399,947	$3,692,452	$5,092,399	126	$2,430,000	$323,000	$183,000
MO	City of Joplin	City	51,316	$1,792,636	$3,558,721	$5,351,357	191	$3,432,000	$251,000	$201,000
MO	Buchanan County	County	89,486	$10,079,729	$10,978,269	$21,057,998	869	$17,207,000	$875,000	$843,000
MO	City of Columbia	City	116,906	$9,152,344	$5,561,719	$14,714,063	659	$10,766,000	$679,000	$605,000
MO	City of Springfield	City	165,378	$9,778,504	$17,087,113	$26,865,617	1,065	$20,543,000	$1,265,000	$1,042,000
MO	City of Kansas City	City	470,800	$161,706,593	$82,505,241	$244,211,834	7,515	$220,798,000	$7,918,000	$10,856,000
MO	Greater St. Louis Area	Multi-County Region	1,319,295	$363,745,576	$227,188,613	$590,934,189	19,129	$476,226,000	$28,586,000	$29,110,000
MO	Grand Center Arts & Entertainment District	Cultural District	1,319,295	$77,174,797	$29,240,126	$106,414,923	3,441	$89,009,000	$4,712,000	$5,112,000
MO	Greater Kansas City Metropolitan Area	Multi-County Region	1,747,569	$179,536,915	$96,561,206	$276,098,121	8,970	$253,634,000	$10,097,000	$14,473,000
MO	State of Missouri	State	6,063,589	$602,903,738	$436,105,742	$1,039,009,480	31,925	$805,621,000	$42,612,000	$46,998,000
MS	Lafayette County	County	52,930	$2,655,457	$8,337,600	$10,993,057	336	$5,765,000	$287,000	$799,000
MT	City of Missoula	City	69,821	$20,392,313	$33,643,180	$54,035,493	1,913	$39,184,000	$2,361,000	$2,005,000
NC	Town of Hillsborough	City	6,388	$1,594,300	$3,982,167	$5,576,467	185	$3,798,000	$296,000	$327,000
NC	Town of Carrboro	City	20,984	$3,640,757	$4,070,927	$7,711,684	274	$5,670,000	$370,000	$439,000
NC	Dare County	County	35,104	$13,790,194	$41,040,752	$54,830,946	1,307	$24,927,000	$1,881,000	$1,898,000
NC	Yadkin County	County	37,792	$809,737	$70,670	$880,407	28	$461,000	$26,000	$35,000
NC	Toe River Valley	Multi-County Region	50,698	$11,706,879	$5,401,784	$17,108,663	412	$8,047,000	$524,000	$738,000
NC	Lenoir County	County	58,485	$932,880	$12,666,803	$13,599,683	369	$8,912,000	$941,000	$713,000
NC	Town of Chapel Hill	City	59,376	$88,407,897	$28,613,313	$117,021,210	4,542	$95,683,000	$4,712,000	$6,365,000
NC	Albemarle Region	Multi-County Region	61,685	$2,724,828	$4,231,853	$6,956,681	209	$3,754,000	$236,000	$301,000
NC	City of Asheville	City	87,882	$19,541,466	$39,114,604	$58,656,070	1,894	$42,728,000	$3,047,000	$3,288,000
NC	Moore County	County	93,077	$6,876,979	$6,389,283	$13,266,262	311	$6,888,000	$407,000	$505,000
NC	Cleveland County	County	97,076	$2,287,739	$3,367,458	$5,655,197	138	$2,814,000	$223,000	$245,000
NC	City of High Point	City	108,629	$2,560,289	$3,190,517	$5,750,806	204	$4,823,000	$257,000	$307,000

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

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The 341 Participating **Arts & Economic Prosperity 5** Study Regions

State	Name of Study Region	Type of Region	2015 Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Estimated Spending by Cultural Audiences	Total Spending by the Nonprofit Arts and Culture INDUSTRY	TOTAL ECONOMIC IMPACT			
							Full-Time Equivalent Jobs Supported	Resident Household Income Generated	Local Government Revenue Generated	State Government Revenue Generated
NATIONAL ESTIMATES OF ECONOMIC IMPACT				$63.8 Billion	$102.5 Billion	$166.3 Billion	4.6 Million	$96.1 Billion	$6.9 Billion	$7.7 Billion
NC	Wayne County	County	124,456	$1,570,039	$3,260,763	$4,830,802	152	$3,209,000	$239,000	$236,000
NC	Robeson County	County	134,760	$2,914,420	$1,037,548	$3,951,968	124	$2,229,000	$128,000	$155,000
NC	Orange County	County	140,420	$93,643,475	$36,666,872	$130,310,347	5,001	$105,151,000	$5,378,000	$7,131,000
NC	Catawba County	County	154,534	$19,569,224	$36,671,219	$49,240,443	1,442	$29,903,000	$1,941,000	$2,233,000
NC	Town of Cary	City	155,227	$6,153,643	$10,826,761	$16,980,404	628	$13,733,000	$924,000	$977,000
NC	Alamance County	County	155,792	$3,877,725	$4,937,353	$8,815,078	299	$5,233,000	$304,000	$405,000
NC	Pitt County	County	175,354	$12,689,847	$5,422,000	$18,111,847	882	$17,525,000	$751,000	$807,000
NC	Center City Charlotte	Cultural District	175,422	$124,091,617	$92,406,680	$216,498,297	6,830	$166,089,000	$8,713,000	$10,566,000
NC	Cabarrus County	County	192,103	$2,265,571	$4,677,402	$6,942,973	209	$4,333,000	$293,000	$332,000
NC	New Hanover County	County	216,298	$14,841,737	$40,963,688	$55,805,425	2,076	$44,122,000	$2,933,000	$2,709,000
NC	Buncombe County	County	250,539	$26,363,882	$42,520,698	$68,884,580	2,233	$51,258,000	$3,472,000	$3,811,000
NC	Durham County	County	294,460	$104,619,126	$49,550,897	$154,170,023	5,722	$132,528,000	$6,960,000	$6,397,000
NC	Cumberland County	County	326,328	$29,655,943	$29,520,110	$59,176,053	1,867	$38,161,000	$2,924,000	$3,149,000
NC	Northeast Commission	Multi-County Region	363,945	$22,642,818	$53,311,686	$75,954,504	1,916	$36,187,000	$2,617,000	$2,791,000
NC	Forsyth County	County	365,298	$104,706,797	$52,083,038	$156,789,835	5,559	$129,468,000	$6,052,000	$8,710,000
NC	City of Raleigh	City	439,896	$167,668,956	$363,988,155	$531,657,111	18,894	$356,720,000	$25,817,000	$27,648,000
NC	Guilford County	County	512,119	$67,062,726	$95,171,867	$162,234,593	5,963	$112,060,000	$7,299,000	$8,293,000
NC	Wake County	County	998,691	$179,146,269	$378,008,208	$557,154,477	19,873	$377,750,000	$27,110,000	$29,095,000
NC	Mecklenburg County	County	1,012,539	$137,737,853	$104,985,768	$242,723,621	7,652	$185,664,000	$9,804,000	$11,844,000
NC	Eastern Region	Multi-County Region	1,069,424	$27,730,102	$56,999,129	$84,729,231	2,857	$58,982,000	$3,926,000	$4,349,000
NC	Advantage West Region	Multi-County Region	1,131,482	$75,230,591	$164,631,483	$239,862,074	7,064	$149,553,000	$11,539,000	$12,901,000
NC	Southeast Commission	Multi-County Region	1,151,993	$50,352,984	$77,078,611	$127,431,595	4,347	$90,030,000	$6,336,000	$6,481,000
NC	Piedmont Triad Partnership	Multi-County Region	1,679,041	$207,772,417	$185,161,256	$392,933,673	14,234	$292,819,000	$16,467,000	$20,770,000
NC	Research Triangle Regional Partnership	Multi-County Region	2,170,933	$387,905,496	$475,338,356	$863,243,852	31,219	$628,044,000	$40,218,000	$43,560,000
NC	Charlotte Regional Partnership	Multi-County Region	2,389,165	$165,862,764	$166,522,445	$332,385,209	10,340	$242,047,000	$13,441,000	$16,057,000
NC	Greater Charlotte Region	Multi-County Region	2,801,806	$179,142,409	$180,278,450	$359,420,859	11,186	$259,104,000	$14,266,000	$17,246,000
NC	State of North Carolina	State	9,943,964	$937,497,172	$1,179,042,966	$2,116,540,138	71,977	$1,497,662,000	$94,544,000	$106,909,000
ND	City of Jamestown	City	15,446	$1,055,380	$5,806,005	$6,861,385	193	$3,653,000	$377,000	$376,000
ND	City of Grand Forks	City	56,057	$2,781,581	$3,159,035	$5,940,616	180	$3,849,000	$187,000	$295,000

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

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The 341 Participating **Arts & Economic Prosperity 5** Study Regions

State	Name of Study Region	Type of Region	2015 Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Estimated Spending by Cultural Audiences	Total Spending by the Nonprofit Arts and Culture INDUSTRY	TOTAL ECONOMIC IMPACT			
							Full-Time Equivalent Jobs Supported	Resident Household Income Generated	Local Government Revenue Generated	State Government Revenue Generated
NATIONAL ESTIMATES OF ECONOMIC IMPACT				$63.8 Billion	$102.5 Billion	$166.3 Billion	4.6 Million	$96.1 Billion	$6.9 Billion	$7.7 Billion
ND	Bismarck-Mandan Region	Multi-City Region	89,716	$22,135,263	$19,075,541	$41,210,804	1,559	$27,543,000	$1,209,000	$2,312,000
ND	Greater Minot Region	Multi-County Region	97,319	$8,739,861	$4,770,610	$13,510,471	303	$6,081,000	$465,000	$696,000
ND	Greater Fargo-Moorhead Area	Multi-City Region	194,125	$17,509,395	$24,056,460	$41,565,855	1,533	$29,968,000	$1,273,000	$2,332,000
ND	State of North Dakota	State	739,482	$56,458,540	$53,659,534	$110,118,073	3,861	$73,064,000	$3,525,000	$6,023,000
NE	City of Lincoln	City	272,996	$50,665,562	$48,329,810	$98,995,372	2,976	$74,020,000	$4,743,000	$5,086,000
NH	City of Rochester	City	29,991	$4,353,943	$7,902,214	$12,256,157	405	$8,080,000	$444,000	$604,000
NH	Greater Portsmouth Area	Multi-City Region	36,386	$21,456,627	$36,585,032	$58,041,659	1,825	$38,408,000	$3,707,000	$3,061,000
NH	Greater Concord Area	Multi-City Region	84,300	$17,833,550	$13,351,816	$31,185,366	962	$22,438,000	$1,422,000	$1,332,000
NH	Monadnock Region	Multi-City Region	88,700	$13,271,384	$5,280,101	$18,551,485	659	$12,724,000	$963,000	$941,000
NJ	Cape May County	County	95,344	$4,544,984	$15,021,250	$19,566,234	430	$8,344,000	$1,216,000	$1,055,000
NJ	Cumberland County	County	157,389	$9,546,724	$7,196,474	$16,743,198	576	$9,272,000	$884,000	$839,000
NJ	City of Newark	City	280,579	$109,365,244	$68,963,054	$178,328,298	4,963	$133,752,000	$7,208,000	$8,360,000
NJ	Mercer County	County	371,537	$22,095,147	$18,713,948	$40,809,095	1,367	$24,778,000	$2,144,000	$1,936,000
NJ	Morris County	County	499,727	$15,784,179	$16,028,988	$31,813,167	982	$17,218,000	$1,404,000	$1,781,000
NJ	State of New Jersey	State	8,938,175	$296,140,348	$223,674,136	$519,814,484	14,342	$340,048,000	$17,305,000	$23,659,000
NM	City of Las Cruces	City	101,408	$8,508,432	$10,596,813	$19,105,245	426	$10,560,000	$700,000	$1,276,000
NM	Dona Ana County	County	213,676	$12,920,210	$20,191,146	$33,111,356	743	$18,032,000	$1,241,000	$2,199,000
NV	City of Reno	City	236,995	$50,139,403	$38,895,672	$89,035,075	2,658	$52,815,000	$2,645,000	$5,323,000
NV	State of Nevada	State	2,839,099	$227,298,372	$244,426,892	$471,725,264	10,494	$250,658,000	$12,001,000	$24,827,000
NY	Westchester County	County	972,634	$106,569,709	$65,689,723	$172,259,432	5,179	$126,199,000	$13,957,000	$11,820,000
NY	Western New York	Multi-County Region	1,394,749	$156,024,439	$196,125,443	$352,149,882	10,160	$208,246,000	$27,497,000	$12,801,000
OH	Dayton Region	Multi-County Region	800,836	$95,159,725	$118,527,088	$213,686,813	8,829	$153,262,000	$10,770,000	$13,085,000
OH	Greater Columbus Area	County	1,231,393	$222,477,493	$189,782,016	$412,259,509	14,980	$373,393,000	$20,321,000	$26,453,000
OK	City of Alva	City	5,174	$1,188,716	$569,771	$1,758,487	66	$974,000	$54,000	$56,000
OK	City of Guthrie	City	11,096	$1,611,682	$2,331,481	$3,943,163	79	$1,565,000	$153,000	$185,000
OK	City of Ponca City	City	24,766	$2,799,217	$2,206,719	$5,005,936	112	$2,317,000	$158,000	$147,000
OK	City of Norman	City	118,040	$11,552,877	$44,621,918	$56,174,795	1,544	$29,213,000	$1,856,000	$2,983,000
OK	Greater Tulsa Region	Multi-County Region	1,180,284	$91,182,165	$137,689,013	$228,871,178	7,876	$156,636,000	$9,441,000	$12,309,000
OK	Greater Oklahoma City Region	Multi-County Region	1,504,374	$220,484,100	$382,263,042	$602,747,142	20,571	$417,582,000	$28,183,000	$33,536,000

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

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The 341 Participating **Arts & Economic Prosperity 5** Study Regions

State	Name of Study Region	Type of Region	2015 Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Estimated Spending by Cultural Audiences	Total Spending by the Nonprofit Arts and Culture INDUSTRY	TOTAL ECONOMIC IMPACT			
							Full-Time Equivalent Jobs Supported	Resident Household Income Generated	Local Government Revenue Generated	State Government Revenue Generated
NATIONAL ESTIMATES OF ECONOMIC IMPACT				$63.8 Billion	$102.5 Billion	$166.3 Billion	4.6 Million	$96.1 Billion	$6.9 Billion	$7.7 Billion
OK	State of Oklahoma	State	3,878,051	$331,249,786	$541,580,846	$872,830,632	29,165	$588,207,000	$38,107,000	$46,397,000
OR	Southern Oregon Area	Multi-City Region	29,854	$37,531,117	$63,078,564	$100,609,681	3,365	$65,420,000	$6,968,000	$1,755,000
OR	Clatsop County	County	37,474	$2,874,045	$10,849,913	$13,723,958	359	$6,738,000	$702,000	$560,000
OR	Lincoln County	County	46,406	$1,595,530	$8,828,455	$10,423,985	272	$5,056,000	$529,000	$313,000
OR	Northeast Oregon Region	Multi-County Region	48,570	$652,008	$556,935	$1,208,943	39	$657,000	$38,000	$34,000
OR	City of Corvallis	City	57,390	$27,545,447	$44,324,930	$71,870,377	1,968	$32,804,000	$2,024,000	$2,744,000
OR	Yamhill County	County	101,758	$20,664,640	$24,305,837	$44,970,477	1,150	$20,635,000	$1,418,000	$1,469,000
OR	City of Eugene	City	160,561	$40,780,515	$21,423,287	$62,203,802	2,401	$45,714,000	$2,366,000	$1,567,000
OR	Central Oregon Region	Multi-City Region	192,580	$9,958,558	$24,706,823	$34,665,381	968	$18,522,000	$1,482,000	$939,000
OR	Clackamas County	County	394,972	$5,821,109	$9,016,568	$14,837,677	417	$8,027,000	$491,000	$708,000
OR	Washington County	County	562,998	$13,813,264	$7,272,749	$21,086,013	942	$14,947,000	$765,000	$795,000
OR	Greater Portland Area	Multi-County Region	1,734,682	$214,420,434	$115,982,321	$330,402,755	11,505	$268,293,000	$13,663,000	$13,979,000
OR	State of Oregon	State	3,970,239	$364,065,287	$322,956,808	$687,022,095	22,299	$469,461,000	$29,319,000	$23,636,000
PA	Southwestern Pennsylvania Area	Multi-City Region	34,208	$13,154,583	$27,580,415	$40,734,998	1,160	$24,419,000	$1,084,000	$2,212,000
PA	Erie County	County	278,443	$19,091,150	$23,147,814	$42,238,964	1,456	$29,795,000	$1,601,000	$2,386,000
PA	Berks County	County	413,691	$10,805,527	$8,140,047	$18,945,574	625	$11,551,000	$785,000	$1,095,000
PA	Greater Harrisburg Area	Multi-County Region	560,849	$12,684,667	$7,409,784	$20,094,451	763	$16,347,000	$705,000	$1,292,000
PA	Lehigh Valley Region	Multi-County Region	722,918	$83,164,601	$103,220,986	$186,385,587	6,908	$140,215,000	$7,095,000	$11,710,000
PA	Allegheny County	County	1,231,255	$549,874,646	$509,510,265	$1,059,384,911	32,211	$640,526,000	$47,724,000	$67,397,000
PA	City and County of Philadelphia	County	1,560,297	$848,922,523	$765,177,606	$1,614,100,129	37,590	$930,418,000	$81,093,000	$75,979,000
PA	Greater Philadelphia Region	Multi-County Region	4,079,583	$992,509,546	$892,141,419	$1,884,650,965	55,225	$1,296,510,000	$98,659,000	$125,606,000
PA	State of Pennsylvania	State	12,787,209	$1,753,309,722	$1,634,835,604	$3,388,145,326	100,114	$2,205,857,000	$178,522,000	$223,594,000
RI	City of Providence	City	179,154	$93,832,555	$111,948,211	$205,780,766	5,115	$121,255,000	$10,024,000	$10,910,000
SC	City of Charleston	City	130,113	$66,091,990	$120,433,761	$186,525,751	6,744	$131,328,000	$9,794,000	$9,294,000
SC	York County	County	245,346	$13,279,645	$13,756,005	$27,035,650	846	$17,057,000	$825,000	$1,189,000
SC	Greater Spartanburg Area	County	293,542	$21,371,683	$10,670,113	$32,041,796	1,130	$22,372,000	$1,110,000	$1,549,000
SC	Greater Columbia Area	Multi-County Region	679,454	$22,480,674	$42,190,412	$64,671,086	2,630	$55,052,000	$3,333,000	$3,963,000
SD	City of Sioux Falls	City	168,586	$20,112,501	$84,438,598	$104,551,099	3,535	$70,356,000	$3,350,000	$5,188,000
SD	Black Hills Region	Multi-County Region	199,656	$22,974,769	$91,334,299	$114,309,068	3,573	$70,882,000	$3,783,000	$6,247,000

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The 341 Participating **Arts & Economic Prosperity 5** Study Regions

State	Name of Study Region	Type of Region	2015 Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Estimated Spending by Cultural Audiences	Total Spending by the Nonprofit Arts and Culture INDUSTRY	TOTAL ECONOMIC IMPACT			
							Full-Time Equivalent Jobs Supported	Resident Household Income Generated	Local Government Revenue Generated	State Government Revenue Generated
	NATIONAL ESTIMATES OF ECONOMIC IMPACT			$63.8 Billion	$102.5 Billion	$166.3 Billion	4.6 Million	$96.1 Billion	$6.9 Billion	$7.7 Billion
SD	Greater Sioux Falls Area	Multi-County Region	248,351	$20,601,653	$84,845,941	$105,447,594	3,567	$71,135,000	$3,380,000	$5,232,000
TN	Grundy County	County	13,425	$110,283	$916,143	$1,026,426	16	$284,000	$44,000	$61,000
TN	City of Tullahoma	City	18,899	$610,715	$457,871	$1,068,586	32	$561,000	$31,000	$54,000
TN	Macon County	County	23,003	$104,099	$66,582	$170,681	3	$73,000	$5,000	$10,000
TN	Hickman County	County	24,384	$1,152,455	$628,056	$1,780,511	39	$1,107,000	$50,000	$103,000
TN	McNairy County	County	26,267	$22,544	$288,940	$311,484	5	$87,000	$14,000	$14,000
TN	Henry County	County	32,204	$183,974	$541,722	$725,696	18	$355,000	$29,000	$47,000
TN	Weakley County	County	34,373	$211,563	$1,174,650	$1,386,213	37	$686,000	$63,000	$97,000
TN	City of Columbia	City	36,071	$1,297,724	$6,362,126	$7,659,850	213	$3,657,000	$317,000	$493,000
TN	Campbell County	County	39,918	$108,671	$436,962	$545,633	9	$171,000	$17,000	$32,000
TN	Monroe County	County	45,233	$666,880	$6,027,214	$6,694,094	145	$3,033,000	$264,000	$434,000
TN	Gibson County	County	49,472	$1,003,653	$7,117,024	$8,120,677	151	$3,402,000	$212,000	$402,000
TN	McMinn County	County	52,626	$2,021,520	$5,383,250	$7,404,770	170	$3,314,000	$241,000	$407,000
TN	Hamblen County	County	63,036	$760,318	$1,259,169	$2,019,487	62	$1,176,000	$74,000	$116,000
TN	City of Jackson	City	67,319	$2,666,496	$2,052,410	$4,718,906	190	$3,138,000	$144,000	$237,000
TN	Greene County	County	68,335	$2,505,621	$2,241,470	$4,747,091	116	$2,175,000	$140,000	$251,000
TN	Putnam County	County	74,165	$2,038,202	$365,463	$2,403,665	79	$1,691,000	$68,000	$125,000
TN	Sevier County	County	95,110	$3,645,416	$42,123,668	$45,769,084	1,047	$19,109,000	$2,364,000	$2,360,000
TN	Washington County	County	126,242	$3,257,903	$15,198,698	$18,456,601	553	$10,962,000	$1,373,000	$1,223,000
TN	Montgomery County	County	189,961	$2,964,420	$2,041,349	$5,005,769	181	$2,756,000	$215,000	$380,000
TN	Greater Kingsport Area	Multi-County Region	213,782	$9,562,287	$19,946,401	$29,508,688	793	$16,034,000	$1,263,000	$1,749,000
TN	Southwest Tennessee Development District	Multi-County Region	251,519	$3,129,255	$3,150,012	$6,279,267	236	$3,949,000	$205,000	$327,000
TN	Northwest Tennessee Development District	Multi-County Region	251,739	$2,283,302	$9,771,421	$12,054,723	259	$5,426,000	$365,000	$652,000
TN	Rutherford County	County	288,906	$10,798,787	$20,370,806	$31,169,593	1,054	$18,266,000	$1,396,000	$1,992,000
TN	Upper Cumberland Development District	Multi-County Region	343,430	$6,334,696	$4,778,035	$11,112,731	327	$6,312,000	$436,000	$678,000
TN	Hamilton County	County	351,220	$64,768,855	$107,710,825	$172,479,680	6,345	$144,945,000	$7,284,000	$12,582,000
TN	South Central Tennessee Development District	Multi-County Region	430,544	$4,064,456	$10,903,233	$14,967,689	392	$7,349,000	$569,000	$916,000
TN	First Tennessee Development District	Multi-County Region	507,724	$15,384,812	$38,063,182	$53,447,994	1,481	$29,564,000	$2,821,000	$3,277,000
TN	Southeast Tennessee Development District	Multi-County Region	638,360	$67,352,550	$116,017,033	$183,369,583	6,607	$150,096,000	$7,688,000	$13,233,000

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

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The 341 Participating **Arts & Economic Prosperity 5** Study Regions

Name of Study Region	Type of Region	2015 Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Estimated Spending by Cultural Audiences	Total Spending by the Nonprofit Arts and Culture INDUSTRY	TOTAL ECONOMIC IMPACT			
						Full-Time Equivalent Jobs Supported	Resident Household Income Generated	Local Government Revenue Generated	State Government Revenue Generated
NATIONAL ESTIMATES OF ECONOMIC IMPACT			$63.8 Billion	$102.5 Billion	$166.3 Billion	4.6 Million	$96.1 Billion	$6.9 Billion	$7.7 Bill
Greater Knoxville Region	Multi-County Region	650,511	$48,160,880	$97,766,533	$145,927,413	5,503	$104,004,000	$8,398,000	$10,242,(
Nashville-Davidson County	County	668,347	$178,780,284	$250,560,557	$429,340,841	14,277	$309,406,000	$19,642,000	$31,470,(
Shelby County	County	938,803	$118,196,607	$79,131,575	$197,328,182	6,138	$160,806,000	$8,332,000	$14,044,(
Memphis Area Association of Governments	Multi-County Region	1,066,819	$118,215,928	$79,242,425	$197,558,353	6,145	$160,968,000	$8,341,000	$14,060,(
East Tennessee Development District	Multi-County Region	1,202,594	$53,564,537	$148,670,020	$202,234,557	6,807	$128,340,000	$11,189,000	$13,279,(
Greater Nashville Regional Council	Multi-County Region	1,856,623	$200,353,380	$287,705,334	$488,058,714	16,228	$345,770,000	$22,329,000	$35,566,(
State of Tennessee	State	6,549,352	$470,782,916	$698,300,695	$1,169,083,611	38,482	$837,774,000	$53,943,000	$81,988,(
City of Sugar Land	City	86,777	$646,740	$523,961	$1,170,701	33	$614,000	$72,000	$84,(
City of Lewisville	City	102,889	$1,513,284	$304,772	$1,818,056	66	$1,229,000	$125,000	$139,(
City of Richardson	City	108,617	$12,143,635	$8,452,425	$20,596,060	694	$14,840,000	$831,000	$1,095,(
City of Waco	City	130,194	$31,391,910	$32,298,881	$63,690,791	2,184	$42,720,000	$3,782,000	$3,617,(
City of Irving	City	232,406	$24,192,919	$1,260,973	$25,453,892	1,031	$20,911,000	$1,151,000	$1,407,(
City of El Paso	City	679,036	$59,978,686	$43,468,775	$103,447,461	4,193	$73,708,000	$5,795,000	$6,352,(
City of Fort Worth	City	812,238	$255,976,253	$194,654,565	$450,630,818	14,480	$337,917,000	$26,552,000	$29,403,(
Fort Worth Cultural District	Cultural District	812,238	$150,010,452	$114,739,000	$264,749,452	8,504	$198,470,000	$15,599,000	$17,279,(
City of Dallas	City	1,281,047	$631,469,325	$259,701,224	$891,170,549	33,554	$856,249,000	$45,100,000	$52,132,(
Dallas Arts District	Cultural District	1,281,047	$282,234,392	$113,567,787	$395,802,179	14,932	$380,988,000	$19,996,000	$23,142,(
City of San Antonio	City	1,436,697	$143,127,136	$280,305,439	$423,432,575	15,193	$367,271,000	$23,606,000	$31,693,(
Harris County	County	4,441,370	$565,143,010	$528,903,379	$1,094,046,389	25,102	$785,492,000	$56,045,000	$60,644,(
East End Cultural District	Cultural District	4,441,370	$3,177,402	$5,028,736	$8,206,138	185	$5,699,000	$447,000	$504,(
Houston Museum District Association	Cultural District	4,441,370	$321,550,313	$324,523,136	$646,073,449	14,783	$461,644,000	$33,392,000	$36,369,(
Midtown Cultural District	Cultural District	4,441,370	$4,111,803	$4,719,940	$8,831,743	201	$6,259,000	$463,000	$510,(
Washington Avenue Cultural District	Cultural District	4,441,370	$2,520,607	$2,196,630	$4,717,237	109	$3,402,000	$240,000	$258,(
Greater Houston Region	Multi-County Region	6,517,279	$579,435,793	$537,967,268	$1,117,403,061	25,817	$801,630,000	$57,332,000	$62,007,(
Dallas-Forth Worth-Arlington MSA	Multi-County Region	6,945,636	$999,509,582	$473,856,433	$1,473,366,015	52,848	$1,300,922,000	$78,216,000	$88,992,(
Iron County	County	47,269	$13,330,445	$62,797,842	$76,128,287	1,955	$34,261,000	$3,451,000	$3,571,(
City of Logan	City	48,997	$17,572,786	$13,753,037	$31,325,823	1,104	$17,351,000	$1,453,000	$1,241,(
Salt Lake City	City	190,884	$112,442,764	$194,120,153	$306,562,917	10,479	$215,686,000	$13,080,000	$14,857,(
City of Falls Church	City	13,601	$6,749,150	$19,029,073	$25,778,223	626	$8,156,000	$1,066,000	$1,804,(

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

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The 341 Participating **Arts & Economic Prosperity 5** Study Regions

Name of Study Region	Type of Region	2015 Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Estimated Spending by Cultural Audiences	Total Spending by the Nonprofit Arts and Culture INDUSTRY	TOTAL ECONOMIC IMPACT			
						Full-Time Equivalent Jobs Supported	Resident Household Income Generated	Local Government Revenue Generated	State Government Revenue Generated
NATIONAL ESTIMATES OF ECONOMIC IMPACT			**$63.8 Billion**	**$102.5 Billion**	**$166.3 Billion**	**4.6 Million**	**$96.1 Billion**	**$6.9 Billion**	**$7.7 Billion**
City of Fairfax	City	24,483	$2,639,540	$1,052,653	$3,692,193	106	$2,175,000	$145,000	$137,000
City of Lynchburg	City	79,047	$6,648,618	$4,207,822	$10,856,440	251	$5,311,000	$477,000	$485,000
James River Arts & Cultural District	Cultural District	79,047	$6,394,249	$3,759,455	$10,153,704	234	$4,945,000	$444,000	$454,000
Greater Charlottesville Area	Multi-County Region	150,080	$60,559,918	$61,250,521	$121,810,439	2,131	$54,685,000	$5,717,000	$5,844,000
City of Alexandria	City	150,575	$35,827,099	$76,016,409	$111,843,508	2,628	$56,913,000	$3,831,000	$3,710,000
Arlington County	County	226,908	$170,762,477	$18,476,219	$189,238,696	5,156	$118,675,000	$7,512,000	$6,392,000
City of Virginia Beach	City	450,980	$25,929,369	$61,802,150	$87,731,519	2,875	$52,494,000	$3,739,000	$3,285,000
Richmond & Tri-Cities Region	Multi-County Region	1,046,822	$211,680,685	$148,391,431	$360,072,116	10,702	$204,206,000	$14,655,000	$16,976,000
Fairfax County	County	1,137,538	$173,409,818	$98,189,315	$271,599,133	6,220	$145,515,000	$9,268,000	$10,033,000
Greater Fairfax Area	Multi-County Region	1,175,622	$182,798,508	$118,271,041	$301,069,549	6,952	$155,846,000	$10,479,000	$11,974,000
Greater Burlington Area	Multi-City Region	110,972	$59,120,540	$36,038,913	$95,159,453	3,671	$60,485,000	$2,475,000	$6,616,000
State of Vermont	State	626,562	$78,856,911	$44,027,403	$122,884,314	4,268	$71,747,000	$2,597,000	$7,188,000
City of Tacoma	City	203,446	$74,648,459	$62,565,471	$137,213,930	3,656	$86,035,000	$5,979,000	$7,977,000
Door County	County	27,766	$9,730,760	$14,967,671	$24,698,431	632	$12,247,000	$1,240,000	$1,274,000
City of La Crosse	City	52,440	$12,827,852	$19,855,615	$32,683,467	1,132	$24,318,000	$1,410,000	$1,827,000
Eau Claire County	County	101,564	$4,509,343	$5,800,746	$10,310,089	393	$8,745,000	$525,000	$554,000
Greater Green Bay Area	County	256,670	$23,392,446	$12,925,635	$36,318,081	1,311	$25,617,000	$1,369,000	$1,820,000
Greater Fox Cities Region	Multi-County Region	401,008	$40,077,673	$18,279,758	$58,357,431	1,613	$32,445,000	$2,790,000	$2,725,000
Dane County	County	516,284	$145,739,612	$104,161,585	$249,901,197	9,154	$183,574,000	$9,943,000	$13,953,000
State of Wisconsin	State	5,757,564	$376,915,991	$279,941,276	$656,857,267	26,695	$555,512,000	$34,718,000	$40,510,000
City of Morgantown	City	31,073	$27,454,214	$8,020,706	$35,474,920	1,538	$23,710,000	$729,000	$2,305,000
Town of Jackson	City	10,449	$18,725,980	$32,521,961	$51,247,941	1,058	$22,721,000	$1,930,000	$3,145,000

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

Appendix

Appendix F

Student Access Subcommittee Final Recommendations				
	Focus Area	**Vision Statement**	**Recommendation**	**Description**
1	Communications and community outreach	The confusing variety of options for college and what is needed for each puts additional pressure on prospective students and families. Prospective students shall be provided a clear understanding of college options, admission requirements and college readiness.	Strengthen community engagement through robust two-way dialogue and foster education ecosystems and partnerships that support student readiness, admissions, and expanded pathways.	a. Appoint a "Community Advisory Board" that leverages diverse expertise in the community to strengthen connections and to track progress against established access goals. b. Develop a unified USF communications plan to provide an understanding of college access options including bridge programs. c. Dedicate additional resources at each campus to foster existing and build new community partnerships.
2	Scholarships, financial aid and admissions	All prospective students, including under-served, low-income, or first-generation, shall benefit from extra support to pursue academic studies.	Enhance access to financial aid through frequent and direct messaging, expansion of existing programs, and innovative new financial aid options.	a. Expand the reach of existing USF Foundation scholarship programs. b. Deliver communications to prospective students often and beginning in middle school and early high school to provide a clear understanding of the application process requirements, timing, financial aid resources and degrees offered. c. Partner with the local communities to identify new and creative sources of financial assistance to attract students from underserved populations. d. Hire additional recruiting and admissions staff to strengthen support for prospective students and families and engage further with local high schools, school districts, and education foundations.

Student Access Subcommittee Final Recommendations				
	Focus Area	**Vision Statement**	**Recommendation**	**Description**
3	Promotion of a diverse student body	The diversity of the student population shall reflect the local community.	Develop initiatives and partnerships to promote an environment that reflects the diversity of the communities USF serves as an institution.	a. Engage the community in ways that encourages a diverse applicant pool to USF. b. Foster student readiness among potential applicants, for example, by developing partnerships to provide free or discounted SAT prep courses to low-income prospective students. c. Introduce families in the community to USF early on in a student's educational journey by organizing campus visits, open houses, and other activities. d. Promote diversity among USF faculty and staff.
4	Transfer students and student mobility	As a large portion of USF's student population, transfer students shall benefit from expanded pathway programs.	Promote seamless student mobility for transfer students through early communication, enhanced support services, expanded pathways, and efficient and transparent credit transfer processes.	a. Educate potential transfer students from the Florida College System early on regarding the admissions process and academic and social transition to USF. b. Dedicate resources to fostering a welcoming environment for transfer students by providing similar programs and supports to those received by incoming freshmen. c. Dedicate financial and staffing resources to expanding and marketing bridge programs, including FUSE. d. Promote student mobility for FCS students (and across the three USF campuses) by expanding access to a broader array of courses and degree programs.
5	Academic programs and course delivery	Under the future USF model, students shall benefit from increased access to programs, regardless of their home campus.	Expand student access to academic programs by offering flexibility in schedule, delivery model, level and location.	a. Enhance the flexibility, accessibility, and relevancy of course programming at each campus location for the undergraduate and graduate level. b. Continue to explore alternate delivery models (e.g. hybrid, virtual, asynchronous) and creative uses of technology to increase student access. c. Disseminate resources and expertise broadly across the USF system in a way that is flexible and aligns with student needs and schedules at each campus. d. Expand access to relevant programs to better align with local workforce demands.

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

Shared Governance /Transparency Subcommittee Final Recommendations				
	Focus Area	**Vision Statement**	**Recommendation**	**Description**
1	University Governance	Empowered campuses make for a stronger USF and fulfilling student experience: The future governance of USF shall build upon the existing strengths of each campus, and the historically strong organizational and collaborative nature of all three campuses to ensure continued and increased benefits to all USF students regardless of home campus, and to enable the continued status of USF as a Preeminent State Research University.	Conduct and execute all governance reviews, changes and implementations with processes that guarantee transparency, mutual accountability and collaboration among internal stakeholders including students, faculty and staff. Provide seamless consolidation transition to students, faculty and staff by building upon proven success of shared governance.	a. Ensure continuity and enhancement of programs, (BA, MA and PhD levels), services to students, maintenance of distinct campus identities and guarantee robust opportunities to attract talent on all campuses by designating USFSM and USFSP as branch campuses as defined by SACSCOC[1]. b. Develop an organizational structure that clarifies delegated authority and furthers mutual accountability among leadership through transparent processes, communication and reporting. Ensure assignment of local accountability for coordinating, integrating, and delivering value-added student experiences. c. Define, update and communicate Campus Board (Advisory) member roles and responsibilities for clear understanding of the advisory, not governing, role of the campus board. Establish a practice of collaborative review of campus governance by the board including, but not limited to, review of campus plan, budget and legislative agendas. Although not governing/binding, those actions should maintain a high degree of well-informed members who represent USF among external stakeholders. d. Task internal academic and administrative committees to identify new opportunities for collaboration among campuses and finding efficiencies in governance processes.

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

Shared Governance /Transparency Subcommittee Final Recommendations				
	Focus Area	**Vision Statement**	**Recommendation**	**Description**
2	Faculty Governance	Engaged faculty and equitable campus representation shall support Preeminence objectives and offer students the benefits of learning from engaged leaders: All faculty members should have clear and accessible options for engagement and leadership of academic missions regardless of geographic location as they represent their peers, students and communities.	Ensure continued representation of faculty priorities through a strong and respected Faculty Senate structure that promotes collaborative dialogue and decision-making between faculty and university leadership, and reflects the priorities of both academic matters and unique geographic opportunities.	a. Empower Faculty Governance to contribute to the coordination and delivery of value-added student experiences. b. Develop one Faculty Senate, including campus councils, across the university to include equitable representation by campuses. c. The Faculty Senate organizational structure should allow for Campus Senate Councils or Committees with officer representation serving on the system Executive Committee (either as officers or council/committee chairs). Officers (Pres, VP, Sec, and Sergeant –at- Arms) should have diverse representation from all campuses. d. Carefully assess the potential impact of organizational changes to academic structure (Colleges and Schools) on the structure and representation of all campuses to ensure maximum faculty engagement across USF. e. Clearly define the accountability and defined powers of faculty governance. Review, update and communicate roles and responsibilities of all faculty governance councils and committees to support consolidation and ensure delivery of consistently high-quality curricular and extra-curricular experiences to students in each geographic location in which USF operates and no compromise of campus identity. f. Review and identify opportunities to consolidate committees with similar functions such as awards councils, academic committees and Gen. Ed. committees without negative impacts for any campus.
3	General Education	An enhanced General Education model offers students and faculty a dual experience of quality learning and engagement:	Strengthen the internal collaborative Enhanced General Education Leadership process review to model High Impact Practices (HIP) and ensure representation from all	a. Create a unified general education curriculum and identify core values that ensures maximum ease of transition for FTIC and transfer students to USF. b. Appoint a representative faculty leadership to oversee the transition to a consolidated gen ed curriculum to ensure consistent learning outcomes and seamless student mobility among USF campuses.

Shared Governance /Transparency Subcommittee Final Recommendations				
	Focus Area	**Vision Statement**	**Recommendation**	**Description**
	General Education *(cont'd)*	General Education at USF shall offer students core courses across programs that foster critical thinking skills, create engaged citizens and develop cross-functional soft skills, while providing opportunities for service learning, civic engagement and experiences unique to their home campuses.	campuses to shape key focus areas of: • Curricular alignment • Course alignment • Assessment • Faculty oversight and engagement	c. Establish equitable representation of faculty from all campuses in the identification of high-impact practices that reflect campus identities through community collaboration, service learning opportunities, and civic engagement. d. Update governance processes and documents for the General Education Council of the Faculty Senate to support a unified university while creating equitable participation opportunities from all campuses. e. Implement an assessment plan for annual review and approval oversight of general education curriculum.
4	Student Governance	Student government opportunities, both in leadership and local roles, shall remain open to students on all campuses: The student government experience and opportunities shall be enhanced by consolidation efforts with student participation available at both the	Identify a structure that allows for student government to be housed on each of the three campuses in an effective way including system-wide representation, and opportunities for interaction with faculty, university leadership and students from all campuses.	a. Create a system-level SGA and ensure alternating campus officer representation on the system-level SGA. b. Allow for equitable representation of student-elected positions across all three campuses. c. Define a clear process for equitable budget allocation. d. Outline and communicate processes and tools for student input/feedback during the consolidation transition. e. Develop a process for student leaders to assess and refine the student government structure two years post-consolidation.

Shared Governance /Transparency Subcommittee Final Recommendations				
	Focus Area	**Vision Statement**	**Recommendation**	**Description**
		local home campus and system levels.		
5	Budget Transparency	**Budget and funding allocations and evaluation of shared services should be conducted with transparency and should result in benefits for all USF campuses, and their students, faculty, and staff, and in organizational efficiencies.** USF budget governance practices and policies shall concurrently operate in accordance with all regulatory and legislative mandates and ensure internal transparency through diverse leadership engagement that provides USF students, faculty and staff with clear understanding of financial decision	A robust and transparent process for faculty, staff and student feedback shall drive all decisions on budgetary allocation, review and approval, restructuring of fee schedules, and implementation of shared services. The highest priorities for budgetary and administrative decisions should be accountability to all campuses, accessibility of services to students, faculty, and staff, and seamless transition across campuses.	a. Ensure the university's budget processes align with the organizational structures to promote matrixed responsibility, accountability, approval and reporting. b. Create a mechanism for transparency in the prioritization and decision-making processes of budget initiatives that meet a certain threshold. c. Empower campus leaders to make budgetary and other leadership decisions in the best interests of local stakeholders, including students, community and business leaders, donors and public officials. d. Ensure campus leaders have the authority to direct budget development, planning and management to align campus assets with the academic, programmatic and partnership needs of the community. e. To maintain the university's commitment to affordability, examine and determine a fee structure that minimizes impact on student costs and ensures current students continue to benefit from the fee structure under which they entered USF. f. Explore and recommend the feasibility of differentiated fee structures among the three campuses recognizing that equitable fee allocation does not mean equivalent services. Consider allocating a central pool of funds towards system-wide programming and allow other campus-specific fees to remain local. g. Streamline the process for funding derived from student fees to allow for system student leadership structure to review and approve budgets while maintaining regional campus allocation processes. h. Create a continuous communication process/plan for prospective and current USF students and families regarding how fees are assessed (home campus flat fees v. course/tuition-based fees), applied and services rendered.

Shared Governance /Transparency Subcommittee Final Recommendations				
	Focus Area	**Vision Statement**	**Recommendation**	**Description**
	Budget Transparency *(cont'd)*	processes, fee schedules, allocation of multiple funding streams and equitable disbursement of advancement investments. USF should also consider opportunities for shared services to provide students, faculty, and staff with the supports needed to be successful on all campuses and to deliver organizational efficiencies.		i. Implement ongoing processes to monitor students' utilization of and satisfaction with services provided, such as conducting a student survey to determine interest in system-wide events and intramural activities to determine proper fee support and likelihood of using services located on other campuses. j. Proposed post-consolidation shared services should consider a menu of options: in-person/home campus access, online/virtual options, and collaborative space/resource initiatives. k. Engage and challenge staff to identify efficiencies and business process. Consider incentives to empower and reward staff for identifying efficiencies and implementing best practices. l. Encourage USF to identify opportunities for cross-training of staff and leveraging of innovative technologies to promote efficiencies across the university.

Student Success/Academic Programs/Campus Identity Subcommittee Final Recommendations				
	Focus Area	**Vision Statement**	**Recommendation**	**Description**
1	Student Success	Supporting USF students to be successful through graduation and beyond fulfills USF's mission to produce graduates that positively contribute	Ensure that new and ongoing initiatives aimed at promoting students' success align across USF while allowing for the flexibility to meet local geographic, student population-specific	a. Develop guiding principles for a unified student success movement through an inclusive and collaborative campus stakeholder engagement process b. Provide all campuses with the necessary support to serve their unique student populations while ensuring that equitable services are offered across USF c. Leverage the new Student Success Committee to promote a unified approach to student success

Student Success/Academic Programs/Campus Identity Subcommittee Final Recommendations				
	Focus Area	**Vision Statement**	**Recommendation**	**Description**
	Student Success *(cont'd)*	to their chosen fields while also supporting economic and community development.	needs and providing support for the unique student populations of each campus.	d. Develop Persistence Committees on each campus and leverage the unified Student Success Committee to ensure coordinated retention and completion efforts including application of predictive models and the "Finish in Four" initiative e. Strengthen intervention initiatives and ensure the programs are reflective of and responsive to all student populations f. Empower faculty to have conversations with students about potential career paths in their academic discipline
2	Academic programs	Developing a broader array of integrated degree programs aligned with regional workforce demands promotes a successful journey through the student lifecycle from recruitment and the academic experience to employment and alumni engagement.	Maintain existing academic degree offerings and expand the academic portfolio across the University at every level, using evidence and rigorous analysis, as exemplified in the phased approach outlined in the "Unified Response" document authored by academic leadership at USF St. Petersburg, USF Sarasota-Manatee, and USF Tampa. Develop and communicate a disciplined approach to identifying and sustaining geographically-distributed Colleges and Schools.	a. Develop recommendations for expanding academic degree offerings at the Baccalaureate, Master's and Doctoral levels, based on a multi-layer, multi-year approach [see Appendix for "Unified Response" plan] b. Strengthen processes for the expansion of existing academic degree offerings such as examining evidence of student demand, critical mass, and capacity to deliver c. Empower local university leadership to strengthen employer partnerships to inform curriculum development d. Consider including updated labor market data sources in Program Reviews, so that students are better situated/equipped to understand real-life applications of degree programs e. Increase master and doctoral degree program delivery on the St. Petersburg and Sarasota-Manatee campuses no later than July 1, 2021 f. Increase online, blended and hybrid course offerings at all levels g. In consultation with Regional Chancellors and using established academic benchmarks, promote the opportunity for colleges to be homed across regional campuses. h. Unless otherwise prescribed by law, develop guiding principles for a College unit, such as: a. One college per academic discipline

Student Success/Academic Programs/Campus Identity Subcommittee Final Recommendations				
	Focus Area	**Vision Statement**	**Recommendation**	**Description**
	Academic programs *(cont'd)*			b. Establish realistic and manageable-sized college units informed by benchmarks for what constitutes a College c. A comprehensive resource plan and reasonable timeframe for attaining established benchmarks and a defined process for underperformance d. Meeting local workforce needs of the communities USF serves i. Ensure that existing academic offerings available on campuses pre-consolidation remain available under a single accreditation pursuant to determinations made according to faculty-led program reviews and continued demand evidence j. Add a student representative as a full member to the USF System Academic Program Advisory Council with provision to rotate by campus on an annual membership basis
3	Campus identity	Promoting a unified educational mission while leveraging distinctive regional strengths reflects "one university geographically distributed" and USF's commitment to designing rich and relevant learning experiences for students.	Implement initiatives that leverage the distinctive elements and communities that USF serves to strengthen campus identity while also supporting key features that establish University-wide standards across all campuses. Empower local university leadership to spearhead relationship building with surrounding communities to enhance campus identities.	a. Identify high-impact practices that reflect campus identities through community collaboration, service learning opportunities, and civic engagement b. Communicate distinctive academic and programmatic elements with external audiences to increase community awareness of campus identities and offerings c. Continue to increase opportunities for existing and new faculty to develop academic programs, increase research contributions, and strengthen campus identities d. Support on-campus student housing on the Sarasota-Manatee campus, which is critically important to enhance its identity, utilizing housing demand studies and other relevant information e. Strengthen academic and non-curricular programs, initiatives, and research on all campuses, to further the identity of the campuses f. Develop new academic programs on each of the campuses, which are part of the master academic plan and lead to more

Student Success/Academic Programs/Campus Identity Subcommittee Final Recommendations				
	Focus Area	**Vision Statement**	**Recommendation**	**Description**
	Campus identity *(cont'd)*			vibrant connections with the business communities and other communities of interest g. Foster cross-university collaborations to support the needs of the communities each campus serves h. Coordinate undergraduate admissions processes and outreach to emphasize one USF while highlighting the distinct campus identities
4	Research capacity	Elevating the level of research productivity across the three campuses enhances the University's economic and societal impact, strengthens its standing as a Carnegie R1 institution, and advances its aspirations towards membership in the Association of American Universities (AAU).	Provide the resources and infrastructure that will facilitate the flourishing of research and scholarly activities and collaborations across the University.	a. Encourage proactive engagement of the USF Research & Innovation Office with faculty on all campuses b. Support the growth of campus research initiatives and strengths through strategies including joint appointments for faculty on the St. Petersburg and Sarasota-Manatee campuses c. Empower faculty on all campuses to identify research assets and opportunities and to engage in the planning efforts designed to expand research capacity d. Design an online database that highlights the research resources and centers that are available to all USF faculty e. Develop state-of-the-art technologies to promote cross-campus collaboration f. Prioritize the construction of the Integrated Science and Technology Complex (ISTC) on the Sarasota-Manatee campus to serve local research and teaching needs
5	Community engagement	Leveraging geographic strengths and local	Strengthen relationships with community stakeholders,	a. Strengthen relationships with local businesses and non-profit organizations in relevant industry sectors including the arts,

Student Success/Academic Programs/Campus Identity Subcommittee Final Recommendations				
	Focus Area	**Vision Statement**	**Recommendation**	**Description**
	Community engagement *(cont'd)*	partnerships to drive economic development, enhance student recruitment efforts, and inform curriculum development, supports the University's commitment to making a positive impact on USF students, families, and community members.	educational institutions, corporations, non-profit organizations, and government entities to reinforce systemic support for economic development, leverage insights from on the ground experts, and engage local partners.	aviation, healthcare, insurance, engineering, real estate, etc. to leverage community strengths b. Enhance partnerships with educational organizations, including K-12 schools and regional community colleges, to foster community collaboration, innovative programs, and student access and success c. Establish mechanisms that allow engaged partners to inform the design of contemporary, real-world curricula and the development of relevant applied research

University of South Florida

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

November 5, 2018

University of South Florida

STUDENT SUCCESS/ACADEMIC PROGRAMS/CAMPUS IDENTITY SUBCOMMITTEE

Membership:

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

Committee Focus Areas:

a. Identification of specific degrees in programs of strategic significance, including health care, science, technology, engineering, mathematics, and other program priorities to be offered at the University of South Florida St. Petersburg and the University of South Florida Sarasota/Manatee and the timeline for the development and delivery of programs on each campus;

b. Maintaining the unique identity of each campus and an assessment of whether a separate educational mission is beneficial to the future of each campus;

c. Developing the research capacity at each campus; and

d. Other subject matters pertaining to campus strengths as determined by the Chair of the Task Force that would support the work of the Task Force.

Recommendations due to Task Force November 29, 2018

Responses to members' questions are provided by:

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

Martin Tadlock, PhD
Regional Chancellor
USF St. Petersburg

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

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

QUESTIONS:

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

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

Year 0 (2019-20):

USF Tampa (6)

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

USF St. Petersburg (2)

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

USF Sarasota-Manatee (1)

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

Year 1 (2020-21):

USF Tampa Campus (4)

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

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

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

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

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

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

Year 2 (2021-22):

USF Tampa Campus (4) [3 new faculty]

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

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

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

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

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

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

USF Tampa Campus (2)

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

USF St. Petersburg Campus (5)

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

USF Sarasota-Manatee Campus (6)

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

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

USF Tampa Campus (2)

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

USF St. Petersburg Campus (1)

- Financial Planning, Masters

USF Sarasota-Manatee Campus (1)

- Financial Planning, Masters

Please note:

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

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

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

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

USF Tampa:

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

USF St Petersburg:

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

USF Sarasota-Manatee:

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

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

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

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

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

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

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

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

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

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

	# of faculty	$ salary & benefits (recurring)	$ startup (non-recurring)

[1] The Future of Work: How Colleges Can Prepare Students for the Jobs Ahead, *The Chronicle of Higher Education*, 2017, p. 16.

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

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

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

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

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

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

USF Tampa:

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

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

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

USF St. Petersburg:

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

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

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

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

USF Sarasota-Manatee:

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

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

USF Tampa:

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

USF St. Petersburg:

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

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

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

USF Sarasota-Manatee:

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

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

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

USF Tampa:

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

USF St. Petersburg:

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

USF Sarasota-Manatee:

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

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

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

USF Tampa:

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

USF St. Petersburg:

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

USF Sarasota-Manatee:

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

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

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

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

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

USF Tampa:

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

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

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

Healthy Florida:

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

Secure Florida:

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

Prosperous Florida:

- Translational research [USF = Research translation]

- Human-technology interface (artificial intelligence, autonomous vehicles
- Space exploration and commercialization

2. **We are a national model for student success**, providing access for success to students from diverse socioeconomic, first generation, racial and ethnic, and national backgrounds. USF Tampa has a proud record of (a) attracting the "best and brightest" students from across Florida and around the world, (b) retention (91.3%), 4-yr (60.4%), and 6-yr (73.1%) graduation rates with elimination of the completion gap, (c) students earning competitive national fellowships (e.g. Fulbright, Gilman, Goldwater, Marshall, Peace Corps., etc.), and (d) placement in the top postgraduate and professional programs in the world.

3. **We provide a vibrant living, learning, exploring, and working community** on campus. With living and learning communities in support of a rigorous, relevant, and engaged learning environment.

4. **We cherish our mutually beneficial partnerships with business, industry, and public sector agencies in the community,** and we are committed to building a complementary networked identity in collaboration with colleagues on our campuses in St. Petersburg and Sarasota-Manatee.

5. **We are shaping a digital ecosystem to support success in all we do.**

USF St. Petersburg:

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

USF Sarasota-Manatee:

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

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

USF Tampa:

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

USF St. Petersburg:

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

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

USF Sarasota-Manatee:

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

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

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

Association of American Universities (AAU) performance metrics are:

Phase I Indicators

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

Phase II Indicators

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

<u>USF Tampa</u>:

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

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

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

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

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

<u>USF St. Petersburg</u>:

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

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

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

USF Sarasota-Manatee:

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

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

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

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

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

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

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

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

University of South Florida

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

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

Source: USF System Office of Decision Support

University of South Florida

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

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

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

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

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

Please refer to Question #6.

Attachments

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

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

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

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USF Consolidation Academic Program Planning Data - DRAFT

Campus	CIP	CIP TITLE	REG LEVEL	2014-16 Enrollment Average	2015-17 Enrollment Average	2016-18 Enrollment Average	2015-16 Degrees Awarded	2016-17 Degrees Awarded	2017-18 Degrees Awarded	STRATEGIC EMPHASIS	Year 0 2019-20 USFT	Year 0 2019-20 USFSP	Year 0 2019-20 USFSM	Year 1 2020-21 USFT	Year 1 2020-21 USFSP	Year 1 2020-21 USFSM	Year 2 2021-22 USFT	Year 2 2021-22 USFSP	Year 2 2021-22 USFSM	Year 3 2022-23 USFT	Year 3 2022-23 USFSP	Year 3 2022-23 USFSM	Year 4 2023-24 USFT	Year 4 2023-24 USFSP	Year 4 2023-24 USFSM
USFSM	011001	Food Science	B	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	STEM	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	✓			
USFT	030104	Environmental Science	B	329	315	310	97	128	85	STEM												✓			
USFSP	030104	Environmental Science	B	81	91	114	24	27	21	STEM															
USFT	030104	Environmental Science	M	25	21	19	5	16	6	STEM															
USFSP	030104	Environmental Science	M	22	22	16	6	7	7	STEM															
USFSM	030201	Natural Resources Management and Policy	B	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	STEM	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	✓									
USFT	040201	Architecture	M	111	105	97	47	42	30	STEM											✓	✓			
USFT	040301	City/Urban, Community and Regional Planning	M	22	31	38	8	7	19																
USFT	040401	Environmental Design/Architecture	M	9	10	9	4	5	8	STEM															
USFT	050107	Latin American Studies	M	11	10	9	5	5	2	GLOBAL															
USFT	050201	African-American/Black Studies	B	13	13	12	7	6	6	GLOBAL															
USFT	050207	Women's Studies	B	24	27	25	12	9	17																
USFT	050207	Women's Studies	M	12	12	11	7	6	7																
USFT	090101	Speech Communication & Rhetoric (Communication)	B	554	583	611	244	235	206	GAP ANALYSIS									✓						
USFT	090101	Speech Communication & Rhetoric (Communication)	M	10	9	8	5	5	5	GAP ANALYSIS															
USFT	090101	Speech Communication & Rhetoric (Communication)	R	42	41	41	7	6	8	GAP ANALYSIS															
USFT	090102	Mass Communication/Media Studies	B	852	835	797	246	237	276																
USFSP	090102	Mass Communication/Media Studies (FUSE) [2]	B	108	115	131	32	32	31																
USFT	090102	Mass Communication/Media Studies	M	40	46	46	16	8	21																
USFSP	090401	Journalism	M	12	14	11	1	8	8																
USFSP	090499	Journalism, Other	M	28	27	29	13	14	14			*		*	*	*	*	*	*	*	*	*	*	*	*
USFT	090702	Digital Communication & Media/Multimedia	R	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	STEM	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	✓								
USFT	090900	Public Relations, Advertising, and Applied Communication	B	New 2018	New 2018	40				GAP ANALYSIS															
USFT	090903	Advertising	M	New 2018	New 2018	New 2018	New 2018	New 2018	New 2018																
USFT	110101	Computer and Information Sciences, General	B	327	429	581	105	117	134	STEM					✓	✓									
USFT	110103	Information Technology (Information Studies) [1]	B	106	121	151	28	26	33	STEM	*			*	*	*	*	*	*	*	*	*	*	*	*
USFT	110103	Information Technology (Engineering; FUSE)	B	188	295	440	27	89	116	STEM	*			*	*	*	*	*	*	*	*	*	*	*	*
USFSM	110103	Information Technology (FUSE)	B	133	139	147	24	27	28	STEM			*	*	*	*	*	*	*	*	*	*	*	*	*
USFT	110103	Information Technology	M	19	28	32	3	8	11	STEM	*			*	*	*	*	*	*	*	*	*	*	*	*
USFT	110104	Informatics	R	In development	In development	In development	In development	In development	In development	STEM	✓														
USFT	110401	Information Science/Studies (Intelligence Studies) [1]	M	23	44	58	4	9	13	STEM	*			*	*	✓	*	*	*	*	*	*	*	*	*
USFT	110501	Computer Systems Analysis/Analyst (Business Analytics)	M	222	268	291	163	137	146	STEM															
USFT	110701	Computer Science	M	78	83	80	30	65	49	STEM															
USFT	111003	Computer and IS Security/Information Assurance (Cybersecurity)	B	In development	In development	In development	In development	In development	In development	STEM	✓		✓												
USFSM	130101	Education, General	M	15	14	11	6	7	5	EDUCATION			*	*	*	*	*	*	*	*	*	*	*	*	*
USFT	130301	Curriculum and Instruction [1]	M	168	163	164	90	76	86	EDUCATION	*			*	*	*	*	*	*	*	*	*	*	*	*

[1] Multiple programs of study, some available online.
[2] Multiple programs of study, some available as FUSE programs.

USF Consolidation Academic Program Planning Data - DRAFT

Campus	CIP	CIP TITLE	REG LEVEL	2014-16 Enrollment Average	2015-17 Enrollment Average	2016-18 Enrollment Average	2015-16 Degrees Awarded	2016-17 Degrees Awarded	2017-18 Degrees Awarded	STRATEGIC EMPHASIS	Year 0 2019-20 USFT	Year 0 2019-20 USFSP	Year 0 2019-20 USFSM	Year 1 2020-21 USFT	Year 1 2020-21 USFSP	Year 1 2020-21 USFSM	Year 2 2021-22 USFT	Year 2 2021-22 USFSP	Year 2 2021-22 USFSM	Year 3 2022-23 USFT	Year 3 2022-23 USFSP	Year 3 2022-23 USFSM	Year 4 2023-24 USFT	Year 4 2023-24 USFSP	Year 4 2023-24 USFSM
USFT	130301	Curriculum and Instruction [1]	S	21	22	22	10	15	11	EDUCATION	*			*	*	*	*	*	*	*	*	*	*	*	*
USFT	130301	Curriculum and Instruction [1]	R	389	388	403	51	58	49	EDUCATION	*			*	✓	✓	*	*	*	*	*	*	*	*	*
USFT	130401	Education Administration/Leadership, General	M	62	56	54	45	18	35																
USFSP	130401	Education Administration/Leadership, General	M	60	62	57	18	28	30			*		*	*	*	*	*	*	*	*	*	*	*	*
USFSM	130401	Education Administration/Leadership, General	M	27	24	22	8	13	8																
USFT	130401	Education Administration/Leadership, General	S	13	21	23	0	2	11	EDUCATION															
USFT	130401	Education Administration/Leadership, General	R	48	51	51	1	1	2	EDUCATION															
USFT	130501	Learning Design & Technology (Instructional Technology) [1]	M	New 2018	New 2018	New 2018	New 2018	New 2018	New 2018	STEM	*			*	*	*	*	*	✓	*	✓	*	*	*	*
USFT	131001	Special Education and Teaching, General (FUSE)	B	73	81	75	21	19	17	EDUCATION												✓			
USFT	131001	Special Education and Teaching, General	M	29	32	30	5	11	14	EDUCATION	*			*	*	*	*	*	*	*	*	*	*	*	*
USFSP	131001	Special Education and Teaching, General	M	33	26	17	18	5	12	EDUCATION															
USFT	131004	Education/Teaching of the Gifted and Talented	M	16	11	8	7	5	3	EDUCATION	*			*	*	*	*	*	*	*	*	*	*	*	*
USFT	131013	Education/Teaching of Individuals with Autism	M	15	14	15	3	5	5	EDUCATION	*			*	*	*	*	*	*	*	*	*	*	*	*
USFT	131101	Counselor Education/School Counseling and Guidance Services	M	82	64	50	29	34	17	EDUCATION															
USFT	131201	Adult and Continuing Education and Teaching	M	51	36	29	27	25	7	EDUCATION															
USFT	131202	Elementary Education and Teaching (FUSE)	B	481	452	419	157	125	134	EDUCATION					✓										
USFSM	131202	Elementary Education and Teaching (FUSE)	B	151	152	151	30	28	43	EDUCATION															
USFT	131202	Elementary Education and Teaching	M	53	45	39	23	15	15	EDUCATION															
USFSP	131202	Elementary Education and Teaching	M	47	47	41	9	21	16	EDUCATION															
USFSM	131202	Elementary Education and Teaching	M	7	8	7	4	3	7	EDUCATION															
USFSP	131203	Junior High/Intermediate/Middle School Education and Teaching	M	15	13	7	10	8	6	EDUCATION															
USFSP	131205	Secondary Education and Teaching	M	In development	In development	In development	In development	In development	In development	EDUCATION					✓										
USFSP	131206	Teacher Education, Multiple Levels	B	177	146	179	63	73	56	EDUCATION															
USFT	131210	Early Childhood Education and Teaching (FUSE)	B	80	79	80	23	16	21	EDUCATION															
USFT	131305	English/Language Arts Teacher Education (FUSE)	B	160	153	141	35	41	32	EDUCATION															
USFT	131305	English/Language Arts Teacher Education	M	29	25	22	15	5	8	EDUCATION															
USFSP	131305	English/Language Arts Teacher Education	M	17	11	11	11	6	4	EDUCATION															
USFSM	131305	English/Language Arts Teacher Education	M	5	5	5	3		2	EDUCATION															
USFT	131306	Foreign Language Teacher Education	M	8	6	5	2	2		EDUCATION															
USFT	131311	Mathematics Teacher Education (FUSE) [2]	B	108	100	90	35	23	17	EDUCATION								✓	✓						
USFT	131311	Mathematics Teacher Education	M	20	18	14	6	6	8	EDUCATION															
USFT	131312	Music Teacher Education	B	95	93	101	20	19	16	EDUCATION															
USFT	131312	Music Teacher Education	M	7	6	8	2	4	1	EDUCATION	*			*	*	*	*	*	*	*	*	*	*	*	*
USFT	131314	Physical Education Teaching and Coaching (FUSE) [2]	B	192	170	155	48	47	45	EDUCATION															
USFT	131314	Physical Education Teaching and Coaching	M	40	36	32	19	19	16	EDUCATION	*			*	*	*	*	*	*	*	*	*	*	*	*
USFT	131315	Reading Teacher Education	M	44	34	29	27	17	11	EDUCATION	*			*	*	*	*	*	*	*	*	*	*	*	*

[1] Multiple programs of study, some available online.
[2] Multiple programs of study, some available as FUSE programs.

USF Consolidation Academic Program Planning Data - DRAFT

Campus	CIP	CIP TITLE	REG LEVEL	2014-16 Enrollment Average	2015-17 Enrollment Average	2016-18 Enrollment Average	2015-16 Degrees Awarded	2016-17 Degrees Awarded	2017-18 Degrees Awarded	STRATEGIC EMPHASIS	Year 0 2019-20 USFT	Year 0 2019-20 USFSP	Year 0 2019-20 USFSM	Year 1 2020-21 USFT	Year 1 2020-21 USFSP	Year 1 2020-21 USFSM	Year 2 2021-22 USFT	Year 2 2021-22 USFSP	Year 2 2021-22 USFSM	Year 3 2022-23 USFT	Year 3 2022-23 USFSP	Year 3 2022-23 USFSM	Year 4 2023-24 USFT	Year 4 2023-24 USFSP	Year 4 2023-24 USFSM
USFSP	131315	Reading Teacher Education	M	15	13	11	5	7	6	EDUCATION															
USFT	131316	Science Teacher Education/General Science Teacher Education (FUSE) [2]	B	46	40	39	12	10	13	EDUCATION								✓	✓						
USFT	131316	Science Teacher Education/General Science Teacher Education	M	15	12	12	8	5	6	EDUCATION															
USFT	131317	Social Science Teacher Education (FUSE)	B	148	134	122	37	30	21	EDUCATION									✓						
USFT	131317	Social Science Teacher Education	M	17	12	10	7	2	4	EDUCATION															
USFT	131320	Trade and Industrial Teacher Education	M	20	14	14	10	11	7	EDUCATION	*			*	*	*	*	*	*	*	*	*	*	*	*
USFT	131401	Teaching English as a Second or Foreign Language/ESL language	R	42	41	40	6	5	8	EDUCATION															
USFT	140501	Bioengineering and Biomedical Engineering	B	In development	In development	In development	In development	In development	In development	STEM	✓														
USFT	140501	Bioengineering and Biomedical Engineering	M	28	32	29	28	13	25	STEM															
USFT	140501	Bioengineering and Biomedical Engineering	R	22	22	24	3	4	2	STEM															
USFT	140701	Chemical Engineering	B	353	461	568	91	89	137	STEM						✓									
USFT	140701	Chemical Engineering	M	18	18	16	7	5	11	STEM															
USFT	140701	Chemical Engineering	R	21	19	20	5	6	1	STEM															
USFT	140801	Civil Engineering, General	B	288	333	405	87	104	101	STEM					✓	✓									
USFT	140801	Civil Engineering, General	M	83	88	92	43	45	52	STEM															
USFT	140801	Civil Engineering, General	R	48	50	53	6	6	9	STEM															
USFT	140901	Computer Engineering, General	B	151	195	263	44	50	45	STEM															
USFT	140901	Computer Engineering, General	M	17	15	15	8	12	7	STEM															
USFT	140901	Computer Engineering, General	R	76	82	89	10	5	12	STEM															
USFT	141001	Electrical and Electronics Engineering	B	279	333	403	83	70	98	STEM					✓	✓									
USFT	141001	Electrical and Electronics Engineering	M	241	251	239	129	171	146	STEM															
USFT	141001	Electrical and Electronics Engineering	R	103	115	124	12	14	21	STEM															
USFT	141401	Environmental/Environmental Health Engineering	M	25	26	31	11	5	12	STEM															
USFT	141401	Environmental/Environmental Health Engineering	R	17	20	24	5	3	2	STEM															
USFT	141801	Materials Engineering	M	13	17	23	7	19	13	STEM															
USFT	141901	Mechanical Engineering	B	591	743	887	151	159	212	STEM					✓	✓									
USFT	141901	Mechanical Engineering	M	62	88	109	32	49	63	STEM															
USFT	141901	Mechanical Engineering	R	42	41	43	10	6	6	STEM															
USFT	143501	Industrial Engineering	B	182	221	244	42	58	84	STEM						✓									
USFT	143501	Industrial Engineering	M	31	51	56	12	30	51	STEM															
USFT	143501	Industrial Engineering	R	23	23	25	9	4	2	STEM															
USFT	151501	Engineering/Industrial Management	M	120	114	99	51	78	52	STEM	*			*	*	*	*	*	*	*	*	*	*	*	*
USFT	160101	Foreign Languages & Literature, General (World Languages & Cultures)	B	0	20	51			18	GLOBAL															
USFSP	160101	Foreign Languages & Literature, General	B	14	18	21	3	5	5	GLOBAL															
USFT	160102	Linguistics	M	30	27	22	16	18	12	GLOBAL															
USFT	160102	Linguistics	R	0	2	5	0	0		GLOBAL															

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USF Consolidation Academic Program Planning Data - DRAFT

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

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

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USFT	422814	Applied Behavior Analysis	R	13	16	16	0	1	3																
USFT	430103	Criminal Justice/Law Enforcement Administration	M	44	42	54	18	19	21																
USFSM	430103	Criminal Justice/Law Enforcement Administration	M	17	15	15	7	10	3				*	*	*	*	*	*	*	*	*	*	*	*	*
USFT	430303	Critical Infrastructure Protection (Cybersecurity)	M	159	228	244	24	112	124	STEM	*			*	*	*	*	*	*	*	*	*	*	*	*
USFT	440000	Human Services, General	B	218	218	156	78	100	89																
USFT	440000	Human Services, General [1]	M	25	43	91	0	5	21		*			*	*	*	*	*	*	*	*	*	*	*	*
USFT	440401	Public Administration	M	81	74	68	37	38	21																
USFT	440701	Social Work (FUSE)	B	223	227	165	75	82	92									✓	✓						
USFT	440701	Social Work	M	166	188	202	62	127	90		*			*	*	*	*	*	*	*	*	*	*	*	*
USFT	440701	Social Work	R	9	6	67	0	4	3																
USFT	450101	Social Sciences, General (Interdisciplinary Social Science)	B	242	228	231	95	88	101																
USFSP	450101	Social Sciences, General (Interdisciplinary Social Science) (FUSE) [2]	B	98	88	75	27	52	27																
USFSM	450101	Social Sciences, General (Interdisciplinary Social Science) (FUSE) [1,2]	B	106	93	86	28	31	21				*	*	*	*	*	*	*	*	*	*	*	*	*
USFT	450201	Anthropology	B	190	175	175	78	63	68																
USFSP	450201	Anthropology (FUSE)	B	55	54	54	15	16	20																
USFT	450201	Anthropology	M	55	52	48	15	16	14																
USFT	450201	Anthropology	R	68	65	64	11	7	5																
USFT	450401	Criminology (FUSE)	B	828	798	816	319	269	311		*			*	*	*	*	*	*	*	*	*	*	*	*
USFSP	450401	Criminology (FUSE)	B	126	128	143	43	54	51																
USFSM	450401	Criminology (FUSE)	B	88	86	88	29	29	28																
USFT	450401	Criminology	M	18	16	21	7	7	9		*			*	*	*	*	*	*	*	*	*	*	*	*
USFT	450401	Criminology	R	28	28	28	7	4	4																
USFT	450601	Economics, General	B	309	348	387	104	121	104																
USFSP	450601	Economics, General (FUSE)	B	80	81	86	19	20	22																
USFT	450601	Economics, General	M	23	23	24	10	21	13																
USFT	450601	Economics, General	R	20	22	22	2	4	3																
USFT	450701	Geography	B	38	37	38	11	14	13																
USFSP	450701	Geography	B	6	6	14	2	1	5																
USFT	450701	Geography	M	13	10	8	5	4	4																
USFT	450799	Geography, Other	R	39	41	41	3	6	5																
USFT	450901	International Relations and Affairs	B	348	304	277	151	111	106	GLOBAL															
USFT	450901	International Relations and Affairs	R	28	29	31	0	2	7	GLOBAL															
USFT	451001	Political Science and Government, General	B	453	449	450	133	153	136																
USFSP	451001	Political Science and Government, General (FUSE)	B	71	63	78	36	25	22																
USFT	451001	Political Science and Government, General	M	34	29	24	16	10	10																
USFT	451101	Sociology	B	186	167	145	92	64	70																

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

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

[1] Multiple programs of study, some available online.
[2] Multiple programs of study, some available as FUSE programs.

USF Consolidation Academic Program Planning Data - DRAFT

Campus	CIP	CIP TITLE	REG LEVEL	2014-16 Enrollment Average	2015-17 Enrollment Average	2016-18 Enrollment Average	2015-16 Degrees Awarded	2016-17 Degrees Awarded	2017-18 Degrees Awarded	STRATEGIC EMPHASIS	Year 0 2019-20 USFT	Year 0 2019-20 USFSP	Year 0 2019-20 USFSM	Year 1 2020-21 USFT	Year 1 2020-21 USFSP	Year 1 2020-21 USFSM	Year 2 2021-22 USFT	Year 2 2021-22 USFSP	Year 2 2021-22 USFSM	Year 3 2022-23 USFT	Year 3 2022-23 USFSP	Year 3 2022-23 USFSM	Year 4 2023-24 USFT	Year 4 2023-24 USFSP	Year 4 2023-24 USFSM
USFT	520804	Financial Planning and Services	B	In development	In development	In development	In development	In development	In development		✓							✓	✓						
USFT	520804	Financial Planning and Services	M	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan		5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	✓							✓	✓
USFSM	520901	Hospitality Administration/Management, General (FUSE)	B	156	159	151	55	49	36						✓		✓								
USFSM	520901	Hospitality Administration/Management, General	M	27	23	18	10	15	5																
USFT	521101	International Business/Trade/Commerce	B	207	251	273	50	44	46	GLOBAL															
USFSP	521101	International Business/Trade/Commerce	B	18	21	30	9	13	3	GLOBAL															
USFT	521201	Management Information Systems, General (FUSE) [2]	B	320	389	445	115	131	146	STEM									✓						
USFSP	521201	Management Information Systems, General (FUSE)	B	57	60	62	23	31	23	STEM															
USFSM	521301	Management Science	B	In development	In development	In development	In development	In development	In development	STEM					✓	✓									
USFT	521301	Management Science	M	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	5-Yr Plan	STEM	5-Yr Plan	5-Yr Plan	5-Yr Plan	✓											
USFT	521401	Marketing/Marketing Management, General (FUSE) [2]	B	611	792	928	268	254	264																
USFSP	521401	Marketing/Marketing Management, General (FUSE)	B	96	102	121	55	48	55																
USFSM	521401	Marketing/Marketing Management, General (FUSE)	B	33	40	40	11	26	33																
USFT	521401	Marketing/Marketing Management, General	M	51	59	67	21	41	32																
USFT	521499	Marketing, Other (Advertising)	B	34	53	76	10	2	1																
USFSM	521701	Insurance (Risk Management)	B	New 2018	New 2018	4				GAP ANALYSIS					✓					✓					
USFT	540101	History, General	B	251	243	227	94	99	98																
USFSP	540101	History, General (FUSE)	B	70	64	68	30	15	22																
USFSM	540101	History, General (FUSE)	B	39	42	46	13	14	12																
USFT	540101	History, General	M	28	27	25	8	10	8																
USFT	540101	History, General	R	22	27	31	2	1	5																

[1] Multiple programs of study, some available online.
[2] Multiple programs of study, some available as FUSE programs.

Consolidation Report

UNIVERSITY OF SOUTH FLORIDA

Judy Genshaft, USF System President

February 12, 2019

University of South Florida

A Preeminent Research University

Implementation Plan & Timeline

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

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

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

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

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

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

The SACSCOC Substantive Change Prospectus
March 15, 2020

A. Description & Rationale for Consolidation

B. Academic & Student Support Services

C. Faculty

D. Educational Programs, Evaluation & Assessment

E. Library, Learning & Physical Resources

F. Financial Support

G. Institutional Information

The SACSCOC Substantive Change Prospectus

A. Description & Rationale for Consolidation

ITEM	TF	CIC	ALIGNED	DEADLINE	PROGRESS
1. Statement of nature and purpose of the change (Florida Statute)	—	—	—	11/01/19	●
2. Legal authority for the change (Florida Statute)	—	—	—	11/01/19	●
3. Organizational chart	N/A	N/A	N/A	11/01/19	●
4. Governing board: membership, organization & authority	Y	Y	✔ ✖	11/01/19	●
5. University regulations & policies	N/A	Y	N/A	11/01/19	●
6. Administrative structure	Y	Y	✖	11/01/19	●
7. Degree granting authority	N/A	N/A	N/A	11/01/19	●
8. University mission (strategic plan) to BOT	N/A	Y	N/A	08/02/19	●

The SACSCOC Substantive Change Prospectus

B. Academic & Student Support Services

ITEM	TF	CIC	ALIGNED	DEADLINE	PROGRESS
1. Enrollment planning & management (Admissions & Orientation)	Y	Y	✔	06/03/19	●
2. Registrar & student records	N/A	Y	N/A	11/01/19	●
3. Student success & advising	Y	Y	✔	11/01/19	●
4. Health & wellness (including mental health counseling)	Y	Y	✔	11/01/19	●
5. Career development & placement	Y	Y	✔	11/01/19	●
6. Student engagement (including student government and organizations)	Y	Y	✔	11/01/19	●
7. Student conduct	N/A	Y	N/A	11/01/19	●
8. Student complaint procedures	N/A	Y	N/A	11/01/19	●
9. Veterans services	N/A	Y	N/A	11/01/19	●
10. Student Disability Services	N/A	Y	N/A	11/01/19	●

The SACSCOC Substantive Change Prospectus
C. Faculty

ITEM	TF	CIC	ALIGNED	DEADLINE	PROGRESS
1. Faculty resources & workload	Y	Y	✔	11/01/19	●
2. Faculty roster & qualifications	N/A	N/A	N/A	04/26/19	●
3. Faculty development	Y	Y	✔	11/01/19	●
4. Faculty governance & curriculum oversight	Y	Y	✔	04/26/19	●
5. Tenure & promotion	N/A	Y	N/A	06/01/19	●
6. Academic leadership	Y	Y	✖	11/01/19	●

C5. Tenure and Promotion

C5. Tenure & promotion	N/A	Y	N/A	06/01/19	

	1/19	2/19	3/19	4/19	5/19	6/19	7/19	8/19	9/19	10/19	11/19
Compile and compare T&P documents from USF-T, USF-SP, and USF-SM	■										
Identify cross-campus differences at 2/21 SFC meeting		■									
Draft consolidated document			■								
Present draft at the March and April Senate/SFC meetings			■	■							
Final approval by 3 Senates				■							
SFC approval of draft					■	■					
Vice Provost for Labor Relations and Space Planning coordinates ongoing process with Deans, other Administrators, and UFF	■	■	■	■	■	■					
Final approval by USF President & Provost						■					

The SACSCOC Substantive Change Prospectus

D. Educational Programs, Evaluation & Assessment

ITEM	TF	CIC	ALIGNED	DEADLINE	PROGRESS
1. Educational policies, procedures & practices	Y	Y	✔	11/01/19	●
2. General education & QEP	Y	Y	✔	11/01/19	●
3. Curriculum alignment (degrees, majors, concentrations & certificates)	Y	Y	✔	11/01/19	●
4. Student learning outcomes	Y	Y	✔	11/01/19	●
5. Institutional planning & effectiveness (strategic & annual accountability plans)	N/A	Y	N/A	11/01/19	●
6. Specialized accreditations	N/A	N/A	N/A	11/01/19	●

D2. General Education

D2. General education & QEP	Y	Y	✔	11/01/19	●

	1/19	2/19	3/19	4/19	5/19	6/19	7/19	8/19	9/19	10/19	11/19
Assessment Rubric approval		■	■								
Training faculty on Assessment Rubric				■	■	■	■				
Approve top-tier courses		■	■								
Prepare courses for proposal		■	■	■	■	■	■				
Proposal submission								■	■	■	
Complete reviews by GEC											■

The SACSCOC Substantive Change Prospectus

E. Library, Learning & Physical Resources

ITEM	TF	CIC	ALIGNED	DEADLINE	PROGRESS
1. Library & learning resources, staffing & services (including digital platforms)	N/A	Y	N/A	11/01/19	●
2. Facilities, equipment & research infrastructure	Y	Y	✔	11/01/19	●
3. Digital infrastructure	Y	Y	✔	11/01/19	●
4. Inter-campus transportation & campus access	Y	Y	✔	11/01/19	●
5. Campus locations (existing)	—	—	—	11/01/19	●

The SACSCOC Substantive Change Prospectus

F. Financial Support

ITEM	TF	CIC	ALIGNED	DEADLINE	PROGRESS
1. Comprehensive business plan	N/A	N/A	N/A	11/01/19	
2. Current financial audits (including financial aid)	N/A	N/A	N/A	12/15/19	
3. Statement of financial position of unrestricted net assets	N/A	N/A	N/A	11/01/19	
4. Direct support organizations (DSO) (overview & financial statements)	N/A	N/A	N/A	11/01/19	

The SACSCOC Substantive Change Prospectus

G. Institutional Information

ITEM	TF	CIC	ALIGNED	DEADLINE	PROGRESS
1. History	—	—	—	11/01/19	●
2. Student profile	—	—	—	11/01/19	●
3. Peer institutions	—	—	—	11/01/19	●
4. Degree offerings	Y	Y	✔	11/01/19	●
5. Distance learning	Y	Y	✔	11/01/19	●
6. Non credit	N/A	N/A	N/A	11/01/19	●

G5. Distance Learning

G5. Distance learning	Y	Y	✔	11/01/19	●

	1/19	2/19	3/19	4/19	5/19	6/19	7/19	8/19	9/19	10/19	11/19
1. ACADEMIC PROGRAMS & COURSE DELIVERY **Develop a process to determine the best mode of delivery of courses without duplication.**											
Develop a process and policy governing the decisions around the mode of delivery in order to track online courses and avoid duplication.											
Conduct analysis of each course based on pedagogy and learning outcomes.											
Ensure the application of academic policies across locations.											
2. TECHNOLOGY INFRASTRUCTURE **Create a purposeful student-centered digital learning environment to include the need for innovation in pedagogy, course design that are enabled or supported by technology.**											
Assess the use of technology to enhance collaboration among faculty and students.											
Evaluate new technologies that can assist faculty in meeting the needs of students.											
3. QUALITY & ASSESSMENT **Create a standard for evaluation of the design and development of online courses. All campuses must deliver courses that are consistent with the national standards. Currently, there are a number of duplicative courses offered on the various campuses. A single rubric is required to ensure quality learning outcomes.**											
Establish a process to track quality and high-quality certification data to meet state BOG guidelines.											
Implement quality standards and ongoing assessment and improvements to programs, curricula and courses delivered in a variety of modes.											
Develop quality assurance frameworks, guidelines, and benchmarks for USF.											

G5. Distance Learning (cont.)

G5. Distance learning	Y	Y	✔	11/01/19	●

	1/19	2/19	3/19	4/19	5/19	6/19	7/19	8/19	9/19	10/19	11/19
4. PROFESSIONAL DEVELOPMENT **Provide training and development for faculty to ensure faculty across campuses receive consistent training and support and that they are able to teach in engaging ways to enhance student learning outcomes.**											
Establish faculty professional development opportunities to meet the standards of the 2025 State University System Strategic Plan for Online Learning published by the Florida Board of Governors in 2018.											
Standardize faculty online certification course and maintain records on faculty participation.											
Standardize training for instructional designers emphasizing a consistent approach to design and development of online courses.											
Develop outcome measures that focus on the impact of faculty development on student learning.											
5. RESOURCES **Ensure that all campuses have the resources to support the teaching and learning process regardless of modality, home or host campus.**											
Monitor the distance learning fees in order to evaluate use is consistent with State guidelines.											
6. CONTINUING EDUCATION **Continuing Education, Outreach and Service programs are consistent with the institution's mission.**											
Review all continuing education (non-credit), outreach (Osher Lifelong Learning) and service (Testing) programs to ensure consistency with the institution's mission.											
Develop guidelines designed to assure proper documentation of noncredit activities.											

Mitigating Disruption to Student Progression and/or Graduation

We are already working as a consolidated university in the best interests of students so that their academic progress and, in particular, their ability to graduate in 4 years is not impeded by consolidation:

- Specifically, this is being enabled by a Student Success Committee with representation from all three campuses that was formed in October 2018 to coordinate and standardize all student success initiatives.
- Our persistence and graduation rate efforts have also been standardized with the formation of persistence committees using the same predictive analytics.
- Finish in Four has already been extended to all three campuses.

Consolidated Data Reporting to IPEDS and BOG

- In August 2020, one month prior to the beginning of the 2020-21 IPEDS Data Collection schedule, the USF Office of Decision Support as the official source of student and faculty data, will communicate with IPEDS/NCES who will make the requisite changes of submitting under one IPEDS ID.
- Consolidated data are already reported to the BOG.

A4. Governing Board: Membership, Organization & Authority

A4. Governing board: membership, organization & authority	Y	Y	✔ ✖	11/01/19	●

TF RECOMMENDATIONS

e. Designate USFSM and USFSP as branch campuses as defined by SACSCOC, which includes the following:

-Permanent in nature

-Offers courses in educational programs leading to a degree, certificate, or other recognized educational credential

-Has its own faculty and administrative or supervisory organization, and

-Has its own budgetary and hiring authority

CIC CONSIDERATIONS

F:BI. Guiding Principle: USF will be one University with three campuses. Although each campus may have distinct qualities, the consolidated university operates as a Preeminent SUS institution with one mission. The Tampa Campus will be the "main campus" with Sarasota-Manatee and St. Petersburg being referred to as “regional campuses.” Deans and department chairs are responsible for the success of assigned faculty across all three campuses, inclusive of meeting Preeminence, AAU, and PBF metrics.

F:BVIII. Identity: Each campus is encouraged to foster its unique strengths and identity. Campus identities may be expressed through unique academic degrees, programs, and/or concentrations, as well as campus "climates" offering educational and social experiences and engagements with respective communities that differentiate one campus from the others. Efforts to formulate and explicate these identities should proceed as soon as possible.

BOT Guiding Principles for USF Consolidation:

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

A6. Structure & C6. Leadership

A6. Administrative structure	Y	Y	✖	11/01/19	●
C6. Academic leadership	Y	Y	✖	11/01/19	●

TF RECOMMENDATIONS

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

CIC CONSIDERATIONS

F:BI. Guiding Principle: USF will be one University with three campuses. Although each campus may have distinct qualities, the consolidated university operates as a Preeminent SUS institution with one mission. The Tampa Campus will be the "main campus" with Sarasota-Manatee and St. Petersburg being referred to as “regional campuses.” Deans and department chairs are responsible for the success of assigned faculty across all three campuses, inclusive of meeting Preeminence, AAU, and PBF metrics.
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- *Strengthen USF's stature as a Preeminent Research University with national and global prominence;*
- *Commit to "Students First", through expanding access and raising educational attainment while continuing USF's national best practice of student success and diversity*

December 19, 2018

University of South Florida
A Preeminent Research University

Consolidation Plans for a Singly Accredited University of South Florida

submitted by
Pritish Mukherjee & Donna Petersen, co-Chairs
Consolidation Implementation Committee (CIC)

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December 19, 2018

PREFACE
CONSOLIDATION PLANS
FOR A SINGLY ACCREDITED UNIVERSITY OF SOUTH FLORIDA

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

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

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

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

The guiding principles of the proposed consolidation implementation plan are:

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

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

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

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

December 19, 2018

I. The current state

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

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

II. Important factors for consolidation

Preeminence metrics:

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

See ***Appendix G*** for Preeminence Metrics.

SACSCOC requirements:

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

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

Board of Trustees Guiding Principles:

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

III. Process of the CIC

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

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

IV. Summary of the charges of the CIC subcommittees

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

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

V. Interdependencies among questions addressed by the CIC subcommittees

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

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

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

VI. Opportunities

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

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

VII. Progress on issues critical to consolidation

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

Faculty Governance

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

Tenure and promotion guidelines

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

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

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

<u>General Education Curriculum</u>

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

<u>Student admissions, enrollment and success</u>

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

<u>Empowering students to drive equity across campuses</u>

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

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

Strategic plan for research and innovation

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

Access and communications

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

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

External Affairs

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

Academic structure

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

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

Administrative structure

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

Infrastructure and facilities

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

Culture change

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

VIII. Critical decisions that require USF leadership's attention

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

Administrative structure and leadership

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

Academic structure

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

Home campus assignment for students

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

Home campus assignment for faculty

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

Student fee structure

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

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

Athletics

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

Other Outstanding Challenges:

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

IX. Considerations of the CIC Action Plan for Consolidation

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

December 19, 2018

(1) Student Success Subcommittee Considerations

A. Student Support Services
   I. New Student Connections
      a. Develop a universal approach and sequenced-learning objective-focused onboarding and transition plan for all USF students
      b. Create a solid week of welcome/arrival experience for all incoming students with aligned outcomes through a strategic visioning of USF student transition.
      c. Develop a system-wide Parent/Family Office to provide consistent education, services, programs, and support regardless of location
      d. Develop or enhance Peer coaching component to each campus
   II. Tutoring
      a. Implement early interventions for students who use tutoring and fail tests towards the beginning of the term
      b. Implement an asynchronous method of tutoring for all campuses
      c. Work with the general education as it is developed to identify a way to create synergy between course syllabi and the use of tutoring for classes.
   III. Housing and Residential Education
      a. Streamline all processes in Residential Education such as Roommate agreements, duty scheduling, resident communication, and intentional conversation tracking and coding to help students in need
      b. Establish an onboarding work group across housing systems to align the student onboarding and welcome experience
      c. Align Residential Curricula and link them to Living learning communities and academic initiatives to enhance the student experience
      d. All campuses adopt Case management Model and use of predictive analytics, scholar practitioner model
      e. Determine a plan for students switching campuses to have a smooth transition from one housing department to another.
   IV. Orientation
      a. Integrate Orientation technology across the campuses (VisualZen (VZ) Orientation)
      b. Standardize the onboarding process and expand the use of technology and multimedia for students and families to help simplify the matriculation process
      c. Develop a standardized curriculum to ensure consistent knowledge gained
   V. Veterans Services
      a. Provide a certifying official for Veterans Administration certifications on each campus
      b. Develop and implement Federal Work Study and/or Veterans Internship programs on each campus to support preparation of Veterans Administration benefits for students
   VI. Student Disability Services
      a. Standardize accommodation letter across three campuses
      b. Align SDS database across campuses, in order to provide seamless services to all students no matter which campus
      c. Protocol alignment for the system around Admissions Appeals, Course Substitutions, Peer/Wellness/Academic Coaching
B. Enrollment Planning and Management
   I. Financial Aid

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

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

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

III. Registrar

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

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

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

D. Student Engagement
   I. Transfer Students

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

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

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

II. Health Promotion
a. Implement the National College Health Assessment in spring 2020 to be in line with the State University System for benchmarking purposes.
b. House peer education programs within the Wellness Center/Center for Student Wellbeing/Health Promotion for proper training and oversight instead of Student Life/Student Organizations. Attention should be paid to ongoing budget concerns for regional campuses under this consideration.
c. Implement the biennial review (under Part 86 of the Drug-Free Schools and Campuses Regulations) in a centralized manner on the USF Tampa campus due to issues with compliance, as health promotion on any campus does not have the capacity to conduct alone.
d. Mandate the completion of four life skills modules (AlcoholEDU, sexual assault prevention, Kognito (for staff/faculty as well), financial literacy and academic integrity) for all students (FTIC, transfer, graduate students) prior to matriculation. Implementation of this consideration, including necessary communication, budgeting, and compliance functions should be centralized through the Tampa campus.
e. To ensure equitable services and resources, organizational structures be assessed on each campus and changes made to structure to ensure oversight systematically (i.e. Directors on each campus reporting to an Executive Director for the System).

f. Develop a process to determine budget needs of departments and budget allocation from student fees.

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

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

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

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

F. Career Development

I. Policy
   a. Standardize Units' Names and Functions throughout System
   b. Align definitions, processes and policies for key programs and practices (including internships, Community Engaged Learning, Civic Engagement, Co-Ops, etc.)
   c. Develop cross-campus teams to develop data and process systems
   d. Standardize attributes for designating Community Engaged Learning, Internship, and other Experiential Learning courses for student transcripts

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

II. Practice

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

G. Student Involvement

I. Student Government

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

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

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

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

IV. Student Center

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

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

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

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

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

December 19, 2018

(2) General Education & Curricular Alignment Subcommittee Considerations

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

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

d. Continuous training for instructional designers emphasizing a consistent approach to development
e. Develop outcome measures that focus on the impact of faculty development on student learning

V. Resources: Ensure that all campuses have the resources to support the teaching and learning process regardless of modality, home or host campus.
a. Hire additional instructional designers to meet the demand
b. Monitor the distance learning fees in order to evaluate use is consistent with State guidelines
c. Employ cost-effective approaches to online learning
d. Provide additional resources and training to support hybrid and online development for faculty
e. Create budgetary plans that can be implemented quickly
f. Provide additional support to enhance student services for online students
g. Ensure all campuses have sufficient equipment and facilities to accomplish their primary purpose of delivering high-quality instruction

C. Explore whether and how separate educational missions would be beneficial to the future of each campus.
I. Provide space for each campus to have a conversation about what makes them distinct academically, and how this informs academic program choices.
a. Each campus should appoint a "Campus Identity" task force to explore and provide recommendations to leadership.
b. Campus leadership should share internal planning with the campus community
c. Community stakeholder input will be solicited prior to a formal set of recommendations.
d. Formal recommendations will be sent to the President and the Board of Trustees for consideration.

II. Identify which programs will need to be represented on each campus with similar resource levels.
a. Direct academic leadership (Deans) to determine which academic programs should be at an equivalent level of resources.
b. Convene program leadership from each program across all campuses to document additional resources needed to bring programs to a level of parity across campuses.
c. Deliver a roadmap of parity with prioritization of programs to the President and the Board of Trustees for consideration.

III. Identify which programs should retain distinct features and the nature of those features.
a. Direct academic leadership (Deans) to determine which programs should be distinct based on the process from Focus Area.
b. Identify the ways in which a program is distinct, such as degree, degree level (undergraduate versus graduate), and resources (such as teaching laboratories).

IV. Develop workload standards and guidelines that provide a path for promotion and promote excellence among all faculty.
a. For faculty in programs of distinction, a faculty committee appointed by the campus Dean will examine if there are aspects of faculty workload (course load, access to research resources) that will require differential advancement, tenure, and promotion requirements.

D-E. Make recommendations for synthesizing and integrating courses and programs, informed by robust data and labor market trends. (E) Align academic offerings and identify opportunities to leverage unique strengths of campuses.

I. Faculty should look for the following in an effort to identify duplicates across campuses within disciplines:
    a. CIP code matches
    b. Program title matches/partial matches
    c. Duplications within and across curricular offerings (e.g. major-to-major match, major-to-concentration match, minor-to-certificate match).

II. Faculty should consult local job market data and consider unique strengths of the campuses when making decisions about aligned curriculum.

III. Faculty should review the curriculum across systems - in the catalog (the single reference point for all other systems), in Banner, and in Degree Works as there has been drift and neglect over the years. For example, Degree Works does not necessarily match the catalog as it should (e.g., "hides").

IV. Faculty across all three campuses should receive the Provost's curriculum review guidelines from Spring 2018 (e.g. maximum 120 SCH, full curricular integration with General Education enhancements, seek input from stakeholders, integrate QEP course certification and High Impact Practices, etc.) and keep them in mind while aligning curriculum.

V. Faculty should minimize variable credit courses and convert special topics courses to permanent courses.

VI. Following curricular alignment decisions, the following details should be addressed/aligned:
    a. Existing courses in duplicated programs
    b. Admission requirements and deadlines
    c. Program pre- and co-requisites
    d. Common core/major requirements
    e. Prescribed electives
    f. Number of program hours
    g. Comprehensive/Qualifying exams
    h. Project/Thesis/Dissertation requirements
    i. Exit requirements
    j. Off-site locations (off-site campuses for SACSCOC purposes)
    k. Suspension and/or termination of curricular offerings

VII. The SCNS Liaison Role should be centralized to UGS and OGS (for undergraduate and graduate courses, respectively) and should be held by someone with academic faculty experience, with backup

VIII. The full cycle of the course and curricular proposal process, ending with catalog production should be housed in UGS and OGS (for undergraduate and graduate proposals, respectively).

IX. New degree programs should continue to be handled through ODS before being vetted through UGS/OGS and UGC/GC.

X. All curricular offerings must be consistent with currently approved policies and the current catalogs. For example, pre-majors and exploratory curriculum are not in the catalog and were not vetted through faculty councils.

XI. Single, cross-campus versions of the Undergraduate Council, General Education Council, and the Graduate Council should be created with equitable representation from all three campuses. These faculty councils will review and approve/deny all course and curriculum

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

XII. A committee should be formed to formally outline the process for policy revisions and new policies. Decision points and responsible officers should be described.

XIII. UGS and OGS should examine academic policies currently represented in the catalogs across campuses and align those policies. Following this alignment, a gap analysis should be conducted to identify new policies that are needed (e.g. academic standing policy).

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

(3) Faculty Affairs Subcommittee Considerations

A. Make recommendations for tenure and/or promotion guidelines, including faculty workload and expected research contribution, and recommendations to grow and strengthen the faculty.

I. In Spring 2019, an ad hoc committee of faculty and administrative representatives from all three campuses should be formed to revise and consolidate existing campus tenure guidelines documents into a single university guidelines document that is in accordance with the newly consolidated institution. The committee's work should be completed before the end of the Spring 2019 semester.

II. Tenure-earning faculty presently at USF - Sarasota-Manatee and USF - St. Petersburg whose tenure-earning appointment began in the 2013-14 or 2014-15 academic year, the tenure and/or promotion criteria of their current home institution shall be applied if the case is to be completed before June 30, 2020, unless exceptions to the tenure clock period have been approved.

III. USF Sarasota-Manatee and USF St. Petersburg faculty whose tenure earning positions began in the 2015-16 academic year will be the first faculty cohort to be considered for tenure at the newly consolidated University of South Florida in Fall 2020. Because they will have three years of service prior to a change in standards (assuming a Spring 2019 implementation of tenure guidelines), as per Article 15.4 of the CBA, these faculty may elect to be considered under USF criteria or the years of service prior to a change in standards (assuming a Spring 2019 implementation of tenure guidelines), as per Article 15.4 of the CBA, these faculty may elect to be considered under USF criteria or the tenure standards in existence at the regional institution of their employment prior to consolidation. It is recognized that this will result in one academic year where faculty in the same units may be considered under different tenure standards. While this has some potential negative consequences, this condition is necessary in order to comply with the cited provision of the CBA.

IV. In the case of USF - Sarasota-Manatee and USF - St. Petersburg faculty whose tenure earning appointment began in the 2016-2017 or 2017-2018 academic years, USF criteria will be applied, but such faculty will be given the opportunity to delay their mid-tenure reviews by **one year** and tenure applications by **two years** and **one year** respectively. It is understood that these extensions will require approval of the United Faculty of Florida. Absent that approval, the extensions will not be granted. In all of the cases listed above, tenure earning faculty will automatically have their tenure clocks extended. However, none of these faculty are required to extend their mid- tenure or tenure clocks, and may be considered for tenure during their regularly scheduled period if they so choose by giving notice one month prior to the submission date required by the unit that will be their tenure home.

V. In the case of tenure-earning faculty at USF - Sarasota-Manatee and USF - St. Petersburg whose tenure earning employment began with the 2018-19 academic year, USF criteria will be applied.

VI. USF - Sarasota-Manatee and USF - St. Petersburg faculty who were hired with years of credit toward tenure may extend their mid-tenure review and/or tenure clocks by utilizing the provisions specified in Article 15.6.c of the CBA, i.e. by withdrawing all or a portion of such credit, or through the provisions shown above. Both provisions may not be utilized.

VII. Because there are no time-specified deadlines for faculty being considered for promotion to Full Professor, the provisions above apply only to faculty being considered for tenure. USF criteria will apply to all faculty being considered for promotion to Full Professor after July 1, 2020.

VIII. As per the CBA (Article 9.3.D), "each employee shall be given assignments which provide equitable opportunities, in relation to other employees in the same department/unit, to meet the required criteria for promotion, tenure, successive fixed multi-year appointments, and merit salary increases." If equitable resources for scholarship are not available to the employee because of inherent limitations of the principal place of employment, then resource availability is to be considered when conducting annual performance reviews and evaluating tenure and promotion applications. Such consideration will be made in the context of maintaining overall unit performance consistent with maintaining the university's Preeminent status.

IX. Faculty with the rank of Instructor will also be evaluated by a single set of career promotion guidelines upon consolidation as of July 1, 2020, as will other non-tenure track positions with career promotion pathways.

X. Tenure-track faculty currently employed at all three campuses who elect not to pursue the research expectations of a R1: Doctoral Universities – Highest Research Activity have the option to request conversion of their lines to those of non-tenure track Instructors prior to their tenure decision. This request is subject to approval of their department/unit and other appropriate upper administrative units. Appointment to Instructor will not be made following a tenure denial. It is recommended that the University establish a renaming of non-tenure track positions that are dedicated to teaching (i.e., the current Instructor rank), and that those titles more clearly denote promotions within that rank.

B. Recommend the optimal organizational structure and reporting lines for academic departments and recommend administrative support consistent with the optimal organizational structure for academic departments.

I. Guiding Principle: USF will be one University with three campuses. Although each campus may have distinct qualities, the consolidated university operates as a Preeminent SUS institution with one mission. The Tampa Campus will be the "main campus" with Sarasota-Manatee and St. Petersburg being referred to as "regional campuses." Deans and department chairs are responsible for the success of assigned faculty across all three campuses, inclusive of meeting Preeminence, AAU, and PBF metrics.

II. Colleges versus Schools: To be designated as a College, a unit should have a critical mass of full-time tenured/tenure-track faculty, the exact number to be subsequently determined. Until a unit reaches the specified critical mass of faculty, along with sufficient justification that it offers a unique and independent program of study leading to a degree, that unit shall be designated as a School.

The primary administrative (or home) office for any College or School must reside on only one campus, whereas each may have secondary (or hosted) administrative presence on other campuses. Independent Colleges (i.e., not present on other campuses) may be established on any of the campuses, but they must conform to the established criteria for that designation. There shall not be duplicate Colleges/Schools anywhere within the multi-campus system.

III. Schools versus Departments: The consolidated university should have a standardized and consistent definition of what constitutes a Department and a School (both at the larger and more micro levels), and academic units should be named accordingly.

IV. Offices: USF Tampa has several quasi-academic offices, including the Office of Undergraduate Studies and the Office of Graduate Studies. Neither qualifies as a College or School. However, both are headed by individuals with the title Dean. It would be wise for the two regional campuses to have an administrative position designated to operate within these

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

V. Reporting Lines: There shall be at least one person designated to provide administrative support for programs or other curricular offerings at any campus on which a Department/School offers instruction. The number and level of such positions will depend upon the size and scope of the programs administered. For a program operating at a campus other than the primary (or home) location of a unit, linkages and reporting lines to counterparts at the primary location shall be explicit. This does not preclude the possibility of combining administrative support across multiple units on a campus as may be needed for programs with small numbers of students and faculty.

VI. New Degrees: When considering new degrees, regardless of campus, student and community demand for the degrees, the sustainability of the degree offerings, student success metrics (high impact practices, course completion, graduation and retention, etc.), and available support infrastructure (labs, classrooms, GA funding, etc.) are crucial elements that must be considered when developing the degree proposal.

VII. Concentrations: Each campus may have specific concentrations within a degree to meet the needs of its respective constituency. This would not in itself preclude a student primarily affiliated with another campus from pursuing study within that concentration.

VIII. Identity: Each campus is encouraged to foster its unique strengths and identity. Campus identities may be expressed through unique academic degrees, programs, and/or concentrations, as well as campus "climates" offering educational and social experiences and engagements with respective communities that differentiate one campus from the others. Efforts to formulate and explicate these identities should proceed as soon as possible.

IX. Maximize Resources: The consolidated university should capitalize on the utilization of current state-of-the-art classrooms and create state-of-the-art connectivity between all campuses to offer on-line classes in real-time to multiple locations.

C. Review and recommend policies for shared governance.

I. There must be a single faculty senate after consolidation. Disband the USF System Faculty Council and the three separate Faculty Senates at the three institutions. For the consolidated institution, establish one Faculty Senate that will be based on the current USFT Faculty Senate model and structure.

II. There must be a document establishing principles of organization, authority, and responsibility of the University of South Florida Faculty after consolidation. Revise the Constitution and Bylaws of the USF Tampa Faculty Senate for use by the new (consolidated) USF Faculty Senate. This document will be developed after a careful review of the Constitution and Bylaws of each of the three current Faculty Senates. The Faculty Affairs Subcommittee or similarly formed committee (i.e., with faculty representation from all three campuses) will undertake this task.

III. The new faculty senate structure must provide a forum for faculty from all three campuses to have a voice in the governance of the University. Representation of faculty on each campus has been provided for in the apportionment model for the new USF Faculty Senate (see description #1 above). In addition, the Senate Executive Committee will include an At-Large representative from each campus. All general faculty (from all three campuses) are eligible to serve on Faculty Senate Councils and Committees, and Senators (from all three campuses) are expected to serve on at least one Senate Council or Committee. Have campus representatives on the Executive Committee and Council Committees. There will be one Faculty Senate Executive Committee which will consist of a President, Vice-President,

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

IV. Form Campus Faculty Councils. USFSM and USFSP will have a Campus Faculty Council which will consist of the Senators serving on the Faculty Senate and additional Senate Council/Committee members from that campus. The Campus Faculty Council will attend to issues that are particular to each campus.

V. Avoid disruptive changes while remaining efficient. The new Faculty Senate structure should involve minimal changes now while recognizing opportunities to improve over time.

VI. Faculty on the regional campuses must have the option of attending meetings on the Tampa Campus either in-person or virtually. Teleconferencing capability should be developed to allow virtual attendance at all Faculty Senate, Faculty Senate Executive Committee, and Faculty Senate Council/Committee meetings. Maximize the use of distance technology (e.g., Zoom). Explore and consider solutions that address existing identified issues to enhance communication among faculty on different campuses.

VII. The new faculty governance structure should operate effectively and efficiently. The new faculty governance structure should be evaluated during the second year after consolidation. After the second year of operation, the new Faculty Senate will form an ad hoc committee consisting of faculty representation from all three campuses to evaluate and recommend changes for the new governance structure.

December 19, 2018

(4) Research Subcommittee Considerations

I. Follow existing Research Strategic Plan (2017-21)
   a. Use the 2017-21 Research Strategic Plan as a map for research. Includes strategies and tactics, and was created to be used system wide, not only USF Tampa. Most, if not all the recommendations, serve as a map for research consolidation.
   b. Hold town halls to present the strategic plan and explore opportunities with faculty across the system.

II. Enhance Research Opportunities across the system
   a. Foster collaborative research- Seed Grants
   b. Increase access to research core facilities
   c. Create a robust Web Portal for all Research Cores that includes capabilities, fees, and scheduling
   d. Establish state of the art telecommunication connections between campuses for teaching, seminars, collaborative meetings

III. Research Support Services
   a. Office of Research is currently a system-wide office that provides pre- and post-grants management, compliance, and fiscal oversight. No changes necessary
   b. Empower Regional/College research offices to support local faculty grant-related activities.
   c. Expand support for development of entrepreneurial activities and patents on the regional campuses

IV. Ensure that Research Expectations are Appropriate and Clear during T&P Decisions
   a. Excellence in Research is a requirement for promotion and tenure. The definition of research excellence is discipline specific and defined at the College and Department levels. CAS has a model that can be applied during consolidation and beyond.
   b. Look into a model in which research productivity is evaluated in the context of startup funds at hire
   c. Expectation for new hires should clearly establish research expectations. Positions that are >50% teaching should utilize non-tenure earning or instructor titles
   d. Track faculty contributions to collaborative research to promote and reward collaborative research

V. Alignment of Research Colleges and Centers
   a. PhD and MS program development should follow careful analysis of need, facilities, and research infrastructure
   b. Likewise, research centers should be aligned with faculty hiring initiatives (clusters), development of graduate programs, and a needs assessment (system and state)
   c. The committee discussed the College of Marine Science without coming to a specific recommendation. The merits of USFSP building programs around marine and atmospheric sciences was recognized

VI. Faculty research development
   a. Create a "System Sabbatical" Program that provides funding or opportunity for faculty to spend summers working with faculty on other campuses. Priority to regional campus and pre-tenure faculty

VII. Consideration for investment in research space and infrastructure
   a. Create a five and ten year plan for building new research facilities (buildings)
   b. Create 1-2 yr, 3-5 yr, and 5-10 year research instrumentation investment plans to support the research mission

c. Explore renting facilities in the short term

(5) External Affairs Subcommittee Considerations

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

December 19, 2018

X. Next Steps for the Development of a Consolidation Plan

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

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

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

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

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

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

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

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

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

December 19, 2018

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

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

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

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

a. Identification of specific degrees in programs of strategic significance, including health care, science, technology, engineering, mathematics, and other program priorities to be offered at the University of South Florida St. Petersburg and the University of South Florida Sarasota/Manatee and the timeline for the development and delivery of programs on each campus;

b. Maintaining the unique identity of each campus and an assessment of whether a separate educational mission is beneficial to the future of each campus;

c. Maintaining faculty input from all campuses during the review and development of general education requirements to reflect the distinctive identity of each campus;

d. Developing the research capacity at each campus;

e. Equitable distribution of programs and resources to establish pathways to admission for all students who require bridge programming and financial aid;

f. Establishing budget transparency and accountability regarding the review and approval of student fees among campuses, including fee differentials and athletic fees, to enable the identification of the equitable distribution of resources to each campus, including the University of South Florida Health; and

g. Developing and delivering integrated academic programs, student and faculty governance, and administrative services to better serve the students, faculty, and staff at the University South Florida College of Marine Science, the University of South Florida Sarasota/Manatee, and the University of South Florida St. Petersburg.

December 19, 2018

UNIVERSITY OF SOUTH FLORIDA

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

A. PURPOSE:

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

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

B. MEMBERSHIP:

1. Membership on the Task Force is by appointment as provided in §1004.335, Florida Statutes. Statutory appointees to the Task Force shall be the Members of the Task Force. The Board shall assign personnel from each campus to staff the Task Force, but staff shall not be Members.

2. The Chair of the Task Force is appointed as provided in §1004.335, Florida Statutes, and is a Member of the Task Force. The Chair of the Task Force is the primary liaison to the Board, or its designated Board Committee, on Task Force matters and is the spokesperson for the Task Force.

3. The Chair of the Task Force may designate a Member of the Task Force to temporarily fulfill the Chair's responsibilities in the event the Chair is unavailable.

4. The Chair of the Task Force may also consult experts in university mergers and consolidations to assist the Task Force in developing recommendations.

C. CONFLICTS OF INTEREST:

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

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

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

D. RESPONSIBILITIES:

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

   (a) Identification of specific degrees in programs of strategic significance, including health care, science, technology, engineering, mathematics, and other program priorities to be offered at the University of South Florida St. Petersburg and the University of South Florida Sarasota/Manatee and the timeline for the development and delivery of programs on each campus;

   b) Maintaining the unique identity of each campus and an assessment of whether a separate educational mission is beneficial to the future of each campus;

   (c) Maintaining faculty input from all campuses during the review and development of general education requirements to reflect the distinctive identity of each campus;

   (d) Developing the research capacity at each campus;

   (e) Equitable distribution of programs and resources to establish pathways to admission for all students who require bridge programming and financial aid; and

   (f) Establishing budget transparency and accountability regarding the review and approval of student fees among campuses, including fee differentials and athletic fees, to enable the identification of the equitable distribution of resources to each campus, including the University of South Florida Health.

   (g) Developing and delivering integrated academic programs, student and faculty governance, and administrative services to better serve the students, faculty, and staff at the University South Florida College of Marine Science, the University of South Florida Sarasota/Manatee, and the University of South Florida St. Petersburg.

2. The Task Force's Recommendations should not include any item: that permits a lapse in institutional accreditation for any campus during the phasing-out process;

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

3. The Task Force Chair, in consultation with Task Force Members, shall have discretion to select the most effective format(s) to present the Task Force's recommendations to the Board. Regardless of format, all of the Task Force's Recommendations shall be communicated to the Board.

4. The Task Force's Recommendations are advisory to the Board. The decision to act on any of the Taskforce's recommendations rests solely with the Board.

E. MEETINGS

1. The Task Force shall meet at least 3 times prior to February 15, 2019. The Chair of the Task Force may organize additional meetings of the Task Force as deemed appropriate. Transportation expenses for Task Force members attending meetings in person shall be the same as those for state employees as provided by §112.061, Florida Statutes. Arrangements will be made for Task Force Members to attend via tele/video conference when unable to attend in-person.

2. Each Task Force meeting shall have an agenda prepared by the Chair of the Task Force in consultation with University Staff assigned to the Task Force. The agenda will be provided to members at least seven days in advance of meetings and minutes of each meeting shall be kept. Notice, stating the time, date, place and agenda or purpose of the meeting of shall be posted with reasonable notice on a designated University of South Florida Website, and shall be distributed through an appropriate University of South Florida list serve(s).

3. The most recent version of Roberts Rules of Order Newly Revised will be followed in conducting meetings of the Task Force.

4. The Chair of the Task Force shall preside over all Task Force meetings.

5. Notwithstanding the advisory/fact-finding function of the Task Force, the noticed meetings of the Task Force, as described in sec. E. 1. and 2., shall be open to the public. In order to proceed with the essential business of the Task Force in an orderly and efficient manner, any individual or group who attempts to disrupt a Task Force meeting will be subject to appropriate action pursuant to law.

6. A majority of the members of the Task Force must be present to constitute a quorum for the transaction of business.

7. The Task Force shall cease to operate and meet upon delivery of its recommendations to the Board.

F. VOTING

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

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

G. PUBLIC RECORDS

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

ADOPTION OF OPERATING PROCEDURES

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

4/4/18

Brian D. Lamb **(Date)**
Chair, USF Board of Trustees

Approved as to Form and Legal Sufficiency.
Attorney, USF

December 19, 2018

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

Student Access Committee Final Recommendations

Top Five Recommendations:

	Focus Area	Issue Statement	Recommendation	Description
1	Communications & community outreach	Prospective students should have a clear understanding of college options, admission requirements and college readiness.	Strengthen community engagement through robust two-way dialogue and foster education ecosystems and partnerships that support student readiness, admissions, and expanded pathways.	a. Appoint a "Community Advisory Board" that leverages diverse expertise in the community to strengthen connections and to track progress against established access goals. b. Develop a unified USF communications plan to provide an understanding of college access options including bridge programs. c. Dedicate additional resources at each campus to foster existing and build new community partnerships.
2	Scholarships, financial aid & admissions	All prospective students, including under-served, low-income, or first-generation, should benefit from extra support to pursue academic studies.	Enhance access to financial aid through frequent and direct messaging, expansion of existing programs, and innovative new financial aid options.	a. Expand the reach of existing USF Foundation scholarship programs. b. Deliver communications to prospective students often and beginning in middle school and early high school to provide a clear understanding of the application process requirements, timing, financial aid resources and degrees offered. c. Partner with the local communities to identify new and creative sources of financial assistance to attract students from underserved populations. d. Hire additional recruiting and admissions staff to strengthen support for prospective students and families and engage further with local high schools, school districts, and education foundations.
3	Promotion of a diverse student body	The diversity of the student population should reflect the local community.	Develop initiatives and partnerships to promote an environment that reflects the diversity of the communities USF serves as an institution.	a. Engage the community in ways that encourages a diverse applicant pool to USF. b. Foster student readiness among potential applicants, for example, by developing partnerships to provide free or

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	Focus Area	Issue Statement	Recommendation	Description
				discounted SAT prep courses to low-income prospective students. c. Introduce families in the community to USF early on in a student's educational journey by organizing campus visits, open houses, and other activities. d. Promote diversity among USF faculty and staff.
4	Transfer students & student mobility	A large portion of USF's student population are transfer students, which will increase as pathway programs expand.	Promote seamless student mobility for transfer students through early communication, enhanced support services, expanded pathways, and efficient and transparent credit transfer processes.	a. Educate potential transfer students from the Florida College System early on regarding the admissions process and academic and social transition to USF. b. Dedicate resources to fostering a welcoming environment for transfer students by providing similar programs and supports to those received by incoming freshmen. c. Dedicate financial and staffing resources to expanding and marketing bridge programs, including FUSE. d. Promote student mobility for FCS students (and across the three USF campuses) by expanding access to a broader array of courses and degree programs.
5	Academic programs & course delivery	Under consolidation, students should have increased access to programs, regardless of their home campus.	Expand student access to academic programs by offering flexibility in schedule, delivery model, level and location.	a. Enhance the flexibility, accessibility, and relevancy of course programming at each campus location for the undergraduate and graduate level. b. Continue to explore alternate delivery models (e.g. hybrid, virtual, asynchronous) and creative uses of technology to increase student access. c. Disseminate resources and expertise broadly across the USF system in a way that is flexible and aligns with student needs and schedules at each campus. d. Expand access to relevant programs to better align with local workforce demands.

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December 19, 2018

Consolidation Planning Study and Implementation Task Force

Additional Recommendations:

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

3

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

	Focus Area	Vision Statement	Recommendation	Description
1	University Governance	**Empowered campuses make for a stronger USF and fulfilling student experience:** The future governance of USF shall build upon the existing strengths of each campus, and the historically strong organizational and collaborative nature of all three campuses to ensure continued and increased benefits to all USF students regardless of home campus, and to enable the continued status of USF as a Preeminent State Research University.	Conduct and execute all governance reviews, changes and implementations with processes that guarantee transparency, mutual accountability and collaboration among internal stakeholders including students, faculty and staff. Provide seamless consolidation transition to students, faculty and staff by building upon proven success of shared governance.	a. Ensure continuity and enhancement of programs, (BA, MA and PhD levels), services to students, maintenance of distinct campus identities and guarantee robust opportunities to attract talent on all campuses by designating USFSM and USFSP as branch campuses as defined by SACSCOC[1]. b. Develop an organizational structure that clarifies delegated authority and furthers mutual accountability among leadership through transparent processes, communication and reporting. Ensure assignment of local accountability for coordinating, integrating, and delivering value-added student experiences. c. Define, update and communicate Campus Board (Advisory) member roles and responsibilities for clear understanding of the advisory, not governing, role of the campus board. Establish a practice of collaborative review of campus governance by the board including, but not limited to, review of campus plan, budget and legislative agendas. Although not governing/binding, those actions should maintain a high degree of well-informed members who represent USF among external stakeholders. d. Task internal academic and administrative committees to identify new opportunities for collaboration among campuses and finding efficiencies in governance processes.
2	Faculty Governance	**Engaged faculty and equitable campus representation shall support Preeminence objectives and offer students the benefits of learning from engaged leaders:**	Ensure continued representation of faculty priorities through a strong and respected Faculty Senate structure that promotes collaborative dialogue and	a. Empower Faculty Governance to contribute to the coordination and delivery of value-added student experiences. b. Develop one Faculty Senate, including campus councils, across the university to include equitable representation by campuses.

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

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

	Focus Area	Vision Statement	Recommendation	Description
		All faculty members should have clear and accessible options for engagement and leadership of academic missions regardless of geographic location as they represent their peers, students and communities.	decision-making between faculty and university leadership, and reflects the priorities of both academic matters and unique geographic opportunities.	c. The Faculty Senate organizational structure should allow for Campus Senate Councils or Committees with officer representation serving on the system Executive Committee (either as officers or council/committee chairs). Officers (Pres, VP, Sec, and Sergeant –at- Arms) should have diverse representation from all campuses. d. Carefully assess the potential impact of organizational changes to academic structure (Colleges and Schools) on the structure and representation of all campuses to ensure maximum faculty engagement across USF. e. Clearly define the accountability and defined powers of faculty governance. Review, update and communicate roles and responsibilities of all faculty governance councils and committees to support consolidation and ensure delivery of consistently high-quality curricular and extra-curricular experiences to students in each geographic location in which USF operates and no compromise of campus identity. f. Review and identify opportunities to consolidate committees with similar functions such as awards councils, academic committees and Gen. Ed. committees without negative impacts for any campus.
3	General Education	**An enhanced General Education model offers students and faculty a dual experience of quality learning and engagement:** General Education at USF shall offer students core courses across programs that foster critical thinking skills, create engaged citizens and develop cross-functional soft skills, while providing opportunities for service learning,	Strengthen the internal collaborative Enhanced General Education Leadership process review to model High Impact Practices (HIP) and ensure representation from all campuses to shape key focus areas of: • Curricular alignment • Course alignment • Assessment • Faculty oversight and engagement	a. Create a unified general education curriculum and identify core values that ensures maximum ease of transition for FTIC and transfer students to USF. b. Appoint a representative faculty leadership to oversee the transition to a consolidated gen ed curriculum to ensure consistent learning outcomes and seamless student mobility among USF campuses. c. Establish equitable representation of faculty from all campuses in the identification of high-impact practices that reflect campus identities through community collaboration, service learning opportunities, and civic engagement. d. Update governance processes and documents for the General Education Council of the Faculty Senate to support

2

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

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

3

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

	Focus Area	Vision Statement	Recommendation	Description
		clear understanding of financial decision processes, fee schedules, allocation of multiple funding streams and equitable disbursement of advancement investments. USF should also consider opportunities for shared services to provide students, faculty, and staff with the supports needed to be successful on all campuses and to deliver organizational efficiencies.		f. Explore and recommend the feasibility of differentiated fee structures among the three campuses recognizing that equitable fee allocation does not mean equivalent services. Consider allocating a central pool of funds towards system-wide programming and allow other campus-specific fees to remain local. g. Streamline the process for funding derived from student fees to allow for system student leadership structure to review and approve budgets while maintaining regional campus allocation processes. h. Create a continuous communication process/plan for prospective and current USF students and families regarding how fees are assessed (home campus flat fees v. course/tuition-based fees), applied and services rendered. i. Implement ongoing processes to monitor students' utilization of and satisfaction with services provided, such as conducting a student survey to determine interest in system-wide events and intramural activities to determine proper fee support and likelihood of using services located on other campuses. j. Proposed post-consolidation shared services should consider a menu of options: in-person/home campus access, online/virtual options, and collaborative space/resource initiatives. k. Engage and challenge staff to identify efficiencies and business process. Consider incentives to empower and reward staff for identifying efficiencies and implementing best practices. l. Encourage USF to identify opportunities for cross-training of staff and leveraging of innovative technologies to promote efficiencies across the university.

4

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

	Focus Area	Vision Statement	Recommendation	Description
1	Student Success	Supporting USF students to be successful through graduation and beyond fulfills USF's mission to produce graduates that positively contribute to their chosen fields while also supporting economic and community development.	Ensure that new and ongoing initiatives aimed at promoting students' success align across USF while allowing for the flexibility to meet local geographic, student population-specific needs and providing support for the unique student populations of each campus.	a. Develop guiding principles for a unified student success movement through an inclusive and collaborative campus stakeholder engagement process b. Provide all campuses with the necessary support to serve their unique student populations while ensuring that equitable services are offered across USF c. Leverage the new Student Success Committee to promote a unified approach to student success d. Develop Persistence Committees on each campus and leverage the unified Student Success Committee to ensure coordinated retention and completion efforts including application of predictive models and the "Finish in Four" initiative e. Strengthen intervention initiatives and ensure the programs are reflective of and responsive to all student populations f. Empower faculty to have conversations with students about potential career paths in their academic discipline
2	Academic programs	Developing a broader array of integrated degree programs aligned with regional workforce demands promotes a successful journey through the student lifecycle from recruitment and the academic experience to employment and alumni engagement.	Maintain existing academic degree offerings and expand the academic portfolio across the University at every level, using evidence and rigorous analysis, as exemplified in the phased approach outlined in the "Unified Response" document authored by academic leadership at USF St. Petersburg, USF Sarasota-Manatee, and USF Tampa. Develop and communicate a disciplined approach to identifying and sustaining geographically-distributed Colleges and Schools.	a. Develop recommendations for expanding academic degree offerings at the Baccalaureate, Master's and Doctoral levels, based on a multi-layer, multi-year approach [see Appendix for "Unified Response" plan] b. Strengthen processes for the expansion of existing academic degree offerings such as examining evidence of student demand, critical mass, and capacity to deliver c. Empower local university leadership to strengthen employer partnerships to inform curriculum development d. Consider including updated labor market data sources in Program Reviews, so that students are

1

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

	Focus Area	Vision Statement	Recommendation	Description
				better situated/equipped to understand real-life applications of degree programs e. Increase master and doctoral degree program delivery on the St. Petersburg and Sarasota-Manatee campuses no later than July 1, 2021 f. Increase online, blended and hybrid course offerings at all levels g. Ensure at least one college is "homed" on each USF campus, which reflects the unique identity of each campus h. Unless otherwise prescribed by law, develop guiding principles for a College unit, such as a. One college per academic discipline b. Establish realistic and manageable-sized college units informed by benchmarks for what constitutes a College c. A comprehensive resource plan and reasonable timeframe for attaining established benchmarks and a defined process for underperformance d. Meeting local workforce needs of the communities USF serves i. Ensure that existing academic offerings available on campuses pre-consolidation remain available under a single accreditation pursuant to determinations made according to faculty-led program reviews and continued demand evidence j. Add a student representative as a full member to the USF System Academic Program Advisory Council with provision to rotate by campus on an annual membership basis
3	Campus identity	Promoting a unified educational mission while leveraging distinctive regional strengths reflects	Implement initiatives that leverage the distinctive elements and communities that USF serves to strengthen campus identity while	a. Identify high-impact practices that reflect campus identities through community collaboration, service learning opportunities, and civic engagement

2

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

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

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

	Focus Area	Vision Statement	Recommendation	Description
		Association of American Universities (AAU).		c. Empower faculty on all campuses to identify research assets and opportunities and to engage in the planning efforts designed to expand research capacity d. Design an online database that highlights the research resources and centers that are available to all USF faculty e. Develop state-of-the-art technologies to promote cross-campus collaboration f. Prioritize the construction of the Integrated Science and Technology Complex (ISTC) on the Sarasota-Manatee campus to serve local research and teaching needs
5	Community engagement	Leveraging geographic strengths and local partnerships to drive economic development, enhance student recruitment efforts, and inform curriculum development, supports the University's commitment to making a positive impact on USF students, families, and community members.	Strengthen relationships with community stakeholders, educational institutions, corporations, non-profit organizations, and government entities to reinforce systemic support for economic development, leverage insights from on the ground experts, and engage local partners.	a. Strengthen relationships with local businesses and non-profit organizations in relevant industry sectors including the arts, aviation, healthcare, insurance, engineering, real estate, etc. to leverage community strengths b. Enhance partnerships with educational organizations, including K-12 schools and regional community colleges, to foster community collaboration, innovative programs, and student access and success c. Establish mechanisms that allow engaged partners to inform the design of contemporary, real-world curricula and the development of relevant applied research

December 19, 2018

Appendix C: CIC Membership List

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

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

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

December 19, 2018

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

Mission, Vision and Values Statements for USF St. Petersburg

Mission

Inspire scholars to lead lives of impact.

Vision

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

Core Values

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

December 19, 2018

Mission, Vision and Values Statements for USF Sarasota-Manatee

Mission

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

Why this mission?

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

Vision

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

Why this vision?

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

Values

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

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

December 19, 2018

Mission, Vision and Values Statements for USF Tampa

Mission

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

Vision

The University of South Florida is a global research university dedicated to student success and positioned for membership in the Association of American Universities (AAU).
As Florida's leading metropolitan research university, USF is dedicated to:

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

Values

The University of South Florida values:

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

December 19, 2018

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

USF Tampa Strategic Plan Update

Introduction

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

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

The Strategic Planning Team developed the following proposed objectives:

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

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

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

Consolidation Mandate

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

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

Statement of Institutional Purpose

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

DRAFT

University of South Florida
A Preeminent Research University

Mission

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

Vision

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

Values

The University of South Florida, Tampa values:

Inquiry through

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

Innovation through

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

Integrity through

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

Inclusion through

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

DRAFT

Objectives:

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

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

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

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

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- **Initiative 2A3:** Strengthen approaches to faculty recruitment and development to ensure continuous improvement of instructional delivery
- **Initiative 2A4:** Evaluate potential & develop strategies for adopting alternative, educationally effective approaches to course sequencing and delivery

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

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

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

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

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

- **Strategy 4A:** Shape academic programs, campus social environment and instructional initiatives to optimize the university experience
  - **Initiative 4A1:** Facilitate a seamless experience for students – from onboarding, advising, financial aid, engagement opportunities, etc. – through coordination of individual support, and implementation of a digital ecosystem
  - **Initiative 4A2:** Conduct ongoing studies & analyses of perspectives & experience of key stakeholder groups, to include what success actually means for students, parents, and employers, and students' perception & experience of diversity and inclusion
  - **Initiative 4A3:** Establish or improve effectiveness of mechanisms for interaction, including online, interactive social/academic connections
- **Strategy 4B:** Ensure the availability of flexible/adaptive instructional environments and research workspaces
  - **Initiative 4B1:** Develop and implement procedures for ongoing campus physical infrastructure improvement including renovation, repurposing, and new construction
  - **Initiative 4B2:** Enhance capacity for rapidly developing & promulgating hybrid/multimodal instructional approaches that will lead to both effective learning and efficient use of physical facilities
- **Strategy 4C:** Maintain and foster a skilled, productive, and satisfied workforce within USF by providing opportunities for training, education, and advancement.
  - **Initiative 4C1:** Implement procedures for assessing the status of the USF workforce, with attention to gaps in skills, training resources, job classification, and opportunities for advancement and reorganization; and addressing highest-priority needs for improvements in workforce skill & productivity
  - **Initiative 4C2:** Conduct ongoing study & analysis of the wellbeing of members of the university community, to include their perceptions of diversity and inclusion

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

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

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The Team

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University of South Florida
A Preeminent Research University

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

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

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

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Appendix G: Preeminence Metrics

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

Appendix H: SACSCOC Requirements

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

SACSCOC Prospectus Requirements

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

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

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Appendix I: Board of Trustees Guiding Principles

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

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Appendix J: CIC Meeting Schedule

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

Appendix K: Process of the CIC Subcommittees

Business and Finance

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

External Affairs

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

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

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

Faculty Affairs

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

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

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

General Education & Curricular Alignment

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

They considered the following context:

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

Aligning the general education curricula:

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

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

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

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

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

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

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

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

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

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

<u>Research</u>

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

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

Student Success

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

Appendix L: CIC Subcommittee Charges

USF CIC Subcommittee on External Affairs

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

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

USF CIC Subcommittee on Faculty Affairs

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

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

USF CIC Subcommittee on Gen Education & Curricular Alignment

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

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

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

USF CIC Subcommittee on Research

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

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

USF CIC Subcommittee on Student Success

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

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

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

December 19, 2018

Appendix M: Draft Tenure and Promotion Guidelines Document

Proposed Recommendation for Tenure & Promotion upon USF Consolidation

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

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

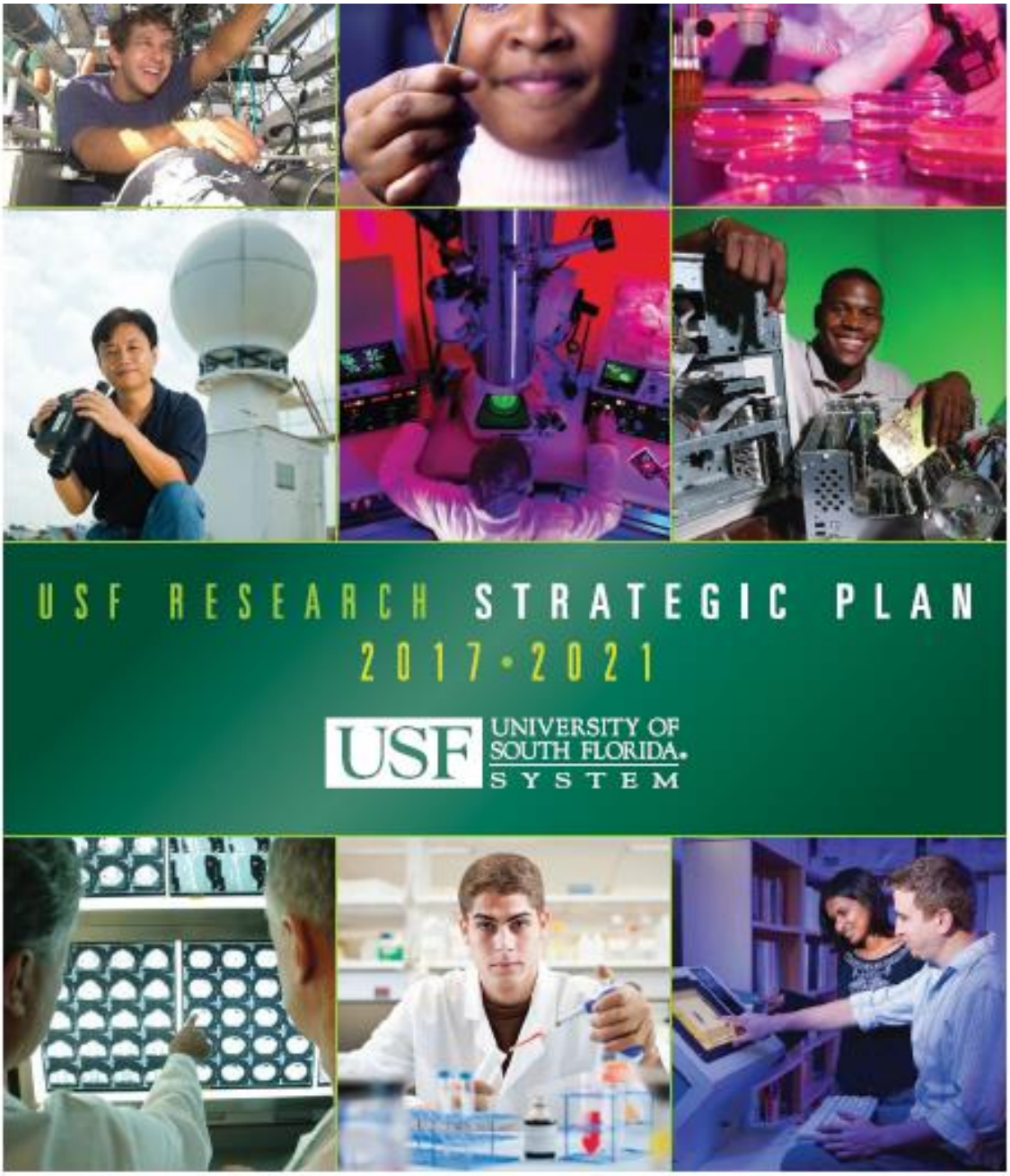
Given that faculty hired at USF - Sarasota-Manatee and USF - St. Petersburg have not been employed at institutions classified as *R1: Doctoral Universities – Highest Research Activity*, it is recommended that most tenure-track faculty there (with some exceptions as noted below) be given an extension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

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

4. In the case of tenure-earning faculty at the USF - Sarasota-Manatee and USF - St. Petersburg whose tenure earning employment began with the 2018-19 academic year, USF criteria will be applied.
5. In the case of USF - Sarasota-Manatee and USF - St. Petersburg faculty whose tenure earning appointment began in the 2016-2017 or 2017-2018 academic years, USF criteria will be applied, but both will be given the opportunity to delay their mid-tenure reviews by **one year** and tenure applications by **two years** and **one year** respectively. It is understood that these extensions will require approval of the United Faculty of Florida. Absent that approval, the extensions will not be granted.
6. In all of the cases covered by item 5, tenure earning faculty will automatically have their tenure clocks extended. However, none of these faculty are required to extend their mid-tenure or tenure clocks, and may be considered for tenure during their regularly scheduled period if they so choose by giving notice one month prior to the submission date required by the unit that will be their tenure home.
7. USF - Sarasota-Manatee and USF - St. Petersburg faculty who were hired with years of credit toward tenure may extend their mid-tenure review and/or tenure clocks by utilizing the provisions specified in Article 15.6.c of the CBA **or** through the provisions shown above. Both provisions **may not** be utilized.
8. Because there are no time-specified deadlines for faculty being considered for promotion to Full Professor, the provisions above apply only to faculty being considered for tenure. USF criteria will apply to all faculty being considered for promotion to Full Professor after July 1, 2020.
9. As per the CBA (Article 9.3.D), "each employee shall be given assignments which provide equitable opportunities, in relation to other employees in the same department/unit, to meet the required criteria for promotion, tenure, successive fixed multi-year appointments, and merit salary increases." If equitable resources for scholarship are not available to the employee because of inherent limitations of the principal place of employment, then resource availability is to be considered when conducting annual performance reviews and evaluating tenure and promotion applications.
10. Faculty with the rank of Instructor will also be evaluated by a single set of career promotion guidelines upon consolidation as of July 1, 2020, as will other non-tenure track positions with career promotion pathways.
11. Tenure-track faculty currently employed at all three campuses who elect not to pursue the research expectations of a *R1: Doctoral Universities – Highest Research Activity* have the option to request conversion of their lines to those of non-tenure track Instructors prior to their tenure decision. This request is subject to approval of their department/unit and other appropriate upper administrative units. Appointment to Instructor will not be made following a tenure denial.
12. Related to item 11, it is recommended that the University establish a renaming of non-tenure track positions that are dedicated to teaching (i.e., the current Instructor rank), and that those titles more clearly denote promotions within that rank.

December 19, 2018

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



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

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December 19, 2018

Executive Summary

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

National Rankings

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

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

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

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

December 19, 2018

Five Year Strategic Plan

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

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

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

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

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

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

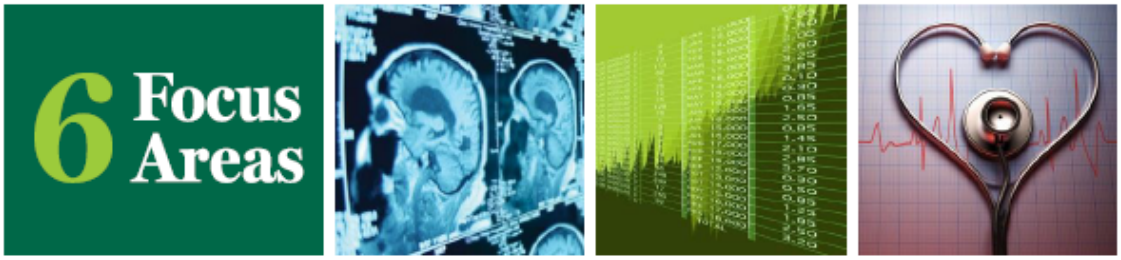
December 19, 2018

Six Focus Areas

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

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

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



Focus Area #1: Brain and Spinal Cord Focus Area #2: Data Science Focus Area #3: Heart

Transdisciplinary Research

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

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

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

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

A Transdisciplinary Researcher:

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

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

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

Focus Area #4: Human Security

Focus Area #5: Research Translation

Focus Area #6: Water

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

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

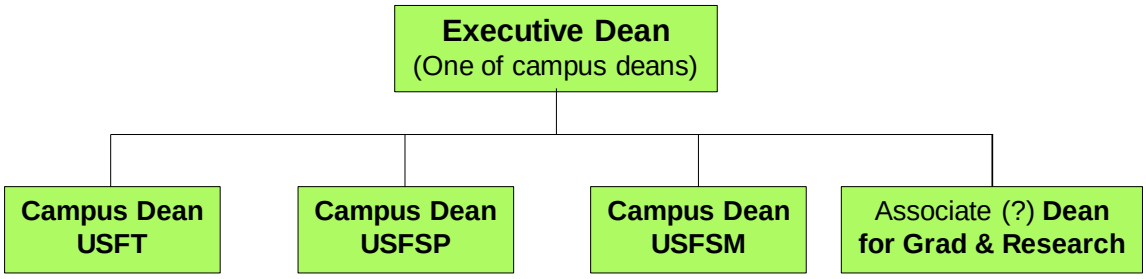
December 19, 2018

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

December 19, 2018

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

MCOB – Post consolidation structure
Leadership Structure



MCOB – Post consolidation structure
Key programs – home locations

Tampa

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

St. Petersburg

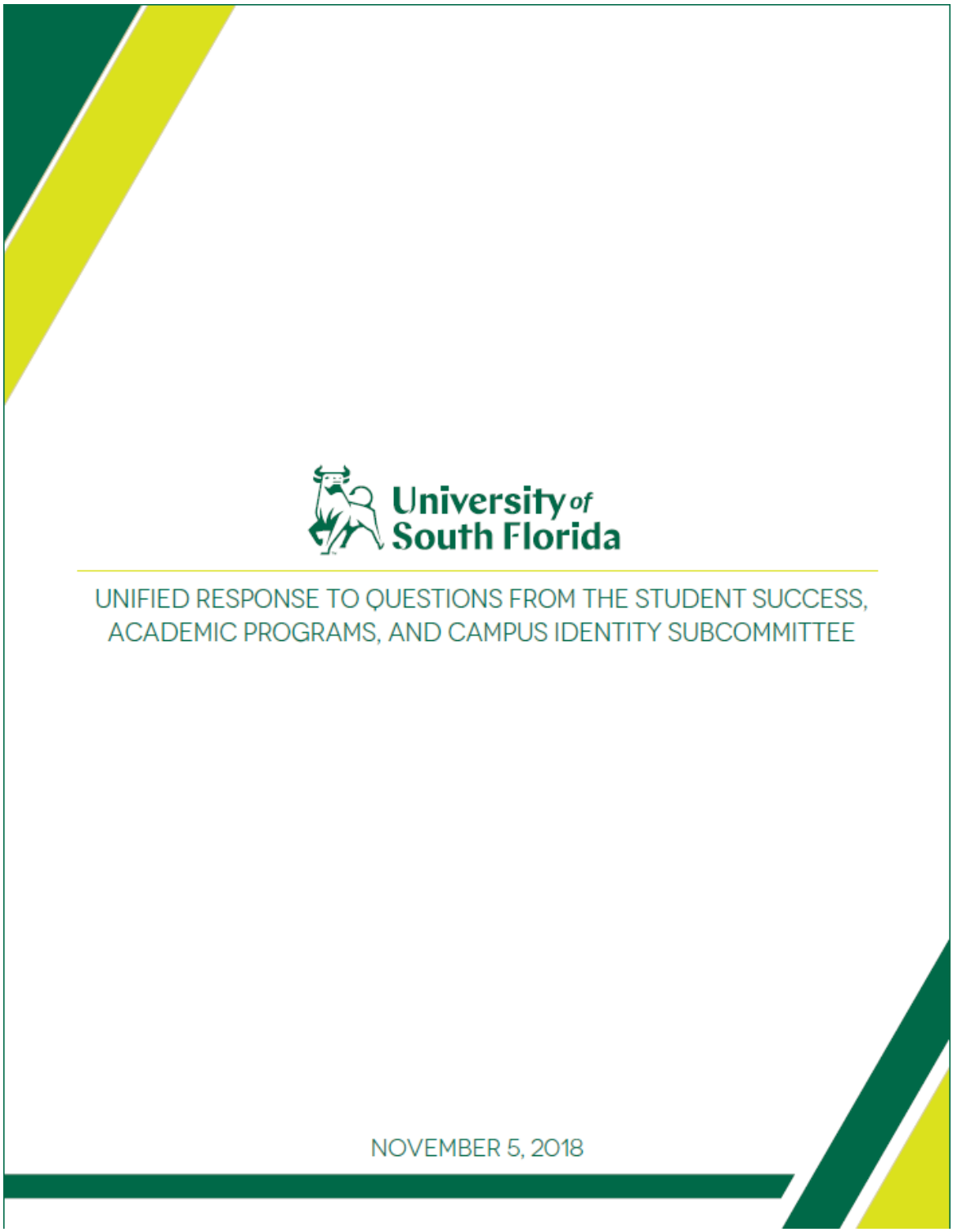
- Kate Tiedemann School of Business
  - Finance
  - Real Estate
  - Business Economics
  - Financial Planning & Services

Sarasota-Manatee

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

December 19, 2018

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



December 19, 2018

University of South Florida

STUDENT SUCCESS/ACADEMIC PROGRAMS/CAMPUS IDENTITY SUBCOMMITTEE

Membership:

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

Committee Focus Areas:

a. Identification of specific degrees in programs of strategic significance, including health care, science, technology, engineering, mathematics, and other program priorities to be offered at the University of South Florida St. Petersburg and the University of South Florida Sarasota/Manatee and the timeline for the development and delivery of programs on each campus;

b. Maintaining the unique identity of each campus and an assessment of whether a separate educational mission is beneficial to the future of each campus;

c. Developing the research capacity at each campus; and

d. Other subject matters pertaining to campus strengths as determined by the Chair of the Task Force that would support the work of the Task Force.

Recommendations due to Task Force November 29, 2018

Responses to members' questions are provided by:

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

Martin Tadlock, PhD
Regional Chancellor
USF St. Petersburg

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

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

QUESTIONS:

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

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

Year 0 (2019-20):

USF Tampa (6)

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

USF St. Petersburg (2)

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

USF Sarasota-Manatee (1)

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

Year 1 (2020-21):

USF Tampa Campus (4)

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

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

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

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

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

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

Year 2 (2021-22):

USF Tampa Campus (4) [3 new faculty]

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

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

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

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

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

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

USF Tampa Campus (2)

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

USF St. Petersburg Campus (5)

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

USF Sarasota-Manatee Campus (6)

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

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

USF Tampa Campus (2)

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

USF St. Petersburg Campus (1)

- Financial Planning, Masters

USF Sarasota-Manatee Campus (1)

- Financial Planning, Masters

Please note:

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

University of South Florida

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

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

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

USF Tampa:

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

USF St Petersburg:

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

USF Sarasota-Manatee:

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

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

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

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

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

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

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

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

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

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

	# of faculty	$ salary & benefits (recurring)	$ startup (non-recurring)

[1] The Future of Work: How Colleges Can Prepare Students for the Jobs Ahead, *The Chronicle of Higher Education*, 2017, p. 16.

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

Appendix R1: Programs on the Five-Year Academic Master Plan

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

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

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

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Appendix R3: New Programs

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

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

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

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

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

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

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

Rate Basis	Fee	USF Tampa	USF St. Petersburg	USF Sarasota-Manatee
per SCH	Activity & Service	$ 12.08	$ 25.63	$ 20.19
	Health	$ 9.94	$ 4.90	$ 4.03
	Athletic	$ 14.46	$ 2.45	$ 4.23
	Transportation Access	$ 3.00	$ 2.25	n/a
	Technology Fee	$ 5.25	$ 5.25	$ 5.25
	Capital Improvement	$ 6.76	$ 6.76	$ 6.76
	Financial Aid - In-State	$ 5.25	$ 5.25	$ 5.25
	Financial Aid - Out Of State	$ 22.57	$ 22.57	$ 22.57
	Green Fee	$ 1.00	$ 1.00	n/a
	Marshall Ctr	$ 1.50	n/a	n/a
	In State Sub-Total	**$ 59.24**	**$ 53.49**	**$ 45.71**
	Out Of State Sub-Total	**$ 76.56**	**$ 70.81**	**$ 63.03**

Rate Basis	Fee	USF Tampa	USF St. Petersburg	USF Sarasota-Manatee
per SCH	Activity & Service	$ 12.08	$ 25.63	$ 20.19
	Health	$ 9.94	$ 4.90	$ 4.03
	Athletic	$ 14.46	$ 2.45	$ 4.23
	Transportation Access	$ 3.00	$ 2.25	n/a
	Technology Fee*	$ 17.39	$ 17.39	$ 17.39
	Capital Improvement	$ 6.76	$ 6.76	$ 6.76
	Financial Aid - In-State	$ 17.39	$ 17.39	$ 17.39
	Financial Aid - Out Of State	$ 38.61	$ 38.61	$ 38.61
	Green Fee	$ 1.00	$ 1.00	n/a
	Marshall Ctr	$ 1.50	n/a	n/a
	In State Sub-Total	**$ 83.52**	**$ 77.77**	**$ 69.99**
	Out Of State Sub-Total	**$ 104.74**	**$ 98.99**	**$ 91.21**

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

Subcommittee	Tasks (if provided)	CIC Considerations for a Singly Accredited USF	Owner/Lead	Impact/Value (Why) a. SACSCOC requirement b. Preeminence metric c. other	Start Date	End Date	Relevant Stakeholders
Student Success	**A.** Student Support Services						
	I. New Student Connections	a. Develop a universal approach and sequenced-learning objective-focused onboarding and transition plan for all USF students	Orientation: New Student Connections	Student Success & Staff efficiencies	1/1/2019	Spring 2020	NSC, PFP, Orient., UGA, Res Ed(TPA), HRL (SP)
		b. Create a solid week of welcome/arrival experience for all incoming students with aligned outcomes through a strategic visioning of USF student transition.	COMPASS	Student Success & Staff efficiencies	1/1/2019	Spring 2020	NSC, PFP, Orient., UGA, Res Ed, HRE, Innovative Ed.
		c. Develop a systemwide Parent/Family Office to provide consistent education, services, programs, and support regardless of location.		Student Experience & Success	1/1/2019	Spring 2020	NSC, PFP, Orient., UGA
		d. Develop or enhance Peer coaching component to each campus		Student Success & Learning	1/1/2019	Spring 2020	NSC, PFP, Orient., UGA
	II. Tutoring	a. Implement early interventions for students who use tutoring and fail tests towards the beginning of the term	Academic Success Center	Preeminence metric	1/2/2019	7/1/2020	All tutoring centers
		b. Implement an asynchronous method of tutoring for all campuses	Academic Success Center	Other	1/2/2019	7/1/2020	All tutoring centers
		c. Work with the general education as it is developed to identify a way to create synergy between course syllabi and the use of tutoring for classes.	Academic Success Center	SACSCOC requirement	1/2/2019	7/1/2020	All tutoring centers
	III. Housing and Residential Education	a. Streamline all processes in Residential Education such as Roommate agreements, duty scheduling, resident communication, and intentional conversation tracking and coding to help students in need.	TPA	Other	1/2/2019 or sooner	Spring 2020	HRE, Res Ed, HRL, IT
		b. Establish an onboarding work group across housing systems to align the student onboarding and welcome experience.	TPA	Other	1/2/2019 or sooner	Spring 2020	HRE, Res Ed, HRL, SASS
		c. Align Residential Curricula and link them to Living learning communities and academic initiatives to enhance the student experience	TPA, SP	Other	1/2/2019 or sooner	Spring 2020	Res Ed, HRL, SASS
		d. All campuses adopt Case management Model and use of predictive analytics, scholar practitioner model	TPA, SP	Other	underway	Spring 2020	Res Ed, HRL, SASS
		e. Determine a plan for students switching campuses to have a smooth transition from one housing department to another.	TPA, SP	Other	1/2/2019 or sooner	Spring 2020	Res Ed, HRE,HRL, SASS
	IV. Orientation	a. Integrate Orientation technology across the campuses (VisualZen (VZ) Orientation)	USFSP, USFTPA,USFSM	Other	Dec-19	7/1/2020	IT/Orientation
		b. Standardize the onboarding process and expand the use of technology and multimedia for students and families to help simplify the matriculation process.	USFSP, USFTPA,USFSM	Other	1/2/2019 or sooner	7/1/2020	Orientation
		c. Develop a standardized curriculum to ensure consistent knowledge gained.	USFSP, USFTPA,USFSM	Other	1/2/2019 or sooner	7/1/2020	Orientation
	V. Veterans Services	a. Provide a certifying official for Veterans Administration certifications on each campus	Veterans' Success	Other	1/2/2019	7/1/2020	Military and Veterans Success Center at USFSP, USFSM, USFTPA
		b. Develop and implement Federal Work Study and/or Veterans Internship programs on each campus to support preparation of Veterans Administration benefits for students.	Veterans' Success	Other	1/2/2019	7/1/2020	Military and Veterans Success Center at USFSP, USFSM, USFTPA
	VI. Student Disability Services	a. Standardize accommodation letter across three campuses	Students with Disability Services	Other	1/2/2019 or sooner	Spring 2020	SDS on all campuses, USF Students
		b. Align SDS database across campuses, in order to provide seamless services to all students no matter which campus	Students with Disability Services	Other	1/2/2019 or sooner	Spring 2020	SDS on all campuses, USF Students
		c. Protocol alignment for the system around Admissions Appeals, Course Substitutions, Peer/Wellness/Academic Coaching	Students with Disability Services	Other	1/2/2019 or sooner	Spring 2020	SDS on all campuses, USF Students, Wellness (perhaps)
	B. Enrollment Planning and Management		Enrollment Planning and Management				
	I. Financial Aid	a. Evaluate the two online scholarship application products and select one vendor for USF. This should result in cost savings.	Student Success Committee, EPM Work Group	Other	11/2/2018	7/1/2019	Scholarship awarding units and students
		b. Coordinate the Financial Education program offerings currently developed on the Tampa campus at both St. Petersburg and Sarasota. Funding will be needed for a staff member at that location.	Student Success Committee, EPM Work Group	Other	7/1/2019	10/1/2019	Students
		c. Collaborate and develop a single outreach presentation for high schools and on campus recruiting events.	Student Success Committee, EPM Work Group	Other	7/1/2019	9/1/2019	Potential students and high school counselors.
		d. Collaborate and develop a single presentation for Orientation.	Student Success Committee, EPM Work Group	Other	3/1/2019	5/1/2019	Admitted students and families
		e. Centralize all communications related to financial aid for consistent process and messaging.	Student Success Committee, EPM Work Group		9/15/2019	11/1/2019	Continuing and admitted students and families
		f. Assign students to a campus. This is needed to assess each campus' initiatives for PBF, Preeminence, critical metrics, and execution of campus specific interventions. This designation can be for internal use only and not communicated to students.	Student Success Committee, EPM Work Group	Preeminence metric	8/1/2019	10/1/2019	All system units involved in delivering support to students to achieve PBF and Preeminence targets.
		g. Design an organizational structure for the functional units in EPM with a single reporting line for each area. This new structure would also include those units in USF Health.	Student Success Committee, EPM Work Group	Preeminence metric	11/1/2018	7/1/2019	Leadership in each functional areas in EPM, i.e., Admissions, Financial Aid, Registrar's Office.
	II. Admissions	a. Consolidate the undergraduate application (FTIC and Transfer) for three campuses to one unified USF application effective July 1 2018, where students prioritize their home campus	Dean of Admissions	Preeminence metric	7/1/2018	Done	Potential students and high school counselors.
		b. Add St Petersburg and Sarasota-Manatee campus options to Coalition application	Dean of Admissions	Preeminence metric	4/1/2019	6/30/2019	Potential students and high school counselors.
		c. Establish uniform dates and deadlines for admission to a unified USF	Dean of Admissions	Preeminence metric	7/1/2018	Done	Potential students and high school counselors.
		d. Consolidate undergraduate FTIC scholarships based on one scholarship grid for a unified USF effective July 1 2018	Dean of Admissions	Preeminence metric	7/1/2018	Done	Potential students and high school counselors. Office of Financial Aid and FAPAC
		e. Consolidate undergraduate Transfer scholarships based on one scholarship grid for a unified USF effective July 1 2019. This initiative will be based on the RNL financial aid leveraging model.	Dean of Admissions		4/1/2019	6/30/2019	Potential students and high school counselors. Office of Financial Aid and FAPAC
		f. Consolidate the undergraduate FTIC admission criteria and admissions grid to admit to a single unified USF, effective July 1 2018	Dean of Admissions	Preeminence metric	7/1/2018	Done	Potential students and high school counselors.
		g. Consolidate the undergraduate transfer admission criteria and admissions grid to admit to a single unified USF, effective July 1 2019. Note that this change will be based on the realignment of home/host colleges/programs	Dean of Admissions	Preeminence metric	4/1/2019	6/30/2019	Potential students and high school counselors.
		h. Consolidate marketing materials (print, digital and social media) to promote a unified USF while preserving the unique value proposition of each campus	Dean of Admissions	Preeminence metric	7/1/2018	6/30/2019	Potential students and high school counselors.

		i. Consolidate all lead generation/nurturing and application generation vendor contracts	Dean of Admissions	Preeminence metric	7/1/2018	6/30/2020	Admissions personnel. Outside vendors
		j. Consolidate multiple CRM systems for recruiting and marketing.	Dean of Admissions	Preeminence metric	1/1/2019	6/30/2020	Admissions personnel. Outside vendors
		k. Consolidate all recruiting and admissions initiatives related to special population such as outreach and access, high ability students, National Merit/Hispanic, Honors College, SSS, etc.	Dean of Admissions	Preeminence metric	4/1/2019	10/1/2019	Potential students and high school counselors. Multiple university partners
		l. Consolidate all admissions decisions and applicant evaluation for a unified USF under a single reporting line.	Dean of Admissions	Preeminence metric	7/1/2018	7/1/2019	Potential students and high school counselors.
		m. Consolidate all in-state recruiting initiatives under a single reporting line based with consideration related to territory assignments and recruiting personnel at each campus.	Dean of Admissions	Preeminence metric	7/1/2018	7/1/2019	Potential students and high school counselors.
		n. Consolidate all out-of-state and international recruiting initiatives under a single reporting line based on regional recruiters, both on-campus based and off-campus based in country or in region.	Dean of Admissions	Preeminence metric	7/1/2018	6/30/2019	Potential students and high school counselors.
		o. Continue the current organizational structure with direct campus report for campus tours and visits and campus events (application generation and yield events) as these are unique to the campus identity	Dean of Admissions	Preeminence metric	7/1/2019	6/30/2020	Potential students and high school counselors.
		p. Consolidate all aspects of graduate admissions (recruitment, processing, evaluation, etc.) after realignment of home/host colleges/programs	Dean of Admissions	Preeminence metric	4/1/2019	12/31/2019	Potential students and high school counselors. Home/host colleges/programs. Multiple university partners
		q. Assessment of consolidation, organizational structure and reporting of locally driven enrollment management programs such as the FUSE initiative	Dean of Admissions and Dean of Undergraduate Studies		4/1/2019	6/30/2019	Potential students and high school counselors.
	III. Registrar	a. Academic Records Security and Maintenance: Update transactional forms for consistency. Continue to follow retention schedules on file with the State at all campuses. Core processes and system set up is centralized at Tampa. Impact/Value: Ensure students receive consistent quality, accessible services at every campus. Ensure roles and permissions for student information system and other applicable software for equitable service to students across locations to ensure data integrity and security.	Student Success Committee, EPM Work Group	Other	11/1/2018	Ongoing	Office of the Registrar and Records and Registration Staff; Students
		b. Course and Registration Consideration: All registration tools, processing and activities are consistent across campuses; ensure alignment of courses and requisite set-up across campuses based on University's consolidated programs. While catalog creation will transition to Undergraduate and Graduate studies, a significant role will be required by the Office of the Registrar on each campus to ensure information is accurate. Evaluate course schedule meeting times and final exam matrices to ensure that students may take courses across campuses with minimal conflict. Core processes and system set up already centralized at Tampa to ensure data integrity and security. Impact/Value: Ensure consistency of processes and continued accuracy and integrity of the Banner catalog set up.	Student Success Committee, EPM Work Group	SACSCOC requirement	11/1/2018	2020-2021 Academic Year Registration Cycle	Office of the Registrar and Records and Registration Staff; Academic Affairs
		c. Appeals Considerations: Develop one Academic Regulation Committee for each campus following set protocols defined at the University-level. Continue with cross-campus representation on a fee adjustment committee, and a separate Excess Hours exemption committee to ensure consistency across campuses. Continue to ensure cross-campus representation on the Residency Appeals Committee. Impact/Value: Ensure consistency of processes and practice across institution.	Student Success Committee, EPM Work Group	SACSCOC requirement	3/1/2019	2020 Academic Year Start	Office of the Registrar and Records and Registration Staff; Academic Affairs; General Counsel
		d. FERPA Consideration: All three campuses will continue to ensure common access and privacy to student record information in a consistent manner, in alignment with federal regulation and State law, and confirm that messaging for all orientations aligns with URO policy and practice. Impact/Value: Ensure alignment of messaging is consistent across campuses.	Student Success Committee, EPM Work Group	Other	11/1/2018	Ongoing	Office of the Registrar and Records and Registration Staff; General Counsel; Students
		e. Academic Calendar Consideration: Continue with one University Academic Calendar; produce tentative calendars three years out. Enhance internal operational important dates and deadlines listing to share policy and process deadlines with key stakeholders. Impact/Value: Ensure alignment of messaging is consistent across campuses; provide ability for future planning purposes.	Student Success Committee, EPM Work Group	Other	1/15/2019	Effective 2019-20 Academic Year submission to the BOG	USF Calendar Committee
		f. Academic Catalog Consideration: With one Undergraduate Catalog and one Graduate Catalog produced by Undergraduate and Graduate Studies, the Office of the Registrar will continue to play a significant role to ensure information is accurate across campuses. Impact/Value: Ensure consistent, accurate proliferation of rules and information across the institution.	Student Success Committee, EPM Work Group	SACSCOC requirement	11/1/2018	Effective 2020-2021 Academic Year	Undergraduate and Graduate Studies; Entire USF Community
		g. Grading and Attendance Tracking Consideration: Grading and attendance policies and deadlines will be consistent on all three campuses. Impact/Value: On going; ensure consistency of processes and practice.	Student Success Committee, EPM Work Group	SACSCOC requirement	11/1/2018	Effective 2020-2021 Academic Year	Office of the Registrar and Records and Registration Staff; Colleges; Faculty
		h. Diploma Consideration: Consolidate issuing of diplomas through a single University process. Impact/Value: Sufficient and timely production of diplomas for all students; consistency of process.	Student Success Committee, EPM Work Group	Other	10/1/2018	Spring 2019 Commencement	Office of the Registrar and Records and Registration Staff
		i. Communication Consideration: Ensure information on the web, Canvas, and myUSF is accessible, consistent, and in alignment for each audience (students, families and other third parties, faculty and staff) across campuses.	Student Success Committee, EPM Work Group	Other	3/1/2019	3/2020-Preparation for Fall 2020 registration cycle	Office of the Registrar and Records and Registration Staff; Students; Faculty
		j. Reporting Consideration: Disseminate consistent definitions of part-time and full-time status, use of student home campus rule, and others as needed for academic management and reporting purposes. Create and distribute standard student activity reports, including but not limited to cohort management, registration, enrollment, academic standing, and graduation and Commencement. Form cross-campus reporting team to coordinate internal operational reporting and data management.	Student Success Committee, EPM Work Group	Other	8/1/2019	10/1/2019	Office of the Registrar and Records and Registration Staff; Entire USF Community
		k. Training Consideration: Offer consistent trainings across campuses to faculty and staff on registrar-related processes, including but not limited to academic course scheduling, FERPA, student-athlete records, and registration training for advisors. Ensure consistency of processes and practice across institution.	Student Success Committee, EPM Work Group	Other	11/1/2018	Ongoing	Office of the Registrar and Records and Registration Staff; Entire USF Community
	C. Student Success	a. The cross-functional persistence committee model will be replicated on each campus, with one general University Committee and individual campus based groups. Persistence Committee and associated campus-based organizations will communicate regularly regarding persistence challenges issues faced by individual students and by students by classification.	VP, Student Affairs and Student Success				
		b. A First Year Retention model will be developed for students on all three campuses, permitting early response and intervention; other predictive tools will also be developed, allowing intervention and the delivery of serve at the right time. Technical tools available for identifying students who would benefit from extra support will be employed by all campuses. Predictive models associated with anticipating student grades and assessing chances of four- and six-year graduation will also be employed on all campuses. The Beginning College Survey of Student Engagement will be applied on all campuses to identify students who signal needs or issues that can be addressed by specific departments.					
		c. We will develop a sustainable proactive model for undergraduate advising and work to align advisor duties so as to maximize their availability to serve students.					
		d. We will coordinate the delivery of support services to underserved, high need students.					

		e. Systematize use of the Archivum system to provide the ability for long-time planning for how the tool will be used and it will have an adequate process to provide immediately support to respond to technical bugs/issues, and the investment in net-new developments will not outweigh the investment made to support the existing functionalities. Archivum Insights will be supported by continuous development and resourcing.					
	D. Student Engagement		Undergraduate Studies				
	I. Transfer Students	a. Establish a reporting structure so all students benefit from the services/resources offered to transfer students. USFT has an Office of Transfer Student Success (formerly Office of State and Community College Relations.)	Office of Transfer Student Success	Other			
		b. Establish a Tau Sigma – National Honor Society for Transfer Students (We would need to comply with requirements of the program to establish)	Office of Transfer Student Success	Other			URO, Cashier, Academic Colleges, Students
		c. Create an institutional strategic plan for transfer students (streamlined workflow for the transfer student experience: recruitment, onboarding, transition, support, progression, engagement, graduation)	UGS	SACSCOC requirement			Admissions, Financial Aid, URO, Academic Colleges, Career Services, Student Activities, Orientation, etc.
		d. Ensure that the definition for transfer students is standardized on the webpages for each USF campus (upper, lower, etc.)	Admissions	Other			URO, Transfer Success
		e. Ensure National Transfer Student Week is celebrated at each campus – celebrated for the first time at USFT 2018 – week of activity just for transfer students	Office of Transfer Student Success	Other			OAA, Career Services, Veterans' Success
	II. FUSE-Specific	a. Create a reporting structure to track Fuse students	ODS/UGS	Other			URO, 8 Fuse partners, IT, Admissions
		b. Establish a centralized location for advising information	UGS/Academic Colleges	Other			IT
		c. Align curriculum GradPaths for each campus	Office of Transfer Student Success	Other			8 Fuse partners, Provost
		d. Create one singular application process for Fuse students	Admissions	Other			URO, Office of Transfer Student Success, 8 Fuse partners, IT
		e. Address the differences in how students are enrolled in the Fuse program if not admitted to USF system – currently some students get a letter stating they are in the program while USFSP, while USFT provides a letter about the program and does not state they are admitted to the Fuse Program	Admissions	Other			Office of Transfer Student Success, 8 Fuse partners
	E. Health & Wellness		AVP, Health and Wellness				
	I. Overall Considerations	a. Development of a cross-campus USF Health Campus Committee					
		b. Ensure baseline consistency in services and identification of deviations through consistent assessment and monitoring.					
	II. Health Promotion	a. Implement the National College Health Assessment in spring 2020 to be in line with the State University System for benchmarking purposes.	Co-PI	Other	Spring 2020		Wellness Center/Center for Student Well-Being, Office of Research, IRB, Center for Transdisciplinary Research in College Health and Wellbeing
		b. House peer education programs within the Wellness Center/Center for Student Wellbeing/Health Promotion for proper training and oversight instead of Student Life/Student Organizations. Attention should be paid to ongoing budget concerns for regional campuses under this consideration.	Each campus	Other	Now		Wellness Center/Center for Student Well-Being
		c. Implement the biennial review (under Part 86 of the Drug-Free Schools and Campuses Regulations) in a centralized manner on the USF Tampa campus due to issues with compliance, as health promotion on any campus does not have the capacity to conduct alone.	Tampa	Other	Fall 2020		Compliance, Center for Student Well-Being, Fraternity and Sorority Life, Athletics, Counseling Center, University Police, Student Rights and Responsibilities, Victims Advocacy
		d. Mandate the completion of five life skills modules (AlcoholEDU, sexual assault prevention, Kognito (for staff/faculty as well), financial literacy and academic integrity) for all students (FTIC, transfer, graduate students) prior to matriculation. Implementation of this consideration, including necessary communication, budgeting, and compliance functions should be centralized through the Tampa campus.	Tampa	Other	Summer B 2020		Registrar's Office, Orientation, Wellness Center/Center for Student Well-Being/Financial Aid/Violence Prevention/Undergraduate Studies
		e. To ensure equitable services and resources, organizational structures be assessed on each campus and changes made to structure to ensure oversight systematically (i.e. Directors on each campus reporting to an Executive Director for the System).	Each campus	Other	2021		All campus stakeholders
		f. Develop a process to determine budget needs of departments and budget allocation from student fees.	Each campus	SACSCOC	2021		Wellness Center/Center for Student Well-Being
	III. Counseling/Mental Health Services	a. Students should have access to mental health resources on all of the campuses.	All campus stakeholders	SACSCOC, CAS Standards, IACS Accreditation	2020		Counseling Centers on each campus
		b. Explore how all campuses can use the same electronic record system and appointment setting system. This consideration includes the understanding that each campus will still need flexibility in how they use the systems in meeting their unique needs, without compromising student access or campus processes.	All campus stakeholders	SACSCOC (continuity and availability of services	2020		Counseling Centers on each campus
		c. To ensure a uniform experience across the campuses, consolidated internal processes, assessments, credentials/certifications, and operations is recommended, wherever possible and/or warranted based on unique campus needs.	All campus stakeholders	SACSCOC, IACS (International Association of Counseling Services) Accreditation	2020		Counseling Centers on each campus
		d. To ensure equitable services and resources it is recommended that organizational structures be assessed on each campus and changes made to structure to ensure oversight systematically (i.e. Directors on each campus reporting to an Executive Director for the System).	All campus stakeholders	SACSCOC	2020		Counseling Centers, Wellness administrators, Student Affairs administrators on each campus
	IV. Recreation/Intramurals	a. All students should have access to all recreation and intramural activities on all the campuses.	All campus stakeholders	SACSCOC	2020		Campus Recreation/ Students/Club Members
		b. To ensure equitable services and resources, assess organizational structures on each campus to determine if changes are needed to ensure systematic oversight or coordination.	All campus stakeholders	SACSCOC	2020		all campus stakeholders
	V. Behavioral Intervention Team/Victim Advocacy	a. Consolidate the internal processes and operations of the Behavior Intervention Teams across the campuses so the response is a uniform one on all campuses.	All campus stakeholders	SACSCOC	2020		Dean of Students, members of BIT team
		b. Maintain the Behavior Intervention Teams on each campus for outreach to students but a System BIT should be established to meet periodically regarding oversight of integration, trends, initiatives, and institutional policies.	All campus stakeholders	SACSCOC	2020		All campus stakeholders
		c. Support the needs of victim advocacy services on each campus, particularly with the assistance of after-hours screening services and community resources to help manage scope of care.	All campus stakeholders	Other- Title IX Implications, Campus SAVE act, 2011 Dead Colleague letter (now rescinded), CAS Standards	2020		Victim Advocacy program
	VI. Health Services	a. Students on each campus should have access to equitable AAAHC accredited medical services supervised by medical leadership of USF Health and reporting to an Executive Director for the USF System. Medical Services will use one Electronic Health Record for the system.	All campus stakeholders	AAAHC accreditation standards, CAS Standards	2020		All campus stakeholders
		b. We would like it considered that students on each campus have access to equitable AAAHC psychiatric services supervised by psychiatric leadership of the USF Health Department of Psychiatry and reporting to an Executive Director for the USF System. Psychiatric Services will use one Electronic Health Record for the system.	All campus stakeholders	AAAHC accreditation standards, CAS Standards	2020		All campus stakeholders
	F. Career Development		Career Services				

	I. Policy	a. Standardize Units' Names and Functions throughout System	Unit Director and AVP	A, C, D	April 2019	July 1, 2020	Students, Faculty, Administration, Community Partners
		b. Align definitions, processes and policies for key programs and practices (including internships, Community Engaged Learning, Civic Engagement, Co-Ops, etc.)	Unit Director and AVP	A, C, D	Apr-19	1-Jul-20	Students, Faculty, Administration, Community Partners
		c. Develop cross-campus teams to develop data and process systems	AVP	A, B, C, D			Faculty, Students, Administration, Community Partners
		d. Standardize attributes for designating Community Engaged Learning, Internship, and other Experiential Learning courses for student transcripts	Unit Directors and Registrar	A, C, D	April 2019	Ongoing	Faculty, Students, Administration, Community Partners
		e. Establish one Council or Advisory Board for each Unit made up of leadership, faculty, staff and representatives from colleges and schools from each campus	Unit Director and AVP	A, C, D	April 2019	Ongoing	Students, Faculty, Administration, Community Partners
		f. Help faculty leadership to work to standardize rewards, tenure and promotion policies systemwide related to HIPs related work	AVP	D	April 2019	Ongoing	Faculty
	II. Practice	a. Adopt the model of "Career Advocacy" across all campuses to promote a general culture throughout our Career Readiness work that promotes a longitudinal, intentional, case-managed approach to promoting career success for all students	All personnel	A,B,C, D	Current Work	Ongoing	
		b. Develop cross-campus teams to enhance curriculum development and expand community partnerships	All personnel	A, C, D	April 2019	July 1, 2020	Faculty, Students, Administration, Community Partners
		c. Increase FWS positions utilized for community engaged work for all campuses	AVP	A, B, C, D	Current Work	Ongoing	Faculty, Students, Administration, Community Partners
		d. Expand Engaged Student Employment program and Career Readiness Badging Program for SM & SP students	Unit Director	A, B, C, D	Current Work	Ongoing	Faculty, Students, Administration, Community Partners
		e. Provide training and coordination of FWS positions for all campuses	Unit Director	A, B, C, D	Current Work	Ongoing	Faculty, Students, Administration, Community Partners
		f. Deliver consistent employer engagement events in our geographic regions (Employer Institute, employer strategy sessions/visits and on-campus recruitment events)	Unit Director	A, C, D	Current Work	Ongoing	Faculty, Students, Administration, Community Partners
		g. Expand career exploration opportunities across campuses, such as Intern For A Day, Experiential Learning Expo, through use of Handshake, technology and transportation resources	Unit Director	A, C, D	Current Work	Ongoing	Faculty, Students, Administration, Community Partners
		h. Implement "layered" experiential learning opportunities combining High-Impact Practices to maximize experiential learning impact	All personnel	A, B, C, D	Current Work	Ongoing	Faculty, Students, Administration, Community Partners
		i. Expansion of High-Impact Practices in support of Gen Ed refresh across all campuses	All personnel	A, B, C, D	Current Work	Ongoing	Faculty, Students, Administration, Community Partners
		j. Extend Corporate Leadership training program opportunities across all campuses	Unit Director	A, B, C, D	Current Work	Ongoing	Faculty, Students, Administration, Community Partners
		k. Expand and enhance ePortfolio practice across all campuses in support of student personal, academic, and professional development.	All personnel	A, B, C, D	Current Work	Ongoing	Faculty, Students, Administration, Community Partners
		l. Implement MyPlan, My Pathways across all campuses	Unit Director	A, B, C, D	Current Work	Ongoing	Faculty, Students, Administration, Community Partners
		m. Maximize effectiveness (employer notes, etc.) of Handshake through development and implementation of a broader Handshake committee.	Unit Director	A, C, D	Current Work	Ongoing	Faculty, Students, Administration, Community Partners
		n. Offer Career Services courses on all campuses (e.g., Job Search course) through cross-campus course enrollment	Unit Director	A, B, C, D	Current Work	Ongoing	Faculty, Students, Administration, Community Partners
		o. Implement Professional Association "system" memberships to save money on institutional memberships	AVP	D	April 2019	July 1, 2020	Faculty, Students, Administration, Community Partners
		p. Professional Development topics shared across campuses (e.g., Career Facilitator, Strengths Training, Burning Glass)	AVP and Communications team	A, B, C, D	April 2019	July 1, 2020	Faculty, Students, Administration, Community Partners
		q. Establish single, consistent system for keeping and sharing student information	Unit Directors and AVP	A, D	April 2019	July 1, 2020	Faculty, Students, Administration, Community Partners
	G. Student Involvement		Dean of Students				
	I. Student Government	a. Consider having one Student Government Constitution for the USF Tampa, Sarasota, and St. Petersburg campuses	USF-T SGA, USF-SP SGA, USF-SM SGA, USF Administrative Leadership/ USF SGA Advisors	Entire student body across all three campuses and A&S Funded entities; New and/or revised Constitution to consider the governing structure of USF SGA, how voting and elections will transpire, the selection process for the student BOT seat, and the creation of an equitable budget allocation process./Equal representation and membership requirements for all student members and a stable allocation process of the A&S fees that align more closely with the university mission and strategic goals.	2019	2019	USF System Student Organizations, USF System SGA's, all current and incoming students, A&S funded entities, IT Services, USF Registrar, Dean of Students, Student Affairs & Student Success, USF General Counsel, and third party vendors

		b. Consider that each campus maintain their own Statutes, Rules of Procedures, and Standard Operating Procedures established at each campus with approval by the USF President and/or designee	USF-T SGA, USF-SP SGA, USF-SM SGA, Respective USF Campus Administrative Leadership/ USF SGA Advisors	SGA and Administrative oversight at each respective campus will allow the respective campus leadership to create governing documents that are aligned with the individual campus culture and subservient to the system-wide constitution./Equal representation and treatment for all impacted constituents.	2019	2020	USF System Student Organizations, USF System SGA's, A&S funded entities, Dean of Students, Student Affairs & Student Success, USF General Counsel
		c. Consider that Activity & Services Fees will be adjusted to a rate that is the same for all students, maintaining equitable services for each campus, and also maintaining no less than the current budget for each campus and the overall combined budget for all three campuses- with emphasis that every campus will benefit with this change.	USF-T SGA, USF-SP SGA, USF-SM SGA, Respective USF Campus Administrative Leadership, USF SGA Advisors/ USF Business Offices	All students will be able to take advantage of programs, resources, and services at any USF campus and will pay an equitable, fair share fee regardless of where they attend class.	2020	ongoing	USF Business Offices; All A&S Funded entities - SGA's, RSO's, Departments, etc.; USF System Comptrollers
		d. Consider that the Student Centers fee should be examined thoroughly to determine the impact on the Activity and Service fee per credit hour	Student Center Directors, USF System Financial Officers, USFSP and USFT Student Government Associations	We will need to determine how the student centers will be funded with the addition of a new A&S fee structure under a consolidated USF system.	2020	ongoing	USF Business Offices; All A&S Funded entities - SGA's, RSO's, Departments, etc.; USF System Comptrollers, Student Centers Staff
		e. Explore a fully online newspaper	Oracle, Crow's Nest, and USF System Student Involvement Staff	Access for all students, Reduced printing costs)	2020	2023	Oracle, Crow's Nest, and USF System Student Involvement Staff
		f. Create a plan to collaborate in order to serve the USF Consolidated campuses	Oracle, Crow's Nest, and USF System Student Involvement Staff	Students are informed of all USF system news	2022	2023	Oracle, Crow's Nest, and USF System Student Involvement Staff
		g. Conduct assessments/research on readership and student campus identification in regards to considering whether there should be a consolidated structure	USF System Student Involvement Staff	Maintaining campus identity/involvement opportunities within a structure supports consolidation efforts	2019	2023	USFSP School of Journalism, USF System Student Involvement Staff, Oracle, and Crow's Nest teams
	II. Student Organizations	a. As student identity and fee decisions are implemented, we will need to look at our student organizations registered on each campus, where duplication is needed, and where it is not. We will need to look at Honor Societies and how they are structured. In order to meet the goal that all students have equal access, we will either need to open all organizations to all students, or allow duplicate organizations. Our considerations can be tweaked to reflect future decisions. There will be a cost and adjustment to having one engagement platform, but the opportunities for this will outweigh the negatives.					
		b. Recommend having one student organization management/engagement platform across the entire university	Current OrgSync administrators from each campus	Students will see all involvement opportunities within the system in one program; data collection will be identical on all system campuses	Fall 2019	Fall 2020	Students, All departments that use current platform, SGA at all campuses, perspective students
		c. Implement a new or revised student organization registration process that would work for each campus and provide equitable service	Student Engagement at USFSM, LSO at USFSP, CLCE at USFT, SGA as needed	Student leader experiences are consistent but remain unique to each campuses individual needs	Fall 2019	Fall 2020	students, student organizations, USFSM Student Engagement, St. Pete LSO, Tampa CLCE, Faculty/Staff Advisors
		d. Any student can join any organization on any campus	Student Engagement at USFSM, LSO at USFSP, CLCE at USFT	Access to student organizations is available campus to campus	Fall 2020	ongoing	students, student organizations, USFSM Student Engagement, St. Pete LSO, Tampa CLCE, Faculty/Staff Advisors, SGA at all campuses
	III. Programming, Leadership, Civic Engagement, Multicultural Programming	a. The three campuses have a good model to work from regarding how they collaborate on Homecoming and USF Week. It is also important that campuses continue to offer their signature programs that have become traditions on the campuses. The committee also identified other programs that could be enhanced through collaboration of all three campuses opening up opportunities for students to get involved in various programs to which they formerly did not have access. The only way to truly make access to programs equitable is through a transportation system.					
		b. Each campus will continue to host signature programs unique to their campus but open to all students (i.e.-MLK parade, Disney Leadership Series, ULS, Stampete'd)	Dean of Students	Coordinated Campus wide signature programs	Fall 2020	Ongoing	Programming Boards, SG, FSL, Campus Partners, local communities, System steering committees
		c. In order to ensure equitable access, USF Bull Runner will establish a continuous route among all three campuses to encourage participation and accessibility across the system.	Tampa SG	Equitable access to campus programs and events regardless of host campus	ASAP	Ongoing	
		d. Continue to coordinate centralized Homecoming, USF Week with campus-specific programming	USF System Steering Committee	Coordinated Homecoming/USF Week Schedules	Already Happening	Ongoing	Steering Committee, Programming Boards
		e. Establish coordinated efforts for current and future programs, i.e. Stampede of Service, Spring Break Trips, Heritage Months, International celebration, education	Tampa - OMA & CLCE, St. Pete LSO & OMA, Sarasota Student Engagement /SG	increase in opportunities for all system students	Fall 2020	Ongoing	Tampa CLCE< Sarasota Student Engagement, St. Pete Leadership & Student Orgs, Tampa OMA, St. Pete OMA
		f. Coordinated SG tailgates and Bulls blitz (first games, Homecoming game, War on I-4 game, etc.)	Student Government from Tampa, St. Pete, & Sarasota	Increased school pride	Fall 2020	Ongoing	SG
		g. Each campus will continue to have a campus programming board while also working collaboratively to serve a consolidated USF	St. Pete Student Programs Coordinator, Tampa CAB Advisor, Sarasota CAB advisor	Each campus will maintain unique identity from a student programming perspective	Fall 2020	Ongoing	HAB (St. Pete) CAB (USF Tampa), Sarasota Programming
		h. Coordinated student memorial process	Student Government from Tampa, St. Pete, & Sarasota	Recognition of all system deceased students, faculty, and staff	Fall 2020	Ongoing	SG
		i. Establish a USF system curriculum for Safe Zone, UnDocuAlly	USF Tampa OMA -	consistency of curriculum and training delivered	FALL 2020	Ongoing	Each Campus's OMA & Wellness departments
		j. Implement system-wide weekly campus Involvement/activity hour	Dean of Students	Dedicated time for student engagement	Fall 2020	Ongoing	System Wide Campus Partners including Faculty & Staff
		k. Expand Golden Bull and other student recognition programs to all campuses	USF Student Affairs	Increased Connection to the USF System	Fall 2020	Ongoing	System Student Affairs
	IV. Student Center	a. While equitable access to Student Centers is desirable, the effort is contingent in part on how student fees will be distributed and collected. Each campus has very different Student Centers and very different Student Center fees. Every facility is maxed out on its usage currently, so adding more programs and/or bodies to programs is going to be challenging without expansion of current centers.					

		b. Review and revise space, event, meeting and reservation procedures, policies, and guidelines	USF System Student Centers Staff	Ensure that all student center staff and users operate collaboratively to serve a consolidate USF System	2019	Ongoing	Student Center Staff, USF System Student organizations, faculty, staff and university departments, local and national organizations, and potential new students
		c. Consider that the Student Centers fee should be examined thoroughly to determine the impact on the Activity and Service fee per credit hour	Student Center Directors, USF System Financial Officers, USFSP and USFT Student Government Associations	We will need to determine how the student centers will be funded with the addition of a new A&S fee structure under a consolidated USF system	2020	Ongoing	USF Business Offices; All A&S Funded entities - SGA's, RSO's, Departments, etc.; USF System Comptrollers, Student Centers Staff
	V. Student Conduct	a. Consider the creation of an appropriate oversight structure to ensure consistency in adjudication across the three campuses.					
		b. Consider maintaining student conduct offices on each campus with the same name, mission, vision, core values, and communication tools.	Student Rights and Responsibilities	Consistent messaging to students	2019	Summer 2019 - so that all handbooks are updated for Fall 2020	Legal Counsel, Students, Student Conduct offices
		c. Consider that all campuses continue to work together to ensure the USF Student Code of Conduct properly supports the living and learning environment of USF and reports of violations are properly addressed in accordance with the Code.	Directors of Conduct Offices	consistent student conduct processes in compliance with SACS	2019	Summer 2019 - so that all handbooks are updated for Fall 2020	Legal Counsel, Students, Student Conduct offices, Residential Education
		d. Consider that all campuses continue to use the same judicial database with access to view all USF student cases	Student Rights and Responsibilities	consistent student conduct processes in compliance with SACS	2018	2020	Legal Counsel, Students, Student Conduct offices, Residential Education, DOS, SDS, SOS, SOCAT, Victims' Advocacy, IT
		e. Consider that all campuses have consistent processes and forms with USF system letterhead but office-specific contact information	Directors of Conduct Offices	consistent student conduct processes in compliance with SACS and consistent messaging to students	2019	Summer 2019 - so that database can go live for Fall 2020	Legal Counsel, Students, Student Conduct offices
		f. Consider instituting regular case management meetings to ensure consistency, communication, and collaboration	Directors of Conduct Offices	consistent student conduct processes in compliance with SACS	2020	ongoing	Legal Counsel, Students, Student Conduct offices, Deans of Students
		g. Consider that referrals come through one database and behavior is addressed at the campus the incident occurred. In instances where this may be problematic, offices will discuss and decide where it should be resolved.	Directors of Conduct Offices	consistent student conduct processes in compliance with SACS and consistent messaging to students	2020	2020	Legal Counsel, Students, Student Conduct offices, Deans of Students
		h. Consider that the appeals stay with the campus office that addressed the behavior	Deans at each campus that serve in appellate roles	consistent grievance process in compliance with SACS	current	Ongoing	Legal Counsel, Students, Student Conduct offices, Deans of Students
		i. Consider the Admissions Prior Conduct process continues to be a system wide process with the Tampa campus being the coordinating office	Directors of Conduct Offices	consistent student conduct processes in compliance with SACS	current	Ongoing	Admissions, Legal Counsel, Students, Student Conduct offices, Deans of Students
		j. Consider that training processes are collaborative and consistent for boards, GAs, hearing officers and professional and residential staff.	Directors of Conduct Offices	consistent student conduct processes in compliance with SACS	2019	2020	Legal Counsel, Students, Student Conduct offices
		k. Consider provisions of consistent and equitable access to educational and outreach programs.	Directors of Conduct Offices	consistent student conduct processes in compliance with SACS	2019	2020	Legal Counsel, Students, Student Conduct offices
	VI. Fraternity & Sororities	a. The committee requested that the Director of FSL research and benchmark how other campuses administer Greek Life with multiple campuses and gather feedback from national organizations currently hosted at Tampa on their openness to having students from all three campuses. After reviewing the information the committee felt that currently one campus should administer Greek life, but make it open to all students. There was also a discussion about reviewing the membership activities as students live into the new structure to determine the need for expansion of either chapters at the other campuses, or adding more chapters in general. However, all staff and students consulted agreed that this would only work if there was transportation between all three campuses and there was an exploration of utilizing other facilities for chapter meetings beyond the MSC and chapter houses, as membership has outgrown these spaces. There was a recognition that technology could be used to enhance access. There may also be a need to increase staffing or add fraternity and sorority responsibilities to other student involvement staff on each campus. These considerations are once again dependent on how fees will be attributed as the staff and programming are funded through these fees.					
		b. Recommend sustaining FSL main, centralized operations at Tampa campus with participation accessible for students from other campuses.	Director of Student Involvement at each campus	Allows all students to have access to fraternities and sororities	2019	Preparation for summer recruitment 2020	Students, SG, Alumni Relations, Student Centers, Housing, Residential Education, Directors of Student Involvement, Student Conduct offices
General Education & Curricular Alignment	**A.** Develop a plan to ensure Gen Education requirements meet the accreditation standards and reflect the distinctive identities of each campus	**I.** Curricular Alignment: There must be one GenEd program across the system. This program should be unified to help ensure student success while also protecting unique campus identities. GenEd leadership from all three campuses must meet to discuss the options for a consolidated GenEd program, which will include: a. Discuss the best way to consolidate GenEd b. Identify existing areas of overlap c. Determine the best way to teach out existing GenEd/Core programs on all campuses d. Determine the best way to ensure standardized approved student learning outcomes in a way that also preserves individual campus, faculty, and course identities.	GenEd Leadership: Assistant Dean of General Education, Assessment, and Communication, USF Tampa; Chair, USF Tampa General Education Council; Director of General Education, and Core Curriculum Coordinator, USF Sarasota-Manatee; Chair of General Education Committee, USF St. Petersburg	SACSCOC requirement Academic Program implications Student Success	May 2018	Ongoing	Each campus Students Faculty
		II. Course Alignment: All courses certified for the new Enhanced General Education framework must be the same across all campuses. Departments and colleges across the system must engage in meaningful discussions to align GenEd offerings: a. Identify current overlap and divergence to understand the scope of the issue b. Revise the leadership-imposed "cap" on the number of general education courses that can be certified to ensure all campuses have equal opportunity to participate in building the new Enhanced GenEd Program c. Implement new processes around GenEd course review and approval on all campuses.	GenEd Leadership (all campuses)	SACSCOC requirement Academic Program implications Student Success	May 2018	Ongoing	Each campus Students Faculty

	III. Assessment: There must be one standard method of assessment for the GenEd Program across the system. GenEd leadership must create a consolidated assessment plan for the new Enhanced General Education Program. a. Form a subcommittee of faculty from all three GECs to develop a comprehensive consolidated assessment plan.	GenEd Leadership (all campuses)	SACSCOC requirement Institutional Research	August 2018	October 2018 (and ongoing)	Each campus Faculty Institutional Research Academic Affairs Undergrad Studies
	IV. Structure/Ownership: There must be one consolidated GenEd council to make overarching decisions by campus-specific subgroups. GenEd oversight/leadership must be maintained on each campus to preserve their unique identity, assist in assessment and implementation, and be an easily available resource to faculty. A consolidated GEC should be formed, consisting of representation from all campuses; Individual campuses will identify/define GenEd leadership on their campus (i.e., campus-specific GEC sub-groups and a designated leader) *Note: campus sub-groups should be made of approved GEC members. a. There will be one consolidated GEC with a Chair that rotates between campuses every 2-3 years. b. The consolidated GEC will meet once per month with location rotating among campuses; they will work off of recommendations from subcommittees at each campus. c. There will be subcommittees on each campus that meet bi-weekly and vet approvals from that campus and then bring recommendations to the full GEC. d. Each campus subcommittee will have its own chairs, whose appointment is determined by that campus. These subcommittee chairs will also assist with assessment, implementation, faculty issues and more to help ensure a coherent GenEd curriculum that ensures student and faculty success across the system.	GenEd Leadership (all campuses)	SACSCOC accreditation HB language, which requires each campus to maintain their unique identity HB language which requires "minimal impact" in terms of employment disruptions Institutional research Faculty training and development Assessment Continuous improvement Student success Community engagement that extends the influence of USF through high impact practices	July 1, 2020	Beyond	Each campus Students Faculty Community partners and geographic regions
B. Develop an overarching delivery model for clusters of talent and homes for programs	**I.** Academic Programs & Course Delivery Develop a process to determine the best mode of delivery of courses without duplication	Academic Affairs; Colleges/Deans				Students; Faculty
	a. Continue to explore alternative delivery modes (e.g. hybrid, asynchronous, synchronous) and creative uses of technology to increase student access and increased student learning outcomes	DL Leaders	a. The student learning outcomes for the same major and same degree are expected to be the same. All students must have equal access to all student services. The faculty governance structure must be aligned to ensure faculty control of the curriculum.	November 2018		Students; Faculty
	b. Develop a process and policy governing the decisions around the mode of delivery in order to track online courses and avoid duplication	College Deans and Undergrad and Grad Councils	a. Curricula for the same degree (e.g. BS in Accounting) must be the same regardless of campus location. Cannot have different programs of study for the same major (e.g. BS in Accounting) on each campus. The student learning outcomes for the same major and same degree are expected to be the same. The faculty governance structure must be aligned to ensure faculty control of the curriculum. b. 3 Freshman Retention Rate; 90 percent or higher for full-time, first-time-in-college students 4 Four year-Graduation Rate; 60 percent or higher for full-time, first-time-in-college students	January 2019	July 2019	Faculty
	c. Conduct analysis of each course based on pedagogy and learning outcomes	DL Teams and Faculty	The student learning outcomes for the same major and same degree are expected to be the same. The faculty governance structure must be aligned to ensure faculty control of the curriculum. b. 3 Freshman Retention Rate; 90 percent or higher for full-time, first-time-in-college students 4 Four year-Graduation Rate; 60 percent or higher for full-time, first-time-in-college students	January 2019	July 2020	Students; Faculty
	d. Define processes and communication plans.	Faculty Senate	The faculty governance structure must be aligned to ensure faculty control of the curriculum.			Students; Faculty; Staff
	e. Investigate the use of master courses to ensure consistency across campuses.		a. There must be one general education program for the new USF institution. There can only be one College of the same field of study (e.g. Business, Education, Engineering). Programs must roll up to a single College with a clear administrative structure and reporting lines. Curricula for the same degree (e.g. BS in Accounting) must be the same regardless of campus location. Cannot have different programs of study for the same major (e.g. BS in Accounting) on each campus. The student learning outcomes for the same major and same degree are expected to be the same. The faculty governance structure must be aligned to ensure faculty control of the curriculum.	January 2019	July 2020	Students; Faculty; Staff
	f. Ensure the application of academic policies across locations		a. The faculty governance structure must be aligned to ensure faculty control of the curriculum.	January 2019	July 2020	Students; Faculty; Staff
	II. Technology Infrastructure Create a purposeful student-centered digital learning environment to include the need for innovation in pedagogy, course design that are enabled or supported by technology.					
	a. Partner with the System CIO to perform an environmental scan of existing technology infrastructure	CIO and Digital Learning	a. SACSCOC b. All students must have equal access to all student services.	January 2019	July 2020	Students; Faculty; Staff
	b. Create active classrooms in order to ensure student access on all campuses (host and home)	CIO/DL	a. All students must have equal access to all student services b. 3 Freshman Retention Rate; 90 percent or higher for full-time, first-time-in-college students 4 Four-year Graduation Rate; 60 percent or higher for full-time, first-time-in-college students	December 2018	Ongoing	Students; Faculty
	c. Utilize technology to enhance collaboration among faculty and students	CIO/VP SASS/DL	b. 3 Freshman Retention Rate; 90 percent or higher for full-time, first-time-in-college students 4 Four-year Graduation Rate; 60 percent or higher for full-time, first-time-in-college students	January 2019	Ongoing	Students; Faculty
	d. Develop a digital literacy module and support for students	Dean-UGS	b. 3 Freshman Retention Rate; 90 percent or higher for full-time, first-time-in-college students 4 Four-year Graduation Rate; 60 percent or higher for full-time, first-time-in-college students	January 2019	July 2020	Students; Faculty; Staff

	e. Evaluate new technologies that can assist faculty in meeting the needs of students	DL Leaders	To support continual efforts toward student learning outcomes (success)	January 2019	Ongoing	Students; Faculty; Staff
	f. Develop a strategy around learning analytics to include requirements gathering and determining how to use existing systems (Canvas, Civitas)	DL Leaders, VP-SASS, Dean UGS	To enhance retention through learning analytics that will be integrated into predictive analytics dashboard	January 2019	Ongoing	Students; Faculty; Staff
	g. Explore the integration of digital learning into the undergraduate experience through mixed-modalities and design student support services	Dean UGS, DL Leaders, College Deans	To provide support to students regardless of mode of delivery to ensure student progression	January 2019	Ongoing	Students; Faculty; Staff
	III. Quality & Assessment Create a standard for evaluation of the design and development of online courses. All campuses must deliver courses that are consistent with the national standards. Currently, there are a number of duplicative courses offered on the various campuses. A single rubric is required to ensure quality learning outcomes.					
	a. Emphasize value (best practices, alignment, skills, continuous improvement) of mixed modalities	DL Leaders	Faculty development to provide understanding of and guidance for different teaching models.	January 2019	Ongoing	Students; Faculty; Staff
	b. Establish a process to track quality and high-quality certification data to meet state BOG guidelines	DL Leaders	To meet the goals set by the BOG and to ensure faculty have the tools and knowledge of use of tools to impact student learning outcomes	January 2019	Ongoing	Students; Faculty; Staff
	c. Implement quality standards, and ongoing assessment and improvements to programs, curricula and courses delivered in a variety of modes	DL Leaders	a. The student learning outcomes for the same major and same degree are expected to be the same. The faculty governance structure must be aligned to ensure faculty control of the curriculum. b. 3 Freshman Retention Rate; 90 percent or higher for full-time, first-time-in-college students 4 Four-year Graduation Rate; 60 percent or higher for full-time, first-time-in-college students	January 2019	Ongoing	Students; Faculty; Staff
	d. Develop quality assurance frameworks, guidelines, and benchmarks for USF	DL Leaders	To ultimately impact student success	January 2019	July 2019	Students; Faculty; Staff
	IV. Professional Development Provide training and development for faculty to ensure faculty across campuses receive consistent training and support and that they are able to teach in engaging ways to enhance student learning outcomes					
	a. Establish faculty professional development opportunities to meet the standards of the 2025 State University System Strategic Plan for Online Learning published by the Florida Board of Governors in 2018	Dean UGS, DL Leaders	Faculty will need professional development to acquire skills for teaching in various modes of delivery	January 2019	Ongoing	Faculty; Staff
	b. Maintain records on faculty participation in the faculty online certification course	DL Leaders	SACSCOC requirement	November 2018	Ongoing	Faculty; Staff
	c. Create a community of practice where all faculty training and resources are centralized for easy access	DL Leaders	Ensure all campuses have resources to provide professional development	January 2019	Ongoing	Faculty; Staff
	d. Continuous training for instructional designers emphasizing a consistent approach to development	DL Leaders	In order to design and develop courses consistent with learning outcomes to achieve student success	November 2018	Ongoing	Staff; Students
	e. Develop outcome measures that focus on the impact of faculty development on student learning	DL Leaders, Dean UGS	Student success; SACSCOC; Preeminence	January 2019	Ongoing	Faculty; Students
	V. Resources Ensure that all campuses have the resources to support the teaching and learning process regardless of modality, home or host campus.					
	a. Hire additional instructional designers to meet the demand	DL Leaders/Administration	To effectively meet the needs of faculty in the development of courses needed to enhance access across campuses.	July 2019	July 2020	Students; Faculty; Staff (DL)
	b. Monitor the distance learning fees in order to evaluate use is consistent with State guidelines	DL Leaders/Finance	Accountability	January 2019	Ongoing	Students; Faculty; Staff (DL)
	c. Employ cost-effective approaches to online learning	DL Leaders	To avoid increased costs and fee increases	November 2018	Ongoing	Students; Faculty; Staff (DL)
	d. Provide additional resources and training to support hybrid and online development for faculty	Administration	To provide our students with the most effective mode of delivery to achieve student success	July 2019	Ongoing	Students; Faculty; Staff (DL)
	e. Create budgetary plans that can be implemented quickly	Administration/DL Leaders	Ensure that campuses are receiving the budget to cover increased costs	July 2019	July 2020	Students; Faculty; Staff (DL)
	f. Provide additional support to enhance student services for online students	VP SASS	a. All students must have equal access to all student services	July 2019	Ongoing	Students; Staff
	g. Ensure all campuses have sufficient equipment and facilities to accomplish their primary purpose of delivering high-quality instruction	CIO/DL Leaders/Administration	a. All students must have equal access to all student services	July 2019	July 2020	Students; Faculty; Staff
C. Explore whether and how separate educational missions would be beneficial to the future of each campus	**I.** Provide space for each campus to have a conversation about what makes them distinct academically, and how this informs academic program choices. a. Each campus should appoint a "Campus Identity" task force to explore and provide recommendations to leadership. b. Campus leadership should share internal planning with the campus community c. Community stakeholder input will be solicited prior to a formal set of recommendations. Formal recommendations will be sent to the President and the Board of Trustees for consideration.	Campus leadership	Distinct campus identity	Spring 2019	Summer 2019	Campus committee, community stakeholders
	II. Identify which programs will need to be represented on each campus with similar resource levels. a. Direct academic leadership (Deans) to determine which academic programs should be at an equivalent level of resources. b. Convene program leadership from each program across all campuses to document additional resources needed to bring programs to a level of parity across campuses. c. Deliver a roadmap of parity with prioritization of programs to the President and the Board of Trustees for consideration.	Deans	Campus programs of parity	Spring 2019	Summer 2019	Program leadership, Program faculty
	III. Identify which programs should retain distinct features and the nature of those features. a. Direct academic leadership (Deans) to determine which programs should be distinct based on the process from Focus Area. b. Identify the ways in which a program is distinct, such as degree, degree level (undergraduate versus graduate), and resources (such as teaching laboratories).	Deans	Campus programs of distinction	Spring 2019	Summer 2019	Campus leadership, system leadership, program leadership
	IV. Develop workload standards and guidelines that provide a path for promotion and promote excellence among all faculty. a. For faculty in programs of distinction, a faculty committee appointed by the campus Dean will examine if there are aspects of faculty workload (course load, access to research resources) that will require differential advancement, tenure, and promotion requirements.	System leadership	Align workload and advancement, tenure and promotion	Spring 2019	Summer 2019	
D-E. Make recommendations for synthesizing and integrating courses and programs, informed by robust data and labor market trends; E. Align academic offerings and identify opportunities to leverage unique strengths of campuses	**I.** Faculty should look for the following in an effort to identify duplicates across campuses within disciplines: a. CIP code matches b. Program title matches/partial matches c. Duplications within and across curricular offerings (e.g. major-to-major match, major-to-concentration match, minor-to-certificate match).	Department Chairs/School Directors	Curricular Alignment is a SACSCOC Requirement	November 2018	January 2019	Faculty Students
	II. Faculty should consult local job market data and consider unique strengths of the campuses when making decisions about aligned curriculum.	Department Chairs/School Directors	Curricular Alignment is a SACSCOC Requirement	November 2018	January 2019	Faculty Students

		III. Faculty should review the curriculum across systems - in the catalog (the single reference point for all other systems), in Banner, and in Degree Works as there has been drift and neglect over the years. For example, Degree Works does not necessarily match the catalog as it should (e.g., "hides").	Department Chairs/School Directors	Curricular Alignment is a SACSCOC Requirement Providing unclear information to students impacts Time to Degree (Preeminence Metric)	November 2018	January 2019	Faculty Students
		IV. Faculty across all three campuses should receive the Provost's curriculum review guidelines from Spring 2018 (e.g. maximum 120 SCH, full curricular integration with General Education enhancements, seek input from stakeholders, integrate QEP course certification and High Impact Practices, etc.) and keep them in mind while aligning curriculum.	Provosts/RVCAAs	Recommendation from Provost Wilcox	November 2018	January 2019	Faculty Students
		V. Faculty should minimize variable credit courses and convert special topics courses to permanent courses.	Department Chairs/School Directors	Providing unclear information to students impacts Time to Degree (Preeminence Metric)	November 2018	January 2019	Faculty Students
		VI. Following curricular alignment decisions, the following details should be addressed/aligned: a. Existing courses in duplicated programs b. Admission requirements and deadlines c. Program pre- and co-requisites d. Common core/major requirements e. Prescribed electives f. Number of program hours g. Comprehensive/Qualifying exams h. Project/Thesis/Dissertation requirements i. Exit requirements j. Off-site locations (off-site campuses for SACSCOC purposes) k. Suspension and/or termination of curricular offerings	Department Chairs/School Directors	Curricular Alignment is a SACSCOC Requirement Providing unclear information to students impacts Time to Degree (Preeminence Metric)	January 2019	March 2019	Faculty Students
		VII. The SCNS Liaison Role should be centralized to UGS and OGS (for undergraduate and graduate courses, respectively) and should be held by someone with academic faculty experience, with backup	Dean of Undergraduate Studies Dean of Graduate Studies	State requirement to have an SCNS liaison	Fall 2019	Fall 2019	UGS and OGS Staff
		VIII. The full cycle of the course and curricular proposal process, ending with catalog production should be housed in UGS and OGS (for undergraduate and graduate proposals, respectively).	Dean of Undergraduate Studies Dean of Graduate Studies	Tracking and documenting this process is a SACSCOC requirement. Centralizing it will make this process more efficient.	Spring 2019	Fall 2019	Faculty UGS and OGS staff
		IX. New degree programs should continue to be handled through ODS before being vetted through UGS/OGS and UGC/GC.	VP for SPPA	Provost-level oversight is necessary for this as is BOG interaction.	N/A	N/A	ODS Staff
		X. All curricular offerings must be consistent with currently approved policies and the current catalogs. For example, pre-majors and exploratory curriculum are not in the catalog and were not vetted through faculty councils.	Chairs/Directors	Vetting is a requirement of SACSCOC Providing unclear information to students impacts Time to Degree (Preeminence Metric)	November 2018	January 2019	Faculty Students
		XI. Single, cross-campus versions of the Undergraduate Council, General Education Council, and the Graduate Council should be created with equitable representation from all three campuses. These faculty councils will review and approve/deny all course and curriculum changes as well as new course and curricular offerings and new/revised policies related to curriculum. Individual colleges and departments should determine the process for curriculum vetting through their respective units. Note: In some cases (e.g., General Education), subcommittees on each campus may exist to vet approvals from that campus and then bring recommendations to the larger council.	Faculty Senate	Faculty oversight of curriculum is a requirement of SACSCOC	Spring 2019	Spring 2019	Faculty UGS and OGS staff
		XII. A committee should be formed to formally outline the process for policy revisions and new policies. Decision points and responsible officers should be described.	Office of General Counsel	Providing unclear information to students impacts Time to Degree (Preeminence Metric)	Summer 2019	Fall 2019	Faculty Students Staff
		XIII. UGS and OGS should examine academic policies currently represented in the catalogs across campuses and align those policies. Following this alignment, a gap analysis should be conducted to identify new policies that are needed (e.g. academic standing policy).	Dean of Undergraduate Studies Dean of Graduate Studies	Providing unclear information to students impacts Time to Degree (Preeminence Metric)	Spring 2019	Fall 2019	UGS and OGS Staff Faculty Students
	F. Make recommendations for rationalizing overlapping schools and shaping unique identities for each school (e.g. the Muma College of Business and the Kate Tiedemann College of Business)	**I.** Provide space for each campus to have a conversation about what makes them distinct academically, and how this informs academic program choices. The unit leaders will determine where the strengths overlap and where a home/host campus offering should be. a. Each academic unit will identify key programs which will be offered as "Home" or "Host" sites. b. Each academic unit will address undergraduate and graduate programs state and national accreditation standing where applicable.		Distinct college/academic unit identity	Fall 2018	Spring 2019	Students, campus leaders, academic leaders, department chairs
		II. Identify faculty rank, area of research, research productivity, and area of teaching emphasis. a. Academic unit leaders across three campuses will identify faculty research strengths, current teaching loads, and curricular or subject area background to determine how best to uphold Preeminence and increase a national research impact which aligns to the		Faculty bandwidth	Fall 2018	Summer 2019	
		III. The USF system campuses each support and enhance the needs within their respective communities. a. Academic and campus leaders must factor the student and community needs through the consolidation. b. Commute/Access/Financial Benefit-Ability for students to earn degree programs at affordable cost based on community location in the Tampa Bay area. c. Distinction-Ability for students to select campus offerings to meet the needs important to them. d. USF-Athletics, metropolitan, urban, large, access to on campus resources e. USFSP - Arts, Innovation District, waterfront, small student-faculty ratio, USGS, marine science, sustainability f. USFSM - Hospitality, arts, business, education		Community Needs	Spring 2019	Summer 2019	
		IV. Determine academic unit programs and seek student-centered approaches to streamlined curriculum and academic content. a. Narrow list of academic unit programs b. Align program student learning outcomes with respective program CIP codes or name (e.g. Educational Leadership, M.Ed. is the same CIP across three campuses but each campus has varied core course components).		Existing Programs	Fall 2018	Summer 2019	
		V. Determine the binary functions of the academic unit distinctiveness and provide the optimal student pathway on the continuum. a. Identify those academic programs that are separately accredited or lead to specialized certification. b. Align core curricular courses which can be offered at multiple sites and in varied student learning modalities.		Distinctiveness Continuum	Spring 2019	Summer 2019	
Faculty Affairs	**A.** Make recommendations for tenure and/or promotion guidelines, including faculty workload and expected research contribution, and recommendations to grow and strengthen the faculty	**I.** In Spring 2019, an *ad hoc* committee of faculty and administrative representatives from all three campuses should be formed to revise and consolidate existing campus tenure guidelines documents into a single university guidelines document that is in accordance with the newly consolidated institution. The committee's work should be completed before the end of the Spring 2019 semester.	Faculty and Administration	SACSCOC requirement; Preeminence metric	1/15/2019	5/30/2019	Faculty
		II. Tenure-earning faculty presently at USF - Sarasota-Manatee and USF - St. Petersburg whose tenure-earning appointment began in the 2013-14 or 2014-15 academic year, the tenure and/or promotion criteria of their current home institution shall be applied if the case is to be completed before June 30, 2020, unless exceptions to the tenure clock period have been approved.	Faculty and Administration	SACSCOC requirement; Preeminence metric	8/1/2019	6/30/2020	Faculty

		III. USF Sarasota-Manatee and USF St. Petersburg faculty whose tenure earning positions began in the 2015-16 academic year will be the first faculty cohort to be considered for tenure at the newly consolidated University of South Florida in Fall 2020. Because they will have three years of service prior to a change in standards (assuming a Spring 2019 implementation of tenure guidelines), as per Article 15.4 of the CBA, these faculty may elect to be considered under USF criteria or the years of service prior to a change in standards (assuming a Spring 2019 implementation of tenure guidelines), as per Article 15.4 of the CBA, these faculty may elect to be considered under USF criteria or the tenure standards in existence at the regional institution of their employment prior to consolidation. It is recognized that this will result in one academic year where faculty in the same units may be considered under different tenure standards. While this has some potential negative consequences, this condition is necessary in order to comply with the cited provision of the CBA.	Faculty and Administration	SACSCOC requirement; Preeminence metric	8/1/2019	6/30/2020	Faculty
		IV. In the case of USF - Sarasota-Manatee and USF - St. Petersburg faculty whose tenure earning appointment began in the 2016-2017 or 2017-2018 academic years, USF criteria will be applied, but such faculty will be given the opportunity to delay their mid-tenure reviews by **one year** and tenure applications by **two years** and **one year** respectively. It is understood that these extensions will require approval of the United Faculty of Florida. Absent that approval, the extensions will not be granted. In all of the cases listed above, tenure earning faculty will automatically have their tenure clocks extended. However, none of these faculty are required to extend their mid- tenure or tenure clocks, and may be considered for tenure during their regularly scheduled period if they so choose by giving notice one month prior to the submission date required by the unit that will be their tenure home.	Faculty and Administration	SACSCOC requirement; Preeminence metric	8/1/2019	6/30/2020	Faculty
		V. In the case of tenure-earning faculty at USF - Sarasota-Manatee and USF - St. Petersburg whose tenure earning employment began with the 2018-19 academic year, USF criteria will be applied.	Faculty and Administration	SACSCOC requirement; Preeminence metric	8/1/2019	6/30/2020	Faculty
		VI. USF - Sarasota-Manatee and USF - St. Petersburg faculty who were hired with years of credit toward tenure may extend their mid-tenure review and/or tenure clocks by utilizing the provisions specified in Article 15.6.c of the CBA, i.e. by withdrawing all or a portion of such credit, **or** through the provisions shown above. Both provisions **may not** be utilized.	Faculty and Administration	SACSCOC requirement; Preeminence metric	8/1/2019	6/30/2020	Faculty
		VII. Because there are no time-specified deadlines for faculty being considered for promotion to Full Professor, the provisions above apply only to faculty being considered for tenure. USF criteria will apply to all faculty being considered for promotion to Full Professor after July 1, 2020.	Faculty and Administration	SACSCOC requirement; Preeminence metric	8/1/2019	6/30/2020	Faculty
		VIII. As per the CBA (Article 9.3.D), "each employee shall be given assignments which provide equitable opportunities, in relation to other employees in the same department/unit, to meet the required criteria for promotion, tenure, successive fixed multi-year appointments, and merit salary increases." If equitable resources for scholarship are not available to the employee because of inherent limitations of the principal place of employment, then resource availability is to be considered when conducting annual performance reviews and evaluating tenure and promotion applications. Such consideration will be made in the context of maintaining overall unit performance consistent with maintaining the university's Preeminent status.	Faculty and Administration	SACSCOC requirement; Preeminence metric	8/1/2019	6/30/2020	Faculty
		IX. Faculty with the rank of Instructor will also be evaluated by a single set of career promotion guidelines upon consolidation as of July 1, 2020, as will other non-tenure track positions with career promotion pathways.	Faculty and Administration	SACSCOC requirement; Preeminence metric	8/1/2019	6/30/2020	Faculty
		X. Tenure-track faculty currently employed at all three campuses who elect not to pursue the research expectations of a *R1: Doctoral Universities – Highest Research Activity* have the option to request conversion of their lines to those of non-tenure track Instructors prior to their tenure decision. This request is subject to approval of their department/unit and other appropriate upper administrative units. Appointment to Instructor will not be made following a tenure denial. It is recommended that the University establish a renaming of non-tenure track positions that are dedicated to teaching (i.e., the current Instructor rank), and that those titles more clearly denote promotions within that rank.	Faculty and Administration	SACSCOC requirement; Preeminence metric	8/1/2019	6/30/2020	Faculty
	B. Recommend the optimal organizational structure and reporting lines for academic departments and recommend administrative support consistent with the optimal organizational structure for academic departments	**I.** Guiding Principle: USF will be one University with three campuses. Although each campus may have distinct qualities, the consolidated university operates as a Preeminent SUS institution with one mission. The Tampa Campus will be the "main campus" with Sarasota-Manatee and St. Petersburg being referred to as "regional campuses." Deans and department chairs are responsible for the success of assigned faculty across all three campuses, inclusive of meeting Preeminence, AAU, and PBF metrics.	Faculty and Administration	SACSCOC requirement	8/1/2019	6/30/2020	Faculty and Administration
		II. Colleges versus Schools: To be designated as a College, a unit should have a critical mass of full-time tenured/tenure-track faculty, the exact number to be subsequently determined. Until a unit reaches the specified critical mass of faculty, along with sufficient justification that it offers a unique and independent program of study leading to a degree, that unit shall be designated as a School. The primary administrative (or home) office for any College or School must reside on only one campus, whereas each may have secondary (or hosted) administrative presence on other campuses. Independent Colleges (i.e., not present on other campuses) may be established on any of the campuses, but they must conform to the established criteria for that designation. There shall not be duplicate Colleges/Schools anywhere within the multi-campus system.	Faculty and Administration	SACSCOC requirement	8/1/2019	6/30/2020	Faculty and administration
		III. Schools versus Departments: The consolidated university should have a standardized and consistent definition of what constitutes a Department and a School (both at the larger and more micro levels), and academic units should be named accordingly.	Faculty and Administration	SACSCOC requirement	8/1/2019	6/30/2020	Faculty and administration
		IV. Offices: USF Tampa has several quasi-academic offices, including the Office of Undergraduate Studies and the Office of Graduate Studies. Neither qualifies as a College or School. However, both are headed by individuals with the title Dean. It would be wise for the two regional campuses to have an administrative position designated to operate within these offices. For instance, there could be a Dean on the main campus and Associate Deans on each of the campuses.	Faculty and Administration	Other	8/1/2019	6/30/2020	Faculty and administration
		V. Reporting Lines: There shall be at least one person designated to provide administrative support for programs or other curricular offerings at any campus on which a Department/School offers instruction. The number and level of such positions will depend upon the size and scope of the programs administered. For a program operating at a campus other than the primary (or home) location of a unit, linkages and reporting lines to counterparts at the primary location shall be explicit. This does not preclude the possibility of combining administrative support across multiple units on a campus as may be needed for programs with small numbers of students and faculty.	Faculty and Administration	Other	8/1/2019	6/30/2020	Faculty and Administration
		VI. New Degrees: When considering new degrees, regardless of campus, student and community demand for the degrees, the sustainability of the degree offerings, student success metrics (high impact practices, course completion, graduation and retention, etc.), and available support infrastructure (labs, classrooms, GA funding, etc.) are crucial elements that must be considered when developing the degree proposal.	Faculty and Administration	Other	8/1/2019	6/30/2020	Faculty and Administration
		VII. Concentrations: Each campus may have specific concentrations within a degree to meet the needs of its respective constituency. This would not in itself preclude a student primarily affiliated with another campus from pursuing study within that concentration.	Faculty and Administration	Other	8/1/2019	6/30/2020	Faculty and Administration
		VIII. Identity: Each campus is encouraged to foster its unique strengths and identity. Campus identities may be expressed through unique academic degrees, programs, and/or concentrations, as well as campus "climates" offering educational and social experiences and engagements with respective communities that differentiate one campus from the others. Efforts to formulate and explicate these identities should proceed as soon as possible.	Faculty and Administration	Other	8/1/2019	6/30/2020	Faculty and Administration
		IX. Maximize Resources: The consolidated university should capitalize on the utilization of current state-of-the-art classrooms and create state-of-the-art connectivity between all campuses to offer on-line classes in real-time to multiple locations.	Faculty and Administration	Other	8/1/2019	6/30/2020	Faculty and Administration

	C. Review and recommend policies for shared governance	**I.** There must be a single faculty senate after consolidation. Disband the USF System Faculty Council and the three separate Faculty Senates at the three institutions. For the consolidated institution, establish one Faculty Senate that will be based on the current USFT Faculty Senate model and structure.	USFT, USFSP, USFSM Faculty Senates; System Faculty Council	SACSCOC requirement	8/1/2020	8/1/2021	Faculty
		II. There must be a document establishing principles of organization, authority, and responsibility of the University of South Florida Faculty after consolidation. Revise the Constitution and Bylaws of the USF Tampa Faculty Senate for use by the new (consolidated) USF Faculty Senate. This document will be developed after a careful review of the Constitution and Bylaws of each of the three current Faculty Senates. The Faculty Affairs Subcommittee or similarly formed committee (i.e., with faculty representation from all three campuses) will undertake this task.	Faculty Affairs subcommittee OR an ad hoc committee with faculty representatives from all three campuses	Other	2/1/2019	5/1/2019	Faculty
		III. The new faculty senate structure must provide a forum for faculty from all three campuses to have a voice in the governance of the University. Representation of faculty on each campus has been provided for in the apportionment model for the new USF Faculty Senate (see description #1 above). In addition, the Senate Executive Committee will include an At-Large representative from each campus. All general faculty (from all three campuses) are eligible to serve on Faculty Senate Councils and Committees, and Senators (from all three campuses) are expected to serve on at least one Senate Council or Committee. Have campus representatives on the Executive Committee and Council Committees. There will be one Faculty Senate Executive Committee which will consist of a President, Vice-President, Secretary, Sergeant-at-Arms, 3 At-Large members (one from each campus), and 12 Council Chairs (one from each Council or Committee). The officers of the Senate, except for the Campus At-Large members, will be elected by the full Faculty Senator. Each Campus At-Large member will be elected by the Senators from that Campus. There will be 12 Council Committees with representatives from all three campuses serving on each Council.	USFT, USFSP, USFSM Faculty Senates; System Faculty Council	Other	8/1/2020	8/1/2021	Faculty
		IV. Form Campus Faculty Councils. USFSM and USFSP will have a Campus Faculty Council which will consist of the Senators serving on the Faculty Senate and additional Senate Council/Committee members from that campus. The Campus Faculty Council will attend to issues that are particular to each campus.	USFSP and USFSM	Other	8/1/2020	8/1/2021	Faculty
		V. Avoid disruptive changes while remaining efficient. The new Faculty Senate structure should involve minimal changes now while recognizing opportunities to improve over time.	USFT, USFSP, USFSM Faculty Senates; System Faculty Council	Other	8/1/2020	8/1/2021	Faculty
		VI. Faculty on the regional campuses must have the option of attending meetings on the Tampa Campus either in-person or virtually. Teleconferencing capability should be developed to allow virtual attendance at all Faculty Senate, Faculty Senate Executive Committee, and Faculty Senate Council/Committee meetings. Maximize the use of distance technology (e.g., Zoom). Explore and consider solutions that address existing identified issues to enhance communication among faculty on different campuses.	IT	Other	8/1/2020	8/1/2021	Faculty
		VII. The new faculty governance structure should operate effectively and efficiently. The new faculty governance structure should be evaluated during the second year after consolidation. After the second year of operation, the new Faculty Senate will form an ad hoc committee consisting of faculty representation from all three campuses to evaluate and recommend changes for the new governance structure.	An ad hoc committee with representatives from all three campuses	Other	8/1/2021	5/30/2022	Faculty
Research		**I.** Follow existing Research Strategic Plan (2017-21)					
		a. Use the 2017-21 Research Strategic Plan as a map for research. Includes strategies and tactics, and was created to be used system wide, not only USF Tampa. Most, if not al the recommendations, serve as a map for research consolidation.	Office of Research (ORI)		2018		
		b. Hold town halls to present the strategic plan and explore opportunities with faculty across the system	ORI and College Deans		2020		
		II. Enhance Research Opportunities across the system			2019		
		a. Foster collaborative research- Seed Grants	Research Advisory Committee (RAC)				
		b. Increase access to research core facilities	ORI		2019		
		c. Create a robust Web Portal for all Research Cores that includes capabilities, fees, and scheduling	ORI		2019		
		d. Establish state of the art telecommunication connections between campuses for teaching, seminars, collaborative meetings.	IT		2019-20		
		III. Research Support Services					
		a. Office of Research is currently a system-wide office that provides pre- and post- grants management, compliance, and fiscal oversight. No changes necessary	ORI		Exists Now		
		b. Empower Regional/College research offices to support local faculty grant-related activities.	Departments and Colleges		Exists Now		
		c. Expand support for development of entrepreneurial activities and patents on the regional campuses	ORI, ADRs		2019-		
		IV. Ensure that Research Expectations are Appropriate and Clear during P&T Decisions					
		a. Excellence in Research is a requirement for promotion and tenure. The definition of research excellence is discipline specific and defined at the College and Department levels. CAS has a model that can be applied during consolidation and beyond.	Provost and College Deans		2020		
		b. Look into a model in which research productivity is evaluated in the context of start up funds at hire	College Level		2020		
		c. Expectation for new hires should clearly establish research expectations. Positions that are >50% teaching should utilize non-tenure earning or instructor titles.	Department Chairs		2020		
		d. Track faculty contributions to collaborative research to promote and reward collaborative research.					
		V. Alignment of Research Colleges and Centers					
		a. PhD and MS program development should follow careful analysis of need, facilities, and research infrastructure.	Graduate School		2020-2024		
		b. Likewise, research centers should be aligned with faculty hiring initiatives (clusters), development of graduate programs, and a needs assessment (system and state).	Colleges and ORI		2020-2024		
		c. The committee discussed the College of Marine Science without coming to a specific recommendation. The merits of USFSP building programs around marine and atmospheric sciences was recognized.			tbd		
		VI. Faculty research development					
		a. Create a "System Sabbatical" Program that provides funding or opportunity for faculty to spend summers working with faculty on other campuses. Priority to regional campus and pre-tenure faculty.	ORI/Provost		2020		
		VII. Recommendation for investment in research space and infrastructure			2019-29		
		a. Create a five and ten year plan for building new research facilities (buildings)	ADRs and VP of Research				
		b. Create 1-2 yr, 3-5 yr, and 5-10 year research instrumentation investment plans to support the research mission.	ADRs and VP of Research				
		c. Explore renting facilities in the short term.	Deans, VP of Research		2019-20		
External Affairs		**I.** Reaffirm there is one USF System Foundation (message)	Foundation	SACSOC-Endowment	3/15/2019	Ongoing	All
		II. Reaffirm there is one USF System Alumni Association (message)	Foundation	Other	3/15/2019	Ongoing	All
		III. Announce new USF brand campaign and emphasize One USF	UCM	SACS, Other	9/5/2018	Ongoing	All
		IV. Identify existing College namings which may be impacted by consolidation: a. Tiedemann College of Business b. Muma College of Business	Development USF Tampa/USF St. Pete/USF Sarasota	SACSOC	Ongoing	12/4/2018	USF System, Foundation and affected donors
		V. Review MOU between Foundation and USFSP	Development USF Tampa/USF St. Pete	SACS, Other	10/15/2018	12/4/2018	USF System, Foundation
		VI. Review MOU between Foundation and USFSM	Development USF Tampa/USF Sarasota	SACS, Other	10/15/2018	12/4/2018	USF System, Foundation
		VII. Review Official USF Policies: 0-228, 0-221, 0-230, 0-216, 0-009; recommend revisions	Alumni / Foundation	SACS, Other	9/5/2018	12/4/2018	General Counsel, USF System, Foundation, Alumni Association

		VIII. Develop list of legislators and appointed and elected officials to communicate with about consolidation	Government Relations	SACS, Other	Ongoing	12/4/2018	USF System, legislators and elected officials
		IX. Communicate with Donors regarding consolidation and that gifts they restricted will remain dedicated to the campus or program they intended	Development	Other	3/15/2019	5/1/2019	All
		X. Communicate with Alumni regarding consolidation benefits	Alumni	Other	3/15/2019	5/1/2019	All
		XI. Communicate with communities a. Florida b. Tampa c. St. Pete d. Sarasota	UCM, Development USF Tampa/USF St. Pete/USF Sarasota	SACS, Other	Ongoing	Ongoing	All
		XII. Communicate that consolidation does not impact USF's commitment to diversity	System Diversity	Other	Ongoing	Ongoing	All
		XIII. How will we determine which campus an alum is assigned as a constituent if there is one degree and students move among campuses (needed for prospect assignment)	Alumni/ Development	Other	3/15/2019	12/13/2019	All
		XIV. After organization changes at College/School/Department levels are finalized, review all Foundation funds to ensure they remain consistent with Donor intent and where applicable obtain Donor permission for any changes and/or implement security signature changes as needed.	Development	Other	7/1/2019	Ongoing	USF System, Foundation, affected donors
		XV. Identify the various constituent groups that will receive consolidation communication/messaging once the PR group develops a core message. The reason we need to identify the groups is because one message won't necessarily work for all groups: a. USF Donors - all b. USF Donors – alumni c. USF Donors – friends d. USF alumni – all e. USF alumni – USFSP grads f. USF alumni – USFSM grads g. USF alumni – Tampa grads	UCM, Development USF Tampa/USF St. Pete/USF Sarasota	SACS, Preeminence, Other	Ongoing	Ongoing	All
		XVI. Determine what type of communication, method and message, will be delivered to each of the groups identified in group one above. Once again, we won't necessarily develop the messaging, but will be the ones who disseminate the various messages to constituents with whom University Advancement works.	UCM, Development USF Tampa/USF St. Pete/USF Sarasota	SACS, Preeminence, Other	11/5/2018	Ongoing	All

Student Success/Academic Programs/Campus Identity Subcommittee Final Recommendations Crosswalk with CIC Considerations					
	Focus Area	**Issue Statement**	**Recommendation**	**Description**	**CIC Considerations**
1	Student Success	Supporting USF students to be successful through graduation and beyond fulfills USF's mission to produce graduates that positively contribute to their chosen fields while also supporting economic and community development.	Ensure that new and ongoing initiatives aimed at promoting students' success align across USF while allowing for the flexibility to meet local geographic, student population-specific needs and providing support for the unique student populations of each campus.	a. Develop guiding principles for a unified student success movement through an inclusive and collaborative campus stakeholder engagement process	**S:Ca. The cross-functional persistence committee model will be replicated on each campus, with one general University Committee and individual campus based groups. Persistence Committee and associated campus-based organizations will communicate regularly regarding persistence challenges issues faced by individual students and by students by classification.**
				b. Provide all campuses with the necessary support to serve their unique student populations while ensuring that equitable services are offered across USF	**S:Ca.** The cross-functional persistence committee model will be replicated on each campus, with one general University Committee and individual campus based groups. Persistence Committee and associated campus-based organizations will communicate regularly regarding persistence challenges issues faced by individual students and by students by classification. **S:Cc.** We will develop a sustainable proactive model for undergraduate advising and work to align advisor duties so as to maximize their availability to serve students. **S:Cd.** We will coordinate the delivery of support services to underserved, high need students.
				c. Leverage the new Student Success Committee to promote a unified approach to student success	**S:Ca.** The cross-functional persistence committee model will be replicated on each campus, with one general University Committee and individual campus based groups. Persistence Committee and associated campus-based organizations will communicate regularly regarding persistence challenges issues faced by individual students and by students by classification. **S:Cb.** A First Year Retention model will be developed for students on all three campuses, permitting early response and intervention; other predictive tools will also be developed, allowing intervention and the delivery of service at the right time. Technical tools available for identifying students who would benefit from extra support will be employed by all campuses. Predictive models associated with anticipating student grades and assessing chances of four- and six-year graduation will also be employed on all campuses. The Beginning College Survey of Student Engagement will be applied on all campuses to identify students who signal needs or issues that can be addressed by specific departments.
				d. Develop Persistence Committees on each campus and leverage the unified Student Success Committee to ensure coordinated retention and completion efforts including application of predictive models and the "Finish in Four" initiative	**S:Ca. The cross-functional persistence committee model will be replicated on each campus, with one general University Committee and individual campus based groups. Persistence Committee and associated campus-based organizations will communicate regularly regarding persistence challenges issues faced by individual students and by students by classification.**
				e. Strengthen intervention initiatives and ensure the programs are reflective of and responsive to all student populations	**S:Ca.** The cross-functional persistence committee model will be replicated on each campus, with one general University Committee and individual campus based groups. Persistence Committee and associated campus-based organizations will communicate regularly **S:Cb.** A First Year Retention model will be developed for students on all three campuses, permitting early response and intervention; other predictive tools will also be developed, allowing intervention and the delivery of serve at the right time. Technical tools available for identifying students who would benefit from extra support will be employed by all campuses. Predictive models associated with anticipating student grades and assessing chances of four- and six-year graduation will also be employed on all campuses. The Beginning College Survey of Student Engagement will be applied on all campuses to identify students who signal needs or issues that can be addressed by specific departments. **S:Cc.** We will develop a sustainable proactive model for undergraduate advising and work to align advisor duties so as to maximize their availability to serve students. **S:Cd.** We will coordinate the delivery of support services to underserved, high need students.
				f. Empower faculty to have conversations with students about potential career paths in their academic discipline	*Not considered, but consistent with CIC deliberations.*

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				a. Develop recommendations for expanding academic degree offerings at the Baccalaureate, Master's and Doctoral levels, based on a multi-layer, multi-year approach [see Appendix for "Unified Response" plan]	**G:BIIa.** Technology Infrastructure: Create a purposeful student-centered digital learning environment to include the need for innovation in pedagogy, course design that are enabled or supported by technology. a. Partner with the System CIO to perform an environmental scan of existing technology infrastructure. **G:D-EVII.** The SCNS Liaison Role should be centralized to UGS and OGS (for undergraduate and graduate courses, respectively) and should be held by someone with academic faculty experience, with backup **G:D-EVIII.** The full cycle of the course and curricular proposal process, ending with catalog production should be housed in UGS and OGS (for undergraduate and graduate proposals, respectively). **G:D-EIX.** New degree programs should continue to be handled through ODS before being vetted through UGS/OGS and UGC/GC. **G:D-EX.** All curricular offerings must be consistent with currently approved policies and the current catalogs. For example, pre-majors and exploratory curriculum are not in the catalog and were not vetted through faculty councils. **G:D-EXI.** Single, cross-campus versions of the Undergraduate Council, General Education Council, and the Graduate Council should be created with equitable representation from all three campuses. These faculty councils will review and approve/deny all course and curriculum changes as well as new course and curricular offerings and new/revised policies related to curriculum. Individual colleges and departments should determine the process for curriculum vetting through their respective units. Note: In some cases (e.g., General Education), subcommittees on each campus may exist to vet approvals from that campus and then bring recommendations to the larger council. **F:BVI.** New Degrees: When considering new degrees, regardless of campus, student and community demand for the degrees, the sustainability of the degree offerings, student success metrics (high impact practices, course completion, graduation and retention, etc.), and available support infrastructure (labs, classrooms, GA funding, etc.) are crucial elements that must be considered when developing the degree proposal.
				b. Strengthen processes for the expansion of existing academic degree offerings such as examining evidence of student demand, critical mass, and capacity to deliver	**G:BIIIc-d.** Quality & Assessment. Create a standard for evaluation of the design and development of online courses. All campuses must deliver courses that are consistent with the national standards. Currently, there are a number of duplicative courses offered on the various campuses. A single rubric is required to ensure quality learning outcomes. c. Implement quality standards, and ongoing assessment and improvements to programs, curricula and courses delivered in a variety of modes d. Develop quality assurance frameworks, guidelines, and benchmarks for USF **G:D-EII.** Faculty should consult local job market data and consider unique strengths of the campuses when making decisions about aligned curriculum. **F:BV.** Reporting Lines: There shall be at least one person designated to provide administrative support for programs or other curricular offerings at any campus on which a Department/School offers instruction. The number and level of such positions will depend upon the size and scope of the programs administered. For a program operating at a campus other than the primary (or home) location of a unit, linkages and reporting lines to counterparts at the primary location shall be explicit. This does not preclude the possibility of combining administrative support across multiple units on a campus as may be needed for programs with small numbers of students and faculty. **F:BVI.** New Degrees: When considering new degrees, regardless of campus, student and community demand for the degrees, the sustainability of the degree offerings, student success metrics (high impact practices, course completion, graduation and retention, etc.), and available support infrastructure (labs, classrooms, GA funding, etc.) are crucial elements that must be considered when developing the degree proposal.
				c. Empower local university leadership to strengthen employer partnerships to inform curriculum development	**S:FIIb.** Develop cross-campus teams to enhance curriculum development and expand community partnerships.
				d. Consider including updated labor market data sources in Program Reviews, so that students are better situated/equipped to understand real-life applications of degree programs	**G:D-EII. Faculty should consult local job market data and consider unique strengths of the campuses when making decisions about aligned curriculum.**

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2	Academic programs	Developing a broader array of integrated degree programs aligned with regional workforce demands promotes a successful journey through the student lifecycle from recruitment and the academic experience to employment and alumni engagement.	Maintain existing academic degree offerings and expand the academic portfolio across the University at every level, using evidence and rigorous analysis, as exemplified in the phased approach outlined in the "Unified Response" document authored by academic leadership at USF St. Petersburg, USF Sarasota-Manatee, and USF Tampa. Develop and communicate a disciplined approach to identifying and sustaining geographically-distributed Colleges and Schools.	e. Increase master and doctoral degree program delivery on the St. Petersburg and Sarasota-Manatee campuses no later than July 1, 2021	**F:BV.** Reporting Lines: There shall be at least one person designated to provide administrative support for programs or other curricular offerings at any campus on which a Department/School offers instruction. The number and level of such positions will depend upon the size and scope of the programs administered. For a program operating at a campus other than the primary (or home) location of a unit, linkages and reporting lines to counterparts at the primary location shall be explicit. This does not preclude the possibility of combining administrative support across multiple units on a campus as may be needed for programs with small numbers of students and faculty. **F:BVI.** New Degrees: When considering new degrees, regardless of campus, student and community demand for the degrees, the sustainability of the degree offerings, student success metrics (high impact practices, course completion, graduation and retention, etc.), and available support infrastructure (labs, classrooms, GA funding, etc.) are crucial elements that must be considered when developing the degree proposal. **R:Va.** Alignment of Research Colleges and Centers. a. PhD and MS program development should follow careful analysis of need, facilities, and research infrastructure.
				f. Increase online, blended and hybrid course offerings at all levels	**G:BIIa-c. Technology Infrastructure: Create a purposeful student-centered digital learning environment to include the need for innovation in pedagogy, course design that are enabled or supported by technology.** **a. Partner with the System CIO to perform an environmental scan of existing technology infrastructure.** **b. Create active classrooms in order to ensure student access on all campuses (host and home).** **c. Utilize technology to enhance collaboration among faculty and students.**
				g. In consultation with Regional Chancellors and using established academic benchmarks, promote the opportunity for colleges to be homed across regional campuses.	**G:FIa-b.** Provide space for each campus to have a conversation about what makes them distinct academically, and how this informs academic program choices. The unit leaders will determine where the strengths overlap and where a home/host campus offering should be. a. Each academic unit will identify key programs which will be offered as "Home" or "Host" sites. b. Each academic unit will address undergraduate and graduate programs state and national accreditation standing where applicable. **F:BII.** Colleges versus Schools: To be designated as a College, a unit should have a critical mass of full-time tenured/tenure-track faculty, the exact number to be subsequently determined. Until a unit reaches the specified critical mass of faculty, along with sufficient justification that it offers a unique and independent program of study leading to a degree, that unit shall be designated as a School. **The primary administrative (or home) office for any College or School must reside on only one campus, whereas each may have secondary (or hosted) administrative presence on other campuses. Independent Colleges (i.e., not present on other campuses) may be established on any of the campuses, but they must conform to the established criteria for that designation.** There shall not be duplicate Colleges/Schools anywhere within the multi-campus system.
				h. Unless otherwise prescribed by law, develop guiding principles for a College unit, such as	
				a. One college per academic discipline	**G:FIVa-b.** Determine academic unit programs and seek student-centered approaches to streamlined curriculum and academic content. a. Narrow list of academic unit programs b. Align program student learning outcomes with respective program CIP codes or name (e.g. Educational Leadership, M.Ed. is the same CIP across three campuses but each campus has varied core course components). **G:FVa-b.** Determine the binary functions of the academic unit distinctiveness and provide the optimal student pathway on the continuum. a. Identify those academic programs that are separately accredited or lead to specialized certification. b. Align core curricular courses which can be offered at multiple sites and in varied student learning modalities.
				b. Establish realistic and manageable-sized college units informed by benchmarks for what constitutes a College	**F:BII. Colleges versus Schools: To be designated as a College, a unit should have a critical mass of full-time tenured/tenure-track faculty, the exact number to be subsequently determined. Until a unit reaches the specified critical mass of faculty, along with sufficient justification that it offers a unique and independent program of study leading to a degree, that unit shall be designated as a School.** **The primary administrative (or home) office for any College or School must reside on only one campus, whereas each may have secondary (or hosted) administrative presence on other campuses. Independent Colleges (i.e., not present on other campuses) may be established on any of the campuses, but they must conform to the established criteria for that designation.** **There shall not be duplicate Colleges/Schools anywhere within the multi-campus system.** **F:BIII.** Schools versus Departments: The consolidated university should have a standardized and consistent definition of what constitutes a Department and a School (both at the larger and more micro levels), and academic units should be named accordingly.

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				c. A comprehensive resource plan and reasonable timeframe for attaining established benchmarks and a defined process for underperformance	**G:CIIa-c.** Identify which programs will need to be represented on each campus with similar resource levels. a. Direct academic leadership (Deans) to determine which academic programs should be at an equivalent level of resources. b. Convene program leadership from each program across all campuses to document additional resources needed to bring programs to a level of parity across campuses. c. Deliver a roadmap of parity with prioritization of programs to the President and the Board of Trustees for consideration.
				d. Meeting local workforce needs of the communities USF serves	**G:FIIIa-f.** The USF system campuses each support and enhance the needs within their respective communities. a. Academic and campus leaders must factor the student and community needs through the consolidation. b. Commute/Access/Financial Benefit-Ability for students to earn degree programs at affordable cost based on community location in the Tampa Bay area. c. Distinction-Ability for students to select campus offerings to meet the needs important to them. d. USF-Athletics, metropolitan, urban, large, access to on campus resources e. USFSP - Arts, Innovation District, waterfront, small student-faculty ratio, USGS, marine science, sustainability f. USFSM - Hospitality, arts, business, education
				i. Ensure that existing academic offerings available on campuses pre-consolidation remain available under a single accreditation pursuant to determinations made according to faculty-led program reviews and continued demand evidence	**G:AIa-d. Curricular Alignment: There must be one GenEd program across the system. This program should be unified to help ensure student success while also protecting unique campus identities. GenEd leadership from all three campuses must meet to discuss the options for a consolidated GenEd program, which will include:** **a. Discuss the best way to consolidate GenEd** **b. Identify existing areas of overlap** **c. Determine the best way to teach out existing GenEd/Core programs on all campuses** **d. Determine the best way to ensure standardized approved student learning outcomes in a way that also preserves individual campus, faculty, and course identities.** **G:D-EII. Faculty should consult local job market data and consider unique strengths of the campuses when making decisions about aligned curriculum.**
				j. Add a student representative as a full member to the USF System Academic Program Advisory Council with provision to rotate by campus on an annual membership basis	*Not considered, but consistent with CIC deliberations.*
				a. Identify high-impact practices that reflect campus identities through community collaboration, service learning opportunities, and civic engagement	**S:FIIb.** Develop cross-campus teams to enhance curriculum development and expand community partnerships. **S:FIId.** Expand Engaged Student Employment program and Career Readiness Badging Program for SM & SP students. **S:FIIn.** Offer Career Services courses on all campuses (e.g., Job Search course) through cross-campus course enrollment. **S:GIIIa.** The three campuses have a good model to work from regarding how they collaborate on Homecoming and USF Week. It is also important that campuses continue to offer their signature programs that have become traditions on the campuses. The committee also identified other programs that could be enhanced through collaboration of all three campuses opening up opportunities for students to get involved in various programs to which they formerly did not have access. The only way to truly make access to programs equitable is through a transportation system. **S:GIIIb.** Each campus will continue to host signature programs unique to their campus but open to all students (i.e.- MLK parade, Disney Leadership Series, ULS, Stampete'd) **S:GIIId.** Continue to coordinate centralized Homecoming, USF Week with campus-specific programming **S:GIIIg.** Each campus will continue to have a campus programming board while also working collaboratively to serve a consolidated USF **S:GIIIj.** Implement system-wide weekly campus Involvement/activity hour **F:BVIII. Identity: Each campus is encouraged to foster its unique strengths and identity. Campus identities may be expressed through unique academic degrees, programs, and/or concentrations, as well as campus "climates" offering educational and social experiences and engagements with respective communities that differentiate one campus from the others. Efforts to formulate and explicate these identities should proceed as soon as possible.**

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				b. Communicate distinctive academic and programmatic elements with external audiences to increase community awareness of campus identities and offerings	**G:FIIIa-f.** The USF system campuses each support and enhance the needs within their respective communities. a. Academic and campus leaders must factor the student and community needs through the consolidation. b. Commute/Access/Financial Benefit-Ability for students to earn degree programs at affordable cost based on community location in the Tampa Bay area. c. Distinction-Ability for students to select campus offerings to meet the needs important to them. d. USF-Athletics, metropolitan, urban, large, access to on campus resources e. USFSP - Arts, Innovation District, waterfront, small student-faculty ratio, USGS, marine science, sustainability f. USFSM - Hospitality, arts, business, education **E:XIa-d.** Communicate with communities a. Florida b. Tampa c. St. Pete d. Sarasota **S:BIIh.** Consolidate marketing materials (print, digital and social media) to promote a unified USF while preserving the unique value proposition of each campus
				c. Continue to increase opportunities for existing and new faculty to develop academic programs, increase research contributions, and strengthen campus identities	**G:BII.** Technology Infrastructure: Create a purposeful student-centered digital learning environment to include the need for innovation in pedagogy, course design that are enabled or supported by technology. **G:BIV.** Professional Development: Provide training and development for faculty to ensure faculty across campuses receive consistent training and support and that they are able to teach in engaging ways to enhance student learning outcomes **G:FIIa.** Identify faculty rank, area of research, research productivity, and area of teaching emphasis. a. Academic unit leaders across three campuses will identify faculty research strengths, current teaching loads, and curricular or subject area background to determine how best to uphold Preeminence and increase national research impact. **R:IIa-d.** Enhance Research Opportunities across the system a. Foster collaborative research- Seed Grants b. Increase access to research core facilities c. Create a robust Web Portal for all Research Cores that includes capabilities, fees, and scheduling d. Establish state of the art telecommunication connections between campuses for teaching, seminars, collaborative meetings. **R:IIIa-c.** Research Support Services a. Office of Research is currently a system-wide office that provides pre- and post- grants management, compliance, and fiscal oversight. No changes necessary b. Empower Regional/College research offices to support local faculty grant-related activities. c. Expand support for development of entrepreneurial activities and patents on the regional campuses **R:VIa.** Faculty Research Development a. Create a "System Sabbatical" Program that provides funding or opportunity for faculty to spend summers working with faculty on other campuses. Priority to regional campus and pre-tenure faculty.
		Promoting a unified educational mission while leveraging distinctive regional strengths reflects "one	Implement initiatives that leverage the distinctive elements and communities that USF serves to strengthen campus identity while also supporting key features that establish University-wide	d. Support on-campus student housing on the Sarasota-Manatee campus, which is critically important to enhance its identity, utilizing housing demand studies and other relevant information	**S:AIIIa.** Streamline all processes in Residential Education such as roommate agreements, duty scheduling, resident communication, and intentional conversation tracking and coding to help students in need. **S:AIIIb.** Establish an onboarding work group across housing systems to align the student onboarding and welcome experience. **S:AIIIc.** Align Residential Curricula and link them to Living Learning Communities and academic initiatives to enhance the student experience **S:AIIId.** All campuses adopt Case Management Model and use of predictive analytics, scholar practitioner model **S:AIIIe.** Determine a plan for students switching campuses to have a smooth transition from one housing department to another.

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3	Campus identity	university geographically distributed" and USF's commitment to designing rich and relevant learning experiences for students.	also supporting key features that establish University Wide standards across all campuses. Empower local university leadership to spearhead relationship building with surrounding communities to enhance campus identities.	e. Strengthen academic and non-curricular programs, initiatives, and research on all campuses, to further the identity of the campuses	**3(a) & 3(c) Considerations** **G:BII.** Technology Infrastructure: Create a purposeful student-centered digital learning environment to include the need for innovation in pedagogy, course design that are enabled or supported by technology. **G:BIV.** Professional Development: Provide training and development for faculty to ensure faculty across campuses receive consistent training and support and that they are able to teach in engaging ways to enhance student learning outcomes **G:FII.** Identify faculty rank, area of research, research productivity, and area of teaching emphasis. a. Academic unit leaders across three campuses will identify faculty research strengths, current teaching loads, and curricular or subject area background to determine how best to uphold Preeminence and increase national research impact. **R:IIa-d.** Enhance Research Opportunities across the system a. Foster collaborative research- Seed Grants b. Increase access to research core facilities c. Create a robust Web Portal for all Research Cores that includes capabilities, fees, and scheduling d. Establish state of the art telecommunication connections between campuses for teaching, seminars, collaborative meetings. **R:IIIa-c.** Research Support Services a. Office of Research is currently a system-wide office that provides pre- and post- grants management, compliance, and fiscal oversight. No changes necessary b. Empower Regional/College research offices to support local faculty grant-related activities. c. Expand support for development of entrepreneurial activities and patents on the regional campuses **R:VIa.** Faculty Research Development a. Create a "System Sabbatical" Program that provides funding or opportunity for faculty to spend summers working with faculty on other campuses. Priority to regional campus and pre-tenure faculty.S:FIIb. Develop cross-campus teams to enhance curriculum development and expand community partnerships. **S:FIIb.** Develop cross-campus teams to enhance curriculum development and expand community partnerships **S:FIId.** Expand Engaged Student Employment program and Career Readiness Badging Program for SM & SP students. **S:FIIn.** Offer Career Services courses on all campuses (e.g., Job Search course) through cross-campus course enrollment
				f. Develop new academic programs on each of the campuses, which are part of the master academic plan and lead to more vibrant connections with the business communities and other communities of interest	**G:CIa-c. Provide space for each campus to have a conversation about what makes them distinct academically, and how this informs academic program choices.** **a. Each campus should appoint a "Campus Identity" task force to explore and provide recommendations to leadership.** **b. Campus leadership should share internal planning with the campus community** **c. Community stakeholder input will be solicited prior to a formal set of recommendations. Formal recommendations will be sent to the President and the Board of Trustees for consideration.** **G:CIIa-c.** Identify which programs will need to be represented on each campus with similar resource levels. a. Direct academic leadership (Deans) to determine which academic programs should be at an equivalent level of resources. b. Convene program leadership from each program across all campuses to document additional resources needed to bring programs to a level of parity across campuses. c. Deliver a roadmap of parity with prioritization of programs to the President and the Board of Trustees for consideration.
				g. Foster cross-university collaborations to support the needs of the communities each campus serves	**G:FIIIa-f. The USF system campuses each support and enhance the needs within their respective communities.** **a. Academic and campus leaders must factor the student and community needs through the consolidation.** **b. Commute/Access/Financial Benefit-Ability for students to earn degree programs at affordable cost based on community location in the Tampa Bay area.** **c. Distinction-Ability for students to select campus offerings to meet the needs important to them.** **d. USF-Athletics, metropolitan, urban, large, access to on campus resources** **e. USFSP - Arts, Innovation District, waterfront, small student-faculty ratio, USGS, marine science, sustainability** **f. USFSM - Hospitality, arts, business, education**

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				h. Coordinate undergraduate admissions processes and outreach to emphasize one USF while highlighting the distinct campus identities	**S:BIIa. Consolidate the undergraduate application (FTIC and Transfer) for three campuses to one unified USF application effective July 1 2018, where students prioritize their home campus** **S:BIIh. Consolidate marketing materials (print, digital and social media) to promote a unified USF while preserving the unique value proposition of each campus** **S:BIIk.** Consolidate all recruiting and admissions initiatives related to special population such as outreach and access, high ability students, National Merit/Hispanic, Honors College, SSS, etc. **S:BIIm.** Consolidate all in-state recruiting initiatives under a single reporting line based with consideration related to territory assignments and recruiting personnel at each campus. **S:BIIn.** Consolidate all out-of-state and international recruiting initiatives under a single reporting line based on regional recruiters, both on-campus based and off-campus based in country or in region. **S:BIIo. Continue the current organizational structure with direct campus report for campus tours and visits and campus events (application generation and yield events) as these are unique to the campus identity** **S:BIIp.** Consolidate all aspects of graduate admissions (recruitment, processing, evaluation, etc.) after realignment of home/host colleges/programs **S:BIIq.** Assessment of consolidation, organizational structure and reporting of locally driven enrollment management programs such as the FUSE initiative
4	Research capacity	Elevating the level of research productivity across the three campuses enhances the University's economic and societal impact, strengthens its standing as a Carnegie R1 institution, and advances its aspirations towards membership in the Association of American Universities (AAU).	Provide the resources and infrastructure that will facilitate the flourishing of research and scholarly activities and collaborations across the University.	a. Encourage proactive engagement of the USF Research & Innovation Office with faculty on all campuses	**R:Ia-b.** Follow existing Research Strategic Plan (2017-21) a. Use the 2017-21 Research Strategic Plan as a map for research. Includes strategies and tactics, and was created to be used system wide, not only USF Tampa. Most, if not al the recommendations, serve as a map for research consolidation. **b. Hold town halls to present the strategic plan and explore opportunities with faculty across the system** **R:IIa-c.** Research Support Services a. Office of Research is currently a system-wide office that provides pre- and post- grants management, compliance, and fiscal oversight. No changes necessary. b. Empower Regional/College research offices to support local faculty grant-related activities. c. Expand support for development of entrepreneurial activities and patents on the regional campuses.
				b. Support the growth of campus research initiatives and strengths through strategies including joint appointments for faculty on the St. Petersburg and Sarasota-Manatee campuses	**R:IVd.** Ensure that Research Expectations are Appropriate and Clear during P&T Decisions. Track faculty contributions to collaborative research to promote and reward collaborative research. **R:Vb.** Alignment of Research Colleges and Centers. Likewise, research centers should be aligned with faculty hiring initiatives (clusters), development of graduate programs, and a needs assessment (system and state). **R:VIa.** Faculty Research Development. Create a "System Sabbatical" Program that provides funding or opportunity for faculty to spend summers working with faculty on other campuses. Priority to regional campus and pre-tenure faculty.
				c. Empower faculty on all campuses to identify research assets and opportunities and to engage in the planning efforts designed to expand research capacity	**R:Ia.** Follow existing Research Strategic Plan (2017-21). Use the 2017-21 Research Strategic Plan as a map for research. Includes strategies and tactics, and was created to be used system wide, not only USF Tampa. Most, if not al the recommendations, serve as a map for research consolidation. **R:IIb-d.** Enhance Research Opportunities across the system. b. Increase access to research core facilities c. Create a robust Web Portal for all Research Cores that includes capabilities, fees, and scheduling d. Establish state of the art telecommunication connections between campuses for teaching, seminars, collaborative meetings. **R:VIIa-c.** Recommendation for investment in research space and infrastructure a. Create a five and ten year plan for building new research facilities (buildings) b. Create 1-2 yr, 3-5 yr, and 5-10 year research instrumentation investment plans to support the research mission. c. Explore renting facilities in the short term.
				d. Design an online database that highlights the research resources and centers that are available to all USF faculty	**R:IIc. Enhance Research Opportunities across the system. Create a robust Web Portal for all Research Cores that includes capabilities, fees, and scheduling**
				e. Develop state-of-the-art technologies to promote cross-campus collaboration	**R:IId. Establish state of the art telecommunication connections between campuses for teaching, seminars, collaborative meetings.**
				f. Prioritize the construction of the Integrated Science and Technology Complex (ISTC) on the Sarasota-Manatee campus to serve local research and teaching needs	**R:VIIa-c.** Recommendation for investment in research space and infrastructure. a. Create a five and ten year plan for building new research facilities (buildings) b. Create 1-2 yr, 3-5 yr, and 5-10 year research instrumentation investment plans to support the research mission. c. Explore renting facilities in the short term.

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5	Community engagement	Leveraging geographic strengths and local partnerships to drive economic development, enhance student recruitment efforts, and inform curriculum development, supports the University's commitment to making a positive impact on USF students, families, and community members.	Strengthen relationships with community stakeholders, educational institutions, corporations, non-profit organizations, and government entities to reinforce systemic support for economic development, leverage insights from on the ground experts, and engage local partners.	a. Strengthen relationships with local businesses and non-profit organizations in relevant industry sectors including the arts, aviation, healthcare, insurance, engineering, real estate, etc. to leverage community strengths	**E:XIa-d.** Communicate with communities a. Florida b. Tampa c. St. Pete d. Sarasota **E:XII.** Communicate that consolidation does not impact USF's commitment to diversity **S:FIIf.** Deliver consistent employer engagement events in our geographic regions (Employer Institute, employer strategy sessions/visits and on-campus recruitment events) **S:FIIj.** Extend Corporate Leadership training program opportunities across all campuses
				b. Enhance partnerships with educational organizations, including K-12 schools and regional community colleges, to foster community collaboration, innovative programs, and student access and success	**S:BIIk.** Consolidate all recruiting and admissions initiatives related to special population such as outreach and access, high ability students, National Merit/Hispanic, Honors College, SSS, etc. **E:XII.** Communicate that consolidation does not impact USF's commitment to diversity
				c. Establish mechanisms that allow engaged partners to inform the design of contemporary, real-world curricula and the development of relevant applied research	**S:FIIb.** Develop cross-campus teams to enhance curriculum development and expand community partnerships **R:Va-b.** Alignment of Research Colleges and Centers a. PhD and MS program development should follow careful analysis of need, facilities, and research infrastructure. b. Likewise, research centers should be aligned with faculty hiring initiatives (clusters), development of graduate programs, and a needs assessment (system and state).

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Additional Notes

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Shared Governance/Transparency Subcommittee Final Recommendations Crosswalk with CIC Considerations					
	Focus Area	**Issue Statement**	**Recommendation**	**Description**	**CIC Considerations**
1	University Governance	Empowered campuses make for a stronger USF and fulfilling student experience: The future governance of USF shall build upon the existing strengths of each campus, and the historically strong organizational and collaborative nature of all three campuses to ensure continued and increased benefits to all USF	Conduct and execute all governance reviews, changes and implementations with processes that guarantee transparency, mutual accountability and collaboration among internal stakeholders including students, faculty and staff. Provide seamless consolidation transition to students, faculty and staff by building upon proven success of shared governance.	a. The governance structure of USF should reflect several principles. First, the President of USF has ultimate accountability for all actions within USF and all lines of autority should ultimately end at the President. Second, university campuses are distinct entities and governance structures should reflect university imperatives rather than corporate or bureaucratic structures. Third, the structure should facilitate the overall development of the university while maintaining the unique advantages of the branch campus model.	**G:CIa-c.** Provide space for each campus to have a conversation about what makes them distinct academically, and how this informs academic program choices. **a. Each campus should appoint a "Campus Identity" task force to explore and provide recommendations to leadership.** b. Campus leadership should share internal planning with the campus community c. Community stakeholder input will be solicited prior to a formal set of recommendations. Formal recommendations will be sent to the President and the Board of Trustees for consideration. **G:CIIa-c.** Identify which programs will need to be represented on each campus with similar resource levels. a. Direct academic leadership (Deans) to determine which academic programs should be at an equivalent level of resources. b. Convene program leadership from each program across all campuses to document additional resources needed to bring programs to a level of parity across campuses. c. Deliver a roadmap of parity with prioritization of programs to the President and the Board of Trustees for consideration. **G:CIIIa-b.** Identify which programs should retain distinct features and the nature of those features. a. Direct academic leadership (Deans) to determine which programs should be distinct based on the process from Focus Area. b. Identify the ways in which a program is distinct, such as degree, degree level (undergraduate versus graduate), and resources (such as teaching laboratories). **G:FIa-b.** Provide space for each campus to have a conversation about what makes them distinct academically, and how this informs academic program choices. The unit leaders will determine where the strengths overlap and where a home/host campus offering should be. a. Each academic unit will identify key programs which will be offered as "Home" or "Host" sites. b. Each academic unit will address undergraduate and graduate programs state and national accreditation standing where applicable. **F:BI.** Guiding Principle: USF will be one University with three campuses. Although each campus may have distinct qualities, the consolidated university operates as a Preeminent SUS institution with one mission. The Tampa Campus will be the "main campus" with Sarasota-Manatee and St. Petersburg being referred to as "regional campuses." Deans and department chairs are responsible for the success of assigned faculty across all three campuses, inclusive of meeting Preeminence, AAU, and PBF metrics. **F:BVIII.** Identity: Each campus is encouraged to foster its unique strengths and identity. Campus identities may be expressed through unique academic degrees, programs, and/or concentrations, as well as campus "climates" offering educational and social experiences and engagements with respective communities that differentiate one campus from the others. Efforts to formulate and explicate these identities should proceed as soon as possible.
				b. Each branch campus should have a regional chancellor who shall report to the President. The chancellor shall manage, supervise, hire and fire all branch campus employees - academic and nonacademic - in a manner consistent with USF policies, procedures, and guidelines, and, for personnel matters at or above the director level, the regional chancellor shall act in consultation, collaboration, and concurrence with the appropriate senior vice president. Colleges and schools located on branch campus would have a reporting obligation to the branch chief academic officer. The regional chancellors will coordinate campus budgets with the senior vice president for business and finance and submit to the President who will forward those recommendations to the USF Board of Trustees along with any additional recommendations from the President.	*BOT Guiding Principles for USF Consolidation:* *-Establish a clear, simple, and unified leadership structure by aligning accountability with authority and valuing shared governance through engaging students, faculty, and staff on all campuses;* *-Embrace a model of "One University Geographically Distributed" while preserving campus identity - guided by a transparent and collaborative process;* *-Strengthen USF's stature as a Preeminent Research University with national and global prominence;* *-Commit to "Students First", through expanding access and raising educational attainment while continuing USF's national best practice of student success and diversity*
				c. This governance structure preserves the President's singular leadership role while recognizing that strong regional chancellors provide a more dynamic on-site management presence to ensure USF's continued preeminence as well as provide a greater on-the-ground understanding of how to foster the unique advantages of each branch campus.	*See above.*

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		students regardless of home campus, and to enable the continued status of USF as a Preeminent State Research University.		d. Develop an organizational structure that clarifies delegated authority and furthers mutual accountability among leadership through transparent processes, communication and reporting. Ensure assignment of local accountability for coordinating, integrating, and delivering value-added student experiences.	**E:I.** Reaffirm there is one USF System Foundation (message). **E:VIII.** Develop list of legislators and appointed and elected officials to communicate with about consolidation **E:IX.** Communicate with Donors regarding consolidation and that gifts they restricted will remain dedicated to the campus or program they intended **E:X.** Communicate with Alumni regarding consolidation benefits **E:XIa-d**. Communicate with communities a. Florida b. Tampa c. St. Pete d. Sarasota **E:XVa-i.** Identify the various constituent groups that will receive consolidation communication/messaging once the PR group develops a core message. The reason we need to identify the groups is because one message won't necessarily work for all groups: a. USF Donors - all b. USF Donors – alumni c. USF Donors – friends d. USF alumni – all e. USF alumni – USFSP grads f. USF alumni – USFSM grads g. USF alumni – Tampa grads h. USF faculty staff i. etc. **G:CIa-c.** Provide space for each campus to have a conversation about what makes them distinct academically, and how this informs academic program choices. a. Each campus should appoint a "Campus Identity" task force to explore and provide recommendations to leadership. b. Campus leadership should share internal planning with the campus community c. Community stakeholder input will be solicited prior to a formal set of recommendations. Formal recommendations will be sent to the President and the Board of Trustees for consideration.
				e. Designate USFSM and USFSP as branch campuses as defined by SACSCOC, which includes the following: -Permanent in nature; -Offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; -Has its own faculty and administrative or supervisory organization, and -Has its own budgetary and hiring authority	**F:BI.** Guiding Principle: USF will be one University with three campuses. Although each campus may have distinct qualities, the consolidated university operates as a Preeminent SUS institution with one mission. The Tampa Campus will be the "main campus" with Sarasota-Manatee and St. Petersburg being referred to as "regional campuses." Deans and department chairs are responsible for the success of assigned faculty across all three campuses, inclusive of meeting Preeminence, AAU, and PBF metrics.
				f. Define, update and communicate roles and responsibilities for clear understanding of the advisory, not governing, role of the campus board. Establish a practice of collaborative review of campus governance by the board including, but not limited to, review of campus plan, budget and legislative agendas. Although not governing/binding, those actions should maintain a high degree of well-informed members who represent USF among external stakeholders.	*Role of campus board not addressed.*
		Engaged faculty and equitable campus representation shall support Preeminence objectives and offer		a. Empower Faculty Governance to contribute to the coordination and delivery of value-added student experiences.	**F:CVII.** The new faculty governance structure should operate effectively and efficiently. The new faculty governance structure should be evaluated during the second year after consolidation. After the second year of operation, the new Faculty Senate will form an ad hoc committee consisting of faculty representation from all three campuses to evaluate and recommend changes for the new governance structure.
				b. Develop one Faculty Senate, including campus councils, across the university to include equitable representation by campuses.	**F:CI. There must be a single faculty senate after consolidation. Disband the USF System Faculty Council and the three separate Faculty Senates at the three institutions. For the consolidated institution, establish one Faculty Senate that will be based on the current USFT Faculty Senate model and structure.** **F:CVI. Faculty on the regional campuses must have the option of attending meetings on the Tampa Campus either in-person or virtually. Teleconferencing capability should be developed to allow virtual attendance at all Faculty Senate, Faculty Senate Executive Committee, and Faculty Senate Council/Committee meetings. Maximize the use of distance technology (e.g., Zoom). Explore and consider solutions that address existing identified issues to enhance communication among faculty on different campuses.** **F:CVII.** The new faculty governance structure should operate effectively and efficiently. The new faculty governance structure should be evaluated during the second year after consolidation. After the second year of operation, the new Faculty Senate will form an ad hoc committee consisting of faculty representation from all three campuses to evaluate and recommend changes for the new governance structure.
				c. The Faculty Senate organizational structure should allow for Campus Senate Councils or Committees with officer representation serving on the system Executive Committee (either as officers or council/committee chairs). Officers (Pres, VP, Sec, and Sergeant –at- Arms) should have diverse representation from all campuses.	**F:CIII. The new Faculty Senate structure must provide a forum for faculty from all three campuses to have a voice in the governance of the University. Representation of faculty on each campus has been provided for in the apportionment model for the new USF Faculty Senate (see description #1 above). In addition, the Senate Executive Committee will include an At-Large representative from each campus. All general faculty (from all three campuses) are eligible to serve on Faculty Senate Councils and Committees, and Senators (from all three campuses) are expected to serve on at least one Senate Council or Committee. Have campus representatives on the Executive Committee and Council Committees. There will be one Faculty Senate Executive Committee which will consist of a President, Vice-President, Secretary, Sergeant-at-Arms, 3 At-Large members (one from each campus), and 12 Council Chairs (one from each Council or Committee). The officers of the Senate, except for the Campus At-Large members, will be elected by the full Faculty Senator. Each Campus At-Large member will be elected by the Senators from that Campus. There will be 12 Council Committees with representatives from all three campuses serving on each Council.** **F:CIV.** Form Campus Faculty Councils. USFSM and USFSP will have a Campus Faculty Council which will consist of the Senators serving on the Faculty Senate and additional Senate Council/Committee members from that campus. The Campus Faculty Council will attend to issues that are particular to each campus.

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2	Faculty Governance	Preeminence objectives and offer students the benefits of learning from engaged leaders: All faculty members should have clear and accessible options for engagement and leadership of academic missions regardless of geographic location as they represent their peers, students and communities.	Ensure continued representation of faculty priorities through a strong and respected Faculty Senate structure that promotes collaborative dialogue and decision-making between faculty and university leadership, and reflects the priorities of both academic matters and unique geographic opportunities.	d. Carefully assess the potential impact of organizational changes to academic structure (Colleges and Schools) on the structure and representation of all campuses to ensure maximum faculty engagement across USF.	**F:BII.** Colleges versus Schools: To be designated as a College, a unit should have a critical mass of full-time tenured/tenure-track faculty, the exact number to be subsequently determined. Until a unit reaches the specified critical mass of faculty, along with sufficient justification that it offers a unique and independent program of study leading to a degree, that unit shall be designated as a School. The primary administrative (or home) office for any College or School must reside on only one campus, whereas each may have secondary (or hosted) administrative presence on other campuses. Independent Colleges (i.e., not present on other campuses) may be established on any of the campuses, but they must conform to the established criteria for that designation. There shall not be duplicate Colleges/Schools anywhere within the multi-campus system. **F:BIII.** Schools versus Departments: The consolidated university should have a standardized and consistent definition of what constitutes a Department and a School (both at the larger and more micro levels), and academic units should be named accordingly. **F:BIV**. Offices: USF Tampa has several quasi-academic offices, including the Office of Undergraduate Studies and the Office of Graduate Studies. Neither qualifies as a College or School. However, both are headed by individuals with the title Dean. It would be wise for the two regional campuses to have an administrative position designated to operate within these offices. For instance, there could be a Dean on the main campus and Associate Deans on each of the campuses. **F:CIV.** Form Campus Faculty Councils. USFSM and USFSP will have a Campus Faculty Council which will consist of the Senators serving on the Faculty Senate and additional Senate Council/Committee members from that campus. The Campus Faculty Council will attend to issues that are particular to each campus. **G:CIV.** Develop workload standards and guidelines that provide a path for promotion and promote excellence among all faculty. a. For faculty in programs of distinction, a faculty committee appointed by the campus Dean will examine if there are aspects of faculty workload (course load, access to research resources) that will require differential advancement, tenure, and promotion requirements.
				e. Clearly define the accountability and defined powers of faculty governance. Review, update and communicate roles and responsibilities of all faculty governance councils and committees to support consolidation and ensure delivery of consistently high-quality curricular and extra-curricular experiences to students in each geographic location in which USF operates and no compromise of campus identity.	**F:CII. There must be a document establishing principles of organization, authority, and responsibility of the University of South Florida Faculty after consolidation. Revise the Constitution and Bylaws of the USF Tampa Faculty Senate for use by the new (consolidated) USF Faculty Senate. This document will be developed after a careful review of the Constitution and Bylaws of each of the three current Faculty Senates. The Faculty Affairs Subcommittee or similarly formed committee (i.e., with faculty representation from all three campuses) will undertake this task.**
				f. Review and identify opportunities to consolidate committees with similar functions such as awards councils, academic committees and Gen. Ed. committees without negative impacts for any campus.	**G:D-EXI. Single, cross-campus versions of the Undergraduate Council, General Education Council, and the Graduate Council should be created with equitable representation from all three campuses. These faculty councils will review and approve/deny all course and curriculum changes as well as new course and curricular offerings and new/revised policies related to curriculum. Individual colleges and departments should determine the process for curriculum vetting through their respective units. Note: In some cases (e.g., General Education), subcommittees on each campus may exist to vet approvals from that campus and then bring recommendations to the larger council.**
3	General Education	An enhanced General Education model offers students and faculty a dual experience of quality learning and engagement: General Education at USF shall offer students core courses across programs that foster critical thinking skills, create engaged citizens and develop cross-functional	Strengthen the internal collaborative Enhanced General Education Leadership process review to model High Impact Practices (HIP) and ensure representation from all campuses to shape key focus areas of: · Curricular alignment · Course alignment	a. Create a unified general education curriculum and identify core values that ensures maximum ease of transition for FTIC and transfer students to USF.	**G:AIa-d. Curricular Alignment: There must be one GenEd program across the system. This program should be unified to help ensure student success while also protecting unique campus identities. GenEd leadership from all three campuses must meet to discuss the options for a consolidated GenEd program, which will include:** **a. Discuss the best way to consolidate GenEd** **b. Identify existing areas of overlap** **c. Determine the best way to teach out existing GenEd/Core programs on all campuses** **d. Determine the best way to ensure standardized approved student learning outcomes in a way that also preserves individual campus, faculty, and course identities.** **G:AIIa-c. Course Alignment: All courses certified for the new Enhanced General Education framework must be the same across all campuses. Departments and colleges across the system must engage in meaningful discussions to align GenEd offerings:** **a. Identify current overlap and divergence to understand the scope of the issue** **b. Revise the leadership-imposed "cap" on the number of general education courses that can be certified to ensure all campuses have equal opportunity to participate in building the new Enhanced GenEd Program** **c. Implement new processes around GenEd course review and approval on all campuses.**
				b. Appoint a representative faculty leadership to oversee the transition to a consolidated gen ed curriculum to ensure consistent learning outcomes and seamless student mobility among USF campuses.	**G:AIVa-d. Structure/Ownership: There must be one consolidated GenEd council to make overarching decisions by campus-specific subgroups. GenEd oversight/leadership must be maintained on each campus to preserve their unique identity, assist in assessment and implementation, and be an easily available resource to faculty.** **A consolidated GEC should be formed, consisting of representation from all campuses; Individual campuses will identify/define GenEd leadership on their campus (i.e., campus-specific GEC sub-groups and a designated leader) *Note: campus sub-groups should be made of approved GEC members.** **a. There will be one consolidated GEC with a Chair that rotates between campuses every 2-3 years.** **b. The consolidated GEC will meet once per month with location rotating among campuses; they will work off of recommendations from subcommittees at each campus.** **c. There will be subcommittees on each campus that meet bi-weekly and vet approvals from that campus and then bring recommendations to the full GEC.** **d. Each campus subcommittee will have its own chairs, whose appointment is determined by that campus. These subcommittee chairs will also assist with assessment, implementation, faculty issues and more to help ensure a coherent GenEd curriculum that ensures student and faculty success across the system.** **G:D-EIa-c.** Faculty should look for the following in an effort to identify duplicates across campuses within disciplines: a. CIP code matches b. Program title matches/partial matches c. Duplications within and across curricular offerings (e.g. major-to-major match, major-to-concentration match, minor-to-certificate match). **G:D-EII.** Faculty should consult local job market data and consider unique strengths of the campuses when making decisions about aligned curriculum. **G:D-EIII.** Faculty should review the curriculum across systems - in the catalog (the single reference point for all other systems), in Banner, and in Degree Works as there has been drift and neglect over the years. For example, Degree Works does not necessarily match the catalog as it should (e.g., "hides"). **G:D-EIV.** Faculty across all three campuses should receive the Provost's curriculum review guidelines from Spring 2018 (e.g. maximum 120 SCH, full curricular integration with General Education enhancements, seek input from stakeholders, integrate QEP course certification and High Impact Practices, etc.) and keep them in mind while aligning curriculum. **G:D-EV.** Faculty should minimize variable credit courses and convert special topics courses to permanent courses.

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		soft skills, while providing opportunities for service learning, civic engagement and experiences unique to their home campuses.	· Assessment · Faculty oversight and engagement	c. Establish equitable representation of faculty from all campuses in the identification of high-impact practices that reflect campus identities through community collaboration, service learning opportunities, and civic engagement.	**S:FIf.** Help faculty leadership to work to standardize rewards, tenure and promotion policies systemwide related to HIPs related work. **F:CIII.** The new faculty senate structure must provide a forum for faculty from all three campuses to have a voice in the governance of the University. Representation of faculty on each campus has been provided for in the apportionment model for the new USF Faculty Senate (see description #1 above). In addition, the Senate Executive Committee will include an At-Large representative from each campus. All general faculty (from all three campuses) are eligible to serve on Faculty Senate Councils and Committees, and Senators (from all three campuses) are expected to serve on at least one Senate Council or Committee. Have campus representatives on the Executive Committee and Council Committees. There will be one Faculty Senate Executive Committee which will consist of a President, Vice-President, Secretary, Sergeant-at-Arms, 3 At-Large members (one from each campus), and 12 Council Chairs (one from each Council or Committee). The officers of the Senate, except for the Campus At-Large members, will be elected by the full Faculty Senator. Each Campus At-Large member will be elected by the Senators from that Campus. There will be 12 Council Committees with representatives from all three campuses serving on each Council. **F:CIV.** Form Campus Faculty Councils. USFSM and USFSP will have a Campus Faculty Council which will consist of the Senators serving on the Faculty Senate and additional Senate Council/Committee members from that campus. The Campus Faculty Council will attend to issues that are particular to each campus.
				d. Update governance processes and documents for the General Education Council of the Faculty Senate to support a unified university while creating equitable participation opportunities from all campuses.	**G:AIVa-d. Structure/Ownership: There must be one consolidated GenEd council to make overarching decisions by campus-specific subgroups. GenEd oversight/leadership must be maintained on each campus to preserve their unique identity, assist in assessment and implementation, and be an easily available resource to faculty.** **A consolidated GEC should be formed, consisting of representation from all campuses; Individual campuses will identify/define GenEd leadership on their campus (i.e., campus-specific GEC sub-groups and a designated leader) *Note: campus sub-groups should be made of approved GEC members.** **a. There will be one consolidated GEC with a Chair that rotates between campuses every 2-3 years.** **b. The consolidated GEC will meet once per month with location rotating among campuses; they will work off of recommendations from subcommittees at each campus.** **c. There will be subcommittees on each campus that meet bi-weekly and vet approvals from that campus and then bring recommendations to the full GEC.** **d. Each campus subcommittee will have its own chairs, whose appointment is determined by that campus. These subcommittee chairs will also assist with assessment, implementation, faculty issues and more to help ensure a coherent GenEd curriculum that ensures student and faculty success across the system.** **F:CII.** There must be a document establishing principles of organization, authority, and responsibility of the University of South Florida Faculty after consolidation. Revise the Constitution and Bylaws of the USF Tampa Faculty Senate for use by the new (consolidated) USF Faculty Senate. This document will be developed after a careful review of the Constitution and Bylaws of each of the three current Faculty Senates. The Faculty Affairs Subcommittee or similarly formed committee (i.e., with faculty representation from all three campuses) will undertake this task.
				e. Implement an assessment plan for annual review and approval oversight of general education curriculum.	**G:AIIIa. Assessment: There must be one standard method of assessment for the GenEd Program across the system. GenEd leadership must create a consolidated assessment plan for the new Enhanced General Education Program.** **a. Form a subcommittee of faculty from all three GECs to develop a comprehensive consolidated assessment plan.**
4	Student Governance	Student government opportunities, both in leadership and local roles, shall remain open to students on all campuses: The student government experience and opportunities shall be enhanced by consolidation efforts with student participation available at both the local home campus and system levels.	Identify a structure that allows for student government to be housed on each of the three campuses in an effective way including system-wide representation, and opportunities for interaction with faculty, university leadership and students from all campuses.	a. Create a system-level SGA and ensure alternating campus officer representation on the system-level SGA.	**S:GIa.** Consider having one Student Government Constitution for the USF Tampa, Sarasota, and St. Petersburg campuses **S:GIg.** Conduct assessments/research on readership and student campus identification in regards to considering whether there should be a consolidated structure
				b. Allow for equitable representation of student-elected positions across all three campuses.	**S:GIf.** Create a plan to collaborate in order to serve the USF Consolidated campuses
				c. Define a clear process for equitable budget allocation.	**S:GIc.** Consider that Activity & Services Fees will be adjusted to a rate that is the same for all students, maintaining equitable services for each campus, and also maintaining no less than the current budget for each campus and the overall combined budget for all three campuses- with emphasis that every campus will benefit with this change.
				d. Outline and communicate processes and tools for student input/feedback during the consolidation transition.	**S:GIe**. Explore a fully online newspaper. **S:GIf.** Create a plan to collaborate in order to serve the USF Consolidated campuses **S:GIg.** Conduct assessments/research on readership and student campus identification in regards to considering whether there should be a consolidated structure
				e. Develop a process for student leaders to assess and refine the student government structure two years post-consolidation.	*Not considered, but consistent with CIC deliberations.*
				a. Create a mechanism for transparency in the prioritization and decision-making processes of budget initiatives that meet a certain threshold.	*Not considered, but consistent with CIC deliberations.*

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5	Budget Transparency			b. To maintain the university's commitment to affordability, examine and determine a fee structure that minimizes impact on students' costs and ensures that current students continue to benefit from the fee structure under which they entered USF. The consolidation of USF is an opportunity for improved coordination and efficiency not an opportunity for the redistribution of burdens. Students at branch campus should not be subject to fees for services that are not readily accessible to branch campus students.	**S:DIa.** Establish a reporting structure so all students benefit from the services/resources offered to transfer students. USFT has an Office of Transfer Student Success (formerly Office of State and Community College Relations.) **S:EIb.** Ensure baseline consistency in services and identification of deviations through consistent assessment and monitoring. **S:EIIe.** To ensure equitable services and resources, organizational structures be assessed on each campus and changes made to structure to ensure oversight systematically (i.e. Directors on each campus reporting to an Executive Director for the System). **S:EIIIa.** Students should have access to mental health resources on all of the campuses. **S:EIIId.** To ensure equitable services and resources it is recommended that organizational structures be assessed on each campus and changes made to structure to ensure oversight systematically (i.e. Directors on each campus reporting to an Executive Director for the System). **S:EIVa.** All students should have access to all recreation and intramural activities on all the campuses. **S:EVc.** Support the needs of victim advocacy services on each campus, particularly with the assistance of after-hours screening services and community resources to help manage scope of care. **S:EVIa.** Students on each campus should have access to equitable AAAHC accredited medical services supervised by medical leadership of USF Health and reporting to an Executive Director for the USF System. Medical Services will use one Electronic Health Record for the system. **S:EVIb.** We would like it considered that students on each campus have access to equitable AAAHC psychiatric services supervised by psychiatric leadership of the USF Health Department of Psychiatry and reporting to an Executive Director for the USF System. Psychiatric Services will use one Electronic Health Record for the system. **S:GIc.** Consider that Activity & Services Fees will be adjusted to a rate that is the same for all students, maintaining equitable services for each campus, and also maintaining no less than the current budget for each campus and the overall combined budget for all three campuses- with emphasis that every campus will benefit with this change. **S:GId.** Consider that the Student Centers fee should be examined thoroughly to determine the impact on the Activity and Service fee per credit hour **S:GIIc.** Implement a new or revised student organization registration process that would work for each campus and provide equitable service **S:GIIIa.** The three campuses have a good model to work from regarding how they collaborate on Homecoming and USF Week. It is also important that campuses continue to offer their signature programs that have become traditions on the campuses. The committee also identified other programs that could be enhanced through collaboration of all three campuses opening up opportunities for students to get involved in various programs to which they formerly did not have access. The only way to truly make access to programs equitable is through a transportation system. **S:GIVa.** While equitable access to Student Centers is desirable, the effort is contingent in part on how student fees will be distributed and collected. Each campus has very different Student Centers and very different Student Center fees. Every facility is maxed out on its usage currently, so adding more programs and/or bodies to programs is going to be challenging without expansion of current centers. **S:GIVc.** Consider that the Student Centers fee should be examined thoroughly to determine the impact on the Activity and Service fee per credit hour
				c. Student fees should be collected and maintained at each campus with intra-university transfers used to reallocate funds when a centralized service is determined by the regional chancellors to be a more cost-effective means of delivering an equilvalent level of service.	*Not considered..*
				d. Streamline the process for funding derived from student fees to allow for system student leadership structure to review and approve budgets while maintaining regional campus allocation processes.	*Not considered..*
				e. Create a continuous communication process/plan for prospective and current USF students and families regarding how fees are assessed (home campus flat fees v. course/tuition-based fees), applied and services rendered.	*Not considered..*
				f. Implement ongoing processes to monitor students' utilization of and satisfaction with services provided, such as conducting a student survey to determine interest in system-wide events and intramural activities to determine proper fee support and likelihood of using services located on other campuses.	**S:EIVa.** All students should have access to all recreation and intramural activities on all the campuses. **S:GIg.** Conduct assessments/research on readership and student campus identification in regards to considering whether there should be a consolidated structure. **S:GIVc.** Consider that the Student Centers fee should be examined thoroughly to determine the impact on the Activity and Service fee per credit hour.
				g. Proposed post-consolidation shared services should consider a menu of options: in-person/home campus access, online/virtual options, and collaborative space/resource initiatives.	**S:AIc.** Develop a systemwide Parent/Family Office to provide consistent education, services, programs, and support regardless of location. **S:GIIIa.** The three campuses have a good model to work from regarding how they collaborate on Homecoming and USF Week. It is also important that campuses continue to offer their signature programs that have become traditions on the campuses. The committee also identified other programs that could be enhanced through collaboration of all three campuses opening up opportunities for students to get involved in various programs to which they formerly did not have access. The only way to truly make access to programs equitable is through a transportation system. **S:GIIIb.** Each campus will continue to host signature programs unique to their campus but open to all students (i.e.-MLK parade, Disney Leadership Series, ULS, Stampete'd)
				h. Engage and challenge staff to identify efficiencies and business processes. Consider incentives to empower and reward staff for identifying efficiencies and implementing best practices.	*Not considered, but consistent with CIC deliberations.*
				i. Encourage USF to identify opportunities for cross-training of staff and leveraging of innovative technologies to promote efficiencies across the university.	**S:IIIk.** Training Consideration: Offer consistent trainings across campuses to faculty and staff on registrar-related processes, including but not limited to academic course scheduling, FERPA, student-athlete records, and registration training for advisors. Ensure consistency of processes and practice across institution. **S:Vj.** Consider that training processes are collaborative and consistent for boards, GAs, hearing officers and professional and residential staff. **GE:BIV.** Professional Development. Provide training and development for faculty to ensure faculty across campuses receive consistent training and support and that they are able to teach in engaging ways to enhance student learning outcomes

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Student Access Subcommittee Final Recommendations Crosswalk with CIC Considerations					
	Focus Area	**Issue Statement**	**Recommendation**	**Description**	**CIC Considerations**
1	Communications and community outreach	Prospective students should have a clear understanding of college options, admission requirements and college readiness.	Strengthen community engagement through robust two-way dialogue and foster education ecosystems and partnerships that support student readiness, admissions, and expanded pathways.	a. Appoint a "Community Advisory Board" to strengthen connections and track access goals.	**S:FIb. Align definitions, processes and policies for key programs and practices (including internships, Community Engaged Learning, Civic Engagement, Co-Ops, etc.)** **S:FId. Standardize attributes for designating Community Engaged Learning, Internship, and other Experiential Learning courses for student transcripts.** **S:FIe. Establish one Council or Advisory Board for each Unit made up of leadership, faculty, staff and representatives from colleges and schools from each campus.**
				b. Develop a unified USF communications plan to provide an understanding of college access options including bridge programs.	**S:BIc.** Collaborate and develop a single outreach presentation for high schools and on campus recruiting events. **S:BIe.** Centralize all communications related to financial aid for consistent process and messaging. **S:BIIf.** Consolidate the undergraduate FTIC admission criteria and admissions grid to admit to a single unified USF, effective July 1 2018. **S:BIIg.** Consolidate the undergraduate transfer admission criteria and admissions grid to admit to a single unified USF, effective July 1 2019. Note that this change will be based on the realignment of home/host colleges/programs **S:BIIh.** Consolidate marketing materials (print, digital and social media) to promote a unified USF while preserving the unique value proposition of each campus **S:BIIi.** Consolidate all lead generation/nurturing and application generation vendor contracts **S:BIIj.** Consolidate multiple CRM systems for recruiting and marketing. **S:BIIk.** Consolidate all recruiting and admissions initiatives related to special population such as outreach and access, high ability students, National Merit/Hispanic, Honors College, SSS, etc. **S:BIIm.** Consolidate all in-state recruiting initiatives under a single reporting line based with consideration related to territory assignments and recruiting personnel at each campus. **S:BIIn.** Consolidate all out-of-state and international recruiting initiatives under a single reporting line based on regional recruiters, both on-campus based and off-campus based in country or in region.
				c. Dedicate additional resources at each campus to foster existing and build new community partnerships.	**S:FIIb. Develop cross-campus teams to enhance curriculum development and expand community partnerships** **S:FIIg.** Expand career exploration opportunities across campuses, such as Intern For A Day, Experiential Learning Expo, through use of Handshake, technology and transportation resources **S:FIIh.** Implement "layered" experiential learning opportunities combining High-Impact Practices to maximize experiential learning impact **S:FIIi.** Expansion of High-Impact Practices in support of Gen Ed refresh across all campuses
2	Scholarships, financial aid and admissions	All prospective students, including under-served, low-income, or first-generation, should benefit from extra support to pursue academic studies.	Enhance access to financial aid through frequent and direct messaging, expansion of existing programs, and innovative new financial aid options.	a. Expand the reach of existing USF Foundation scholarship programs.	*Not considered, but consistent with CIC deliberations.*
				b. Deliver communications to prospective students often and beginning in middle school and early high school to provide a clear understanding of the application process requirements, timing, financial aid resources and degrees offered.	**S:BIc.** Collaborate and develop a single outreach presentation for high schools and on campus recruiting events. **S:BIe. Centralize all communications related to financial aid for consistent process and messaging.** **S:BIIc. Establish uniform dates and deadlines for admission to a unified USF** **S:BIIh.** Consolidate marketing materials (print, digital and social media) to promote a unified USF while preserving the unique value proposition of each campus **S:BIIk.** Consolidate all recruiting and admissions initiatives related to special population such as outreach and access, high ability students, National Merit/Hispanic, Honors College, SSS, etc. **S:BIIo.** Continue the current organizational structure with direct campus report for campus tours and visits and campus events (application generation and yield events) as these are unique to the campus identity **S:BIIIi.** Communication Recommendation: Ensure information on the web, Canvas, and myUSF is accessible, consistent, and in alignment for each audience (students, families and other third parties, faculty and staff) across campuses.
				c. Partner with the local communities to identify new and creative sources of financial assistance to attract students from underserved populations.	*Not considered, but consistent with CIC deliberations.*
				d. Hire additional recruiting and admissions staff to strengthen support for prospective students and families and engage further with local high schools, school districts, and education foundations.	**S:BIc.** Collaborate and develop a single outreach presentation for high schools and on campus recruiting events. **S:BId.** Collaborate and develop a single presentation for Orientation. **S:BIIo.** Continue the current organizational structure with direct campus report for campus tours and visits and campus events (application generation and yield events) as these are unique to the campus identity **S:DIIa.** Create a reporting structure to track Fuse students
				a. Engage the community in ways that encourages a diverse applicant pool to USF.	**E:XIa-d.** Communicate with communities a. Florida b. Tampa c. St. Pete d. Sarasota **E:XII.** Communicate that consolidation does not impact USF's commitment to diversity
				b. Foster student readiness among potential applicants, for example, by developing partnerships to provide free or discounted SAT prep courses to low-income prospective students.	*Not considered, but consistent with CIC deliberations.*

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3	Promotion of a diverse student body	The diversity of the student population should reflect the local community.	Develop initiatives and pertnerships to promote an environment that reflects the diversity of communities USF serves as an institution.	c. Introduce families in the community to USF early on in a student's educational journey by organizing campus visits, open houses, and other activities.	**S:AIc.** Develop a systemwide Parent/Family Office to provide consistent education, services, programs, and support regardless of location. **S:AIVb.** Standardize the onboarding process and expand the use of technology and multimedia for students and families to help simplify the matriculation process. **S:BIIk. Consolidate all recruiting and admissions initiatives related to special population such as outreach and access, high ability students, National Merit/Hispanic, Honors College, SSS, etc.** **S:BIIm. Consolidate all in-state recruiting initiatives under a single reporting line based with consideration related to territory assignments and recruiting personnel at each campus.** **S:BIIo. Continue the current organizational structure with direct campus report for campus tours and visits and campus events (application generation and yield events) as these are unique to the campus identity** **S:BIIq.** Assessment of consolidation, organizational structure and reporting of locally driven enrollment management programs such as the FUSE initiative
				d. Promote diversity among USF faculty and staff.	**E:XIa-d.** Communicate with communities a. Florida b. Tampa c. St. Pete d. Sarasota **E:XII.** Communicate that consolidation does not impact USF's commitment to diversity
4	Transfer students and student mobility	A large portion of USF's student population are transfer students, which will increase as pathway programs expand.	Promote seamless student mobility for transfer students through early communication, enhanced support services, expanded pathways, and efficient and transparent credit transfer processes.	a. Educate potential transfer students from the Florida College System early on regarding the admissions process and academic and social transition to USF.	**S:BIIg.** Consolidate the undergraduate transfer admission criteria and admissions grid to admit to a single unified USF, effective July 1 2019. Note that this change will be based on the realignment of home/host colleges/programs **S:BIIh.** Consolidate marketing materials (print, digital and social media) to promote a unified USF while preserving the unique value proposition of each campus **S:DIa.** Establish a reporting structure so all students benefit from the services/resources offered to transfer students. USFT has an Office of Transfer Student Success (formerly Office of State and Community College Relations.) **S:DIc.** Create an institutional strategic plan for transfer students (streamlined workflow for the transfer student experience: recruitment, onboarding, transition, support, progression, engagement, graduation) **S:DId.** Ensure that the definition for transfer students is standardized on the webpages for each USF campus (upper, lower, etc.)
				b. Dedicate resources to fostering a welcoming environment for transfer students by providing similar programs and supports to those received by incoming freshmen.	**S:AIa.** Develop a universal approach and sequenced-learning objective-focused onboarding and transition plan for all USF students **S:AIb.** Create a solid week of welcome/arrival experience for all incoming students with aligned outcomes through a strategic visioning of USF student transition. **S:AIc.** Develop a systemwide Parent/Family Office to provide consistent education, services, programs, and support regardless of location. **S:AId.** Develop or enhance Peer coaching component to each campus **S:AIVb.** Standardize the onboarding process and expand the use of technology and multimedia for students and families to help simplify the matriculation process. **S:AIVc.** Develop a standardized curriculum to ensure consistent knowledge gained. **S:Cc.** We will develop a sustainable proactive model for undergraduate advising and work to align advisor duties so as to maximize their availability to serve students. **S:Cd.** We will coordinate the delivery of support services to underserved, high need students. **S:DIa.** Establish a reporting structure so all students benefit from the services/resources offered to transfer students. USFT has an Office of Transfer Student Success (formerly Office of State and Community College Relations.) **S:DIb.** Establish a Tau Sigma – National Honor Society for Transfer Students (We would need to comply with requirements of the program to establish) **S:DIc.** Create an institutional strategic plan for transfer students (streamlined workflow for the transfer student experience: recruitment, onboarding, transition, support, progression, engagement, graduation) **S:DId.** Ensure that the definition for transfer students is standardized on the webpages for each USF campus (upper, lower, etc.) **S:DIe.** Ensure National Transfer Student Week is celebrated at each campus – celebrated for the first time at USFT 2018 – week of activity just for transfer students **S:DIIa.** Create a reporting structure to track FUSE students. **S:DIIb.** Establish a centralized location for advising information.
				c. Dedicate financial and staffing resources to expanding and marketing bridge programs, including FUSE.	**S:BIIk.** Consolidate all recruiting and admissions initiatives related to special population such as outreach and access, high ability students, National Merit/Hispanic, Honors College, SSS, etc. **S:DIa.** Establish a reporting structure so all students benefit from the services/resources offered to transfer students. USFT has an Office of Transfer Student Success (formerly Office of State and Community College Relations.) **S:DIb.** Establish a Tau Sigma – National Honor Society for Transfer Students (We would need to comply with requirements of the program to establish) **S:DIc. Create an institutional strategic plan for transfer students (streamlined workflow for the transfer student experience: recruitment, onboarding, transition, support, progression, engagement, graduation)** **S:DIIa.** Create a reporting structure to track FUSE students
				d. Promote student mobility for FCS students (and across the three USF campuses) by expanding access to a broader array of courses and degree programs.	**G:BIa.** Academic Programs & Course Delivery. Develop a process to determine the best mode of delivery of courses without duplication a. Continue to explore alternative delivery modes (e.g. hybrid, asynchronous, synchronous) and creative uses of technology to increase student access and increased student learning outcomes **G:BIIb.** Technology Infrastructure. Create a purposeful student-centered digital learning environment to include the need for innovation in pedagogy, course design that are enabled or supported by technology. b. Create active classrooms in order to ensure student access on all campuses (host and home)

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5	Academic programs and course delivery	Under consolidation, students should have increased access to programs, regardless of their home campus.	Expand student access to academic programs by offering flexibility in schedule, delivery model, level and location.	a. Enhance the flexibility, accessibility, and relevancy of course programming at each campus location for the undergraduate and graduate level.	**G:BIa,e.** Academic Programs & Course Delivery. Develop a process to determine the best mode of delivery of courses without duplication a. Continue to explore alternative delivery modes (e.g. hybrid, asynchronous, synchronous) and creative uses of technology to increase student access and increased student learning outcomes e. Investigate the use of master courses to ensure consistency across campuses. **G:BIIb,c,g.** Technology Infrastructure. Create a purposeful student-centered digital learning environment to include the need for innovation in pedagogy, course design that are enabled or supported by technology. b. Create active classrooms in order to ensure student access on all campuses (host and home) c. Utilize technology to enhance collaboration among faculty and students g. Explore the integration of digital learning into the undergraduate experience through mixed-modalities and design student support services **G:CIa-c**. Provide space for each campus to have a conversation about what makes them distinct academically, and how this informs academic program choices. a. Each campus should appoint a "Campus Identity" task force to explore and provide recommendations to leadership. b. Campus leadership should share internal planning with the campus community c. Community stakeholder input will be solicited prior to a formal set of recommendations. Formal recommendations will be sent to the President and the Board of Trustees for consideration. **G:FIa-b.** Provide space for each campus to have a conversation about what makes them distinct academically, and how this informs academic program choices. The unit leaders will determine where the strengths overlap and where a home/host campus offering should be. a. Each academic unit will identify key programs which will be offered as "Home" or "Host" sites. b. Each academic unit will address undergraduate and graduate programs state and national accreditation standing where applicable.
				b. Continue to explore alternate delivery models (e.g. hybrid, virtual, asynchronous) and creative uses of technology to increase student access.	**G:BIa. Academic Programs & Course Delivery. Develop a process to determine the best mode of delivery of courses without duplication** **a. Continue to explore alternative delivery modes (e.g. hybrid, asynchronous, synchronous) and creative uses of technology to increase student access and increased student learning outcomes** **G:BIIb.** Technology Infrastructure. Create a purposeful student-centered digital learning environment to include the need for innovation in pedagogy, course design that are enabled or supported by technology. b. Create active classrooms in order to ensure student access on all campuses (host and home) **G:BIIIa,c,d.** Quality & Assessment. Create a standard for evaluation of the design and development of online courses. All campuses must deliver courses that are consistent with the national standards. Currently, there are a number of duplicative courses offered on the various campuses. A single rubric is required to ensure quality learning outcomes. a. Emphasize value (best practices, alignment, skills, continuous improvement) of mixed modalities. c. Implement quality standards, and ongoing assessment and improvements to programs, curricula and courses delivered in a variety of modes. d. Develop quality assurance frameworks, guidelines, and benchmarks for USF **G:BVb-c.** Resources. Ensure that all campuses have the resources to support the teaching and learning process regardless of modality, home or host campus. b. Monitor the distance learning fees in order to evaluate use is consistent with State guidelines c. Employ cost-effective approaches to online learning.
				c. Disseminate resources and expertise broadly across the USF system in a way that is flexible and aligns with student needs and schedules at each campus.	**G:BIVc. Professional Development. Provide training and development for faculty to ensure faculty across campuses receive consistent training and support and that they are able to teach in engaging ways to enhance student learning outcomes.** c. Create a community of practice where all faculty training and resources are centralized for easy access **G:BVa,d,f,g.** Resources. Ensure that all campuses have the resources to support the teaching and learning process regardless of modality, home or host campus. a. Hire additional instructional designers to meet the demand d. Provide additional resources and training to support hybrid and online development for faculty f. Provide additional support to enhance student services for online students. g. Ensure all campuses have sufficient equipment and facilities to accomplish their primary purpose of delivering high-quality instruction. **G:FVa-b.** Determine the binary functions of the academic unit distinctiveness and provide the optimal student pathway on the continuum. a. Identify those academic programs that are separately accredited or lead to specialized certification. b. Align core curricular courses which can be offered at multiple sites and in varied student learning modalities. **F:BIX. Maximize Resources: The consolidated university should capitalize on the utilization of current state-of-the-art classrooms and create state-of-the-art connectivity between all campuses to offer on-line classes in real-time to multiple locations.**
				d. Expand access to relevant programs to better align with local workforce demands.	**G:BIa-b.** Academic Programs & Course Delivery. Develop a process to determine the best mode of delivery of courses without duplication a. Continue to explore alternative delivery modes (e.g. hybrid, asynchronous, synchronous) and creative uses of technology to increase student access and increased student learning outcomes b. Develop a process and policy governing the decisions around the mode of delivery in order to track online courses and avoid duplication **G:BIIIc.** Implement quality standards, and ongoing assessment and improvements to programs, curricula and courses delivered in a variety of modes **G:BIIId.** Develop quality assurance frameworks, guidelines, and benchmarks for USF

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