

USF CONSOLIDATION

*Academic and
Student Success
Implementation
Handbook*



I: January 9, 2020

II: January 16, 2020

Office of the Provost and Executive Vice President

VOLUME 1



UNIVERSITY of
SOUTH FLORIDA

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**USF CONSOLIDATION
ACADEMIC AND STUDENT SUCCESS
IMPLEMENTATION HANDBOOK**

Office of the Provost and Executive Vice President



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

Timeline for USF Consolidation

JUNE 11, 2020

SACSCOC Board of Trustees approves consolidation plan described in Substantive Change documents and requests additional documentation for the Substantive Change Committee (aka, the site visit team).

AUGUST/SEPTEMBER, 2020

Documentation for the Substantive Change Committee addressing the USF consolidation and two different sets of Documentation for the Substantive Change Committee due to the Committee six weeks before the winter site visit.

SPRING, 2021

USF's response to the Substantive Change Committee report is due five months after the site visit.

MARCH 15, 2020

SACSCOC Cover Sheet, Institutional Summary Form, and Substantive Change Prospectus outlining consolidation plans are due.

JULY 1, 2020

USF, USFSP, and USFSM begin operating as a single, consolidated institution: University of South Florida with campuses in Tampa, St. Petersburg, and Sarasota-Manatee.

WINTER, 2020/2021

SACSCOC Substantive Change Committee conducts site visits to all three USF campuses.

JUNE OR DECEMBER, 2021

SACSCOC Board of Trustees reviews the Report of the Substantive Change Committee and USF's response to that Report.

One USF Mission and Goals

UNIVERSITY OF SOUTH FLORIDA MISSION STATEMENT

Led by outstanding faculty and professional staff, the University of South Florida:

- Conducts innovative scholarship, creative activity, and basic and translational research, and
- Delivers a world-class educational experience promoting the success of our talented and diverse undergraduate, graduate, and professional students.

As a public metropolitan research university, USF, in partnership with our communities, serves the people of Florida, the nation, and the world by fostering intellectual inquiry and outcomes that positively shape the future - regionally, nationally, and globally.

UNIVERSITY OF SOUTH FLORIDA GOALS

- Goal 1:** To promote the lifelong success of well-educated, highly skilled, and adaptable alumni/alumnae who lead enriched lives, are engaged citizens, and thrive in a dynamic global market.
- Goal 2:** To conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems, and improve lives.
- Goal 3:** To be a major social and economic engine creating robust global, national, and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.
- Goal 4:** To provide a safe, inclusive and vibrant community for learning, discovery, creative activities, and transformative experiences enabled through adaptive and integrative design of physical, social, and digital environments.
- Goal 5:** To practice continuous visionary planning and sound management throughout USF to ensure a strong and sustainable financial base, and to adapt proactively to emerging opportunities in a dynamic environment.

Both the Mission Statement and Goals will be reconsidered as a part of the upcoming Strategic Renewal process.

Approved by the USF Board of Trustees, December 3rd, 2019

One USF National & Aspirational Peers

SELECTION OF A COHORT BASE:

Public universities ranked 5th to 70th in the 2019 US News & World Report (USNWR) Rankings of National Universities were used as the base cohort for the identification process. There were 70 universities in this group including 30 AAU institutions.

Data Collection:

In addition to the USNWR public ranks, both characteristic data and a set of quantitative data were collected for all 70 universities.

Characteristic Data:

Included information on AAU/non-AAU, year founded, year of joining AAU (if a member), campus type (urban, suburban, rural, university town, large town, small city), whether multiple campuses (including number of campuses), campus locations, MSA (if identifiable), population of MSA, existence of medical school, and university hospital / hospital affiliation.

Quantitative Data:

Included a set of 36 metrics characterizing various aspects of the institution that are student-related, faculty-related, research-related, and finance-related for each institution in the base cohort.

Functional Groupings of Quantitative Data:

Student and Incoming Student Profile

- Undergraduate Student Body Size
- Graduate Student Body Size
- Total FTE Enrolled
- Average High School GPA of FTICs
- Median SAT scores for FTICs
- Percent of FTIC Pell Grant Recipients
- National Merit Scholars

Student Outcomes

- FTIC 4-Year Graduation Rate
- FTIC 6-Year Graduation Rate
- FTIC Pell Grant Graduation Rate
- FTIC Retention Rate
- Student-to-Faculty Ratio
- Research Doctoral Degrees Awarded

One USF National & Aspirational Peers

- All Doctoral Degrees Awarded
- Percent of Classes with Fewer than 20 Students
- Percent of Classes with 50 or More Students

FUNCTIONAL GROUPINGS OF QUANTITATIVE DATA:

Faculty

- Number of Tenured/Tenure-Track Faculty
- Percent of Full-time Faculty
- Percent of Full-time Faculty with Ph.D. or Terminal Degree
- Postdoctoral Appointees
- National Academy Members
- Faculty Awards

Reputation

- USNWR Peer Assessment Score
- USNWR Guidance Counselors' Assessment Score

FUNCTIONAL GROUPINGS OF QUANTITATIVE FINANCIAL DATA:

R&D

- Federally Funded R&D Expenditures
- Total R&D Expenditures
- R&D Expenditures in Science and Engineering Fields
- R&D Expenditures in Non-Science & Engineering Fields
- Total R&D Expenditures per Tenured/Tenure-Track Faculty

Revenue & State Appropriations

- Total Revenues
- Total Revenues per Student FTE
- State Appropriations
- State Appropriations per Student FTE

Giving & Endowment

- Average Alumni Giving rate
- Total Annual Giving
- Endowment

One USF National & Aspirational Peers

METHODOLOGY OF ANALYSIS:

- Eliminate institutions without a Medical School or teaching/affiliated hospital. (Base cohort reduced to 36 universities plus USF, including 21 AAU members).
- Normalize data for each metric to a score as a factor of the corresponding value for USF.
- Average normalized scores for each institution for metrics within a functional group (functional group normalized score).
- Further average the functional group normalized scores for the first six functional groups (obtain a merit score for each institution).
- Use database of merit scores, characteristic data, USNWR rankings, functional group averages and individual metric comparisons (if needed) to obtain comparative information in determining national and aspirational peer institutions.

NATIONAL PEERS FOR ONE USF

University of Arizona*	1.30 merit score, 46th ranked USNWR, urban, founded 1885, AAU 1985*
University of Utah*	1.15 merit score, 56th ranked USNWR, urban, founded 1850, AAU 2019*
University of Iowa*	1.11 merit score, 38th ranked USNWR, urban, founded 1847, AAU 1909*
Stony Brook University*	1.02 merit score, 32nd ranked USNWR, suburban, multi-campus, founded 1957, AAU 2001*
Virginia Tech	0.98 merit score, 30th ranked USNWR, college town, multi-campus, founded 1872
University of Kansas*	0.98 merit score, 61st ranked USNWR, college town, multi-campus, founded 1865, AAU 1909*
University of Illinois – Chicago	0.95 merit score, 61st ranked USNWR, urban, founded 1982
University at Buffalo*	0.95 merit score, 38th ranked USNWR, suburban, multi-campus, founded 1846, AAU 1989*
Temple University	0.84 merit score, 46th ranked USNWR, urban, multi-campus, founded 1884
Univ. of California, Riverside	0.81 merit score, 36th ranked USNWR, suburban, multi-campus, founded 1954

*AAU Members

One USF National & Aspirational Peers

ASPIRATIONAL PEERS FOR ONE USF

University of Washington*	1.97 merit score, 20th ranked USNWR, urban, multi-campus, founded 1861, AAU 1950*
UC San Diego*	1.83 merit score, 12th ranked USNWR, urban, founded 1960, AAU 1982*
Texas A&M*	1.82 merit score, 24th ranked USNWR, multi-campus, founded 1876, AAU 2001*
University of Texas-Austin*	1.67 merit score, 15th ranked USNWR, urban, founded 1883, AAU 1929*
Rutgers University*	1.47 merit score, 17th ranked USNWR, urban/suburban, multi-campus, founded 1766, AAU 1989*
University of Illinois – Urbana*	1.46 merit score, 13th ranked USNWR, urban, founded 1867, AAU 1908*
University of California, Davis*	1.37 merit score, 10th ranked USNWR, suburban, founded 1905, AAU 1996*
University of California, Irvine*	1.12 merit score, 7th ranked USNWR, suburban, founded 1965, AAU 1996*

*AAU Members

Both the National and Aspirational Peers will be reconsidered as a part of the upcoming Strategic Renewal Process.

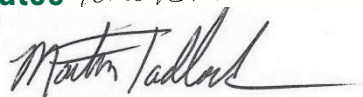
ONE USF

17 October 2019

To: University of South Florida (USF) Community

From: Steven Currall, President, USF 

Karen Holbrook, Regional Chancellor, USF Sarasota-Manatee 

Martin Tadlock, Regional Chancellor, USF St. Petersburg 

Regarding: Consolidation Update

During the past several months, we have been working closely and collaboratively to develop an administrative and organizational structure for a consolidated USF, which is referred to as “One USF, Geographically Distributed.”

Consolidation of USF’s three campuses is an extraordinary opportunity for the USF community to strengthen our stature as a Preeminent Research University and to converge on new and innovative ways to serve our students, faculty, alumni and the broader Tampa Bay region in our quest to be a top-25 public university and eventual eligibility for membership in the Association of American Universities.

The consolidation plan will enable us to simultaneously: (1) achieve and maintain a single institutional accreditation by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC), (2) comply with state law (Florida Excellence in Higher Education Act of 2018 and CS/HB 7071 of 2019), (3) respect the spirit of our Board of Trustees-approved Guiding Principles for Consolidation and (4) honor the exhaustive work done by the USF Consolidation Planning Study and Implementation Task Force.

Consolidation is a complex process that involves numerous stages of deliberation and implementation with multiple stakeholders. The revised plan presented today is a “version 2.0,” which provides an update and refinement of our thinking. This plan will continue to evolve as we refine administrative, organizational, and operational details (e.g., guidance for department chairs on course delivery and faculty assignments) to ensure that consolidation is a success.

Last month, the USF Board of Trustees received a preliminary framework regarding some aspects of consolidation with the expectation that continued dialogues would allow us to refine the framework ahead of our internal deadline at the end of this calendar year.

Since that presentation in September, there have been many deliberations among key stakeholders, including our regional chancellors; deans, department chairs and members of the faculty, staff and students from all three campuses; community supporters and legislators. We have welcomed the feedback and have been encouraged by many productive ideas.

Today, we, the President of USF and Regional Chancellors of the St. Petersburg and Sarasota-Manatee campuses, share a revised structure that includes important updates regarding how USF will comply with both accreditation standards and state law.

Under our revised plan, new strategic investments will preserve the distinctive identities of each of our campuses, building on areas of strength and drawing upon faculty expertise from across USF campuses and colleges. This new proposed structure includes, for example:

- A reassignment of oversight of some USF Muma College of Business academic programs to the St. Petersburg campus, such as the B.A. in Finance and Master's in Finance degrees;
 - An interdisciplinary USF Center of Excellence in Oceanographic and Environmental Sciences on the St. Petersburg branch campus;
 - An interdisciplinary USF Center of Excellence in STEM Education on the St. Petersburg branch campus;
 - Distinctive programs in Journalism and Digital Communications on the St. Petersburg branch campus, leveraging their proximity to the Poynter Institute for Media Studies;
 - A path for expanded nursing, public health, architecture and community design, engineering and other programs on both the St. Petersburg and Sarasota-Manatee branch campuses;
 - An interdisciplinary USF Center of Excellence in Aging Studies on the Sarasota-Manatee branch campus;
 - A distinctive partnership between the USF College of Education and the Florida Center for Partnerships in Arts-Integrated Teaching on the Sarasota-Manatee branch campus;
 - Distinctive programs in Risk Management and Insurance; and Hospitality and Tourism Management on the Sarasota-Manatee branch campus; and
 - Additional specialized academic programs and/or centers of excellence contemplated for the future.
-
- Student success services, including advising, student advocacy, mental health counseling, financial aid and career services will continue to be delivered locally to ensure that all our students have expedient and equitable access to the support they need, wherever they may be.

- The university budget, in its development, approval and expenditure phases, will be fully transparent. The campus boards will approve budget recommendations for the branch campuses. The tuition, fees and the state appropriations for the branch campuses, will be detailed. All multi-campus budget units (e.g., multi-campus colleges) will include details for the distribution of funds between the main and branch campuses. The President will report to the Board of Trustees how Preeminence or Legislative Budget Request funds are allocated to the three campuses.
- Regional Chancellors will have clear responsibility and accountability (i.e., “authority”) for academic and budgetary decisions, including:
 - Responsibility and accountability for decision-making regarding branch campus academic programs, in collaboration with college deans and faculty members;
 - Responsibility and accountability for campus academic performance outcomes;
 - Responsibility and accountability for assessing and planning future faculty needs at branch campuses;
 - Responsibility and accountability for assessing faculty and promotion decisions on branch campuses;
 - Responsibility and accountability for providing equitable support services for all students, faculty and other personnel on branch campuses, including local support for research, scholarly and creative activity, as well as professional development opportunities;
 - Responsibility and accountability to propose and implement branch campus budgets, taking into consideration distinctive student demands and local workforce needs;
 - Responsibility and accountability to lead daily branch campus operations, including campus safety, emergency preparedness/response and external affairs such as fundraising and local community partnerships, and
 - Serving on the President’s Cabinet and as ex-officio members of the USF Foundation Board.

A detailed description of this revised framework can be found [here](#).

We are pleased with the support from USF key stakeholders who have been deeply involved in this process since its inception.

Further refinements to the consolidation framework (i.e., “version 3.0”) will be formally presented to our Board of Trustees at its next meeting on 3 December 2019, as part of our comprehensive “substantive change” prospectus that is due to SACSCOC no later than 15 March 2020. At that time, we will also have developed even more detailed information on alignment of academic programs, departments and colleges and other critical support structures.

We continue to welcome feedback, questions and ideas as we move closer to shaping the future of our university together. Thank you for everything you do to support USF, our students and the region we serve.

University of South Florida as “One University Geographically Distributed”

OCTOBER 14, 2019

University of South Florida as “One University Geographically Distributed”

New Investments, Decision-Making, and Performance Accountability on Branch Campuses

Strengthening the University of South Florida’s stature as a Preeminent state research institution, propelling the university’s rise into *US News & World Report’s* Top 25, and enhancing USF’s position for future membership eligibility in the Association of American Universities will require a close working relationship among university-wide and campus-based leadership across all three campuses to: (1) serve the needs of academic affairs, student success, faculty success, and research, and (2) meet the needs of the local communities.

New Strategic Investments for “Preserving Local Campus Identity” on the St. Petersburg and Sarasota-Manatee Branch Campuses

St. Petersburg Branch Campus:

As a multi-campus college, the USF Muma College of Business will continue the delivery of current, accredited academic programs on the St. Petersburg branch campus through the Tiedemann School of Business and Finance. The Tiedemann School will also have responsibility for delivering select, distinct accredited programs on other USF campuses, to the extent that student demand exists and adequate resources are available. USF Muma College of Business is reassigning oversight of key programs to the St. Petersburg campus:

- B.A. in Finance
- Personal Financial Planning program
- Online MBA
- Master’s in Finance

The St. Petersburg Regional Chancellor (RC) will work in close collaboration with the Dean of the USF College of Marine Science and the Provost to explore expanded programming to include Environmental Sciences and undergraduate curricular delivery. The College will serve as the nexus for an interdisciplinary USF Center of Excellence in Oceanographic and Environmental Sciences on the St. Petersburg branch campus, drawing upon faculty expertise from across all USF campuses and colleges (e.g., engineering), to the extent that adequate resources are available.

As a multi-campus college, the USF College of Education’s program on the St. Petersburg branch campus will be administered by a campus associate dean (under the leadership of the College’s Dean). USF will establish an interdisciplinary Center of Excellence in STEM Education on the St. Petersburg branch campus, drawing upon faculty expertise from across all USF campuses and colleges. Primary programming will focus on engaging teaching professionals and future teachers in STEM curricular design, effectiveness of pedagogical delivery and student learning, and assessment. The USF College of Education will deliver other accredited programs on the St. Petersburg campus, demonstrated to be viable and sustainable, to meet

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student and community demand, and dependent on available resources. The USF College of Education, on the St. Petersburg campus, will have responsibility for delivering select, distinct, accredited programs (e.g. STEM Education) on other USF campuses, to the extent that student demand exists and adequate resources are available.

The campus dean for the College of Arts and Sciences will, in collaboration with Department Chairs and the College Dean, oversee delivery of all USF CAS curricular delivery on the St. Petersburg branch campus, along with distinctive programs including those accredited in the Department of Journalism and Digital Communication, and the Research Center for Florida Studies (aligned with the USF History Department). The Department of Journalism and Digital Communication will leverage its geographical position adjacent to the Poynter Institute for Media Studies and will have responsibility for delivering select, distinct programs on other USF campuses through the USF College of Arts and Sciences, to the extent that student demand exists and adequate resources are available.

The multi-campus USF College of Nursing will further develop its programmatic presence in St. Petersburg, to the extent that student demand and community support exists and adequate resources are available. It is recognized that there is an existing Memorandum of Agreement for the delivery of USF College of Nursing accredited programs on the St. Petersburg campus.

The St. Petersburg RC will work in close collaboration with:

- The Dean of the College of the Arts (COTA), the Director of the USF School of Architecture and Community Design, Directors of other COTA Schools, and the Provost, to develop its programmatic presence in St. Petersburg, to the extent that student demand and community support exists and adequate resources are available.
- The Dean of the College of Engineering and the Provost to evaluate student need, community support, and resources necessary to expand accredited education, scholarly, research and creative activities to the branch campus in St. Petersburg.
- The Dean of Public Health and the Provost to consider the feasibility of expanding accredited, allied health education, scholarly, research and creative activities to the branch campus in St. Petersburg, including alignment of environmental health programs with the proposed College of Marine and Environmental Sciences, and
- St. Petersburg College (SPC) leadership, the USF Vice President for Student Success, and College Deans to further strengthen the seamless transfer and articulation of students to the St. Petersburg campus and other USF campuses through 2+2 FUSE graduation pathways in high demand, high skilled, high paid fields of study. In addition, the Pinellas Access to Higher Education (PATHe) program, a partnership between SPC and USF's branch campus in St. Petersburg, will be strengthened to expand access and help Pinellas County students to transition from SPC to earn their degree from a Preeminent state research university.

Sarasota-Manatee Branch Campus:

The USF Muma College of Business will continue to support the delivery of currently accredited academic programs on the Sarasota-Manatee campus (finance, management, marketing, cybersecurity and IT, accounting and general business administration), and includes the School of Risk Management and Insurance, and the School of Hospitality and Tourism Management. These Schools will have responsibility for delivering select, accredited and distinct programs on other USF campuses as well as the Sarasota-Manatee campus. The Muma College of Business, on the Sarasota-Manatee campus, will be led by a campus dean. The resources of the Bloomberg Lab will be made available across the University.

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The campus dean for the College of Arts and Sciences will, in collaboration with Department Chairs and the College Dean, oversee delivery of all USF College of Arts and Sciences curriculum on the Sarasota-Manatee branch campus, to the extent that student demand exists and adequate resources are available.

The USF School of Architecture and Community Design will develop its programmatic presence in Sarasota-Manatee, to the extent that student demand and community support exists and adequate resources are available.

The Dean of the College of Arts and Sciences, the Dean of the College of Behavioral and Community Sciences, and the Dean of Public Health, along with other college leaders, will explore the feasibility of establishing an interdisciplinary USF Center of Excellence in Aging Studies on the Sarasota-Manatee branch campus, drawing upon faculty expertise from across all USF campuses and colleges, to the extent that adequate resources are available.

The multi-campus USF College of Nursing will further develop its programming in Sarasota-Manatee in collaboration with the Muma College of Business (local campus), to the extent that student demand and community support exists and adequate resources are available.

The USF College of Education will be administered by a campus assistant/associate dean on the Sarasota-Manatee branch campus. The College will deliver those accredited programs demonstrated to be viable and sustainable, to meet student and community demand, and dependent on available resources. The College will include the Arts Integration teaching curriculum that exists on the Sarasota-Manatee campus and partner with the Florida Center for Partnerships in Arts-Integrated Teaching (PAInT) on the Sarasota-Manatee branch campus, to continue arts-integrated pedagogy. The state-funded PAInT Center has responsibility for delivering select, innovative programs on other USF campuses and statewide.

The Sarasota-Manatee RC will work in close collaboration with:

- The Dean of the College of Engineering and the Provost to evaluate student need, community support, and resources necessary to expand accredited education, scholarly, research and creative activities to the branch campus.
- The Dean of the College of the Arts and the Provost to evaluate student need, community support, and resources necessary to expand education, scholarly, research and creative activities to the branch campus.
- The college Deans of Public Health and the Morsani College of Medicine, to consider the feasibility of expanding accredited public health and other allied health education, scholarly, research and creative activities to the branch campus, and
- Florida State College leadership, the USF Vice President for Student Success, and College Deans to further strengthen the seamless transfer and articulation of students to the Sarasota-Manatee campus and other USF campuses through 2+2 FUSE graduation pathways in high demand, high skilled, high paid fields of study.

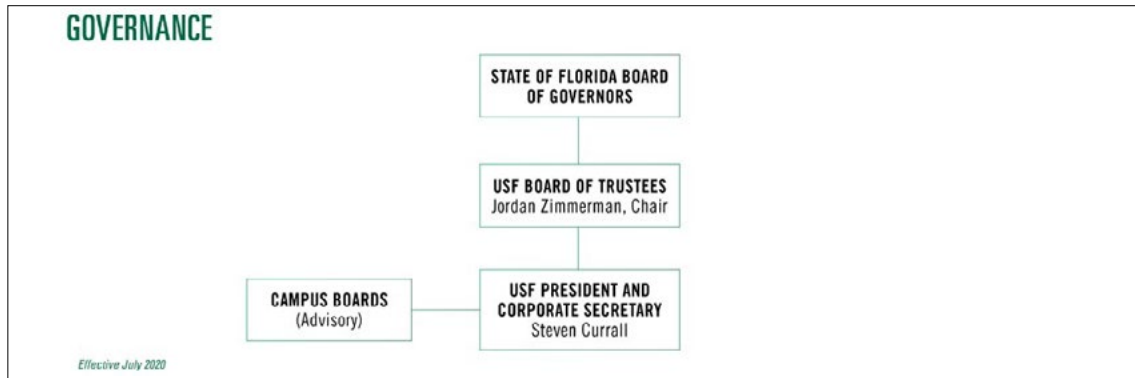
Decision-Making and Performance Accountability on Branch Campuses

USF's accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) “accredits an institution as a totality. This accreditation includes, in addition to the parent campus, all centers, branches, campuses, or other sites of a degree-granting institution at which postsecondary degree or non-degree work is offered...”¹ SACSCOC expects the consolidated USF to have one fiduciary Governing Board and one Chief Executive.

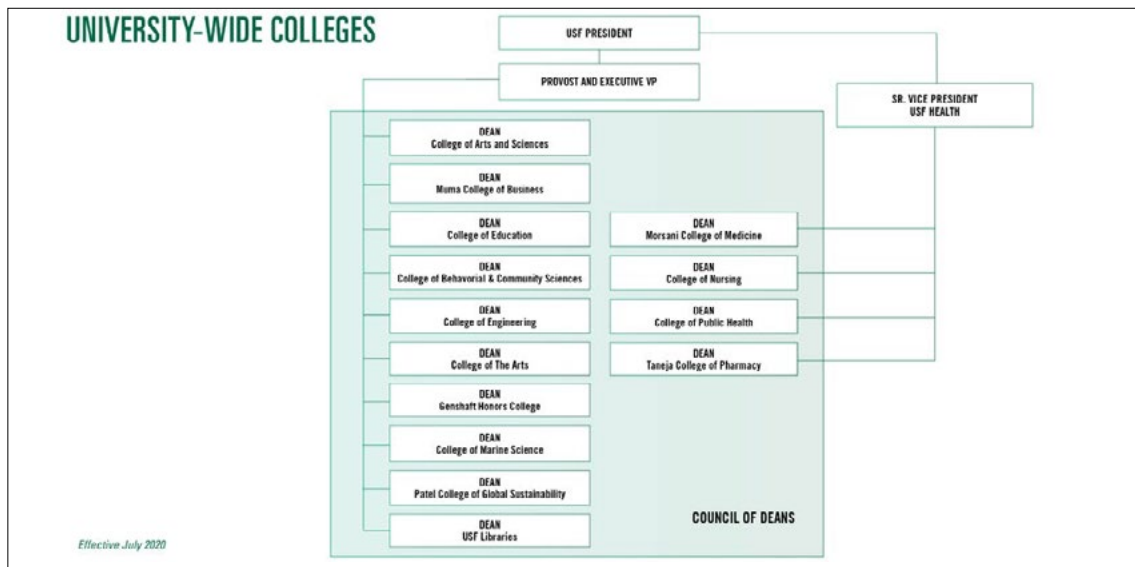
¹ “Separate Accreditation for Units of a Member Institution. Policy Statement”. Southern Association of Colleges and Schools. Commission on Colleges.

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SACSCOC also expects USF to have one Provost for the University and one College for each overarching disciplinary area with one College Dean, although the programs offered at each campus may have different foci. For example, as a single-accredited university, USF may have only one College of Arts and Sciences, one College of Business, and one College of Education, etc., delivering unified curricula across one or more campuses. A key objective of consolidation is to clearly articulate the collaborative relationships among RCs with the other university leadership, including the College Deans (who serve as chief executive officers of their Colleges).

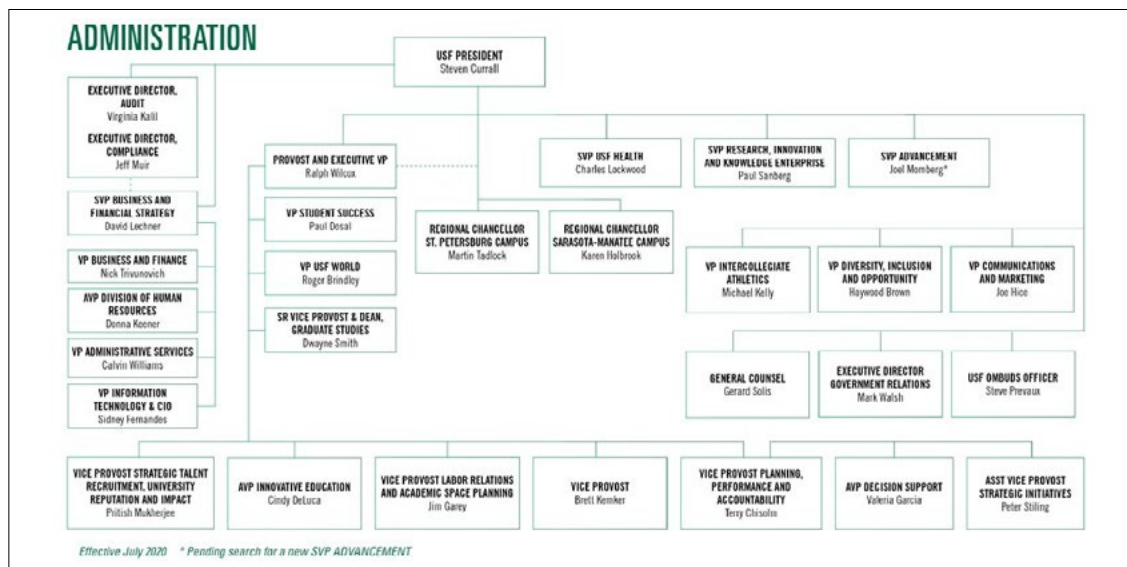


With consolidation, the branch campus RCs will report to the University President, and collaborate with the University Provost in matters of Academic Affairs and Student Success. The RC will serve, along with university Vice Presidents, on the USF President’s Cabinet. The USF Academic Leadership team includes the Provost, Vice President for Student Success, Vice President for USF World, Vice Provosts, Associate Vice President for Innovative Education, Associate Vice President for Decision Support, and the regional vice chancellors (or associate vice chancellors) for academic affairs and/or student success on the branch campuses.

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The RCs have local responsibilities and accountability (i.e., “authority”) for their branch campuses as described below.



A branch campus leadership team, led by the RC, includes their direct reports and those representatives of USF Vice President units and College Deans who are assigned primarily to fulfill local branch campus responsibilities.

A Decision-Making Framework for Branch Campus Regional Chancellors (RC) and Deans in Determining Consolidated Academic Programs

With regard to decisions about academic programs delivered on the branch campuses, the RCs will provide local input, and assume responsibility and accountability in collaborating with the campus deans and the multi-campus College Deans. This is a shared process and responsibility that will require trust, openness, persistence, a spirit of partnership and commitment of time by all parties to reach consensus. The decisions must be maximally aligned with the strategic priorities of the university, colleges and local campuses. If needed to foster effective decision-making outcomes, the RC and College Deans can call upon the skills of the USF Ombudsperson. In cases when the RC and College Deans are unable to reach consensus, the Provost and President will adjudicate.

Recommendations regarding current and future academic degree programs are developed collaboratively by the RCs, the College Deans, campus deans, and faculty on all campuses, voted on by the campus boards, and presented to the Provost for consideration of approval, funding and implementation. Branch campus academic plans become part of the USF Master Academic Plan.

Multi-Campus Leadership Teams for Multi-Campus Programs

Some USF colleges have academic programs and faculty on more than one campus. These are “multi-campus” colleges.

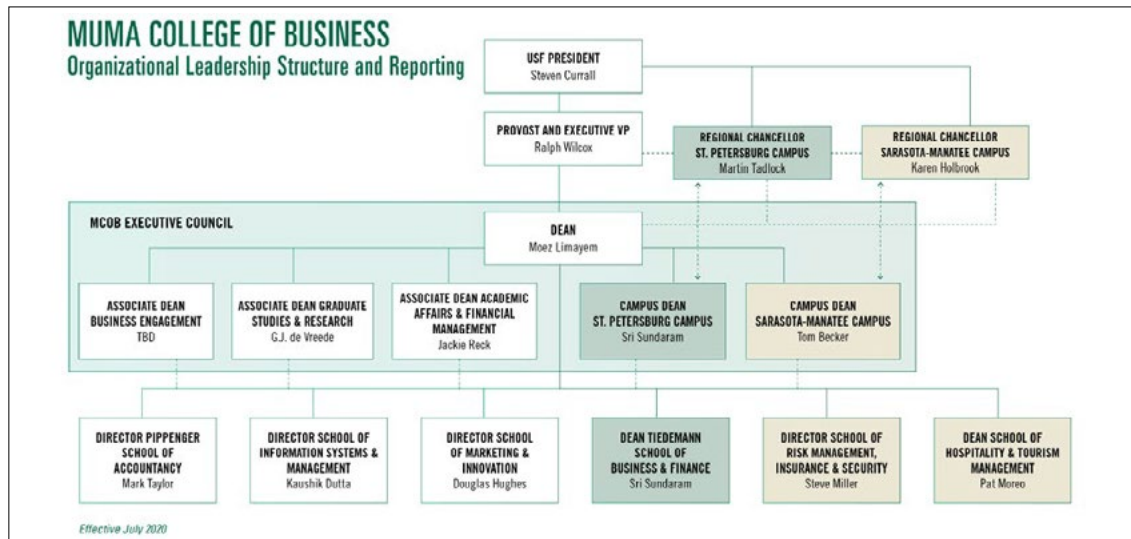
Each multi-campus college is led by a College Dean who is responsible to ensure that the College’s programs are successful on all campuses. Academic administrative leaders will have either college-wide responsibilities (e.g., Associate/Assistant Deans, School Directors, Department Chairs) or local campus responsibilities (e.g., campus deans, campus associate/assistant deans,



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campus chairs, campus associate/assistant chairs). College-wide administrative leaders report to the College Dean; local campus administrative leaders report to the College Dean (on all college-wide matters) and the RC or designee (on local branch campus matters). As an example, see the leadership teams in the organizational chart for the USF Muma College of Business.



Some USF colleges and faculty are on one campus only. They are “single-campus” colleges. In the case of single-campus colleges physically located at a branch campus (e.g., the College of Marine Sciences), the Dean reports to the Provost, and the RC as a campus dean (on local branch campus matters) and participates as a member of the branch campus leadership team.

Regional vice chancellors, associate and assistant vice chancellors at branch campuses report to the Regional Chancellor or designee and to the appropriate USF Vice President.

Campus deans or local department/college leaders report to the College Deans in matters of academic affairs and student success, and the RCs or designee on local branch campus matters.

The branch campus dean of the Poynter Library reports to the USF Dean of Libraries and to the RC or designee on local campus matters (e.g., equity of student library services).

Complementary Roles and Responsibilities for Optimal Academic Performance

Performance accountability across all three campuses must be aligned with clearly defined decision-making responsibility including appointments, assignments, support and evaluation of personnel.

1. Resource Planning to Support Academic Programmatic Priorities:

In close partnership with local business, schools and economic development organizations, the RCs will be responsible and accountable for serving as the local “eyes and ears” in curating information on local workforce and research needs as they impact curricular development, delivery, and faculty hiring plans on that campus.

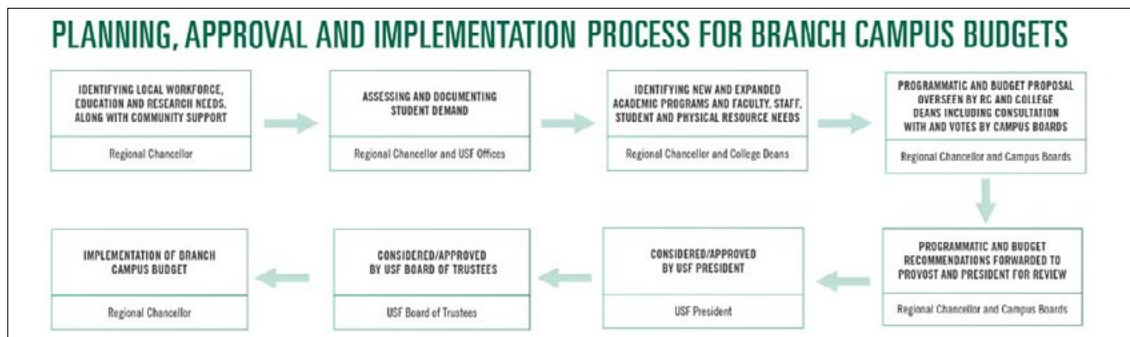
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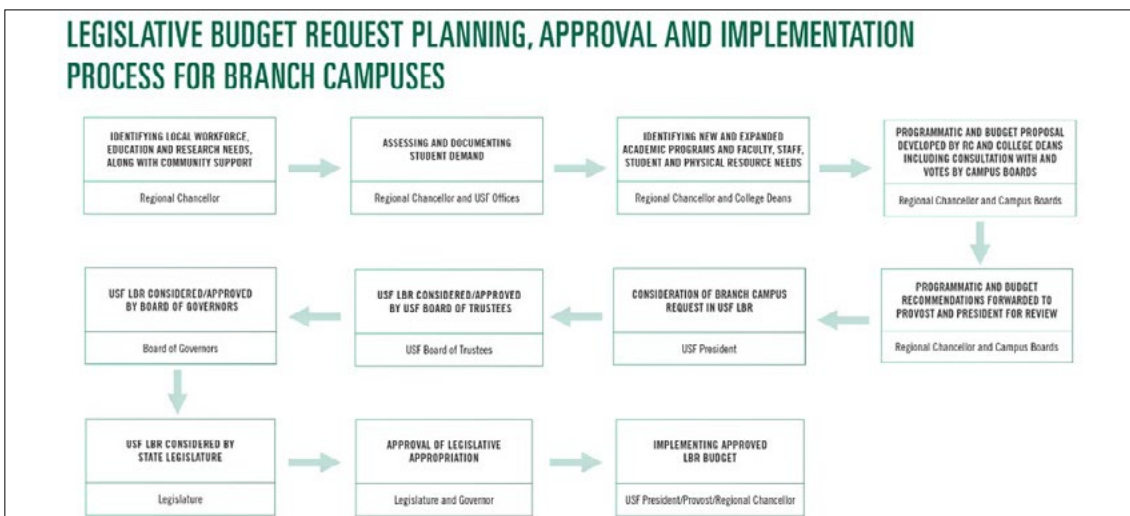
In the branch campus annual budget planning process, the RCs are responsible and accountable for obtaining and presenting information on student demand, community support, campus staffing, facility, equipment and other needs of the Colleges that are represented on the branch campus.

The branch campus annual budget planning for new and expanded academic, research, and student success programs will be developed in partnership with College Deans, the Vice President for Student Success, and branch campus leaders (including campus deans). The RC will collaborate with the Provost on a budget proposal. These recommendations will be incorporated into the proposed academic and student success budget and the annual campus budget proposal, which will then be shared with local campus advisory boards for their input (including votes by the boards to recommend approval of the proposed budget and proposed PECO funding), incorporated into the branch campus’ annual budget plan and submitted to the President on behalf of the Board of Trustees.

The University’s current practice for appointing members of campus advisory boards will be continued. Following receipt of candidates from campus advisory boards, through the RC, the President will present nominees to the Board of Trustees for a vote of approval.



The USF Board of Trustees will approve and oversee a consolidated annual university budget with guaranteed transparency of resource allocation and expenditures by each campus. USF’s financial reporting system supports ongoing monitoring and reporting for each of the three campuses. Furthermore, the President will report to the Board how any Preeminence or Legislative Budget Request funds are allocated to the three campuses.



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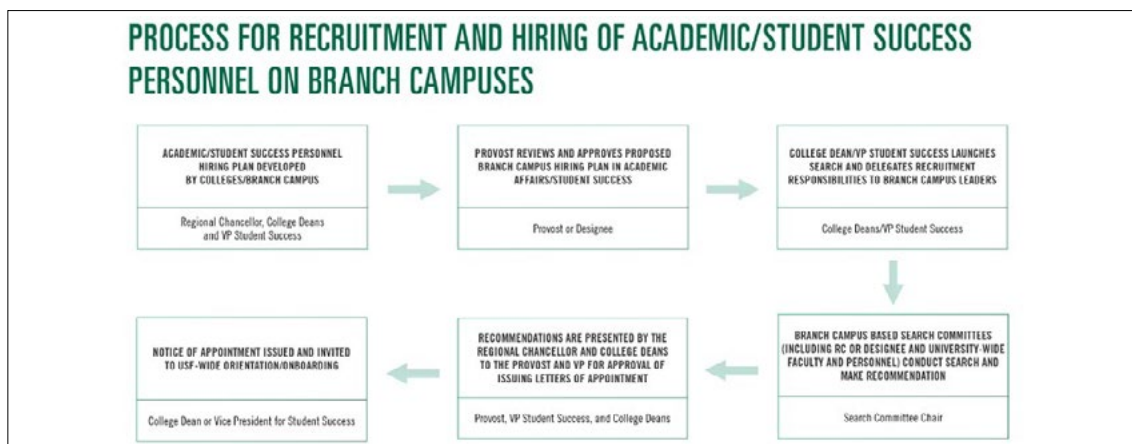
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The RCs will have responsibility and accountability for implementing branch campus budgets approved by the USF President and USF Board of Trustees, recognizing that the consolidated budget for a multi-campus College (for which the College Dean has oversight and reliance) will include college allocations in campus budgets, where a multi-campus college has responsibility for program delivery and faculty/staff support; likewise, for consolidation of a student success budget from allocations in campus budgets.

2. Branch Campus Recruitment and Hiring: Appointment of Faculty and Academic/Student Success Personnel:

RCs will have responsibility and accountability for assessing, with fully informed justifications, future faculty hiring needs at branch campuses. Faculty and academic/student success personnel hiring plans are developed in joint collaboration with campus and College Deans, and/or the Vice President for Student Success, and presented to the Provost for consideration of approval, funding and implementation.

The recruitment and hiring of academic and student success personnel will be conducted by the university-wide unit (i.e. department/school/college, admissions, counseling etc.) within which the employee will be appointed. College Deans and the Vice President for Student Success will delegate hiring responsibilities on branch campuses to chairs, directors, campus assistant/associate deans, or campus deans at any of USF’s campuses. Unit-wide search advisory committees will ordinarily include faculty members, other campus-wide academic/student success personnel, and stakeholders from the locally-served community. RCs or their designee will serve as a voting member on all search committees for faculty hiring on branch campuses. Faculty appointments are approved by the College Dean and student success personnel appointments are approved by the Vice President for Student Success. If consensus is not reached, the Provost will adjudicate.



3. Assuring Equity of Support for Students, Faculty and Other Academic/Student Success Personnel:

Academic advising, student advocacy, mental health counseling, financial aid, and career services will be delivered locally on all branch campuses following a set of equitable and consistent principles, practices and standards across all USF campuses, guided by USF’s Vice President for Student Success, strategic performance expectations and best practices.

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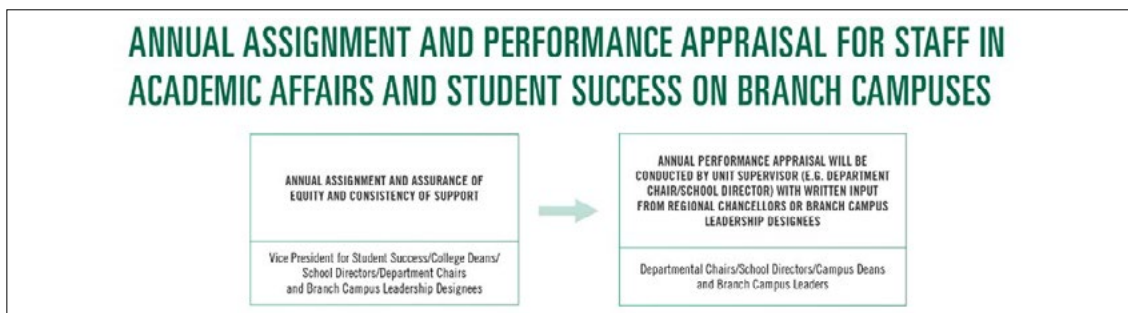
Students enrolled at branch campuses shall not be assessed fees in excess of the amount necessary to pay for those services readily available and directly accessible to branch campuses. Student fees at the branch campuses shall not be used to pay for a disproportionate share of fixed costs or otherwise be used to subsidize the costs of services being provided primarily to students on the parent campus.

The RCs or their designee, in partnership with the Provost, the Vice President for Student Success, and College Deans, are responsible and accountable for assuring the delivery of equitable support services for students, faculty and other academic/student success personnel on branch campuses. This will include, but will not be limited to, campus-based and college-based academic advising and counseling for students, local support for research, scholarly, and creative activity for faculty members, and access to faculty and professional staff development opportunities across all campuses. The Vice President for Student Success, College Deans, School Directors, Department Chairs may delegate these responsibilities to campus chairs, campus directors, campus deans, and other personnel to ensure that students, faculty and staff are provided timely and consistent levels of local support for all USF's campuses. The University remains committed to supporting implementation of the University's general education curriculum.

A close partnership among college personnel on all campuses, and local student success professionals in coordination with the Vice President for Student Success or designee, will be essential to raising student success performance (including student retention and graduation rates) to a Preeminent level across all colleges and the three campuses.

4. Assignment and Performance Appraisal of Academic/Student Success Personnel and Faculty (including tenure and promotion recommendations):

Annual assignment and performance assessment of academic/student success staff personnel will be conducted in compliance with USF policies and procedures, and consistent with a common set of department/school, college, unit assignment and appraisal guidelines, following a single process. The RC or designee will collaborate with the College Deans, the Vice President for Student Success, and other Academic Affairs personnel (as appropriate) to reach decisions on assignment that are maximally aligned with the strategic priorities and goals of the University. Performance appraisal of academic/student success staff personnel on branch campuses will be conducted in compliance with USF policies and procedures, and consistent with a single set of department/school, college, unit assignment and appraisal guidelines, and will include formal written input by the RC or designee prior to a College Dean or Vice President or their designee completing the appraisal. If consensus is not reached, the Provost will adjudicate.

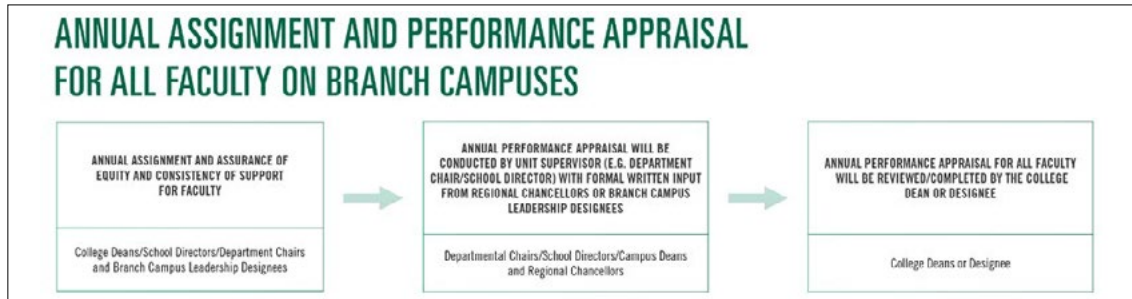


Annual assignment and performance appraisal of all faculty on branch campuses (including academic leaders: campus-based chairs, campus directors, campus assistant/associate deans, and campus deans) will be conducted in compliance with

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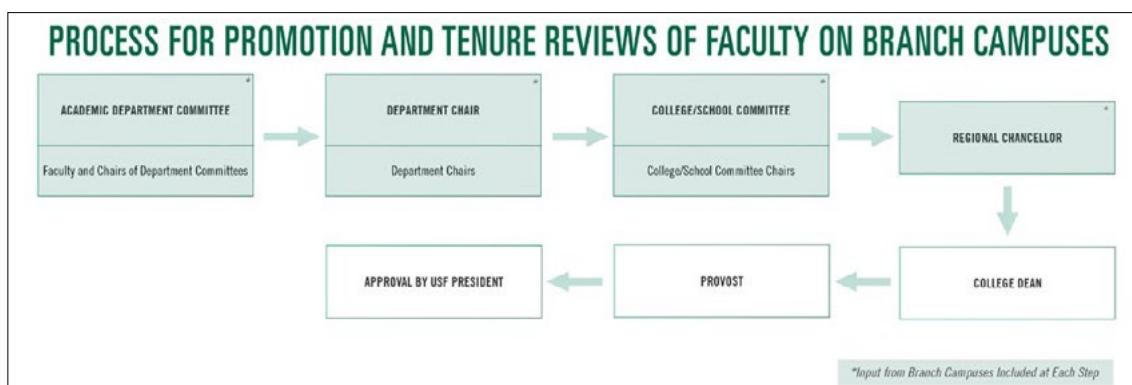
USF policies and procedures, and consistent with a single set of department/school, college, unit assignment and appraisal guidelines, and will include formal written input by the RC or designee prior to a College Dean or Vice President completing their appraisal.



All tenure and promotion reviews are initiated in a faculty member’s academic department, flow through the department committee, Department Chair, through a school committee/Director (where appropriate), and college committee, to the RC (with support from the regional vice chancellor, or associate vice chancellor, for academic affairs), then to the College Dean for recommendation to the Provost. Promotion and tenure cases for faculty members on branch campuses will include a formal review by the RC prior to a College Dean completing and forwarding a recommendation to the Provost.

Note: Tenure-earning faculty, initially hired at USF St. Petersburg and USF Sarasota-Manatee with three years of tenure-earning credit on July 1, 2019 (i.e. generally those hired in Fall 2016 or earlier), will be considered for tenure consistent with local (i.e. USF St. Petersburg or USF Sarasota-Manatee) department, school, college, and institutional guidelines in place prior to the adoption of the change in guidelines.

All other tenure-earning faculty members will be evaluated for tenure and promotion following USF’s Guidelines (including those yet to be developed collectively by academic departments, schools and colleges). The new guidelines were adopted by the United Faculty of Florida (UFF) on June 27, 2019, and are effective on July 1, 2020.



5. Regional and Specialized Program Accreditation:

The USF-wide academic and student success leadership team, including the Provost, Vice President for Student Success, College Deans and RCs, fulfill a unified leadership role in assuring compliance with *SACSCOC Principles of Accreditation*, guided by the USF SACSCOC liaison.

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College Deans, with the support of RCs and the Provost, are directly responsible for academic quality assurance, decision-making and meeting specialized accrediting standards for their colleges across all campuses at USF (e.g. AACSB, ABET, CAEP, CCNE, and LCME etc).

6. Performance Planning & Accountability in Academic and Student Success (Preeminence, Performance-Based Funding, Progress to *US News & World Report* Top 25, and AAU Eligibility):

College Deans, Department Chairs, and their branch campus designees (e.g. campus deans, campus associate/assistant deans, local department/college leaders, and RCs), are responsible for academic quality assurance across their academic units.

College Deans, in consultation with the Provost, Vice President for Student Success, and RCs, are directly responsible for strategic performance planning, decision-making, and performance outcomes across their colleges to enhance USF’s position and stature with regard to Preeminence, Performance-Based Funding, progress to *US News & World Report* Top 25, and AAU membership eligibility. Performance standards and expectations are set by the University’s President.

Under the leadership of the USF Office of Decision Support (ODS), the RCs or their designees will be responsible and accountable for monitoring campus-level performance outcome data on the branch campus, which will be delivered to each College Dean who will compile college-level performance data. Under the direction of the Provost, and ultimately the President, ODS remains responsible and accountable for collecting, verifying, archiving, and reporting the University’s performance outcomes (consolidated for all campuses) to both internal and external constituent groups in accordance with USF Policy.

7. Branch Campus Administrative Responsibilities:

RCs will report to the President on all administrative matters and will assure branch campus alignment with USF’s mission and the President’s strategic priorities. The RCs or their designees will also work closely with:

- The Senior Vice President for Research and Innovation to advance USF’s research profile,
- The Vice President for Student Success to help shape a strategic enrollment plan with a mind to optimizing student access for success, branch campus instructional capacity, and student housing occupancy,
- The Vice President for USF World to support USF’s global mission, vision, and goals,
- The Senior Vice President for Business and Financial Strategy (including CFO, VP Administration, VP for Information Technology, Audit and Compliance), and
- The Vice President for Diversity, Inclusion and Equity; Marketing and Communications; and the Office of General Counsel. Some of these responsibilities are managed on the branch campuses by an officer who has primary responsibility for the activity under the leadership of the RC.

RCs will also be responsible for daily operations and safety, and will oversee emergency preparedness and emergency management of the branch campus.

8. External Relations, Identification and Pursuit of Regional Philanthropic Opportunities:

The RCs will have responsibility and accountability for external affairs including fundraising, alumni affairs, community government affairs (state and local), and regional partnerships for the branch campuses, and will work in close collaboration

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with the President, the Senior Vice President for Advancement, and other relevant university-wide leaders. Branch campus government affairs staff will work in close alignment with University-wide government affairs. The RCs will:

- Develop and lead philanthropic strategy and operations in the local community. In close collaboration with USF’s Senior Vice President for Advancement, and the Regional Vice Chancellor for Advancement, local fundraising numerical targets for identification, qualification, cultivation, solicitation and stewardship of donors will be developed. Fundraising will focus on the primary goals of the branch campus, donor-advised goals as appropriate to University priorities (e.g. scholarships) and other university goals, which may include USF Athletics (in collaboration with the Vice President for Intercollegiate Athletics),
- RCs will serve as *ex officio* members of the USF Foundation Board, and
- RCs will cultivate alumni engagement in the local community.

1 ABSTRACT (*Limit to one page or less*).

Describe the proposed change, the location, the projected implementation date and factors affecting the implementation date, and the organizational structure of the current institution. The implementation date in the prospectus shall be the official effective date of change approved by the SACSCOC Board of Trustees. This date should take into consideration the proposed date of approval by the Commission's Board, the date of approval by the institution's governing board, and USDE reporting timelines affecting Title IV funding. For merger/consolidation or acquisition, designate the lead institution.

This prospectus proposes to consolidate, under a single SACSCOC accreditation, the three SACSCOC accredited institutions that currently form the University of South Florida System: the University of South Florida in Tampa, FL, the University of South Florida St. Petersburg in St. Petersburg, FL and the University of South Florida Sarasota-Manatee in Sarasota, FL, which hereinafter will be referred to as USF T, USF SP, and USF S-M, respectively. Pending SACSCOC Board approval of this consolidation prospectus during its meeting on June 8-11, 2020, the newly consolidated university will be a Level VI institution and will be referred to as the University of South Florida (or USF, with no letters after it). The consolidation implementation date will be July 1, 2020, as required by the *Florida Excellence in Higher Education Act of 2018* (i.e. Senate Bill 4) [1]. The main (or parent) campus will be in Tampa. The St. Petersburg and Sarasota-Manatee campuses will become branch campuses.

Prior to earning separate SACSCOC accreditations, USF SP and USF S-M were regional campuses operating under the accreditation of USF T. In 2001, the State of Florida required USF SP and USF S-M to seek separate SACSCOC accreditations. Because all three campuses were operating as parts of a single institution, it was decided that many functions and services would remain centralized under a single organizational umbrella (i.e., the USF System) even after USF SP and USF S-M earned separate SACSCOC accreditations in 2006 and 2011, respectively. Thus, the current consolidation will be less complex than it might have been.

Currently, USF T, USF SP, and USF S-M share one governing board, one president, and one set of USF system-wide policies and regulations [2]. In addition, many functions and services are coordinated centrally by the USF System, including: advancement; audit and compliance; capital/facilities planning; collective bargaining; diversity, inclusion, and equal opportunity; financial aid; financial management; government relations; human resources; information technology; intercollegiate athletics; international education; legal services; Ombud's services; and research support. Complexities that arise in many SACSCOC mergers or consolidations due to the need to reorganize how Title IV funding is received and distributed will not arise in this case, because the USF System continued operating under one financial aid office when USF SP and USF S-M earned separate SACSCOC accreditations. Title IV funding has always been, and will continue to be, coordinated centrally under one OPEID.

With one governing board, one president (who is the CEO of USF T and will become the CEO of the consolidated USF), one set of USF System-wide policies and regulations, and numerous functions and services coordinated centrally, our primary focus has been on defining the post-consolidation roles and responsibilities of the Regional Chancellors (RCs), who currently serve as CEOs of USF SP and USF S-M; the level of autonomy the branch campuses will have after consolidation; and aligning, where appropriate, currently decentralized functions, programs, and services that evolved in different ways after USF SP and USF S-M earned separate SACSCOC accreditations. These primarily relate to academics, student affairs, and student success, including curricula alignment, faculty governance, tenure and promotion, student government, and student fees.

[1] [Florida Excellence in Higher Education Act of 2018 \(page 12\)](#)

[2] [Org Chart - Current - USF System](#)



2 BACKGROUND INFORMATION

Provide a clear statement of the nature and purpose of the change in the context of the institution's mission and goals. Provide evidence of the legal authority for the change (if authorization is required by the governing board or the state); if no governing board or state authorization is required, explain that in the narrative.

Nature and Purpose of Consolidation in the Context of Institutional Mission & Goals

In June 2016, the Board of Governors (BOG) of Florida's State University System (SUS) designated USF T (the oldest and largest of the three institutions in the USF System and the only Level VI institution) an *Emerging Preeminent State Research University*. The BOG reaffirmed the *Emerging Preeminent* designation in June 2017, thereby setting the stage for USF T's designation as a *Preeminent State Research University* in 2018, at which time USF T became one of just three of the state's 12 public universities earning this distinction. Both the *Emerging Preeminent* and the *Preeminent* designations resulted in increases in recurring state funding to USF T's base budget. As separately accredited institutions, USF SP and USF S-M receive separate appropriations through the legislative process and thus were not able to share with USF T either the funding earned through preeminence or, perhaps more importantly, the accompanying prestige. The inability of their students to graduate from a *Preeminent* university, and their inability to share in new institutional investments through preeminence funding, led members of the Florida State Legislature to question the benefits (or lack thereof) of maintaining separate accreditation for USF SP and USF S-M, the two younger and smaller institutions in the USF System, which are both Level III institutions. Following careful deliberations, the legislature passed the *Florida Excellence in Higher Education Act of 2018* [1], which mandated consolidation of USF T, USF SP, and USF S-M under a single SACSCOC accreditation. This legislation was signed into law by Florida's governor on March 11, 2018.

The intent of the legislation mandating consolidation of SACSCOC accreditations is reinforced in a letter from Representative Sprowls and Senator Brandes to the Chair of the USF Board of Trustees [2], which urges that students at USF SP and USF S-M benefit from USF T's designation as a *Preeminent Research University*. Thus, consolidation was not conceived - and is not perceived - as a way to reduce costs, cut budgets, close a campus, fire campus leaders, or execute any actions that SACSCOC may sometimes question when reviewing proposals to merge or consolidate. To the contrary, the legislative intent is to expand access and opportunities for students on the USF SP and USF S-M campuses by increasing the resources that flow to those campuses while, as subsequent legislation passed in 2019 [3] makes clear, providing those campus leaders the requisite level of autonomy expected of branch campuses.

Following passage of the *Florida Excellence in Higher Education Act of 2018* [1], the USF Board of Trustees, which is the governing board for all three separately accredited institutions in the USF System, established a Consolidation, Accreditation, and Preeminence (CAP) Committee (CAPC) [4] to develop principles to guide consolidation planning and to create an implementation plan and timeline as mandated by the legislation. On April 23, 2018, the CAP Committee approved seven *Guiding Principles for USF Consolidation* [5], informed by language in the legislation, by guidance provided in the letter from Representative Sprowls and Senator Brandes, and by the Board's vision for a consolidated USF. The *Guiding Principles* provided a framework for the creation of a new mission statement and set of goals for the consolidated USF, which were adopted by the USF Board of Trustees on December 3, 2019.

New Mission

Led by outstanding faculty and professional staff, the University of South Florida conducts innovative scholarship, creative activity, and basic and translational research, and delivers a world-class educational experience promoting the success of our talented and diverse undergraduate, graduate, and professional students. As a public metropolitan research university, USF, in partnership with our communities, serves the people of Florida, the nation,

and the world by fostering intellectual inquiry and outcomes that positively shape the future - regionally, nationally, and globally.

New Goals

1. To promote the lifelong success of well-educated, highly skilled, and adaptable alumnae/alumni who lead enriched lives, are engaged citizens, and thrive in a dynamic global market.
2. To conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems, and improve lives.
3. To be a major social and economic engine creating robust global, national, and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.
4. To provide a safe, inclusive and vibrant community for learning, discovery, creative activities, and transformative experiences enabled through adaptive and integrative design of physical, social, and digital environments.
5. To practice continuous visionary planning and sound management throughout USF to ensure a strong and sustainable financial base, and to adapt proactively to emerging opportunities in a dynamic environment.

USF's mission and goals will be further considered during an extended and broad-based strategic renewal process to be launched in early 2020.

The consolidation of USF T, USF SP, and USF S-M is not expected to materially increase or decrease student enrollments, the number of faculty or staff, or the inventory of facilities and physical assets on any campus. Nor is it expected to reduce the types and delivery locations of existing degree programs or the quality of support services currently provided to students. To the contrary, there is an expectation that student support services will be enhanced on the branch campuses along with an expansion of graduate education and research opportunities (the branch campuses are currently regional Master's institutions), as additional resources become available for programmatic expansion. In the near term, no cost savings or increases are expected and the net assets of all three institutions will be combined. All current students will be "held harmless" from any consolidation-related changes made and will likely benefit from those changes focused on raising the student success rates on the regional campuses to the levels that currently exist at USF T. While the job descriptions of some employees will change, employees are not expected to be laid off or terminated due to consolidation.

Legal Authority for the Consolidation

The *Florida Excellence in Higher Education Act of 2018* [1], signed into law on March 11, 2018, created two new sections, Section 335 and Section 341, in Chapter 1004 of the Florida Statutes. Section 335 [6] details the process, timeline, and requirements for the accreditation consolidation of the three separately accredited USF System institutions. An amendment, enacted in 2019, updated Section 335 to specify that the two smaller and younger institutions in the USF System will become branch campuses, as SACSCOC defines "branch campus" [3].

Chapter 1004, Section 341 of the Florida Statutes [7], also created by the *Florida Excellence in Higher Education Act of 2018*, specifies that USF SP and USF S-M will each have a campus board and a Regional Chancellor; defines the membership and powers and duties of the campus boards and obligations imposed on the Board of Trustees of the consolidated USF; and specifies that the faculty and students at each campus shall be represented in the academic and student governance structures of the consolidated University of South Florida as determined by the Board of Trustees. Section 341 was not amended in 2019.

The consolidation of accreditations being proposed is required by Chapter 1004, Section 335 of the Florida Statutes [8], which provides that USF's Board of Trustees will terminate the separate



accreditations of USF S-M and USF SP and operate all three USF System institutions under a single SACSCOC accreditation. The statutory direction to the Board of Trustees to carry out consolidation is consistent with the duties and powers generally conferred on University Boards of Trustees in Florida by Article IX, Section 7 of the Florida Constitution [9], which provides that each Board of Trustees will administer each state university under the overall governance structure of the Florida Board of Governors (BOG). The necessary powers to carry out the realignment of programs, resources, facilities and personnel inherent in consolidation are fully contained in BOG Regulation 1.001 [10].

As discussed in more detail in Section 4 of this prospectus, the statute does not change the overall governance structure of USF; that is, the Board of Trustees is the governing board for the separately-accredited institutions and will remain the governing board for the consolidated institution, which is operated by a single university president who is at all times accountable to the Board of Trustees. For example, USF S-M and USF SP each have statutorily created campus boards, but those campus boards are and will remain purely advisory and will not have a direct conduit to the governing Board of Trustees.

As amended in 2019, Chapter 1004, Section 335 [3] requires that the USF S-M and USF SP campuses be designated branch campuses, which the legislation defines as SACSCOC does; however, the single accreditation requirement remains in place [8]. In effect, this means that USF's governance structure will recognize USF SP and USF S-M as branch campuses with sufficient autonomy to align with a branch campus designation, but not to a level that would prompt or require either campus to seek or obtain separate accreditation, which would be contrary to the plain language and purposes of Chapter 1004, Section 335 of the Florida Statutes.

- [1] [Florida Excellence in Higher Education Act of 2018 \(pages 10-14\)](#)
- [2] [Letter from Legislators to BOT Chair](#)
- [3] [Florida Statute 1004.335 with Branch Campus highlights](#)
- [4] [BOT Discussion about CAP Committee](#)
- [5] [Guiding Principles for USF Consolidation](#)
- [6] [Florida Statute 1004.335 - 2018](#)
- [7] [Florida Statute 1004.341](#)
- [8] [Florida Statute 1004.335 - 2019](#)
- [9] [Florida Constitution, Article IX, Section 7](#)
- [10] [Florida BOG Regulation 1.001](#)

3 ASSESSMENT OF NEED AND PROGRAM PLANNING/APPROVAL

Briefly discuss the rationale for the change, including an assessment of need; evidence of inclusion of the change in the institution's ongoing planning and evaluation processes; and documentation that faculty and other groups were involved in the review and approval of the change, where appropriate.

Rationale for Consolidation

The aforementioned *Florida Excellence in Higher Education Act of 2018* [1] does substantially more than mandate the consolidation of the three separately accredited institutions in the USF System under a single SACSCOC accreditation. The bill includes several provisions designed to elevate the national and international standings of Florida's public universities. Thus, consolidating the separately accredited institutions in the USF System under a single SACSCOC accreditation can be seen as part of a broader effort by the state legislature to raise the stature of Florida's universities by strengthening the existing relationships between the one *Preeminent* university in the USF System and the two smaller, younger, regional Master's institutions, and to motivate the consolidated USF to strive for excellence across all campuses.

Assessment of Need

In the State of Florida, most new state funding for public universities is tied to performance metrics (Performance-Based Funding and Preeminence) that focus heavily on student access, affordability, and success, and research productivity [2]. Years of planning and coordination by USF T to boost performance metrics resulted in increased funding and a designation by the State of Florida as a *Preeminent State Research University*. Between 2014 and 2018, USF T boosted its four-year graduation rate for FTICs (first time in college undergraduates) from 44.3% to 60.5%, which put it over the 60% threshold required to be designated *Preeminent*. However, the USF System-wide four-year graduation rate for FTICs in 2018 was only 58.6%, which means the four-year graduation rates for students enrolled at the current regional institutions (i.e., the future branch campuses) will have to be improved significantly for the consolidated USF to maintain its *Preeminent* designation beyond the 2021-22 academic year, given that consolidated data will be used to determine eligibility for *Preeminence* beginning July 1, 2022.

While the four-year graduation rate is based on full-time students only, the six-year graduation rate includes part-time students. As with the four-year rate, the six-year rate is substantially higher at USF T than at the current regional Master's institutions/future branch campuses (73.1% at USF T in 2018 compared to 33.3% at USF SP). Consolidation of student success operations into a unified division with common, high expectations for student success across all three campuses is expected to boost both six-year and four-year graduation rates and enhance the student experience on all campuses.

The FTIC four-year graduation rate is one of two Preeminence metrics that also double as Performance-Based Funding metrics [2]. The other is the freshman-to-sophomore year retention rate/academic progress rate. USF T already meets the required preeminence standard of a 90 percent freshmen-to-sophomore retention rate but, as with graduation rates, the combined performance of the three USF campuses falls short of this threshold. Working together as one institution with common admission standards and unified expectations for student success, the freshman-to-sophomore retention rate is also expected to improve on all campuses.

While student success is critical, student success earned by limiting access is not acceptable. Among all public universities, USF T is ranked by the *Education Trust* as #1 in the nation for Latino student success [3] and #6 nationally (and #1 in Florida) for Black student success [4]. USF T is also ranked by the *Third Way* as #9 in America (and #1 in Florida) among all public universities for success by Pell recipients [5], who comprise 40% of USF T's undergraduate body. The consolidated USF will remain committed to increasing success rates for all students.

While granting access to and improving the likelihood of success for students from a wide variety of backgrounds is a high priority for the consolidated USF, another priority that consolidation will address is that of expanded access to curricular offerings on the future branch campuses. Curricular offerings are not likely to increase during the first year of consolidation, but efforts are underway to secure requisite funding to increase the array of degrees and majors in future years. Targets for increasing curricular offerings on the branch campuses, along with cost estimates, have been identified [6], as have opportunities to expand research, scholarship, and creative activity that will meet local needs and, through the establishment of interdisciplinary centers of academic and research excellence, contribute to USF's research stature. Due to the high cost of expanding programs, especially doctoral programs, additional planning will likely be required to establish priorities.

Stakeholder Involvement in Planning for Consolidation and Approval of Plans

Representatives of the three separately-accredited institutions have engaged in a coordinated, collaborative planning process to prepare for consolidation. This process involved stakeholders at all levels, including the Board of Trustees; faculty, students, and staff from each campus; along with community members.

Within days of the passage of the law mandating consolidation, USF's Board of Trustees created its own ad hoc Consolidation, Accreditation and Preeminence (CAP) Committee, comprised of four Trustees, which adopted a set of *Guiding Principles for USF Consolidation* [7] at its first meeting. The CAP Committee met regularly during the first year of consolidation planning to oversee the development of the legislatively mandated *Consolidation Implementation Plan and Timeline*, which was approved by the USF Board of Trustees and submitted to the State University System in March of 2019.

At the direction of the BOT CAP Committee, the President of the USF System created an internal Consolidation Implementation Committee (CIC) to advise USF leadership on the steps it must take to successfully consolidate. The CIC held its first meeting on June 11, 2018. The 86-member CIC included faculty, staff, and students from each of the consolidating institutions and consisted of six sub-committees [8]. Most of the CIC's work was conducted in meetings of these six sub-committees, but the co-chairs of each sub-committee met bi-weekly to coordinate and track progress. The CIC's report was submitted to USF leadership in December, 2018 [9].

While the CIC included a sub-committee focused on General Education and Curriculum Alignment, collegial collaboration about a General Education program for the consolidated USF began before this CIC sub-committee first met. In 2017, the faculty at USF T created a framework for an Enhanced General Education curriculum. After the bill mandating consolidation was signed into law in March of 2018, USF T faculty shared their framework with their colleagues at USF SP and USF S-M. Faculty at USF SP approved the Enhanced General Education curriculum for the consolidated USF in Fall 2018 [10], before the CIC issued its final report. Faculty at USF S-M approved it for the consolidated USF in Spring 2019 [11]. The assessment plan for the Enhanced General Education program was created collaboratively by faculty from each of the three campuses. An interesting feature of this collaboration is that the General Education curriculum and assessment plan were enriched by the collaboration. USF S-M's QEP focuses on critical thinking. The Enhanced General Education framework developed at USF T embeds critical thinking throughout the curriculum. By collaborating, faculty were able to use USF S-M's QEP as the vehicle for embedding critical thinking into the Enhanced General Education curriculum. Thus, the future plan for USF S-M's QEP is to implement its core components on all three campuses as part of the consolidated USF's Enhanced General Education curriculum. USF SP submitted its QEP Impact Report in 2011, but USF T, like USF S-M, has an active QEP. The QEP for USF T focuses on Global Citizenship. The curricular and programmatic enhancements resulting from this QEP will be incorporated into the curricula and programming implemented by the consolidated USF. Thus, the future plan for USF T's QEP is to implement its transformational benefits across the three campuses of the consolidated USF.

Following a recommendation by the CIC, the Provost and Executive Vice President of the USF System created 10 Teams comprised of leaders of functional areas, 12 Clusters of faculty with expertise in distinct disciplinary areas, and an Executive Committee to coordinate and integrate the work of the Teams and Clusters [12]. The inaugural meeting of the Team and Cluster leads, charging them with further development of the CIC's recommendations, occurred on January 8, 2019. The final Consolidation Teams and Clusters' report was submitted on February 12, 2019. Input from the CIC report, the Consolidation Teams and Clusters' report, and the report of the legislatively mandated 13-member Consolidation Planning Study and Implementation Task Force, which was comprised of community leaders from across the region who were appointed pursuant to law, were integrated into the *Consolidation Implementation Plan and Timeline* that was submitted to the Board of Governors (BOG) of the State University System (SUS) in March of 2019. The *Consolidation Implementation Plan and Timeline* [13] provided the framework that enabled USF System leadership to begin implementing steps to facilitate consolidation.

Implementation of the *Plan and Timeline* began in early March of 2019 when the USF System's President created an Accreditation Steering Committee and charged it with coordinating the development of consolidation documents required by SACSCOC, providing regular updates to the BOT, and facilitating a successful SACSCOC site visit following consolidation. The Accreditation Steering Committee is chaired by the USF System's Provost and includes the Regional Chancellors of USF SP and USF S-M, along with the co-chairs of the CIC. The Accreditation Steering Committee first met on April 8, 2019 and meets monthly. Also in March of 2019, the President asked the Deans of the colleges at USF T, USF SP, and USF S-M to jointly charge ad hoc Disciplinary Committees with aligning and integrating curricular offerings that exist on more than one campus to ensure that the faculty developed and approved curricula for the consolidated USF by July 1, 2020 [14]. The ad hoc Disciplinary Committees completed their major curricular alignment activities in early May of 2019 in preparation for Faculty Senate approval of the proposed curricular changes. Because the three consolidating institutions are all part of the USF System, which has a System Faculty Council (SFC) that includes leadership from the Faculty Senates on each of the separately accredited campuses, the SFC (led by the faculty representative on the USF Board of Trustees) stepped forward and created an Intercampus Consolidation Committee for Curricular Changes (I4C) comprised of the chairs of the undergraduate and graduate councils on each campus (or their equivalents), which was authorized to consider and approve changes needed to align and integrate curricula. Changes to all 38 degree programs and all majors were approved by the I4C by September of 2019. Changes to certificate programs, concentrations within majors, and minors will be approved by the time the 2020-21 undergraduate and graduate catalogues are published for the consolidated USF in the spring of 2020.

Although faculty have authority over the curriculum, USF System Policy 10-055 [15] also provides USF faculty a voice regarding proposals to restructure academic units to facilitate consolidation. This policy requires the administration to provide faculty 90 days to review and comment on any proposed changes before those changes are implemented. Proposed changes were sent to the Chair of the System Faculty Council, for distribution to the Faculty Senates on each campus, in early August of 2019 [16]. On October 17, 2019, the SFC recommended that the proposed Academic and Student Success Reorganization proceed and unanimously approved a motion indicating that faculty participation in the Consolidation Implementation Committee, the Consolidation Teams and Clusters, and the curriculum alignment process met the requirements of USF System Policy 10-055.

Evidence of inclusion of consolidation in ongoing planning and evaluation processes is further detailed in Section 10 of this Prospectus.

- [1] [Florida Excellence in Higher Education Act of 2018](#)
- [2] [Performance-Based-Funding-Overview-May-2019](#)
- [3] [Education Trust 2017 - Latino Student Success \(Top Performing\)](#)
- [4] [Education Trust 2017 - Black Student Success \(Top Performing\)](#)
- [5] [Third Way 2018 - Pell Student Success \(Top Performing\)](#)
- [6] [Unified Response to Task Force by -wilcox-tadlock-holbrook-11-06-2018](#)
- [7] [Guiding Principles for USF Consolidation](#)
- [8] [CIC Structure and Membership](#)
- [9] [CIC Final Report 2018.12.19](#)
- [10] [USF SP Faculty Senate Minutes Documenting Approval of Enhanced Gen Ed](#)
- [11] [USF S-M Faculty Senate Minutes Documenting Approval of Enhanced Gen Ed](#)
- [12] [Teams and Clusters Memberships and Charges](#)
- [13] [Consolidation Implementation Plan and Timeline 031319](#)
- [14] [Curriculum Alignment Request to Deans](#)
- [15] [USF System Policy 10-055](#)
- [16] [Transmittal Letter to SFC for Review of Proposed Structure](#)

4 DESCRIPTION OF THE CHANGE

Provide a description of the proposed change, including any change in degree-granting authority. Provide an organizational chart for the proposed change. Describe the current governing board and the new governing board, listing the rosters for both. The rosters should provide titles, board members' occupations and affiliations, and current term. Describe the current and proposed authority of the Board and address committees of the Board. Explain the role of current owners/board members in the proposed change. Provide the current and proposed conflict of interest and board dismissal statements. Describe any differences in administrative oversight of programs or services. Describe any new foundations that will be established as the result of the change and the foundation's role in governance, if any. Describe how the change affects current foundations.

The consolidation of USF SP and USF S-M (both Level III institutions authorized to award Associate's, Bachelor's, and Master's degrees) with USF T (a Level VI institution authorized to award those degrees plus Specialist and Doctoral degrees) will have no impact on degree granting authority, since the resulting institution will award all degrees currently awarded by the three institutions. Following consolidation, however, those degrees will be awarded by one University of South Florida rather than by three separate institutions. Curricular changes made to facilitate consolidation are documented on the Institutional Summary Form and faculty involvement in making and approving those curricular changes is described in Section 3 above.

The Board of Trustees (BOT)

The governance structure will not change as a result of consolidation, nor will the governing board's membership or responsibilities. Pursuant to constitutional requirements in Florida Statute 1001.71 [1], the BOT is comprised of 13 trustees. Florida's Governor appoints six and the Board of Governors (BOG) of the State University System (SUS) appoints five. The Florida Senate confirms these 11 trustee appointments. A faculty representative and a student representative, both voting members, round out the BOT's membership roster shown here [2].

The BOT is currently the single governing board for all three separately accredited institutions in the USF System and will continue as the single governing board for the consolidated USF. Presently, USF SP and USF S-M have campus advisory boards which, following consolidation, will maintain their purely advisory role. While the campus boards currently advise the BOT Chair, following consolidation they will advise the President and CEO of the consolidated USF, who currently serves as the President of the USF System and CEO of USF T. The BOT's Operating Procedures will be amended to reflect a single accreditation with meaningful, but strictly advisory campus boards, which have a clear reporting structure to the BOT exclusively through the USF President [3]. The BOT confirmed this structure on June 6, 2019 [4].

The authority of the BOT for the consolidated USF will remain the same as it is now for the USF System and its member institutions. The BOT is responsible for making policy decisions appropriate to the university mission [5]. The BOT selects and evaluates the USF President, who may also be removed by the BOT. The BOT ensures that financial resources support the educational programs consistent with its legislative budget request and determines tuition policy and approves student fees. The BOT also reviews and approves the University's operating budget as required by BOG Regulation 9.007(1) [6]. The BOT also routinely evaluates the institution's mission and routinely engages in self-evaluation.

The BOT currently has five standing committees, plus the ad hoc Consolidation, Accreditation and Preeminence (CAP) Committee. The five standing committees are Academics and Campus Environment; Audit and Compliance; Finance; Governance; and Strategic Initiatives [7].

The BOT is actively involved in overseeing the consolidation process. It established its own CAP Committee to provide oversight and strategic guidance for the actions necessary to meet

the statutory requirements contained in Chapter 1004, Section 335, Florida Statutes [8]. The CAP Committee developed a charter [9] for the legislatively mandated 13-member Consolidation Task Force to facilitate the orderly operation of the Task Force as it developed its consolidation recommendations. The CAP Committee also published a set of *Guiding Principles for Consolidation* [10] to inform all decision-making about consolidation.

Article VII of the BOT's Operating Procedures contains a *Code of Ethics* stating the fiduciary obligations of trustees and prohibiting conflicts of interest [11], which requires Trustees to be free of any contractual, employment, or personal or familial financial interest in the institution. Voting conflicts must be disclosed under Florida law [12]. In addition, the BOT follows a *Code of Conduct for Financial Functions* [13]. The current *Code of Ethics* was reviewed and revised in 2016 and is not anticipated to change in substantive ways as a result of consolidation.

The Constitution of the State of Florida, Article IV, Section 7 [14], establishes the methods for removal of trustees. Because the BOT does not have authority to dismiss its members, it does not have a BOT-issued policy on dismissal of members. However, the BOT has the duty to notify "the Board of Governors or the Governor, as applicable, in writing whenever a member has three consecutive unexcused absences from regular board meetings in any fiscal year, which may be grounds for removal" [15]. No member of the USF BOT has ever been dismissed.

No new foundations will be created as a result of consolidation, nor will consolidation affect any current foundations. Development efforts are currently consolidated under USF System Policy 0-216 [16], which will not change as a result of consolidation.

Differences in Administrative Oversight of Programs or Services

Consolidation will not impact administrative reporting lines at the highest levels of the organization. The Regional Chancellors (RCs), who presently serve as CEOs of the regional institutions that will become branch campuses, will continue to report to the President. A current senior leadership organizational chart for the USF System can be viewed here [17] and a post-consolidation chart for the consolidated USF can be viewed here [18]. While consolidation will not impact lines of reporting at the highest administrative levels, the authority delegated to the RCs will change and the reporting structure for the consolidated USF will clearly articulate the collaborative relationships among RCs, the University Provost, Vice Presidents, and College Deans in matters of academic affairs and student success. The RCs will serve, along with University Vice Presidents, on the President's Cabinet.

No new colleges and no new senior institutional leadership positions are planned, although members of the Provost's leadership team, who currently primarily serve USF T [19], will serve all campuses following consolidation [18], becoming members of the USF Academic Leadership Team, which will be expanded to include Regional Vice Chancellors (or Associate Vice Chancellors) for academic affairs and/or student success on the branch campuses. Each branch campus will have a leadership team, led by the RC, which will include their direct reports and those representatives of USF Vice Presidential units and College Deans who will be assigned primarily to fulfill local branch campus responsibilities.

Currently, USF T, USF SP, and USF S-M have their own college structures. Following consolidation, there will be one college for each overarching disciplinary area, led by one college dean. All college deans will be members of a singular Council of Deans, which will be overseen by the Provost of the consolidated USF [20].

Some USF colleges will have academic programs and faculty on more than one campus. These "multi-campus" colleges will be led by a College Dean who will be responsible for assuring that the programs are unified and successful on all campuses. Academic administrators will have either college-wide responsibilities, reporting to the College Dean, or local campus



responsibilities, reporting to the College Dean while maintaining a working relationship with the RC. Some USF colleges will reside on only one campus. If such a "single-campus" college is physically located on a branch campus, the College Dean will report to the Provost and to the RC, acting as a Campus Dean. Campus deans or local department/college leaders report to the College Dean in matters of academic affairs and student success and to the RCs or designee on local branch campus matters.

The consolidated Student Success unit will be led by a Vice President of Student Success and a team of ten Associate Vice Presidents, eight of them responsible for the administration of functional areas. The other two members of the Student Success leadership team will be the Regional Vice Chancellors responsible for Student Affairs and Student Success at the two branch campuses. Together, the Vice President, Associate Vice Presidents, and the Regional Vice Chancellors serve as the Student Success Cabinet, which is empowered to set a consistent direction for multi-campus student success initiatives that are designed to deliver equivalent high-quality student support services across all three campuses. Decisions made by this team will be implemented across the three campuses, with the Regional Vice Chancellors serving as the accountable Student Success/Student Affairs officers for their campuses.

A few key functional areas, such as Admissions [21] and Student Success [22], have already begun operating within a consolidated structure reporting to university leadership and ultimately to the USF System President. Student services, including advising, student advocacy, mental health counseling, financial aid, and career services will continue to be delivered locally to ensure that all students have expedient and equitable access to the support they need. The RCs or their designees, in partnership with the Provost, the Vice President for Student Success, and the College Deans, will continue to be responsible and accountable for assuring the delivery of equitable support services for students, faculty, and other academic/student success personnel on the branch campuses. A detailed explanation of administrative oversight of programs and services is provided in a communique that was sent by the President and the Regional Chancellors to members of the USF community on October 17, 2019 [23]. That communique includes a link to a more detailed plan [24], which describes the branch campus annual budget planning and approval process, as well as the process of hiring, recruiting, assigning, and evaluating the performance of faculty and academic/student success personnel.

Student and Faculty Governance Body

Student Governments at USF T, USF SP, and USF S-M developed and overwhelmingly approved a unified Constitution [25] for the consolidated USF, which was ratified by the student bodies on each campus on November 19-20, 2019 and approved by USF's President on December 2, 2019 [26]. Based on a federalist model, governing bodies on each campus will address local concerns, and a central government will address concerns that apply to students on all campuses [27]. A consolidated set of statutes for student governance in the consolidated USF will be finalized before student government elections occur in the Spring of 2020, during which leaders of the consolidated student body will be selected for the 2020-21 academic year.

The USF System Faculty Council approved a Faculty Senate Constitution [28] and set of Bylaws [29] for the consolidated USF on October 17, 2019. Approval of these documents by the USF T, USF SP, and USF S-M Faculty Senates, and ratification by faculty on each campus, was completed by December 1, 2019. USF's President approved these documents on December 2, 2019 [30].

- [1] [Florida Statute 1001.71\(1\) - University Boards of Trustees - Membership](#)
- [2] [USF Board of Trustees - Names, Titles, Occupations, Affiliations and Terms - 2020](#)
- [3] [Org Chart - Future - Governance](#)
- [4] [BOT Roundtable on Continuity of Leadership](#)
- [5] [USF BOT Operating Procedures Article I D \(page 4\)](#)

- [6] [Florida Board of Governors Regulation 9.007\(1\) - State University Operating Budgets](#)
- [7] [USF System - Board of Trustees - Committees](#)
- [8] [Florida Statute 1004.335 - Accreditation Consolidation of USF Branch Campuses](#)
- [9] [Task Force Charter](#)
- [10] [Guiding Principles for USF Consolidation](#)
- [11] [USF BOT Operating Procedures Article VII - Code of Ethics \(page 10\)](#)
- [12] [Florida Statute 112.3143\(2\)\(a\) - Voting Conflicts](#)
- [13] [USF BOT Financial Code of Conduct](#)
- [14] [Florida Constitution, Article IV, Section 7 - Suspensions - Filling Office](#)
- [15] [Florida Board of Governors Regulation 1.001\(2\)\(c\) - Reporting Absences](#)
- [16] [USF Policy 0-216](#)
- [17] [Org Chart - Current - Senior Leadership - USF System](#)
- [18] [Org Chart - Future - Senior Leadership](#)
- [19] [Org Chart - Current - USF Tampa](#)
- [20] [Org Chart - Future - Council of Deans](#)
- [21] [Unification of Admissions](#)
- [22] [Unification of Student Success](#)
- [23] [One USF - Cover Memo - October 17, 2019](#)
- [24] [One USF - Plan - October 14, 2019](#)
- [25] [Ratified Student Government Constitution](#)
- [26] [President's Approval of Student Body Constitution](#)
- [27] [Org Chart - Student Government for One USF](#)
- [28] [Faculty Senate Constitution](#)
- [29] [Faculty Senate Bylaws](#)
- [30] [President's Approval of Faculty Constitution](#)

5 FACULTY

Provide a narrative with supporting evidence that the number of full-time faculty members is adequate to support programs. Describe the impact of the proposed change on faculty and faculty workload. If the institution is merging with a non-SACSCOC institution, provide a complete roster (using the Faculty Roster form at www.sacscoc.org under "Substantive Changes") of the non-SACSCOC faculty to be added to the institution's faculty, including a description of those faculty members' academic qualifications and other experiences relevant to the courses to be taught. NOTE: Depending on the nature of the substantive change, it may be appropriate to provide additional faculty details.

The three institutions engaged in this consolidation are each presently separately accredited by SACSCOC. Therefore, a faculty qualifications roster is not required.

Adequacy of Full-Time Faculty to Support Programs of Study

The consolidation is not expected to reduce the number of faculty or the percentage of faculty who are full-time. Currently employed faculty are expected to remain with the consolidated institution to ensure that USF's educational, research, and service missions can be met, and to ensure continued curriculum and program quality, integrity, and review. SACSCOC recently determined that each of the institutions involved in this consolidation had an adequate number of full-time faculty members to support degree programs through USF SP's fifth-year interim review in 2017, USF S-M's reaffirmation in 2016, and USF T's reaffirmation in 2015. More recently, in fall 2018, the consolidating institutions had a combined IPEDS student-to-faculty ratio of 21 to 1, and with 2,023 full-time instructional faculty and an additional 452 other full-time faculty at USF T, USF SP, and USF S-M in 2018 serving 50,755 students, 74% of whom were undergraduates and 71% of whom were full-time, USF had a sufficient number of full-time faculty to support its programs. Since consolidation will not reduce the total number of faculty or the percentage of faculty who are full-time, the consolidated USF will have an adequate number



of full-time faculty to support its programs. The table below summarizes the percentage of credit hours taught by full-time faculty at each separately accredited institution during the 2018-19 academic year.

Student Credit Hours (SCH) Taught by Full and Part Time Faculty - Fall 2018 & Spring 2019

Campus	Undergraduate (Excluding Gen Ed)			Graduate			Classroom-based			Online		
	SCH #	Percent taught by:		SCH #	Percent taught by:		SCH #	Percent taught by:		SCH #	Percent taught by:	
	Total	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time
USF T	751,831	73	27	155,807	85	15	666,669	77	23	240,969	69	31
USF SP	93,374	66	34	6,840	78	22	67,546	71	29	32,668	57	43
USF S-M	46,743	63	37	2,227	85	15	19,699	77	23	29,271	55	45
Total	891,948	71	29	164,874	85	15	753,914	76	24	302,908	66	34

While changes are being made to some curricular offerings to align programs of study that are presently offered by more than one institution, and these curricular integrations will result in some changes to academic organizational structures, and hence faculty departmental affiliations, the curricular integrations and the academic organizational changes are generally aligned to ensure that no academic programs will lose full-time faculty. Following consolidation, USF will continue to offer essentially the same portfolio of degree and certificate programs that the three separately accredited institutions currently offer, and the faculty currently supporting specific programs of study will continue to support those programs following consolidation. Only a small number of previously approved new academic programs, for which faculty are in place or are being recruited, will begin at any of the consolidated USF campuses in academic year 2020-21. (See table on the Institutional Summary Form.) Planning for these new programs began prior to, and independent of, planning for consolidation and these new programs would be created even if we were not consolidating. Further, we do not expect there to be an expansion of any existing degree programs on one USF campus to other USF campuses in academic year 2020-21 (our first year operating as a consolidated institution), nor will there be any deactivations of currently offered programs of study other than those noted on the Institutional Summary Form. Given the relatively small number of changes that are being made to curricula and academic organizational structures, the detailed breakout by degree level, major, and institution based on Fall 2018 data, available here [\[1\]](#) fairly approximates the high percentage of credit hours that will be taught by full-time faculty following consolidation.

Impact of Consolidation on Faculty Workload

USF plans to implement faculty workloads strategically and equitably following consolidation to best meet student needs while providing faculty members on all campuses with equity of assignment and support for research, scholarly, and creative activities. The table below, based on Fall 2018 data, shows that teaching loads for tenured/tenure-track faculty are roughly comparable across the USF System, with the exception of faculty in Health colleges, whose service obligations include patient care. While teaching loads at USF SP and USF S-M will require some reduction to ensure equity of assignment, the biggest impact of consolidation on faculty workload at the branch campuses will involve a reduction in service obligations as the committee and administrative service burden currently being distributed among a small number of faculty is distributed more widely, thereby freeing up more time for scholarly research and creative activities.

Tenured/Tenure-Track Faculty		Percent of Faculty Workload		
Campus	Headcount	Teaching	Research	Service ³
USF T Health ¹	243	36%	38%	26%
USF T Academic Affairs	866	44%	35%	21%
USF SP ²	110	48%	23%	28%
USF S-M ²	49	48%	23%	29%

¹ Health's service assignment is high because it includes patient care.

² Fewer faculty for administrative/committee duties means higher service loads on smaller campuses.

³ Service category also includes faculty on sabbatical or release time.

As a Preeminent, Carnegie-designated R1 University (Doctoral University: Very High Research Activity), USF T has long set high expectations for scholarly productivity. However, a single set of tenure and promotion guidelines [2], developed by the USF System Faculty Council, adopted by the university, and supported by the United Faculty of Florida representing faculty at USF T, USF SP, and USF S-M on June 27, 2019, will become effective on July 1, 2020. These guidelines set higher scholarly productivity goals for USF SP and USF S-M faculty. Tenured faculty and instructors will retain their current status. Tenure-earning faculty initially hired at USF SP and USF S-M who have three years of tenure-earning credit on July 1, 2019 will be considered for tenure consistent with current local guidelines that are being used prior to consolidation. All other tenure-earning faculty will be evaluated for tenure and promotion using the new guidelines. Reductions in teaching loads combined with reduced service expectations will ensure equity of assignment and make it possible for all faculty to succeed in the consolidated USF. Although many of the faculty at USF SP and USF S-M are already research active, the significance of this change in performance expectations is acknowledged. More specifically, practices for determining faculty assignments for teaching, research, scholarly and creative activity, and service, are being reviewed and a workload policy is being developed. A faculty handbook, and college and department specific tenure guidelines, are also being developed and will be finalized prior to consolidation.

[1] [Student Credit Hours Taught by Full-Time Faculty, by Degree Level, Major, and Campus](#)

[2] [Tenure and Promotion Guidelines for a Consolidated USF](#)

6 LIBRARY AND LEARNING RESOURCES

As appropriate to the change, describe library and learning resources, in general as well as specific to the program, site, or institution, as warranted. Describe the staffing and services in place to support the change. If reliant upon other libraries, describe those collections and their relevance to the proposed change and include a copy of formal agreements in the appendix. Relative to electronic resources, describe how students and faculty will access information, training for faculty and students in the use of online resources, and staffing and services available to students and faculty. If citing electronic databases accessed through consortial or statewide groups, please describe the discipline-specific suites of resources and not just the name of the consortium (such as Viva, Tex-Share, Galileo, Louis, etc.).

The library system for the consolidated USF will be comprised of the main research library and the Shimberg Health Sciences Library at USF T; the Poynter Memorial Library at USF SP; the Cook Library on the New College of Florida campus, which is adjacent to the USF S-M campus; and the Florida Blue Health Knowledge Exchange, which is the library affiliated with USF Health in South Tampa, a SACSCOC-approved off-campus instructional site that is scheduled to open in January of 2020. Current staffing for the libraries can be found here [1]. No library positions will be lost due to consolidation.

Currently, the main USF T research library is led by the Dean of the USF Libraries, who reports directly to the Provost. The Shimberg Health Sciences Library is led by a Dean, whose portfolio

includes the USF Health community, including the Morsani College of Medicine, the Taneja College of Pharmacy, and the Colleges of Nursing and Public Health. The Poynter Memorial Library at USF SP is also led by a Dean. USF S-M has a Library Services unit but does not have its own library; USF S-M students, faculty, and staff use the Jane Bancroft Cook Library on the adjacent New College of Florida campus. New College of Florida, like USF S-M, is a part of the State University System (SUS) of Florida, and per a Library Management Agreement, is considered a shared SUS resource [2]. The USF S-M Library Services unit is led by the Director of Library Services. Following consolidation, the current Dean of the USF T main library will become the Dean of USF Libraries, reporting to the Provost, and will assume responsibility for all library resources and services.

Consolidating USF T, USF SP, and USF S-M under a single SACSCOC accreditation will result in expanded access to library collections, technology, and facilities; seamless online access to library services, tools, and collections; and coordination of policies. The consolidated USF Libraries will maintain and manage the formal relationships established by individual campus libraries prior to consolidation on behalf of all locations and will continue annual reviews of said agreements under the new leadership structure. This arrangement ensures that benefits previously limited to the subscribing library location will now extend to all libraries. A full enumeration of the consolidated USF Libraries' memberships and partnerships, which provide access to information resources not owned by the libraries, is available here [3]. A comprehensive listing of all library resources accessed through consortial or statewide groups is available here [4]. USF T subscribes to the Center for Research Libraries and the Hathi Trust, which provide access to millions of newspapers, journals, books, pamphlets, volumes and serial titles; and this will continue for the consolidated USF Libraries.

Collection development practices over the past two decades focused on acquisitions of e-resources over print, whenever possible, to extend the availability, portability, and currency of materials. USF T, USF SP, and USF S-M each contribute to the cost of the collection. Current online collection holdings available to all include 941 databases, 721,020 e-books and 65,050 e-journals. The Shimberg Health Library's online collections include 269 e-journal subscriptions, 35 specific health science databases, and 3,304 e-books. A small subset of clinical resources is limited to access by Health students and faculty. All other materials are universally accessible.

Coordination of the libraries in the consolidated USF will lie in collaborative management of the shared electronic collections, the means of access to those collections, and a range of needs assessment activities that cover five broad categories: Collections [5], Services [6], Facilities and Equipment [7], Academic Programs [8], and Outreach [9]. These assessments will be informed by the Faculty Senate's Library Council, the Student Advisory Board, and the Dean's Advisory Board. The Library's Faculty Committee will collaborate with the library's administration through a formal shared governance process. Each library will maintain a physical collection and technology resources to support onsite learning and research and facilities appropriate to campus needs [10]. The libraries already work closely with Students with Disabilities Services and Information Technology to assure that computer workstations in open areas are accessible and have software (i.e., Zoomtext, Dragon Naturally Speaking) that aid in accessing and fully utilizing library resources. The licensing process includes robust consideration of ADA compliance prior to acquiring materials.

The USF Libraries' physical collections [11] include print, microform, video, audio, maps, medical images, and multimedia materials. As a member of the Federal Depository Library Program, the USF Libraries receive catalog records for approximately 45 percent of the annual U.S. Government Printing Office publication output, now overwhelmingly supplied in a digital format. Rare and unique primary source materials are held by the Special Collections department. Collection foci include Florida Studies, children's and young adult literature, the

book arts, Florida environmental history, a local African-American newspaper *The Weekly Challenger*, and the Briggs Collection of Ichthyology and Natural History [12].

The USF Libraries' website currently functions, and will continue to function, as the primary online portal to locate and access collections and information resources. Students and faculty navigate through a system of drop-down menus and links and are assisted by online subject guides and context-sensitive help resources supplied by the USF Libraries and the publishers of the resources, e.g., EBSCO's Discovery Service (FindIt). Online search aids created by Special Collections librarians describe and facilitate access to archival and manuscript collections. Online resources created and hosted by the libraries are accessible globally at no cost. The website also provides links to all affiliated library websites. Distance education students, regardless of location, have the same access to search tools and online resources as on-campus students, and may request no cost shipment of print holdings and desktop delivery of copies of print articles. Specific training and support for the use of online resources is available by appointment, online chat, email, text, and scheduled in-person trainings. A list of services provided at each library and the impact of consolidation on those services is available here [13].

- [1] [Library Staffing Table](#)
- [2] [Cook-Library-Management-Agreement](#)
- [3] [Current Library Memberships and Partnerships](#)
- [4] [Library Resources via Consortial or Statewide Groups](#)
- [5] [Library Needs Assessments - Collections Resources](#)
- [6] [Library Needs Assessments - Services](#)
- [7] [Library Needs Assessments - Facilities and Equipment](#)
- [8] [Library Needs Assessments - Academic Programs](#)
- [9] [Library Needs Assessments - Outreach](#)
- [10] [Library Facilities](#)
- [11] [Library Collections by Format](#)
- [12] [Library Resources by Sub-Library and Subject Area](#)
- [13] [Service Portfolios and Delivery](#)

7 STUDENT SUPPORT SERVICES

Provide a description of student support programs, services, and activities - general as well as specific to the change - in place to support the change.

One of the seven *Guiding Principles for USF Consolidation* adopted by USF's Board of Trustees is "Commit to 'Students First', through expanding access and raising educational attainment while continuing USF's national best practice of student success and diversity" [1]. As noted in Section 4, following consolidation, academic advising, student advocacy, mental health counseling, financial aid, and career services will be delivered locally on all campuses, guided by USF's Vice President for Student Success, strategic performance expectations, and best practices. The Regional Chancellors (RCs) or their designees, in partnership with the Provost, the VP for Student Success, and College Deans will be responsible and accountable for assuring the equitable delivery of student support services, regardless of campus. The VP for Student Success, College Deans, School Directors, and Department Chairs may delegate these responsibilities to campus chairs, campus directors, campus deans, and other personnel to ensure that students are provided consistent levels of local support on all USF campuses. The Dean of Graduate Studies and the Senior VP for USF Health, or their designees, will work collaboratively with the RCs, the Provost, and College Deans in support of graduate and professional student success.

In preparation for consolidation, the Consolidation Implementation Committee (CIC), described in Section 3, formed a Student Success sub-committee. The members of this sub-committee took the "Commit to 'Students First'" guiding principle to heart and began implementing and

coordinating best practices across USF T, USF S-M, and USF SP well before consolidation. For example, to enhance undergraduate student success, the members of the sub-committee standardized persistence efforts by empowering local persistence committees to use high quality predictive analytics and retention platforms and practices. They also unified policies and regulations, such as the Student Code of Conduct and the General Student Grievance Process, to ensure that students on each campus benefit from best practices and equal treatment immediately, not waiting for consolidation.

During the spring of 2019, a formal process was initiated by the President of the USF System to centralize some student support functions. This process began with the undergraduate admissions function, because recruitment of the first undergraduate entering class into the consolidated USF needed to begin well before the enrollment of the students during the summer or fall of 2020 [2]. (Work is currently underway to coordinate graduate admissions, across campuses, as appropriate.) Shortly after the centralization of undergraduate admissions, the President directed the Vice President of Student Success at USF T to develop the consolidated USF's unified structure for all student support services, creating a single student success movement, with programs, practices, policies, and the leveraging of technologies that promote student retention, graduation, and success, with minimal levels of debt and higher levels of student satisfaction [3].

Student success operations (i.e., student support services) will be accountable to USF's Vice President for Student Success, who reports to the Provost. Although the VP for Student Success is ultimately responsible for equitable services, each of the campuses in the consolidated USF will have a designated student success leader, who will be responsible for harnessing the expertise and resources that exist on each campus to successfully implement the initiatives developed by the Vice President's cabinet, in accordance with established rules, regulations, and procedures.

The three institutions currently have varying capacities for the depth and breadth of services, because their resources, such as facilities and personnel, differ substantially. For example, USF T and USF SP both have a dedicated student union building and residence halls, but USF S-M has neither. That said, with consolidation the quality of services delivered will be consistent across all three campuses and all students, irrespective of their primary campus, will be provided equitable access to programs and services. How best to do this with available resources is the responsibility of the designated student success leader on each campus, who is accountable to both the VP for Student Success of the consolidated USF and to the Regional Chancellor who oversees campus operations, planning, and budgeting. A detailed listing of student support services that are presently provided on each campus and that will be provided post-consolidation is available here [4]. Close collaboration between college personnel and local student success professionals on each campus, under the proven leadership of the cabinet of the USF VP for Student Success, is expected to result in a student success profile for all campuses and colleges that is befitting of a *Preeminent State Research University*.

While the different facilities, resources, and student needs at each of the three institutions influenced consolidation planning by student success professionals, they also impacted consolidation planning by the Student Government Associations on each campus, which developed a unified Constitution for the consolidated USF that was ratified by the student bodies at each institution [5]. This constitution creates a federated governance system, in which governing bodies on each campus provide a mechanism for local decision-making, while also providing a mechanism through a central student government to address concerns that apply to students on all USF campuses [6]. Efforts are underway to create a set of statutes for the consolidated institution that will be completed before general elections occur in the spring of 2020 to elect leaders of the consolidated student body for the 2020-21 academic year.

- [1] [Guiding Principles for USF Consolidation](#)
- [2] [Unification of Admissions](#)
- [3] [Unification of Student Success](#)
- [4] [Student Support Services - Detailed Listing](#)
- [5] [Ratified Student Government Constitution](#)
- [6] [Org Chart - Student Government for One USF](#)

8 PHYSICAL RESOURCES

Provide a description of physical facilities and equipment to support the change. Assess the impact the proposed change will have on physical resources, facilities, and equipment.

The consolidation will have immaterial impact on physical resources, facilities, or equipment. The physical resources, facilities, and equipment of each of the separate institutions will be combined and aligned to serve the needs of the consolidated USF, which will serve students, faculty, and staff utilizing physical resources, facilities, and equipment on the main (or parent) campus in Tampa, on branch campuses in St. Petersburg and Sarasota, and at SACSCOC approved off-campus instructional sites, including the recently approved USF Health site and the previously approved Center for Advanced Medical Learning and Simulation, both of which are in downtown Tampa, approximately 10 miles south of the main USF campus. Additional off-campus instructional sites are listed on the Institutional Summary Form and include leased space in the City Port Building located at 250 8th Avenue SE, St. Petersburg, FL [1]; a Culinary Innovation Laboratory at 8130 Lakewood Ranch Main Street, Unit D104, Lakewood Florida [2], used by students studying in the undergraduate program in Hospitality and Tourism at USF S-M; and science teaching labs and instructional space at Mote Marine Laboratory, a private non-profit organization located approximately six (6) miles west of USF S-M, which are used by USF S-M students taking science classes [3]. USF S-M also has a Shared Services Management Agreement with New College of Florida (5800 Bay Shore Rd, Sarasota, FL), a SACSCOC accredited institution, which is adjacent to USF S-M. This agreement establishes four buildings as shared-use facilities comprising 88,195 gross square feet: Cook Library, the Counseling and Wellness Center, waterfront facilities, and conference and meeting space [4]. Students do not take credit-bearing course work in these facilities. Additional agreements provide details about shared library resources [5] and counseling and wellness services [6].

The three existing institutions have adequate facilities, as SACSCOC verified through its review of USF SP's fifth-year interim report in 2017, USF S-M's reaffirmation in 2016, and USF T's reaffirmation in 2015. The main USF T campus (at 4202 E. Fowler Ave, Tampa, FL 33620) has a total of 244 buildings and 20,376 parking spaces on 815 acres, with 780 acres on adjoining property [7]. The USF SP campus (at 140 7th Avenue South, St. Petersburg, FL 33701) has a total of 30 buildings and 1,897 parking spaces on 52 acres [8]. The USF S-M campus (at 8350 N. Tamiami Trail, Sarasota, FL 34243) has nine on-campus buildings and 581 parking spaces on six land parcels totaling a little over 41 acres [9]. The effect of the consolidation on the use and allocation of facilities will be negligible. Useable space by type of facility and room counts by room types on each campus are provided here [10]. Please note that the USF T and USF SP campuses have residential life space, but the USF S-M campus does not.

Current USF master plans for the three campuses, summarized here [11], encompass the period from 2015-25. Detailed plans for USF T [12], USF SP [13], and USF S-M [14] are also provided. Already conducted as a joint project of all three institutions, the Educational Plant Survey [15], required every five years by the State University System (SUS) of Florida's Board of Governors (BOG), blueprints USF's systemic review of its facilities and space needs. Although USF T, USF SP, and USF S-M currently hold separate SACSCOC accreditations, the BOG considers USF as one for the purposes of facilities planning. Each year, the USF System

submits a Capital Improvement Plan that sets forth funding requests for capital projects for all three campuses. The latest plan can be viewed here [\[16\]](#).

Due to the current consolidated nature of funding requests, existing coordinated planning, the need to achieve efficiencies and avoid duplication, and in recognition of the distinct needs of daily campus operations, facilities management in the future will be addressed in a hybrid manner. Certain activities require personnel on site to deal with day-to-day activities such as grounds and maintenance – these persons will be campus based. Executive and managerial activities will involve personnel from all three campuses, providing needed local knowledge informed by awareness of the consolidated institution's overall needs.

The USF System is, and the consolidated USF will be, committed to the use of advanced technologies to support student learning and faculty collaboration. In response to student demand for flexible scheduling and increased access to student support resources and course work, faculty and staff have extended the use of technology to support engaged learning and enhanced student success through online, blended/hybrid, and face-to-face courses. USF Innovative Education (InEd) will be an academic support division for the consolidated USF that prioritizes the implementation of consistently high standards, processes, procedures, and resources for distance education. To provide broader access to alternative modes of delivery for existing courses and programs and increase learning opportunities, InEd has extended the use of technology to support engaged learning and enhanced student success through multiple delivery modalities. InEd ensures a culture of continuous improvement in the design and delivery of online and blended/hybrid courses through adoption of Quality Matters and the Florida Online Course Design Quality review process.

Information Technology (IT) on all USF System campuses is currently a centralized operation, with local staff support provided in each location. Services include academic support through a learning management system, technology in classrooms, smart computing labs, lecture capture, and more. Across the campuses, there are over 72 supported computing labs for student use, 54 technology-enhanced auditoriums, and 397 technology-enhanced classrooms. Classroom technology is refreshed on a 5-year cycle. Over 800 printers ranging from student printers, plotter printers and individual printers are supported for students, faculty and staff. At USF T, but available to students and faculty on all campuses, high-end computational resources are provided via three state-of-the-art clusters, one for general research, one for restricted data research, and one for student education. USF's Advanced Visualization Center provides access to 2D and 3D visualization, a 20-megapixel 3D visualization wall, augmented reality systems, virtual reality systems, 3D printing, specialized web viewers, and an Internet-of-Things laboratory. Additionally, the Library's Digital Media Commons provides students with access to cameras and audio equipment, editing tools, multimedia tools, a green screen, and workshops for students to create their own content. At USF S-M, Bloomberg terminals allow students access to Bloomberg Professional Services, which provide real-time data from markets around the world and news, research, and analytics used by decision-makers in finance, business, and government. Additional investments in technology infrastructure are being made on the future branch campuses during the current year to more deeply connect the three campuses post-consolidation and expand delivery of high-quality distance education.

Students and faculty can download over 60 licensed software titles allowing access from anywhere with any device [\[17\]](#). Microsoft Office 365 and Microsoft Teams are used for collaboration and productivity. IT maintains dedicated repair centers available to all students, faculty, and staff for computer repairs on all campuses. This service is free. Walk up support is located on all three campuses. IT also provides online chat and telephone support.

The USF System maintains a very robust high-speed optical fiber ring that not only connects with its multiple campuses and instructional sites, but also links with many research networks,

especially Florida LambdaRail (FLR) and Internet 2(I2). FLR is Florida's premier 100 Gigabit Research and Education Network and I2 spans across the United States. To access these research networks USF T, as an equity partner, maintains a 10Gbps to FLR. USF SP has 10Gbps connections back to USF T while USF SP buildings are interconnected via 1Gbps connections with 100MB connections to the desktop. USF S-M has a 1Gbps connection back to the USF T. Overall, USF System IT today supports over 6,000 wireless access points across all campuses. Using Eduroam as the wireless access provider, students, faculty, and staff enjoy seamless global wireless access not only throughout the USF System but also while visiting all other participating universities. IT reduces risk of cybersecurity threats by protecting USF's technology assets. The use of robust threat detection and log software to scan all systems connected to the network helps ensure a safe computing environment for the USF System.

- [1] [City Port Building Lease](#)
- [2] [Lakewood Ranch MOU](#)
- [3] [Mote Marine Laboratory MOU](#)
- [4] [Shared Services Agreement with New College of Florida](#)
- [5] [Shared Services Agreement - Cook Library](#)
- [6] [Shared Services Agreement - Counseling and Wellness](#)
- [7] [Building Inventory USF T May 2019 - Final](#)
- [8] [Building Inventory USF SP May 2019 - Final](#)
- [9] [Building Inventory USF S-M May 2019 - Final](#)
- [10] [Square Footage and Room Counts on Each Campus](#)
- [11] [USF System Master Plan PowerPoint 2015-2025](#)
- [12] [Campus Master Plan USF T](#)
- [13] [Campus Master Plan USF SP](#)
- [14] [Campus Master Plan USF S-M](#)
- [15] [USF Educational Plant Survey](#)
- [16] [Capital Improvement Plan April 2019](#)
- [17] [Software Available Through Software Catalogue](#)

9 FINANCIAL SUPPORT

Provide a business plan including all of the following:

- a. a description of the financial transaction and the effect the transaction has on the net assets of all the institutions or entities involved. In addition, specifically provide details regarding each of the following: (1) liabilities, (2) transfer of assets, (3) future contractual obligations, (4) existing contracts, (5) charitable contributions generated or involved with the transaction, and (6) any other significant factor that will impact financial or physical resources;
- b. a description of financial resources to support the change, including a budget for the first year
- c. projected revenues and expenditures and cash flow
- d. the amount of resources going to institutions or organizations for contractual or support services
- e. the operational, management, and physical resources available for the change.

Provide contingency plans in case required resources do not materialize.

Description of the Financial Transaction and Its Effect

The consolidation of the separately accredited institutions in the USF System does not involve the exchange of cash, stock, or any other considerations. Nor does it involve incurring debt, contractual obligations, or other liabilities, or the use of charitable contributions to facilitate the transaction. It is a simple pooling of interests that has no effect on the net assets of the institutions involved or their liabilities, existing contracts, future contractual obligations, or any other significant factor that could potentially impact financial or physical resources. The consolidation of the three institutions that collectively form the USF System, under a single



SACSCOC accreditation, will preserve a financially strong university while imposing no new obligations on the consolidated entity. Further, because the three institutions in the USF System have in many ways operated like a consolidated entity, the proposed consolidation does not present significant incremental budgetary challenges nor does it necessitate expenditures to synchronize disparate practices and procedures that are present when non-aligned institutions merge. The consolidated financial statements will be very familiar to bond rating entities and other users of USF's financial statements, because USF has been reporting on a combined basis as well as providing campus-level financial data for many years.

Financial Resources: First Year Budget with Revenues, Expenditures, and Cash Flows

USF's Board of Trustees (BOT) approves a budget each year. The budget approval process happens in two stages. First, a "continuation budget" is prepared that is approved by the BOT prior to the beginning of the fiscal year on July 1. This State of Florida practice allows USF to spend appropriated state funds until the fiscal budget is approved, which usually happens in August. The continuation and fiscal budgets are submitted to the Board of Governors (BOG) for approval. The operational budget has two sources of revenue: tuition and state funding. State funding consists of a general revenue appropriation and lottery profits. Due to the performance-based funding model used by the state [1], budget planning is necessary and is arguably more data driven than in many higher education institutions. This focus on performance metrics, especially those related to student retention, graduation rates, and other indicators of student success, has motivated the USF System and its consolidating member institutions to obtain a more granular understanding of students and hence, a better ability to estimate tuition revenue than many other institutions.

Recent history of base-funding appropriation in Florida creates fairly conservative planning parameters. While there have been some increases in Preeminence funding, those monies have largely been reserved to attract and retain world-class faculty. With no increases in tuition or fees authorized since 2013-14 and a desire by the USF President and BOT to hold enrollment flat, financial planning is fairly straightforward and argues for a flat plan for the current year (for the USF System) and for the year ending June 30, 2021 (for the consolidated USF). This approach has the added advantage of not relying on aggressive revenue goals or budget cuts to facilitate the success of the consolidation. It also negates the need to develop a contingency plan. The budget for fiscal 2020 and plan for 2021, which provides projected revenues, expenditures, and cash flows, is available here [2]. For the sake of simplicity, account balances, including accruals, revenues, and expenses are assumed level for FY 2020 and 2021. The GASB treatment of appropriations as "non-operating" has been ignored to simplify presentation. This yields net cash used of \$13 million for both years. Bolstered by budgetary savings from open positions and other efficiencies, USF will have sufficient cash for unforeseen expenses relating to consolidation or other demands.

Resources Going to Institutions/Organizations for Contractual Support Services

No resources are going to institutions or organizations as payment to facilitate consolidation. However, the USF System and its member institutions currently outsource some services, including dining, bookstore, security, and other services deemed advantageous (e.g., for specialized legal services, certain types of maintenance and repairs, software-as-a-service and internet cloud services).

Operational, Management, and Physical Resources Available for Consolidation

The consolidating institutions, all SACSCOC-accredited members of the USF System, have many operational, management, and physical resources available to facilitate consolidation. The USF System and its member institutions are financially strong. Collectively, they have a modest amount of debt compared to peer institutions and that debt is at fixed rates with level amortization [3]. Furthermore, with the exception of one research building, no new borrowing plans are on the horizon, allowing a strategic deployment of debt by the consolidated institution

should the need arise. Good ratings from Moody's [4] and S&P [5] (Aa2, with some issues rated in the A to Aa range – Florida statutes do not allow crossing revenue pledges between issues, so a consolidated rating is not possible), strong credit opinions [6] and financial ratios [7] (low debt to operating expense, high liquidity, and over 200 days of cash on hand), and a sizable endowment (\$514 million as of fiscal year end on June 30, 2019) would allow USF to borrow at low cost should the need arise. In addition to well managed debt, USF has a successful, conservative investment record, in which endowment assets held by the USF Foundation performed in the top decile compared to other college endowments and short-term investments, managed internally, outperformed the state's short-term investment pool [8]. Additionally, USF has received unmodified audit opinions for the years ending on June 30, 2017 [9] and June 30, 2018 [10]. Separate financial statements for USF T, USF SP, and USF S-M are provided for FY 2018 [11] and FY 2019 [12]. (The audit for FY 2019 is not yet complete, but it will be forwarded to SACSCOC when it is received.) USF did not receive any management letter comments in its latest audit because, as the Auditor General of the State of Florida noted [13], "the results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*."

The Auditor General periodically performs a statewide "A-133/single audit" that encompasses USF's expenditures of federal financial aid and grants and contracts. These audits have resulted in unmodified opinions on the schedule of expenditures of federal awards and internal controls and have never cited a material weakness or significant deficiency at USF. The latest single audit for the 2018 fiscal year [14] had a single finding relating to USF. That finding detailed that in a single instance, USF paid a vendor after it had obtained federal reimbursement [15]. Note that this finding, on page 75, is specific to research and development. **USF had no findings related to Financial Aid.** Note that this is a statewide federal audit involving multiple institutions across the state, so the report is long. The pertinent sections in this long report are on pages 1-11 and page 75.

USF is subject to an annual operational audit that tests compliance with state laws and regulations. The operational audit for fiscal 2018 [16] found immaterial compliance issues that subsequently were remedied [17]. These results demonstrate that USF has the expected internal control mechanisms governing compliance with federal financial aid and grants and contracts from the federal government and other granting organizations.

This sound financial status can be attributed to the knowledge, skills, and experience of the USF System's financial leadership team and to the success of USF's Foundations and other Direct Support Organizations. USF's financial leadership team members all have significant experience in higher education. Most complement that background with work in the private sector. Several have earned CPA credentials. This team and their supporting staff position USF well to support the academic enterprise through and following the consolidation process. The USF System and its member institutions are also served well and assisted by ten Direct Service Organizations (DSO). These DSOs are authorized by Florida Statutes. They provide special support services and supplemental resources to the institutions and their faculties and staff. A recap of each of the DSOs can be found here [18]. The DSO's are all included in the audited financial statements of USF as discrete component units. In addition, each DSO has a separate audit. One of these DSOs is the USF Foundation, which had \$514 million in endowment assets when the most recent fiscal year ended on June 30, 2019. It's audited financial statements for 2018 and 2019 can be viewed here [19] and here [20]. The USF Foundation, which uses a spending policy of 4% and charges a 1.95% management fee on balances to fund operations, presently serves all three separately accredited institutions in the USF System and will serve the consolidated USF following consolidation. Unlike many universities, there is little dependence on the Foundation's endowment for operating expenses. USF also has a blended component unit, USF Financing Corporation, which issues bonds on behalf of USF.

A statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations, as of and for the year ended June 30, 2019, is provided here [21]. A multi-year view is provided here [22]. As the unrestricted net assets table shows, net of pension liabilities and other post-employment benefits, USF offers a very stable financial picture.

- [1] [Performance-Based-Funding-Overview-May-2019](#)
- [2] [USF Budgets Pre- and Post-Consolidation](#)
- [3] [Debt Report to Board of Trustees - August, 2019](#)
- [4] [Moody's Rating Report for USF Financing Corp - 2018](#)
- [5] [S&P's Rating Report for USF Financing Corp - 2018](#)
- [6] [Moody's USF credit opinion - November 2018](#)
- [7] [USF Financial Ratios - FY 2015 through 2019](#)
- [8] [Investment Report to the Board of Trustees - August, 2019](#)
- [9] [USF System Financial Audit Report for Year Ending on June 30 2017](#)
- [10] [USF System Financial Audit Report for Year Ending on June 30 2018](#)
- [11] [Financial Statements for USF T, USF SP, and USF S-M for Year Ending on June 30, 2018 \(excerpted from USF System Financial Audit Report\)](#)
- [12] [Financial Statements for USF T, USF SP, and USF S-M for Year Ending on June 30, 2019](#)
- [13] [Auditor's Letter Explaining Absence of Management Letter Accompanying Financial Audit Reports](#)
- [14] [Most Recent Financial Aid Audit \(Statewide Single Audit - FY 2018\)](#)
- [15] [USF Finding from Statewide Single Audit \(Federal R&D Funds\) - FY 2018](#)
- [16] [Auditor General Operational Audit - February 2018 \(Report 2018-105\)](#)
- [17] [Auditor General Operational Audit - August 2019 \(Report 2020-014\)](#)
- [18] [Direct Support Organization Descriptions - 2019](#)
- [19] [USF Foundation Audited Financial Statements - FY 2018](#)
- [20] [USF Foundation Audited Financial Statements - FY 2019](#)
- [21] [Statement of Financial Position of Unrestricted Net Assets - June 30, 2019](#)
- [22] [Unrestricted Net Assets Recap - June 30, 2015 to June 30, 2019](#)

10 EVALUATION AND ASSESSMENT

Describe how the institution assesses overall institutional effectiveness and the means used to monitor and ensure the quality of the changes. Summarize procedures for systematic evaluation of instructional results, including the process for monitoring and evaluating programs and using the results of evaluation to improve institutional programs, services, and operations. Explain how the change has or will affect the institution's strategic planning including the development of campus master plans.

Overall Institutional Assessment

The three consolidating institutions, USF T, USF SP, and USF S-M, engage in systematic, ongoing, integrated, and institution-wide research-based planning, evaluation, and budgeting processes to ensure continuous quality improvement in their programs, services, and operations. Processes for the assessment of institutional effectiveness in the consolidated USF will incorporate the strongest components from each institution's evaluation systems and processes and leverage the State University System of Florida's Board of Governors' (BOG) annual planning, performance, and accountability cycle [1].

The USF Board of Trustees (BOT), which is the governing board for each of the three separately accredited institutions participating in this consolidation, annually approves an Accountability Plan for each of the three consolidating institutions separately, and a combined Accountability Plan for the USF System [2], for submission to the BOG. Moving forward, USF will develop a single Accountability Plan for the consolidated institution that will reflect the

recently developed mission and goals for the consolidated institution, which are described in Section 2 of this prospectus.

Performance accountability across all three campuses will be aligned with clearly defined decision-making responsibility. College Deans, Department Chairs, and their branch campus designees (e.g., campus deans, campus associate/assistant deans, local department/college leaders, and RCs) are responsible for academic quality assurance across their academic units.

College Deans, in consultation with the Provost, Vice President for Student Success, and RCs, are directly responsible for strategic performance decision-making and performance outcomes across their colleges to enhance USF's position and stature with regard to Preeminence, Performance-Based Funding, and progress toward meeting strategic plan goals. Annually, the consolidated USF's Accountability Plan will outline our top priorities, strategic directions, and the specific actions planned for their achievement. Previously approved goals relating to teaching, research, innovation, and key fiscal performance indicators, as well as projections of future performance, will be examined. Additionally, any planned changes in the academic portfolio of the institution will be described.

The comprehensive planning, performance and accountability cycle at the macro level of the institution is currently vertically integrated and reproduced at multiple micro levels at USF T, and will be fully implemented across the Colleges and campuses in the consolidated USF. Each year, colleges (and academic and student support units) will undergo a comprehensive review process, in which performance will be examined relative to goals for teaching, research, service and the stewardship of resources. New goals will be collaboratively set, based on analysis of past-performance and in consideration of the college/unit's strategic direction aligned with the University's mission and goals. Quarterly, the Planning-Performance-Accountability (PPA) matrix, which shows progress towards goals, will be updated for each college/unit, so that ongoing and continuous actions to improve performance can be initiated. An example PPA matrix as currently implemented in USF T is available here [\[3\]](#). This matrix documents which PPA metrics are used in annual College/Unit Review data packets (CR), in the annual Accountability Plan (AP), in formulas used to determine performance-based funding allocations [\[4\]](#), in formulas used to determine which State Universities are worthy of the *Preeminent State Research University* designation [\[5\]](#), in performance evaluations used to determine membership in the American Association of Universities (AAU), and in rankings reported by *US News & World Report* (USNWR). USF T has long aspired to AAU membership eligibility and a top 25 ranking among public institutions in *US News & World Report*. These will be aspirations for the consolidated USF. Many of the same performance metrics that are used in College Reviews for USF T are also used in Academic Program Reviews, to keep all levels of the institution focused on achieving key success objectives.

In the consolidated USF, the PPA cycle will be implemented across all three campuses and, under the leadership of the USF Office of Decision Support (ODS), the RCs or their designees will be responsible and accountable for monitoring campus-level performance outcome data on their branch campus, which will be delivered to each College Dean, along with college-level performance data. Under the direction of the Provost, and ultimately the USF President, ODS will remain responsible and accountable for collecting, verifying, archiving and reporting the University's performance outcomes (consolidated for all campuses) to both internal and external constituent groups in accordance with USF Policy 11-007 [\[6\]](#).

The PPA cycle is only one process by which the consolidated USF will set goals and measure ongoing performance in support of continuous improvement. The consolidated institution will rely on a combination of measures, many of which are required for external reporting, and all of which have proven useful through ongoing internal assessment processes. As One University Geographically Distributed, the consolidated USF will leverage its current expertise in



Institutional Effectiveness (IE) and Institutional Research (IR), housing those functions in an integrated Office of Decision Support (ODS), which will continue to provide timely, actionable data and analyses needed for evidence-based decision-making by faculty and administrators responsible for improving institutional quality and assuring that USF accomplishes its mission and achieves its goals. As is current practice at each institution, the faculty and staff in all educational programs and in units supporting administration, students, research, and service, will continue to engage in collaborative setting of goals that align with USF's mission and strategic plan. Performance relative to goals will be regularly assessed and evidence of program/unit improvement based on analyses of the assessment results will be documented.

Procedures for Systematic Evaluation of Instructional Results

The current systematic assessment of academic instruction and educational programs across the three campuses is continuing and consolidation provides an increased opportunity for the identification and implementation of the best practices already in effect at each of the individual institutions. BOG Regulation 8.016 [7] requires learning outcomes assessment at the undergraduate level and USF System Policy 10-060 [8] also requires learning outcomes assessment for all graduate programs, and assessment of programs that support student success. Moving forward with consolidation, the BOG regulation and USF policy will assure that each program, regardless of mode of delivery: (a) Outlines expected student learning outcomes in the areas of content/discipline-specific knowledge and skills, communication skills, and critical thinking skills; (b) Develops methods for assessing student achievement of the defined outcomes; (c) Assesses student achievement of the outcomes; and, (d) Uses the evaluation results to improve student learning and program effectiveness.

To prepare for consolidation, discipline-specific and general education workgroups composed of faculty from all three institutions aligned and integrated the curricula, developed student learning outcomes, and are in the process of developing and/or modifying assessment procedures to ensure consistent academic content and quality in all programs across all USF campuses. An example of the work completed to date involves detailed information about the General Education curriculum and the assessment plans in place for it [9], reflecting the consolidated USF's commitment to two unique facets of assessment: (1) Assessment of the implementation of the General Education program (Alignment; Fidelity) and (2) Assessment of student learning outcomes (Samples of Student Work). The USF Faculty Senate's consolidated General Education Council (GEC), with faculty representatives from all three campuses, will use a multidimensional system of assessment to help continuously improve both the assessment itself and the overall program/curriculum.

In addition to the work of the GEC, faculty teaching in each of the academic degree programs in the consolidated USF will continue to refine student learning outcomes (SLOs) at the program level, assess the extent to which these outcomes are achieved, and use the results to improve educational programs and maximize student learning. Ongoing assessment of SLOs and concomitant implementation of continuous improvement activities emanating from the assessment results will inform our 7-year cycle of comprehensive academic program review, as specified by SUS of Florida BOG Regulation 8.015 [10] and USF Policy 10-062 [11]. While all academic degree programs are subject to cyclical comprehensive review, this process is also linked to requirements of specialized/professional accrediting bodies, which currently accredit over 100 programs offered across the USF System. The rigorous processes involved in meeting the requirements of these specialized accrediting bodies provide another integrated layer of institutional effectiveness that will continue post consolidation.

The work described above is currently supported by separate Institutional Effectiveness units on each campus. Moving forward, consolidation provides for the synergistic integration of all IE professionals into a single unit, with local campus presence, to oversee and support in a consistent fashion our commitment to continuous improvement, not only of our academic

programs, but also our academic and student support services that support student success, and other administrative units, as briefly described below.

USF's Institutional Effectiveness unit will continue to support the academic and student services units that support student success as they define their missions, establish their goals, develop plans for assessing outcomes associated with those goals, and use the results of assessment for improvement, so that key processes that meet the needs and expectations of students, parents, employers, faculty and other stakeholders can be improved on a continuous basis. Similar to the aforementioned annual College Reviews, academic and student service support units will participate in an annual PPA process involving both unit and executive academic leadership. The data-driven PPA process provides a mechanism for reviewing progress towards goals and the collaborative setting of new, vertically integrated goals. It also informs resource allocation. The IE unit will continue to work with other administrative units as they too are required to develop integrated operational goals, set data-driven performance targets, and evaluate their performance against those targets. Under the purview of executive leadership, these goals and related performance-accountability reviews will remain as explicit parts of the consolidated institution's budgeting and strategic planning processes.

The USF-wide academic and student support leadership team, which includes the Provost, Vice President for Student Success, College Deans and Regional Chancellors, supported by the USF SACSCOC liaison, will provide unified leadership to assure compliance with SACSCOC Principles of Accreditation and SACSCOC Policy Statements.

Consolidation's Impact on Strategic and Master Planning

On July 1, 2019, the University of South Florida's 7th president, Dr. Steven Currall, began his tenure. Under President Currall's leadership, the faculty, staff, students, alumni, and community stakeholders from across the three campuses are enthusiastically beginning a strategic renewal process for the consolidated USF. The mission and goals approved by USF's BOT on December 3, 2019 [12] and the national peers and aspiration peers identified by university leadership [13] will provide a foundation for the strategic renewal process, which will be guided by peer benchmarking and informed by stakeholder input. The strategic renewal process will identify academic and research priorities, which in turn will inform any changes to our current campus master plans, which were developed and approved by both USF's BOT and the SUS of Florida's BOG, pursuant to Section 1013.30 Florida Statutes [14], and BOG Regulations, Chapter 21 [15], and USF Policy 6-021 [16]. Evidence of progress on the strategic renewal process and the campus master planning process will be included in the Documentation for the Substantive Change Committee at least six weeks prior to the site visit.

- [1] [BOG Regulation 2.002 - Accountability Plans](#)
- [2] [USF System Accountability Plan 2019](#)
- [3] [Planning, Performance, and Accountability Matrix Example 1](#)
- [4] [Performance-Based-Funding-Overview-May-2019](#)
- [5] [Preeminent Metrics Methodology 2019-20](#)
- [6] [USF Policy 11-007 - Data Submission to External Entities](#)
- [7] [BOG Regulation 8.016 - Student Learning Outcomes Assessment](#)
- [8] [USF Policy 10-060 - Academic Learning Compacts and Student Learning Outcomes](#)
- [9] [Assessment Plan for Enhanced Gen Ed](#)
- [10] [BOG Regulation 8.015 - Academic Program Review](#)
- [11] [USF Policy 10-062 - Academic Program Review and Specialized Accreditations](#)
- [12] [USF's Mission and Goals](#)
- [13] [USF's Peer Institutions](#)
- [14] [Florida Statute 1013.30 - Campus Master Plans and Campus Development Agreements](#)
- [15] [BOG Regulation 21.202 - Campus Master Plans General Requirements](#)
- [16] [USF Policy 6-021 - Campus Master Planning Program](#)



11 APPENDICES

Provide copies of documents appropriate to the change. For a merger/consolidation or an acquisition, the prospectus must include a complete list of all off-campus instructional sites including branch campuses that will exist after the merger/consolidation or acquisition; a template with instructions is provided on the following pages.

Prospectus Supporting Documents

USF System Financial Audit Report for Year Ending on June 30, 2019 (Received from Florida's Auditor General, but not yet added to this report)

USF System Financial Audit Report for Year Ending on June 30, 2018 [1]

USF System Financial Audit Report for Year Ending on June 30, 2017 [2]

Auditor's Letter Explaining Absence of Management Letter Accompanying Financial Audit Reports [3]

Most Recent Financial Aid Audit (Statewide Single Audit - FY 2018) [4]

Financial Statements for USF T, USF SP, and USF S-M for Year Ending on June 30, 2019 [5]

Financial Statements for USF T, USF SP, and USF S-M for Year Ending on June 30, 2018 (excerpted from USF System Financial Audit Report) [6]

Statement of Financial Position of Unrestricted Net Assets - June 30, 2019 [7]

Post-Consolidation Off-Campus Instructional Sites and Branch Campuses [8]

Correspondence with the US Education Department about Consolidation (More Coming Soon)

A "Pre-Acquisition Application" is not required for this type of consolidation of public institutions. US Education Department Communication about IPEDS [9]

[1] [USF System Financial Audit Report for Year Ending on June 30 2018](#)

[2] [USF System Financial Audit Report for Year Ending on June 30 2017](#)

[3] [Auditor's Letter Explaining Absence of Management Letter Accompanying Financial Audit Reports](#)

[4] [Most Recent Financial Aid Audit \(Statewide Single Audit - FY 2018\)](#)

[5] [Financial Statements for USF T, USF SP, and USF S-M for Year Ending on June 30, 2019](#)

[6] [Financial Statements for USF T, USF SP, and USF S-M for Year Ending on June 30, 2018 \(excerpted from USF System Financial Audit Report\)](#)

[7] [Statement of Financial Position of Unrestricted Net Assets - June 30, 2019](#)

[8] [Post-Consolidation Off-Campus Instructional Sites and Branch Campuses](#)

[9] [US Education Department Communication about IPEDS](#)

Frequently Asked Questions

Note: The following represents an initial set of questions and answers. Last updated October 17, 2019.

GENERAL FAQ

What does Consolidation mean?

It is the unification of the three USF campuses into one, singularly-accredited University, required by state law.

Where can I find more current information about the Consolidation effort?

All information can be accessed on the Provost's website.

Why are USF Tampa, USF St. Petersburg, and USF Sarasota-Manatee Consolidating?

Because they are required to by state law. To provide USF students, and the communities we serve, with broader access to, and support from, a Preeminent State Research University, across the greater Tampa Bay Region.

How will Consolidation impact USF's community and business partners?

Our community and business partners will, over time, be more fully served through the coordinated strengths of a single Preeminent State Research University.

What is Preeminence and what will it mean for me?

Preeminent State Research Universities are so designated by the state legislature and the Florida Board of Governors, and must achieve the highest performance standards associated with student success, research productivity, faculty and institutional rankings. A degree earned from a Preeminent State Research University carries high prestige as graduates continue their education in graduate or professional schools and/or enter and continue their career paths. USF is one of just three universities to have earned the State of Florida Preeminent designation and is the only one located in an urban or metropolitan location.

Will students, staff and faculty be able to park on any USF campus once they've purchased a decal?

Yes, employees will be able to use their USF parking decal on all three campuses.

FAQ FOR PROSPECTIVE STUDENTS

Will the Admissions Requirements, Deadlines and Process vary by campus?

No, there is one application process and a single set of admissions standards at USF.

Will it be harder to be admitted to USF?

While admissions standards for freshmen (FTICs) have risen to meet the expectations of a top tier, national preeminent university, pathways to graduation (developed and delivered in collaboration with our Florida State College partners) provide students a transfer gateway to USF through the FUSE program.

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Will the USF Office of Admissions maintain a local office on each campus?

Yes. The USF Office of Admissions will have a presence on USF's campuses in Tampa, St. Petersburg, and Sarasota-Manatee.

Will the USF Office of Admissions continue to host campus tours in each location?

Yes. The USF Office of Admissions will continue to deliver campus tours on USF's campuses in Tampa, St. Petersburg, and Sarasota-Manatee.

Will the USF Office of Admissions continue to host admissions events in each location?

Yes. The USF Office of Admissions will continue to host events on USF's campuses in Tampa, St. Petersburg, and Sarasota-Manatee.

Can I request to study at a preferred USF campus?

Yes. The USF Application allows prospective students the option of selecting their preferred campus. In some cases such options will be limited by capacity and/or the opportunity to complete all degree requirements in a preferred location.

Will scholarship criteria vary by campus?

No. However, while university-wide scholarships will be available to students on all campuses, some privately-funded scholarships may be restricted to students on one campus just as they may be limited to students enrolled in a particular college or academic program.

Will I be able to complete any USF degree on any campus?

No. While we expect to deliver a broader array of programs to students across USF (especially those for which there is high student demand), including via online access, we do not expect to deliver all degree programs in all locations.

FAQ FOR ENROLLED STUDENTS - NEW AND CONTINUING

What will my degree diploma read?

All diplomas for degrees conferred after July 1, 2020 will read the University of South Florida.

Will I be able to take classes at any USF campus?

Yes. After July 1, 2020, all students will be able to enroll in classes delivered at any USF campus, including online.

Will Consolidation impact my cost of attendance at USF?

Students enrolled as of Spring 2020 will pay tuition and fees at current local rates through graduation (provided they are continually enrolled in subsequent semesters and graduate no later than December 2023), unless those rates are changed at any point by the state legislature or Florida Board of Governors. Students first enrolling in Summer 2020 will pay current local tuition and fees for that term and, beginning Fall 2020 will pay rates aligned

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with the Preeminent university. Students first enrolling in Fall 2020 will pay tuition and fees aligned with the Preeminent university.

Will I be able to access student services on any campus?

Yes. A full and equitable array of student services will be provided on each campus.

Will I be able to participate in student activities at a different USF campus than mine?

Yes. Students will be able to participate in activities on any of USF's campuses.

Will the curriculum change with Consolidation?

Degree curricula have been aligned across all three campuses, including the design of a single general education program. Students will be permitted to graduate based upon the catalog requirements under which they entered or any subsequent catalog at USF Tampa, USF St. Petersburg, or USF Sarasota-Manatee, or the current, consolidated catalog. In the event of a conflict, to the extent possible, the University will make every effort to apply the appropriate catalog that protects the interest of the student.

FAQ FOR FACULTY

How will my appointment change with Consolidation?

Faculty members will be appointed to an academic department, school, and/or college at USF. A limited number of faculty members may request, on a limited, one-time basis (during a window of time beginning February 17, 2020 and ending April 3, 2020), appointment to a preferred department, school, and/or college based upon academic credentials and the needs of the University.

Who will determine my annual assignment and conduct my evaluation?

The Chair/Director of your Department/School will determine equitable assignments in consultation with faculty members. The Chair/Director (along with other evaluative bodies) will conduct annual evaluations consistent with approved Department/School governance documents.

Can I be assigned to teach on any of USF's campuses?

Yes, depending on student and/or programmatic needs there is a possibility that you could, following appropriate notice and consultation (consistent with provisions in the Collective Bargaining Agreement), be assigned to teach on a different campus, yet most faculty should expect to continue teaching at their current location.

Will the tenure and promotion process and performance expectations change with Consolidation?

Tenured faculty and Instructors will retain their current status. Tenure-earning faculty will retain that status (consistent with ongoing evaluation procedures) and will be considered for tenure in their appointed department, school, and/or college. Tenure-earning faculty, initially hired at USF St. Petersburg and USF Sarasota-Manatee with three years of tenure-earning credit on July 1, 2019 (i.e. generally those hired in Fall 2016 or earlier), will be considered for tenure consistent with local (i.e. USF St. Petersburg or USF Sarasota-Manatee) department, school, college, and institutional guidelines in place prior to consolidation. All other tenure-earning faculty members

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will be evaluated for tenure and promotion following USF's Guidelines (including those yet to be developed by academic departments, schools and colleges), effective July 1, 2020.

Can I expect to be provided access to services and resources essential to advancing my scholarly, research and creative activity profile consistent with a top tier preeminent research university?

Yes, department chairs, school directors, college deans and university leaders will be responsible for assuring equity of access to faculty support on all USF campuses.

Will Consolidation affect my salary and benefits?

No. USF remains committed to the principle of equity in compensation consistent with assignment and performance. Any future compensation or benefit actions will be dependent upon consultation/negotiation with collective bargaining units and budget.

Will I be able to access faculty services on any campus?

Yes. USF faculty members on all campuses will be provided equitable access to services aligned with their assignment.

FAQ FOR USF DEANS AND DEPARTMENT CHAIRS AND BRANCH CAMPUS ADMINISTRATORS

What is a multi-campus college and a single campus college?

Some USF colleges have academic programs and faculty on more than one campus. These are "multi-campus" colleges. Each multi-campus college is led by a College Dean who is responsible to ensure that the College's programs are successful on all campuses. Academic administrative leaders will have either college-wide responsibilities (e.g. Associate/Assistant Deans, School Directors, Department Chairs) or local campus responsibilities (e.g. campus deans, campus associate/assistant deans, campus chairs, campus associate/assistant chairs). College-wide administrative leaders report to the College Dean; local campus administrative leaders report to the College Dean (in all college-wide matters) and the Regional Chancellor or designee (on local branch campus matters).

Some USF colleges and faculty are on one campus only. They are "single-campus" colleges. In the case of a single-campus colleges physically located at a branch campus, the Dean reports to the Provost, and the Regional Chancellor as a campus dean (on local branch campus matters) and participates as a member of the branch campus leadership team.

What is the administrative and academic reporting structure for One USF?

USF's accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) expects the consolidated USF to have one fiduciary Governing Board and one Chief Executive (President). SACSCOC also expects USF to have one Provost for the University and one College for each overarching disciplinary area with one College Dean who serves as chief executive officer of their College.

With consolidation, the branch campus Regional Chancellors will report to the University President, and collaborate with the University Provost in matters of Academic Affairs and Student Success. The Regional

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Chancellor will serve, along with university Vice Presidents, on the USF President's Cabinet. The USF Academic Leadership team includes the Provost, Vice President for Student Success, Vice President for USF World, Vice Provosts, Associate Vice President for Innovative Education, Associate Vice President for Decision Support, and the regional vice chancellors (or associate vice chancellors) for academic affairs and/or student success on the branch campuses.

The Regional Chancellors have local responsibilities and accountability (i.e., "authority") for their branch campuses. A branch campus leadership team, led by the Regional Chancellor, includes their direct reports and those representatives of USF Vice President units and College Deans who are assigned primarily to fulfill local branch campus responsibilities. Regional vice chancellors, associate and assistant vice chancellors at branch campuses report to the Regional Chancellor or designee and to the appropriate USF Vice President.

Campus deans or local department/college leaders report to the College Deans in matters of academic affairs and student success, and the Regional Chancellors or designee on local branch campus matters. The branch campus dean of the Poynter Library reports to the USF Dean of Libraries and to the Regional Chancellor or designee on local campus matters.

What is the budget planning and implementation process to support academic programmatic priorities on the branch campuses?

In close partnership with local business, schools and economic development organizations, the Regional Chancellors will be responsible and accountable for serving as the local "eyes and ears" in curating information on local workforce and research needs as they impact curricular development, delivery, and faculty hiring plans on that campus.

In the branch campus annual budget planning process, the Regional Chancellors are responsible and accountable for obtaining and presenting information on student demand, community support, campus staffing, facility, equipment and other needs of the Colleges that are represented on the branch campus.

The branch campus annual budget planning for new and expanded academic, research, and student success programs will be developed in partnership with College Deans, the Vice President for Student Success, and branch campus leaders (including campus deans). The Regional Chancellor will collaborate with the Provost on a budget proposal. These recommendations will be incorporated into the proposed academic and student success budget and the annual campus budget proposal, which will then be shared with local campus advisory boards for their input (including votes by the boards to recommend approval of the proposed budget and proposed PECO funding), incorporated into the branch campus' annual budget plan and submitted to the President on behalf of the Board of Trustees.

The USF Board of Trustees will approve and oversee a consolidated annual university budget with guaranteed transparency of resource allocation and expenditures by each campus. USF's financial reporting system supports ongoing monitoring and reporting for each of the three campuses.

The Regional Chancellors will have responsibility and accountability for implementing branch campus budgets approved by the USF President and USF Board of Trustees, recognizing that the consolidated budget for a multi-campus College (for which the College Dean has oversight and reliance) will include college allocations in campus

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budgets, where a multi-campus college has responsibility for program delivery and faculty/staff support; likewise, for consolidation of a student success budget from allocations in campus budgets.

Who determines which academic programs are delivered on the branch campuses?

Recommendations regarding current and future academic programs are developed collaboratively by the Regional Chancellors, the College Deans, campus deans, and faculty on all campuses, voted on by the campus boards, and presented to the Provost for consideration of approval, funding and implementation.

What process is followed for recruiting and hiring faculty and academic/student success personnel on branch campuses?

Regional Chancellors will have responsibility and accountability for assessing, with fully informed justifications, future faculty hiring needs at branch campuses. Faculty and academic/student success personnel hiring plans are developed in joint collaboration with campus and College Deans, and/or the Vice President for Student Success, and presented to the Provost for consideration of approval, funding and implementation.

The recruitment and hiring of academic and student success personnel will be conducted by the university-wide unit (i.e. department/school/college, admissions, counseling etc.) within which the employee will be appointed. College Deans and the Vice President for Student Success will delegate hiring responsibilities on branch campuses to chairs, directors, campus assistant/associate deans, or campus deans at any of USF's campuses. Unit-wide search advisory committees will ordinarily include faculty members, other campus-wide academic/student success personnel, and stakeholders from the locally-served community. The Regional Chancellor or their designee will serve as a voting member on all search committees for faculty hiring on branch campuses. Faculty appointments are approved by the College Dean and student success personnel appointments are approved by the Vice President for Student Success. If consensus is not reached, the Provost will adjudicate.

How will One USF assure equity of support for students, faculty and other academic/student success personnel?

Academic advising, student advocacy, mental health counseling, financial aid, and career services will be delivered locally on all branch campuses following a set of equitable and consistent principles, practices and standards across all USF campuses, guided by USF's Vice President for Student Success, strategic performance expectations and best practices.

The Regional Chancellor or their designee, in partnership with the Provost, the Vice President for Student Success, and College Deans, are responsible and accountable for assuring the delivery of equitable support services for students, faculty and other academic/student success personnel on branch campuses. This will include, but will not be limited to, campus-based and college-based academic advising and counseling for students, local support for research, scholarly, and creative activity for faculty members, and access to faculty and professional staff development opportunities across all campuses. The Vice President for Student Success, College Deans, School Directors, Department Chairs may delegate these responsibilities to campus chairs, campus directors, campus deans, and other personnel to ensure that students, faculty and staff are provided timely and consistent levels of local support for all USF's campuses.

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What is the process for annual assignment and performance appraisal of academic/student success personnel and faculty?

Annual assignment and performance assessment of academic/student success staff personnel will be conducted in compliance with USF policies and procedures, and consistent with a common set of department/school, college, unit assignment and appraisal guidelines, following a single process. The Regional Chancellor or designee will collaborate with the College Deans, the Vice President for Student Success, and other Academic Affairs personnel (as appropriate) to reach decisions on assignment that are maximally aligned with the strategic priorities and goals of the University.

Performance appraisal of academic/student success staff personnel on branch campuses will be conducted in compliance with USF policies and procedures, and consistent with a single set of department/school, college, unit assignment and appraisal guidelines, and will include formal written input by the Regional Chancellor or designee prior to a College Dean or Vice President or their designee completing the appraisal. If consensus is not reached, the Provost will adjudicate.

Annual assignment and performance appraisal of all faculty on branch campuses (including academic leaders: campus-based chairs, campus directors, campus assistant/associate deans, and campus deans) will be conducted in compliance with USF policies and procedures, and consistent with a single set of department/school, college, unit assignment and appraisal guidelines, and will include formal written input by the Regional Chancellor or designee prior to a College Dean or Vice President completing their appraisal.

Who is responsible for regional and specialized program accreditation?

The USF-wide academic and student success leadership team, including the Provost, Vice President for Student Success, College Deans, and Regional Chancellors, fulfill a unified leadership role in assuring compliance with SACSCOC Principles of Accreditation, guided by the USF SACSCOC liaison.

College Deans, with the support of Regional Chancellors and the Provost, are directly responsible for academic quality assurance, decision-making and meeting specialized accrediting standards for their colleges across all campuses at USF (e.g. AACSB, ABET, CAEP, CCNE, and LCME etc).

Who is responsible for performance planning and accountability in academic and student success (Preeminence, Performance-Based Funding, Progress to US News & World Report Top 25, and AAU Eligibility)?

College Deans, in consultation with the Provost, Vice President for Student Success, and Regional Chancellors, are directly responsible for strategic performance planning, decision-making, and performance outcomes across their colleges to enhance USF's position and stature with regard to Preeminence, Performance-Based Funding, progress to US News & World Report Top 25, and AAU membership eligibility. Performance standards and expectations are set by the University's President.

Under the leadership of the USF Office of Decision Support (ODS), the RCs or their designees will be responsible and accountable for monitoring campus-level performance outcome data on the branch campus, which will be delivered to each College Dean who will compile college-level performance data. Under the direction of the Provost, and ultimately the President, ODS remains responsible and accountable for collecting, verifying,

Frequently Asked Questions

archiving, and reporting the University's performance outcomes (consolidated for all campuses) to both internal and external constituent groups in accordance with USF Policy.

What are the roles and responsibilities of the branch campus Regional Chancellors?

Regional Chancellors will report to the President on all administrative matters and will assure branch campus alignment with USF's mission and the President's strategic priorities. The Regional Chancellors or their designees will also work closely with:

- The Senior Vice President for Research and Innovation to advance USF's research profile,
- The Vice President for Student Success to help shape a strategic enrollment plan with a mind to optimizing student access for success, branch campus instructional capacity, and student housing occupancy,
- The Vice President for USF World to support USF's global mission, vision, and goals, The Senior Vice President for Business and Financial Strategy (including CFO, VP Administration, VP for Information Technology, Audit and Compliance), and
- The Vice President for Diversity, Inclusion and Equity; Marketing and Communications; and the Office of General Counsel. Some of these responsibilities are managed on the branch campuses by an officer who has primary responsibility for the activity under the leadership of the RC.
- Regional Chancellors will also be responsible for daily operations and safety, and will oversee emergency preparedness and emergency management of the branch campus.
- The Regional Chancellors will have responsibility and accountability for external affairs including fundraising, alumni affairs, community government affairs (state and local), and regional partnerships for the branch campuses, and will work in close collaboration with the President, the Senior Vice President for Advancement, and other relevant university-wide leaders. Branch campus government affairs staff will work in close alignment with University-wide government affairs. The Regional Chancellors will:
 - Develop and lead philanthropic strategy and operations in the local community. In close collaboration with USF's Senior Vice President for Advancement, and the Regional Vice Chancellor for Advancement, local fundraising numerical targets for identification, qualification, cultivation, solicitation and stewardship of donors will be developed. Fundraising will focus on the primary goals of the branch campus, donor-advised goals as appropriate to University priorities (e.g. scholarships) and other university goals, which may include USF Athletics (in collaboration with the Vice President for Intercollegiate Athletics),
 - Regional Chancellors will serve as ex officio members of the USF Foundation Board, and
 - Regional Chancellors will cultivate alumni engagement in the local community.

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FAQ FOR STAFF AND ADMINISTRATION

Will Consolidation affect my salary and benefits?

No. USF remains committed to the principle of equity in compensation consistent with assignment and performance. For staff, any future compensation or benefit actions will be dependent upon consultation/negotiation with collective bargaining units and budget. Administrative employees should expect to have the same salary and benefit opportunities based on available budget and as provided in USF Regulations and Policies.

Will Consolidation affect my position and responsibilities?

The vast majority of staff and administration will not be affected by Consolidation. However, in some cases staff and administrative duties may require reassignment of employees consistent with provisions in the Collective Bargaining Agreement or USF Regulations and Policies, as applicable.

Will I be able to access employee services on any campus?

Yes. USF staff and administration on all campuses will have access to services aligned with their assignment.

Will my job be eliminated as a result of Consolidation?

USF values the contributions and hard work of its staff and administrative employees and does not anticipate a reduction of positions as a result of Consolidation.

FAQ FOR ALUMNI

Will I be able to request a replacement degree diploma?

No. If you are a graduate of USF, USF St. Petersburg or USF Sarasota-Manatee prior to July 1, 2020, you will not be able to request a replacement diploma that reads differently to that earned earlier.

FAQ FOR DONORS

Will consolidation determine where my gift has the greatest impact? Can I still direct contributions to the Tampa, St. Petersburg, or Sarasota-Manatee campuses?

There will be no change in the way donors give and how we facilitate gifts. The USF Foundation has always put donor interest and intent above all else.

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A Compendium of Leadership Roles, Relationships and Responsibilities Across Academic Affairs and Student Success

January 3, 2020

Together, we are building a new research university to serve the Tampa Bay Region, along with statewide, national and global communities. This process of consolidation of the University of South Florida System's currently three-separately accredited institutions to create one Preeminent Research University under a single accreditation (with campuses in Tampa, St. Petersburg, and Sarasota-Manatee), necessitates careful consideration, articulation and execution of leadership roles, relationships and responsibilities.

As the USF System moves to one accredited university, leadership roles, relationships and responsibilities must be articulated. This is particularly important for those in positions that carry primarily (a) university-wide responsibilities across all campuses, or (b) local, branch campus-based responsibilities.

Every member of the newly-consolidated USF will contribute to the university's overall success. For the consolidated USF to continue its past performance trajectory, it will be imperative that USF defines, implements and supports leadership roles, relationships, and responsibilities at all levels of the organization and minimizes ambiguities based, in part, on prior experiences and expectations.

We aim to strike an optimal and consistent balance between the letter and intent of state law, the expectations of regional and specialized accrediting agencies, as well as structural and functional alignment with the *Guiding Principles for Consolidation* framed by the USF Board of Trustees. This goal has, in large part, been accomplished through the negotiated product (entitled *University of South Florida as "One University Geographically Distributed."* *New Investments, Decision-Making and Performance Accountability on Branch Campuses* <https://www.usf.edu/system/documents/system-consolidation/usf-one-university.pdf>) approved by the university president, the regional chancellors of future branch campuses, and others on October 14, 2019. This document explicates the changed roles, relationships and responsibilities necessary to USF operating as one university effective July 1, 2020, as follows:

ROLES:

- "USF's accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)... expects the consolidated USF to have one fiduciary Governing Board and one Chief Executive. SACSCOC also expects USF to have one Provost for the University and one College for each overarching disciplinary area with one College Dean... who serve as chief executive officers of their colleges." *University of South Florida as "One University Geographically Distributed."* pp. 3-4.
- The Regional Chancellors will play a pivotal leadership role in promoting USF and advancing the university's performance and stature through identifying and meeting the needs of their local communities.
- Regional Chancellors will serve as essential partners to USF Vice Presidents and College Deans supporting initiatives to significantly enhance student access and success, research and innovation, and collaborations with local public sector agencies, business and industry.
- "Academic administrative leaders will have either college-wide responsibilities (e.g. Associate/Assistant Deans, School Directors, Department Chairs) or local campus responsibilities (e.g. Campus Deans, Campus Associate/Assistant Deans, Campus Chairs, Campus Associate/Assistant Chairs)." *University of South Florida as "One University Geographically Distributed."* pp. 5-6.

A Compendium of Leadership Roles, Relationships and Responsibilities Across Academic Affairs and Student Success

January 3, 2020

- Roles with primarily university-wide responsibilities include the President, Provost, Senior Vice Presidents, Vice Presidents, Vice Provosts, Associate Vice Presidents, Single- and Multi-Campus College Deans (including Library, Graduate Studies, and Undergraduate Studies),
- Roles with primarily local, branch campus-based responsibilities include the Regional Chancellors who, for example, “will be responsible and accountable for serving as the local ‘eyes and ears’ in curating information on local workforce and research needs as they impact curricular development, delivery, and faculty hiring plans on that campus.” *University of South Florida as “One University Geographically Distributed.”* pp. 6.
- USF’s Academic Leadership Team includes the Provost, Vice President for Student Success, Vice President for USF World, Vice Provosts, Associate Vice President for Innovative Education, Associate Vice President for Decision Support, and the Regional Vice Chancellors (or Regional Associate Vice Chancellors) for Academic Affairs and/or Student Success on the branch campuses.
- A Branch Campus Leadership Team, led by the Regional Chancellor, includes their direct reports and those representatives of USF Senior Vice Presidents’, Vice Presidents’ and Associate Vice Presidents’ units and College Deans, who are assigned primarily to fulfill local branch campus responsibilities.

RELATIONSHIPS:

- The President’s reports include the Provost and Senior Vice Presidents (USF Health; Research, Innovation and Knowledge Enterprise; Advancement; and Business and Financial Strategy), Regional Chancellors, General Counsel, Vice President for Intercollegiate Athletics, Vice President for Diversity, Inclusion and Opportunity, Vice President for Communication and Marketing, and Executive Director for Government Relations. Those individuals comprise the President’s Executive Leadership Council (ELC).
- Regional Chancellors “collaborate with the University Provost in matters of Academic Affairs and Student Success.” *University of South Florida as “One University Geographically Distributed.”* p. 4.
- Regional Chancellors or their designees “will work closely with... the Senior Vice President for Research and Innovation to advance USF’s research profile, the Vice President for Student Success to help shape a strategic enrollment plan with a mind to optimizing student access for success, branch campus instructional capacity, and student housing occupancy, the Vice President for USF World to support USF’s global mission, vision, and goals, the Senior Vice President for Business and Financial Strategy (including CFO, VP Administration, VP for Information Technology, Audit and Compliance), and the Vice President for Diversity, Inclusion and Equity; Marketing and Communications; and the Office of General Counsel.” *University of South Florida as “One University Geographically Distributed.”* p. 11.
- Other Vice Presidents (Student Success, USF World, Business and Finance, Information Technology, and Administrative Services), report to Senior Vice Presidents and serve on the President’s Cabinet.

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January 3, 2020

- USF’s continuing performance improvement in academic affairs and student success will be dependent upon “A close partnership among college personnel on all campuses, and local student success professionals in coordination with the Vice President for Student Success or designee, [and] will be essential to raising student success performance (including student retention and graduation rates) to a Preeminent level across all colleges and the three campuses.” *University of South Florida as “One University Geographically Distributed.”* p. 9.
- Regional Vice Chancellors are members of Vice President Leadership Teams (e.g. Provost, Vice President for Student Success etc.) and are based on branch campuses.
- Campus deans, campus assistant/associate deans, and campus chairs are based on branch campuses and consult and collaborate with Regional Chancellors (or their designees) on local branch campus matters, work in close collaboration and alignment with multi-campus college deans, and are members of department/college leadership teams on branch campuses.
- Other campus leaders (e.g. with local, branch campus responsibilities for USF World, Graduate Studies, Innovative Education, Decision Support, USF Libraries, and Research and Innovation) are based on branch campuses and are supervised by the appropriate senior vice president, vice president, associate vice president or dean, and may serve as members of their leadership teams. They consult and collaborate with Regional Chancellors (or their designees) on local branch campus matters.

ORGANIZATIONAL CHARTS:

A solid line relationship: Indicates an employee’s relationship with a supervisor and primary line of professional responsibility. For operational clarity and optimal effectiveness there is only one solid line between an employee and supervisor.

A dashed line relationship: Indicates an employee’s essential consultative relationship with one or more colleagues who may provide formal input to the employee’s annual assignment and appraisal. Arrows indicate multidirectional consulting relationships.

RESPONSIBILITIES OF THE REGIONAL CHANCELLORS:

- Regional Chancellors “report to the President on all administrative matters and will assure branch campus alignment with USF’s mission and the President’s strategic priorities.” *University of South Florida as “One University Geographically Distributed.”* p. 11.
- Regional Chancellors “are responsible and accountable for obtaining and presenting information on student demand, community support, campus staffing, equipment and other needs of the Colleges...” in the branch campus annual budget plan that “will be developed in partnership with College Deans, the Vice President for Student Success, and branch campus leaders (including Campus Deans). The Regional Chancellor will collaborate with the Provost on a budget proposal.” *University of South Florida as “One University Geographically Distributed.”* p. 7.

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- “The Regional Chancellors will have responsibility and accountability for implementing branch campus budgets approved by the USF President and USF Board of Trustees, recognizing that the consolidated budget for a multi-campus College (for which the College Dean has oversight and reliance) will include college allocations in campus budgets, where a multi-campus college has responsibility for program delivery and faculty/staff support; likewise, for consolidation of a student success budget from allocations in campus budgets.” *University of South Florida as “One University Geographically Distributed.”* p. 8.
- “Regional Chancellors will have responsibility and accountability for assessing, with fully informed justifications, future faculty hiring needs at branch campuses. Faculty and academic/student success personnel hiring plans are developed in joint collaboration with Campus and College Deans, and/or the Vice President for Student Success, and presented to the Provost for consideration of approval, funding and implementation.” *University of South Florida as “One University Geographically Distributed.”* p. 8.
- “Regional Chancellors or their designee will serve as a voting member on all search committees for faculty hiring on branch campuses.” *University of South Florida as “One University Geographically Distributed.”* p. 8.
- Regional Chancellors or their designee “will collaborate with the College Deans, the Vice President for Student Success, and other Academic Affairs personnel (as appropriate) to reach decisions on assignment that are maximally aligned with the strategic priorities and goals of the University.” *University of South Florida as “One University Geographically Distributed.”* p. 9.
- Regional Chancellors will provide a formal review in promotion and tenure cases for faculty members on branch campuses “prior to a College Dean completing and forwarding a recommendation to the Provost.” *University of South Florida as “One University Geographically Distributed.”* p. 10.
- Regional Chancellors or their designee will provide “formal written input... prior to a College Dean or Vice President completing the [performance] appraisal.” *University of South Florida as “One University Geographically Distributed.”* p. 10.
- “Regional Chancellors or their designee, in partnership with the Provost, the Vice President for Student Success, and College Deans, are responsible and accountable for assuring the delivery of equitable support services for students, faculty and other academic/student success personnel on branch campuses.” *University of South Florida as “One University Geographically Distributed.”* p. 9.
- Regional Chancellors will forward nominees for campus advisory boards, received from the boards, to the President.
- Regional Chancellors will work in collaboration with the Provost, College Deans and Campus Deans, and provide local input, to (a) identify the need for new and/or expanded academic programming on branch campuses, including the determination of student need, community support, and sufficient local, branch-campus resources, and to (b) strengthen seamless transfer and articulation programs for AA transfers from Florida State Colleges (including the 2+2 FUSE program).

A Compendium of Leadership Roles, Relationships and Responsibilities Across Academic Affairs and Student Success

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- Regional Chancellors, College Deans, Campus Deans, and Faculty across all campuses collaborate on recommendations regarding current and future academic programs on branch campuses. Recommendations will be voted on by campus boards and presented to the Provost for consideration of approval, funding and implementation.
- Regional Chancellors will be “responsible for daily operations and safety, and will oversee emergency preparedness and emergency management of the branch campus.” *University of South Florida as “One University Geographically Distributed.”* p. 11.
- Regional Chancellors “will have responsibility and accountability for external affairs including fundraising, alumni affairs, community government affairs (state and local), and regional partnerships for the branch campuses, and will work in close collaboration with the President, the Senior Vice President for Advancement, and other relevant university-wide leaders.” *University of South Florida as “One University Geographically Distributed.”* p.11-12.
- Regional Chancellors will “develop and lead philanthropic strategy and operations in the local community... will serve as ex officio members of the USF Foundation Board, and... will cultivate alumni engagement in the local community.” *University of South Florida as “One University Geographically Distributed.”* p. 12.

UNIVERSITY-WIDE RESPONSIBILITIES:

- University-wide planning and performance accountability: President.
- Student access across all campuses: Provost, Vice President for Student Success, Dean of Admissions, and College Deans (including Graduate Studies and Undergraduate Studies).
- Student Success across all campuses (including strategic enrollment planning and management, registrar, financial aid, campus life, residential education, student health services, retention and graduation, and career readiness): Provost, Vice President for Student Success, and College Deans (including Library, Graduate Studies, and Undergraduate Studies).
- Research productivity across all campuses: Senior Vice President for Research and Innovation, Senior Vice President for USF Health, Provost, and College Deans.
- Accreditation (SACSCOC and specialized) and academic quality assurance (including curriculum review) across all campuses: Provost and/or designee, Senior Vice President for USF Health, and College Deans (including Library, Graduate Studies, and Undergraduate Studies), Regional Chancellors and/or branch campus designees.
- Faculty hiring, assignment, appraisal, tenure and promotion across all campuses: Provost, Senior Vice President for USF Health, College Deans.
- Global programming across all campuses: Provost, Vice President for USF World, and College Deans

A Compendium of Leadership Roles, Relationships and Responsibilities Across Academic Affairs and Student Success

January 3, 2020

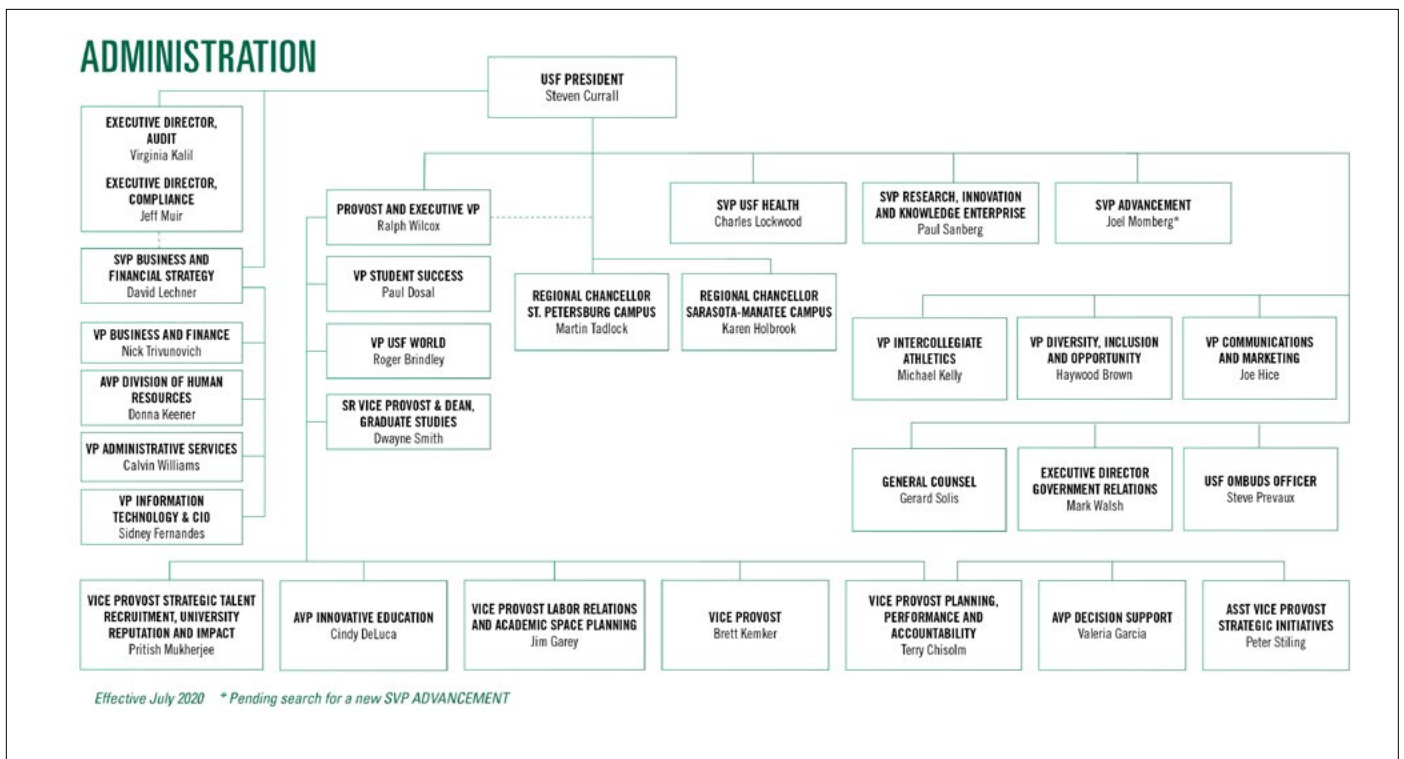
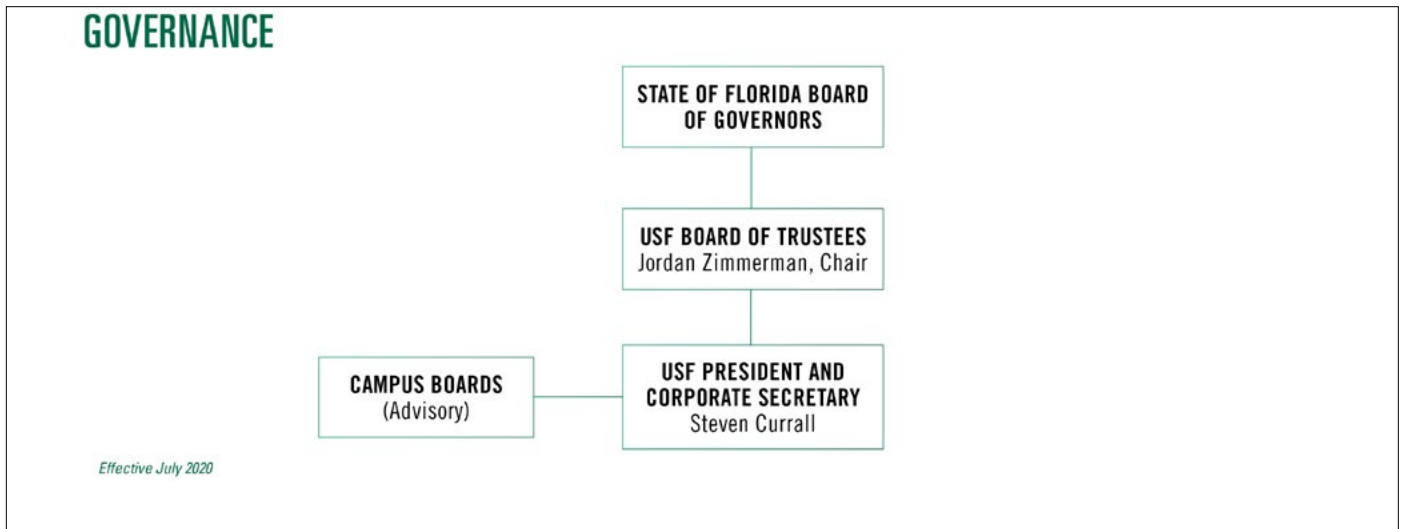
(including Library, Graduate Studies, and Undergraduate Studies).

- Innovative Education across all campuses (including online design and delivery, marketing and recruitment, Summer and intersession, corporate training and professional education): Provost, Associate Vice President for Innovative Education, and College Deans (including Library, Graduate Studies, and Undergraduate Studies) with support from Vice President for Information Technology.
- Collecting, verifying, analyzing, archiving, and reporting the University's consolidated performance outcomes (for all campuses) to both internal and external constituent groups: Vice Provost for Planning, Performance and Accountability and Associate Vice President of Decision Support.
- Implementation of department/college plans and programs on branch campuses: Campus Deans, Campus Assistant/Associate Deans, and Campus Chairs.
- Implementation of other academic and student success unit plans and programs on branch campuses (including those for USF World, Graduate Studies, Innovative Education, Decision Support, USF Libraries, and Research and Innovation): Campus Deans, Campus Directors, and other branch campus officers.

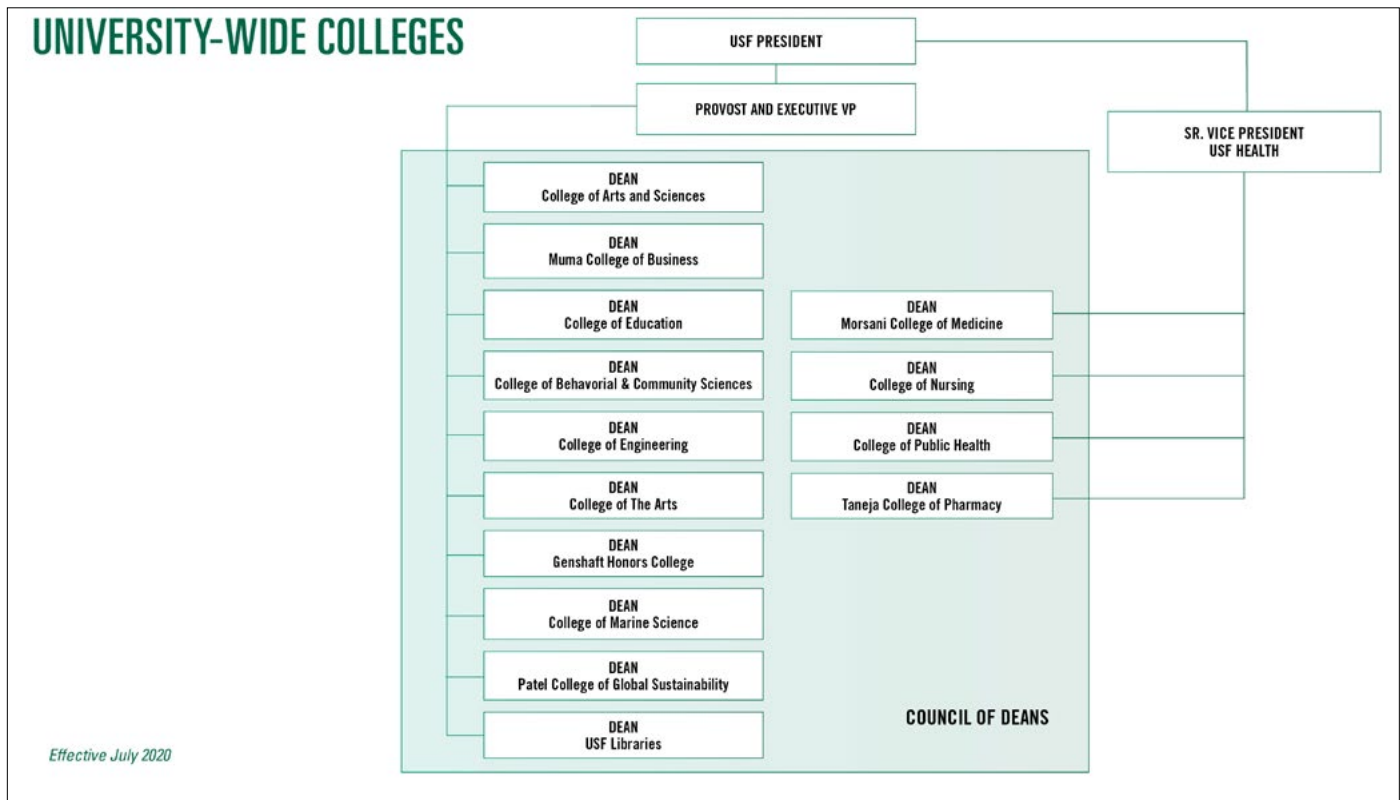
OTHER RESPONSIBILITIES AND RELATIONSHIPS PERTAINING TO BRANCH CAMPUSES:

- "College Deans and the Vice President for Student Success will delegate hiring responsibilities on branch campuses to chairs, directors, campus assistant/associate deans, or campus deans at any of USF's campuses..." *University of South Florida as "One University Geographically Distributed."* p. 8.
- "Faculty appointments are approved by the College Dean and student success personnel appointments are approved by the Vice President for Student Success." *University of South Florida as "One University Geographically Distributed."* p. 8.
- Guided by the Vice President for Student Success, strategic performance expectations and best practices: "Academic advising, student advocacy, mental health counseling, financial aid, and career services will be delivered locally on all branch campuses following a set of equitable and consistent principles, practices and standards across all USF campuses..." *University of South Florida as "One University Geographically Distributed."* p. 8.
- "College Deans, in consultation with the Provost, Vice President for Student Success, and Regional Chancellors, are directly responsible for strategic performance planning, decision-making, and performance outcomes across their colleges to enhance USF's position and stature with regard to Preeminence, Performance-Based Funding, progress to *U.S. News & World Report* Top 25, and AAU membership eligibility." *University of South Florida as "One University Geographically Distributed."* p. 11.

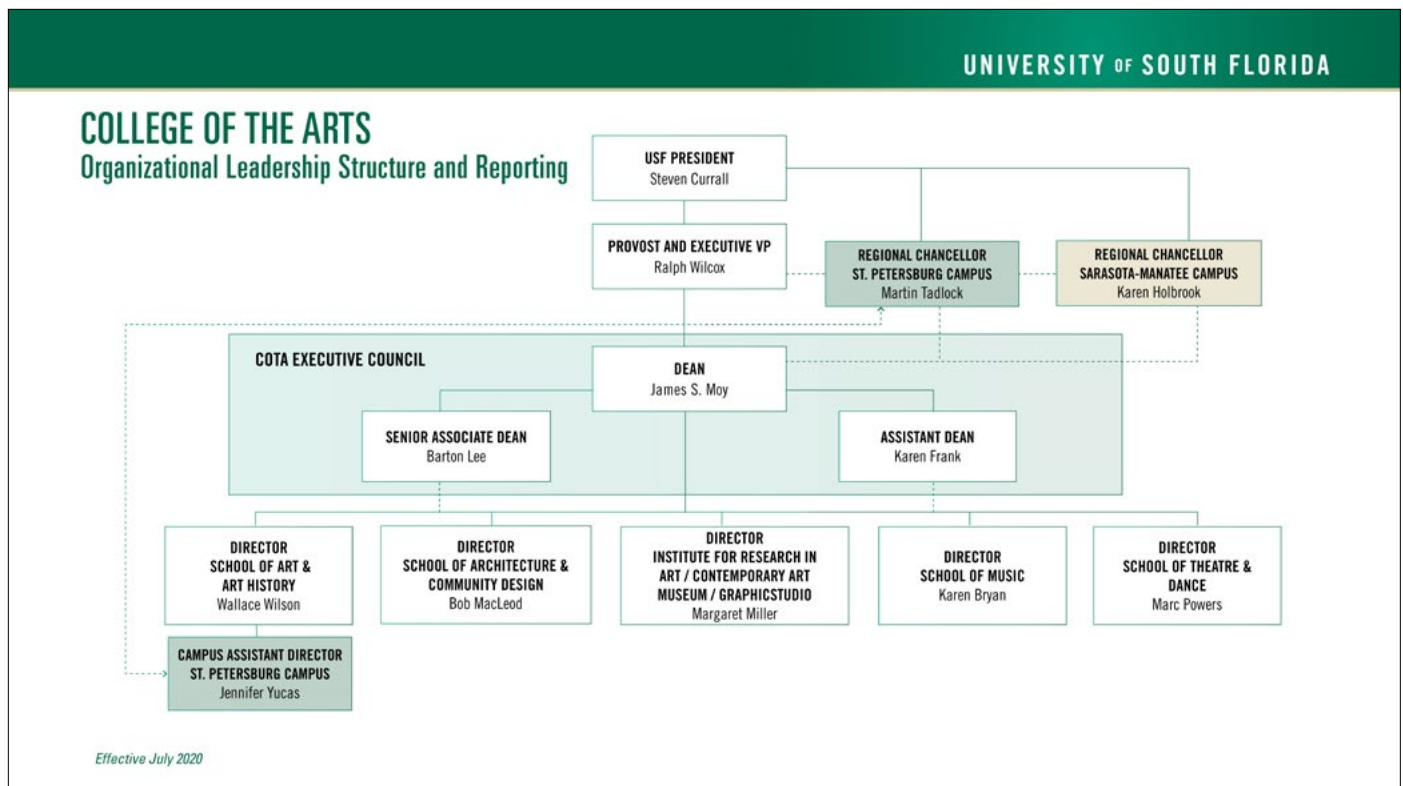
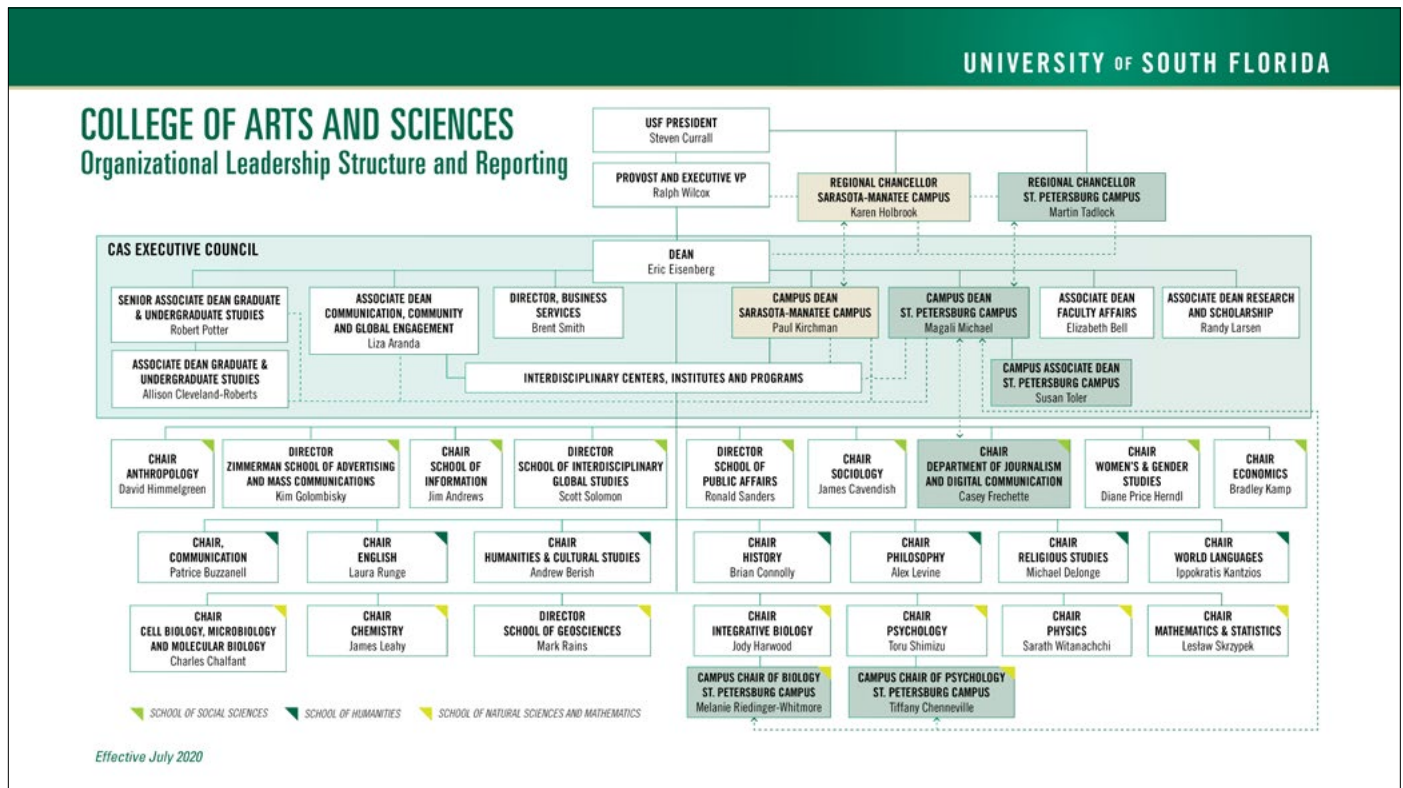
Organizational Charts: One USF: Governance, Administration, and University-Wide Colleges



Organizational Charts: One USF: Governance, Administration, and University-Wide Colleges



Organizational Charts: Multi-campus Colleges

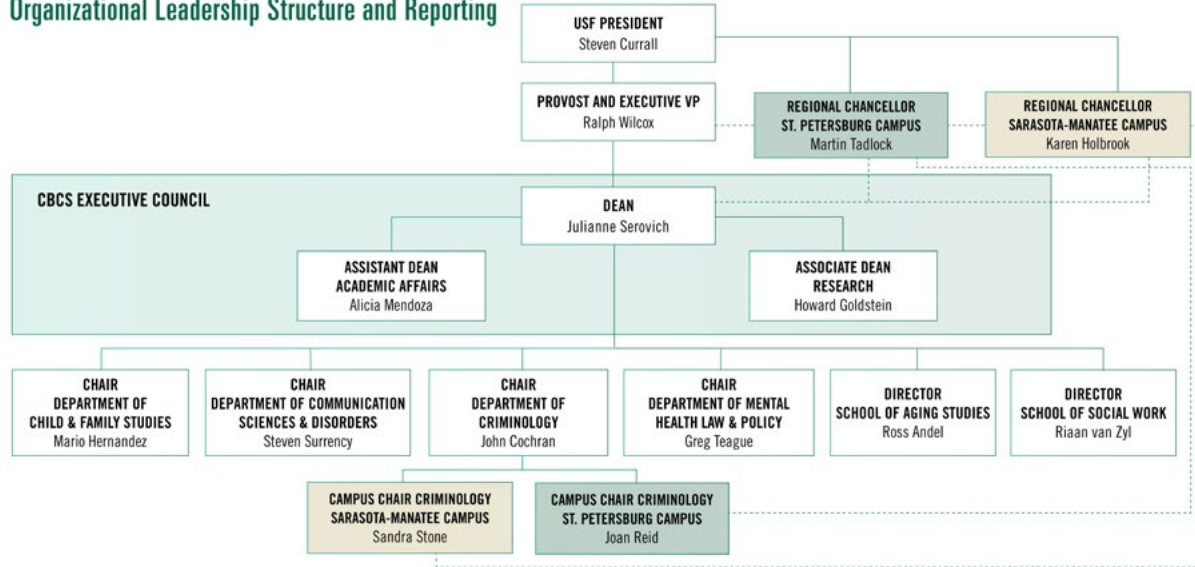


Organizational Charts: Multi-campus Colleges

UNIVERSITY OF SOUTH FLORIDA

COLLEGE OF BEHAVIORAL & COMMUNITY SCIENCES

Organizational Leadership Structure and Reporting

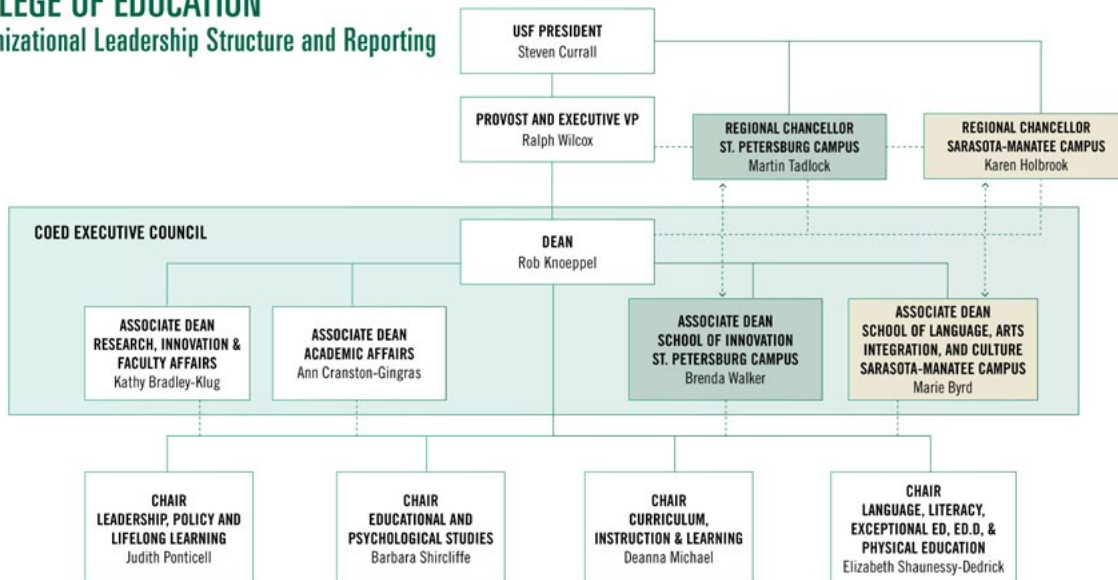


Effective July 2020

UNIVERSITY OF SOUTH FLORIDA

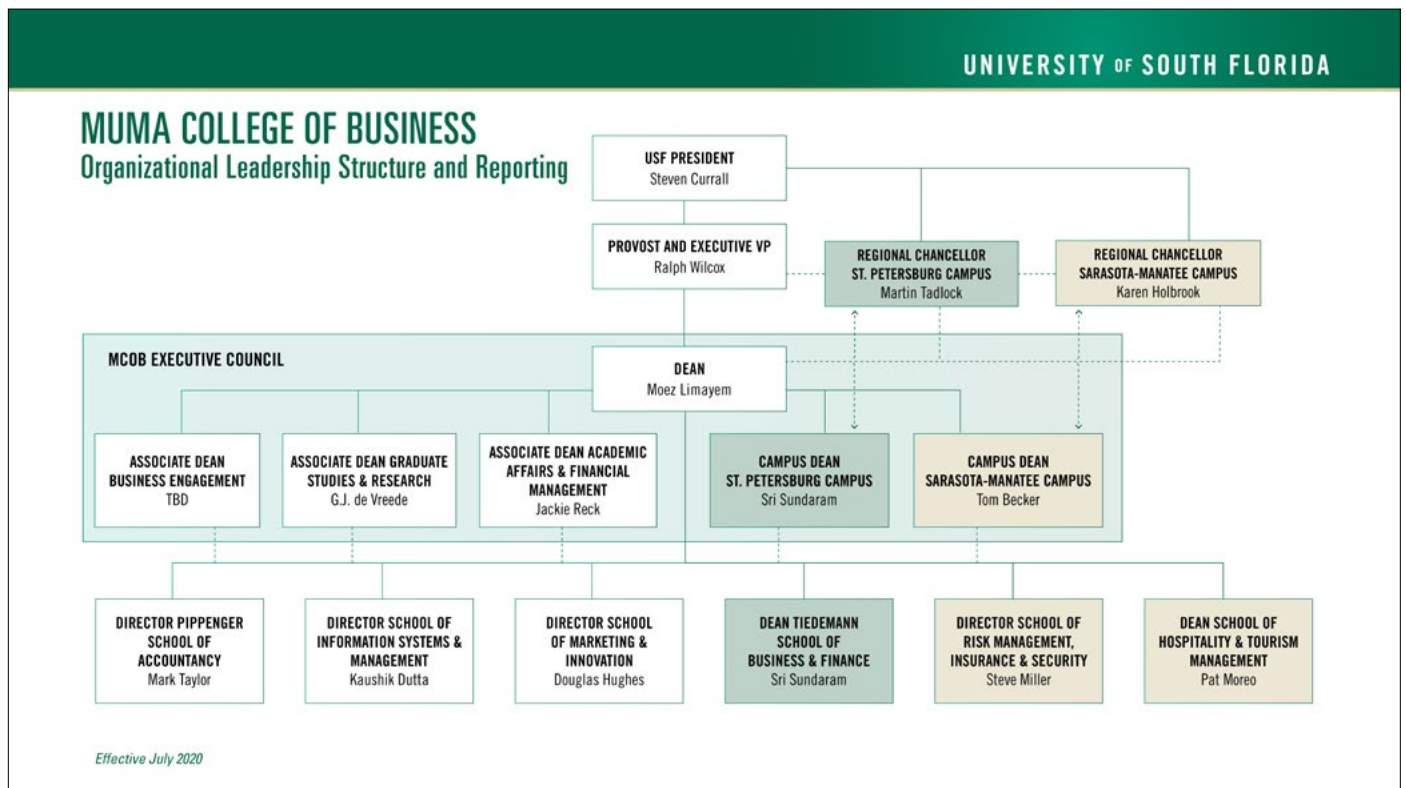
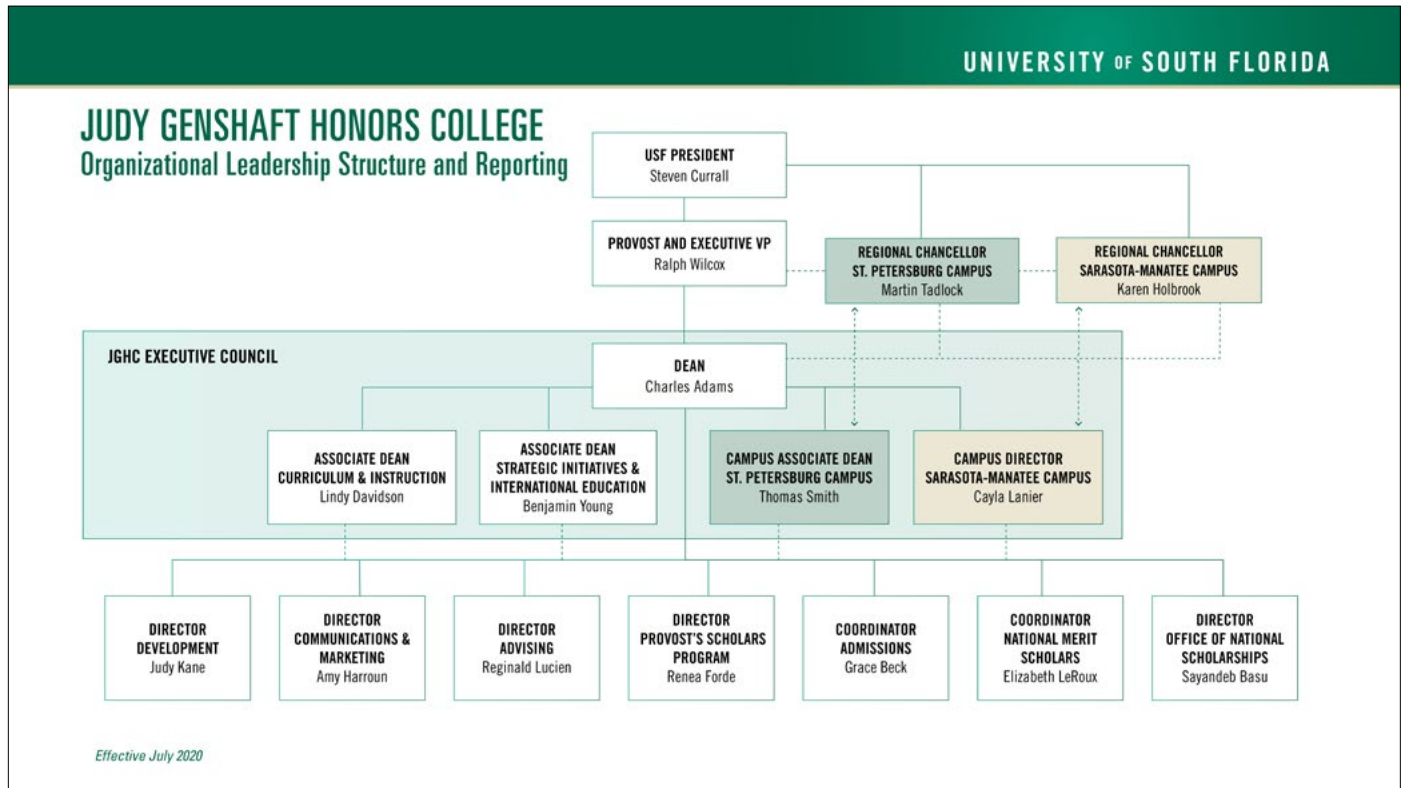
COLLEGE OF EDUCATION

Organizational Leadership Structure and Reporting

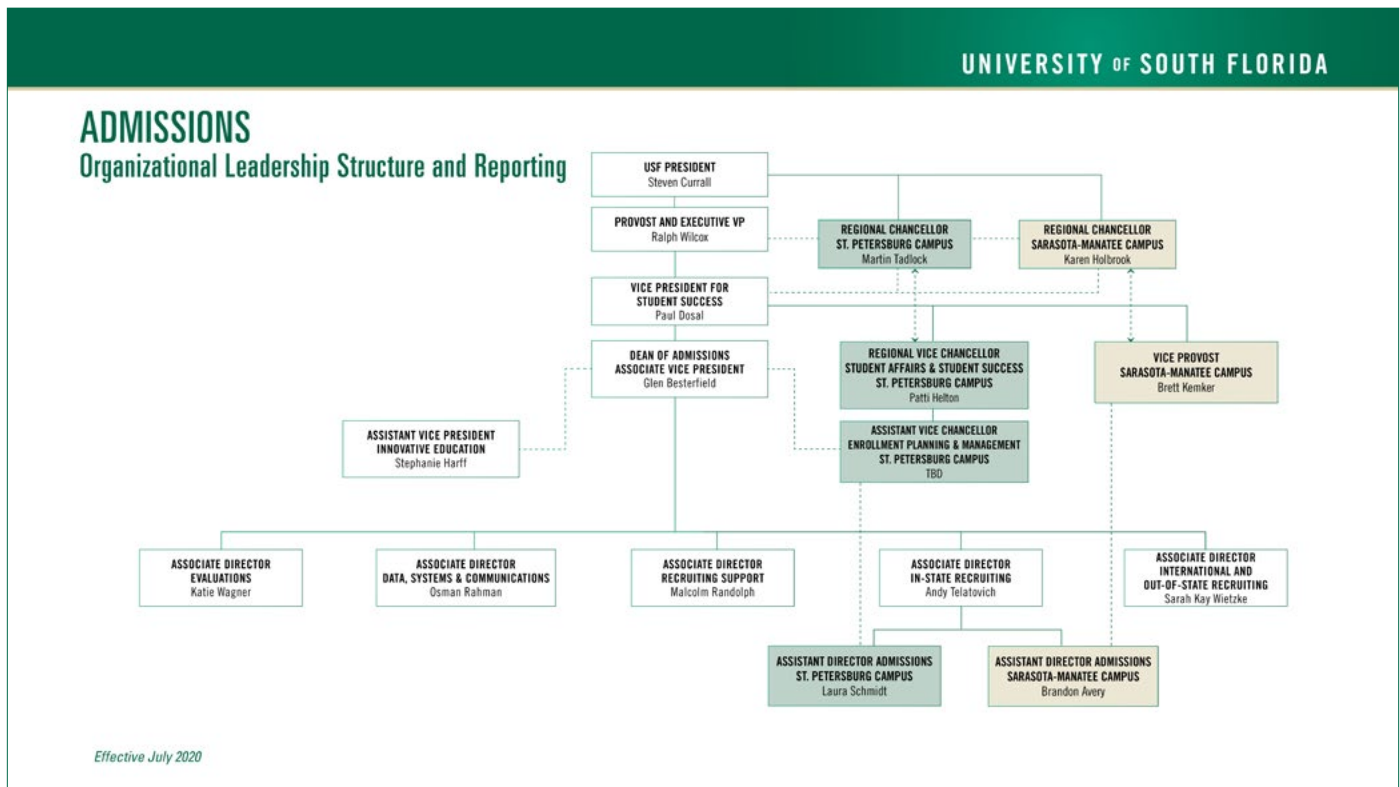


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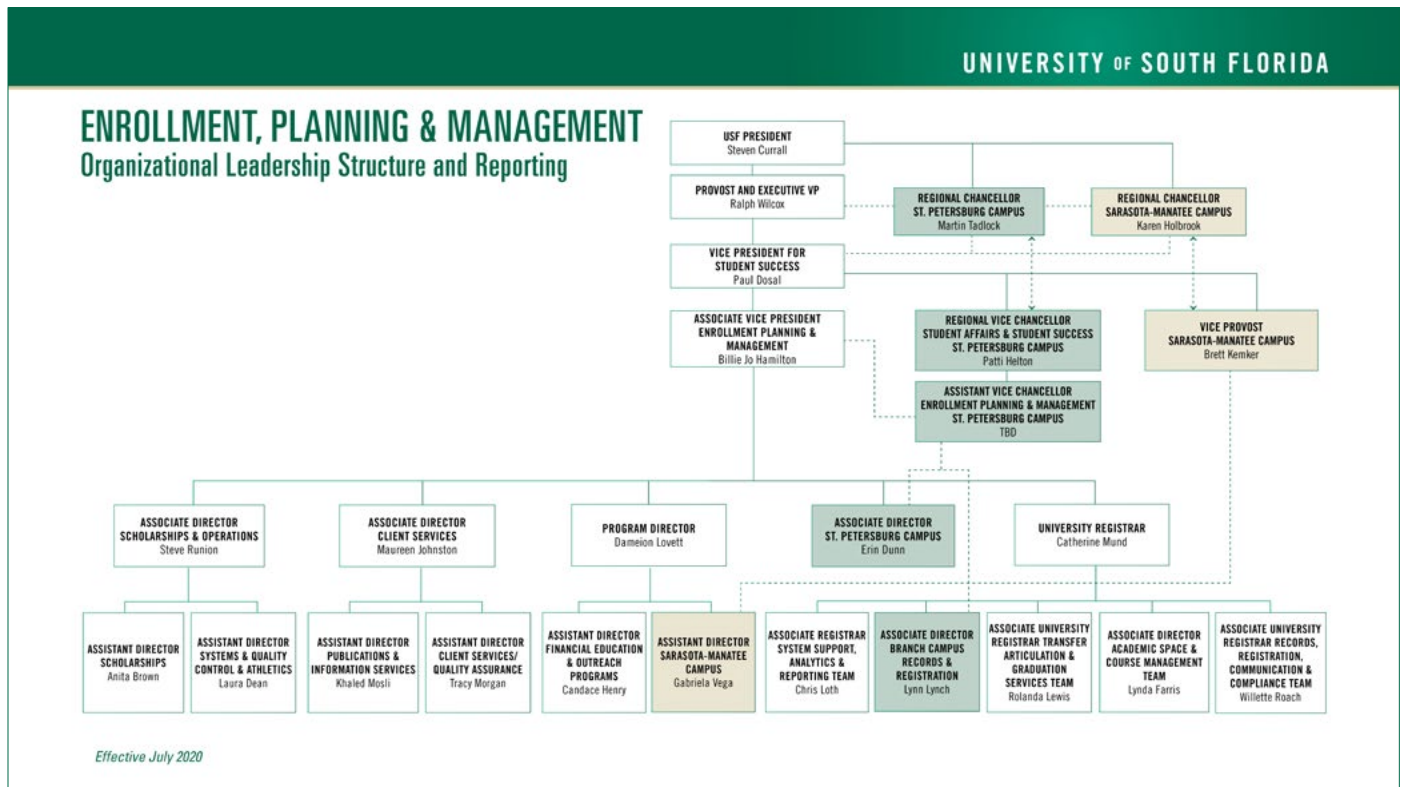
Organizational Charts: Multi-campus Colleges



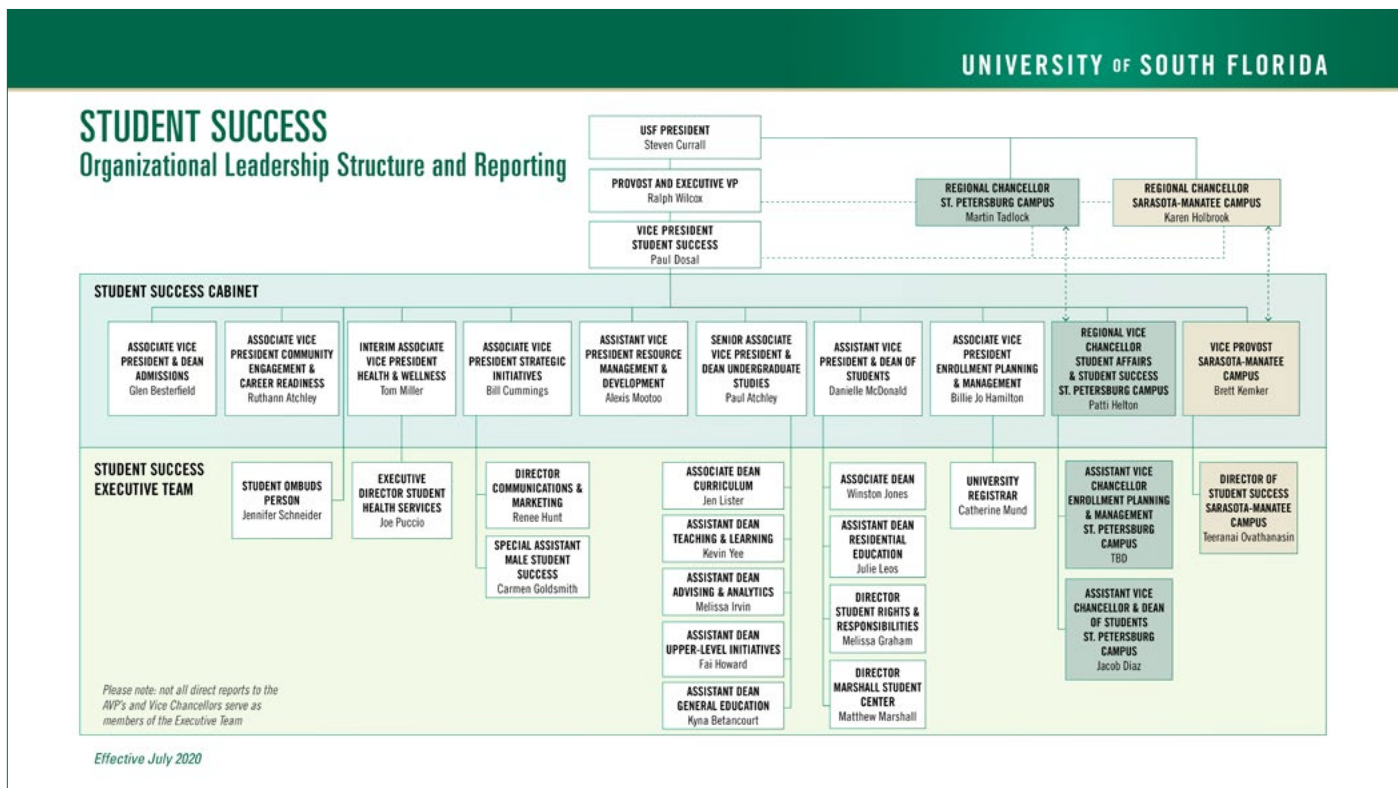
Admissions Organizational Structure



Enrollment Planning and Management Organizational Structure



Student Success Organizational Structure



The Student Success units across all three campuses are mindful of the strategic imperative of strengthening USF's stature as a Preeminent Research University with national and global prominence. To do that, we will develop, enhance, and deliver the highest quality support services and programs to elevate performance on key metrics to the levels expected of an AAU-eligible institution. A fully integrated leadership team with broad and deep expertise in student affairs, enrollment planning and management, and undergraduate student success will operate as a unified executive body with authority and responsibility across all three campuses, led by a Vice President for Student Success. By aligning authority and responsibility in a single unit, USF will forge a single student success movement that will deliver equitable and high-quality programs, practices, policies, and technologies that will promote student retention, graduation, and success, with minimal levels of debt and higher levels of student satisfaction.

To strengthen USF's standing as a preeminent research university recognized as a national model for student success, it is imperative to build on the principles that have elevated USF performance in its drive to national prominence:

- We believe that every student admitted to USF will succeed.
- Student success is everyone's responsibility.

Every person and every unit on all three campuses will play a role in providing the supports our students need on their path to graduation. Maintaining or creating collaborative teams that operate in a culture of care that spans all three campuses is a prerequisite for further gains in student success.

Student Success Organizational Structure

The strategic objective of forging a seamless student success movement will be tempered by the recognition that the delivery of support services and programs may vary depending on the unique characteristics and capabilities of each campus as well as the specific needs of students. Further, services that are mostly “transactional” in nature, guided by institutional, state, or federal guidelines, will be centralized in an administrative structure that allows for the application of standardized practices. These services include those delivered by the Office of Admissions, Financial Aid, and the Registrar. In the case of services that are “developmental” in nature and, therefore, rely on the development of relationships built on trust and confidence, the delivery of services will be less centralized and more customized at the local campus. The services will have some common, basic, and essential characteristics; but due to variations of physical, human, and financial resources among the three campuses, the services may be delivered in different forms and have differing qualities. Such services may include student development activities, such as career counseling, and student engagement, mental health counseling and coaching, peer advising and mentoring, academic advising, and beyond.

Student success initiatives will be developed and assessed by an integrated USF Student Success “cabinet,” and the implementation of those initiatives and services, will be delegated to the existing student success leaders and team at the branch campuses. These leaders, however, will be guided and held accountable by the Vice President for Student Success, who is responsible for the achievement of institutional strategic goals related to performance, preeminence, and eligibility for AAU membership.

The Regional Chancellors (RCs) or their designees, in partnership with the Provost and/or the Vice President for Student Success, will be responsible and accountable for assuring the equitable delivery of student support services, regardless of campus. The Vice President for Student Success may delegate some responsibilities to campus representatives to ensure that students are provided consistent levels of high quality, customized local support on all USF campuses.

Student success operations (i.e., student support services) will be accountable to USF’s Vice President for Student Success, who reports to the Provost. Although the VP for Student Success is ultimately responsible for equitable services, each of the campuses in the consolidated USF will have a designated student success leader, who will be responsible for harnessing the expertise and resources that exist on each campus to successfully implement the initiatives developed by the Vice President’s cabinet, in accordance with established rules, regulations, and procedures.

The following administrative reorganizations will take place effective July 1, 2020:

1. The Regional Vice Chancellor for Student Success at USFSP and the Vice Provost for Academic and Student Affairs at USFSM will hold responsibility and accountability for Student Success at the St. Petersburg and Sarasota-Manatee campuses, respectively. These officers have already been integrated into a consolidated Student Success cabinet and form part of the leadership team that sets the strategic direction for the delivery of a seamless student success movement on all three campuses. In all matters related to student success and student affairs, including but not limited to the delivery of programs, practices, policies, and technologies that are designed to elevate performance across all three campuses in a consolidated USF, the Regional Vice Chancellor for Student Success at USFSP and the Vice Provost for Academic and Student Affairs at USFSM will report to and be held accountable by the Vice President of Student Success.

Student Success Organizational Structure

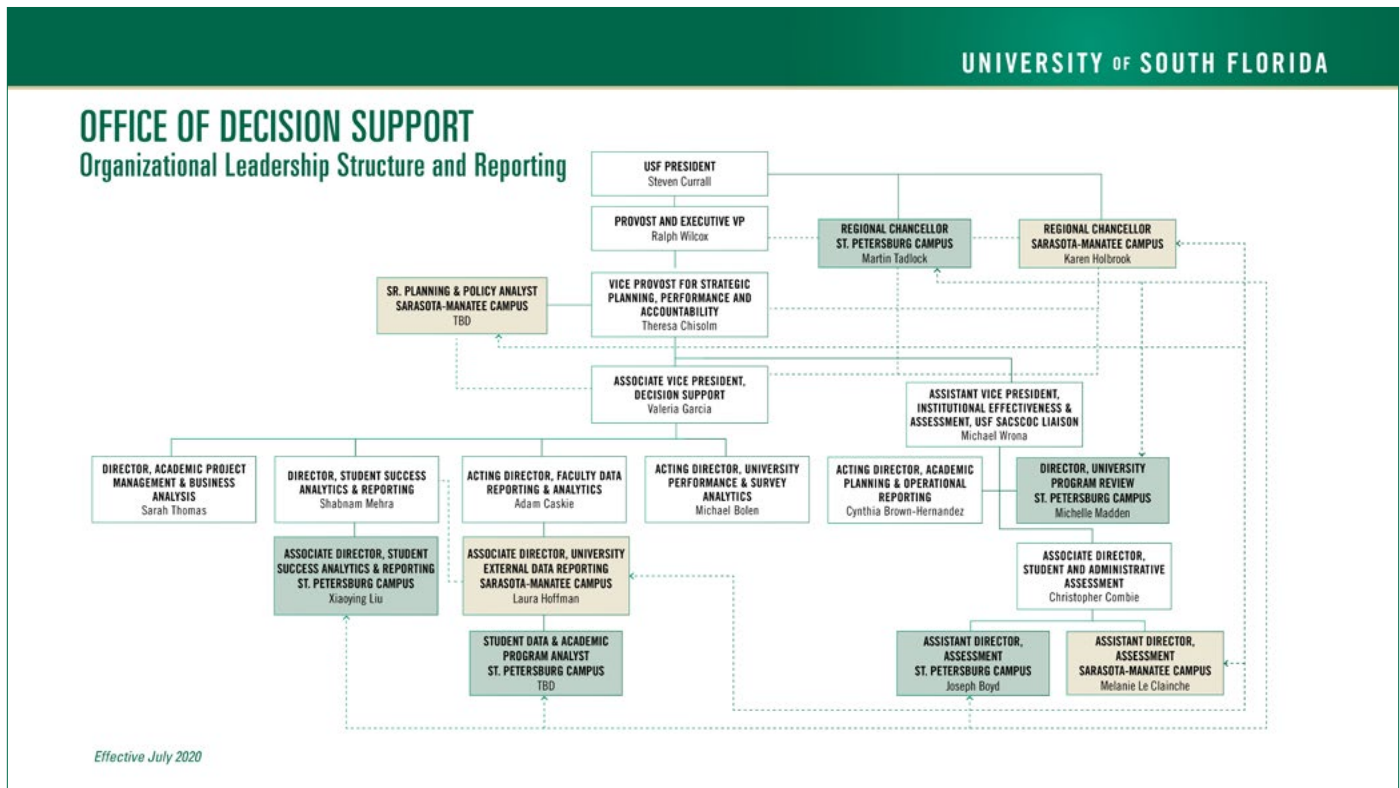
2. On all other, non-student success duties and responsibilities performed by the Regional Vice Chancellor for Student Success at USFSP and the Vice Provost for Academic and Student Affairs at USFSM, they will consult closely with the Regional Chancellor. Further they will continue to supervise their current student success teams. Personnel on the branch campuses often perform multiple duties, and/or duties that are assigned to or supervised by more than one AVP unit on the Tampa campus. Rather than pull these teams apart and assume the risk of under-staffing or under-serving some critical functions, the student success leads on the branch campus will manage their existing teams as they are, with the notable exceptions of personnel in the Office of Admissions, Financial Aid, and the Registrar, as described below.
3. Admissions staff across all three campuses will be centralized in a single unit reporting to the Dean of Admissions. Communications, marketing, and recruitment for a consolidated USF will be consistent across all three campuses, with a standardized set of undergraduate and graduate student admissions requirements and recruiting strategies. Admissions personnel at Sarasota and St. Petersburg will have dotted line relationships with the Student Success leadership on those campuses.
4. Enrollment Planning & Management Units (Financial Aid and the Registrar) will be centralized in a single unit reporting to the Associate Vice President for Enrollment Planning and Management. The offices of Financial Aid and the University Registrar require the application of consistent policies, programs, or practices because of SACSCOC requirements or federal/state mandates. Financial aid and registrar's office personnel at Sarasota and St. Petersburg will have dotted line relationships with the Student Success leadership on those campuses. (See organizational chart for Enrollment Planning & Management).
5. Strategic Initiatives. To encourage innovative thinking, maintain the agility of the consolidated unit, and develop new initiatives, such as male student success, a new unit will be formed led by Associate Vice President for Strategic Initiatives. The male student success initiative will be the top strategic priority of this new unit. The development of more effective communications and marketing strategies—to reach and impact internal and external audiences through social media—will form an increasingly important part of the Associate Vice President for Strategic Initiatives' portfolio. In the spring of 2020, this new unit will facilitate an internal strategic planning process to develop clearly articulated plans for the delivery of the highest quality student success programs and practices across all three campuses.
6. Other representatives from the branch campuses will be integrated into the leadership teams of Student Success. The Regional Vice Chancellor for Student Success at USFSP and the Vice Provost for Academic and Student Affairs at USFSM will nominate people to serve on the Executive Team, Enrollment Planning & Management team, and others.
7. The roles and responsibilities of the other AVPs in Student Success, including “ownership” of performance funding or preeminence metrics, will remain the same. Those administrators are:
 - Senior Associate Vice President and Dean of Undergraduate Studies
 - Interim Associate Vice President, Health and Wellness

Student Success Organizational Structure

- Assistant Vice President and Dean of Students
- Associate Vice President, Community Engagement and Career Readiness
- Assistant Vice President, Resource Management and Development

The above officers are members of the cabinet, the executive leadership team of the consolidated Student Success unit. They and their teams will be expected to communicate and collaborate regularly with their counterparts on the branch campuses to carry out their strategic assignments.

Office of Decision Support Organizational Structure



ROLES

The Office of Decision Support (ODS) is the official source of institutional student and faculty data and is responsible for providing accurate, insightful, and actionable information to internal and external stakeholders.

By design, ODS facilitates decision-making by providing data, analysis, business solutions and reporting; coordinates reporting and related needs across all campuses; facilitates academic planning and new degree requests; and supports the strategic planning efforts by ensuring competitive performance and regional accreditation. The office has been reorganized over the years to be responsive to the needs of the university and will continue to adapt to support the strategic goals of USF.

The ODS serves as the official data source for faculty and student data. This responsibility is codified through various roles including that of the official reporting unit to the Board of Governors, Federal Regulatory entities, and external entities as part of USF Policy 11-007.

ODS is committed to:

- Support the consolidation of USF to a singular accredited university, geographically distributed.
- Promote community connectedness as it pertains to data and information.
- Engage in activities that promote the USF brand and reputation in alignment with the strategic plan.
- Ensure regulatory and accreditation reporting and compliance with state and federal agencies.

Office of Decision Support Organizational Structure

- Lead efforts around university and college level performance, planning and accountability.
- Advance contributions to Student Success.
- Advance contributions to Faculty Success.
- Contribute to the development of a university-wide digital ecosystem.
- Engage in continuous improvement around documentation and processes.

RELATIONSHIPS

The Office of Decision Support (ODS) is a well-established office at the university, serving as a university-wide entity for over a decade with a foundation of collaboration across campuses already in place. All three campus Institutional Research (IR) / Institutional Effectiveness (IE) functions have been meeting regularly and working collaboratively for years.

Various strategies will continue to be encouraged (e.g., regular meetings via phone or in person, status updates, project management) to ensure communication, teamwork and timely completion of tasks. In order to maximize cross-campus communication, increase staff participation and engagement, and minimize impact on staff time and budget, all available technology will be provided to team members.

The ODS has established processes and protocols utilized across the office to allow for open communication and transparency. Examples of such processes and protocols include: processes to manage external and internal data requests, weekly and daily leadership meetings to touch base on pressing items, participation at campus leadership meetings, in-house and partnered training sessions, routine meetings with college leadership, monthly coordinated forums for data and information sharing, to name a few.

RESPONSIBILITIES

With a goal of maintaining the highest levels of decision support to the university community, ODS leadership seeks to identify gaps where our work can be enhanced and seek to create opportunities for ODS staff to contribute in new and strategically focused ways.

The following distinctive strengths of units must be preserved within the Office of Decision Support:

- Expertise with regional accreditation (SACSCOC) - principles, policies, and procedures,
- Expertise with BOG regulations and processes;
- Strategic planning;
- Student, faculty and curricular data;
- Information Governance leadership;
- Reporting, analysis, quality assurance and visualization tools;
- Project management and coordination;
- Objective leadership supporting decision-making;
- Ethical leadership and upholding data integrity;

Office of Decision Support Organizational Structure

- Strong communication skills and interpersonal skills;
- Ability to bridge across functional, technical and administrative areas.

With that as context, the responsibilities of the Office of Decision Support span the various functional units of the office and are all aligned with the strategic priorities of the One University of South Florida:

ACADEMIC PROJECT MANAGEMENT & BUSINESS ANALYSIS

Provides project management services and business analysis expertise; supports special projects aligned with strategic priorities of the university.

FACULTY DATA REPORTING & ANALYTICS

Provides support by collecting, analyzing, and disseminating faculty data and information for use in institutional planning, policy, reporting and strategic decision-making processes.

INSTITUTIONAL EFFECTIVENESS, PLANNING & ASSESSMENT

From a compliance and continuous improvement lens, provides support for institutional effectiveness, assessment, Academic Program Review, Specialized Accreditation, Academic Planning.

STUDENT SUCCESS ANALYTICS & REPORTING

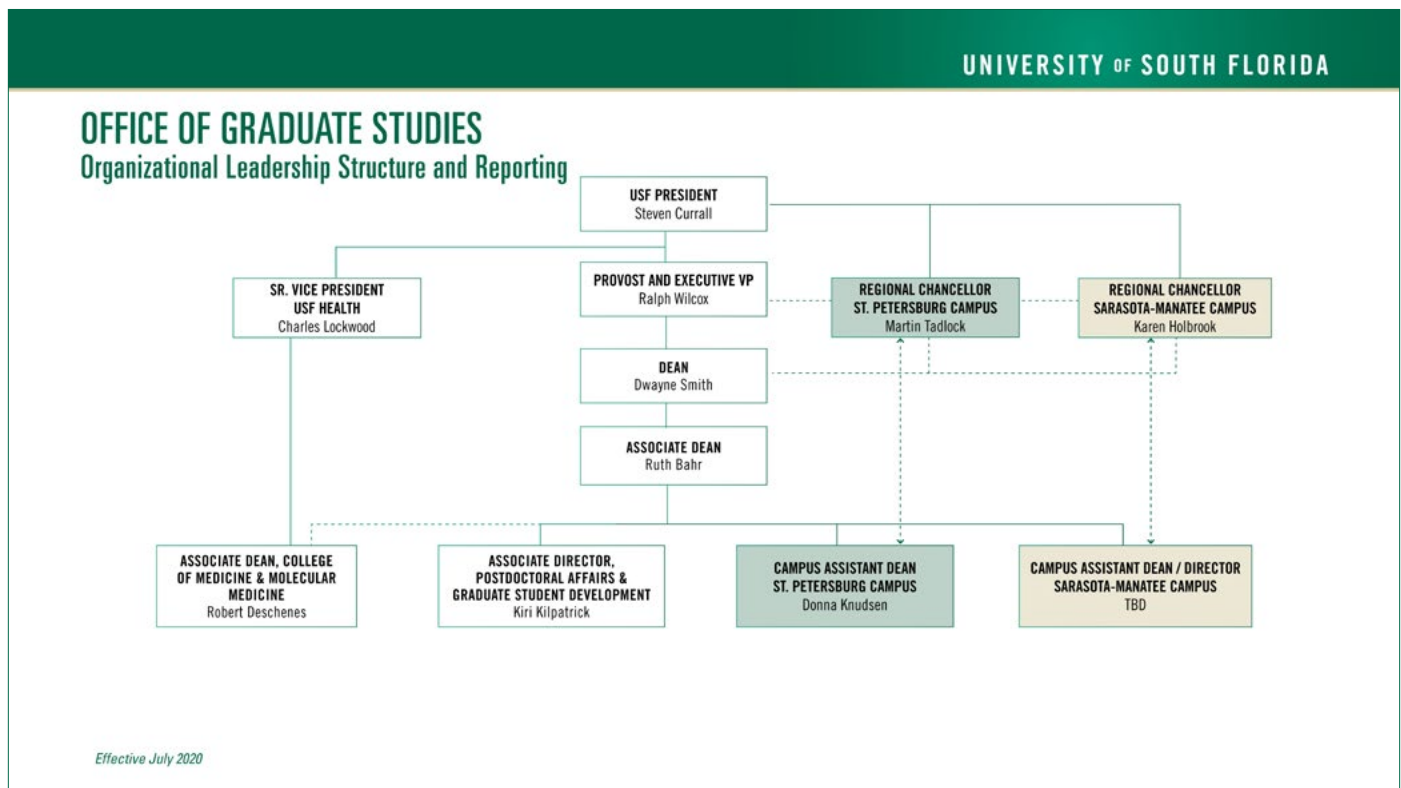
Provides support by collecting, analyzing, and disseminating student data and information for use in institutional planning, policy, reporting and strategic decision-making processes.

UNIVERSITY PERFORMANCE & SURVEY ANALYTICS

Continuously monitors and assesses the university's performance against internal and external benchmarks by collecting, evaluating, and analyzing reputable higher education data from a variety of sources to support evidence-based strategic planning that supports institutional improvement.

Core Functions	Examples
External Reporting	External data policy/Quality assurance processes; External surveys; Rankings
Institutional Reporting	Accountability and metrics monitoring; BOT/Campus board reports; Athletics report; Student Success reporting; Predictive modeling and studies; Student surveys
Regulatory Compliance/ Risk Management	SACSCOC; Program review; BOG/state reporting; IPEDS
Faculty development	Faculty master roster; Faculty credentialing; Academic Analytics support and training; FIS functional support
Process	Accreditation assessment; Project management; Data dive; Information governance; strategic planning
Tools	Academic Analytics; Web Reporting System; Academic/Curricular Interfaces; Civitas; Dashboards

Office of Graduate Studies Organizational Structure



The Office of Graduate Studies (OGS) serves as the center of leadership for the graduate education of over 11,000 students (Fall 2019) enrolled in 157 advanced degree programs at the University of South Florida. In pursuit of this mission, OGS strives to:

- Enhance the academic experience and the quality of life for graduate students.
- Provide support to departments/schools and colleges through programs and initiatives designed to foster graduate student success at all levels of study.
- Incorporate academic procedures and policies that allow for students' success in high-quality advanced degree programs.
- Support graduate student research by offering opportunities to present their research and providing fellowships for dissertation research and international conference travel.
- Facilitate the placement of dissertations and theses on the university's Scholar Commons site, thereby providing national and international exposure to the research of our graduate students and their associated programs.
- Support and enhance the academic experience of postdoctoral scholars.
- Assist domestic and international recruitment, enrollment, and retention of graduate students to develop a high caliber, diverse, and inclusive student body.

Office of Graduate Studies Organizational Structure

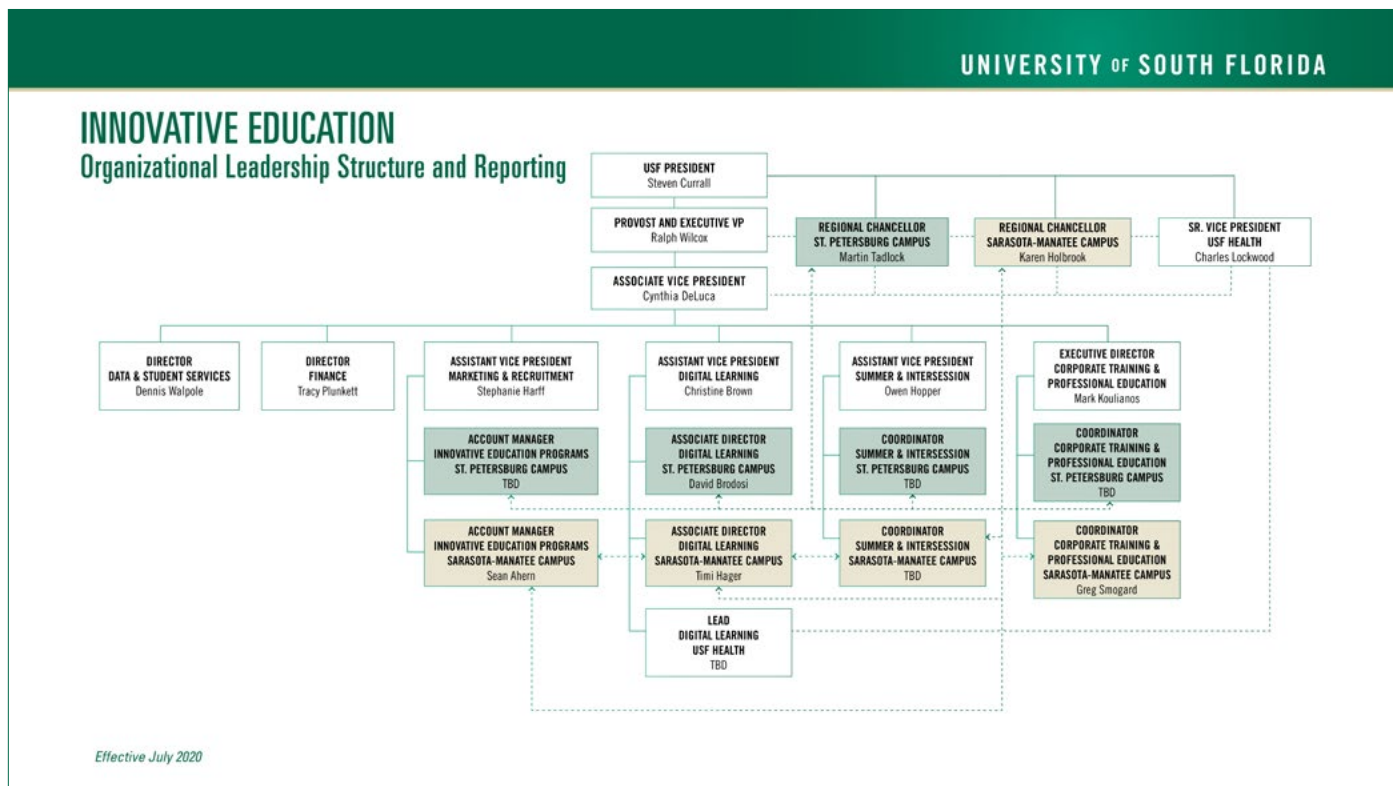
In addition, OGS houses the College of Graduate Studies, an administrative unit established to host multi-disciplinary degree programs. At present, the College of Graduate Studies is home to the masters-level USF Cybersecurity program.

OGS is aided in its work by the Graduate Council, a standing body of the USF Faculty Senate. The Graduate Council divides its work into two major subcommittees, the Fellowship/Policy Committee and the Curriculum Committee.

For more information about the varied activities and initiatives of the Office of Graduate Studies, please visit the OGS website at <https://www.usf.edu/graduate-studies/>.

In particular, review the OGS Annual Report 2018-2019 (<https://www.usf.edu/graduate-studies/documents/usf-graduate-studies-annual-report-2018-2019.pdf>).

Innovative Education Organizational Structure



A consolidated Innovative Education unit will build on the strengths of the multiple campuses and exemplify the core values of access, quality, student success and innovation. The division is fueled by technology and innovation with a concentrated effort to collaborate and contribute to the university’s mission and goals with an emphasis on student success and meeting the needs of today’s learners and our regional workforce. Innovative Education’s reach is wide and diverse, and embodies the essence of lifelong learning, with programs ranging from pre-college to corporate training.

Innovative Education directly responds to and integrates efforts to enhance access through online and digital courses and degree programs, non-credit offerings and programs, summer initiatives and programs that are “aligned with regional workforce demands, promoting a successful journey through the student lifecycle from recruitment and the academic experience to employment and alumni engagement”.

This structure also supports and responds to the Digital Ecosystem Initiative launched by the Provost that “is based on the recognition that USF’s future success will, in large part, be dependent upon a comprehensive, robust and responsive digital ecosystem. From helping to secure a safe campus environment, to strengthening student, faculty and staff talent acquisition, supporting faculty assignment and evaluation – to facilitating access to success in student learning, advising, timely progression to graduation and placement, enhancing business and communication practices, including branding and marketing, and elevating research productivity – USF, like other top tier research universities, will necessarily become reliant on an integrated system of digital tools and analytics to inform and support our institution’s strategic path forward. This will become even more important as a consolidated USF competes with a new tier of peer and aspirational peer institutions, most of them well-established and better resourced.” (Fall Address, November 2018).

Innovative Education Organizational Structure

STRUCTURE

A clear, unified overarching comprehensive, sustainable organizational structure that will merge leadership positions and functions to create a more efficient division leadership structure is found in the attached organizational chart. The consolidated structure aligns multiple units with very similar missions and program offerings across the geographically distributed campuses as well as USF Health (excluding the College of Medicine) for every area except Corporate Training and Professional Education. The USF College of Medicine will remain autonomous due to the complexity associated with significant differences in mission and governance.

In addition to the overarching leadership, we will establish an Innovative Education Executive Committee. Membership to include: Innovative Education, USF Health OCPD, and USF Health Colleges including the College of Medicine. The committee will meet annually to assess the organizational structures and make any necessary adjustments as well as review the yearly activities to ensure compliance and consistency with all policies and procedures (i.e. USF Policy 10.042 and BOG Regulation 8.002).

The following programs will be housed within the newly consolidated Innovative Education structure: Digital Learning, Technology and Reporting; InEd Finance and Digital Marketing and Recruitment; Summer@USF (including Pre-College and the Summer Academic Cultural Engagement Program-ACE); and Corporate Training and Professional Education (including Osher Lifelong Learning (OLLI) and Testing),

1. Digital learning is a primary mission for Innovative Education. It serves as an academic support division that prioritizes the implementation of consistent standards, processes, procedures and resources across the institution. An example of this would be the use of the Florida Online Course Design Quality Review (designed using a national standard rubric for best practices in design and development of online and digital courses). This unit will be responsible for digital and online learning (including hybrid and synchronous), and supports a consolidated USF by leveraging the existing expertise across campuses with a focus on quality, innovation, student experience and engagement, and equity of course design and development. The division will develop and adhere to a set of nationally researched standards. This quality assurance measure will be of utmost importance in ensuring the highest level of course quality to meet the needs and expectations of today's learners, regardless of geographic location. The consolidated organization would also ensure that all students enrolled in, and faculty implementing, online and digital learning courses will have appropriate access to technology and digital resources. This is the one unit where the consolidated Innovative Education requires a USF Health (excluding the College of Medicine) primary liaison to work with and report to the AVP for Digital Learning in order to align policies and procedures for online course design, development, and delivery.
2. The guidelines for the permissible use of the Distance Learning Fee are based on the recommendation of USF's Office of Internal Audit and are in accordance with Florida Statute 1009.24 (17) (b) which states that "the amount of the distance learning course fee may not exceed the additional cost of the services provided which are attributable to the development and delivery of the distance learning course." To

Innovative Education Organizational Structure

maintain compliance, all DL revenues will be managed centrally under the consolidated Innovative Education allocating the revenues to the respective campuses/Colleges in an equitable manner based on SCH.

3. Faculty development remains key in successful learning outcomes in varying modes of delivery. In order to be a leader in transformational education, we need to continually challenge traditional teaching by changing the way classes are taught based on research evidence that identifies how today's students learn best. Innovative Education will be responsible for working with faculty from across the geographically distributed campuses to support the use of innovative pedagogy and teaching and learning technologies. Through collaboration and research-based practices, this unit will provide professional development for faculty with the focus of using technology to enhance learning outcomes (student success). There are several offices currently focused on faculty that teach undergraduate students (i.e. ATLE-USF-T, Center for Innovative Teaching and Learning-USF-SP). It is recommended that these offices work with the appropriate Academic Affairs leadership to determine specific areas of focus, opportunities for partnership and future organizational structure.
4. A consolidated Innovative Education Marketing and Recruitment unit will support Admissions in enrolling diverse, high ability, undergraduate and graduate students who can succeed at USF and persist towards timely graduation. This requires a comprehensive, cohesive communications and marketing strategy designed to make it easy for prospective students and their families to positively engage with USF throughout the entire admissions lifecycle, to include the suspect, prospect, applicant, admit and enrolled stages of the student (customer) journey. This unit will also provide marketing for all Innovative Education units.
5. Innovative Education's Data, Technology and Reporting unit will support the Office of Decision Support (ODS) with the external and internal online data and reports. (*Note: these data are verified by the Office of Decision Support before being considered official reports). Such reporting and data collection include State Authorization Reciprocity Agreements (SARA) and reporting online information to the Board of Governors. The unit will also be supporting technology involving online/digital activities for all campuses with appropriate onsite team members at each campus. These include but are not limited to: Proctorio; Kaltura (Streaming Services); Camtasia (Video Recording); Blackboard Ultra (Virtual Classroom); Turnitin (Plagiarism); Articulate Storyline (Course Development); Canvas Catalog (LMS Non-Credit); and Canvas (System LMS for USF).
6. The Summer@USF unit will support student success outcomes through the development and implementation of special cohort and/or alternative calendar programs. This organizational structure is consistent with the current Re-Imagining Summer Initiative. The team members represent all geographically distributed campuses. As these structural changes impact all campuses, a central point of communication and guidance is critical. One Innovative Education Summer@USF unit will align the needs of specific student populations, departments, and overall campuses with meaningful initiatives, communication strategies, and elevation of issues as they arise. The same can be said for Intersession

Innovative Education Organizational Structure

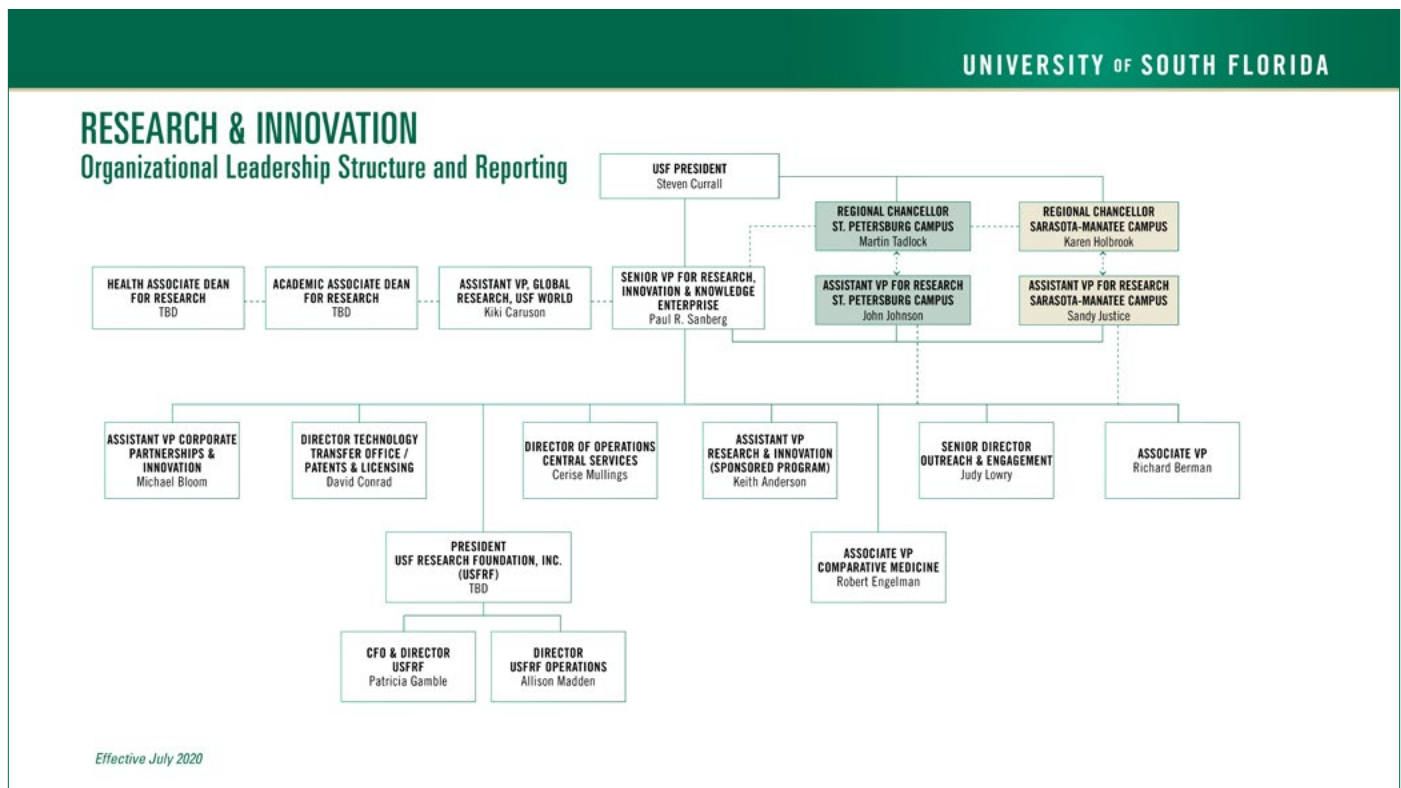
program development and implementation, pre-college programs to better serve local populations by highlighting the unique programs and experiences located across the region.

This unit will develop a central vision of summer transition as a shared concept for students navigating between campuses with flexibility given to the home campus.

7. Corporate Training and Professional Education (CTPE) units across the three campuses have already begun to consolidate using the Board of Trustees' Guiding Principles. Innovative Education's CTPE will work to extend the reach of USF's academic programs, promote advanced professional development and contribute to building a world-class workforce in the Tampa Bay area. Students learn from faculty and industry practitioners in courses that are accessible, affordable and professionally relevant.
8. In order to build new partnerships with companies, keep current on industry standards and respond to labor market needs, it is important for each geographically distributed campus to maintain a strong identity within their communities. The consolidated unit supports and builds upon the recommendation to "strengthen relationships with local businesses and non-profit organizations in relevant industry sectors including the arts, aviation, healthcare, insurance, engineering, real estate, etc., to leverage community strengths". For all of our units, it will be imperative to maintain a strong affiliation with the communities that surround the geographically distributed campuses.
 - Osher Lifelong Learning Institute (OLLI), has been a community-based program that has strived to utilize the experience and expertise of its members (adults age 50+) to help run and direct the program. Currently, OLLI serves about 2,000 members at over 30 locations around the State. As part of one Innovative Education, CTPE will provide these programs in the communities surrounding all of our geographically distributed campuses.
 - Testing Services provides community outreach and access to comprehensive testing which complies with the National College Testing Association professional standards throughout the local communities.

The overarching leadership structure will provide centralized administrative review and decision making to ensure standardization and compliance with USF, state and federal policies and regulations. Students and community stakeholders will benefit from this model of quality assurance by receiving equal access and support from units within this division. Innovative Education will further develop a culture and curriculum that facilitates the ability of students to seamlessly access courses across face-to-face, online and blended instructional modes. Innovative Education will enhance responsiveness to regional economic and community development needs both for credit and non-credit offerings. The division will be able to create transformative, innovative programs to reach more learners and impact the communities surrounding our campuses, across the State of Florida and around the world.

Research and Innovation Organizational Structure



Consolidation of the University of South Florida’s three campuses is an extraordinary opportunity to build upon our growth as a leading center of research and innovation and to expand the benefits of our high-impact efforts to all corners of the Tampa Bay Region.

Consolidation opens new avenues for more faculty to collaborate on interdisciplinary research projects and expands USF’s strong culture of innovation deeper in the communities we serve.

Accordingly, Research and Innovation is committed to providing an equitable level of support services for faculty success regardless of location across one university, geographically distributed.

Research and Innovation provides comprehensive services in:

- Sponsored Research
- Tech Transfer/Patents & Licensing/Startups
- Corporate Partnerships
- Research Integrity and Compliance
- Faculty Honors, Prizes & Awards

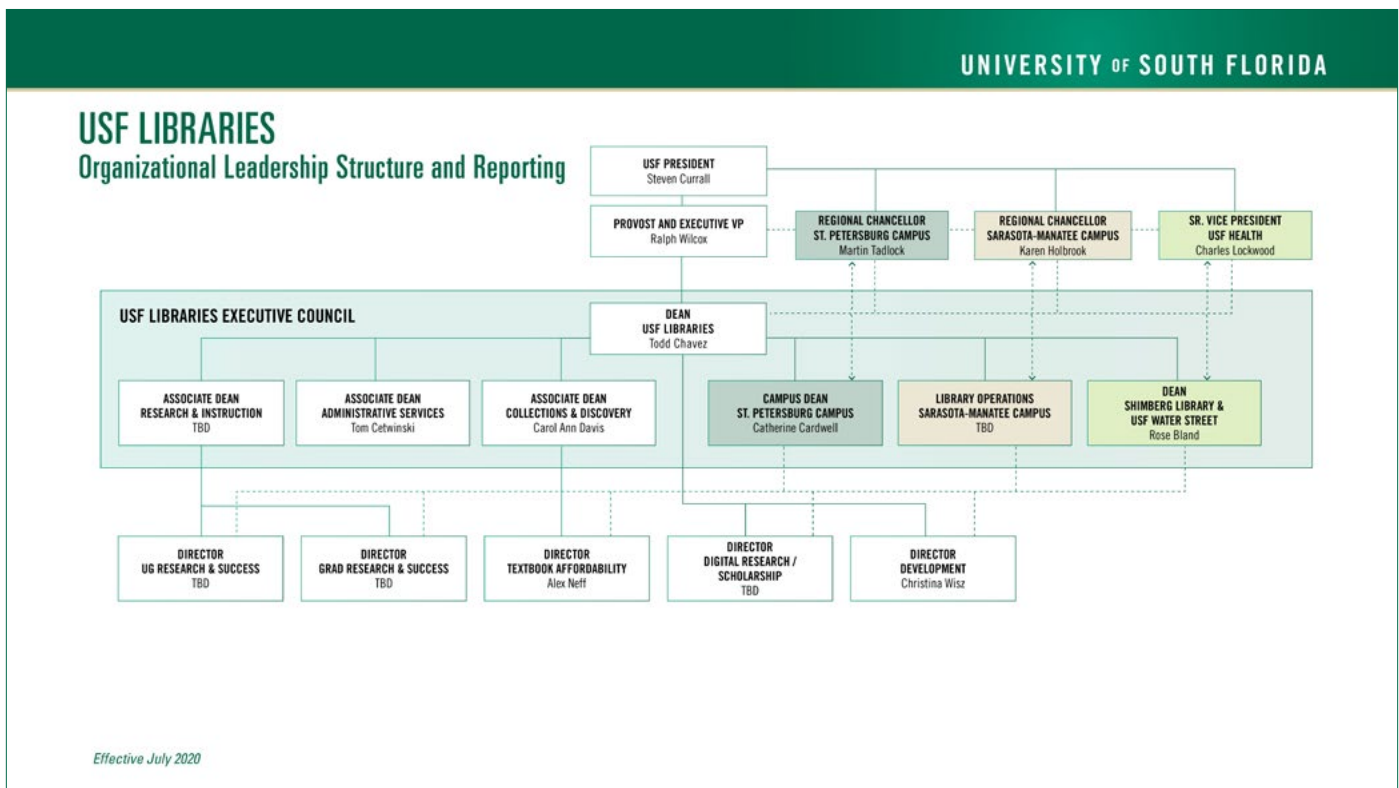
We are working with the regional chancellors, branch campus leaders and university-wide leaders to ensure faculty success in research and innovation, given the changing roles, responsibilities and relationships of consolidation.

Research and Innovation Organizational Structure

Accordingly, we are looking very carefully at the optimal internal support mechanisms and operational structures to make this happen, such as a point person on each campus to serve in a concierge role, working with faculty, staff and students to promote and facilitate research and innovation.

We are already posting additional positions to hire sponsored research administrators and licensing managers in preparation for the expected increased research, innovation and scholarship activity from one university, geographically distributed.

USF Libraries Organizational Structure



ROLES

The four USF Libraries are collectively at the heart of the University's research and teaching mission. At the core level, our collective role is to provide access to high-quality research collections, to deliver innovative and impactful support for transdisciplinary research, and to provide access to exceptional research tools and facilities.

To support the strategic goals of One USF, Geographically Distributed, the consolidated USF Libraries will achieve a level of excellence typical of members of the Association of Research Libraries (ARL). The USF Libraries are committed to collaboratively:

- providing seamless access to high-quality collections and information management tools to support impactful research and teaching;
- developing and promoting distinctive, deeply curated research collections of demonstrated value to institutional and global research communities;
- deploying a service portfolio designed to catalyze lifelong learning in students at all levels and to enhance faculty impact;
- increasing the volume and quality of scholarship and research contributions to the library profession;

USF Libraries Organizational Structure

- employing regular and systematic environmental reviews to facilitate continuous improvements in collections, services, and facilities;
- advancing institutional goals concerning faculty and student success; and
- advancing institutional brand strength, reputation, and rankings.

RELATIONSHIPS

The USF Libraries have been collaboratively engaged in these roles at various levels of intensity despite the imposition of separate accreditation. Although each library employs campus-appropriate strategies to meet the needs of their target audience(s), these efforts have served to simultaneously enhance the whole. We begin the process of consolidation from a “good place.”

In addition to expanding communication venues and opportunities using traditional approaches (e.g. in-person and virtual meetings, email chronicling, collaboration tools, etc.), we will maximize inter-campus collaboration by expanding leadership opportunities, building formal and informal pathways for staff participation in decision-making, and carefully managing assignments for all professional personnel. Finally, our individual faculties are currently engaged in building a consolidated governance framework for meaningful participation in organizational decision-making.

RESPONSIBILITIES

The consolidated USF Libraries’ array of responsibility can be mapped to the following generalized functional domains:

Collections & Discovery

Acquires, organizes, manages, and assesses library collections in all formats. Activities include reporting for accreditation and program reviews. Includes the Textbook Affordability Project and interlibrary loan.

Special Collections

Provides access to primary research and rare materials. Promotes strong community partnerships organized around local and regional history, environmental history and cultural resources and heritage.

Research & Instruction

Delivers a service portfolio to deliver innovative and impactful support for both discipline-based (including Health) and multidisciplinary research among graduate students (Research Platform Teams) and a formal, multi-tiered undergraduate research curriculum to complement faculty instructional objectives and facilitate high-impact practices (Library Student Success unit).

USF Libraries Organizational Structure

Digital Scholarship Services

Supports digital scholarship across the curriculum using specialists in scholarly communications, open-access publishing, copyright/IP, GIS, data management, and digitization.

Digital Heritage Collections

Employs 3D technologies and spatial documentation to create collections that record heritage sites, landscapes, and objects. Creates digital learning tools to facilitate use of collections that promote heritage preservation and environmental research.

Library Services & Facilities

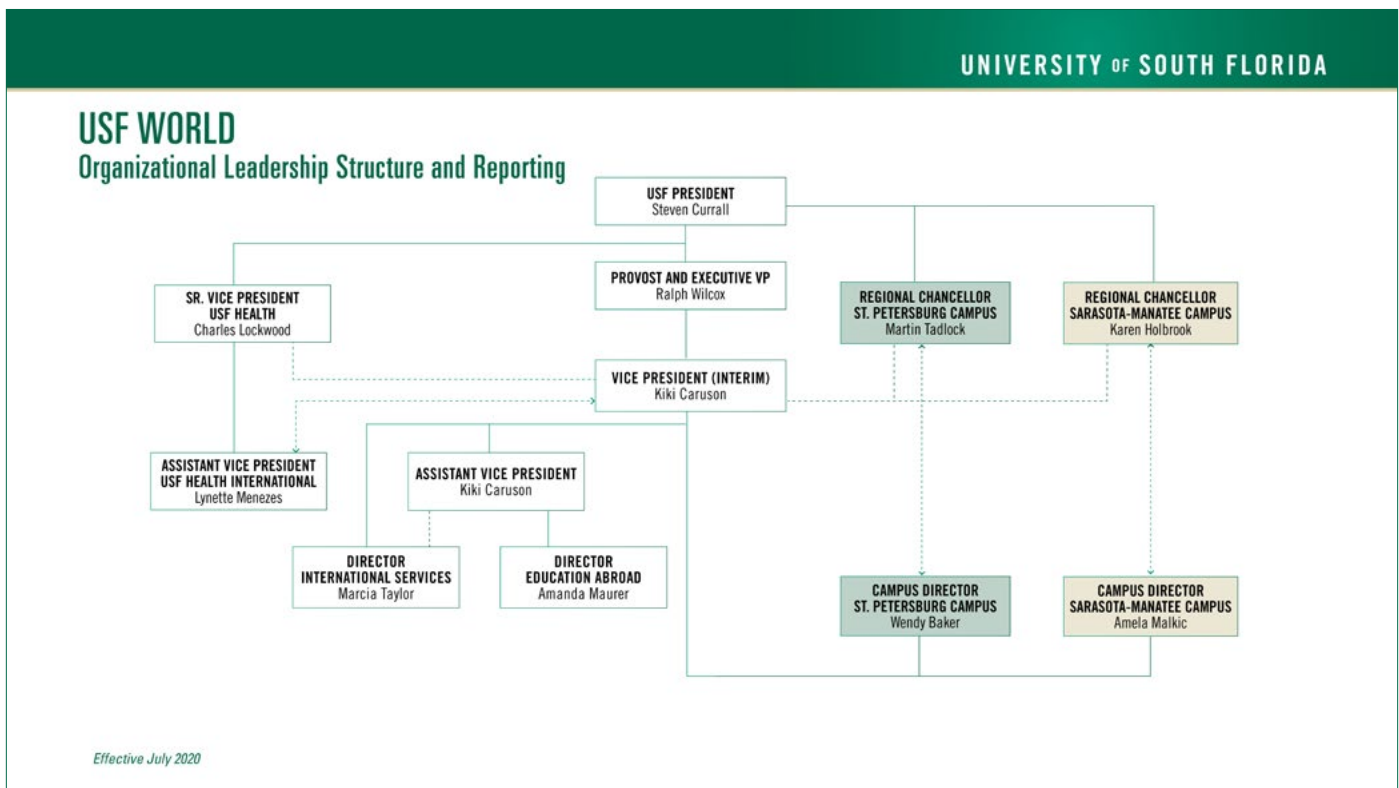
Circulates our physical collections, provides in-person desk service, maintains a Reserve collection, assists students and faculty with problems and informational questions, and manages facilities.

Administrative Services

Includes Development, Human Resources, Communications and Marketing, and Fiscal Services. Other activities include technology and computer support.

Please note: these terms are meant to describe generalized functional areas that cover the broad extent of responsibilities that exists across, but do not necessarily exist on, all campuses; they are not meant to name departments. One significant potential benefit of consolidation lies in the opportunity to expand functions to all campuses.

USF World Organizational Structure



ROLES

Since USF World was founded in 2010, this has been a system-oriented organization, working across all geographic locations to centralize and coordinate internationalization efforts. These include the Education Abroad Office, the Office of International Services, and recording the international research and scholarship footprint through the Global Discovery Hub. USF World is home to promulgated university policies for the travel and health insurance for all our students, faculty and staff traveling abroad, established protocols for honored visitors to USF, and all aspects of strategic global partnership development through General Agreements and Memoranda of Understanding. Today, USF World has established metrics for multiple forms of global interaction including international student success, all forms of incoming and outgoing international mobility across the university community, and faculty, staff and student support structures to enhance the global footprint (e.g., Fulbright, Peace Corps, campus event funding, visiting scholar support, etc.)

USF World is dedicated to:

- Promoting and extending current global initiatives while developing new opportunities that will expand the global footprint of USF.
- Continuing our system-wide processes already in place to support the consolidation of USF as a singular and globally engaged university.

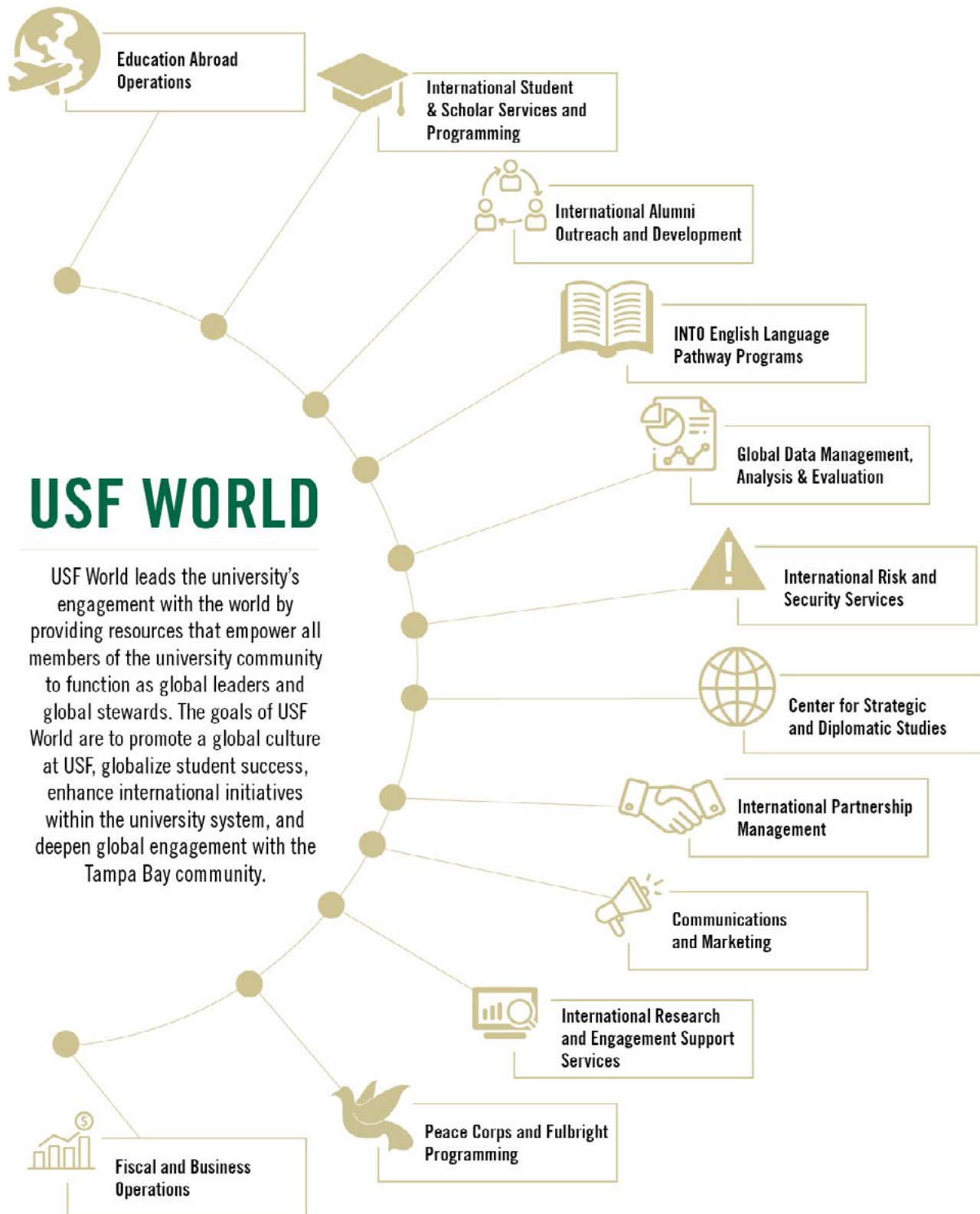
USF World Organizational Structure

- Establishing opportunities for global innovation across the academic and research enterprise that will continue to develop the global brand of USF and serve to support the university as we collectively move into a new era of strategic planning.
- Advising administrators and faculty across one university geographically distributed on current trends emerging in international higher education, and opportunities to strategically plan for productive global engagement.
- Collaborating with department and college administrators and faculty to first consider, and then operationalize, global academic and research engagement.
- Ensuring to the extent that it is reasonable, all university employees and students are effectively insured for their travel and health when part of academic or business related activities abroad.
- Advancing opportunities for students across the consolidated university to receive equitable access to world-class education abroad programs through multiple price, location, academic and research entry points.
- Leading the institutional compliance with Federal government requirements for international student and visiting scholar presence at USF, and working with community partners to ensure international student success and effective support for international scholarship and research.
- Extending current databases dedicated to capturing the global footprint of the university to include all aspects of one university geographically distributed.

RELATIONSHIPS

USF World has been interconnected with multiple different offices across all three campuses, USF Health International, and the Office of Institutional Research & Innovation since 2010. The scope of the work diagramed below appears simple in nature and bilateral. However, in reality, USF World's partnerships frequently engage a number of these units simultaneously and across the whole university resulting in a nested ecosystem of stakeholders drawn together by their global work.

USF World Organizational Structure



USF World Organizational Structure

Developing these relationships is a dynamic and ongoing process and, in truth, is never complete. New opportunities arise constantly and in unpredictable ways and this requires USF World is agile and flexible in our planning. Further, each year we redouble our efforts to articulate the availability of resources and support for newly hired faculty and staff, and newly enrolled students. This communication involves all forms of continuous and traditional outreach (meetings in person and via phone, newsletters, announcements, etc.) but is increasingly conducted with colleagues via digital conference media, and with students through a robust and growing social media presence. As a matter of practice, our door is literally always open. Ensuring access to our resources and to our collaborative team is vital to the global success of the university and we encourage stakeholders to reach out through open communication to proactively sharing new opportunities for emerging engagement.

RESPONSIBILITIES

As USF moves to one university geographically distributed, USF World commits to engaging digitally and in person with all three campus communities. In many ways, we already do this through the work of the Campus Directors and their staff but collectively we will seek to identify and engage with a broader folio of faculty, staff and students. It is our expectation in USF World that we can develop new synergies through the skills and experiences of our faculty and assist administrators and faculty to identify strategies for enhancing the global campus experience for all students, staff and faculty. USF World also supports entrepreneurial efforts to extend current best academic and research practice in global higher education. In short, USF World seeks to embrace global learning for all through an ever-growing commitment to pervasive and inclusive strategies across one university geographically distributed.

USF World has some core responsibilities that are essential to the work of the university. USF World is accountable to the university administration for the following functions:

- All student and faculty travel across the university must adhere to promulgated policy 10-507 (<https://www.usf.edu/world/travel>). This ensures all faculty, staff and students and suitably insured for international travel and allows the university to correspond directly and in a timely manner with USF travelers as global events dictate.
- All student and faculty travel to Federal State Department Tier 3 and 4 countries must be reviewed by the university-wide Global Risk Assessment Committee (<https://www.usf.edu/world/travel/grac>) to ensure the institution can assist in mitigating risk for the traveler.
- The Director for the Office of International Services (<https://www.usf.edu/world/international-services>) is the Principal Designated School Official (PDSO) for the Federal Student and Exchange Visitor Program (SEVP). The PDSO certifies all international students, scholars, and visiting faculty present at USF and supports other visa classes required by international faculty, scholars and graduates. The PDSO is responsible for the compliance of the university pertaining to Federal immigration. All international faculty, staff and student visa protocol and procedures must be directed through this office. More broadly, this office is a significant resource for university colleagues supporting all aspects of international student, faculty and staff mobility, and international student success.
- The Office for Education Abroad (OEA) will centrally support all faculty led and other study abroad

USF World Organizational Structure

programs for one university geographically distributed (<https://educationabroad.global.usf.edu/>). Faculty, staff and students should work with Campus Directors or the Director of the OEA on the planning and operationalization of education abroad and the Office will seek synergies and collective opportunities to extend access to study abroad opportunities to all students across the university.

- USF World is responsible for keeping a centralized record of all international agreements and memoranda and offers experienced advice and collegial support for university stakeholders considering these opportunities. To ensure the reputational profile, brand, and consistency of this process given a myriad of different cultural approaches to partnership found around the world, USF World has constructed a process designed to assist all faculty and administrators (<https://www.usf.edu/world/resources/agreements/overview>). The appropriate university leadership must sign all agreements, as faculty are not authorized to do so independently.
- USF World maintains a comprehensive database of USF faculty, staff and student global engagement. This record is collected from multiple sources but is essential to data-driven decision making by faculty, staff and students and to institutional reporting to state and federal agencies through the Office of Decision Support. We warmly welcome faculty utilizing this data (<https://www.usf.edu/world/resources/discovery-hub>) and contributing their global outcomes to our overall data set.

For further information, collegial support and innovative advice from a national award winning model for Global Learning, Research and Engagement (<https://www.usf.edu/news/2019/usf-wins-aplu-2019-institutional-award-for-global-learning-research-and-engagement.aspx>).

USF World Leadership	Dr. Roger Brindley	brindley@usf.edu	813-974-1218
	Dr. Kiki Caruson	kcaruson@usf.edu	813-974-0709
Education Abroad	Amanda Maurer (Director)	amaurer@usf.edu	813-974-4314
International Services	Marcia Taylor (Director)	taylorm@usf.edu	813-974-4206
International Risk & Safety	Ben Chamberlain (Officer)	bchamberlain@usf.edu	813-974-3724
Campus Director (USF at SP)	Wendy Baker	wbaker@usfsp.edu	727-873-4851
Campus Director (USF at SM)	Amela Malkic	amela@usf.edu	941-359-4314

Section 3: Academic and Program Processes

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Expanding Academic Programs in One University Geographically Distributed

KEY DEFINITIONS

DEGREE PROGRAM (as defined in BOG Regulation 8.011 & USF System Regulation 3.038)

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

MAJOR (i.e., Program of Study)

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

MINOR

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

Expanding Academic Programs in One University Geographically Distributed

CONCENTRATION

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

CERTIFICATE

- An organized set of courses offered as a distinct area of study that leads to specific educational or occupational goals.
- Certificates may consist of courses that are part of a major or courses that are created outside of a major. The number of credit hours for a certificate shall be set by the University.
- The credential is the “certificate” (i.e., the student does not earn a degree).

SPECIALTY/TRACK/EMPHASIS/ETC. (SUB-CURRICULAR AREAS OF STUDY)

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

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

CRITERIA FOR NEW DEGREE PROGRAMS (AND OTHER CURRICULAR OFFERINGS)

1. Alignment with USF’s and SUS’s strategic plans, including PSE (i.e., high need, high skilled, high paid jobs).
2. Demonstrable and sufficient workforce need; student demand; and, community need, commitment and support (including philanthropic investments, internship placements, research support, hiring of graduates, etc.).

Expanding Academic Programs in One University Geographically Distributed

3. The availability and adequacy of resources within the unit proposing and consistent with a preeminent state research university, including:
 - Faculty; Student Support Resources, Library Holdings, Laboratory Facilities
4. Demonstrates collaboration across colleges as appropriate.
5. Plan for Quality Assurance, including seeking specialized accreditation if relevant.

PROCESS STEPS FOR NEW DEGREE PROGRAMS

1. College Deans submit recommendations and data-driven rationales for new degree programs to the Provost (ODS Academic Planning Coordinates)
2. Provost and Senior Academic Leadership consider all data-driven recommendations for new degree programs for adding to USF's Master Academic Plan.
3. SUS BOG required Pre-Proposals prepared by the proposing College (ODS Academic Planning unit supports)
4. Pre-proposal presented to SUS BOG CAVP Academic Planning Coordinating Committee per BOG Regulation 8.004
5. Intent to submit a new degree program proposal included in USF's annual Accountability Plan, with BOT approval.
6. Post BOG approval of Accountability Plan, new degree program proposal developed by College (ODS Academic Planning unit supports).
7. Degree program approvals by Department/College faculty, University Faculty Council (Undergraduate or Graduate), APAC, BOT (and for Doctoral programs BOG).
8. BOG adds new degree program to USF's official Degree Inventory.
9. New degree program is implemented.

PROPOSED PROCESS STEPS FOR NEW MAJORS, MINORS, CONCENTRATIONS, CERTIFICATES, AND SUB-CURRICULAR OFFERINGS; INCLUDING CHANGES IN MODE OF DELIVERY

(Adapted from current language in USF Regulation 3.038 and USF BOT's Academic Planning Advisory Committee to ACE approved processes)

- Effective Fall 2017, all new curricular offerings that do not need a new degree proposal require submission of a "concept proposal" to the USF Academic Program Advisory Council (APAC).

Expanding Academic Programs in One University Geographically Distributed

- APAC reviews the proposals for a 14-day period. If there are no concerns, the faculty proposer may move forward proposing the new curriculum offering, following their College's and Department's (or equivalent unit's) curriculum processes.
- Concept Proposal Questions:
 1. Briefly describe the purpose of the proposed curriculum offering, including reference to data-based need/demand, student interest and employability and further education. (250 word limit)
 2. How does the proposed new curriculum offering align with SUS, USF, and your college, and, if relevant, your department's (or other unit's) strategic plans. (250 word limit)
 3. Is the proposed new curriculum offering unique or overlaps with other academic offerings within the USF? If overlapping, what efforts are being made to consult and seek opportunities for collaboration?
 4. Please comment on the following items: (500 word limit – Dean required to complete this section)
 - Adequacy of resources and credentialed faculty to support the new curriculum offering
 - The potential implication(s) the new curriculum offering will have on Performance Based Funding, Preeminence, AAU, and USNWR
 - Plan for quality assurance, including accreditation, if relevant

Resource Links:

USF Academic Planning: <http://systemacademics.usf.edu/>

SUS BOG: <https://www.flbog.edu/resources/academic/program-coordination-approval/>

Specialized Accreditation

Accreditation in the United States is a voluntary and self-regulatory mechanism of the higher education community. It plays a significant role in fostering public confidence in the educational enterprise, maintaining standards, enhancing institutional effectiveness, and improving higher education by establishing a common set of requirements with which accredited institutions must comply. (See SACSCOC Resource Manual Appendix E <http://www.sacscoc.org/pdf/2018%20POA%20Resource%20Manual.pdf>)

TYPES OF ACCREDITING AGENCIES:

INSTITUTIONAL ACCREDITING AGENCIES (ACCREDIT ENTIRE INSTITUTION)

- Regional Accrediting Agencies (SACSCOC for USF)
- National Accrediting Agencies

Updated U.S. Department of Education Federal Regulations: Will no longer distinguish between “national” and “regional” accreditors after June 30, 2020

Programmatic/Specialized Accrediting Agencies (accredit programs)

- USDOE recognizes approximately 40 programmatic accreditors

Any institution seeking or holding accreditation from more than one USDOE recognized institutional accrediting agency must describe itself in identical terms to each agency with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituents, and must keep each USDOE recognized accrediting body, including SACSCOC, apprised of any change in its status with one or another accrediting agency.

Board of Governors’ Regulation 3.006 Accreditation requires that each institution in the State University System be accredited by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC). SACSCOC is the regional accrediting body for the Southeastern United States.

In addition, each degree program for which specialized accreditation exists must seek such accreditation or provide a rationale for not seeking it. The accreditation status of individual academic programs in the State University System is provided in an annual report located with the Academic Degree Program Inventory (<https://prod.flbog.net:4445/pls/apex/f?p=136:80:11818489364840::NO::>)

Specialized Accreditation report for the BOG can be for various Unit “Types”

- Entire CIP
- Larger Unit (e.g., Muma College of Business)
- Track within a CIP

Specialized Accreditation

ROLES AND RESPONSIBILITIES

College Dean:

- For “Larger Units” contact has already likely been made (e.g., CAEP, AACSB).
- For CIP level or track within CIP level accreditation, Deans should review the lists in Handbook to assure all information is correct.
- Keep SACSCOC Liaison Michael Wrona and Vice Provost Terry Chisolm apprised of communications with Accrediting bodies.

Department Chair/Program Director:

- If you are the primary contact for a specialized accreditor, please make sure the program is on the detailed list in the Handbook.
- Work with your College Dean to assure that all information is accurate within the Handbook tables.
- If any information is incorrect or missing from the list, please contact the College Dean, SACSCOC liaison Michael Wrona and Vice Provost Terry Chisolm, immediately.
- Keep your College Dean, SACSCOC Liaison Michael Wrona and Vice Provost Terry Chisolm apprised of communications with Accrediting bodies.

USF SACSCOC Liaison:

- USF, through its SACSCOC liaison, Michael Wrona, will send a letter to each accrediting agency shown in the Handbook (whether or not a USDOE recognized “institutional” accreditor) describing the consolidated USF in the same terms, to include: Purpose, Governance, Programs, Degrees, Diplomas, Certificates, Personnel, Finances and Constituents, to ensure the level of transparency that SACSCOC requires.

Specialized Accreditation

ACCREDITING AGENCIES FOR USF

Prepared by ODS IE+P on December 17, 2019

UNIVERSITY OF SOUTH FLORIDA'S ACCREDITORS	USF T	USF SP	USF S-M
INSTITUTIONAL ACCREDITOR	2015	2011	2016
Southern Association of Colleges and Schools Commission on Colleges			
PROGRAMMATIC (SPECIALIZED) ACCREDITORS	USF T	USF SP	USF S-M
Accreditation Board for Engineering and Technology	2019		
Accreditation Commission for Programs in Hospitality Administration			Seeking
Accreditation Council for Business Schools and Programs	2019		
Accreditation Council for Education in Nutrition and Dietetics	2016		
Accreditation Council for Genetic Counseling	2016		
Accreditation Council for Graduate Medical Education	2013		
Accreditation Council for Pharmacy Education	2019		
Accreditation Review Commission on Education for the Physician Assistant	<i>Provisional</i>		
Accrediting Council on Education in Journalism and Mass Communications		2016	
American Institute of Certified Planners/Association of Collegiate Schools of Planning/Planning Accreditation Board	<i>Provisional</i>		
American Library Association Committee on Accreditation	2016		
American Psychological Association Committee on Accreditation	2017		
American Speech-Language-Hearing Association Council on Academic Accreditation in Audiology and Speech-Language Pathology	2008		
Association for Behavior Analysis International	2017		
Association to Advance Collegiate Schools of Business	2018	2019	2018
Commission on Accreditation in Physical Therapy Education American Physical Therapy Association	2016		
Commission on Accreditation of Athletic Training Education	2019		
Commission on Accreditation of Health Informatics and Information Management	Seeking		
Commission on Accreditation of Healthcare Management Education (formerly ACEHSA)	2015		
Commission on Accreditation of Medical Physics Education Programs	2015		
Commission on Collegiate Nursing Education American Association of Colleges of Nursing	2015		
Council for Accreditation of Counseling and Related Educational Programs	2013		
Council for the Accreditation of Educator Preparation (formerly NCATE)	2013	2014	2016
Council on Accreditation of Nursing Anesthesia Educational Programs	2011		
Council on Education for Public Health	2018		
Council on Social Work Education Office of Social Work Accreditation and Educational Excellence	2014		
Liaison Committee on Medical Education	2015		
National Architectural Accrediting Board	2017		
National Association of Schools of Art and Design	2016		
National Association of Schools of Dance	2014		
National Association of Schools of Music	2016		
National Association of Schools of Theatre	2018		
Network of Schools of Public Policy, Affairs, and Administration Commission on Peer Review and Accreditation	2018		
Psychological Clinical Science Accreditation System	2011		

Specialized Accreditation

DETAILED INFORMATION

Accreditor	CIP	CIP Title	Degree Level	Accredited Unit Type	Track or Unit Name	Campus
Accreditation Board for Engineering and Technology	11.0101	Computer and Information Sciences, General	Bachelors	Entire CIP	-	TAMPA
Accreditation Board for Engineering and Technology	14.0701	Chemical Engineering	Bachelors	Entire CIP	-	TAMPA
Accreditation Board for Engineering and Technology	14.0801	Civil Engineering, General	Bachelors	Entire CIP	-	TAMPA
Accreditation Board for Engineering and Technology	14.0901	Computer Engineering, General	Bachelors	Entire CIP	-	TAMPA
Accreditation Board for Engineering and Technology	14.1001	Electrical and Electronics Engineering	Bachelors	Entire CIP	-	TAMPA
Accreditation Board for Engineering and Technology	14.1901	Mechanical Engineering	Bachelors	Entire CIP	-	TAMPA
Accreditation Board for Engineering and Technology	14.3501	Industrial Engineering	Bachelors	Entire CIP	-	TAMPA
Accreditation Board for Engineering and Technology	51.2299	Public Health, Other	Masters	Track within CIP	MSPH in Industrial Hygiene; MSPH in Occupational Exposure Science	TAMPA
Accreditation Council for Business Schools and Programs	52.0203	Logistics, Materials, and Supply Chain Management	Masters	Larger unit	Business Program	TAMPA
Accreditation Council for Education in Nutrition and Dietetics	51.2201	Public Health, General	Masters	Track within CIP	MPH Nutrition and Dietetics	TAMPA
Accreditation Council for Genetic Counseling	51.2299	Public Health, Other	Masters	Track within CIP	MSPH Genetic Counseling	TAMPA
Accreditation Council for Graduate Medical Education	51.1201	Medicine	Professional Doctorate	Larger unit	Graduate Medical Education	TAMPA
Accreditation Council for Pharmacy Education	51.2001	Pharmacy	Professional Doctorate	Entire CIP	-	TAMPA
Accrediting Council on Education in Journalism and Mass Communications	9.0102	Mass Communication/Media Studies	Bachelors	Entire CIP	-	St Petersburg
Accrediting Council on Education in Journalism and Mass Communications	9.0499	Journalism, Other	Masters	Entire CIP	-	St Petersburg
American Library Association Committee on Accreditation	25.0101	Library and Information Science	Masters	Entire CIP	-	TAMPA
American Psychological Association Committee on Accreditation	42.0101	Psychology, General	Research Doctorate	Track within CIP	Clinical Psychology	TAMPA
American Psychological Association Committee on Accreditation	42.2805	School Psychology	Research Doctorate	Entire CIP	-	TAMPA
American Speech-Language-Hearing Association Council on Academic Accreditation in Audiology and Speech-Language Pathology	51.0202	Audiology/Audiologist	Research Doctorate	Entire CIP	-	TAMPA
American Speech-Language-Hearing Association Council on Academic Accreditation in Audiology and Speech-Language Pathology	51.0204	Audiology/Audiologist and Speech-Language Pathology/Pathologist	Masters	Entire CIP	-	TAMPA
Association for Behavior Analysis International	42.2814	Applied Behavior Analysis	Masters	Entire CIP	-	TAMPA
Association to Advance Collegiate Schools of Business	11.0501	Computer Systems Analysis/Analyst	Masters	Larger unit	Business Program	TAMPA
Association to Advance Collegiate Schools of Business	31.0504	Sport and Fitness Administration/Management	Masters	Larger unit	Business Program	TAMPA
Association to Advance Collegiate Schools of Business	52.0101	Business/Commerce, General	Bachelors	Larger unit	Business Program	TAMPA
Association to Advance Collegiate Schools of Business	52.0101	Business/Commerce, General	Bachelors	Larger unit	College of Business	Sarasota-Manatee
Association to Advance Collegiate Schools of Business	52.0101	Business/Commerce, General	Masters	Larger unit	Business program	TAMPA
Association to Advance Collegiate Schools of Business	52.0201	Business Administration and Management, General	Bachelors	Larger unit	BS/BA in Business Administration	TAMPA
Association to Advance Collegiate Schools of Business	52.0201	Business Administration and Management, General	Bachelors	Larger unit	College of Business	Sarasota-Manatee
Association to Advance Collegiate Schools of Business	52.0201	Business Administration and Management, General	Bachelors	Larger unit	Business Program	St Petersburg

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Association to Advance Collegiate Schools of Business	52.0201	Business Administration and Management, General	Masters	Larger unit	Business Program	TAMPA
Association to Advance Collegiate Schools of Business	52.0201	Business Administration and Management, General	Masters	Larger unit	College of Business	Sarasota-Manatee
Association to Advance Collegiate Schools of Business	52.0201	Business Administration and Management, General	Masters	Larger unit	Business Program	St Petersburg
Association to Advance Collegiate Schools of Business	52.0201	Business Administration and Management, General	Research Doctorate	Larger unit	Business Administration and Management, General	TAMPA
Association to Advance Collegiate Schools of Business	52.0201	Business Administration and Management, General	Research Doctorate	Larger unit	Business Program	TAMPA
Association to Advance Collegiate Schools of Business	52.0203	Logistics, Materials, and Supply Chain Management	Bachelors	Larger unit	Business Program	TAMPA
Association to Advance Collegiate Schools of Business	52.0203	Logistics, Materials, and Supply Chain Management	Masters	Larger unit	Business Program	TAMPA
Association to Advance Collegiate Schools of Business	52.0301	Accounting	Bachelors	Entire CIP	-	TAMPA
Association to Advance Collegiate Schools of Business	52.0301	Accounting	Bachelors	Larger unit	College of Business	Sarasota-Manatee
Association to Advance Collegiate Schools of Business	52.0301	Accounting	Bachelors	Larger unit	Business Program	St Petersburg
Association to Advance Collegiate Schools of Business	52.0301	Accounting	Masters	Entire CIP	-	TAMPA
Association to Advance Collegiate Schools of Business	52.0301	Accounting	Masters	Larger unit	Business Program	St Petersburg
Association to Advance Collegiate Schools of Business	52.0601	Business/Managerial Economics	Bachelors	Larger unit	Business Program	St Petersburg
Association to Advance Collegiate Schools of Business	52.0701	Entrepreneurship/Entrepreneurial Studies	Bachelors	Larger unit	Business Program	St Petersburg
Association to Advance Collegiate Schools of Business	52.0701	Entrepreneurship/Entrepreneurial Studies	Masters	Larger unit	Business Program	TAMPA
Association to Advance Collegiate Schools of Business	52.0801	Finance, General	Bachelors	Larger unit	Business Program	TAMPA
Association to Advance Collegiate Schools of Business	52.0801	Finance, General	Bachelors	Larger unit	College of Business	Sarasota-Manatee
Association to Advance Collegiate Schools of Business	52.0801	Finance, General	Bachelors	Larger unit	Business Program	St Petersburg
Association to Advance Collegiate Schools of Business	52.0801	Finance, General	Masters	Larger unit	Business Program	TAMPA
Association to Advance Collegiate Schools of Business	52.1101	International Business/Trade/Commerce	Bachelors	Larger unit	Business Program	TAMPA
Association to Advance Collegiate Schools of Business	52.1101	International Business/Trade/Commerce	Bachelors	Larger unit	Business Program	St Petersburg
Association to Advance Collegiate Schools of Business	52.1201	Management Information Systems, General	Bachelors	Larger unit	Business Program	TAMPA
Association to Advance Collegiate Schools of Business	52.1201	Management Information Systems, General	Bachelors	Larger unit	Business Program	St Petersburg
Association to Advance Collegiate Schools of Business	52.1401	Marketing/Marketing Management, General	Bachelors	Larger unit	Business Program	TAMPA
Association to Advance Collegiate Schools of Business	52.1401	Marketing/Marketing Management, General	Bachelors	Larger unit	College of Business	Sarasota-Manatee
Association to Advance Collegiate Schools of Business	52.1401	Marketing/Marketing Management, General	Bachelors	Larger unit	Business Program	St Petersburg
Association to Advance Collegiate Schools of Business	52.1401	Marketing/Marketing Management, General	Masters	Larger unit	Business Program	TAMPA
Association to Advance Collegiate Schools of Business	52.1499	Marketing, Other	Bachelors	Larger unit	Business Program	TAMPA
Association to Advance Collegiate Schools of Business	52.1501	Real Estate	Masters	Larger unit	Business Program	TAMPA
Association to Advance Collegiate Schools of Business	52.1701	Insurance	Bachelors	Larger unit	College of Business	Sarasota-Manatee
Commission on Accreditation in Physical Therapy Education American Physical Therapy Association	51.2308	Physical Therapy/Therapist	Professional Doctorate	Entire CIP	-	TAMPA
Commission on Accreditation of Athletic Training Education	51.0913	Athletic Training/Trainer	Masters	Track within CIP	MS in Athletic Training	TAMPA
Commission on Accreditation of Healthcare Management Education (formerly ACEHSA)	51.0701	Health/Health Care Administration/Management	Masters	Entire CIP	-	TAMPA

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Commission on Accreditation of Medical Physics Education Programs	40.0801	Physics, General	Research Doctorate	Track within CIP	Applied-Physics Ph.D. with Medical-Physics emphasis	TAMPA
Commission on Collegiate Nursing Education American Association of Colleges of Nursing	51.3801	Registered Nursing/Registered Nurse	Bachelors	Entire CIP	-	TAMPA
Commission on Collegiate Nursing Education American Association of Colleges of Nursing	51.3801	Registered Nursing/Registered Nurse	Masters	Entire CIP	-	TAMPA
Commission on Collegiate Nursing Education American Association of Colleges of Nursing	51.3818	Nursing Practice	Professional Doctorate	Entire CIP	-	TAMPA
Council for Accreditation of Counseling and Related Educational Programs	51.2310	Vocational Rehabilitation Counseling/Counselor	Masters	Entire CIP	-	TAMPA
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.0101	Education, General	Masters	Larger unit	School of Education	Sarasota-Manatee
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.0301	Curriculum and Instruction	Specialist	Larger unit	College of Education	TAMPA
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.0401	Educational Leadership and Administration, General	Masters	Larger unit	College of Education	TAMPA
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.0401	Educational Leadership and Administration, General	Masters	Larger unit	School of Education	Sarasota-Manatee
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.0401	Educational Leadership and Administration, General	Masters	Larger unit	College of Education	St Petersburg
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.1001	Special Education and Teaching, General	Bachelors	Larger unit	College of Education	TAMPA
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.1001	Special Education and Teaching, General	Masters	Larger unit	College of Education	TAMPA
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.1001	Special Education and Teaching, General	Masters	Larger unit	College of Education	St Petersburg
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.1101	Counselor Education/School Counseling and Guidance Services	Masters	Larger unit	College of Education	TAMPA
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.1202	Elementary Education and Teaching	Bachelors	Larger unit	College of Education	TAMPA
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.1202	Elementary Education and Teaching	Bachelors	Larger unit	School of Education	Sarasota-Manatee
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.1202	Elementary Education and Teaching	Masters	Larger unit	College of Education	TAMPA
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.1202	Elementary Education and Teaching	Masters	Larger unit	School of Education	Sarasota-Manatee
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.1202	Elementary Education and Teaching	Masters	Larger unit	College of Education	St Petersburg
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.1203	Junior High/Intermediate/Middle School Education and Teaching	Masters	Larger unit	Middle Grades Science, Technology, Engineering, and Mathematics Education	St Petersburg
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.1206	Teacher Education, Multiple Levels	Bachelors	Larger unit	College of Education	St Petersburg
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.1210	Early Childhood Education and Teaching	Bachelors	Larger unit	College of Education	TAMPA
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.1305	English/Language Arts Teacher Education	Bachelors	Larger unit	College of Education	TAMPA

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Council for the Accreditation of Educator Preparation (formerly NCATE)	13.1305	English/Language Arts Teacher Education	Masters	Larger unit	College of Education	TAMPA
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.1305	English/Language Arts Teacher Education	Masters	Larger unit	School of Education	Sarasota-Manatee
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.1305	English/Language Arts Teacher Education	Masters	Larger unit	English Education	St Petersburg
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.1306	Foreign Language Teacher Education	Masters	Larger unit	College of Education	TAMPA
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.1311	Mathematics Teacher Education	Bachelors	Larger unit	College of Education	TAMPA
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.1311	Mathematics Teacher Education	Masters	Larger unit	College of Education	TAMPA
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.1312	Music Teacher Education	Bachelors	Larger unit	College of Education	TAMPA
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.1314	Physical Education Teaching and Coaching	Bachelors	Larger unit	College of Education	TAMPA
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.1315	Reading Teacher Education	Masters	Larger unit	College of Education	TAMPA
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.1315	Reading Teacher Education	Masters	Larger unit	College of Education	St Petersburg
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.1316	Science Teacher Education/General Science Teacher Education	Bachelors	Larger unit	College of Education	TAMPA
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.1316	Science Teacher Education/General Science Teacher Education	Masters	Larger unit	College of Education	TAMPA
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.1317	Social Science Teacher Education	Bachelors	Larger unit	College of Education	TAMPA
Council for the Accreditation of Educator Preparation (formerly NCATE)	13.1317	Social Science Teacher Education	Masters	Larger unit	College of Education	TAMPA
Council on Accreditation of Nursing Anesthesia Educational Programs	51.3818	Nursing Practice	Professional Doctorate	Track within CIP	Nurse Anesthesia	TAMPA
Council on Education for Public Health	51.0701	Health/Health Care Administration/Management	Masters	Entire CIP	-	TAMPA
Council on Education for Public Health	51.2201	Public Health, General	Bachelors	Entire CIP	-	TAMPA
Council on Education for Public Health	51.2201	Public Health, General	Masters	Entire CIP	-	TAMPA
Council on Education for Public Health	51.2201	Public Health, General	Research Doctorate	Entire CIP	-	TAMPA
Council on Education for Public Health	51.2299	Public Health, Other	Masters	Entire CIP	-	TAMPA
Council on Social Work Education Office of Social Work Accreditation and Educational Excellence	44.0701	Social Work	Bachelors	Entire CIP	-	TAMPA
Council on Social Work Education Office of Social Work Accreditation and Educational Excellence	44.0701	Social Work	Masters	Entire CIP	-	TAMPA
Liaison Committee on Medical Education	51.1201	Medicine	Professional Doctorate	Entire CIP	-	TAMPA
National Architectural Accrediting Board	4.0201	Architecture	Masters	Entire CIP	-	TAMPA
National Association of Schools of Art and Design	50.0701	Art/Art Studies, General	Bachelors	Entire CIP	-	TAMPA
National Association of Schools of Art and Design	50.0702	Fine/Studio Arts, General	Bachelors	Entire CIP	-	TAMPA
National Association of Schools of Art and Design	50.0702	Fine/Studio Arts, General	Masters	Entire CIP	-	TAMPA
National Association of Schools of Art and Design	50.0703	Art History, Criticism and Conservation	Bachelors	Entire CIP	-	TAMPA
National Association of Schools of Art and Design	50.0703	Art History, Criticism and Conservation	Masters	Entire CIP	-	TAMPA
National Association of Schools of Dance	50.0301	Dance, General	Bachelors	Entire CIP	-	TAMPA
National Association of Schools of Music	13.1312	Music Teacher Education	Bachelors	Entire CIP	-	TAMPA
National Association of Schools of Music	13.1312	Music Teacher Education	Masters	Entire CIP	-	TAMPA
National Association of Schools of Music	50.0901	Music, General	Research Doctorate	Entire CIP	-	TAMPA

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National Association of Schools of Music	50.0903	Music Performance, General	Bachelors	Entire CIP	-	TAMPA
National Association of Schools of Music	50.0903	Music Performance, General	Masters	Entire CIP	-	TAMPA
National Association of Schools of Music	50.9999	Visual and Performing Arts, Other	Bachelors	Entire CIP	-	TAMPA
National Association of Schools of Theatre	50.0501	Drama and Dramatics/Theatre Arts, General	Bachelors	Entire CIP	-	TAMPA
Network of Schools of Public Policy, Affairs, and Administration Commission on Peer Review and Accreditation	44.0401	Public Administration	Masters	Entire CIP	-	TAMPA
Psychological Clinical Science Accreditation System	42.0101	Psychology, General	Research Doctorate	Track within CIP	Clinical Psychology	TAMPA

APPENDIX E: Overview of Accreditation

Accreditation in the United States is a voluntary and self-regulatory mechanism of the higher education community. It plays a significant role in fostering public confidence in the educational enterprise, maintaining standards, enhancing institutional effectiveness, and improving higher education by establishing a common set of requirements with which accredited institutions must comply.

Types of Accrediting Agencies

The approximately 60 accrediting organizations recognized by the U.S. Department of Education (USDOE) reflect three basic approaches to accreditation: (1) national accreditation, (2) programmatic or specialized accreditation, and (3) regional accreditation. National and regional agencies accredit the entire *institution*; programmatic agencies accredit *programs* within institutions.

National Accrediting Agencies

National accreditors accredit primarily single purpose institutions and do not have a geographically limited service area. The USDOE recognizes several national faith-based accreditors (such as the Association of Advanced Rabbinical and Talmudic Schools Accreditation Commission and the Association for Biblical Higher Education Commission on Accreditation) which review religiously affiliated or doctrinally based institutions. The USDOE also recognizes several national career-related accreditors (such as the Accrediting Commission of Career Schools and Colleges and the Council on Occupational Education), which review institutions whose missions focus primarily on career education programs of both degree and non-degree types. These programs are generally designed to meet the needs of the job market.

Programmatic Accrediting Agencies (Also called Specialized Accrediting Agencies)

Programmatic accreditors focus on a single educational program and do not have a geographically limited service area. USDOE recognizes approximately 40 programmatic accreditors, many of which focus on allied health such as those in dietetics, dentistry, occupational therapy, optometry, podiatric medicine, nursing, physical therapy, and radiologic technology. Among the nonmedical specialties for which programmatic accreditation is available are programs in art and design, dance, education, law, music, theater, and theology. Several programmatic accreditors have characteristics of national accreditors in that they may be authorized to accredit free-standing, single-purpose institutions, such as a free-standing theological seminary.

Regional Accrediting Agencies

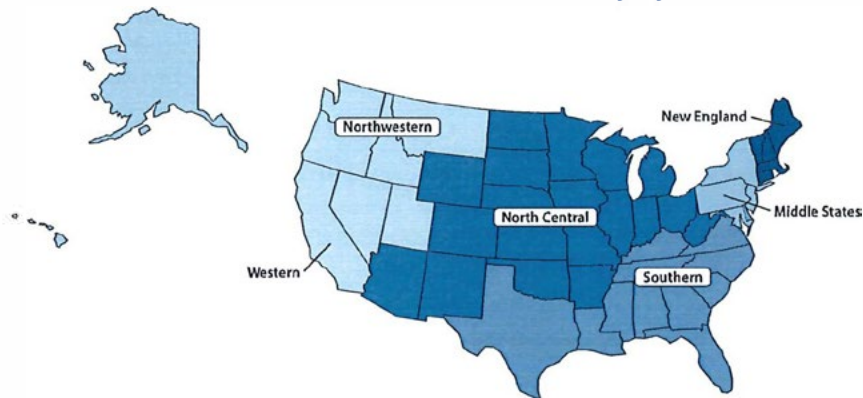
Regional accreditors accredit an entire higher education institution and have a geographically limited service area. Seven regional accrediting agencies operate in the six U.S. regions (see Figure 1). The Western region (California and Hawaii) has divided their institutions by level and created two agencies to manage accreditation. To maintain their status as gatekeepers for federal financial aid,

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every five years or less, regional accreditors undergo a continued recognition review with the U.S. Department of Education.

These regional agencies are independent nonprofit entities with separate standards, policies, and procedures designed for their respective member institutions and for meeting the USDOE recognition standards that apply to all accreditors. Consequently, all agencies address such issues as faculty, student achievement, curricula and program length, facilities, equipment, finance, administrative capacity, student support services, recruiting and admissions practices, student complaints, and compliance with federal financial aid regulations. Although these regional entities function independently of one another, they do communicate regularly through the Council of Regional Accrediting Commissions (C-RAC), which is composed of the CEO and commission chairs of each regional agency.

FIGURE 1: The Six Accrediting Regions



Southern Association of Colleges and Schools (SACS)

The Southern Association of Colleges and Schools is a private, nonprofit, voluntary organization founded in 1895 in Atlanta, Georgia. SACS comprises the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), which accredits higher education degree-granting institutions in the southeastern United States and abroad, and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), which accredits elementary, middle, and secondary schools. However, SACSCOC and SACS CASI operate independently of each other, each carrying out its mission with considerable autonomy; each develops its own standards and procedures and governs itself by a delegate assembly. Both are independently incorporated, and do not rely upon the SACS umbrella for accreditation authority.

SACSCOC

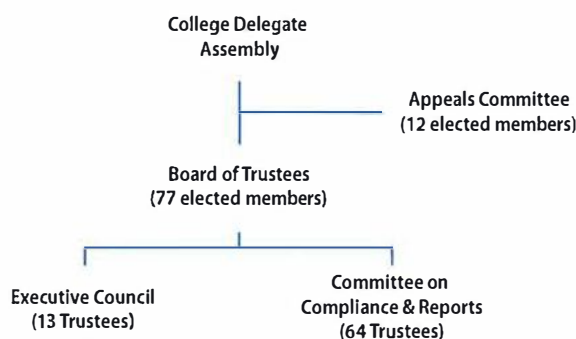
SACSCOC is the regional body for the accreditation of degree-granting higher education institutions in eleven Southern states: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia. SACSCOC also accredits international

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institutions of higher education. SACSCOC strives to enhance educational quality by ensuring that institutions meet standards established by the higher education community to address the needs of society and students. It serves as the common denominator of shared values and practices among the diverse institutions that award associate, baccalaureate, master's, or doctoral degrees.

SACSCOC is composed of four primary units: (1) the College Delegate Assembly, (2) the Board of Trustees, (3) the Executive Council, and (4) the Committees on Compliance and Reports, as well as an Appeals Committee (see Figure 2).

FIGURE 2: SACSCOC



College Delegate Assembly

The College Delegate Assembly comprises one voting representative (the CEO or the CEO's designee) from each member institution. Its responsibilities include (1) electing the SACSCOC Board of Trustees, (2) approving all revisions in accrediting standards recommended by the SACSCOC Board, (3) approving the dues schedule for candidate and member institutions as recommended by the SACSCOC Board, (4) electing an Appeals Committee to hear appeals of adverse accreditation decisions, and (5) electing representatives to the SACS Board. The College Delegate Assembly convenes for business during the SACSCOC Annual Meeting in December.

Board of Trustees

The 77 elected members of the SACSCOC Board of Trustees are primarily administrators and faculty from member institutions; however, 11 (one from each state in the region) are public members from outside the academy. Each state has at least four trustees (one from a Track A institution [levels I and II], two from a Track B institution [levels III–VI], and one from the public); the remaining 33 are at-large positions that are apportioned among the states to ensure representation for both Track A and B institutions, as well as an effort to represent proportionally the states within the SACSCOC region. One of the at-large positions is designated for representation from one of the internationally accredited institutions. The Board is responsible for (1) recommending to the College Delegate Assembly standards for candidacy and for membership; (2) authorizing special visits to institutions;

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(3) taking final action on the accreditation status of applicant, candidate, and member institutions; (4) nominating to the CDA individuals for election to the SACSCOC Board of Trustees; (5) electing the Executive Council; (6) appointing *ad hoc* study committees as needed; and (7) approving the policies and procedures of SACSCOC. The Board meets twice a year.

Executive Council

The 13-member Executive Council (one trustee from each of the region's 11 states, one public member, and the chair of the SACSCOC Board of Trustees) is the executive arm of SACSCOC and functions on behalf of the SACSCOC Board and the College Delegate Assembly between meetings; however, the actions of the Executive Council are subject to review and approval by the SACSCOC Board. The Executive Council (1) interprets Commission policies and procedures; (2) develops procedures for and supervises the work of *ad hoc* and standing committees of the Commission on Colleges; (3) approves the goals and objectives of the Commission on Colleges; (4) reviews and approves the Commission's budget and the membership's dues; (5) oversees and annually evaluates the work of its president; and (6) initiates new programs, projects, and policy proposals. The Executive Council meets three times a year.

Committees on Compliance and Reports

Standing committees of the SACSCOC Board of Trustees, the Committees on Compliance and Reports (C&R Committees) review (1) applications for membership; (2) applications/prospectuses for substantive changes requiring Board approval; (3) visiting committee reports and institutional responses generated by reaffirmation committees, special committees, substantive change committees, and candidacy and accreditation committees prepared by peer committees; (4) monitoring and referral reports; and (5) other reports requested by the Commission on Colleges. C&R Committee recommendations resulting from the analysis of these documents are forwarded to the Executive Council for review. In addition to the elected trustees who serve on C&R Committees, membership may be expanded to include temporarily appointed special readers whose expertise—typically in the areas of finance, institutional effectiveness, and library/learning resources—is germane to the compliance issues under review. C&R Committees meet twice a year prior to the meetings of the SACSCOC Board of Trustees.

Appeals Committee

The 12-member Appeals Committee is elected by the College Delegate Assembly from former members of the SACSCOC Board of Trustees. The role of the Appeals Committee is to hear appeals of adverse actions taken by the SACSCOC Board of Trustees related to an applicant, candidate, or member institution. Specifically, the following actions are appealable:

- Denial of candidacy for initial accreditation
- Removal from candidacy for initial accreditation
- Denial of initial membership (initial accreditation)
- Removal from membership (loss of accreditation)



Specialized Accreditation

Additional details on the composition, selection, and duties of the above bodies can be found in SACSCOC policies [Standing Rules: SACSCOC Board of Trustees, Executive Council, and the College Delegate Assembly](#) and [Appeals Procedures of the College Delegate Assembly](#) at www.sacscoc.org.

Expanding Research at One USF: Interdisciplinary Centers of Academic & Research Excellence

PROPOSED INTERDISCIPLINARY CENTERS AT THE BRANCH CAMPUSES*

“The College (of Marine Science) will serve as the nexus for an interdisciplinary USF Center of Excellence in Oceanographic and Environmental Sciences on the St. Petersburg branch campus, drawing upon faculty expertise from across all USF campuses and colleges (e.g., engineering), to the extent that adequate resources are available.”

“USF will establish an interdisciplinary Center of Excellence in STEM Education on the St. Petersburg branch campus, drawing upon faculty expertise from across all USF campuses and colleges. Primary programming will focus on engaging teaching professionals and future teachers in STEM curricular design, effectiveness of pedagogical delivery and student learning, and assessment.”

“The Dean of the College of Arts and Sciences, the Dean of the College of Behavioral and Community Sciences, and the Dean of Public Health, along with other college leaders, will explore the feasibility of establishing an interdisciplinary USF Center of Excellence in Aging Studies on the Sarasota-Manatee branch campus, drawing upon faculty expertise from across all USF campuses and colleges, to the extent that adequate resources are available.”

*Excerpts from *University of South Florida as “One University Geographically Distributed”*, October 14, 2019, Pages 1, 2 & 4.

DESIRED OBJECTIVES OF INTERDISCIPLINARY CENTERS

- Elevate research excellence on the branch campuses as well as for one USF
- Promoted strategically targeted partnerships across disciplinary and campus boundaries
- Gain national and international prominence in areas of focus through globally transformational impact
- Align the goals of the centers with the strategic goals of USF, SUS and the State of Florida
- Develop financially sustainable centers through state, federal and private sector investments
- Create distinctive scholarly and scientific destinations for attracting world-class faculty and student talent to all campuses of one USF
- Enhance faculty retention and post-graduation student placement

IMPLEMENTATION PLAN AND TENTATIVE TIMELINE

- Focus on one of the three centers for initial implementation
- Assess and compile expertise at USF (Jan / Feb 2020)
- Workshops for strategic development of structure and content (Mar / Apr 2020)
- Finalize conceptual structure and content for center (Summer 2020)
- Establish and gradually commence center operation (Fall 2020)
- Commence sequential planning for other two centers (Spring 2021)
- Establish and commence operations of these centers (AY 2021/2022)

*Expanding Research at One USF: Interdisciplinary Centers
of Academic & Research Excellence*

STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



Programs of Excellence Report
September 2018

Pending Board of Governors Approval

Expanding Research at One USF: Interdisciplinary Centers of Academic & Research Excellence



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

Office of the Chancellor
325 West Gaines Street, Suite 1614
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Phone 850.245.0466
Fax 850.245.9685
www.flbog.edu

August 22, 2018

The Honorable Joe Negron
President, Florida Senate
Room 305, Senate Office Building
404 South Monroe Street
Tallahassee, Florida 32399

The Honorable Richard Corcoran
Speaker, Florida House of Representatives
Room 420, House Office Building
402 South Monroe Street
Tallahassee, Florida 32399

Dear President Negron and Speaker Corcoran,

Please find enclosed the Board of Governors' Programs of Excellence Report as required by section 1001.7065, *Florida Statutes*.

Florida is a state on a path to greatness in higher education. The State University System continues to make great strides to elevate its national research profile to the very top echelon. As a result of your leadership, the Programs of Excellence initiative will continue to strengthen Florida's reputation as the best state for higher education. With support from the Legislature and Governor, the State University System recently rose from No. 5 to No. 4 in national research rankings and increased its research awards by 8 percent even as funding fell 5 percent nationwide.

As chair of the Board of Governors Academic and Research Excellence Committee, I believe that the recommended framework included in this report will allow the state of Florida to provide investments in strategic areas important to Florida's future and allow the State University System the opportunity to use its strengths and collaborate to address these areas. The framework and concepts in this report were developed by a workgroup of State University System provosts and vice presidents for research. In addition, all 12 State university System institutions had the opportunity to review and provide feedback on this report.

The Board of Governors appreciates the opportunity to provide recommendations on how to elevate the excellent academic and research programs that exist across the State University System in a manner that will address important areas for the state.

We look forward to working with the Legislature on this important initiative.

Sincerely,

A handwritten signature in blue ink, appearing to read "Alan Levine".

Alan Levine
Chair, Academic and Research Excellence Committee
Florida Board of Governors

Florida A&M University | Florida Atlantic University | Florida Gulf Coast University | Florida International University
Florida Polytechnic University | Florida State University | New College of Florida | University of Central Florida
University of Florida | University of North Florida | University of South Florida | University of West Florida



Expanding Research at One USF: Interdisciplinary Centers of Academic & Research Excellence



SUMMARY OF PROGRAMS OF EXCELLENCE September 2018

INTRODUCTION

Section 1001.7065, *Florida Statutes* requires the Florida Board of Governors to identify standards and measures to identify Programs of Excellence across the State University System of Florida. The goal of this initiative is to achieve and improve upon world-class, nationally recognized university programs of excellence within the State University System of Florida (SUS).

Included in this report is a recommended framework, including sample standards and metrics, for implementing Programs of Excellence in the SUS. This framework was developed by a workgroup of three SUS provosts and three SUS vice presidents for research. The workgroup met several times during the spring and summer of 2018 (see Appendix A). The workgroup developed multiple frameworks for establishing Programs of Excellence. After thoroughly reviewing each framework, the workgroup unanimously agreed that only one framework met the intent of the legislation and the supplemental guidance provided by legislative staff. The proposed framework also received broad support from all SUS provosts and vice presidents for research. Below is a detailed description of the recommended framework. A concept paper outlining all frameworks as presented to the Board of Governors in June 2018 is provided in Appendix B.

PROGRAMS OF EXCELLENCE: RECOMMENDED FRAMEWORK

Programs of Excellence allow the state of Florida to provide investments in strategic areas important to Florida's future and allow the State University System an opportunity to use its strengths to address these areas. The recommended framework for Programs of Excellence is one that builds on both research and academic programs within the SUS.

Expanding Research at One USF: Interdisciplinary Centers of Academic & Research Excellence



The workgroup developed and selected this concept using the following criteria.

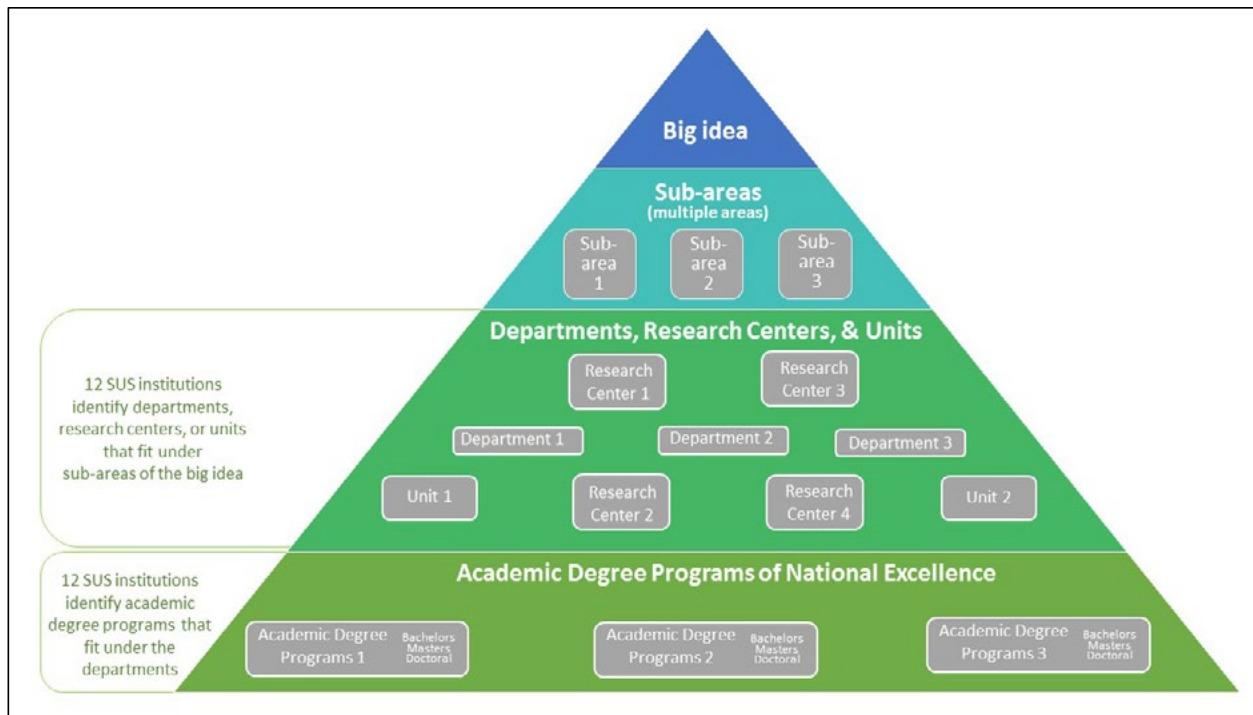
- Provides opportunities for all 12 SUS institutions to participate.
- Allows for universities to elevate both research and academic programs that are nationally recognized.
- Allows for programs across disciplines and degree levels to be recognized.
- Encourages institution collaboration.
- Addresses key areas important to Florida.
- Provides for flexibility in implementation.

The concept builds upon “big ideas” that require large investments to transform Florida, the nation and the world. The State University System would use Programs of Excellence to address these big ideas. As shown by Exhibit 1, the concept starts with a big idea, then is supported by sub-areas, which are in turn supported by academic departments and research centers. Academic programs can support either the big idea, the sub-area, or the academic departments and research centers. The sub-areas can involve faculty, postdoctoral students, and student researchers from a variety of departments and research centers. Additionally, SUS institutions have the flexibility to identify programs at the department, research area, unit, or academic degree program level that are nationally recognized. Some institutions may only want to submit distinct academic programs that are nationally recognized, such as a bachelor’s degree program in computer science that would fit under a selected big idea or sub-area, while others could submit broader ideas across multiple departments, such as nanoscience technology.

Expanding Research at One USF: Interdisciplinary Centers of Academic & Research Excellence



Exhibit 1
Overview of the Recommended Framework for Programs of Excellence



PROCESS

This framework was designed with the thought that two or three of these big ideas would be selected so that all 12 SUS institutions have the opportunity to participate. Once the big ideas are selected, SUS institutions should submit programs to be included within the big idea that fits into this framework. The SUS institutions should identify programs and select metrics that reflect national excellence. Examples of potential metrics are provided in Appendix C, though the list is not an exhaustive list. Appropriate metrics should be selected based on the research area and/or academic program selected. It is important to note that depending on the program selected, evidence of improvement in national rankings may take a few years to realize.

Expanding Research at One USF: Interdisciplinary Centers of Academic & Research Excellence



Institutions should be required to document how any state funding allocated for this initiative will be a return on investment to the state. The institution should also identify how the identified program of excellence would improve by participating in this program. The Board of Governors should oversee the implementation of this initiative and provide the legislature with any required information.

BIG IDEAS

Driven by the State University System's areas of research strength and academic programs of national excellence, to advance (during the next decade) the national and global leadership of the state, the workgroup identified potential collaborative projects. Exhibit 2 provides an overview of some of the examples identified by the workgroup.

Exhibit 2 Potential Big Ideas for Florida's Future

HEALTHY Florida

- Health and Wellness for Floridians: Proactive and preventative steps to a healthier state
- Reversing opioids and related addiction challenges
- Assessing and treating disabilities and mental health disorders
- Childhood development, health and education in Florida: Securing global competitiveness for the 2030 generation

SECURE Florida

- Preserving the Florida coast: Monitoring and assessing the marine and coastal environment
- Transforming Florida into the leading cyber/tech savvy society: Harnessing the data revolution

PROSPEROUS Florida

- Advancing economic development through translational research: Innovation from laboratory to industry
- The future of work at the human-technology frontier (includes AI, automated vehicles, etc.)
- Space exploration and commercialization

Expanding Research at One USF: Interdisciplinary Centers of Academic & Research Excellence



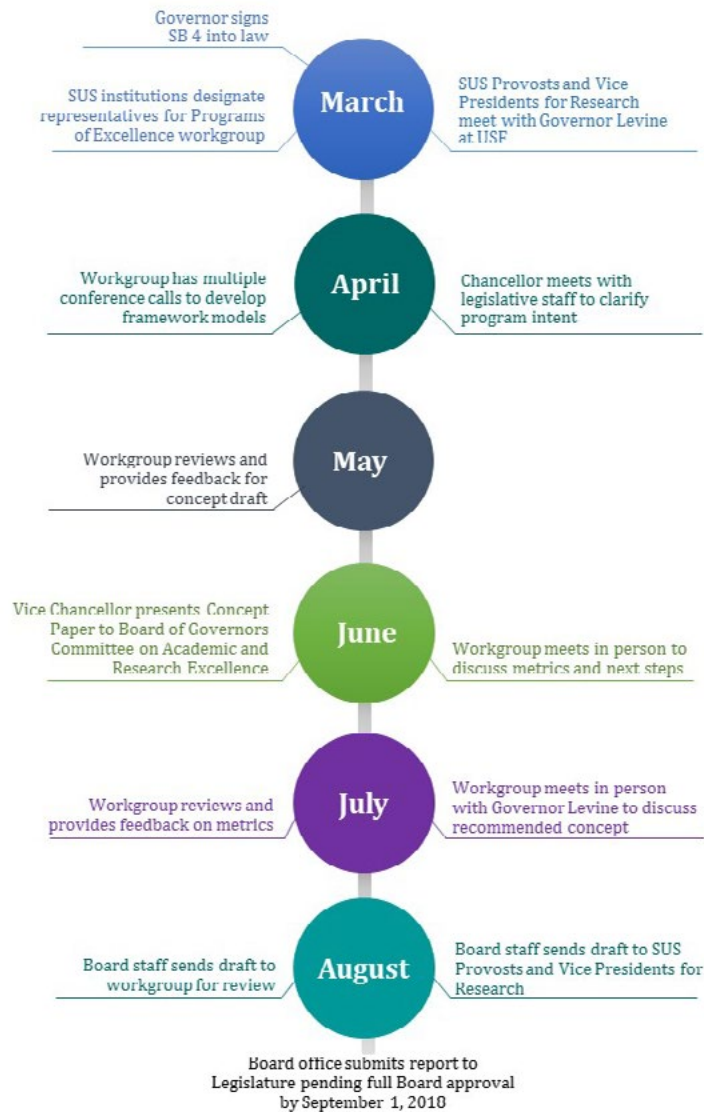
These ideas are intended to be examples of areas that could be supported by the recommended framework. The workgroup focused these ideas around areas that are important to Florida, that could leverage federal research funding, and that are known strengths of the system.

Florida has an opportunity through Programs of Excellence to utilize the strengths of the State University System to address key issues for the state.

Expanding Research at One USF: Interdisciplinary Centers of Academic & Research Excellence



Appendix A Summary of Activities Related to Programs of Excellence Report



Expanding Research at One USF: Interdisciplinary Centers of Academic & Research Excellence



Programs of Excellence workgroup members included:

- Barbara Feldman, Provost, New College of Florida
- Kenneth Furton, Provost, Florida International University
- Ralph Wilcox, Provost, University of South Florida
- Daniel Flynn, Vice President for Research, Florida Atlantic University
- David Norton, Vice President for Research, University of Florida
- Gary Ostrander, Vice President for Research, Florida State University

Special thanks to Pritish Mukherjee, Vice Provost at the University of South Florida and Andres Gil, Vice President for Research at Florida International University for their contributions.

Expanding Research at One USF: Interdisciplinary Centers of Academic & Research Excellence



Appendix B Concept Ideas Presented to BOG June 26, 2018

Three Concepts for Envisioning "Programs of Excellence"¹

May 10, 2018

Goal: Achieving world-class, nationally recognized university programs of excellence within and among the SUS

- Issue #1: Two aspects to the goal: 1) maintain the quality of programs that are already preeminent or "programs of excellence and 2) moving programs that are on the cusp of preeminence of excellence. It is possible to include both aspects in the overall goal.
- Issue #2: The programs of excellence are to be developed so that the SUS regional-comprehensive and the state's liberal arts institutions are able to participate.
- Issue #3: To identify "programs of excellence," institutions may need to use both objective and subjective elements. "Objective elements would include those used to measure a program's quality (e.g., data) and subjective elements would include those used to determine a program's prominence (e.g., reputations). It is worth noting here, however, that subjective information is involved in the assessment of program quality (which data are used, for example) and that measures of programmatic prominence may contain objective, data-driven elements."

Working toward a draft *definition* of "programs of excellence:" From earlier work conducted by the SUS/SBE in 2004, the following definition of "preeminent" might well serve as well as the definition for "programs of excellence:"

- For the purposes of this project, an academic program is said to be "preeminent" when it has (1) documented high quality; (2) documented external recognition of its high quality; and (3) documented national or international prominence. To be considered preeminent, a program must meet all three of these criteria.

Concept A: A Collaborative in which university excellence addresses problems Florida needs to solve

One of the ways in which to promote programs of excellence is to develop expertise in a program among several institutions within the SUS, along the lines of the Rhode Island Model (INBRE) which follows a regional-type of collaborative. Here, a research focus area of excellence is identified. Collaborations are fostered between institutions that are research intensive (faculty have significant release time to lead research projects) and institutions with a

¹ The document included in Appendix B was presented to the Board of Governors on June 26, 2018. Since that meeting, Board staff has revised the document to incorporate technical edits to reflect the name of the program as "Programs of Excellence" which is consistent with section 1001.7065(7), *Florida Statutes*.

Expanding Research at One USF: Interdisciplinary Centers of Academic & Research Excellence



stronger education emphasis where release time may be limited to summer or parts of a semester. There would be continuity in research programs achieved through collaborations between institutions. Pilot project grants could support collaborations, engage faculty for summer research, support undergraduate research opportunities and create a pipeline of future graduate students and faculty for the systems R&D mission. The goal would be to develop the academic program and research capacity and reputation of the participating institutions; increase the number of star faculty within the SUS in the program area; and increase the number of junior investigators who would then pursue academic and research careers in the program area within the SUS; provide access to facilities, labs and instrumentation for faculty and students conducting cutting-edge research; or to develop a centralized research core facility in which all could participate.

As an example of how this would work, INBRE grants in the Rhode Island Model are funded at about \$1M per proposal. The state could fund five or six of these whereby partnerships would be created with a research-intensive university in the lead and education-intensive colleges collaborating as a way to expand their research capacity.

Indicators of Success: To judge the success of the Collaborative, the following are just a few of the indicators that might be considered:

- Total R&D expenditures in the program area
- Number of grants/contracts between 2 or more institutions
- High placement rates in professional positions for student graduates
- National academic members
- Measureable improvement in area of need

Examples of a collaborative that focuses on a programmatic theme in which more established measures of quality exist could include the following:

- Improving the health of Floridians
- Growing technology and development
- Addressing Florida's environmental needs

An example of a collaborative that focuses on a programmatic theme in which measures of quality are known, but more subjective, might be "Improving the human social experience," (such as a collaborative that includes multiple institutions demonstrating excellence in programs in the arts, tourism/hospitality and entertainment)

Expanding Research at One USF: Interdisciplinary Centers of Academic & Research Excellence



Concept B: Unique Programs of Excellence

Another way to promote programs of excellence is to focus on discipline-specific programs. These programs of excellence would arguably be more narrowly defined and may be likely to have more agreed-upon indicators of quality throughout the Academy.

Indicators of Success

Indicators of the program's excellence could include national rankings in college guides, program reputation rankings, per capita number of publications and/or creative works, high percentage of passing scores on certification or licensure exams, student success in competitions and performances, and so on.

Examples of Unique Programs

- Cybersecurity
- Dance
- Dietetics
- Marine Biology
- Neuroscience

Expanding Research at One USF: Interdisciplinary Centers of Academic & Research Excellence



Concept C: Research, Scholarly, and/or Creative Areas of Excellence

This concept might be thought of as a hybrid of Concepts A and B, essentially using both concepts but in a hierarchy - like a "decision tree." Concept C builds upon "big ideas" that require large investments to transform Florida, the nation and the world, such as improving human health, enabling environmental sustainability, harnessing big data, advances in surgery and medicine, assessing and treating disabilities and mental health disorders, advancing translational research, strengthening business practices, and enhancing the human experience.

Broader areas of RSC excellence (Concept A), which are nationally relevant and of strategic importance to Florida, are then anchored in sub-areas within departments and research centers (Concept B). The sub-areas can involve faculty, postdocs and student researchers from a variety of departments and research centers.

An area of excellence may include current national excellence or emerging national prominence as indicated by a rapid trajectory of recent advancement coupled with nearly-distinctive status.

Potential Indicators of National Excellence for Departments / Degree Programs may include rankings from the NRC; *U.S. News & World Report*; *Academic Analytics*; Blue Ridge Institute for Medical Research, which includes rankings by specific medical fields.

Expanding Research at One USF: Interdisciplinary Centers of Academic & Research Excellence



Appendix C

Potential Metrics

The following table provides a list of potential metrics developed by the SUS Programs of Excellence workgroup that SUS institutions could use to demonstrate excellence. This list is not intended to be exhaustive. Depending on the big idea identified additional metrics may better demonstrate excellence. These metrics could be tracked year to year for peer comparison and improvement. A key recommendation from the workgroup was that metrics used include a measure of return on investment (ROI).

Table C-1. Potential Indicators for Sub-Areas

Indicators of Success	Potential Source
Overall excellence in chosen sub-area	External peer review (by, for example, ORAU)
Total amount of annual funding (\$)	
Total amount of annual federal funding (\$)	
Total number of publications	Extracted from Web of Science or Scopus
Total number of citations	Extracted from Web of Science or Scopus
Total number of citations for publications in a fixed time-window	Extracted from Web of Science or Scopus
Total number of patents	Extracted from USPTO
Total number of licenses	
Total number of spin-off companies	
Independent rankings of research areas	Blue Ridge Institute for Medical Research (for example)

Expanding Research at One USF: Interdisciplinary Centers of Academic & Research Excellence



Table C-2. Potential Indicators for Departments and Academic Programs

Indicators of Success	Potential Data Source
Disciplinary national rankings	Academic Analytics, USNWR (selected)
Disciplinary international rankings	
Total number of books published	Academic Analytics
Number of books published per faculty	Academic Analytics
Total number of publications	Academic Analytics, Extracted from Scopus or Web of Science
Number of publications per faculty	Academic Analytics, Extracted from Scopus or Web of Science
Total number of citations for publications in a fixed time-window	Academic Analytics, Extracted from Scopus or Web of Science
Number of citations per faculty	Academic Analytics, Extracted from Scopus or Web of Science
Number of faculty in Top-1% of highest cited researchers in field	Clarivate Analytics (from Web of Science)
Number of conference proceedings	Academic Analytics, Extracted from Scopus or Web of Science
Number of conference proceedings per faculty	Academic Analytics, Extracted from Scopus or Web of Science
Number of faculty awards	Academic Analytics
Number of faculty awards per faculty	Academic Analytics
Number of research grants	
Number of research grants per faculty	
Total annual research funding	Academic Analytics
Annual research funding per faculty	Academic Analytics
Total annual federal research funding	
Annual federal research spending per faculty	
Number of patents	
Number of patents per faculty	

Expanding Research at One USF: Interdisciplinary Centers of Academic & Research Excellence



Table C-2. Potential Indicators for Departments and Academic Programs (continued)

Indicators of Success	Potential Data Source
Number of licenses	
Number of licenses per faculty	
Percent of graduated students employed / pursuing post-graduate studies	
Average post-graduation starting salary for students	
Average salary for graduates 5- or 10-years after graduation	
Number of undergraduate degrees per year	
Number of graduate degrees per year	
Number of doctoral degrees per year	
Passing rate in licensure exams	

Table C-3. Potential Indicators for Faculty

Indicators of Success	Benchmark
Number of published articles	Extracted from Scopus or Web of Science, Academic Analytics
Number of published books	Extracted from Scopus or Web of Science, Academic Analytics
Total number of citations	Extracted from Scopus or Web of Science, Academic Analytics
Number of citations in fixed publication time-window	
h-index	Extracted from Web of Science or Google Scholar
Highly-cited researcher	Clarivate Analytics (from Web of Science)
Total annual grant funding (\$)	Academic Analytics
Total annual federal grant funding (\$)	Academic Analytics
Number of conference proceedings in fixed time-window	Academic Analytics
Number and quality of faculty awards	Academic Analytics
Number of media cites	
Number of students advised	
Placement of mentored students	

BOG Performance Based Funding (PBF) Metrics

Percent of Bachelor's Graduates Enrolled (One Year After Graduation) or Employed (\$25,000+)

1

Average Cost to the Student (Net Tuition per 120 Credit Hours for Resident Undergraduates)

3

Academic Progress Rate (Second Year Retention Rate with GPA above 2.0)

5

University Access Rate (Percent of Undergraduates with a Pell Grant)

7

BOG Choice Metric: Percent of Bachelor's Degrees Awarded Without Excess Hours

9

2

Median Wages of Bachelor's Graduates Employed Full-time (One Year After Graduation)

4

4-Year Graduation Rate (Full-time, FTIC)

6

Percentage of Bachelor's Degrees Awarded within Areas of Strategic Emphasis (Includes STEM)

8

Percentage of Graduate Degrees Awarded within Areas of Strategic Emphasis (Includes STEM)

10

BOT Choice Metric: 6-Year Graduation Rate (Full- and part-time, FTIC)



UNIVERSITY OF SOUTH FLORIDA

JAN 2020

Performance Based Funding Definitions

PERFORMANCE BASED FUNDING 2019 METRIC DEFINITIONS

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+) One Year After Graduation	<p>This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico.</p> <p>Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).</p>
2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	<p>This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico.</p> <p>Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opportunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).</p>
3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours	<p>This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students).</p> <p>Source: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.</p>
4. Four Year FTIC Graduation Rate	<p>This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation.</p> <p>Source: State University Database System (SUDS).</p>
5. Academic Progress Rate 2nd Year Retention with GPA Above 2.0	<p>This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer).</p> <p>Source: State University Database System (SUDS).</p>
6. Bachelor's Degrees within Programs of Strategic Emphasis	<p>This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).</p> <p>Source: State University Database System (SUDS).</p>
7. University Access Rate Percent of Undergraduates with a Pell-grant	<p>This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric.</p> <p>Source: State University Database System (SUDS).</p>
8a. Graduate Degrees within Programs of Strategic Emphasis	<p>This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).</p> <p>Source: State University Database System (SUDS).</p>

Performance Based Funding Definitions

PERFORMANCE BASED FUNDING 2019 METRIC DEFINITIONS

8b. Freshmen in Top 10% of High School Class

Applies only to: NCF

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class.
Source: New College of Florida as reported to the Common Data Set.

BOG Choice Metric

9. Percent of Bachelor's Degrees Without Excess Hours

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program).
Source: State University Database System (SUDS).

Performance Based Funding Definitions

PERFORMANCE BASED FUNDING 2019 METRIC DEFINITIONS

BOT Choice Metrics

10a. Percent of R&D Expenditures Funded from External Sources FAMU	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: Accountability Report (Table 6A), National Science Foundation annual survey of Higher Education Research and Development (HERD).
10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU	This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: Accountability Report (Table 4I), State University Database System (SUDS).
10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU	This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.
10d. Percent of Undergraduate Seniors Participating in a Research Course NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
10e. Number of Bachelor Degrees Awarded Annually UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: Accountability Report (Table 4G), State University Database System (SUDS).
10f. Number of Licenses/Options Executed Annually UF	This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida.
10g. Percent of Undergraduate FTE in Online Courses UNF	This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: Accountability Report (Table 3C), State University Database System (SUDS).
10h. Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
10i. Percentage of Adult Undergraduates Enrolled UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are unclassified (not degree-seeking) students. Source: State University Database System (SUDS).

BOG Preeminence Metrics

Average GPA and SAT Score for Incoming Freshmen in Fall Semester

1

2

Public University National Ranking (In More Than One Ranking)

Freshman Retention Rate (Full-time, FTIC)

3

4

4-Year Graduation Rate (Full-time, FTIC)

National Academy Memberships

5

6

Total Annual Research Expenditures (\$M) (Science & Engineering Only)

Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M) (Science & Engineering Only)

7

8

Number of Broad Disciplines Ranked in Top 100 for Research Expenditures

Utility Patents Awarded (Over Three Calendar Years)

9

10

Doctoral Degrees Awarded Annually

Number of Postdoctoral Appointees

11

12

Endowment Size (\$M)



UNIVERSITY OF SOUTH FLORIDA
A PREEMINENT RESEARCH UNIVERSITY

MAY 2019

Preeminence Definitions

1001.7065 Preeminent state research universities program.

- (1) STATE UNIVERSITY SYSTEM SHARED GOVERNANCE COLLABORATION.—A collaborative partnership is established between the Board of Governors and the Legislature to elevate the academic and research preeminence of Florida’s highest-performing state research universities in accordance with this section. The partnership stems from the State University System Governance Agreement executed on March 24, 2010, wherein the Board of Governors and leaders of the Legislature agreed to a framework for the collaborative exercise of their joint authority and shared responsibility for the State University System. The governance agreement confirmed the commitment of the Board of Governors and the Legislature to continue collaboration on accountability measures, the use of data, and recommendations derived from such data.
- (2) ACADEMIC AND RESEARCH EXCELLENCE STANDARDS.—The following academic and research excellence standards are established for the preeminent state research universities program:
 - (a) An average weighted grade point average of 4.0 or higher on a 4.0 scale and an average SAT score of 1800 or higher on a 2400-point scale or 1200 or higher on a 1600-point scale for fall semester incoming freshmen, as reported annually.
 - (b) A top-50 ranking on at least two well-known and highly respected national public university rankings, including, but not limited to, the U.S. News and World Report rankings, reflecting national preeminence, using most recent rankings.
 - (c) A freshman retention rate of 90 percent or higher for full-time, first-time-in-college students, as reported annually to the Integrated Postsecondary Education Data System (IPEDS).
 - (d) A 4-year graduation rate of 60 percent or higher for full-time, first-time-in-college students, as reported annually to the IPEDS. However, for the 2018 determination of a state university’s preeminence designation and the related distribution of the 2018-2019 fiscal year appropriation associated with preeminence and emerging preeminence, a university is considered to have satisfied this graduation rate measure by attaining a 6-year graduation rate of 70 percent or higher by October 1, 2017, for full-time, first-time-in-college students, as reported to the IPEDS and confirmed by the Board of Governors.
 - (e) Six or more faculty members at the state university who are members of a national academy, as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
 - (f) Total annual research expenditures, including federal research expenditures, of \$200 million or more, as reported annually by the National Science Foundation (NSF).
 - (g) Total annual research expenditures in diversified nonmedical sciences of \$150 million or more, based on data reported annually by the NSF.
 - (h) A top-100 university national ranking for research expenditures in five or more science, technology, engineering, or mathematics fields of study, as reported annually by the NSF.

Preeminence Definitions

- (i) One hundred or more total patents awarded by the United States Patent and Trademark Office for the most recent 3-year period.
- (j) Four hundred or more doctoral degrees awarded annually, including professional doctoral degrees awarded in medical and health care disciplines, as reported in the Board of Governors Annual Accountability Report.
- (k) Two hundred or more postdoctoral appointees annually, as reported in the TARU annual report.
- (l) An endowment of \$500 million or more, as reported in the Board of Governors Annual Accountability Report.

Note: The 2019 Florida Legislature amended the allowable sources for the 2019 evaluation/designation of preeminence (see Section 35 in HB7071).

AAU Membership Indicators

PHASE I INDICATORS

Competitively
Funded Federal
Research Support

1

Membership in the
National Academies
(NAS, NAE, IOM)

2

Faculty Awards,
Fellowships, and
Memberships

3

Citations: Thomson
Reuters' InCites™

4

PHASE II INDICATORS

USDA, State,
and Industrial
Research Funding

1

Doctoral Education

2

Number of
Postdoctoral
Appointees

3

Undergraduate
Education

4



UNIVERSITY OF
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A PREEMINENT RESEARCH UNIVERSITY

MAY 2019

The

AAU Membership Policy

Association of American Universities is an association of leading comprehensive research universities distinguished by the breadth and quality of their programs of research and graduate education. Membership in the association is by invitation.

The association maintains a standing Membership Committee, which periodically evaluates both non-member universities for possible membership and current members for continued membership, with the goal of ensuring that the association in fact comprises comparable leading research-intensive universities.

Non-member universities whose research and education profile exceeds that of a number of current members may be invited to join the association; current members whose research and education profile falls significantly below that of other current members or below the criteria for admission of new members will be subject to further review and possible discontinuation of membership.

While the association does not have a specific limit on the number of its members, it values remaining a relatively small organization whose composition enables productive meetings and collegial relationships among the member presidents and chancellors. It endeavors to balance these characteristics of the association with the expectation that its membership will include the leading research-intensive universities.

In its evaluation of institutions, the Membership Committee is guided by a set of Membership Principles and Membership Indicators. The Membership Principles specify the primary purpose of the association and the corresponding characteristics of its member institutions. The Membership Indicators are a two-phase set of quantitative measures used to assess the breadth and quality of university programs of research and graduate education.

In assessing potential new member universities, the evaluation of university profiles based on the Membership Indicators is the first stage of a two-stage process used to identify institutions that may be invited into membership. The second stage involves a more qualitative set of judgments about an institution's mission, characteristics, and trajectory.

Adopted January 12, 1999 / Revised April 20, 2010

AAU MEMBERSHIP PRINCIPLES

1. The primary purpose of AAU should be to provide a forum for the development and implementation of institutional and national policies promoting strong programs of academic research and scholarship and undergraduate, graduate, and professional education.
2. The members of AAU should be comprehensive universities distinguished by the disciplinary breadth and quality of their programs of graduate education and research.
3. The members of AAU shall approve appropriate criteria for assessing the breadth and quality of these programs, and shall apply these criteria in making judgments about potential new members of the Association and in the assessment of current members.
4. All current members are subject to periodic review by the Membership Committee. In those instances in which there appears to be a significant and sustained disparity between the mission or accomplishments of a member institution and that of other members of the association, or that of non-members deemed

AAU Membership Policy

deserving of membership, an in-depth review of that institution will be initiated by the Membership Committee. Discontinuation of membership will be one possible outcome of this in-depth review.

Adopted January 12, 1999 / Revised April 20, 2010

AAU MEMBERSHIP INDICATORS

The AAU presidents and chancellors have adopted the following set of membership indicators to use in assessments of current and potential new members. All indicators will be tabulated as both actual values and normalized, per-faculty measures where feasible. In assessing non-U.S. institutions, comparable indicators appropriate to those institutions will be used.

These indicators are divided into Phase I indicators, which will be used as the primary indicators of institutional breadth and quality in research and education, and Phase II indicators, which will be used to provide additional important calibrations of institutional research and education programs.

Both the Phase I and Phase II indicators constitute the first stage of membership assessment. The second stage involves a more qualitative set of judgements about institutions and their trajectories.

Phase I Indicators

1. **Competitively funded federal research support:** The Membership Committee uses National Science Foundation (NSF) research expenditure data, excluding formula-allocated USDA research expenditures and American Recovery Reinvestment Act (ARRA) expenditures. Funding for the Agriculture Food and Research Initiative (AFRI), a competitively funded USDA research support program, is included in the Phase I research support indicator.
2. **Membership in the National Academies (NAS, NAE, IOM):** The National Academies' membership database maintains the current institutional affiliation of its members.
3. **Faculty awards, fellowships, and memberships:** The Membership Committee gathers data on faculty awards, fellowships and memberships as an additional assessment of the distinction of an institution's faculty. Additional appropriate awards, fellowships, and memberships will be added to this list as they are identified.
4. **Citations:** Thomson Reuters InCites™ citations database provides an annually updated measure of both research volume and quality and will provide a valuable complement to the first four indicators listed above.

Phase II Indicators

1. **USDA, state, and industrial research funding:** Though these three sources of academic research support fund important, high-quality research, they are treated as Phase II indicators since they are generally not allocated through competitive, merit-review processes. Competitively funded USDA research programs, such as AFRI, that can be separately identified in reported data are included in Phase I data.

AAU Membership Policy

2. **Doctoral education:** The Committee uses number of research/scholarship Ph.D.s granted annually, using Department of Education IPEDS (Integrated Postsecondary Education Data System) data. These data are treated as Phase II indicators to de-emphasize the quantitative dimensions of Ph.D. programs and avoid sending an unintended signal to institutions to increase Ph.D. output.
3. **Number of postdoctoral appointees:** The Committee uses NSF-compiled data from institutions on postdoctoral appointees, most of whom are in the health sciences, physical sciences, and engineering. Postdoctoral education is an increasingly important component of university research and education activities that the committee believes should be tracked in AAU membership indicators. However, because postdoctoral activity is highly correlated with university research and because self-reported postdoctoral data are less uniform than data on federally funded research, postdoctoral appointees are treated as a Phase II indicator.M
4. **Undergraduate education:** The Committee assesses the institution's undergraduate programs to determine that the institution is meeting its commitment to undergraduate education. Recognizing that differing institutional missions among research universities dictate different ways of providing undergraduate education, the committee will be flexible in this assessment. A number of measures have been suggested, including some that focus on input and others that look primarily at output variables. These are at this time imperfect, but may provide some guidance to the committee in making its judgments on this topic.

Adopted July 18, 2000 / Updated October, 2012

AAU MEMBERSHIP INDICATORS: DATA SOURCES

PHASE I INDICATORS

Competitively funded federal research support: federal R&D expenditures

A three-year average of federal research expenditures (including S&E and non-S&E) adjusted to exclude ARRA and USDA formula-allocated research expenditures. This indicator includes obligations for the AFRI program funded by USDA. In 2009, Congress and the President passed the American Recovery Reinvestment Act (ARRA). ARRA expenditures for 2009 – 2011 are excluded. Expenditures for Johns Hopkins Applied Physics Lab were excluded. Indiana University expenditures include data from Indiana University, Purdue University in Indianapolis (UIPUI).

- National Science Foundation (NSF) Survey of Research and Development Expenditures at Universities and Colleges/Higher Education Research and Development Survey (HERD), data for the most recently available three-year average. <https://ncesdata.nsf.gov/webcaspar/index.jsp>
- AFRI Obligations, data for the three years that match the years from HERD. USASpending.gov - <https://www.usaspending.gov/Pages/AdvancedSearch.aspx>

AAU Membership Policy

Memberships in the National Academies (NAS, NAE, NAM)

Compiled from the membership lists of each academy; lists can be found at:

- National Academies of Sciences: <http://www.nasonline.org/member-directory/>;
- National Academy of Engineering: <http://www.nae.edu/default.aspx?id=20412>
- National Academy of Medicine: <https://nam.edu/directory-search-form/>

Faculty awards, fellowships, and memberships

- AAU collects the number of faculty members by institution receiving awards, fellowships, and memberships in the National Research Council (NRC) list of highly prestigious awards that included: research/scholarship awards, teaching awards, prestigious fellowships or memberships in honorary societies. Previous years also included data for Howard Hughes Medical Institute Investigator, Newberry Library Fellowship, Studies at Athens Award, and Research Corporation Cottrell Scholar Award.
- The Faculty Scholarly Productivity (FSP) Database. These data are reproduced under a contractual agreement with Academic Analytics. <http://academicanalytics.com/>
- The list of the NRC highly prestigious awards can be found at: http://sites.nationalacademies.org/PGA/Resdoc/PGA_044718.

Citations

The average of the institution's citation data for the most recent three overlapping five-year increments.

- InCites™, Thomson Reuters (2015). Web of Science. ® These data are reproduced under a license from Thomson Reuters. <http://incites.thomsonreuters.com>.

PHASE II INDICATORS

USDA, state, and industrial research funding

National Science Foundation (NSF) Survey of Research and Development Expenditures at Universities and Colleges/ Higher Education Research and Development Survey (HERD), data for the most recently available three-year average. AFRI obligations were subtracted from these values. <https://webcaspar.nsf.gov/index.jsp>.

Doctoral Education

Number of research/scholarship doctorates compiled from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) completions survey data for the most recently available three-year average. Indiana University doctorates include data from Indiana University, Purdue University in Indianapolis (UIPUI) . <http://nces.ed.gov/ipeds/datacenter/Default.aspx>



AAU Membership Policy

Number of Postdoctoral Appointees

NSF-NIH Survey of Graduate Students & Postdoctorates in S&E, conducted by the NSF NCSES, data for the most recently available three-year average. <https://webcaspar.nsf.gov/index.jsp>

Faculty Counts for Normalization

The faculty counts for normalization are drawn from two sources:

1. Through 2011: IPEDS Employee Assigned by Position (EAP) Descriptors:

- Full-time – tenure track faculty (full-time non-medical)
- Primarily Instruction
- Primarily Research
- Instruction combined with research/public service

Beginning in 2012: IPEDS Employee Assigned by Position (EAP) Descriptors (all categories are for full-time institutional employees — excluding medical schools — with faculty status who are on the tenure track or tenured)

- Instructional staff, primarily instruction
- Instructional staff, instruction/research/public service
- Research
- Management

IPEDS Human Resources Survey, data for the most recently available three-year average. <http://nces.ed.gov/ipeds/datacenter/Default.aspx>

2. For institutions with medical schools, the average for the most recently available three-year average basic science medical school faculty counts, as compiled by the Association of American Medical Colleges, are added to the IPEDS total. <https://www.aamc.org/data/facultyroster/reports/>

Adopted January 18, 2002 / Updated October, 2016

U.S. News 2019 Best Colleges Metrics

Outcomes (35%)	Pell Grant Graduation Rate	2.5%
	Pell Grant Graduation Rate Compared with All Other Students	2.5 %
	Graduation Rate	17.6%
	Retention Rate	4.4%
	Graduation Rate Performance	8%
Faculty Resources (20%)	Class Size	8%
	Faculty Salary	7%
	Proportion of Full-Time Faculty with the Highest Degree in their Fields	3%
	Student-Faculty Ratio	1%
	Proportion of Full-time Faculty	1%
Expert Opinion (20%)	Peer Assessment	15%
	High School Counselor Assessment	5%
Financial Resources (10%)	The average spending per student on instruction, research, student services, and related educational expenditures	
Student Excellence (10%)	Standardized Testing (mathematics and evidence-based reading and writing portions of the SAT and the composite ACT)	7.75%
	High School Class Standing (proportion of enrolled first-year students who graduated in the top 10% of their high school classes)	2.25%
Alumni Giving (5%)	The average percentage of living alumni with bachelor's degrees who gave to their school	



UNIVERSITY OF
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A PREEMINENT RESEARCH UNIVERSITY

AUG 2019

Planning, Performance and Accountability

COLLEGE OF BUSINESS															
PLANNING, PERFORMANCE & ACCOUNTABILITY 2019-2020															
New Metric	PBF	PE	AAU	Metric	2018-2019 End of Year			2019-2020 Goal			2019-2020 Progress to Goal - #1			AP	CR
I. Enrollment - AY (U + F + S)															
1a				Undergraduate Lower Level FTE	459			Tracked			262				1.1.d
1b				Undergraduate Upper Level FTE	2,506			Tracked			1,514				1.1.d
1c				Graduate Beginner Level FTE	1,093			Tracked			625				1.1.d
1d				Graduate Advanced Level FTE	109			Tracked			52				1.1.d
1				Total FTE (Gross)	4,167			4,200			2,453			Pg 14	1.1.d
II. Online Enrollment - AY (U + F + S)															
2				Undergraduate Distance Learning FTE (Gross)	833			884			546			Pg 14	1.1.e
3				Graduate Distance Learning FTE (Gross)	270			280			176			Pg 14	1.1.e
III. High Impact Practices - AY (U + F + S)															
4				Education Abroad: No. of Unduplicated Students (Credit only) - AY (F + S + U)	324			350			117				1.1.i
5				Undergraduate Research Activity (Number of Students)*	492						342				1.1.h
6				Internships (Number of Students)	275			281			204				
7				Service Learning (Number of Students)	67			67			181				1.1.g
IV. Net Tuition - AY (U + F + S)															
8a				Undergraduate: In-state	\$10,616,018			Tracked			\$6,402,563				4.2.a
8b				Undergraduate: Out-of-state	\$5,891,642			Tracked			\$3,526,640				4.2.a
8c				Graduate: In-state	\$4,517,956			Tracked			\$2,577,274				4.2.a
8d				Graduate: Out-of-state	\$6,176,211			Tracked			\$3,121,684				4.2.a
8				Grand Total	\$27,201,826			\$27,201,826			\$15,628,161				4.2.a
V. Performance															
A. Student Access															
		*	*	Average GPA and SAT Score for incoming Freshmen (Fall)										Pg 5	
		*	*	Freshmen in Top 10% of High School Graduating Class for Incoming Freshmen (Summer/Fall)										Pg 8	
		*	*	Freshman Acceptance Rate for Incoming Freshmen (Fall)											
	*			University Access Rate (Percent of Undergraduates with a Pell Grant) (Fall)										Pg 4	
	*			Average Cost to the Student (Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates)										Pg 3	
B. Student Success															
Academic Retention/Progress Rate (Fall)					S/F 2018 Cohort	n	%	S/F 2019 Cohort	n	%	S/F 2019 Cohort	n	%		
9		*	*	Freshman Retention Rate (Full-time, FTIC): USF	630	569	90.3%	590	543	92.0%	590			Pg 5	1.2.b
9a				<i>Freshman Retention Rate (Full-time, FTIC): SAME COLLEGE</i>	630	518	82.2%	Tracked			590				1.2.b
10		*	*	Academic Progress Rate (2nd Year Retention with GPA above 2.0): USF	630	558	88.6%	590	534	90.5%	590			Pg 3	1.2.b
10a				<i>Academic Progress Rate (2nd Year Retention with GPA above 2.0): SAME COLLEGE</i>	630	512	81.3%	Tracked			590				1.2.b
4-year Graduation Rate for FTICs					S/F 2015 Cohort	n	%	S/F 2016 Cohort	n	%	S/F 2016 Cohort	n	%		
11			*	4-Year Graduation Rate (Full-time, FTIC): USF	518	340	65.6%	526	342	65.0%	526	77	14.6%	Pg 3	1.3.a
11a				<i>4-year Graduation Rate (Full-time, FTIC): SAME COLLEGE</i>	518	308	59.5%	Tracked			526	73	13.9%		1.3.a
6-year Graduation Rate for FTICs					S/F 2013 Cohort	n	%	S/F 2014 Cohort	n	%	S/F 2014 Cohort	n	%		
12		*	*	6-Year Graduation Rate (Full-time, FTIC): USF	478	365	76.4%	509	392	77.0%	509	379	74.5%	Pg 13	1.3.a
12a				<i>6-year Graduation Rate (Full-time, FTIC): SAME COLLEGE</i>	478	304	63.6%	Tracked			509	304	59.7%		1.3.a
13		*	*	6-year Graduation Rate (Full and Part-time, FTIC): USF	480	365	76.0%	512	384	75.0%	512	379	74.0%	Pg 4.8	1.3.a
13a				<i>6-year Graduation Rate (Full and Part-time, FTIC): SAME COLLEGE</i>	480	304	63.3%	Tracked			512	304	59.4%		1.3.a
2-Year Graduation Rate for Transfers					S/F 2017 Cohort	n	%	S/F 2018 Cohort	n	%	S/F 2018 Cohort	n	%		
14				2-year Graduation Rate (FCS AA Transfers): USF	388	150	38.7%	370	148	40.0%	370	2	0.5%		1.3.b
14a				<i>2-year Graduation Rate (FCS AA Transfers): SAME COLLEGE</i>	388	145	37.4%	Tracked			370	2	0.5%		1.3.b
4-Year Graduation Rate for Transfers					S/F 2015 Cohort	n	%	S/F 2015 Cohort	n	%	S/F 2016 Cohort	n	%		
15				4-year Graduation Rate (FCS AA Transfers): USF	359	253	70.5%	383	276	72.0%	383	269	70.2%		1.3.b
15a				<i>4-year Graduation Rate (FCS AA Transfers): SAME COLLEGE</i>	359	239	66.6%	Tracked			383	258	67.4%		1.3.b
Degree Productivity - AY (U + F + S)					AY 2018-2019			AY 2019-2020			AY 2019-2020				
16				Bachelors Degrees Awarded	1,345			1,351			281				1.3.d
17				Masters Degrees Awarded	605			590			114				1.3.d
18		*	*	Doctoral Degrees Awarded	42			40			395			Pg 7	1.3.d
					Total (USFT SE)	n (College SE)	%	Total (USFT SE)	n (College SE)	%	Total (USFT SE)	n (College SE)	%		
19	*			Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM) (% of total USF Tampa Bachelor's degrees in Strategic Emphasis)	5,677	748	13.2%	5,458	719	13.2%	1,012	161	15.9%	Pg 4	1.3.e
19a				<i>Percent of Bachelor's Degrees Awarded in STEM and Health</i>										Pg 10	
20	*			Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM) (% of total USF Tampa Graduate degrees in Strategic Emphasis)	3,014	310	10.3%	2,806	287	10.2%	701	54	7.7%	Pg 4	1.3.e
20a				<i>Percent of Graduate Degrees Awarded in STEM and Health</i>										Pg 10	

Planning, Performance and Accountability

21	*		Percent of Bachelors Degrees Without Excess Hours (1-year lag)	AY 2017-2018			AY 2018-2019			AY 2018-2019			Pg 4	1.3.f
				1,225	1,041	85.0%	1,224	1,052	85.9%					
22			Student Awards (ONS)	AY 2018-2019			AY 2019-2020			AY 2019-2020				1.4
			Student to Faculty Ratio (Fall)	43.3			4							
			Undergraduate Class Sections (Fall) - 2-9	6			4							1.3.g
			Undergraduate Class Sections (Fall) - 10-19	8			6							1.3.g
			Undergraduate Class Sections (Fall) - 20-29	13			13							1.3.g
			Undergraduate Class Sections (Fall) - 30-39	35			39							1.3.g
			Undergraduate Class Sections (Fall) - 40-49	90			87							1.3.g
			Undergraduate Class Sections (Fall) - 50-99	19			22							1.3.g
			Undergraduate Class Sections (Fall) - 100+	9			8							1.3.g
			Undergraduate Class Sections (Fall) - Total	180			179							1.3.g
C. Faculty Excellence														
				CY 2018			CY 2019			CY 2019				
23		*	Faculty Awards (CY) (TARU only)	4			4			1			Pg 11	2.9
24	*	*	Number of Postdoctoral Appointees (Fall)	AY 2018-2019			AY 2019-2020			AY 2019-2020			Pg 7	2.7
25			Number of Full-time Instructional Faculty (Fall)	101			101			103				4.1.a
D. Research: Productivity (FY) (Note: Current Year data reflects First Quarter data only)														
26			Grant Proposals Submitted	\$10,814,621			\$10,814,621			\$391,635				2.1
26a			Grant Proposals Awarded (new and continuing)	\$2,361,080			Tracked			\$172,217				2.1
27		*	Total Sponsored Research Expenditures (\$M)	\$2,373,224			\$2,373,224			\$615,759				2.2
27a			Federal Research Expenditures (\$M) (Sum of Federal Expenditures + Federal Flow Through Expenditures)	\$1,275,307			Tracked			\$526,689				
28			Overall F&A Rate (%): College	9.90%			9.9%			13.47%				2.3
E. Research: Innovation & Commercialization (Note: Current Year data reflects First Quarter data only)														
29			Invention Disclosures Received (FY)	3			3			0				2.4
F. Philanthropic Support (Note: Current Year data reflects First Quarter data only)														
30			Gifts Received (\$1000s) (total commitment) (FY)	\$8,461,111			\$5,000,000			\$989,141				4.3a

* Methodology modified starting AY 19-20 (Summer, Fall, Spring). AY18-19 data is based on Fall, Spring, Summer

Legend: AP - Accountability Plan

CR - College Reviews

Prepared by: Office of Decision Support

PRELIMINARY

11/12/2019

Metrics Crosswalk

PERFORMANCE GROUPINGS	PERFORMANCE METRICS	EXTERNAL STRATEGIC PRIORITY CATEGORY					INTERNAL STRATEGIC PRIORITY CATEGORY		
STUDENT ACCESS	Average GPA and SAT Scores			Preeminence				PPA Matrix (tracked university level)	College Review
	25th – 75th Percentile SAT Scores					USNWR Top 25			
	Incoming Enrollees Graduated in Top-10%		AAU			USNWR Top 25	BOG AP	PPA Matrix (tracked university level)	College Review
	University Access Rate				PBF			PPA Matrix (tracked university level)	College Review
	Undergraduate FTE in Online Courses						BOG AP	PPA Matrix (#2)	College Review
UNDERGRADUATE STUDENT SUCCESS	Progression Rates		AAU	Preeminence		USNWR Top 25	BOG AP	PPA Matrix (#9,10)	College Review
	Retention Rate		AAU	Preeminence		USNWR Top 25		PPA Matrix (#9)	College Review
	Academic Progress Rate				PBF			PPA Matrix (#10)	College Review
	Time to Degree for FTICs						BOG AP		
	Class Size <20					USNWR Top 25		PPA Matrix (tracked)	College Review
	High Impact Practices (e.g., Education Abroad, Undergraduate Research, Internships, Service Learning)							PPA Matrix (#4-7)	College Review
	4-year Graduation Rate for FTICs		AAU	Preeminence	PBF			PPA Matrix (#11)	College Review
	6-year Graduation Rate for FTICs		AAU		PBF	USNWR Top 25	BOG AP	PPA Matrix (#13)	College Review
	Pell Grant 6-year Graduation Rate for FTICs					USNWR Top 25			College Review
	2-year Graduation Rate for Transfers							PPA Matrix (#14)	College Review
	4-year Graduation Rate for Transfers							PPA Matrix (#15)	College Review
	Percent Bachelor's Degrees Awarded Without Excess Hours				PBF			PPA Matrix (#21)	College Review
	Bachelor's Degrees Awarded		AAU				BOG AP	PPA Matrix (#16)	College Review
	Bachelor's Degrees Awarded in Areas of Strategic Emphasis				PBF			PPA Matrix (#19)	College Review
	Bachelor's Degrees Awarded to African American and Hispanic Students						BOG AP		
	Percent Bachelor's Graduates Employed and/or Continuing their Education One Year after Graduation				PBF				
	Median Full-time Wage of Bachelor's Recipients in Employment One Year after Graduating				PBF				
	Average Cost to the Student				PBF			PPA Matrix (tracked university level)	
	Average Spending per Student					USNWR Top 25			
	REPUTATION - UNDERGRADUATE	Academic Peer Assessment					USNWR Top 25		
High School Guidance Counselor rating						USNWR Top 25			
Public University Rankings				Preeminence					
GRADUATE STUDENT SUCCESS	Graduate FTE in Online Courses						BOG AP	PPA Matrix (#3)	College Review
	Graduate Degrees Awarded		AAU				BOG AP	PPA Matrix (#16,17)	
	Graduate Degrees Awarded in Areas of Strategic Emphasis				PBF			PPA Matrix (#20)	College Review
	Doctoral Degrees Awarded	Carnegie	AAU	Preeminence				PPA Matrix (#17)	College Review
	Postdoctoral Appointees	Carnegie	AAU	Preeminence				PPA Matrix (#24)	College Review
	Professional Graduate Student Exam Scores Above or Tied with Benchmarks						BOG AP		
REPUTATION - GRADUATE	National Ranking in 5 STEM Disciplines			Preeminence					
FACULTY SUCCESS	Average Faculty Salary					USNWR Top 25			
	Proportion of Faculty with Highest Degree					USNWR Top 25			
	Proportion of Full-time Faculty					USNWR Top 25		PPA Matrix (#25)	College Review
	Student-to-Faculty Ratio					USNWR Top 25		PPA Matrix (tracked)	
	Faculty Awards, Fellowships, and Memberships		AAU				BOG AP	PPA Matrix (#23)	College Review
	National Academy Members		AAU	Preeminence					
	Number of Citations		AAU						College Review

Metrics Crosswalk

RESEARCH & INNOVATION SUCCESS	Total R&D Expenditures	Carnegie	AAU	Preeminence				PPA Matrix (#27)	College Review
	Federal Research Expenditures		AAU					PPA Matrix (#27a)	College Review
	Non-Medical Science & Engineering Research Expenditures			Preeminence					
	Non-faculty S&E Research Staff with Doctorates	Carnegie							College Review
	Number of Patents Issued			Preeminence					College Review
	Number of Start-up Companies Created						BOG AP		College Review
	Number of Licenses/Options Executed Annually						BOG AP		College Review
FINANCIAL	Endowment			Preeminence					College Review
	Total Commitment - Gifts Received							PPA Matrix (#30)	College Review
	Alumni Giving \$ and/or Rate					USNWR Top 25			College Review

TABLE KEY:

Carnegie	AAU	AAU Metric possibly considered for Phase II - Undergraduate Education Indicator	Preeminence	Performance Based Funding	USNWR Top 25	BOG Accountability Plan	PPA Matrix (Metric #)	College Review
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2019

Accountability Plan

**UNIVERSITY OF
SOUTH FLORIDA
SYSTEM**

FINAL FOR BOG SUBMISSION



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into a single document more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance, helping to foster greater coordination between institutional administrators, University Boards of Trustees, and the Board of Governors.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.



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MISSION STATEMENT

The University of South Florida System, which includes USF Tampa, USF St. Petersburg, and USF Sarasota-Manatee, catalyzes and coordinates initiatives at and among its interdependent institutions to prepare students for successful 21st century careers; advances research, scholarship, and creative endeavors to improve the quality of life; and engages its communities for mutual benefit.

VISION STATEMENT

The University of South Florida System will empower and connect its institutions into a distinctive system that is nationally and globally recognized for innovation in teaching and research; for attracting outstanding and diverse scholars, staff, and students; and for transforming the communities in which we operate as well as those where our graduates apply their skills.



STATEMENT OF STRATEGY

Given your mission, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

The primary focus of the University of South Florida (USF) is to provide access to qualified students to a Preeminent education that promotes student success, timely graduation, with minimal debt while preparing students to compete in today's competitive global workplace. USF is equally committed to research with impact that generates new knowledge and economic growth while collaborating regionally, nationally, and globally. Comprised of USF Tampa, USF St. Petersburg, and USF Sarasota-Manatee, the University of South Florida is guided by the State University of Florida Board of Governors' (BOG) Strategic Plan and driven by a commitment to accountability.

In the Spring of 2018, the Florida Excellence in Higher Education Act of 2018 was established into law, requiring the USF campuses to consolidate under a single accreditation. Consolidation offers additional opportunities to leverage the unique identity of each campus while continuing to provide a world-class education as one geographically-distributed university. As we continue to work on this significant effort, USF is committed to remaining focused on strengthening Preeminence, optimizing Performance-Based Funding outcomes, and advancing our collective strategic priorities while continuing to serve the best interest of our students, the region, and the state of Florida.

USF St. Petersburg offers a high-quality education with small class sizes and a close-knit learning environment. Located on the waterfront in the heart of bustling downtown St. Petersburg, the campus offers opportunities for innovation and collaboration with businesses and cultural institutions, providing students the ability to explore their passions, be creative and get hands-on experience outside the classroom.

USF Sarasota-Manatee provides a personalized learning community that prepares successful leaders and responsible citizens. USF Sarasota-Manatee is part of Sarasota's Cultural Corridor and offers a smaller, personalized learning setting while on a scenic campus.

USF Tampa serves as the major metropolitan Preeminent research university and is classified as both a Doctoral University with "Highest Research Activity" and as a "Community Engaged" institution by the Carnegie Classification of Institutions of Higher Education. Offering a diverse range of academic programs, USF Tampa provides ample opportunities for research in every department. As 1st in Florida and 5th in the nation among all public universities and 12th world-wide for granted U.S. patents, USF Tampa is deeply committed to innovation, research, and economic development. USF Tampa continues on its mission to establish a profile consistent with membership in the Association of American Universities (AAU).

USF is in the midst of unprecedented growth to meet growing workforce needs in healthcare through strategic partnerships, including the new Morsani College of Medicine a critical part of the redevelopment of the Channelside District.



STRENGTHS, OPPORTUNITIES AND CHALLENGES *(within 3 years)*

What are your major capabilities, opportunities and challenges for improvement?

The combined force of USF's three distinctive campuses and the collective ability to serve the evolving needs of its students, local communities, and the state of Florida remain its greatest strength. The process to achieve singular accreditation no later than July 1, 2020, presents a significant undertaking as well as opportunities to maximize our collective strengths. With the consolidation process well underway, several critical milestones have been met with many more to come as we work toward the submission of the SACSCOC "Substantive Change Prospectus" by March 15, 2020, and other strategic considerations.

As a leader and national model for student success, USF will continue to deliver programs in areas of strategic emphasis, graduate research and doctoral opportunities across all three campuses that respond to the unique local needs and market demands for each of its communities. At the heart of our student success initiatives is the synergistic dedication of USF's world-class faculty. Each working to address society's most pervasive problems and create a growing economy for the region, the state, and the nation ensure the collective success of our 50,000 students.

Last summer, USF Tampa was designated by the Board of Governors as a "Preeminent State Research University" achieving 11 of the 12 metrics prescribed by law. Currently, only USF Tampa meets the benchmarks set in law to achieve this designation. Achieving Preeminence is a significant milestone in USF's mission to deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment. Consolidation offers an opportunity to strengthen USF's stature by allowing all students and graduates to attend and graduate from a Preeminent university.

USF recently launched a new academic logo and brand effort designed to enhance the University's national reputation and promote USF as a top academic destination for the best and brightest students and faculty, as well as an economic driver for the region. The brand will focus on a broad array of key academic initiatives while engaging audiences nationally and globally.





KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1. Continue to provide a Preeminent education while promoting student success and preparing graduates to compete in today's competitive global workplace:

USF is committed to providing an environment where students graduate on time, with minimal debt, and achieve success through the following key initiatives:

- Persistence, retention, and student success teams across campuses are developing new initiatives aimed at providing greater support to students to enhance the academic progress rate as well as the four- and six-year graduation rates.
- Archivum software is now being utilized across all three campuses to provide faculty the ability to refer students to academic advising at the first indication of academic difficulty.
- Providing a high-quality, affordable education through the work of the Textbook Affordability Program and the newly formed USF Student Debt Committee; which has developed financial literacy modules, enhanced financial aid orientation, and increased scholarship opportunities.
- Launched Reimaging Summer Pilot Program which includes the expansion of intersession and summer terms to provide greater access and streamline a pathway to four-year graduation.
- To promote timely graduation, USF is committed to providing greater scholarship opportunities including Finish in Four, Stay AFloat fund, and Stay the Course.
- The wellbeing and mental health of our students remains a top priority across all campuses. To address these important issues, USF has created MWell4Success program which includes an array of support services from therapy to time-management, anxiety-reducing skills, and stress coping strategies.
- Understanding the value of on-campus living in enhancing student learning and encouraging faculty and peer group interactions, USFSP will be breaking ground and opening a 375 student-occupancy residence hall in the spring of 2019. USFSM has recently completed a housing feasibility study and discussions on the development of new living-learning communities are underway. USF Tampa fully realized its housing expansion with the completion of The Village in the fall of 2018.



2. Enhance research and academic program quality to prepares students for high-skilled, high need jobs:

In keeping with USF's mission to create knowledge and discover solutions to global problems while preparing students to compete in the workforce, USF is recruiting and retaining Preeminent, research-productive faculty and students. To meet evolving workforce needs, students are exposed to multilevel research opportunities and a career-readiness models that focuses on professional experiences while connecting degree programs to careers. Many initiatives are underway including:

- The development of a new STEM Inquiry lab housed at USFSP designed to help educators and students utilize new technologies while promoting STEM learning, particularly among populations that are currently underrepresented in STEM fields, including young women and students of color.
- USFSP was asked to develop and offer an online program in Accountancy on behalf of all USF campuses. The program launched in September and exceeded enrollment expectations by more than 65 percent.
- Expanded College of Nursing programs. USFSM and USFSP communities will be offering an accelerated second-degree nursing program. Undergraduates possessing a bachelor's degree in this program will complete a nursing degree in two semesters, and help meet the growing demand for nurses in their respective regions.
- Newly created department of Medical Engineering, a joint program between the Morsani College of Medicine and College of Engineering, is opening a new wet lab space for students and faculty to conduct research on tissue engineering, regenerative medicine and biomedicine.
- Morsani College of Medicine and Heart Institute will open late 2019 and place an emphasis on unmet medical needs related to cardiovascular disease. Housed on Water Street in Tampa, it will become a crucial part the world's first ever WELL-certified district, Enhance and establish state of the art telecommunication connections between campuses for teaching, seminars, and collaborative meetings, which will augment the learning environment and contribute to the interconnectedness of the newly consolidated USF System.
- Enhance research via Nexus, by establishing external partnerships that will provide intellectual and infrastructural stimuli to advance ongoing graduate and undergraduate work at USF, as well as increase scholarship opportunities and interdisciplinary research.
- The establishment of a Phi Beta Kappa society chapter, the oldest and most prestigious national honor organization in the United States. Phi Beta Kappa will provide high achieving faculty with access to with unique and sought-after merit-based scholarships, as well as a network of highly distinguished professionals.



3. Increased partnerships and maximize efficiencies:

In its inaugural year, the USF Office of Corporate Partnerships has contributed to an increase in industry-related grants and contracts for research, identified new and enhanced philanthropic partnership opportunities, and helped streamline the collaboration experience at USF for both faculty and corporate partners. Most recently, the Office worked with USF faculty in a range of disciplines to host a corporate forum on innovations in Aging & Technology. The forum showcased USF faculty research and gave visiting corporate partners from around the world an opportunity to learn about USF's expertise and identify areas of alignment for potential sponsored research projects.

The Office continues to serve as the front door to the University by fielding inquiries from companies and guiding them through the USF campuses to address their interests in areas such as hiring, research, and academic program engagement as efficiently and effectively as possible. The Office has established a network of key contacts across the University who are engaged in corporate partnership activity within their respective departments, and these contacts guide the company through the next steps of its engagement experience at USF.

USF Sarasota-Manatee has established a Community Engagement team to organize and enhance corporate partnership activity for its programs that leverages both the local character and unique offerings of USFSM, as well as system-wide USF resources to grow strategic partnerships for the campus. For example, USFSM has established a Risk Management & Insurance (RMI) program that is unique to the USFSM campus and responds to a critical need identified by the corporate community. Additionally, USFSM is working with the USF Colleges of Nursing and Engineering, as well as the USF Office of Corporate Training & Professional Education, to best link students at USFSM with a range of opportunities available.

USF St. Petersburg also brings its distinctive character and local advantages to the corporate engagement conversation at USF through unique programs that address an industry need, such as its programs in Graphic Arts and Ethical Leadership, as well as partnerships with USF resources such as the Office of Corporate Training & Professional Education. This combination of local strengths and regional resources provides both students and corporate partners across the region with an engagement experience that is both comprehensive and tailored to their unique interests and goals.

Consolidation presents the opportunity to develop further initiatives and partnerships to promote access and support our diverse student body. The FUSE program, a partnership between all three USF campuses and eight Florida Colleges, provides a seamless pathway to receive an Associate degree from a partnering state college and a Bachelor's degree from USF. Students in the program are co-advised and tracked as FUSE students and are guaranteed admission to USF upon successful completion of the Associate degree.



Graduation Rate Improvement Plan

This narrative subcomponent is in response to the “Florida Excellence in Higher Education Act of 2018” that revised section 1001.706(5), Florida Statutes, to require each university board of trustees to submit a comprehensive proposal to improve undergraduate four-year graduation rates to the Board of Governors for implementation beginning in the fall of 2018 academic semester.

1. Provide a brief update on the academic, financial, financial aid and curricular actions that your institution has implemented to encourage graduation in four years. [1 page max]

The Graduation Rate Improvement plan implemented by the USF System in 2018 built on and enhanced comprehensive, system-wide initiatives then underway, including, but not limited to 1) predictive analytics, 2) case management, 3) course scheduling, and 4) the Finish in Four program. USF has made substantial progress in each one of these areas.

1). Predictive Analytics: The Civitas Learning analytics platform has been extended to users at USFSP and USFSM. Lists of at-risk students are distributed around the campuses every week. Further, our institutional research office worked with Civitas to modify the platform to predict a students’ likelihood of persistence to the following fall semester (rather than semester to semester). In addition, the in-house predictive models built on pre-enrollment data and surveys (known as the First Year Retention model), were also developed for USFSP and USFSM.

2). Case Management: The cross-functional Persistence Committees have been strengthened at all three campuses by standardizing the practices utilized by the professional staff. In addition, Information Technology enhanced the case management communications platform, Archivum Insights, to allow for appointment scheduling and text messaging. Support personnel across the three campuses are developing and operating under a common “playbook” to share best practices and train additional personnel.

3) Course Scheduling. In the fall of 2019 College schedulers across the USF System began to receive training in the Ad Astra platform to assist in developing course schedules that optimize seats and facilitate timely degree completion. A nationally recognized firm, Ad Astra promotes student success by empowering course schedulers with more accurate projections of student course demand. USF also launched a task force to develop a summer course schedule that will include a twelve-week session that will allow more STEM students to enroll in summer coursework.

4) Finish in Four. To encourage students to graduate in four years, the university awarded \$353,000 in financial incentives to FTIC students in the 2014 cohorts who were just short of 120 credit hours. The awards contributed to an increase in the USF Tampa four-year graduation rate from 55% in 2016 to 60% in 2017 and 61% in 2018. In 2017, USF developed the Green to Gold Grant program to offer additional financial incentives to Florida resident summer/fall FTIC admits who have a zero expected family contribution. This grant, in combination with the Federal Pell Grant, covers tuition, fees and books. To date, we have paid 532 students \$1,177,943 for 2018-19. We did not exclude Bright Futures recipients from eligibility.





Key Achievements for 2017-18

STUDENT ACHIEVEMENTS

1. USF was home to 63 national scholarship and fellowship student awardees including Boren, Fulbright, Gilman, and Goldwater during the 2017- 18 academic year.
2. First year USFSP student Rachel Cruz worked with Dr. Jolan Walter, division head of allergy and immunology at USF, on a clinical case study to explore additional treatment options for heart transplant patients who struggle with post-surgery complications. She was the only undergraduate presenting research at the 2018 meeting of the Clinical Immunology Society in Canada.
3. Joining an elite group nationally, USFSM student Anthony Alibro is accepted into the National Institutes of Health's prestigious post-baccalaureate program to assist a research project examining connections in the brain and the impacts of neurotransmitters like dopamine, glutamate and serotonin.

FACULTY ACHIEVEMENTS

1. For the fourth year in a row, USF Tampa ranked 4th worldwide for organizations with the most Fellows of the American Association for the Advancement of Science (AAAS) named in 2017. As of 2018, USF has a total of 60 AAAS Fellows among its faculty.
2. The Chronicle of Higher Education ranked USF #5 as the nation's top producer of Fulbright Scholars, with eight faculty scholars for the 2017-2018 academic year.
3. USFSP's Yasin Elshorbany, Assistant Chemistry Professor, was awarded part of an \$800,000 grant from the National Science Foundation for collecting and analyzing aerosol to help answer questions regarding air quality and global climate change.
4. Dr. Giti Javidi, Dr. Ehsan Sheybani and Dr. Lila Rajabion received a Microsoft-supported grant to create workshops to encourage high school girls to explore computer science careers.

PROGRAM ACHIEVEMENTS

1. The Morsani College of Medicine brought in its most selective incoming medical student cohort to date, with an average MCAT score of 515, placing it among the top of all medical schools in the country.
2. USFSM was part of a joint \$100,000 grant to establish cybersecurity programs and launched a pre-nursing program and college a college-readiness program for high school students.
3. The Bank of America Charitable Foundation awarded USF St. Petersburg a \$500,000 grant to support the Merrill Lynch Wealth Management Center, a state-of-the-art venue for students to analyze stocks, assess investment opportunities and apply skills learned in class to manage wealth. The grant also bolsters financial literacy initiatives, such as a finance academy for high school students, programs on budget management for college students and social security and retirement workshops for the greater St. Petersburg community.



INSTITUTIONAL ACHIEVEMENTS

1. In June 2018, the Florida Board of Governors designated USF Tampa a “Preeminent State Research University” one of only three in the State of Florida.
2. USF reached \$568 million in total research expenditures in fiscal year 2016/17 according to the National Science Foundation HERD Survey.
3. USF ranks 25th among public universities for research spending – a metric used to chart the level of research activity at American institutions – according to the National Science Foundation
4. USF was ranked #6 in the U.S. and #36 worldwide among public universities established in the “Golden Age” (1945-1966) by Times Higher Education (2018).
5. USF St. Petersburg adopted its first-ever Diversity and Inclusion Action Plan, which clearly defines, publicizes and implements the University’s commitment to diversity and inclusion. It is intended to create a welcoming environment for all regardless of race, gender identity, age, disability, faith, nationality, ethnicity, socio-economic background, job role, culture viewpoints or familial status.
6. USFSM opens the “FUSE Bull Room” at State College of Florida to enhance transfer-student admissions and appoints a full-time onsite advisor to assist SCF students in transitioning to USFSM.



PERFORMANCE BASED FUNDING METRICS

1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	65.3	67.2	69.6	70.0	70.4	.	.	.	.
APPROVED GOALS	.	.	66.8	70.5	70.5	71.5	72.5	73.0	.
PROPOSED GOALS	.	.	.	.	.	71.4	72.5	73.1	74.0

2. Median Wages of Bachelor's Graduates Employed Full-time

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	35,200	36,700	38,000	37,300	38,000	.	.	.	.
APPROVED GOALS	.	.	36,300	38,600	39,100	39,600	40,100	40,700	.
PROPOSED GOALS	.	.	.	.	.	38,768	40,375	40,980	41,544

3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	14,490	13,540	13,280	12,960*	7,130	.	.	.	.
APPROVED GOALS	.	.	.	13,000	12,900	12,800	12,700	12,700	.
PROPOSED GOALS	.	.	.	.	.	7,110	7,110	7,110	7,110

Note*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

4. FTIC Four-Year Graduation Rate [Full-time only]

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	43.2	48.8	52.0*	57.4*	58.6	.	.	.	.
APPROVED GOALS	.	.	50.4	53.0	57.6	59.2	61.8	64.1	.
PROPOSED GOALS	.	.	.	.	.	59.2†	61.8†	64.1†	.

Note*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

Note†: The proposed goals were revised by the Board of Governors at their June 2019 meeting to match the previously approved goals from the 2018 Accountability Plan. These revisions to the proposed goals do not need to be re-approved by the university board.

5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	85.3	85.1	86.1	86.2*	86.6	.	.	.	.
APPROVED GOALS	.	.	85.6	87.5	87.4	89.0	89.6	90.5	.
PROPOSED GOALS	.	.	.	.	.	89.0	90.3	90.8	91.4

Note*: Previous year data updated to reflect the change in methodology made by Board ODA staff to improve accuracy.

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.



PERFORMANCE BASED FUNDING METRICS (CONTINUED)

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	51.0	54.6	59.0	61.4	61.5	.	.	.	.
APPROVED GOALS	.	.	54.8	59.2	61.7	62.3	62.9	63.5	.
PROPOSED GOALS	.	.	.	.	.	62.2	63.5	64.5	65.4

7. University Access Rate [Percent of Undergraduates with a Pell grant]

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	42.1	43.0	41.2	40.0	41.7	.	.	.	.
APPROVED GOALS	.	.	40	41	40.5	40.5	40.5	40.6	.
PROPOSED GOALS	.	.	.	.	.	42.2	42.2	42.2	42.2

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	69.0	72.7	74.6	74.8	73.3	.	.	.	.
APPROVED GOALS	.	.	74.0	74.1	75.2	75.3	75.8	75.8	.
PROPOSED GOALS	.	.	.	.	.	73.6	73.8	73.8	73.8

9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	63.9	65.8	75.6	78.3	80.7	.	.	.	.
APPROVED GOALS	.	.	68.1	77.5	79.0	79.6	80.2	80.3	.
PROPOSED GOALS	.	.	.	.	.	81.6	81.7	82.6	83.1

10.1 Current BOT Choice: Number of Postdoctoral Appointees

	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021
ACTUAL	321	300	282	272	281*	.	.	.	.
APPROVED GOALS	.	.	.	272	267	267	267	267	.
PROPOSED GOALS	.	.	.	.	.	315	315	316	317

Note*: Revised since reported to NSF.

10.2 Future BOT Choice: Six-Year FTIC Graduation Rates [Full- & Part-time students]

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	66.0	67.7	66.4	68.8	71.2	.	.	.	.
APPROVED GOALS	.	.	66.7	70.0	69.0	71.0	74.0	75.0	.
PROPOSED GOALS	.	.	.	.	.	71.3	72.1	72.1	73.3

Note: This is a transition year for the BOT Choice metric (#10), so we are reporting data for both the current and future metrics. Metrics are defined in appendix. For more information about the PBF model visit: http://www.fibog.edu/about/budget/performance_funding.php



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (USF-TAMPA ONLY)

1a. Average GPA

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	4.0	4.1	4.1	4.1	4.1	.	.	.	.
APPROVED GOALS	.	.	4.0	4.1	4.1	4.1	4.1	4.1	.
PROPOSED GOALS	.	.	.	.	.	4.1	4.1	4.1	4.1

1b. Average SAT Score*

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	1197*	1223*	1226*	1280*	1296	.	.	.	.
APPROVED GOALS	.	.	1220	1280	1282	1285	1290	1290	.
PROPOSED GOALS	.	.	.	.	.	1296	1300	1302	1305

Note*: Historical scores and approved goals were based upon a different SAT scale standard.

2. Public University National Ranking [Top50 rankings based on BOG's official list of publications]

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	3	4	4	4	4	.	.	.	.
APPROVED GOALS	.	.	3	5	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	5	5	5	5

3. Freshman Retention Rate [Full-time students as reported to IPEDS]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	89	88	90	90	91	.	.	.	.
APPROVED GOALS	.	.	90	91	91	91	92	92	.
PROPOSED GOALS	.	.	.	.	.	91	92	93	93

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONT.) (USF TAMPA ONLY)

4. Four-year Graduation Rate [Full-time students only]

	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22
ACTUAL	44	51	55	60	61	.	.	.	.
APPROVED GOALS	.	.	50	56	60	62	64	64	.
PROPOSED GOALS	.	.	.	.	.	62	64	65	67.5

5. National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	9	8	11	13	14	.	.	.	.
APPROVED GOALS	.	.	9	10	13	13	13	13	.
PROPOSED GOALS	.	.	.	.	.	14	15	16	17

6. Science & Engineering Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	438	420	448	502	525	.	.	.	.
APPROVED GOALS	.	.	421	427	503	504	505	506	.
PROPOSED GOALS	.	.	.	.	.	530	545	560	575

7. Non-Medical Science & Engineering Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	239	229	229	288	296	.	.	.	.
APPROVED GOALS	.	.	230	233	289	290	291	292	.
PROPOSED GOALS	.	.	.	.	.	296	300	305	310

8. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	7 of 8	7 of 8	7 of 8	7 of 8	7 of 8	.	.	.	.
APPROVED GOALS	.	.	7 of 8	8 of 8	8 of 8	8 of 8	8 of 8	8 of 8	.
PROPOSED GOALS	.	.	.	.	.	8 of 8	8 of 8	8 of 8	8 of 8

Note: Metrics are defined in appendix. For more information about the PBF model visit:
http://www.fibog.edu/about/budget/performance_funding.php



PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONT.) (USF TAMPA ONLY)

9. Utility Patents Awarded [over three calendar years]

	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22
ACTUAL	291	297	314	324	335	.	.	.	.
APPROVED GOALS	.	.	291	273	325	325	325	325	.
PROPOSED GOALS	.	.	.	.	.	323	306	309	312

10. Doctoral Degrees Awarded Annually

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	546	601	704	721	702	.	.	.	.
APPROVED GOALS	.	.	645	650	725	730	735	740	.
PROPOSED GOALS	.	.	.	.	.	717	720	725	725

11. Number of Post-Doctoral Appointees*

	Fall 2013	Fall 2014	Fall 2015 OFFICIAL	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2020
ACTUAL	321	300	277	267	276*	.	.	.	.
APPROVED GOALS	321	300	277	267	260	260	.	.	.
PROPOSED GOALS	.	.	.	.	.	308	308	308	308

Note*: There is a time lag for the count of Post-Doctoral Appointees because statute requires that this data is as reported by the Center for Measuring University Performance in their annual Top American Research Universities (TARU) report. Revised since reported to NSF. Modified non-substantive edit post-submission.

12. Endowment Size (\$Millions)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	417	417	395	442	480	.	.	.	.
APPROVED GOALS	.	.	395	412	450	465	485	500	.
PROPOSED GOALS	.	.	.	.	.	466	486	505	525

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php



KEY PERFORMANCE INDICATORS

Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	3	4	4	4	4	.	.	.	.
APPROVED GOALS	.	.	5	5	5	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	5	5	5	5

Freshmen in Top 10% of High School Class

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	28	30	33	34	32	.	.	.	.
APPROVED GOALS	.	.	30	33	34	35	35	36	.
PROPOSED GOALS	.	.	.	.	.	34.5	35.0	36.0	37.0

Time to Degree for FTICs in 120hr programs

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	4.7	4.5	4.3	4.2	4.0	.	.	.	.
APPROVED GOALS	.	.	4.5	4.3	4.2	4.2	4.2	4.2	.
PROPOSED GOALS	.	.	.	.	.	4.0	4.0	4.0	4.0

Six-Year FTIC Graduation Rates [full- & part-time students]

	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22
ACTUAL	66.0	67.7	66.4	68.8	71.2	.	.	.	.
APPROVED GOALS	.	.	66.7	70.0	69.0	71.0	74.0	75.0	.
PROPOSED GOALS	.	.	.	.	.	71.3	72.1	72.1	73.3

Bachelor's Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	9,390	9,290	9,222	9,504	9,680	.	.	.	.
APPROVED GOALS	.	.	9,081	9,255	9,513	9,595	9,632	9,723	.
PROPOSED GOALS	.	.	.	.	.	9,765	9,842	9,923	10,044





KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2014	2015	2016	2017	2018	2019 GOAL	2020 GOAL	2021 GOAL	2022 GOAL
Nursing	86	90	94	93	94	93	100	100	100
<i>US Average</i>	85	87	85	87	92	.	.	.	.
Medicine (2Yr)	95	96	94	92	98	98	100	100	100
<i>US Average</i>	96	95	96	96	96	.	.	.	.
Pharmacy	.	94	91	86	83	90	100	100	100
<i>US Average</i>	95	93	86	88	89				
CROSS-YEAR	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 GOAL	2019-20 GOAL	2020-21 GOAL	2021-22 GOAL
Medicine (4Y-CK)	98	97	99	95	98	98	100	100	100
<i>US Average</i>	97	95	96	96	97	.	.	.	.
Medicine (4Y-CS)	91	96	97	96	97	98	100	100	100
<i>US Average</i>	96	96	97	96	95	.	.	.	.
MULTI-YEAR	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19 GOAL	2018-20 GOAL	2019-21 GOAL	2020-22 GOAL
Physical Therapy	97	95	94	95	94	93	100	100	100
<i>US Average</i>	90	91	92	92	92	.	.	.	.
Exam Scores Relative to Benchmarks									
Above or Tied	3	6	5	3	5	6	6	6	6
Total	5	6	6	6	6	6	6	6	6

Note: An asterisk (*) indicates the passing rate is preliminary.



KEY PERFORMANCE INDICATORS (CONTINUED)

Teaching & Learning Metrics

Graduate Degrees Awarded [First Majors Only]

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	3,401	3,773	3,918	4,208	4,170	.	.	.	.
APPROVED GOALS	.	.	3,877	3,973	4,233	4,246	4,259	4,279	.
PROPOSED GOALS	.	.	.	.	.	4,161	4,177	4,195	4,215

Percent of Bachelor's Degrees Awarded to African-American & Hispanic Students

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	29	30	31	32	30	.	.	.	.
APPROVED GOALS	.	.	30	31	32	32	32	32	.
PROPOSED GOALS	.	.	.	.	.	32.4	32.5	33.2	33.8

Percent of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
ACTUAL	24	23	22	22	20	.	.	.	.
APPROVED GOALS	.	.	23	22	20	21	21	21	.
PROPOSED GOALS	.	.	.	.	.	20.5	20.8	20.8	20.9

Percent of Undergraduate FTE in Online Courses

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	23	26	28	29	32	.	.	.	.
APPROVED GOALS	.	.	28	28	30	31	32	33	.
PROPOSED GOALS	.	.	.	.	.	32.6	33.7	33.7	35.4

Percent of Bachelor's Degrees in STEM & Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	34	38	42	44	45	.	.	.	.
APPROVED GOALS	.	.	41	42	44	45	45	45	.
PROPOSED GOALS	.	.	.	.	.	46.0	48.7	49.8	50.0

Percent of Graduate Degrees in STEM & Health

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	52	57	60	63	60	.	.	.	.
APPROVED GOALS	.	.	60	61	63	63	64	64	.
PROPOSED GOALS	.	.	.	.	.	61	62	63	63

USF Accountability Plan

2019 ACCOUNTABILITY PLAN



USF SYSTEM

FINAL FOR BOG SUBMISSION
BOG Deadline: 05/06/2019

KEY PERFORMANCE INDICATORS (CONTINUED)

Scholarship, Research and Innovation Metrics

National Academy Memberships

	2015	2016	2017	2018	2019	2020	2021	2022	2023
ACTUAL	7	8	11	13	14	.	.	.	.
APPROVED GOALS	.	.	9	10	13	13	13	13	.
PROPOSED GOALS	.	.	.	.	.	14	15	16	17

Faculty Awards

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
ACTUAL	5	8	8	13	13	.	.	.	.
APPROVED GOALS	.	.	7	8	9	10	11	11	.
PROPOSED GOALS	.	.	.	.	.	12	12	12	13

Total Research Expenditures (\$M)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	497	494	515	568	592	.	.	.	.
APPROVED GOALS	.	.	495	510	569	570	571	572	.
PROPOSED GOALS	.	.	.	.	.	600	601	602	603

Percentage of Research Expenditures Funded from External Sources

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	60	55	55	57	57	.	.	.	.
APPROVED GOALS	.	.	56	57	58	59	60	60	.
PROPOSED GOALS	.	.	.	.	.	59	60	60	60

Utility Patents Awarded [from the USPTO]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	110	90	114	120	101	.	.	.	.
APPROVED GOALS	.	.	.	69	121	122	122	122	.
PROPOSED GOALS	.	.	.	.	.	102	103	104	105

Number of Licenses/Options Executed Annually

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	91	119	133	122	127	.	.	.	.
APPROVED GOALS	.	119	120	121	123	123	123	123	.
PROPOSED GOALS	.	.	.	.	.	90	91	92	93



KEY PERFORMANCE INDICATORS (CONTINUED)

Scholarship, Research and Innovation Metrics

Number of Start-up Companies Created

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
ACTUAL	9	11	11	9	10	10	.	.	.	.
APPROVED GOALS	.	.	8	8	9	10	11	11	11	11
PROPOSED GOALS	.	.	.	.	.	.	10	11	11	12

Institution Specific Goals

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

SEE INDIVIDUAL USF SYSTEM CAMPUS ACCOUNTABILITY PLANS

USF Accountability Plan

2019 ACCOUNTABILITY PLAN



USF SYSTEM

FINAL FOR BOG SUBMISSION
BOG Deadline: 05/06/2019

ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level *(for all degree-seeking students at all campuses)*

	2014	2015	2016	2017	2018	2019	2020	2021	2022
UNDERGRADUATE									
ACTUAL	35,808	35,990	36,373	36,955	37,235	.	.	.	.
APPROVED GOALS	.	.	.	36,992	36,850	37,044	37,395	37,826	.
PROPOSED GOALS	.	.	.	.	.	37,323	38,283	39,215	40,358
GRADUATE									
ACTUAL	10,555	10,698	10,983	11,569	11,438	.	.	.	.
APPROVED GOALS	.	.	.	11,094	11,657	11,765	11,891	12,023	.
PROPOSED GOALS	.	.	.	.	.	11,497	11,571	11,646	11,749

Fall Headcount Enrollment by Student Type *(for all degree-seeking students at all campuses)*

	2014 ACTUAL	2015 ACTUAL	2016 ACTUAL	2017 ACTUAL	2018 ACTUAL	2019 PLAN	2020 PLAN	2021 PLAN	2022 PLAN
UNDERGRADUATE									
FTIC	17,378	17,704	18,023	18,189	18,575	19,006	19,694	20,341	21,171
FCS AA Transfers	9,172	9,108	9,245	9,416	9,501	9,275	9,625	10,039	10,386
Other AA Transfers	1,565	1,495	1,429	1,511	1,449	1,433	1,453	1,476	1,495
Post-Baccalaureates	1,110	1,025	998	986	901	985	997	1,005	1,012
Other Undergraduates	6,583	6,658	6,678	6,853	6,809	6,624	6,514	6,354	6,294
Subtotal	35,808	35,990	36,373	36,955	37,235	37,323	38,283	39,215	40,358
GRADUATE									
Master's	6,950	7,160	7,302	7,690	7,489	7,530	7,580	7,631	7,684
Research Doctoral	2,226	2,229	2,333	2,443	2,461	2,475	2,495	2,515	2,535
Professional Doctoral	1,379	1,309	1,348	1,436	1,488	1,492	1,496	1,500	1,530
Subtotal	10,555	10,698	10,983	11,569	11,438	11,497	11,571	11,646	11,749
TOTAL	46,363	46,688	47,356	48,524	48,673	48,820	49,854	50,861	52,107

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Does not include 'Unclassified' students who are not formally admitted into a degree program but are enrolled (e.g., dual enrolled high school students).

Percent of Baccalaureate-Seeking Resident Undergraduates Who Earned 15+ Credit Hours

(Fall terms only)

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	24	23	21	21	20	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	20	21	22	24



ENROLLMENT PLANNING *continued*

Actual & Planned FTE Enrollment by Residency & Student Level

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
RESIDENT										
LOWER	12,087	11,844	11,933	12,066	12,092	12,044	12,334	12,514	12,719	12,930
UPPER	19,341	18,957	18,827	18,338	18,823	18,904	18,605	18,458	19,653	19,866
GRAD I	4,794	4,744	4,568	4,339	4,401	4,389	4,401	4,416	4,433	4,448
GRAD II	1,266	1,279	1,199	1,219	1,267	1,285	1,290	1,295	1,302	1,309
TOTAL	37,487	36,825	36,528	35,962	36,583	36,621	36,630	36,683	38,107	38,553
NON-RESIDENT										
LOWER	1,357	1,574	1,862	1,992	1,949	1,930	2,061	2,202	2,307	2,389
UPPER	1,058	1,304	1,596	1,819	1,974	2,104	2,244	2,362	2,501	2,647
GRAD I	1,370	1,652	1,984	2,142	2,133	2,034	2,046	2,058	2,078	2,102
GRAD II	853	880	935	1,017	1,118	1,156	1,142	1,150	1,170	1,201
TOTAL	4,638	5,411	6,377	6,970	7,173	7,224	7,492	7,771	8,056	8,339
TOTAL										
LOWER	13,443	13,419	13,795	14,057	14,041	13,974	14,395	14,716	15,026	15,319
UPPER	20,400	20,262	20,423	20,158	20,796	21,007	20,849	20,820	22,153	22,513
GRAD I	6,164	6,396	6,553	6,482	6,534	6,423	6,447	6,474	6,512	6,549
GRAD II	2,118	2,159	2,134	2,236	2,385	2,441	2,432	2,445	2,472	2,510
TOTAL	42,125	42,236	42,905	42,932	43,756	43,845	44,122	44,455	46,163	46,892

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours for all students. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

Percent of FTE Enrollment by Method of Instruction

	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN
UNDERGRADUATE										
Distance (80-100%)	23%	26%	28%	29%	32%	33%	33%	34%	35%	36%
Hybrid (50-79%)	2%	2%	1%	1%	1%	0%	0%	0%	0%	0%
Classroom (0-50%)	75%	72%	72%	70%	67%	67%	66%	66%	65%	64%
GRADUATE										
Distance (80-100%)	22%	24%	24%	27%	30%	31%	32%	32%	33%	34%
Hybrid (50-79%)	3%	2%	1%	1%	2%	2%	2%	2%	2%	2%
Classroom (0-50%)	75%	74%	75%	72%	68%	67%	66%	65%	65%	64%

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours that degree-seeking students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element #2052. *Percentages may not total 100 due to rounding.



ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2019-20

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2018 Accountability Plan list for programs under consideration for 2019-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Management Science	52.1301	STEM	FIU, FPU, UF	100%	25	Spring 2020
Information Science	11.0104	STEM	None	95%	350	Spring 2020
Cell and Molecular Biology	26.0406	STEM	None	0%	800	Spring 2020
Marine Biology	26.1302	STEM	FIU, UWF	0%	400	Spring 2020
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Marriage and Family Therapy/Counseling	51.1505	HEALTH	UCF, UF	20%	40	Fall 2019
DOCTORAL PROGRAMS						
N/A						

New Programs For Consideration by University in 2020-22

These programs will be used in the 2020 Accountability Plan list for programs under consideration for 2020-21.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT <i>in 5th year</i>	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
International/Global Studies	30.2001	GLOBAL	NCF, UCF, UF, UNF	20%	65	Spring 2021
Design	50.0499	None	None	20%	70	Spring 2021
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Applied Mathematics, General	27.0301	STEM	FAU, FGCU, FIU, UCF, UNF	0%	35	Spring 2021
Financial Planning & Services	52.0804	None	None	20%	40	Spring 2021
Management Science	52.1301	STEM	FSU	20%	50	Spring 2021
DOCTORAL PROGRAMS						
Ph.D. Pharmacy	51.2099	HEALTH	FAMU	0%	20	TBD
OTD Occupational Therapy/Therapist	51.2306	HEALTH	UF	0%	80	TBD

Data Submission to External Entities



POLICY

USF System USF USFSP USFSM

Number: 11-007
Title: Data Submission to External Entities
Responsible Office: Academic Affairs

Date of Origin: 8-24-18

Date Last Amended:

Date Last Reviewed:

I. PURPOSE & INTENT

Institutional data are a strategic asset of the University of South Florida System (USF System) and the appropriate management and use of data is critical to the University's operations. Inappropriate use of data can result in inefficiencies and exposes the University to unwanted risk, including risk to its brand and reputation. The purpose of this policy is to communicate to the USF System, the roles and responsibilities for responding to requests from External Entities that involve provision of institutional data. This policy specifies the coordinating role of the USF System Office of Decision Support (ODS) and reserves the title Office of Decision Support and/or "ODS" for this University administrative office and restricts any other USF administrative office from using the title or acronym.

Related Policies:

1. USF System [Policy 0-507, Data Management](#) defines institutional data and describes the University's data management policy and states that all USF System employees must recognize that the proper management of institutional data is critical to the success of the organization.
2. USF System [Policy 0-508, Information Security Structure](#), defines the University's Information Security Structure.
3. USF System [Policy 0-106, Public Records Law Compliance and Record Confidentiality](#), defines the procedure for maintaining and responding to requests for Public Records.
4. USF System [Policy 0-023, Internal Control](#), sets forth the internal control objectives and establishes standards in the design and implementation of the system of internal controls for the USF System.

Data Submission to External Entities

II. STATEMENT OF POLICY

Institutional data requested by external entities will be considered and furnished pursuant to University policies and protocols to ensure legitimacy of the request and accuracy of any data submitted. Upon approval by the Accountable Officer, the Unit Data Coordinator will engage with the USF System Office of Decision Support for review and processing of the request adhering to the highest standards of data integrity. Prior to external submission and in compliance with the relevant University Policies, ODS will approve data sources and definitions and ensure rigorous documentation and verification standards are upheld.

III. APPLICABILITY & AUTHORITY

The Policy applies to all units/offices across the USF System and provides guidelines for processing data requests by External Entities with the following limitations and exceptions:

- A. *Requests from the Florida Board of Governors* (see [BOG Regulation 3.007](#)), including official information requests, routine annual requests, and adhoc special requests, which will be managed by the USF System Office of Data Administration & State Reporting. As an additional data integrity control, the Data Administrator will collaborate with ODS for review before submission to the Florida BOG.
- B. *Financial-Related data* which will be processed as specified by USF Business & Finance.
- C. *Data Generated from Faculty Research* which will be processed under the Research Protocols (see USF Use of Human Subjects in Research [Policy 0-305](#) and [Research Integrity & Compliance](#))
- D. *Patient-Related data* which will be processed as specified by USF Health (see USF Use of Human Subjects in Research [Policy 0-305](#) and [Research Integrity & Compliance](#))
- E. *Public Record Requests for documents* will be processed under the USF Public Records [Policy 0-106](#) and required submission of the [Public Records Request Form](#) and payment of any related costs including ODS costs.
- F. *Routine and mandated reporting* if the Unit or Office has requested and received written approval from ODS for an exemption from review or for appropriate redirection to an alternate office of the USF System (i.e., a USF System designated office, or an office within USF Tampa, USF Health, USF St. Petersburg or USF Sarasota-Manatee).

IV. DEFINITIONS

- A. **Accountable Officer:** The Accountable Officer is the person who is at the leadership level in the Unit or Office (ordinarily a University Vice President or Dean). The

Data Submission to External Entities

Accountable Officer holds the responsibility of identifying the Unit Data Coordinator and certifying the submission before final submission to the External Entity.

- B. **External Data Requests:** Data requests from an External Entity (i.e., outside agencies or offices or persons). External data requests to whom this policy applies, generally include, but are not limited to:
- Guidebooks for prospective students (College Board, Princeton, etc.)
 - Publications by external entities (NSF, CUPA, ACT, etc.)
 - Ranking publications – international and domestic (U.S. News and World Report, Times Higher Education, etc.)
 - Surveys administered by or on behalf of external entities (NSSE, THE-WSJ, Princeton Review, etc.)
 - Other external reports available to the general public.
 - Mandated reports (IPEDS, etc.)
 - Research grants that require University data
 - Contractual reporting (AAUP, etc.)
 - Accrediting Bodies (SACSCOC, specialized accrediting agencies)
- C. **External Data Submission:** The release or production of documents in response to a request to an External Entity.
- D. **External Entity:** External Entity is defined as an outside agency, organization, company, office or persons.
- E. **Institutional Data:** Institutional data are defined as all data elements created, maintained, received, or transmitted as a result of business, educational or research activities of a USF System unit or office and may include one more of the following characteristics:
- Relevant to the operations, planning, controlling or auditing of business functions of both administrative and academic units.
 - Generally referenced or required between more than one administrative and academic unit.
 - Included in an officially published USF System report.
 - Generated or derived by any entity of the USF System or employee, or an affiliate or agent of the USF System.
 - Classified and constrained in accordance with USF System, state, and federal laws and policies.
- F. **Quality Assurance:** The maintenance of a desired level of quality in a service or product, especially by means of attention to every stage of the process of delivery or production.
- G. **Unit Data Coordinator:** University employee identified by the unit's Accountable Officer as the liaison/coordinator between the External Entity and the USF System and the USF System Office of Decision Support.
- H. **Unit or Office:** Any unit or office within the USF System.

Data Submission to External Entities

V. GENERAL GUIDELINES

External Data Requests not exempted in Section III above, must go through the USF System's Office of Decision Support (ODS) which has established procedures for processing those requests details of which may be accessed on the [ODS Data Request site](#). General guidelines for Unit Data Coordinator and ODS are outlined below.

General Guidelines:

1. Unit Data Coordinator Responsibilities:
 - a. Notify ODS of an external data request (new or recurring) within three (3) business days of receipt using the USF System ODS [External Data Request form](#). Exceptions will be considered with appropriate justification.
 - b. Ensure extensions are secured and/or timely submission of an external request.
 - c. Serve as the liaison with the External Entity, as needed.
 - d. Adhere to data integrity standards.
 - e. Maintain proper documentation of the data submission.
 - f. Ensure completeness of the data submission.
 - g. Secure certification by the Accountable Officer before final approval by ODS for submission to the External Entity.
 - h. Retain a completed copy of the data submission for archival purposes.
2. ODS responsibilities:
 - a. Developing and implementing the Quality Assurance protocols to be followed by Unit Data Coordinators.
 - b. Conduct a thorough assessment of the external data request.
 - c. Ensure completeness of the data submission.
 - d. Review and approve before release of the data submission to the External Entity. Review considers purview of data collected/reported, ensure face validity, review documentation is in place, assess trends and/or impact to the university brand/reputation.
 - e. Ensure certification by the Accountable Officer before submission to the External Entity.

Current Responsible Office*: Academic Affairs

***Refer to the appropriate Responsible Office website for a current name of the Vice President or other Responsible Officer.**

History: New 8-24-18

National and International Rankings Closely Monitored

ODS Rankings Hub: <https://usfweb.usf.edu/ODS/Secure/Rankings/RankingsHub.aspx>

		Publication Year				
		2016	2017	2018	2019	2020
Academic Ranking of World Universities (ARWU)	Rank Among Global	201-300	201-300	201-300	201-300	*
	Rank Among U.S.	72-98	71-99	70-95	67	*
	Rank Among U.S. Public	42	41	41	38	*
Fiske Guide - Best Buy - Public Colleges	Rank Among U.S. Public	Not Rated	Not Rated	Not Rated	Not Rated	*
Forbes - America's Top Colleges	Rank Among U.S.	388	324	266	228	*
	Rank Among U.S. Public	118	102	86	73	*
Kiplinger's Best College Value - Public	In-State Rank	45	66	39	34	*
	Out-of-State Rank	26	27	23	15	*
Princeton Review - Top 50 Colleges That Pay You Back	Rank Among U.S.	NR	NR	NR	NR	*
	Rank Among U.S. Public	NR	NR	NR	NR	*
QS World University Rankings	Rank Among Global	501-550	491-500	501-550	521-530	601-650
	Rank Among U.S.	96	96	94	98	105
	Rank Among U.S. Public	57	56	56	56	61
TARU-Center for Measuring University Performance	Rank Among U.S.	26-50	26-50	*	*	*
	Rank Among U.S. Public	26-50	26-50	*	*	*
Times Higher Education - World Universities	Rank Among Global	201-250	201-250	251-300	251-300	201-250
	Rank Among U.S.	64-78	64-76	72-84	71	61
	Rank Among U.S. Public	32	33	40	38	31
US News and World Report - National Universities	Rank Among U.S.	156	159	140	124	104
	Rank Among U.S. Public	84	83	68	58	44
Washington Monthly National University	Rank Among U.S.	74	87	95	84	*
	Rank Among U.S. Public	46	56	50	50	*

NR - "Not Ranked"
* - Ranking not yet published

CRITERION H

A top-100 national ranking for research expenditures in five or more science, technology, engineering, or mathematics fields of study, reported annually by the National Science Foundation (NSF).

Publication	Ranking Among US Public Institutions Only *	Overall Ranking Among All Institutions *	Last Updated
NSF STEM R&D Rankings - Computer and Information Sciences		69	Nov. 2019
NSF STEM R&D Rankings - Engineering		70	Nov. 2019
NSF STEM R&D Rankings - Geosciences, Atmospheric, and Ocean		33	Nov. 2019
NSF STEM R&D Rankings - Life Sciences		41	Nov. 2019
NSF STEM R&D Rankings - Mathematics and Statistics		74	Nov. 2019
NSF STEM R&D Rankings - Physical Sciences		106	Nov. 2019
NSF STEM R&D Rankings - Psychology		96	Nov. 2019
NSF STEM R&D Rankings - Social Sciences		15	Nov. 2019

* Top 100 rankings are highlighted in gold

Decision Support Resources

Florida Board of Governor's Performance Based Funding site

Information and resources of the FLBOG Performance Based Funding Program

www.flbog.edu/board/office/budget/performance_funding.php

USF Office of Decision Support (ODS)

Website for ODS includes overview of ODS function, resources around performance and accountability, links to data & reports, strategic planning, and data requests process.

www.usf.edu/ods

USF ODS, Strategic Performance Hub

Dashboards providing comparative level data (at the institution level) for numerous metrics spanning the data domains of student, faculty, research, and financial; including focused dashboards on PBF, PE and Faculty Productivity Metrics.

usfweb.usf.edu/ODS/secure/Performance/default.aspx

USF ODS, College Reviews

Site where current and historical college review packets are housed. The links will take user to respective Box folders.

usfweb.usf.edu/ODS/secure/CollegeReviews/default.aspx

USF ODS, PPA

Site where current and historical PPA matrix are housed.

usfweb.usf.edu/ODS/secure/PPA/default.aspx

USF ODS, Accreditation

Site to capture all relevant information/links regarding USF Accreditation, SACSCOC, Educational Sites, Faculty Credentialing, and Substantive Change.

www.usf.edu/ods/iep/institutional-effectiveness/accreditation/index.aspx

USF ODS, System Academics

Site that serves as the central repository for all system-level academic information. The website includes links to information around academic catalogs, academic planning, curriculum codes, degree inventory, curriculum deadlines.

www.systemacademics.usf.edu

USF Office of the Provost, Accreditation Steering Committee

Site captures the charge, membership, progress and meeting schedule for the Accreditation Steering Committee.

www.usf.edu/provost/offices/accreditation-steering-committee.aspx

USF Strategic Plan

Site captures current and historical links to USF strategic plans.

www.usf.edu/ods/resources/strategic-planning.aspx


BOT Consolidation

Site contains relevant information and links about the USF System consolidation.

www.usf.edu/system/board-of-trustees/system-consolidation

APPENDICES

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**USF CONSOLIDATION
ACADEMIC AND STUDENT SUCCESS
IMPLEMENTATION HANDBOOK**

Office of the Provost and Executive Vice President



Constitution of the Student Body of the University of South Florida



Constitution of the Student Body of the University of South Florida.

We, the Student Body, of the University of South Florida, in order to provide effective student representation before all vested bodies of influence, for the purpose of giving guidance and stewardship concerning the allocation and expenditure of our student finances to serve in the best interest of our student body; and to provide ourselves with the highest caliber of enriching and educational activities and services do hereby establish and ordain this Constitution.

ARTICLE I: MEMBERSHIP AND RIGHTS OF STUDENTS

SECTION I: All students by virtue of their active registration at the University of South Florida are members of the Student Body and are granted all the rights and privileges of this Constitution. The Student Body shall establish a Student Government which shall be governed, accountable to, and maintained by the Student Body to represent their best interests. The Student Government hereinafter may be referred to as “SG”.

SECTION II: The Student Government shall be comprised of the Executive, Legislative, and Judicial Branches; in addition to functional groups and entities defined within the Student Body Constitution and Student Government Statutes. The powers and responsibilities of the Student Government shall be promulgated by the Constitution of the Student Body and the Student Government Statutes (hereinafter may be referred to as the “Statutes”) which shall not conflict with University Regulations/Policies or any other municipal, state, or federal law.

SECTION III: The differential treatment of a student based on factors including, but not limited to, race, creed, religion, sex, age, sexual orientation, gender/gender identity, national origin, ethnicity, cultural beliefs, language, marital status, parental status, veteran status, disability, personal wealth, or any combination thereof, is deemed unacceptable. The denial of due process or the infringement of the substantive rights of any student will not be tolerated.

SECTION IV: All undergraduate members of Student Government shall be enrolled for a minimum of six credit hours as degree seeking students and all graduate members shall be

Constitution of the Student Body of the University of South Florida

enrolled for a minimum of four credit hours as post-baccalaureate students during the fall and spring semesters unless otherwise provided by the Constitution or Statutes. Summer semester requirements shall be provided by Statutes.

The members of Student Government must be students in good academic standing and maintain a minimum cumulative institutional 2.5 GPA for undergraduate students and 3.0 GPA for graduate students and may not be under disciplinary probation, suspension, or expulsion as defined by the University Code of Conduct.

ARTICLE II: THE EXECUTIVE

SECTION I: The Executive Branch shall consist of the USF Student Body President, hereinafter referred to as the Student Body President; USF Student Body Vice President, hereinafter referred to as the Student Body Vice President; Tampa Governor; St. Petersburg Governor; Sarasota-Manatee Governor; all department, office, bureau, and agency employees; and all executive appointees; hereinafter may be referred to as executive officers. No executive employee may hold an office in any other branch of Student Government during their term of office in the Executive Branch, unless otherwise provided in the Constitution or Statutes.

SECTION II: All university-wide executive powers of the Student Body shall be vested in the Student Body President. The Student Body President holds the highest office within the Executive Branch and shall have the power to nominate and, with the advice and consent of the Student Government Senate, hereinafter referred to as the Senate, appoint all department, office, and agency directors. The USF Executive Branch shall also consist of a Chief Financial Officer who shall be appointed by the Student Body President and confirmed by the Senate, as outlined in Statutes. Their respective duties and roles within the USF Executive Branch shall be outlined within Statutes.

SECTION III: The Student Body President shall be responsible for the oversight of all USF Executive Branch Entities of Student Government.

SECTION IV: The Student Body President shall nominate and, with the advice and consent of the Senate, appoint the Attorney General, Solicitor General, and Supervisor of Elections, as well as Justices to the USF Supreme Court.

SECTION V: The Student Body President shall recommend students for appointment to, or removal from, University-wide Councils, committees and boards, as outlined in Statutes.

SECTION VI: The Student Body President shall represent the Student Body before the Florida Student Association, the USF Board of Trustees and/or other similar representative bodies.

SECTION VII: The Student Body President shall sign or veto, within ten (10) business days, all constitutional amendments, statutes and appropriations passed by the Senate. The Student Body President's failure to act during this specified time shall be deemed approval of such legislation and appropriations. The Senate may override, by a two-thirds vote, a veto by the Student Body President.

Constitution of the Student Body of the University of South Florida

SECTION VIII: The Student Body President shall address the Senate at least once during the fall and spring semesters and may on other occasions at the invitation of the Senate President.

SECTION IX: The Student Body President may call for a referendum of the student body, subject to approval by two-thirds vote of the Senate.

SECTION X: The Student Body President shall initiate the annual budget process by convening an Activity & Service Fee Recommendation Committee, which shall be outlined within Statutes.

SECTION XI: No candidate shall be elected or appointed to any executive office until a certification attesting that the candidate has met all qualifications set forth by this Constitution has been completed.

SECTION XII: In the event the Student Body President resigns, is impeached, or is unable to perform the powers and duties of the office, the Student Body Vice President shall become the Student Body President.

SECTION XIII: In the event that the office of Student Body Vice President becomes vacant for any reason, the Student Body President shall nominate and, with the advice and consent of the Senate, appoint a new Student Body Vice President.

SECTION XIV: In the event of vacancy in the office of Student Body Vice President at the time of vacancy of the office of Student Body President, the order of succession shall be the Senate President, Senate President Pro-Tempore, and Attorney General.

SECTION XV: All branch Campus executive powers of the Student Body shall be vested in each USF Campus Governor. There shall be an elected Tampa Governor, St. Petersburg Governor, and Sarasota-Manatee Governor, hereinafter known as the Governors. The Governors shall have the power to nominate and, with the advice and consent of the Campus Councils, hereinafter referred to as the Councils, appoint all Campus department, office, and agency directors. Each Campus' Executive Branch shall also consist of a Deputy Attorney, Deputy Public Defender, and Deputy Financial Officer who shall be appointed by the Campus Governor and confirmed by the Campus Council, as outlined in Statutes. Their respective duties and roles within the USF Executive Branch shall be outlined within Statutes.

ARTICLE III: THE LEGISLATIVE

SECTION I: The university-wide legislative authority of the Student Body shall be vested in the Student Government Senate, hereinafter referred to as the Senate.

SECTION II: The Senate will be composed of representatives from each of the Campuses. The total number of Senate seats will be 60. The apportionment of the seats will be 5 guaranteed seats per campus with the other 45 seats set according to the percentages of the total number of students enrolled at each Campus as outlined within Statutes.

Constitution of the Student Body of the University of South Florida

SECTION III: No student may be a candidate for election to the Senate until a certification attesting that the candidate has met all qualifications set forth by this Constitution and has been filed with the Office of the Senate President Pro Tempore.

SECTION IV: The Senate shall have the authority to enact, amend or repeal statutes of Student Government by a majority vote. The Senate shall also have the authority to enact non-binding resolutions, conclusions, memorials, and its own Rules of Procedure that shall not conflict with this Constitution.

SECTION V: The Senate shall have the authority to enact, and repeal, by two-thirds vote, Statutes governing election of all Student Government officers.

SECTION VI: The Senate may propose, by a two-thirds vote, any constitutional amendment.

SECTION VII: The Senate may approve, by a majority vote, executive appointees of the Student Body President. The Student Body President must inform the Senate President in writing within one business day of the initial appointment. Failure to act on any presidential executive appointment within twenty-five business days shall be deemed approval of such appointment.

SECTION VIII: The Senate may override, by a two-thirds vote, a veto by the Student Body President.

SECTION IX: The Senate shall have the authority to approve and allocate all Activity & Service fee appropriations by a majority vote.

SECTION X: The Senate shall have the power to impeach any person within Student Government except those expressly prohibited by the Constitution, Statutes, and University of South Florida Regulation/Policy.

SECTION XI: The Senate shall establish its own meeting times, rules, and procedures. The Senate shall assemble in open meetings at frequent intervals for the deliberation of legislation and the business of the Student Body. No officer may hold an office in any other branch, agency, or department of Student Government during their term of office in the Legislative Branch.

SECTION XII: The Senate shall provide for the compilation and publication of all Senate legislation.

SECTION XIII: The Senate shall establish means through which the Student Body can actively participate in the formulation of policies that affect them.

SECTION XIV: The Senate shall have the authority to appoint any committee necessary to the operation of the Senate, and to appoint and remove any committee chair. No member of the Senate may chair more than one standing committee.

Constitution of the Student Body of the University of South Florida

SECTION XV: The Senate shall take their oath of office and elect a Senate President and all other executive officers of the Senate, as outlined in Statutes, prior to the beginning of their term, which begins the first business day following the last Spring Commencement. The duties of the Senate President, the highest elected official in the Senate, and all other officers shall be as detailed by the Student Government Statutes, and the Senate Rules of Procedure.

SECTION XVI: All Campus legislative powers of the Student Body shall be vested in each USF Campus Council. There shall be an elected Tampa Council, St. Petersburg Council, and Sarasota-Manatee Council, hereinafter known as the Councils. The Councils shall have the power to confirm all Campus department, office, and agency directors, and recommend allocations of the Activity and Service Fee to the Senate Fiscal Committee. The Councils may propose amendments to Statutes and the Constitution to the Senate Policy Committee, however, shall not make any changes without the advice and consent of the Senate. The Council Chairs shall be a senator of that respective campus, elected by their respective Council, as outlined in Statutes. Their respective duties and roles within the Councils shall be outlined within Statutes and Rules of Procedure.

ARTICLE IV: THE JUDICIAL

SECTION I: The university-wide judicial powers of the Student Body shall be vested in The Student Government Supreme Court, hereinafter referred to as The Supreme Court. The Supreme Court shall have jurisdiction over all cases and controversies, excluding those delegated to other entities by the University Board of Trustees, involving the Student Body and Student Government, including the power to declare any act of Student Government unconstitutional. Any decision or ruling made by The Supreme Court may be appealed, according to habeas corpus, only by the prosecution or the defense in the controversy or case, to the Dean of Students of the Division of Student Success.

SECTION II: The Supreme Court shall try all cases of impeachment brought by the Senate.

SECTION III: The Supreme Court shall adopt rules for its practice and procedure, including the time for seeking appellate review. These rules may be repealed by Statute enacted by two-thirds vote of the Senate.

SECTION IV: The Supreme Court shall be comprised of nine (9) Justices, five (5) from the Tampa Campus, two (2) from the St. Petersburg Campus, and two (2) from the Sarasota-Manatee Campus. The Student Body President shall nominate and with the advice and consent of the Senate, appoint Justices who shall serve no more than two (2) terms, unless re-appointed by the Student Body President. These terms shall run concurrently with the terms of the other branches. No Justice may hold an office in any other branch of Student Government.

SECTION V: The Student Body President, by and with the advice and consent of the Senate, shall appoint a current justice or judge within the judicial branch to serve as the Chief Justice for the Supreme Court. The Chief Justice shall serve for one term and may be appointed for additional terms.

Constitution of the Student Body of the University of South Florida

SECTION VI: Cases of impeachment of a Justice or Judge shall be tried by a Judicial Review Committee. The Judicial Review Committee shall be comprised of nine (9) Student Government officials, five (5) appointed by the Student Body President and four (4) appointed by the Senate President. A Justice or Judge may only be removed from office by a two-thirds vote of the Judicial Review Committee.

SECTION VII: All Campus judicial powers of the Student Body shall be vested in each USF Campus Circuit Court, hereinafter known as the Courts. There shall be a Tampa Court, St. Petersburg Court, and Sarasota-Manatee Court. Each Court shall consist of five (5) Judges who shall not serve more than two (2) terms, unless re-appointed, the Courts shall be appointed by each Campus Governor, with the advice and consent of their respective Campus Council. The Courts shall have jurisdiction over all local campus cases and controversies. Each Court shall have a Chief Judge, appointed by the Campus Governor with the advice and consent of the respective Campus Council. The respective duties and roles within the Courts shall be outlined within Statutes and Judicial Rules of Procedure.

ARTICLE V: THE ELECTION PROCESS AND VOTERS RIGHTS

SECTION I: All students enrolled at the University of South Florida shall be entitled to vote in the general, mid-term, and interim elections of Student Government. All students enrolled in the University of South Florida may vote for the Student Body President and Student Body Vice-President. Any student has the right to call for a University-Wide initiative/referendum election provided that a petition is signed by at least 5% of the USF student body and is submitted as outlined in Statutes. Any student has the right to call for a division specific senatorial recall election provided that a petition signed by at least 60% of the number of students that voted for Senate within that respective division in the most recent general election is submitted as specified by Statutes. Any student has the right to call for a University-Wide Student Body Presidential recall election, provided that a petition signed by at least 60% of the total number of votes cast for the presidential ticket in the general election is submitted as specified by Statutes. Student Body enrollment figures shall be determined and certified by the Registrar's Office at the time of the initiative/referendum/recall.

SECTION II: All candidates for the offices of Student Body President and Student Body Vice-President shall form joint candidacies, hereinafter known as tickets, so that each voter shall cast a single vote for a ticket. Election for Student Body President and Student Body Vice-President shall take place four (4) consecutive business days beginning on the Monday, nine (9) business days prior to Spring Break. Run-off elections, if necessary, shall be held the following Tuesday and Wednesday. The Student Body President and Student Body Vice-President shall take office the first business day following the last Spring Commencement. The Student Body President and Student Body Vice-President shall serve a one-year term of office. No Student Body President or Student Body Vice-President may serve more than two consecutive terms.

SECTION III: The General Election for the Senate shall take place four (4) consecutive days beginning on the Monday, nine (9) business days prior to Spring Break. Run-off elections, if necessary, shall be held the following Tuesday and Wednesday. Senators shall take office the



Constitution of the Student Body of the University of South Florida

first business day following the last Spring Commencement. Senators shall serve a one-year term of office.

SECTION IV: All candidates for the offices of Governor and Lieutenant Governor shall form tickets so that each voter shall cast a single vote for a ticket for the Governor and Lieutenant Governor on their respective Campus. Elections for the Governors and Lieutenant Governors shall take place four (4) consecutive days beginning on the Monday, nine (9) business days prior to Spring Break. Run-off elections, if necessary, shall be held the following Tuesday and Wednesday. The Governors and Lieutenant Governors shall take office the first business day following the last Spring Commencement. The Governors and Lieutenant Governors shall serve a one-year term of office. No Governor or Lieutenant Governor may serve more than two consecutive terms.

SECTION V: The General Election for the Councils shall take place four (4) consecutive days beginning on the Monday, nine (9) business days prior to Spring Break. Run-off elections, if necessary, shall be held the following Tuesday and Wednesday. Council members shall take office the first business day following the last Spring Commencement. Council members shall serve a one-year term of office.

SECTION VI: The interim elections for the Senate and Councils shall take place as deemed necessary by Statutes and the duration of the election shall be two (2) consecutive business days.

SECTION VII: If the election process enumerated in the Constitution and the Statutes cannot select an official and sworn Student Body President and Student Body Vice-President or Governors and Lieutenant Governors within ten (10) business days of the University Spring Commencement, then the Senate of the previous term shall select from the certified pool of Campaign Tickets, a joint Student Body Presidential ticket to be the Student Body President and Student Body Vice-President. The Councils of the previous term shall select, from the certified pool of Campaign Tickets, a joint Gubernatorial ticket to be the respective campus Governor and Lieutenant Governor. This shall occur, even if there is pending litigation or dispute. If the Student Body President and Student Body Vice-President or Governors and Lieutenant Governors have been selected by this section, then they shall be subject to a Student Body Vote of Confidence by their constituency in the next mid-term election. Should the President and Vice-President or Governors and Lieutenant Governors fail the Vote of Confidence (2/3+1 of the voters), then they shall be removed, and the Order of Succession shall determine the new officers. A Special Election shall take place four weeks after the mid-term election and shall be governed similar to the General Election, except that dates mentioned in the General Election Statutes shall be modified to reflect the Special Election date and time.

ARTICLE VI: CONSTITUTIONAL AMENDMENTS

SECTION I: Amendments to this Constitution shall be placed at the end of this document and must be approved by a majority vote of the Student Body, during a General or Mid-Term Election after a recommendation by the Senate. All final appeals by the Student Body of

Constitution of the Student Body of the University of South Florida

changes to this Constitution or the Student Government Statutes shall be heard by the University Board of Trustees or the University President or designee.

If there should ever be conflict between the Student Body Constitution and the Statutes, the Student Body Constitution shall prevail. If there should ever be a conflict between an amendment to this constitution and a prior standing article, the amendment shall prevail.

ARTICLE VII: AUTHORS

To be determined

The Student Body Constitution was last updated on . . .

Faculty Senate Constitution

CONSTITUTION OF THE FACULTY OF THE UNIVERSITY OF SOUTH FLORIDA

Throughout the Constitution references to “Constitution” or “Faculty Senate” or “Faculty Senator” or “Senate Executive Committee” refer to “University of South Florida Faculty Constitution,” “University of South Florida Faculty Senate” or “University of South Florida Faculty Senator” or “University of South Florida Faculty Senate Executive Committee.”

ARTICLE I. General Faculty

A. Definition

The general faculty of the University of South Florida shall consist of all full-time faculty members with the rank of Lecturer, Instructor, Assistant Professor, Associate Professor, Professor, Instructor Librarian, Assistant Librarian, Associate Librarian, or Librarian. Full time is defined as 100 percent for 9 months or at least 75 percent for 12 months; temporary reductions in percent of effort due to insufficient funding are not germane.

Visiting, adjunct, or courtesy faculty, regardless of rank or duration of appointment, are not counted as members of the general faculty.

Faculty members who hold administrative appointments beyond the department level, such as president, provost, regional chancellor, senior vice president, executive vice president, associate vice president, assistant vice president, vice provost, regional vice chancellor, dean, associate dean, assistant dean, or similar other positions and titles, and persons acting in the above capacities are not counted as members of the general faculty for the duration of their administrative appointments. Department chairs and directors of academic departments or department-equivalents are members of the general faculty.

B. Meetings

The general faculty of the University of South Florida shall meet at least annually in the fall semester of each academic year. At this annual meeting, the Provost shall present a general message to the faculty on the state of the University of South Florida. The general faculty may meet at other times upon the call of the President of the Faculty Senate.

Faculty Senate Constitution

ARTICLE II. Faculty Senate

A. Function

The Faculty Senate is the primary faculty advisory body to the University of South Florida President, Provost, and Senior Vice President for USF Health on all matters that pertain to the academic climate of the university. The Senate has the responsibility to review and make recommendations to them considering decisions on all matters pertaining to the welfare of the University, focusing particularly on those pertaining to the academic mission.

The Senate may initiate discussion and take a position on any subject of University concern, and may recommend policies on these matters to the President, either directly or through its committees and councils. The Senate recommends faculty members to serve on University-wide committees/councils and appoints faculty members to serve on Faculty Senate committees/councils; these latter committees/councils carry out much of the work of the Senate. The Senate will have a significant role in the appointment of academic administrators, as well as the periodic performance reviews of such administrators.

B. Jurisdiction

The Faculty Senate shall serve as the main channel of communication between the general faculty and the central administration of the University of South Florida, including the President of the University of South Florida, the Provost, and the Senior Vice President for USF Health.

The basic jurisdiction of the Faculty Senate shall entail academic and related matters that concern more than one college and general education policies. However, as the elected body of the general faculty, the Faculty Senate may formulate its opinion on any subject of interest to the University and adopt appropriate resolutions. Such resolutions shall be disseminated in accordance with the will of the Faculty Senate.

C. Membership

The Faculty Senate shall be composed of elected members of the general faculty apportioned among and representing the academic units of the University of South Florida, and such ex officio members as described in the *Bylaws*. Academic units, for the purposes of the Constitution, are the individual departments or department-equivalents within Academic Affairs and the individual colleges within USF Health.

Faculty Senate Constitution

D. Apportionment

1. Formulation. The ratio of Senators to general faculty within USF Health shall be set at the same value as the ratio of Senators to general faculty within Academic Affairs. Within Academic Affairs, each academic unit will be apportioned one Senator. One additional Senator will be apportioned to represent all Academic Affairs general faculty who are not otherwise represented by a Senator. In addition, for each branch campus the percentage of USF general faculty with that campus as their primary place of employment will be determined. If that branch campus's percentage of seats in the Faculty Senate is less than two times their percentage of the general faculty, then that campus will be given the option to elect additional at-large Senators to bring their percentage up to that number. These additional at-large Senators will serve one-year terms. Within USF Health, each unit will receive an apportionment of Senators based on the number of general faculty within that unit.
2. Timing. Apportionment will be made only once each year and will be based on the number of members of the general faculty listed on official records of the university on the first day of the spring semester of that year. The Secretary will provide a proposed apportionment to the Faculty Senate which must be approved by a two-thirds vote.
3. Unit allocation. Each of the units within USF Health shall, by majority vote of their general faculty, decide on a system of allocation of Faculty Senate representation within their unit. Units that have departments or other sub-units should ensure that those units have direct representation rather than allocate all representation to the unit level to the extent possible. Units shall inform the Secretary of the Faculty Senate of the details of such allocations and any subsequent changes to them.

E. Elections

1. Eligibility for election to Faculty Senate. All members of the general faculty are eligible for election to the Faculty Senate unless otherwise indicated in the *Bylaws*. However, lecturers, instructors, assistant professors, instructor librarians, and assistant librarians must have three years of full-time service at USF before they are eligible for election to the Faculty Senate.
2. Eligibility for participation in elections. Each member of the general faculty is eligible to vote in the election of the Faculty Senators from the unit of which they are a member. If a faculty member has duties in more than one unit, the faculty member shall be counted in the unit in which the major portion of their salary is budgeted. If a faculty member is budgeted for an equal portion in more than one unit, the faculty member may choose the unit in which to be included.

Faculty Senate Constitution

3. Voting procedures. The procedures for voting are as specified in the *Bylaws*.
4. Terms. The term of each Faculty Senate seat representing units shall be three years, beginning the first day of the faculty contract following the annual election. The term of an elected Senator is not affected by reapportionment. A senator elected to a three-year term may seek re-election for a second three-year term after which a period of one year must elapse before that member may be re-elected to the same seat in the Faculty Senate. A person elected to a one-year, at-large position may seek re-election for up to 6 such terms as long as the conditions in the *Bylaws* are met. A period of one year must then elapse before that member may be re-elected to the same seat in the Faculty Senate. By tradition, newly elected senators are invited to participate as non-voting members in Faculty Senate meetings immediately following their election.
5. Vacancies. In the event a Faculty Senator resigns or is otherwise unable to serve for a period of more than two semesters during the Faculty Senator's term of office, the seat held by the Faculty Senator shall be declared vacant in the manner provided in the *Bylaws*. An alternate shall be selected, in accordance with the *Bylaws*, to serve until election of a successor.
6. Absence. If a Faculty Senator is to be absent for more than one academic semester, an alternate shall be selected in accordance with the *Bylaws*. The elected Faculty Senator shall resume their seat for the balance of term upon their return.
7. Removal. A Faculty Senator may be removed from their seat according to the process described in the *Bylaws*.

F. Officers

1. Definition and eligibility. The Faculty Senate shall have a President, Vice President, Secretary, Sergeant-at-Arms, and Member-at-Large elected by the members of the Faculty Senate from among the elected Faculty Senators. The Parliamentarian shall be chosen by the President of the Faculty Senate from among the general faculty. The parliamentarian shall not also be a faculty senator.
2. Duties, terms of office, and election procedures. The duties of these officers, the terms of office, and the procedures for their election are as specified in the *Bylaws*.
3. Removal. Any officer may be removed for cause. Removal of an officer for cause requires the approval of at least 2/3rds of Faculty Senators present at a scheduled meeting of the Faculty Senate, provided a quorum

Faculty Senate Constitution

is established. Any officer removed remains eligible to serve as a Faculty Senator. The office shall be filled by majority vote at the next scheduled meeting of the Faculty Senate following removal.

G. Meetings

1. Regular Meetings. The Faculty Senate shall meet in regular session each month during Fall and Spring semesters. All meetings must provide for virtual participation, including all voting procedures.
2. Special Meetings. The President of the Faculty Senate may call a special meeting whenever they deem it necessary and shall call meetings at the request of the Faculty Senate Executive Committee, the President of the University, the Provost, or the Senior Vice President for USF Health, and shall call meetings at the written request of five voting members of the Faculty Senate.
3. Access and Floor Privileges. All meetings of the Faculty Senate shall be open to members of the University community. The President of the University, Provost, Senior Vice President for USF Health, regional chancellors, and vice presidents shall be extended privileges of the floor upon request; other non-members may be granted privileges of the floor upon written request or upon the invitation of the President of the Faculty Senate.
4. Minutes. Minutes of the meetings of the Faculty Senate shall be made available in an publicly accessible and timely manner

H. Vacancy in Office of University President

Upon the resignation, retirement, removal, or death of the University President, the Faculty Senate will designate individuals to be available for membership on any committee requested by the Board of Trustees for the purpose of consultation in the selection of a nominee for University President.

ARTICLE III. Committees and Councils

A. Faculty Senate Committees

1. Executive Committee. The Executive Committee of the Faculty Senate advises the President of the Faculty Senate, meets with the University President, the Provost, and the Senior Vice President for USF Health, and their designees, and assists the President of the Faculty Senate in determining the agenda for Faculty Senate meetings. The membership of the Executive Committee is as specified in the *Bylaws*.

Faculty Senate Constitution

2. Standing Committees. There shall be standing committees of the Faculty Senate to expedite the efficient functioning of the Faculty Senate and its affairs. Committees and membership selection shall be made in accordance with the *Bylaws*.
3. Ad Hoc Committees. The Faculty Senate may establish ad hoc committees as needed, as specified in the *Bylaws*.

B. Faculty Senate Councils

There shall be standing Faculty Senate Councils that provide advice directly to the USF administration on matters within the jurisdiction of the Faculty Senate. Faculty Senate Council formation, membership selection, and governance by the Faculty Senate shall be in accordance with the *Bylaws*.

C. University-Wide Committees and Councils

There shall be standing University-Wide Committees and Councils that deal with University matters outside the jurisdiction of the Faculty Senate but that have faculty membership. University-Wide Committee faculty membership selection and governance by the Faculty Senate shall be in accordance with the *Bylaws*.

ARTICLE IV. Amendments

A. Proposal

Amendments to this *Constitution* may be proposed either through written petition from twenty-five members of the general faculty, through written petition by five Faculty Senators, or by a motion brought forward from the Faculty Senate Executive Committee. Proposed amendments shall be reviewed by the Constitution and Bylaws Committee and the USF General Counsel, which shall review the proposal to determine that it is not inconsistent with Florida statutes.

B. Ratification

All amendments to this *Constitution* must be approved by the affirmative vote of two-thirds of the members of the Faculty Senate present and voting at a meeting with a quorum after a meeting of Faculty Senate at which the amendments are introduced. All amendments must be ratified by a majority of the general faculty voting. Such amendments must be approved by the President of the University.

Faculty Senate Constitution

ARTICLE V. Compliance

The provisions of this *Constitution* shall not be construed in any manner so as to conflict with the laws of the State of Florida, the policies of the Board of Governors or the Board of Trustees, or contractual agreements between the Board of Trustees and bargaining agents.

Faculty Senate Bylaws

BYLAWS TO THE CONSTITUTION OF THE FACULTY OF THE UNIVERSITY OF SOUTH FLORIDA

Throughout these Bylaws references to “Faculty Senate” or “Faculty Senator” or “Faculty Senate Executive Committee” refer to “University of South Florida Faculty Senate” or “University of South Florida Faculty Senator” or “University of South Florida Faculty Senate Executive Committee.”

ARTICLE I. Membership and Duties

- A. The Faculty Senate is the primary faculty advisory body to the University of South Florida President, Provost, and Senior Vice President for USF Health on all matters that pertain to the academic climate of the university. The Senate has the responsibility to review and make recommendations to them considering decisions on all matters pertaining to the welfare of the University, focusing particularly on those pertaining to the academic mission.

The Senate may initiate discussion and take a position on any subject of University concern, and may recommend policies on these matters to the President, either directly or through its councils. The Senate appoints faculty members to serve on the University-wide committees as well as Faculty Senate councils; these councils carry out much of the work of the Senate. The Senate will have a significant role in the appointment of academic administrators, as well as the periodic performance reviews of such administrators.

B. General Faculty

The *Constitution of the Faculty of the University of South Florida (Constitution hereafter)* specifies those eligible for membership in the general faculty.

Members of the general faculty are expected to maintain awareness of the activities of the Faculty Senate and to voice concerns regarding issues within the jurisdiction of the Faculty Senate through their Faculty Senators. Members of the general faculty are also expected to serve on Faculty Senate Councils and University Committees and Councils as needed.

Faculty Senate Bylaws

C. Faculty Senate

1. Eligibility. The *Constitution* specifies those eligible for election to the Faculty Senate. In addition, the Immediate Past President of the Faculty Senate and the Chairs of Faculty Senate Councils shall serve as ex officio members of the Faculty Senate, with full voting rights. Persons elected to the presidency of the Faculty Senate shall continue as ex officio members of the Senate for two years after the expiration of their terms as president, provided that they remain members of the general faculty of the University of South Florida.
2. Duties. The duties of Faculty Senators are to:
 - a. attend meetings of the Faculty Senate;
 - b. maintain understanding of the procedures of the Faculty Senate and issues brought before it;
 - c. maintain understanding of the concerns of their constituents and to represent these interests in the Faculty Senate;
 - d. vote on resolutions before the Faculty Senate;
 - e. report to their constituents regularly;
 - f. serve on at least one Faculty Senate Committee, Faculty Council, or University Committee or Council, if appropriate positions are available; and
 - g. perform other duties as may be directed by the Faculty Senate.
3. Voting procedures. The procedures for voting are as specified in the *Bylaws*. The Secretary of the Faculty Senate has the responsibility of conducting the annual election of its senators and officers, and the responsibility of validating the eligibility of all nominees. The Secretary of the Faculty Senate, with the approval of the Senate Executive Committee, may delegate conducting the elections to the units to vote for their representatives. Elections shall be held by the first week of March and if conducted by a unit, the appropriate faculty officer of the unit shall forward the results, including a record of the number of votes cast for all nominees, to the Secretary of the Faculty Senate by the third week of March. The Secretary of the Faculty Senate shall validate the eligibility of all elected Faculty Senators by no later than the fourth week of March. If an elected Faculty Senator is deemed ineligible, the Secretary will deem the nominee with the next highest number of votes in the same unit to be duly elected. If the unit provides no alternate, or if the alternate is also deemed ineligible, then the seat will be declared vacant.

Faculty Senate Bylaws

D. Officers of the Faculty Senate

The Faculty Senate shall have officers as specified in the Constitution to set the tone and direction of the Faculty Senate and ensure its effective functioning. Only elected members of the Faculty Senate are eligible to be elected officers of the Faculty Senate, unless otherwise indicated in these *Bylaws*. Elections for officers of the Faculty Senate shall be held in the Spring semester of each year under the supervision of the Secretary of the Faculty Senate. The term of office shall begin with the first day of the academic year faculty contract following the annual election. The term of office shall be one year, with the exception of the President, who shall serve a term of two years.

With the exception of the President, all elected Faculty Senate Officers may run for a second, consecutive term (for a total of two years). They may choose to run again after one full year has elapsed. The President may not run for a second, consecutive term; however, they may choose to run again after two full years have elapsed. In order to run for office, all officer candidates, including the President, must be elected Senators for the term in which they will take office. Thus, Senators who have completed a three-year Senate term in the Spring election semester are not eligible to run for office unless they have been re-elected for the coming Fall; a former President serving as ex-officio Past President is not eligible to run for office unless they have been re-elected for the coming Fall.

Should the President of the Faculty Senate resign or otherwise vacate that office, the Vice President will assume the office of the President for the remainder of that term unless the resignation occurs between the time of the bi-annual election at which the new President was elected and the date of accession to that office in which case the President-elect will immediately assume the office of President. Should the Vice President, Secretary, Sergeant-at-Arms, or Member-at-Large resign, those offices will be filled by an out-of-cycle election, according to the following procedures.

The Secretary of the Faculty Senate, when informed of a vacancy in one of the offices of the Faculty Senate, shall promptly inform the members of the Faculty Senate of the vacancy and of an election for replacement at the next scheduled meeting of the Faculty Senate. At this next scheduled meeting, those elected Faculty Senators who wish to run for election to fill the vacant office shall identify themselves and the Secretary shall conduct an election by written ballot. In the event that the vacancy is that of the Secretary, the Sergeant-at-Arms will execute these procedures.

Officers of the Faculty Senate may be removed according to the procedures described in the *Constitution*.

Faculty Senate Bylaws

These officers are the following:

1. President. The duties and functions of the Faculty Senate President are to:
 - a. preside at Faculty Senate meetings;
 - b. serve as Chair of the Faculty Senate Executive Committee;
 - c. serve as the faculty representative to the USF Board of Trustees.
 - d. represent the Faculty Senate on any matter within the Faculty Senate's jurisdiction or as requested by the Board of Trustees or University President;
 - e. serve as liaison between the Faculty Senate and the University President, Provost, and Senior Vice President for Health;
 - f. supervise the staff of the Faculty Senate; and
 - g. perform other duties as may be directed by the Faculty Senate.
2. Vice President. The duties and functions of the Faculty Senate Vice President are to:
 - a. act as President when the President is absent or otherwise unable to act wherever allowed; and
 - b. perform other duties as may be directed by the Faculty Senate.
3. Secretary. The duties and functions of the Faculty Senate Secretary are to:
 - a. ensure the minutes of the meetings of the Faculty Senate are kept and all notices required under the *Constitution* and *Bylaws* are transmitted;
 - b. ensure all records of the Faculty Senate are maintained;
 - c. manage all Faculty Senate elections; and
 - d. perform other duties as may be directed by the Faculty Senate.
4. Sergeant-at-Arms. The duties and functions of the Faculty Senate Sergeant-at-Arms are to:
 - a. determine issues of quorum and the voting privileges of alternates at Faculty Senate meetings;
 - b. count votes whenever a roll call is held or written ballots are submitted;
 - c. maintain order during Faculty Senate meetings; and
 - d. perform other duties as may be directed by the Faculty Senate.

Faculty Senate Bylaws

5. Member-at-Large. The duties of the Faculty Senate Member-at-Large are to:
 - a. represent the views of Faculty Senators to the Executive Committee;
 - b. serve as liaison between the Faculty Senate and the Executive Committee;
 - c. coordinate an orientation session for new Faculty Senators; and
 - d. perform other duties as may be directed by the Faculty Senate.

6. Parliamentarian. The duties of the Faculty Senate Parliamentarian are to:
 - a. advise the Faculty Senate President on parliamentary procedures;
 - b. advise any Faculty Senator desiring help on motions or other parliamentary procedures;
 - c. serve on the Constitution and Bylaws Committee, when activated; and
 - d. perform other duties as may be directed by the Faculty Senate.

ARTICLE II. Meetings of the Faculty Senate

A. Regular Meeting

As specified in the *Constitution*. An agenda shall be published at least three working days prior to the meeting. Meetings shall consist of:

1. action items containing matters to be decided at current meetings and proposals for action at subsequent meetings, as deemed appropriate by the Faculty Senate Executive Committee and as time permits;
2. information items, such as reports of general decisions or summaries from committees or other agencies, as deemed appropriate by the Executive Committee and as time permits;
3. reports from the President of the University, Provost, Senior Vice President for USF Health, President of the Faculty Union, President of the Faculty Senate, and others, as determined appropriate by the Executive Committee and as time permits; and
4. issues from the floor, as time permits.

B. Special Meetings

As specified in the *Constitution*. Special meetings shall be called only with written notice of the meeting and its agenda published at least one working day prior.

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C. Quorum

Fifty percent of the membership of the Faculty Senate (including both the elected members and the ex-officio members), shall constitute a quorum. For purposes of calculating a quorum the size of the body shall exclude vacant seats. The Sergeant-at-Arms shall be responsible for keeping records necessary for such determination.

ARTICLE III. Committees and Councils

A. Faculty Senate Committees Faculty Senate Committees are standing bodies of the Faculty Senate

1. Faculty Senate Executive Committee. The Executive Committee is composed of the Officers of the Faculty Senate, the Immediate Past President of the Faculty Senate, the Chair of the Committee on Committees, and the Chairs of the Faculty Senate Councils. The Executive Committee shall meet monthly and as deemed necessary by the President of the Faculty Senate. At least one meeting each academic year shall be held on each branch campus. A quorum for meetings of the Executive Committee shall consist of fifty percent of the members, including at least four elected Senators. Minutes of the meetings of the Executive Committee shall be made available to the general faculty in a timely manner.

The Faculty Senate Executive Committee shall:

- a. serve as an advisory body to the President of the Faculty Senate on any matter the President of the Faculty Senate brings before it;
- b. determine agenda items for meetings of the Faculty Senate;
- c. serve as a faculty advisory body to the University President, Provost, and Senior Vice President for USF Health, and in that capacity shall meet with these University officers on a regular basis; and
- d. act on behalf of the Faculty Senate on matters declared by the President of the Faculty Senate to be of an emergency nature. Any action taken in this respect by the Faculty Senate Executive Committee shall be reported in writing by the President of the Faculty Senate to the members of the Faculty Senate at or before the next regular meeting. The Faculty Senate shall then review such action. The President of the Faculty Senate will give the members of the Faculty Senate advance notice of any emergency meeting of the Faculty Senate Executive Committee, if feasible.

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2. Committee on Committees. The Committee on Committees is composed of one Faculty Senator from each college or college-equivalent. Members are elected by all Senators from their college in the spring semester, to serve one year terms to begin the first day of the academic year faculty contract, or as vacancies occur outside of this cycle. The Chair shall be selected by the President of the Faculty Senate with the approval of the Faculty Senate Executive Committee. A quorum for meetings of the Committee on Committees shall consist of fifty percent of the members.

The Committee on Committees shall:

- a. seek nominations for membership on Faculty Senate Councils and University Committees and Councils from among the membership of the Faculty Senate and the general faculty;
 - b. meet regularly to review the fit of nominees with the particular needs of the Faculty Senate Councils and University Committees and Councils for which they apply and recommend those nominees who best fit;
 - c. through its Chair, forward nominations to the Faculty Senate Executive Committee and the Faculty Senate in a timely manner and attend meetings of these bodies to report on the nominations;
 - d. regularly review the procedures for nomination and selection of faculty members of Faculty Senate Councils and University Committees and Councils and implement changes as needed, subject to the approval of the Faculty Senate Executive Committee;
 - e. promulgate to assure the timely submission of reports of the Faculty Senate Councils and that they be filed with the Faculty Senate in a timely manner and timeline in accordance with the charge of each Council; and
 - f. regularly review the charge and activity of all Faculty Senate Councils and make recommendations to the Faculty Senate Executive Committee and the Faculty Senate to change, disband, combine or add Faculty Senate Councils or to remove faculty members.
3. Constitution and Bylaws Committee. At least once every five years, and as needed subject to the consent of the Faculty Senate Executive Committee, the President of the Faculty Senate shall activate a Constitution and Bylaws Committee which may propose to the Faculty Senate changes in the *Constitution* or the *Bylaws*. A minimum of three Senators will serve on the Constitution and Bylaws Committee. The President of the Faculty Senate shall select the Chair of the Constitution and Bylaws Committee and the Parliamentarian shall serve as a member. Terms of office shall be one year and may be extended through the term of the appointing Faculty Senate President.

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4. Ad Hoc Committees of the Faculty Senate. Other committees may be named by the President of the Faculty Senate as necessary and shall be temporary.

B. Faculty Senate Councils

Faculty Senate Councils shall make policy recommendations and facilitate faculty participation in shared governance within the scope of their charges.

Faculty Senate Councils shall meet no less than twice per semester during the Fall and Spring semesters and may meet more often, as appropriate given the workload inherent in the scope of their charge. Council Chairs shall file written reports annually with the Secretary of the Faculty Senate. Council Chairs or their designated representative shall report to the Faculty Senate at the discretion of the President of the Faculty Senate or the Chair of the Faculty Senate Committee on Committees, or by majority vote of the Faculty Senate Executive Committee or the Faculty Senate.

Appointment of Faculty Senate Council members occurs on a continuous basis. The Faculty Senate Committee on Committees shall solicit members for selection to Faculty Senate Councils. Membership is open to any member of the general faculty. Based upon the recommendation of the Committee on Committees which shall consult with the Provost, the Faculty Senate, by majority vote, will appoint members from among those recommended by the Committee on Committees.

Council members shall attend and fully participate in all meetings of their Councils. Chairs of Councils shall ensure written minutes of each Council meeting are kept and promptly posted in a manner that provides reasonable access by all members of the general faculty. In addition, they shall promptly respond to calls to answer additional inquiries by any member of the general faculty. Any Council member, to include Chairs, shall, by majority vote of the Faculty Senate, be dismissed for failure to perform appropriate duties.

1. Council on Educational Policy and Issues (CEPI). CEPI advises the Provost and the Senior Vice President for USF Health or their designees on matters that influence the quality of education at USF.
2. Council on Faculty Issues (CFI). CFI advises the Provost and the Senior Vice President for USF Health or their designees on matters that influence the personal and professional welfare of the faculty, to include evaluation of the performance of faculty and administrators.

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3. Council on Student Admissions (CSA). CSA advises the Provost and the Senior Vice President for USF Health or their designees on matters pertaining to the establishment and maintenance of policies, principles, and regulations affecting the selection and admission of students to USF.
4. Council on Technology for Instruction and Research (CTIR). CTIR advises the Provost and the Senior Vice President for USF Health or their designees on matters pertaining to the function, policies, and requirements regarding the use of technology in instruction and research.
5. General Education Council (GEC). GEC advises the Provost and the Senior Vice President for USF Health or their designees on matters pertaining to the ongoing development, implementation, and assessment of an effective general education program. Responsibilities include the evaluation and approval of courses for the liberal arts curriculum, as well as the periodic evaluation of the general education policy and development of future general education programs.
6. Graduate Council (GC). GC advises the Provost and the Senior Vice President for USF Health or their designees on principles, policies, and procedures affecting graduate education at USF.
7. Honors and Awards Council (HAC). HAC advises the Provost and the Senior Vice President for USF Health or their designees on matters regarding the provision of various academic honors and awards granted by the USF.
8. Library Council (LC). LC advises the Provost and the Senior Vice President for USF Health or their designees on matters pertaining to the composition, function, and structure of the University libraries.
9. Publications Council (PC). PC advises the Provost and the Senior Vice President for USF Health or their designees on matters pertaining to recruiting suitable scholarly and creative works for publication and to decide which works to support with subvention. Also, serves as advisory board to the United Press of Florida when subvented manuscripts are published by United Press of Florida.
10. Research Council (RC). RC advises the Provost and the Senior Vice President for USF Health or their designees on matters pertaining to policies and procedures intended to promote growth, excellence, and integrity in research and creative activity throughout USF.

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11. Undergraduate Council (UC). UC advises the Provost and the Senior Vice President for USF Health or their designees on matters pertaining to undergraduate courses, curricula, institutional programs, and degrees of the University. In addition, UC addresses the development of future undergraduate programs and the development, review, and updating of USF's statement of academic goals and objectives.
12. USF St. Petersburg Faculty Council (USFSPFC). USFSPFC advises the USF Faculty Senate, the USF St. Petersburg Regional Chancellor and the USF Provost on matters of interest to the faculty of the USF St. Petersburg campus. The chair of this council is eligible to run for an office of the Faculty Senate.
13. USF Sarasota-Manatee Faculty Council (USFSMFC). USFSMFC advises the USF Faculty Senate, the USF Sarasota-Manatee Regional Chancellor and the USF Provost on matters of interest to the faculty of the USF Sarasota-Manatee campus. The chair of this council is eligible to run for an office of the Faculty Senate.
14. Inter-Campus Council (ICC). The ICC advises the USF Faculty Senate, the USF Provost, and the President on matters of interest to the faculty regarding collaboration and integration throughout USF.

Other Faculty Senate Councils may be named by the President of the Faculty Senate as necessary and shall be temporary.

C. University Committees and Councils

University Committees and Councils act on matters that are not within the basic jurisdiction of the Faculty Senate, as defined in the *Constitution*.

If a University Committee or Council requires faculty membership, the faculty members shall be selected by the same process as used for Faculty Senate Councils. Any faculty member of a University Committee or Council may be removed by the same process as applies to Faculty Senate Councils.

University Committees and Councils may be established without approval of the Faculty Senate but no University Committee or Council may address issues within the basic jurisdiction of the Faculty Senate.

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ARTICLE IV. Attendance and Vacancies

A. Absences

Senators are recognized as present at a Faculty Senate meeting either virtually or in person by the Sergeant-at-Arms. A Faculty Senator who must be absent from a meeting of the Faculty Senate must, except under extraordinary circumstances, send an alternate as a replacement and notify the Sergeant-at-Arms of such replacement. The alternate must be a member of the general faculty and not a current member of the Faculty Senate. The Sergeant-at-Arms shall record the Faculty Senator as present and confer voting rights to the alternate for the duration of the meeting. If the Faculty Senator is an officer of the Faculty Senate, the alternate may not assume any of the duties of the office but can assume the full voting rights of a Faculty Senator. The resulting transfer of voting rights shall be valid for one meeting of the Faculty Senate. No Faculty Senator may send an alternate more than twice per semester or more than three times per academic year.

B. Resignation and Removal

A Faculty Senator is deemed to have resigned their seat if the Faculty Senator:

1. submits a written declaration of resignation to the Secretary of the Faculty Senate; or
2. is recorded absent at three meetings of the Faculty Senate during a single semester or four meetings of the Faculty Senate during a single academic year.

Absence on leave or sabbatical constitutes absence and so any Faculty Senator intending to take leave or sabbatical of more than two months' duration is expected to resign their seat in advance of the leave or sabbatical.

A Faculty Senator may be removed from their seat for failure to fulfill the duties of the position or through certification by the President of the Faculty Senate that the Faculty Senator may be on leave or sabbatical and unable to attend meetings for a period of more than two months' duration during their term of office and has failed to submit a written letter of resignation to the Secretary of the Faculty Senate.

To remove a Faculty Senator from their seat for failure to fulfill the duties of the position, any three or more Faculty Senators shall sign a written statement declaring that another Faculty Senator has failed to fulfill one or more of the duties of a Faculty Senator, as listed in these *Bylaws*, and providing supporting evidence. This signed statement must be presented to the President of the Faculty Senate. Upon receipt of such a signed

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ARTICLE VI. Rules of Order

Robert's Rules of Order (latest edition) shall govern in all parliamentary practice not otherwise covered by the *Constitution, Bylaws*, or standing rules and policies of the Faculty Senate.

ARTICLE VII. Amendments

The Faculty Senate may amend these *Bylaws* by the affirmative vote of no less than two-thirds of Faculty Senators present and voting at a meeting with a quorum, provided the amendment has been reviewed by the Constitution and Bylaws Committee and introduced at the previous meeting of the Faculty Senate.

ARTICLE VIII. Review of Revision to Constitution and Bylaws upon Consolidation

At the beginning of academic year 2022-23, a special ad hoc Constitution and Bylaws Committee shall be convened to review those documents to consider whether additional modifications are needed. The committee shall include representation from all three campuses of the USF and from USF Health. The committee shall report their recommendations to the Faculty Senate Executive Committee by January 2023.

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removal at the next meeting of the Faculty Senate or the one immediately thereafter. The Faculty Senator shall be removed by a vote of no less than 2/3rds of Faculty Senators present at a scheduled meeting of the Faculty Senate, provided a quorum is established. Any Faculty Senator removed from their seat is ineligible to serve on the Faculty Senate for a minimum of three calendar years from the date of removal.

Any Faculty Senator removed for failure to fulfill the duties of the position may appeal to the Faculty Senate Executive Committee. To do so, the removed Faculty Senator must file a signed written statement specifying the grounds for appeal with the Secretary of the Faculty Senate within 7 calendar days of the Faculty Senate vote for removal. The Faculty Senate Executive Committee shall consider the appeal and render a decision to either let the removal stand or overturn it prior to the next regular meeting of the Faculty Senate. The Faculty Senate Executive Committee may overturn the removal by majority vote at any meeting at which a quorum is established. The President of the Faculty Senate shall report the Executive Committee's decision to the Faculty Senate at its next meeting.

If a Faculty Senator resigns or is removed from their seat, this seat shall be declared vacant until a replacement is nominated by the academic unit. By majority vote, the Faculty Senate Executive Committee may confirm the nominated member. Appointed Faculty Senators serve on a temporary basis until the first day of the next academic year faculty contract after they are appointed, after which time a Faculty Senator elected during the annual election shall fill the seat.

Resignation and removal procedures differ if the Faculty Senator is an officer of the Faculty Senate. These procedures are as specified elsewhere in the *Bylaws* and *Constitution*.

ARTICLE V. Standing Rules and Policies

Standing rules and policies of the Faculty Senate and of its committees may be recommended to the Senate by any Senator or committee at any meeting of the Senate. Such standing rules and policies shall first be approved by the Senate Executive Committee by majority vote of those present and voting. Then, the standing rules and policies shall be adopted by majority vote of those present and voting at a subsequent meeting of the Faculty Senate. Faculty Senate committees may adopt temporary standing rules and policies consistent with the *Constitution* and the *Bylaws*, necessary to the operations of such committees, subject to subsequent approval by the Senate. Changes in standing rules and policies or amendments to them shall be proposed and adopted in the same manner.



HELPFUL RESOURCES FOR USF CONSOLIDATION

A list of helpful resources is provided here with shortened URLs.
For a digital copy of these resources, visit: bit.ly/usf-resources

CONSOLIDATION WEBSITE

Consolidation of SACSCOC Accreditations
www.usf.edu/sacscoc-consolidation

GUIDELINES AND DOCUMENTATION

BOT's Guiding Principles for Consolidation
bit.ly/usf-consolidation-guidelines

SACSCOC Draft Prospectus
bit.ly/usf-sacscoc-prospectus

**New Investments, Decision-Making,
and Performance Accountability on
Branch Campuses**
bit.ly/usf-ougd

CONSOLIDATION UPDATES

Update on Consolidation
bit.ly/usf-update-120919

CONSOLIDATION SERIES POSTS

12/17/19
**USF's Business Colleges: Embracing
Consolidation's Opportunities**
bit.ly/usf-business

12/4/19
**Perspective: Consolidation Expands
the Impact of USF Research and Innovation**
bit.ly/usf-impact-on-research

11/18/19
**Perspective: Student Success in
a Consolidated USF**
bit.ly/usf-student-success

11/07/19
**Perspective: The Benefits of Earning a Degree
from a Top Tier National Research University**
bit.ly/usf-benefits

QUESTIONS?

Frequently Asked Questions
bit.ly/usf-faq

12/19/19

ONE UNIVERSITY Geographically Distributed

USF Consolidation Academic and Student Success Planning & Implementation

January 9, 2020, Tampa Campus
January 16, 2020, St. Petersburg Campus
9:00 am – 4:00 pm



Purpose

- To develop a shared understanding of USF's mission, principles, goals, structures, processes, roles, relationships and responsibilities,
- We're here to listen and learn from one another, with a mind to easing and supporting you in planning for, and implementing, the changes essential to operating as One University Geographically Distributed on July 1, 2020,
- An opportunity to raise questions and seek clarity of direction.

Presentations: Academic and Student Success

SESSION 1: JANUARY 9, 2020

What you can expect today and next week

- Detailed presentations and discussions with members of the USF Academic and Student Success Leadership Team intended to provide you with a clear understanding of the mission, principles, goals, structures, processes, roles, relationships and responsibilities that will take us toward consolidation and beyond,
- We will schedule additional meetings, as necessary over the next six months, to ensure that we're advancing toward our targeted outcome,
- USF's Academic and Student Success Leadership Team will be scheduling "open agenda" receptions on all campuses throughout the Spring 2020 semester.

3

Timeline

- USF's Consolidation Plan and Timeline was approved by the USF Board of Trustees (BOT) (on March 5, 2019), and presented to the Florida Board of Governors (BOG) (on March 27, 2019) to meet the requirements of (i) Florida Statutes, (ii) the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC), and (iii) the BOT's Guiding Principles for USF Consolidation,
- SACSCOC Substantive Change Prospectus was approved by the USF BOT (December 3, 2019), with regard to alignment with the BOT's Guiding Principles for USF Consolidation,
- SACSCOC Substantive Change Prospectus to be submitted to SACSCOC (no later than March 15, 2020), and to be considered by SACSCOC BOT in June 2020,
- USF begins operating as One University Geographically Distributed on July 1, 2020,
- SACSCOC Visiting Team expected at USF in Spring 2021.

4

Navigating the USF Consolidation Handbook

- It is intended to serve as a manual to inform leadership decision-making in matters related to Academic and Student Success,
- It is framed around:
 - Guiding Documents
 - Academic and Student Success Alignment and Structure
 - Faculty Governance and Processes
 - Faculty Support Services
 - Student Success Support Services
 - Academic and Program Processes
 - Appendices
- It is a “living document” and will be regularly updated.

5

Guiding Documents

- Guiding Principles for USF Consolidation,
- Timeline for Consolidation,
- One USF Mission and Goals,
- One USF National Peers and Aspirational Peers,
- University of South Florida as “One University Geographically Distributed” (approved by the President and Regional Chancellors, October 14, 2019),
- SACSCOC Substantive Change Prospectus,
- Frequently Asked Questions,
- A Compendium of Leadership Roles, Relationships, and Responsibilities.

6



Leadership for Consolidation

- Together, we are building a NEW Preeminent Research University,
- Consolidation requires organizational restructuring along with new roles, relationships, responsibilities and changed behaviors,
- Our primary commitment must be nothing short of: “Providing USF students, faculty, and staff with a Preeminent University experience, while performing at a Preeminent level, and higher, on all campuses,”
- The importance of language – set an example – focus on a unified USF, hold one another accountable and avoid “killer statements.”

7

Leadership for Consolidation (continued)

- Think collectively and regionally – avoid parochialism,
- Identify and accentuate the advantages and benefits of Consolidation,
- Urge skeptics to “Give Consolidation a Chance,”
- As we build a NEW Preeminent Research University we must continue our uninterrupted upward performance trajectory,
- We must be relentless in our pursuit of excellence,
- We have neither time nor room for distraction or to “rest on our laurels.”

8

Presentations Academic & Student Success Session 1

*“If everyone is moving forward together,
then success takes care of itself.”*

— Henry Ford —

“Alone we can do so little; together we can do so much.”

— Helen Keller —

...as we celebrate our collective pride and successes.



UNIVERSITY of
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Mission, Goals and Peers for One USF

Prithish Mukherjee | January 9, 2020



UNIVERSITY of
SOUTH FLORIDA

USF Mission Statement

Led by outstanding faculty and professional staff, the University of South Florida:

- Conducts innovative scholarship, creative activity, and basic and translational research, and
- Delivers a world-class educational experience promoting the success of our talented and diverse undergraduate, graduate, and professional students.

As a public metropolitan research university, USF, in partnership with our communities, serves the people of Florida, the nation, and the world by fostering intellectual inquiry and outcomes that positively shape the future - regionally, nationally, and globally.

Approved by the USF Board of Trustees, December 3rd, 2019

USF's Mission will be further considered during an extended and broad-based strategic renewal process to be launched in late 2020.

Source: <https://usfweb.taa.usf.edu/prospectus/SACSCOC/submission/documents/15973.pdf>

2

USF Goals

- Goal 1:** To promote the lifelong success of well-educated, highly skilled, and adaptable alumnae/alumni who lead enriched lives, are engaged citizens, and thrive in a dynamic global market.
- Goal 2:** To conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems, and improve lives.
- Goal 3:** To be a major social and economic engine creating robust global, national, and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.
- Goal 4:** To provide a safe, inclusive and vibrant community for learning, discovery, creative activities, and transformative experiences enabled through adaptive and integrative design of physical, social, and digital environments.
- Goal 5:** To practice continuous visionary planning and sound management throughout USF to ensure a strong and sustainable financial base, and to adapt proactively to emerging opportunities in a dynamic environment.

Approved by the USF Board of Trustees, December 3rd, 2019

USF's Goals will be further considered during an extended and broad-based strategic renewal process to be launched in late 2020.

Source: <https://usfweb.taa.usf.edu/prospectus/SACSCOC/submission/documents/15973.pdf>

3

Analysis to Identify National and Aspirational Peers for One USF

Selection of a Cohort Base:

Public universities ranked 5th to 70th in the 2019 US News & World Report (USNWR) Rankings of National Universities were used as the base cohort for the identification process. There were 70 universities in this group including 30 AAU institutions.

Data Collection:

In addition to the USNWR public ranks, both characteristic data and a set of quantitative data were collected for all 70 universities.

4



Analysis to Identify National and Aspirational Peers for One USF

Characteristic Data:

Included information on AAU/non-AAU, year founded, year of joining AAU (if a member), campus type (urban, suburban, rural, university town, large town, small city), whether multiple campuses (including number of campuses), campus locations, MSA (if identifiable), population of MSA, existence of medical school, and university hospital / hospital affiliation.

Quantitative Data:

Included a set of 36 metrics characterizing various aspects of the institution that are student-related, faculty-related, research-related, and finance-related for each institution in the base cohort.

5

Analysis to Identify National and Aspirational Peers for One USF

Functional Groupings of Quantitative Data:

Student and Incoming Student Profile:

- ✓ Undergraduate Student Body Size
- ✓ Graduate Student Body Size
- ✓ Total FTE Enrolled
- ✓ Average High School GPA of FTICs
- ✓ Median SAT scores for FTICs
- ✓ Percent of FTIC Pell Grant Recipients
- ✓ National Merit Scholars

Student Outcomes:

- ✓ FTIC 4-Year Graduation Rate
- ✓ FTIC 6-Year Graduation Rate
- ✓ FTIC Pell Grant Graduation Rate
- ✓ FTIC Retention Rate
- ✓ Student-to-Faculty Ratio
- ✓ Research Doctoral Degrees Awarded
- ✓ All Doctoral Degrees Awarded
- ✓ Percent of Classes with Fewer Than 20 Students
- ✓ Percent of Classes with 50 or More Students

6

Analysis to Identify National and Aspirational Peers for One USF

Functional Groupings of Quantitative Data:

Faculty:

- ✓ Number of Tenured/Tenure-Track Faculty
- ✓ Percent of Full-time Faculty
- ✓ Percent of Full-time Faculty with Ph.D. or Terminal Degree
- ✓ Postdoctoral Appointees
- ✓ National Academy members
- ✓ Faculty Awards

Reputation:

- ✓ USNWR Peer Assessment Score
- ✓ USNWR Guidance Counselors' Assessment Score

7

Analysis to Identify National and Aspirational Peers for One USF

Functional Groupings of Quantitative Data:

R&D:

- ✓ Federally Funded R&D Expenditures
- ✓ Total R&D Expenditures
- ✓ R&D Expenditures in Science and Engineering Fields
- ✓ R&D Expenditures in Non-Science & Engineering Fields
- ✓ Total R&D Expenditures per Tenured/Tenure-Track Faculty

Revenue & State Appropriations:

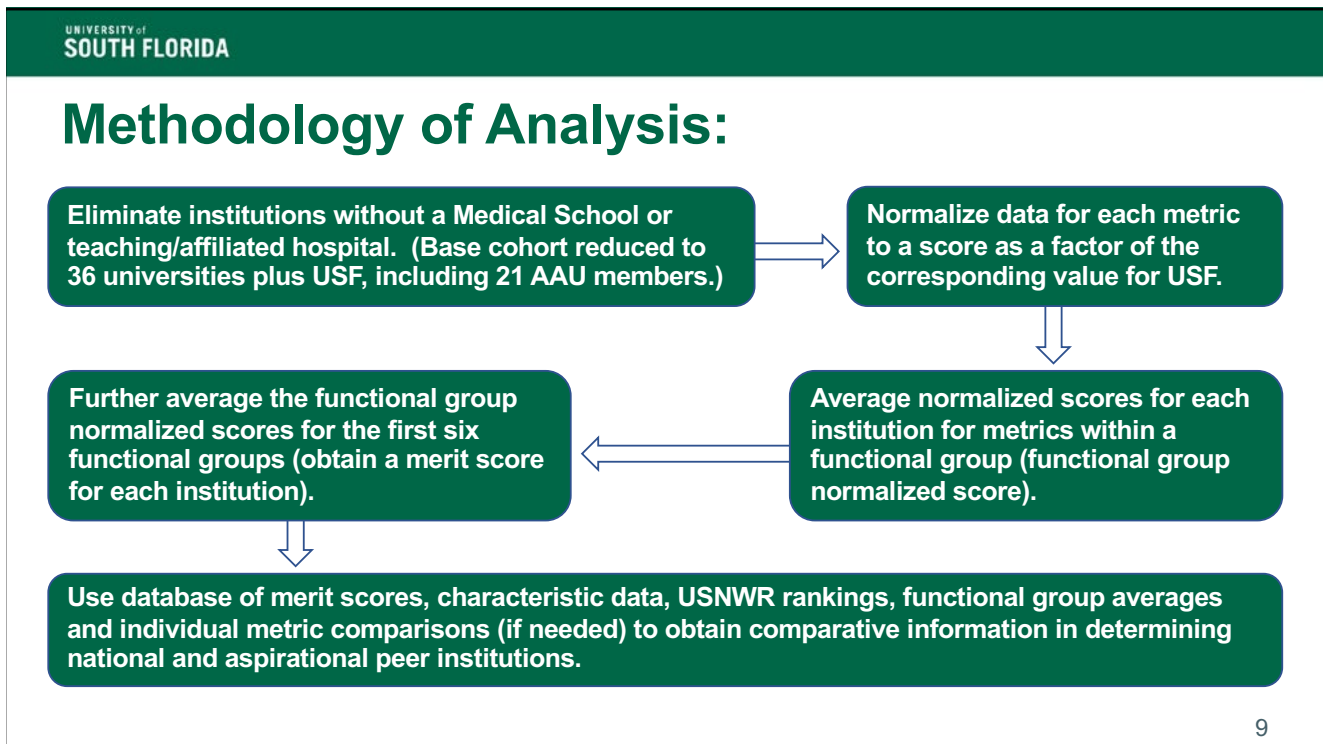
- ✓ Total Revenues
- ✓ Total Revenues per Student FTE
- ✓ State Appropriations
- ✓ State Appropriations per Student FTE

Giving & Endowment:

- ✓ Average Alumni Giving rate
- ✓ Total Annual Giving
- ✓ Endowment

8





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Potential National Peers for One USF

University of Arizona*	1.30 merit score, 46 th ranked USNWR, urban, founded 1885, AAU 1985*
University of Utah*	1.15 merit score, 56 th ranked USNWR, urban, founded 1850, AAU 2019*
University of Iowa*	1.11 merit score, 38 th ranked USNWR, urban, founded 1847, AAU 1909*
Stony Brook University*	1.02 merit score, 32 nd ranked USNWR, suburban, multi-campus, founded 1957, AAU 2001*
Virginia Tech	0.98 merit score, 30 th ranked USNWR, college town, multi-campus, founded 1872
University of Kansas*	0.98 merit score, 61 st ranked USNWR, college town, multi-campus, founded 1865, AAU 1909*
University of Illinois, Chicago	0.95 merit score, 61 st ranked USNWR, urban, founded 1982
University at Buffalo*	0.95 merit score, 38 th ranked USNWR, suburban, multi-campus, founded 1846, AAU 1989*
Temple University	0.84 merit score, 46 th ranked USNWR, urban, multi-campus, founded 1884
Univ. of California, Riverside	0.81 merit score, 36 th ranked USNWR, suburban, multi-campus, founded 1954

*AAU members 10

Potential Aspirational Peers for One USF

University of Washington*	1.97 merit score, 20th ranked USNWR, urban, multi-campus, founded 1861, AAU 1950*
UC San Diego*	1.83 merit score, 12th ranked USNWR, urban, founded 1960, AAU 1982*
Texas A&M*	1.82 merit score, 24th ranked USNWR, multi-campus, founded 1876, AAU 2001*
University of Texas-Austin*	1.67 merit score, 15th ranked USNWR, urban, founded 1883, AAU 1929*
Rutgers University*	1.47 merit score, 17th ranked USNWR, urban/suburban, multi-campus, founded 1766, AAU 1989*
University of Illinois – Urbana*	1.46 merit score, 13th ranked USNWR, urban, founded 1867, AAU 1908*
University of California, Davis*	1.37 merit score, 10th ranked USNWR, suburban, founded 1905, AAU 1996*
University of California, Irvine*	1.12 merit score, 7th ranked USNWR, suburban, founded 1965, AAU 1996*

*AAU members 11

Potential Peers for One USF

National

- **Stony Brook University***
- Temple University
- **University at Buffalo***
- University of Arizona*
- University of California, Riverside
- **University of Illinois, Chicago**
- University of Iowa*
- University of Kansas*
- University of Utah*
- Virginia Polytechnic Institute

Aspirational

- **Rutgers University***
- Texas A&M*
- University of California, Davis*
- **University of California, Irvine***
- ***University of California, San Diego****
- University of Illinois Urbana-Champaign*
- University of Texas at Austin*
- University of Washington*

Bold indicates current national peer; ***bold italic*** indicates current aspirational peer; *AAU members

Peer groups will be further considered during an extended and broad-based strategic renewal process to be launched in late 2020.

Source: <https://usfweb.taa.usf.edu/prospectus/SACSCOC/submission/documents/15789.pdf>

12



Presentations Academic & Student Success Session 1



Consolidation of SACSCOC Accreditations

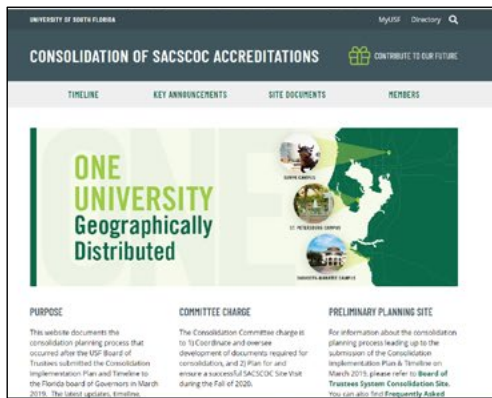
- Prospectus Update
- Preparing for the SACSCOC Site Visit

Terry Chisolm & Michael Wrona | January 9, 2020



UNIVERSITY of SOUTH FLORIDA

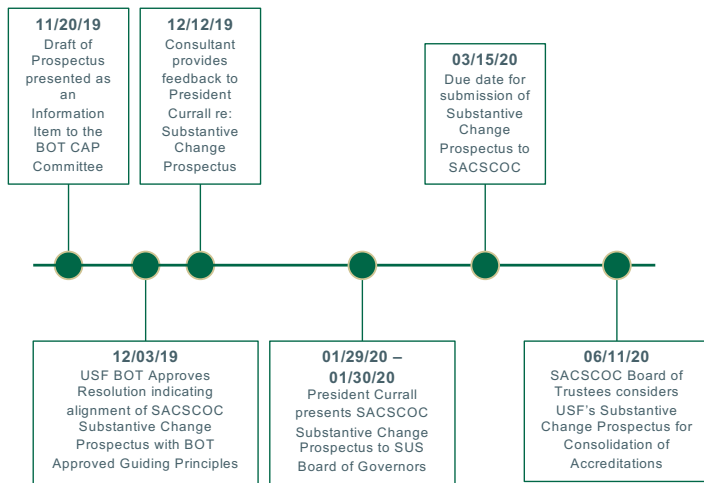
SACSCOC Substantive Change Prospectus Update



<https://www.usf.edu/sacscoc-consolidation/index.aspx>

Current Draft of Prospectus:

<https://usfweb.taa.usf.edu/prospectus/SACSCOC/index.html>



Documentation Preparation for SACSCOC Site Visit

SACSCOC
SOUTH ATLANTIC ASSOCIATION OF COLLEGES AND SCHOOLS
ACCREDITATION BOARD

DOCUMENTATION FOR THE SUBSTANTIVE CHANGE COMMITTEE
Merge/Consolidation of SACSCOC Accredited Institutions:
This document (with appropriate supporting evidence) should be completed by the institution leading an actual Substantive Change Committee for a merger/consolidation or acquisition between SACSCOC Member Institutions. This form should NOT be used for a merger/consolidation or acquisition between SACSCOC Member Institution(s) with Non-SACSCOC Accredited Institution(s).

Substance Regarding All Substantive Change Documentation Forms:
Please note that this and all of the SACSCOC Substantive Change Documentation Forms contain the standards typically provided for a meeting comment. Additional information may be added by SACSCOC staff or member to provide the visiting team with relevant information necessary to making an informed determination regarding the change.

Name of the Institution: _____
Date of Visit: _____
By signing below, we attest to the following:
The _____ (name of institution) has attached a complete and accurate overview of the proposed Substantive Change.
The _____ (name of institution) has provided complete and accurate disclosure of timely information regarding compliance with the related sections of the Principles of Accreditation affected by this Substantive Change.
Name and signature of the President: _____
Name and signature of the Accreditation Liaison: _____
SACSCOC Staff Member assigned to the Institution: _____

- Mission and degree granting authority
- Multi-level governance & policy making
- Qualifications of academic & administrative officers
- Adequate number of full-time faculty with appropriate responsibility
- Institutional planning & evaluation of effectiveness
- Coherence of educational programs
- Admission policies & practices
- Academic governance & policies
- Evaluation & awarding of academic credit
- Adequate library & learning resources
- Appropriate academic & student support programs and services
- Access to student complaints & evidence about how resolved
- Security, confidentiality, & integrity of student records
- Control of finances & compliance with financial aid requirements
- Financial resources to support mission, programs, & services
- Physical facilities and resources to support programs & services
- Compliance with all SACSCOC policies

Source: <http://www.sacscoc.org/SubstantiveChangeCommitteeVisit.asp>

3

New Federal Regulations: Effective July 1, 2020

On Friday, November 1, the U.S. Department of Education (ED) published [new, updated regulations](#) on accreditation and state authorization that are now final; the majority of which will go into effect on July 1, 2020.

- No longer distinguish between “national” and “regional” accreditors.
- Revise state authorization requirements by requiring reciprocity agreements to supersede a state’s own requirements related to distance education.
- Allow accreditors additional flexibility regarding innovation in academic programs (e.g., allow accreditors to have alternative standards for curriculum approval, which ED believes will better address the needs of employers).

Secretary DeVos Finalizes Higher Education Regulations that Promote Innovation, Protect Students, and Reduce Regulatory Burden

OCTOBER 31, 2019

Contact: Press Office, (202) 401-1576, osasa@ed.gov, mallo_@ed.gov

WASHINGTON—As part of U.S. Secretary of Education Betsy DeVos’ Rethink Higher Education agenda, the U.S. Department of Education today announced the publication of final accreditation and state authorization distance education regulations designed to expand educational options for students, historically cover the cost of education post-high school, and ensure occupationally-focused education meets current workforce needs.

“These final regulations demonstrate our commitment to working with student, state, employer, and institutional representatives to develop sound policies that serve the best interests of students,” said Secretary DeVos. “These reforms are necessary to bring higher education into the current century, to be more responsive to the needs of students, and to reduce the skyrocketing cost of higher education.”

The regulations also align accountability requirements with an institution’s mission rather than paperwork and process and seek to clarify that all institutional accreditors are held to the same standards by the Department of Education. As a result, students should not face barriers to career entry and mobility, or to continuing education, based solely on which accreditor oversees the school they attended.

Source: <https://www.ed.gov/news/press-releases/secretary-devos-finalizes-higher-education-regulations-promote-innovation-protect-students-and-reduce-regulatory-burden>

SACSCOC must revise 20 policies, including its Substantive Change Policy!!!!

Source for Updated Regulations: <https://www.govinfo.gov/content/pkg/FR-2019-11-01/pdf/2019-23129.pdf>

4

The SACSCOC Site Visit

- Three to five days during late Fall 2020 or early Spring 2021
- Peer review of One USF Geographically Distributed
- Team of 9-15 people will visit:
 - All three USF campuses: Tampa, St. Petersburg, Sarasota-Manatee
 - USF Health in South Tampa (Morsani College of Medicine)
 - Possibly “new” Instructional Sites:
 - H-FARM in Treviso, Italy (Muma College of Business)
 - CUEB in Beijing, China (Muma College of Business)
 - Instructional sites in area K-12 schools (College of Education)
- Interviews with everyone in this room, plus some of your staff, BOT members, students, and faculty (especially those in aligned depts.)



USF Consolidation Academic and Student Success: Structure and Function

January 9, 2020



UNIVERSITY of
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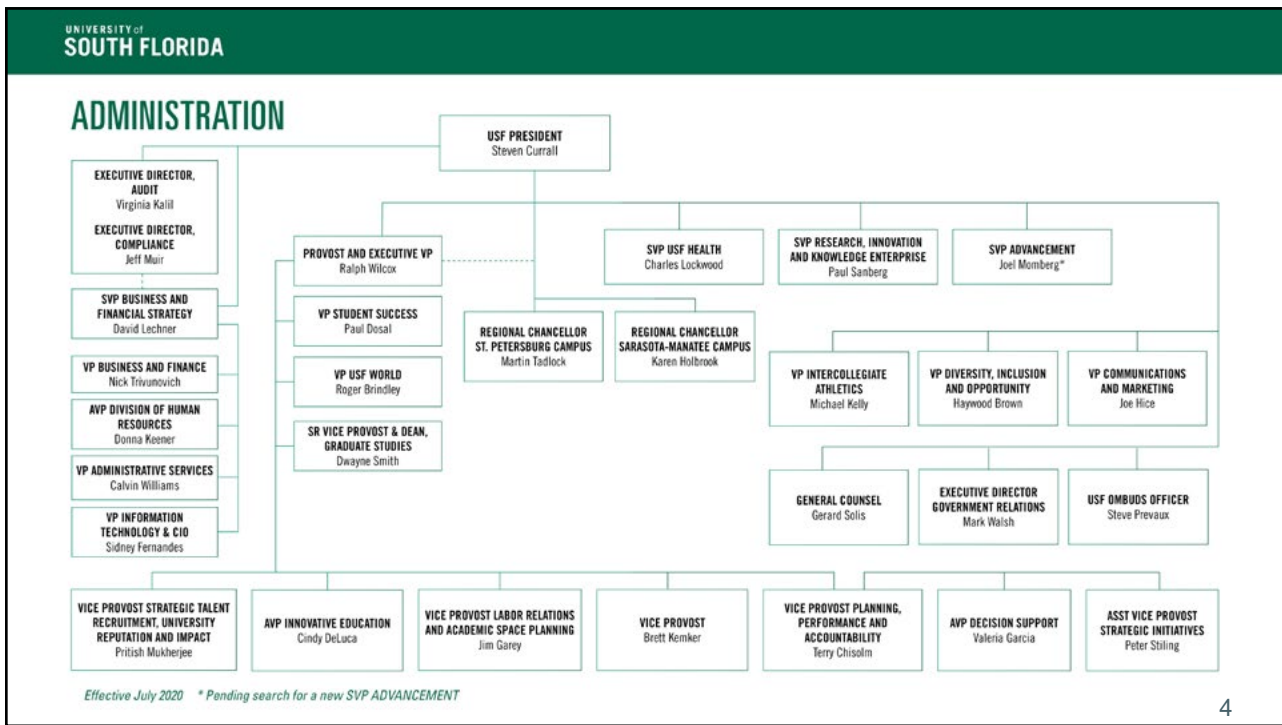
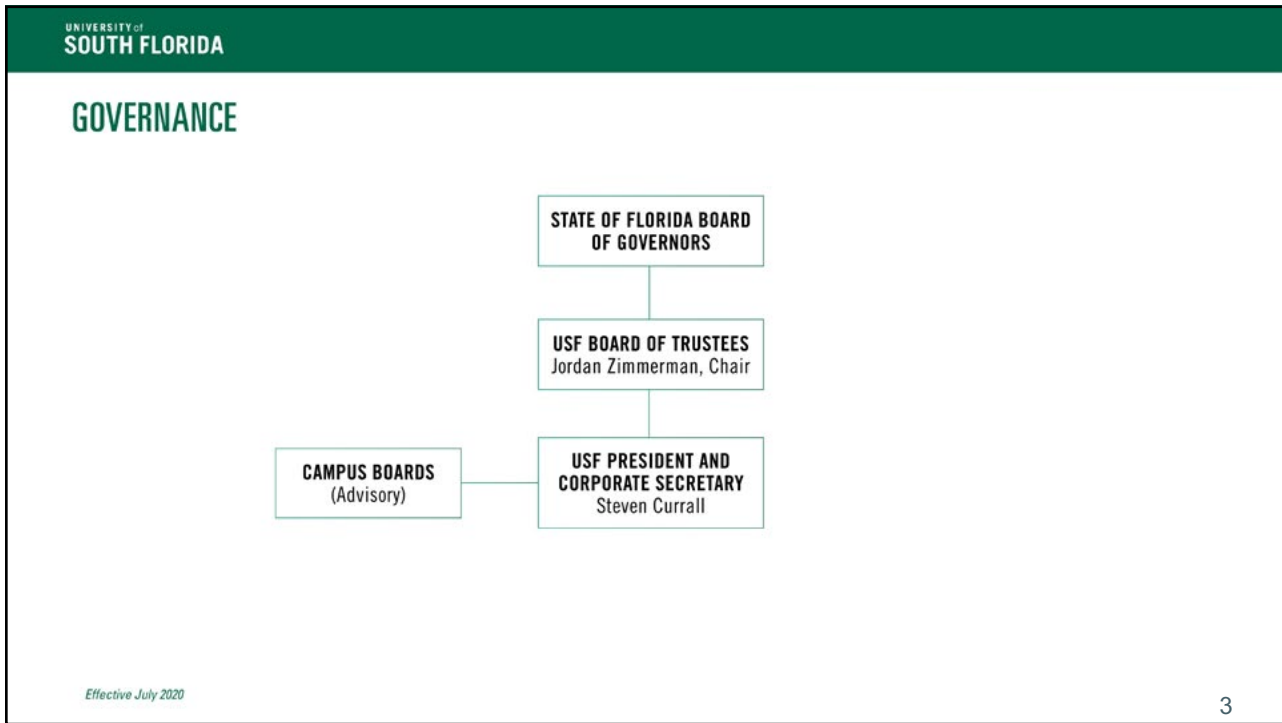
Academic and Student Success Leadership Structure, Roles, Relationships and Responsibilities

- As the USF System moves from three separate institutions to one accredited university, leadership roles, relationships and responsibilities must change,
- USF must clearly define, implement and support leadership roles, relationships, and responsibilities at all levels of the organization and eliminate any and all ambiguities and confusion based, in part, on prior experiences and expectations,
- Academic and Student Success Leadership positions will carry primarily (a) university-wide responsibilities across all campuses, or (b) local, branch campus-based responsibilities.

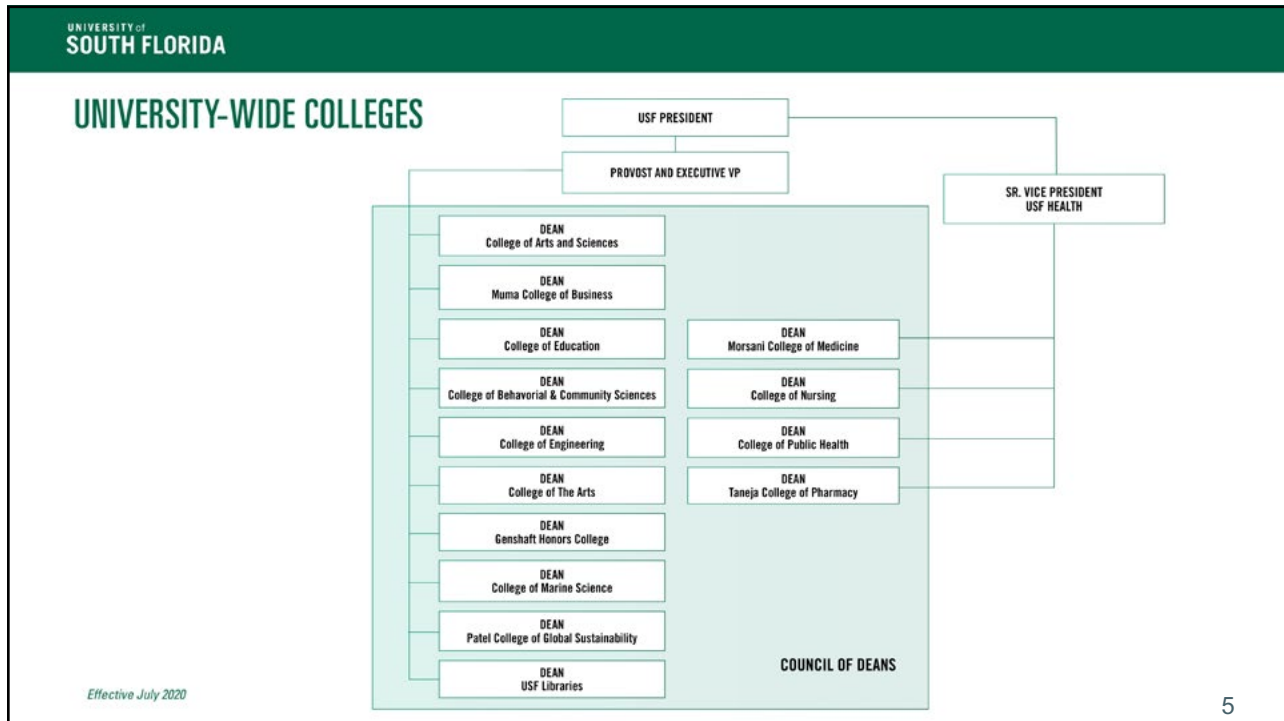
Source: University of South Florida as "One University Geographically Distributed." New Investments, Decision-Making and Performance Accountability on Branch Campuses approved by the university president, the regional chancellors of future branch campuses, and others on October 14, 2019.

2

Presentations Academic & Student Success Session 1



Presentations Academic & Student Success Session 1



UNIVERSITY OF SOUTH FLORIDA

Roles

- “USF’s accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)... expects the consolidated USF to have one **fiduciary Governing Board** and one **Chief Executive**. **SACSCOC also expects USF to have one Provost for the University and one College for each overarching disciplinary area with one College Dean... who serve as chief executive officers of their colleges.**” *University of South Florida as “One University Geographically Distributed.”* pp. 3-4.
- “Academic administrative leaders will have either college-wide responsibilities (e.g. Associate/Assistant Deans, School Directors, Department Chairs) or local campus responsibilities (e.g. Campus Deans, Campus Associate/Assistant Deans, Campus Chairs, Campus Associate/Assistant Chairs).” *University of South Florida as “One University Geographically Distributed.”* pp. 5-6.
- Roles with primarily university-wide responsibilities include the President, Provost, Senior Vice Presidents, Vice Presidents, Vice Provosts, Associate Vice Presidents, College Deans (including Library, Graduate Studies, and Undergraduate Studies),
- Roles with primarily local, branch campus-based responsibilities include the Regional Chancellors who “will be responsible and accountable for serving as the local ‘eyes and ears’ in curating information on local workforce and research needs as they impact curricular development, delivery, and faculty hiring plans on that campus.” *University of South Florida as “One University Geographically Distributed.”* pp. 6.
- USF’s Academic Leadership Team includes the Provost, Vice President for Student Success, Vice President for USF World, Vice Provosts, Associate Vice President for Innovative Education, Associate Vice President for Decision Support, and the Regional Vice Chancellors (or Regional Associate Vice Chancellors) for Academic Affairs and/or Student Success on the branch campuses.
- A Branch Campus Leadership Team, led by the Regional Chancellor, includes their direct reports and those representatives of USF Vice Presidents’ units and College Deans, who are assigned primarily to fulfill local branch campus responsibilities.

6

Relationships

- The Provost and Senior Vice Presidents (USF Health; Research, Innovation and Knowledge Enterprise; Advancement; and Business and Financial Strategy), Regional Chancellors, General Counsel, Vice President for Intercollegiate Athletics, Vice President for Diversity, Inclusion and Opportunity, Vice President for Communication and Marketing, and Executive Director for Government Relations report to the President and serve on the President's Cabinet.
- Regional Chancellors “collaborate with the University Provost in matters of Academic Affairs and Student Success.” *University of South Florida as “One University Geographically Distributed.”* p. 4.
- Regional Chancellors or their designees “will work closely with... the Senior Vice President for Research and Innovation to advance USF's research profile, the Vice President for Student Success to help shape a strategic enrollment plan with a mind to optimizing student access for success, branch campus instructional capacity, and student housing occupancy, the Vice President for USF World to support USF's global mission, vision, and goals, the Senior Vice President for Business and Financial Strategy (including CFO, VP Administration, VP for Information Technology, Audit and Compliance), and the Vice President for Diversity, Inclusion and Equity; Marketing and Communications; and the Office of General Counsel.” *University of South Florida as “One University Geographically Distributed.”* p. 11.
- Other Vice Presidents (Student Success, USF World, Business and Finance, Information Technology, and Administrative Services), report to Senior Vice Presidents and serve on the President's Cabinet.

7

Relationships (continued)

- USF's continuing performance improvement in academic affairs and student success will be dependent upon “A close partnership among college personnel on all campuses, and local student success professionals in coordination with the Vice President for Student Success or designee, [and] will be essential to raising student success performance (including student retention and graduation rates) to a Preeminent level across all colleges and the three campuses.” *University of South Florida as “One University Geographically Distributed.”* p. 9.
- Regional Vice Chancellors are members of Vice President Leadership Teams (e.g. Provost, Vice President for Student Success etc) and are based on branch campuses.
- Campus deans, campus assistant/associate deans, and campus chairs work in close collaboration and alignment with college deans, are members of department/college leadership teams and are based on branch campuses. They consult and collaborate with Regional Chancellors (or their designees) on local branch campus matters.
- Other campus leaders (e.g. with local, branch campus responsibilities for USF World, Graduate Studies, Innovative Education, Decision Support, USF Libraries, and Research and Innovation) work in close collaboration and alignment with the appropriate senior vice president, vice president, dean, or associate president serve as members of their leadership teams and are based on branch campuses. They consult and collaborate with Regional Chancellors (or their designees) on local branch campus matters.

8



Relationships (continued)

A solid line relationship:

Indicates an employee's relationship with a supervisory officer and primary line of professional responsibility. For operational clarity and optimal effectiveness there is only one solid line between an employee and supervisor.

A broken line relationship:

Indicates an employee's essential consultative relationship with one or more colleagues who may provide input to the employee's annual assignment and appraisal. Arrows indicate unidirectional and/or multidirectional consulting relationships.

9

Responsibilities

- University-wide planning and performance accountability: President.
- Student access and success across all campuses: Provost, Vice President for Student Success, and College Deans (including Library, Graduate Studies, and Undergraduate Studies).
- Research productivity across all campuses: Senior Vice President for Research and Innovation, Senior Vice President for USF Health, Provost, and College Deans.
- Accreditation (SACSCOC and specialized) and academic quality assurance (including curriculum review) across all campuses: Provost, Senior Vice President for USF Health, and College Deans (including Library, Graduate Studies, and Undergraduate Studies), branch campus designees, and Regional Chancellors.
- Faculty hiring, assignment, appraisal, tenure and promotion across all campuses: Provost, Senior Vice President for USF Health, and College Deans (including Library, Graduate Studies, and Undergraduate Studies).
- Student Success across all campuses (including strategic enrollment planning and management, registrar, admissions, financial aid, campus life, residential education, student health services, retention and graduation, and career readiness): Provost, Vice President for Student Success, and College Deans (including Library, Graduate Studies, and Undergraduate Studies).

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Responsibilities (continued)

- Global programming across all campuses: Provost, Vice President for USF World, and College Deans (including Library, Graduate Studies, and Undergraduate Studies).
- Innovative Education across all campuses (including online design and delivery, marketing and recruitment, Summer and intersession, corporate training and professional education): Provost, Associate Vice President for Innovative Education, and College Deans (including Library, Graduate Studies, and Undergraduate Studies).
- Collecting, verifying, archiving, and reporting the University's performance outcomes (consolidated for all campuses) to both internal and external constituent groups: Vice Provost for Planning, Performance and Accountability and Associate Vice President of Decision Support.
- Implementation of department/college plans and programs on branch campuses: Campus Deans, Campus Assistant/Associate Deans, and Campus Chairs.
- Implementation of other academic and student success unit plans and programs on branch campuses (including those for USF World, Graduate Studies, Innovative Education, Decision Support, USF Libraries, and Research and Innovation): Campus Deans, Campus Directors, and other branch campus officers.

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Responsibilities of the Regional Chancellors

- Regional Chancellors "report to the President on all administrative matters and will assure branch campus alignment with USF's mission and the President's strategic priorities." *University of South Florida as "One University Geographically Distributed."* p. 11.
- Regional Chancellors "are responsible and accountable for obtaining and presenting information on student demand, community support, campus staffing, equipment and other needs of the Colleges..." in the branch campus annual budget plan that "will be developed in partnership with College Deans, the Vice President for Student Success, and branch campus leaders (including Campus Deans). The Regional Chancellor will collaborate with the Provost on a budget proposal." *University of South Florida as "One University Geographically Distributed."* p. 7.
- "The Regional Chancellors will have responsibility and accountability for implementing branch campus budgets approved by the USF President and USF Board of Trustees, recognizing that the consolidated budget for a multi-campus College (for which the College Dean has oversight and reliance) will include college allocations in campus budgets, where a multi-campus college has responsibility for program delivery and faculty/staff support; likewise, for consolidation of a student success budget from allocations in campus budgets." *University of South Florida as "One University Geographically Distributed."* p. 8.
- "Regional Chancellors will have responsibility and accountability for assessing, with fully informed justifications, future faculty hiring needs at branch campuses. Faculty and academic/student success personnel hiring plans are developed in joint collaboration with Campus and College Deans, and/or the Vice President for Student Success, and presented to the Provost for consideration of approval, funding and implementation." *University of South Florida as "One University Geographically Distributed."* p. 8.
- "Regional Chancellors or their designee will serve as a voting member on all search committees for faculty hiring on branch campuses." *University of South Florida as "One University Geographically Distributed."* p. 8.
- Regional Chancellors or their designee "will collaborate with the College Deans, the Vice President for Student Success, and other Academic Affairs personnel (as appropriate) to reach decisions on assignment that are maximally aligned with the strategic priorities and goals of the University." *University of South Florida as "One University Geographically Distributed."* p. 9.
- Regional Chancellors will provide a formal review in promotion and tenure cases for faculty members on branch campuses "prior to a College Dean completing and forwarding a recommendation to the Provost." *University of South Florida as "One University Geographically Distributed."* p. 10.

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Responsibilities of the Regional Chancellors (continued)

- Regional Chancellors or their designee will provide "formal written input... prior to a College Dean or Vice President completing the appraisal." *University of South Florida as "One University Geographically Distributed."* p. 10.
- "Regional Chancellors or their designee, in partnership with the Provost, the Vice President for Student Success, and College Deans, are responsible and accountable for assuring the delivery of equitable support services for students, faculty and other academic/student success personnel on branch campuses." *University of South Florida as "One University Geographically Distributed."* p. 9.
- Regional Chancellors will forward nominees for campus advisory boards, received from the boards, to the President.
- Regional Chancellors will work in collaboration with the Provost, College Deans and Campus Deans, and provide local input, to (a) identify the need for new and/or expanded academic programming on branch campuses, including the determination of student need, community support, and sufficient local, branch-campus resources, and to (b) strengthen seamless transfer and articulation programs for AA transfers from Florida State Colleges (including the 2+2 FUSE program)
- Regional Chancellors, College Deans, Campus Deans, and Faculty across all campuses collaborate on recommendations regarding current and future academic programs on branch campuses. Recommendations will be voted on by campus boards, and presented to the Provost for consideration of approval, funding and implementation.
- Regional Chancellors will be "responsible for daily operations and safety, and will oversee emergency preparedness and emergency management of the branch campus." *University of South Florida as "One University Geographically Distributed."* p. 11.
- Regional Chancellors "will have responsibility and accountability for external affairs including fundraising, alumni affairs, community government affairs (state and local), and regional partnerships for the branch campuses, and will work in close collaboration with the President, the Senior Vice President for Advancement, and other relevant university-wide leaders." *University of South Florida as "One University Geographically Distributed."* p.11-12.
- Regional Chancellors will "develop and lead philanthropic strategy and operations in the local community... will serve as ex officio members of the USF Foundation Board, and...will cultivate alumni engagement in the local community." *University of South Florida as "One University Geographically Distributed."* p. 12.

13

Other Responsibilities and Relationships Pertaining to Branch Campuses:

- "College Deans and the Vice President for Student Success will delegate hiring responsibilities on branch campuses to chairs, directors, campus assistant/associate deans, or campus deans at any of USF's campuses..." *University of South Florida as "One University Geographically Distributed."* p. 8.
- "Faculty appointments are approved by the College Dean and student success personnel appointments are approved by the Vice President for Student Success." *University of South Florida as "One University Geographically Distributed."* p. 8.
- Guided by the Vice President for Student Success, strategic performance expectations and best practices "Academic advising, student advocacy, mental health counseling, financial aid, and career services will be delivered locally on all branch campuses following a set of equitable and consistent principles, practices and standards across all USF campuses..." *University of South Florida as "One University Geographically Distributed."* p. 8.
- "College Deans, in consultation with the Provost, Vice President for Student Success, and Regional Chancellors, are directly responsible for strategic performance planning, decision-making, and performance outcomes across their colleges to enhance USF's position and stature with regard to Preeminence, Performance-Based Funding, progress to US News & World Report Top 25, and AAU membership eligibility." *University of South Florida as "One University Geographically Distributed."* p. 11.

14

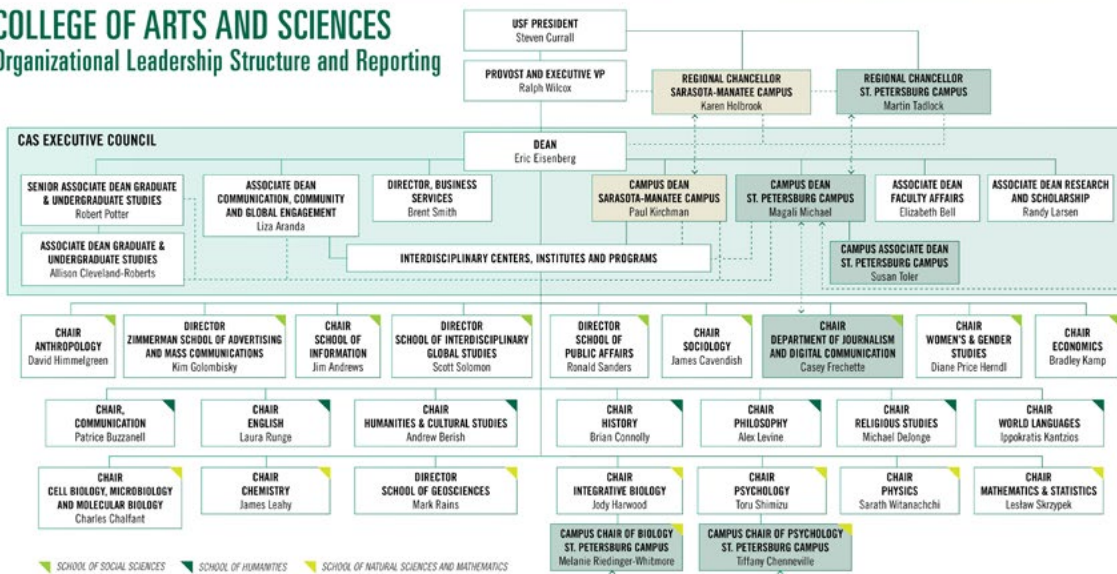
Presentations Academic & Student Success Session 1

USF Structure: Multi-Campus Colleges

“Some USF colleges have academic programs and faculty on more than one campus. These are ‘multi-campus’ colleges. Each multi-campus college is led by a College Dean who is responsible to ensure that the College’s programs are successful on all campuses.”

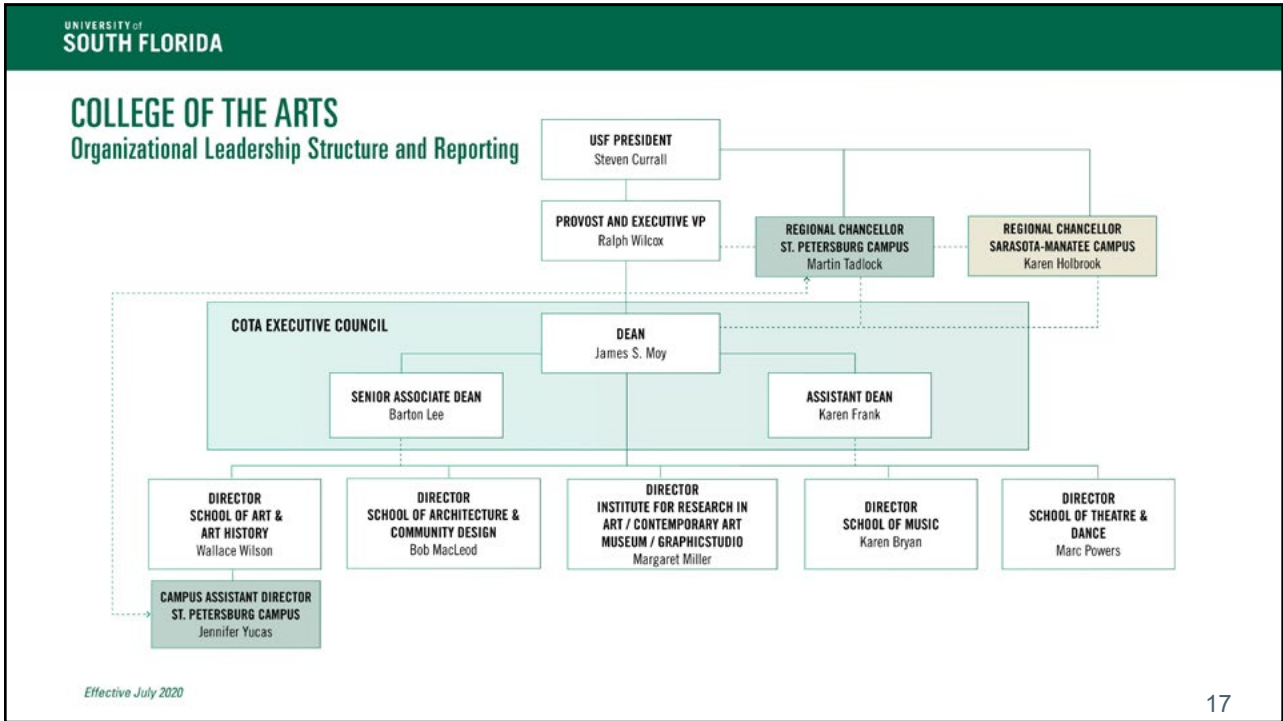
University of South Florida as “One University Geographically Distributed.” p. 5.

COLLEGE OF ARTS AND SCIENCES Organizational Leadership Structure and Reporting

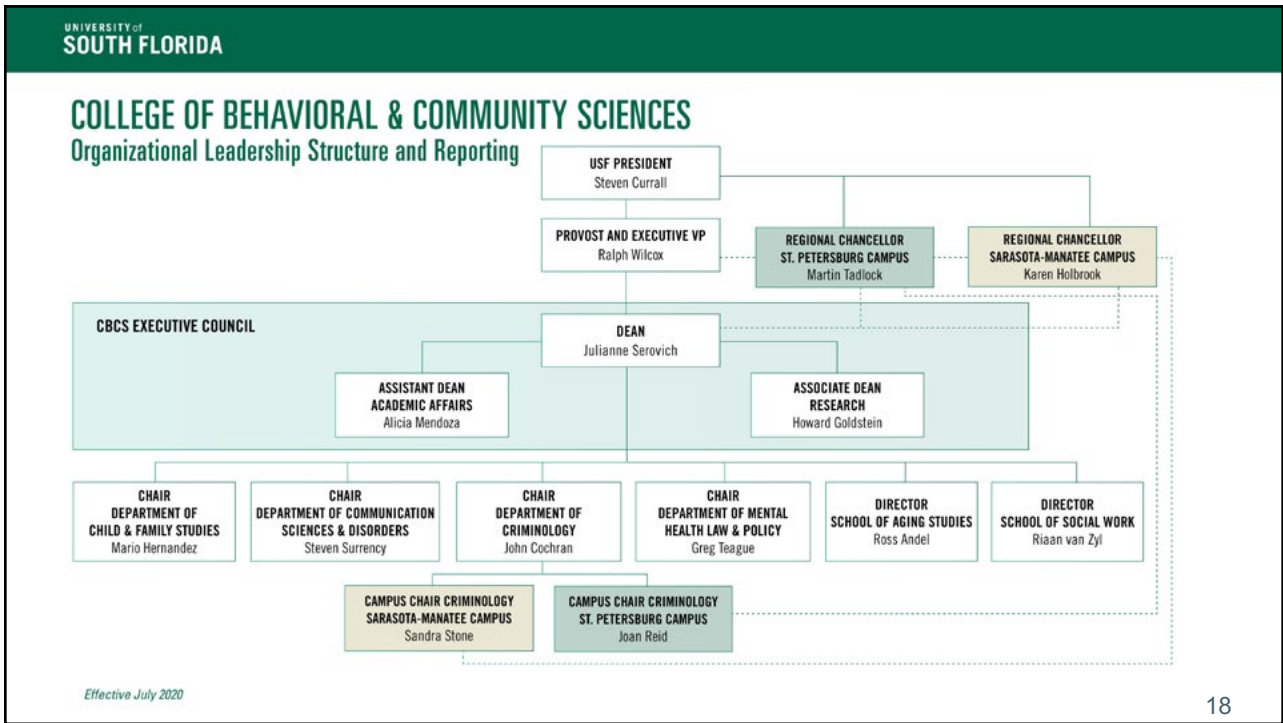


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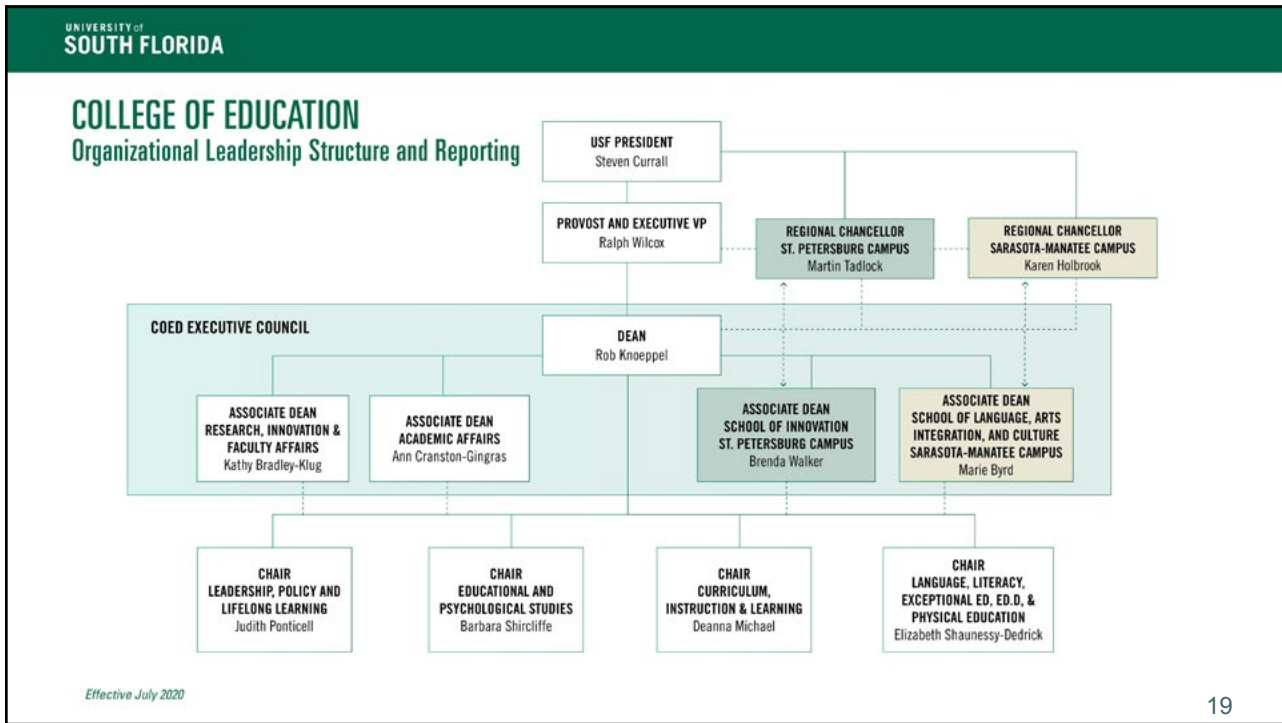


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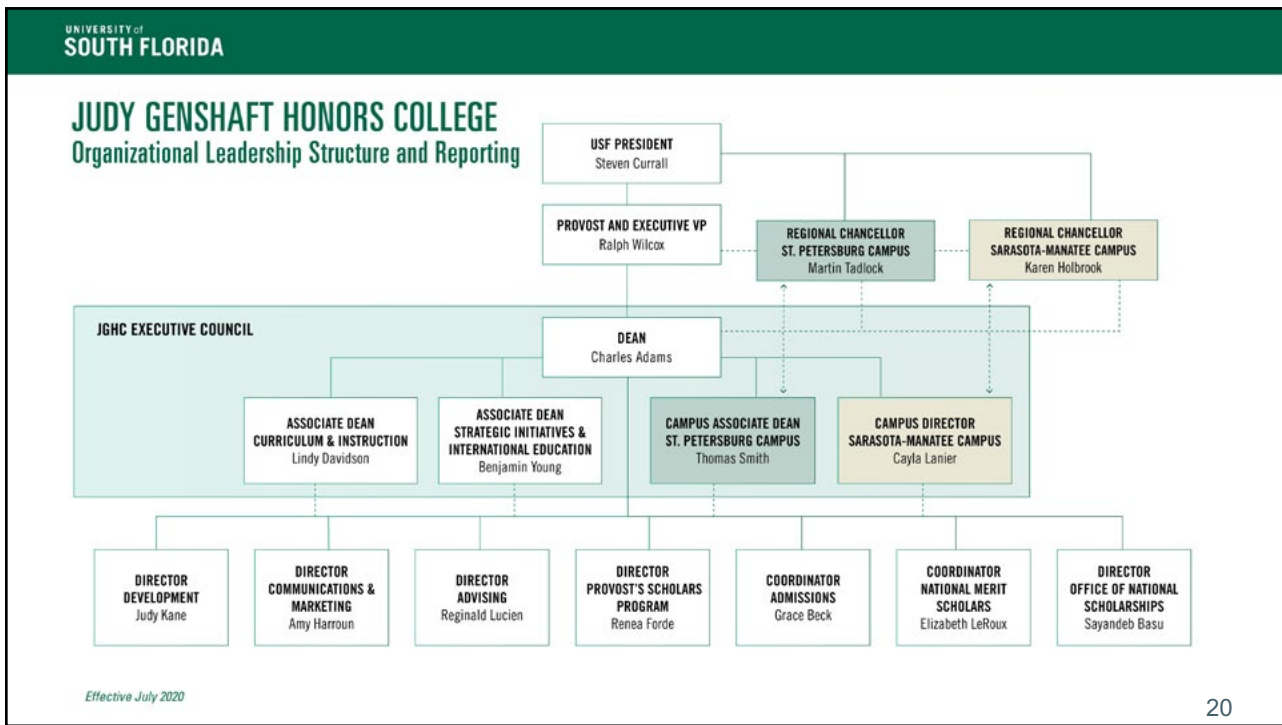


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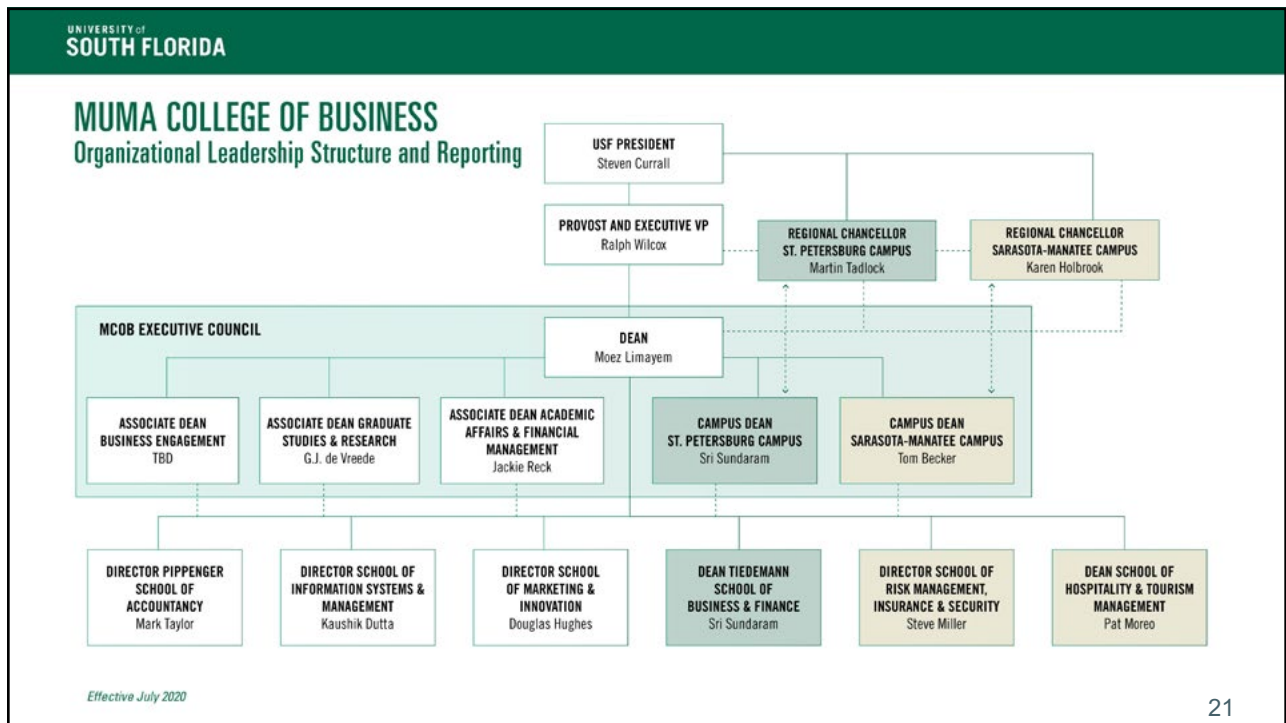
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20



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UNIVERSITY of SOUTH FLORIDA

USF Structure: Single-Campus Colleges

“Some USF colleges and faculty are on one campus only. They are ‘single-campus’ colleges.”
University of South Florida as “One University Geographically Distributed.” p. 6.

- USF College of Engineering*
- USF College of Marine Science
- USF College of Nursing*
- USF College of Public Health*
- USF Morsani College of Medicine
- USF Patel College of Global Sustainability
- USF Taneja College of Pharmacy

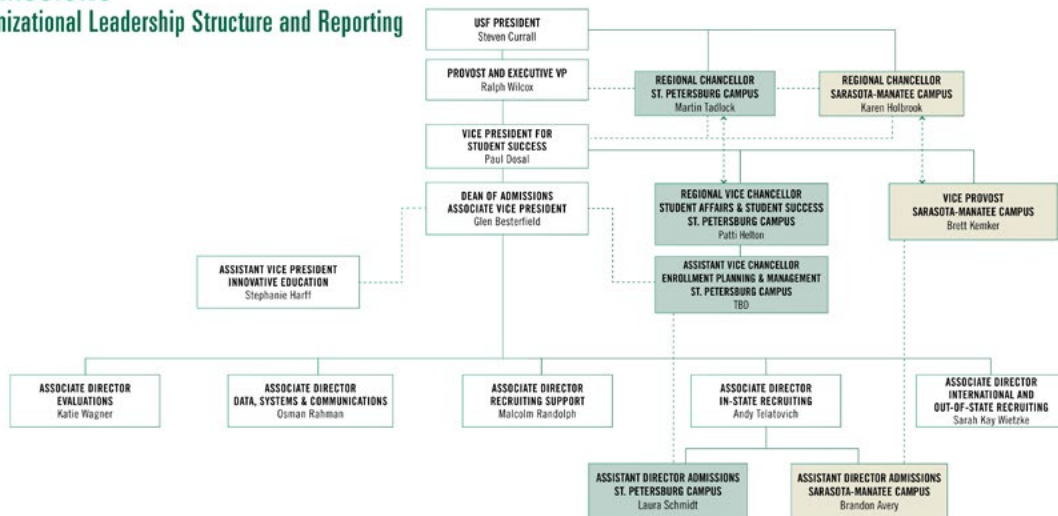
* Colleges with an emerging presence on more than one USF campus.

22

USF Structure: Academic and Student Success Support Units

UNIVERSITY of SOUTH FLORIDA

ADMISSIONS Organizational Leadership Structure and Reporting

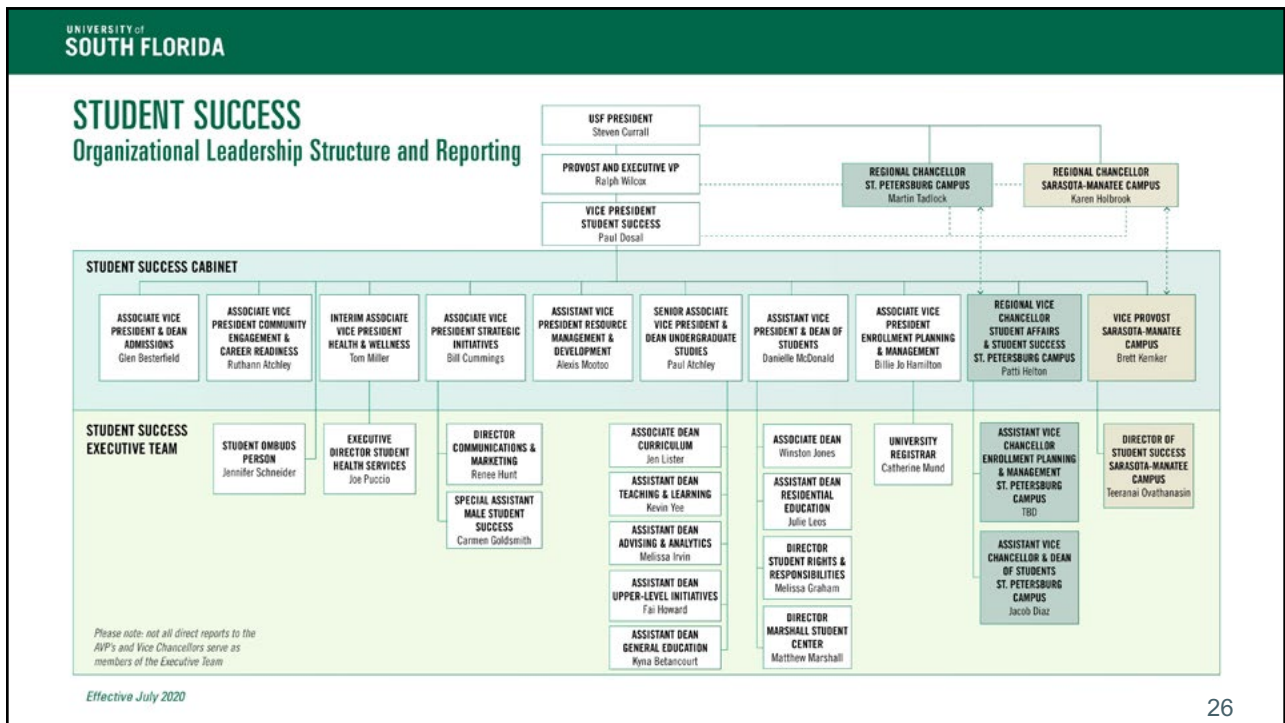
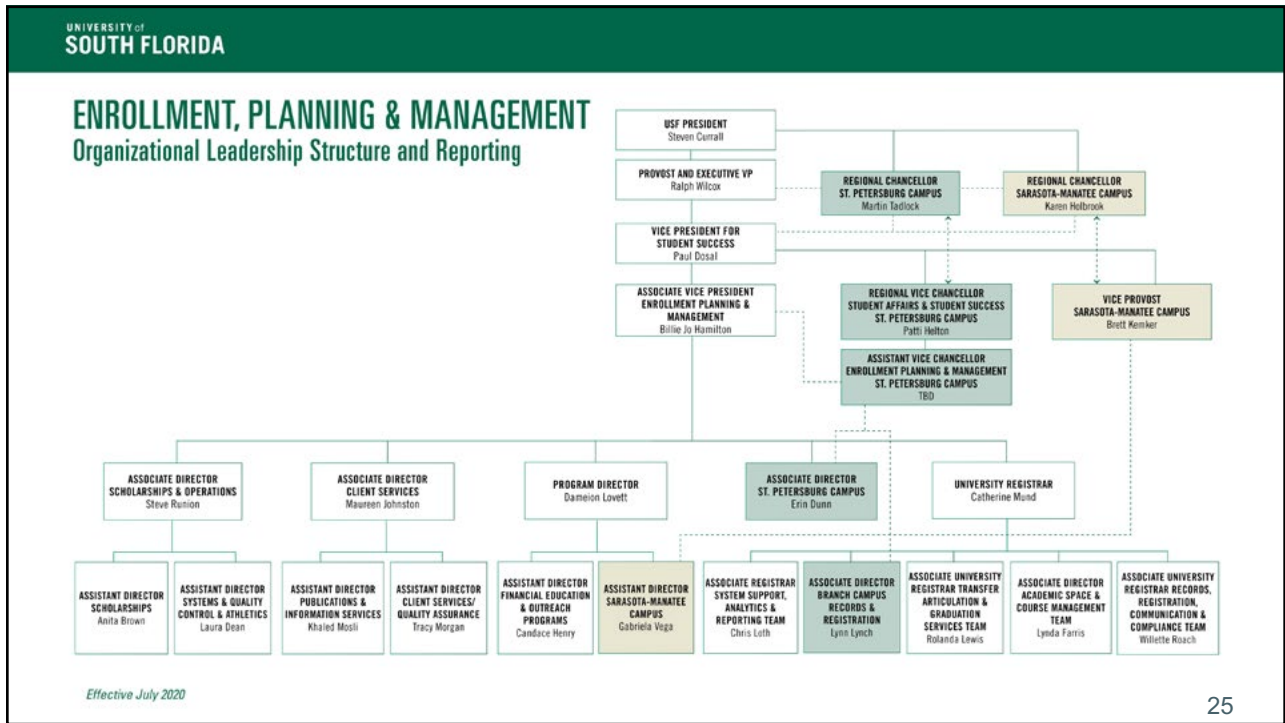


Effective July 2020

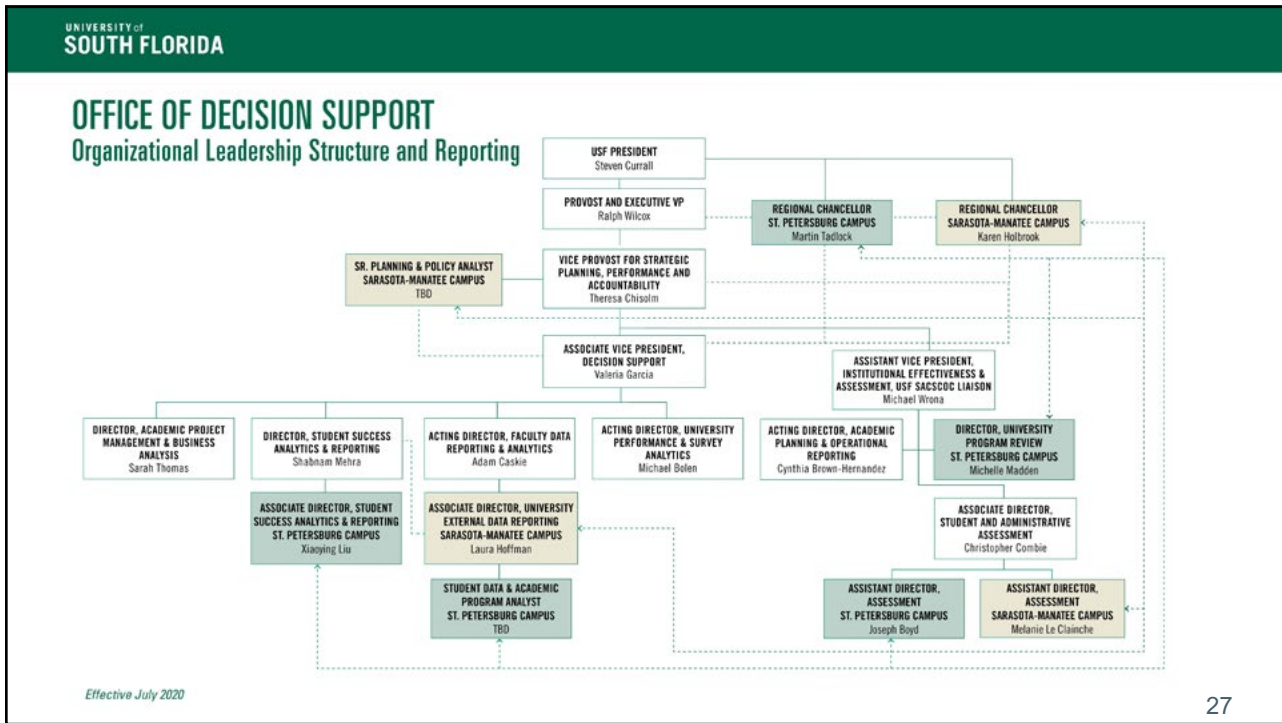
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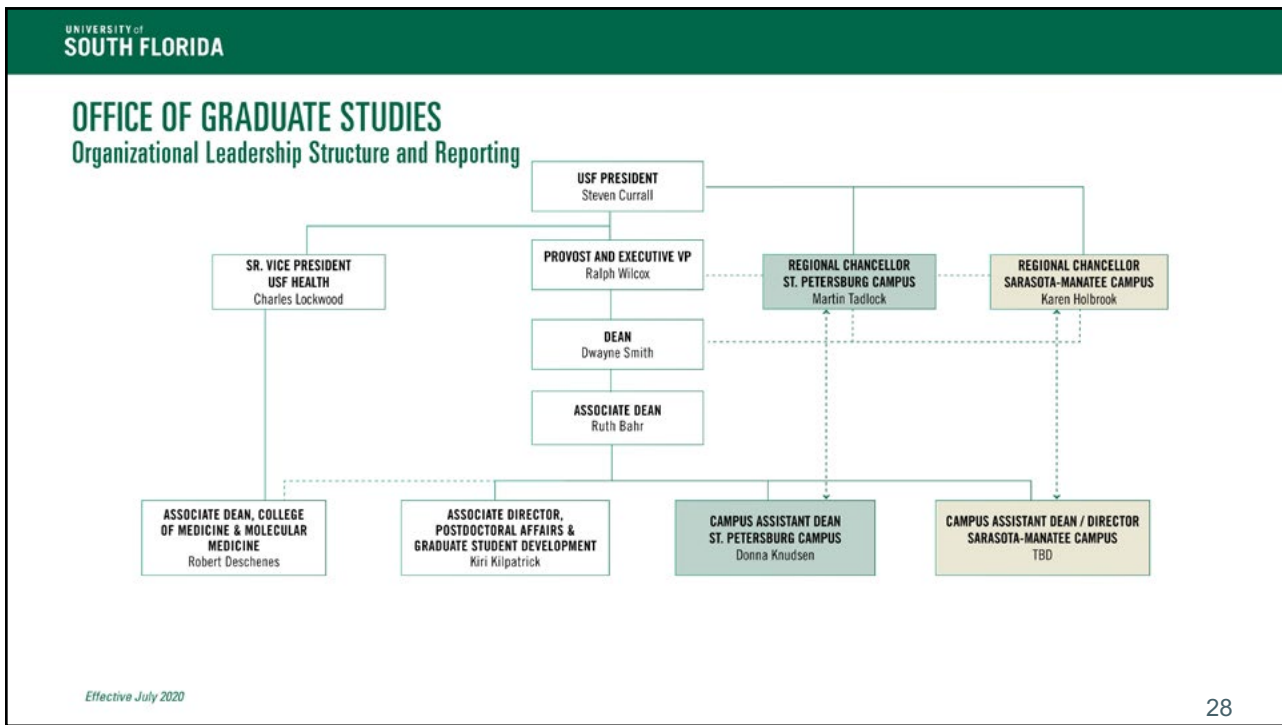
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Presentations Academic & Student Success Session 1



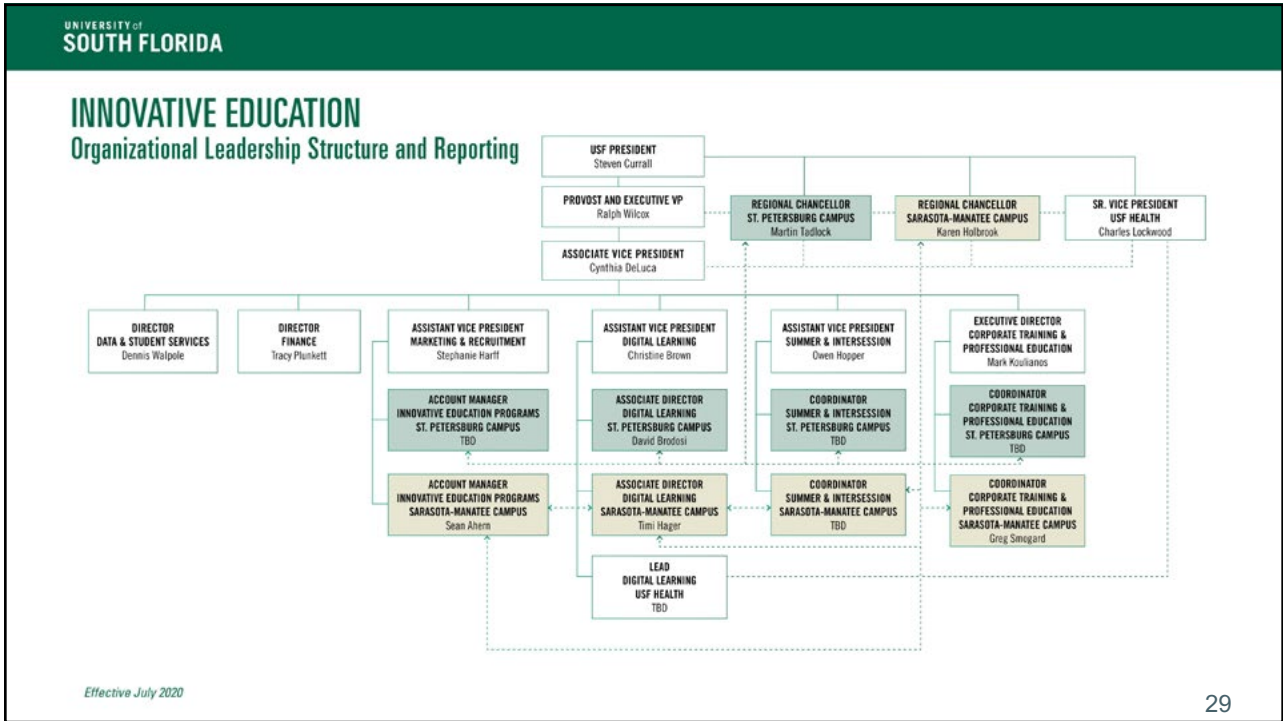
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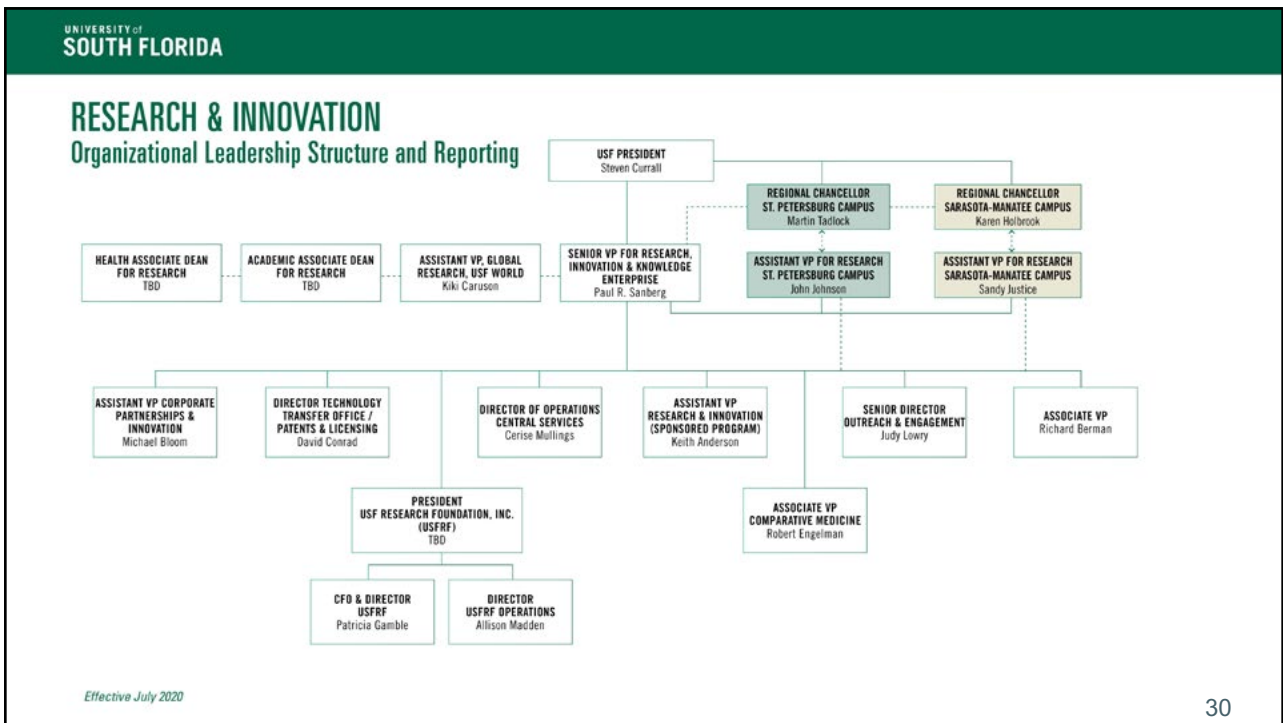
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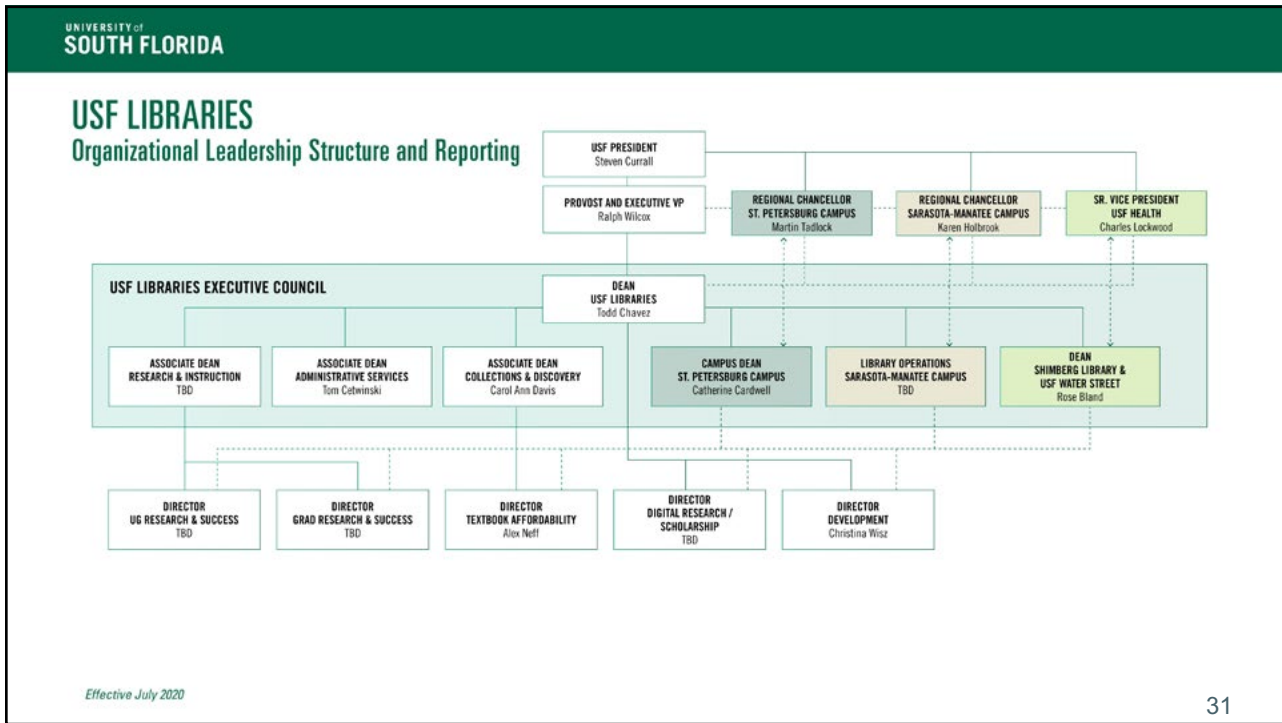


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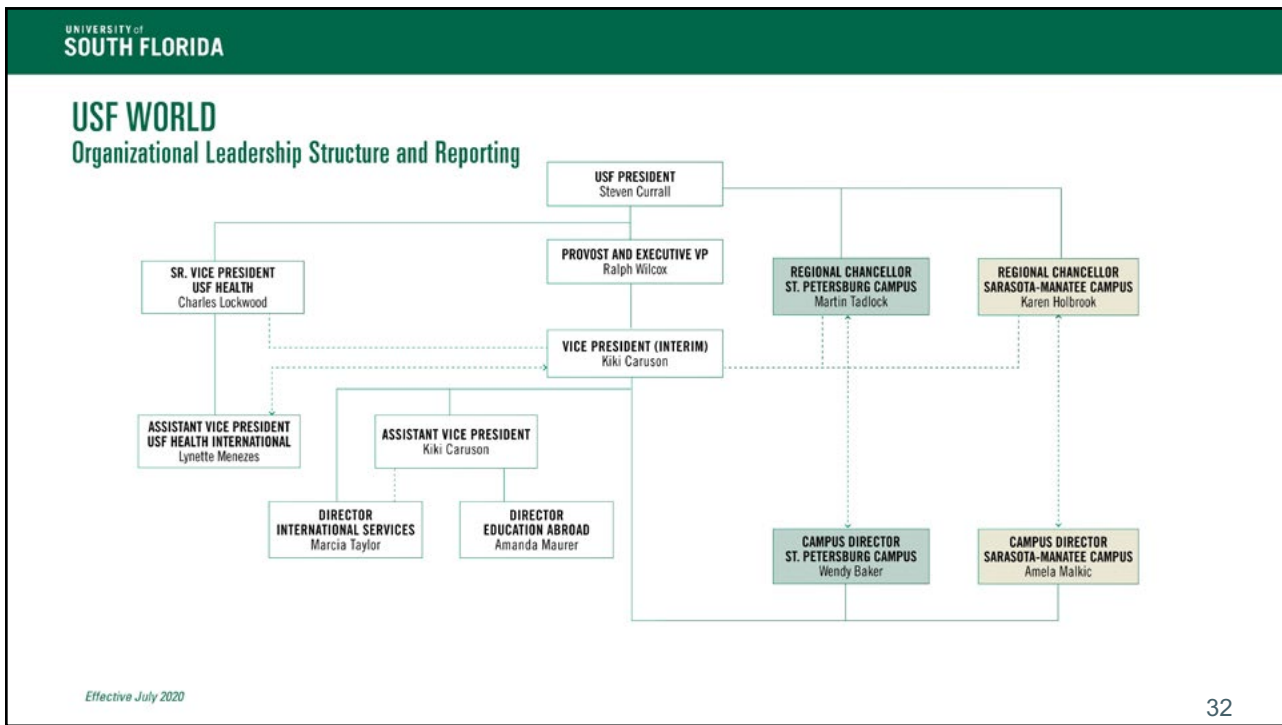


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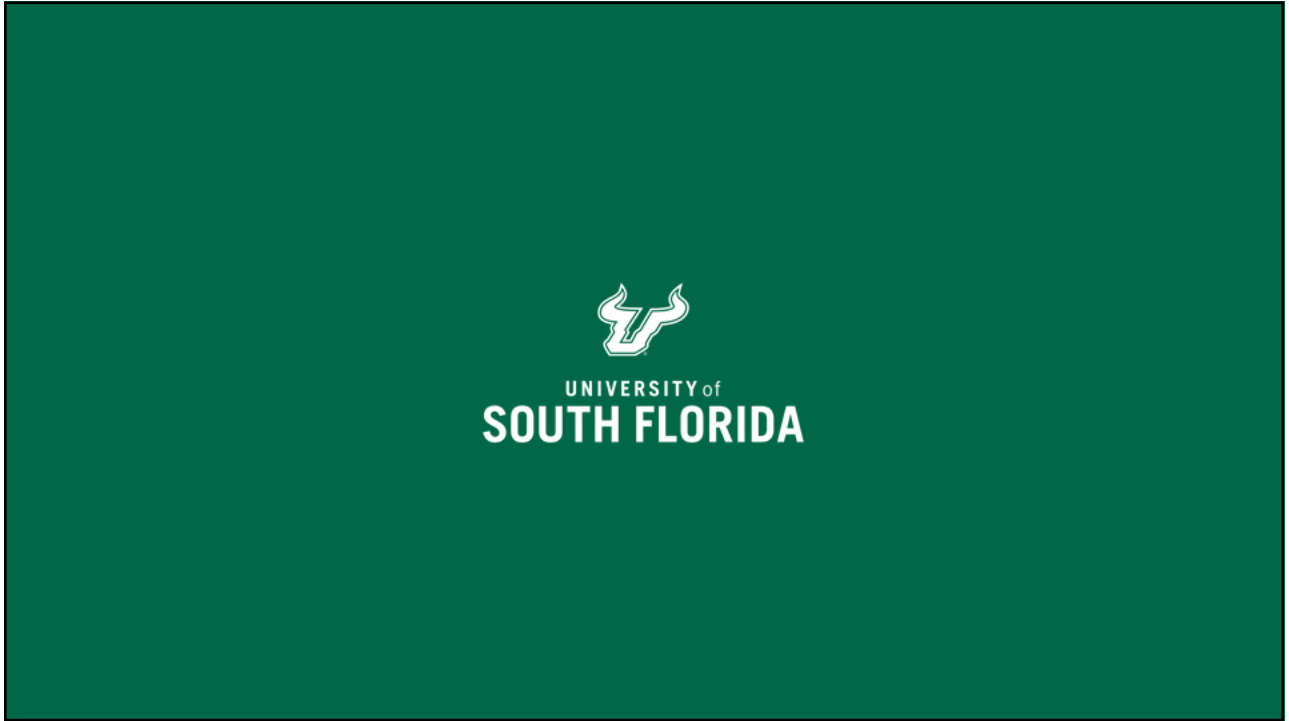
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Presentations Academic & Student Success Session 1



Enhancing Student Success for One USF

Paul Dosal, Vice President for Student Success, January 9, 2020



UNIVERSITY of
SOUTH FLORIDA

Strategic Objectives

- Strengthen USF's standing as a preeminent research university recognized as a national model for student success
- Elevate performance on key performance, preeminence, and AAU metrics to a level equal or superior to our peers
- Forge a seamless student success *movement*

2



Principles

- *We believe that every student admitted to USF will succeed.*
- *Student success is everyone's responsibility*
- *Access for success*
- *Transactional services should be standardized and developmental services should be customized*

3

Strategic Enrollment Objectives

- Enroll students who are prepared for timely graduation at any one of our three campuses
- Elevate academic profile to a level equal to that of our preeminent peers
- Expand and enhance Fuse program

4

Student Success priorities

- Enhance institutional cultures supportive of student success
- Deliver the right support, to the right student, at the right time
- Strengthen capacity of Persistence Committees to utilize analytical insights to identify and prioritize students
- Promote student engagement on all three campuses
- Curricular audits

5

Opportunities

- Harness the power added by integrating Student Success teams into a single unit
- Close the male student achievement gap

6

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Expanding Academic Programs for One USF

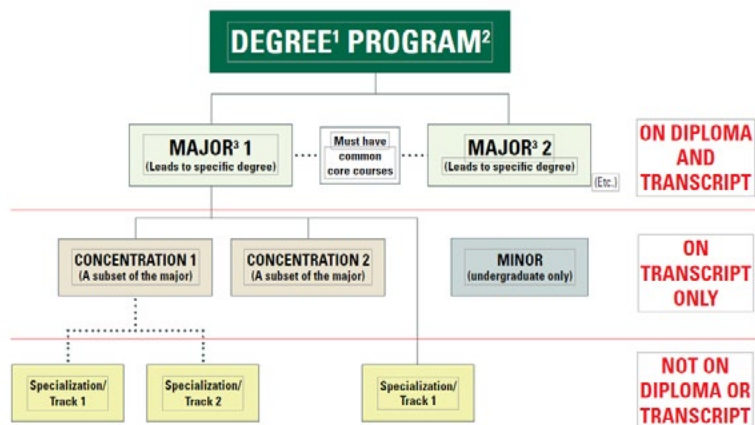
Academic and Student Success

Terry Chisolm | January 9, 2020



UNIVERSITY of SOUTH FLORIDA

Review of Terminology



Sources:
 SUS BOG Regulation 8.011:
https://www.flbog.edu/wp-content/uploads/Regulation-8_011-New-Program-Authorization-Final-92216.pdf

USF Regulation 3.303:
<http://regulations.policies.usf.edu/regulations/pdfs/regulation-usf3.038.pdf>

IPEDS:
<http://ined.ed.gov/ipeds/cipcode>

¹ The degree equals the credential or diploma
² Program equals CIP code assignment
³ Major equals Program of Study



Presentations Academic & Student Success Session 1

Decision-Making Framework for Determining Consolidated Academic Degree Program Expansion on Branch Campuses

- “Recommendations regarding current and future academic degree programs are developed collaboratively by the RCs, the College Deans, campus deans, and faculty on all campuses, voted on by the campus boards, and presented to the Provost for consideration of approval, funding and implementation.”
- Branch campus academic plans become part of the USF Master Academic Plan.”
- *University of South Florida as “One University Geographically Distributed”, October 14, 2019, Page 5.*

USF’s Master Academic Plan

Five-Year Master Plan for New Degree Programs: *Updated Annually*

MASTER PLAN FOR NEW DEGREES ACROSS THE USF SYSTEM										
AY 2017/2018 - Current Plan										
Pre-Proposal	Proposal	Implement	Institution	College	CP	CP Title	Degree Level	PSE	USF's Degree Program Name	
2016-17	v	2018-19	USFPM	Business	52.1301	Insurance	Bachelors	GAP	Risk Management/Insurance	
2016-17	v	2018-19	USFSP	ARKS	87.1301	Sustainability Studies	Bachelors	STEM		
2016-17	v	2018-19	USFSP	ARKS	77.0024	Computational and Applied Mathematics	Bachelors	STEM	Mathematics: Computational and Applied	
2016-17	v	2018-19	USF-AA	CCOEN	13.0011	Educational/Instructional Technology	Masters	STEM	Learning Design and Technology	
2016-17	v	2018-19	USF-AA	COE	14.0511	Bioengineering & Biomedical Engineering	Bachelors	STEM	Biomedical Engineering	
Five-Year Plan										
Year 1 AY 2018/19										
Pre-Proposal	Proposal	Implement	Institution	College	CP	CP Title	Degree Level	PSE	USF's Degree Program Name	
2017-18	2018-19	2019-20	USFPM	Business	52.1301	Management Science	Bachelors	STEM		
2017-18	2018-19	2019-20	USFSP	ARKS	40.0509	Environmental Chemistry	Bachelors	STEM		
2017-18	2018-19	2019-20	USF-AA	CCO	11.0509	Computer and Information Assurance	Bachelors	STEM	Cybersecurity	
2017-18	2018-19	2019-20	USF-AA	CAS	11.0504	Informatics	Research	STEM		
2017-18	2018-19	2019-20	USF-AA	Muma	52.0203	Logistics, Materials & Supply Chain Management	Bachelors	STEM	Supply Chain Management	
2017-18	2018-19	2019-20	USF-AA	Muma	52.0203	Logistics, Materials & Supply Chain Management	Masters	STEM	Supply Chain Management	
2018-19	2019-20	2020-21	USF-AA	Muma	52.0804	Personal Planning and Services	Bachelors		Personal Finance	
Year 2 AY 2019/20										
Pre-Proposal	Proposal	Implement	Institution	College	CP	CP Title	Degree Level	PSE	USF's Degree Program Name	
2018-19	2019-20	2020-21	USFPM	Sci Math	03.0201	Natural Resources Management and Policy	Bachelors	STEM		
2018-19	2019-20	2020-21	USFPM	IAS	87.2011	International/Global Studies	Bachelors	SOE/BA		
2018-19	2019-20	2020-21	USFSP	Education	18.1205	Secondary Education and Teaching	Masters	EDUCATION		
2018-19	2019-20	2020-21	USF-AA	SCIA	03.0409	Design	Bachelors			
2018-19	2019-20	2020-21	USF-AA	Muma	52.0804	Personal Planning and Services	Masters		Personal Finance	
2018-19	2019-20	2020-21	USF-AA	BGS	51.1305	Marriage and Family Therapy/Counseling	Masters	HEALTH		
2018-19	2019-20	2020-21	USF-AA	Muma	52.1301	Management Science	Masters	STEM	STEM MBA	
2018-17	v	2020-21	USF-AA	Behavior	51.2403	Occupational Therapy/Therapist	Professional	HEALTH	Occupational Therapy	
Year 3 AY 2020/21										
Pre-Proposal	Proposal	Implement	Institution	College	CP	CP Title	Degree Level	PSE	USF's Degree Program Name	

Last Updated: 10/26/18
<https://www.systemacademic.usf.edu/documents/five-year-master-academic-plan.pdf>

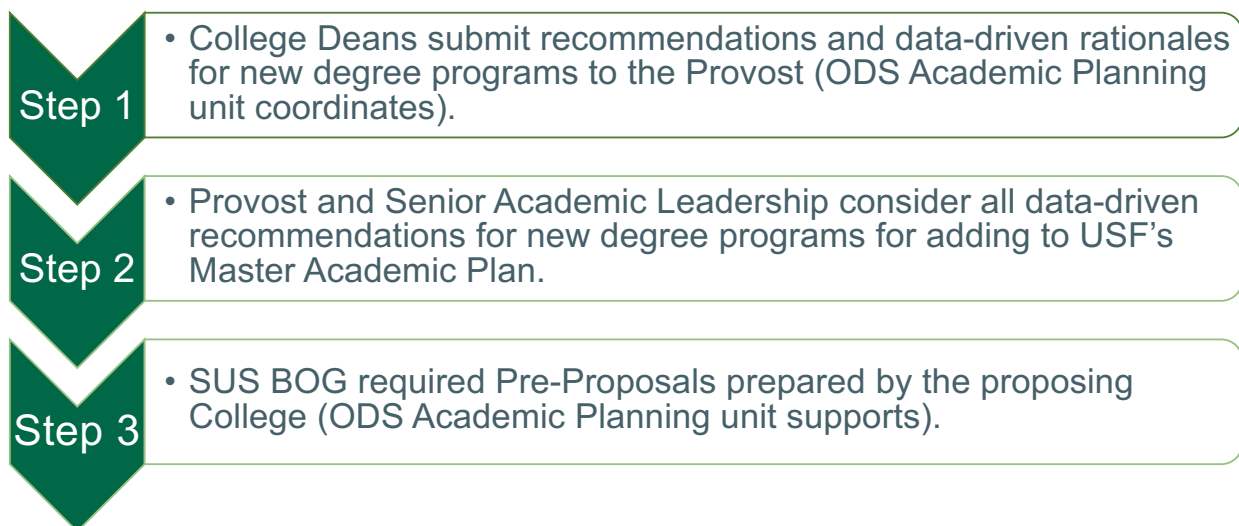
Future State: (a) Remove System; and, (b) Change Institution to Campus(es)

Criteria for Proposed New Degree Programs

1. Alignment with USF's and SUS's strategic plans, including PSE (i.e., high need, high skilled, high paid jobs).
2. Demonstrable and sufficient workforce need; student demand; and, community need, commitment and support (including philanthropic investments, internship placements, research support, hiring of graduates, etc.).
3. The availability and adequacy of resources within the unit proposing and consistent with a preeminent state research university, including:
 - Faculty; Student Support Resources, Library Holdings, Laboratory Facilities
4. Demonstrates collaboration across colleges as appropriate.
5. Plan for Quality Assurance, including seeking specialized accreditation if relevant.

5

Process Steps for New Degree Programs



6



Process Steps

Step 4

- Pre-proposal presented to SUS BOG CAVP's Academic Planning Coordinating Committee per Regulation 8.004.

Step 5

- Intent to submit a new degree proposal included in USF's annual Accountability Plan, with BOT approval.

Step 6

- Post BOG approval of Accountability Plan, new degree program proposal developed by College (ODS Academic Planning unit supports).

7

Process Steps

Step 8

- Degree program approvals by Department/College faculty, University Faculty Council (Undergraduate or Graduate), APAC, BOT (and for Doctoral programs BOG).

Step 9

- BOG adds new degree program to USF's official Degree Inventory.

Step
10

- New Degree Program is implemented.

8

Moving Forward for AY 2020-21

- Curriculum moratorium remains in effect until at least the SACSCOC Site Visit is completed. (Late Fall 2020 or Early Spring 2021)
- However, in planning for the future, pre-proposals for any new degree programs currently on the Five-Year Plan or that a College wishes be considered will be accepted for review by APAC if submitted no later than February 28, 2020.
 - Must be completed based on One USF College Structure
 - Must be reviewed by an Ad hoc Cross Campus Faculty Council prior to 2/28/20
 - See e-mail from T. Chisolm to Deans & Academic Leadership on all campuses dated 12/11/2019

9

Process Steps for New Majors, Minors, Concentrations, Certificates, etc.

- Updates will be made to USF Regulation 3.038.
- Current APAC processes modified to reflect new USF structure, but will otherwise remain the same.
 - Faculty member completes concept proposal form (<https://www.systemacademics.usf.edu/curriculum/concept-proposal.php>)
 - Dean completes Q4: Resources and returns form to faculty member.
 - Faculty member submits form to ODS Academic Planning.
 - ODS Academic Planning distributes to APAC members and all Deans for 14-day review period.
 - If no concerns, faculty member notified to follow College/Department (or equivalent) and Faculty Senate Committee processes.
 - If concerns, APAC Chair facilitates discussions to resolve.
 - In any case where resolution cannot be obtained, forwarded to Provost.

10



Presentations Academic & Student Success Session 1



Specialized Accreditation

What You Need to Know

Terry Chisolm & Michael Wrona | January 16, 2020



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Overview of Accreditation

Accreditation in the United States is a voluntary and self-regulatory mechanism of the higher education community. It plays a significant role in fostering public confidence in the educational enterprise, maintaining standards, enhancing institutional effectiveness, and improving higher education by establishing a common set of requirements with which accredited institutions must comply.

Source: <http://www.sacscoc.org/pdf/2018%20POA%20Resource%20Manual.pdf> (Appendix E)

2

Types of Accrediting Agencies

Institutional Accrediting Agencies (accredit entire institution)

- Regional Accrediting Agencies (SACSCOC for USF)
- National Accrediting Agencies
- Updated U.S. Department of Education Federal Regulations: Will no longer distinguish between “national” and “regional” accreditors after June 30, 2020

Source: <https://www.federalregister.gov/documents/2019/11/01/2019-23129/student-assistance-general-provisions-the-secretarys-recognition-of-accrediting-agencies-the>

Programmatic/Specialized Accrediting Agencies (accredit programs)

- USDOE recognizes approximately 40 programmatic accreditors

3

USF Accreditation

- Board of Governors' Regulation [3.006 Accreditation](#) requires that each institution in the State University System be accredited by the Southern Association of Colleges and Schools, Commission on Colleges ([SACSCOC](#)). SACSCOC is the regional accrediting body for the Southeastern United States.
- In addition, each degree program for which specialized accreditation exists must seek such accreditation or provide a rationale for not seeking it. The accreditation status of individual academic programs in the State University System is provided in an annual report located with the [Academic Degree Program Inventory](#).
- Specialized Accreditation can be for various Unit “Types”:
 - Entire CIP
 - Larger Unit (e.g., Muma College of Business)
 - Track within a CIP
- See Tables in Handbook for list of Specialized Accreditors and Units

4

SACSCOC Policy Statement on Accrediting Decisions by Other Agencies states:

- Any institution seeking or holding accreditation from more than one USDOE recognized institutional accrediting agency must describe itself in identical terms to each agency with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituents, and must keep each USDOE recognized accrediting body, including SACSCOC, apprised of any change in its status with one or another accrediting agency.
- List of institutional and regional accrediting bodies: <https://ope.ed.gov/dapip/#/agency-list>
- USF, through its SACSCOC liaison, Michael Wrona, will send a letter to each accrediting agency shown in the Handbook Summary Document, (whether or not a USDOE recognized “institutional” accreditor) describing the consolidated USF in the same terms, to include: *Purpose, Governance, Programs, Degrees, Diplomas, Certificates, Personnel, Finances and Constituents*, to ensure the level of transparency that SACSCOC requires.



Expanding Research for One USF: Interdisciplinary Centers of Academic & Research Excellence

Academic and Student Success Consolidation

Pritish Mukherjee | January 9, 2020



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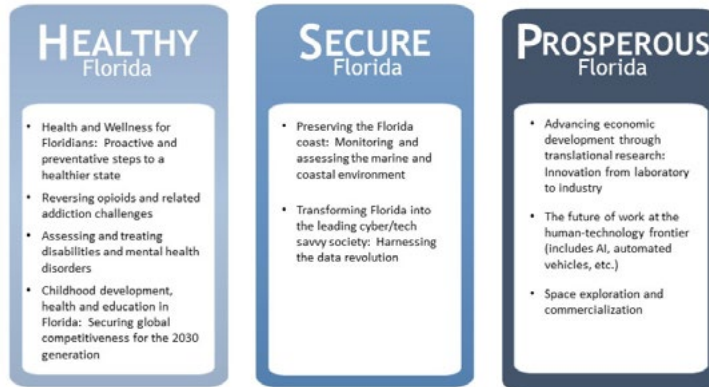
Proposed Interdisciplinary Centers at the Branch Campuses

- “The College (of Marine Science) will serve as the nexus for an **interdisciplinary USF Center of Excellence in Oceanographic and Environmental Sciences on the St. Petersburg branch campus**, drawing upon faculty expertise from across all USF campuses and colleges (e.g., engineering), to the extent that adequate resources are available.”
- “USF will establish an **interdisciplinary Center of Excellence in STEM Education on the St. Petersburg branch campus**, drawing upon faculty expertise from across all USF campuses and colleges. Primary programming will focus on engaging teaching professionals and future teachers in STEM curricular design, effectiveness of pedagogical delivery and student learning, and assessment.”
- “The Dean of the College of Arts and Sciences, the Dean of the College of Behavioral and Community Sciences, and the Dean of Public Health, along with other college leaders, will explore the feasibility of establishing an **interdisciplinary USF Center of Excellence in Aging Studies on the Sarasota-Manatee branch campus**, drawing upon faculty expertise from across all USF campuses and colleges, to the extent that adequate resources are available.”

Excerpts from “University of South Florida as “One University Geographically Distributed””, October 14, 2019, Pages 1, 2 & 4.

2

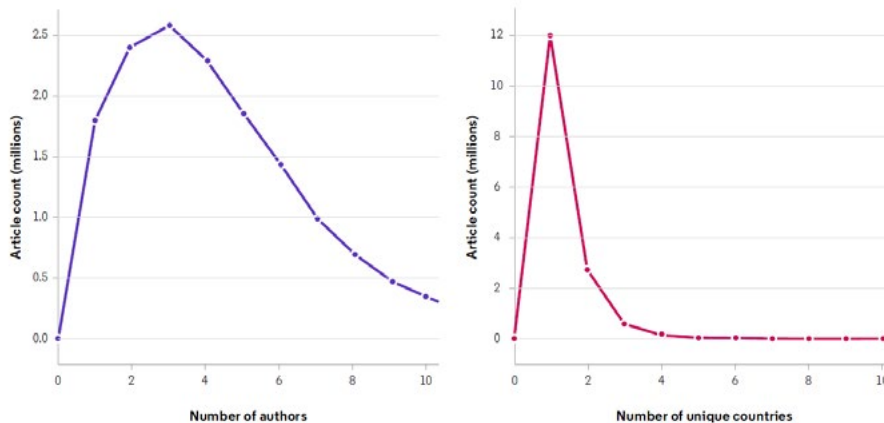
SUS BOG Strategic Areas of Research



Potential Big Ideas for Florida's Future

(Excerpted from State University System of Florida Board of Governors' Programs of Excellence Report September 2018)

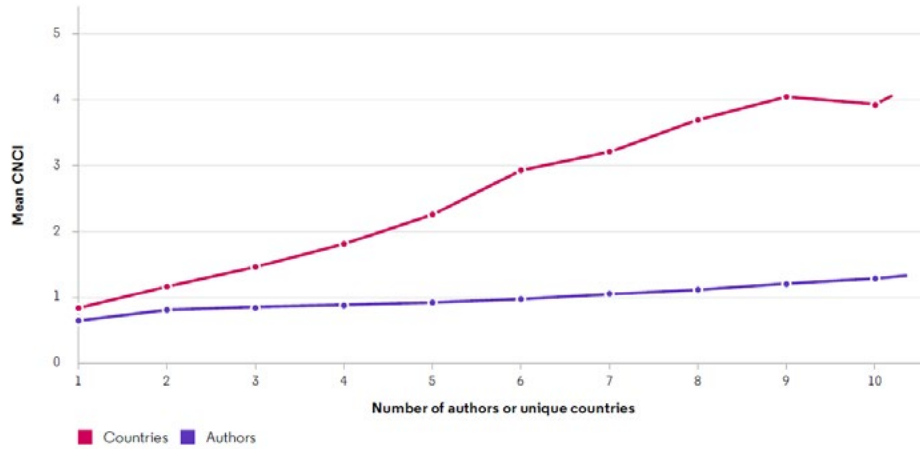
Benefits of Partnerships



The frequency of articles by count of authors (left) and by count of countries identified in author affiliations (right), for 10 years (2009-2018) of *Web of Science* publication records

(Excerpted from Adams, J., Pendlebury, D., Potter, R., Szomszor, M., Global Research Report Multi-authorship and Research Analytics, Institute for Scientific Information, The Web of Science Group (2019) Figure 1.)

Benefits of Partnerships



The Variation of Category Normalized Citation Impact (CNCI) related to the numbers of unique authors and unique countries identified in author affiliations

(Excerpted from Adams, J., Pendlebury, D., Potter, R., Szomszor, M., Global Research Report Multi-authorship and Research Analytics, Institute for Scientific Information, The Web of Science Group (2019) Figure 3.)

Connecting Networks for Partnerships



Example for "Magnetic Materials" Network at USF, Academic Analytics

Desired Objectives of Interdisciplinary Centers

- Elevate research excellence on the branch campuses as well as for one USF
- Promoted strategically targeted partnerships across disciplinary and campus boundaries
- Gain national and international prominence in areas of focus through globally transformational impact
- Align the goals of the centers with the strategic goals of USF, SUS and the State of Florida
- Develop financially sustainable centers through state, federal and private sector investments
- Create distinctive scholarly and scientific destinations for attracting world-class faculty and student talent to all campuses of one USF
- Enhance faculty retention and post-graduation student placement

7

Implementation Plan and Tentative Timeline

- Focus on one of the three centers for initial implementation
- Assess and compile expertise at USF (*Jan / Feb 2020*)
- Workshops for strategic development of structure and content (*Mar / Apr 2020*)
- Finalize conceptual structure and content for center (*Summer 2020*)
- Establish and gradually commence center operation (*Fall 2020*)
- Commence sequential planning for other two centers (*Spring 2021*)
- Establish and commence operations of these centers (*AY 2021/2022*)

8



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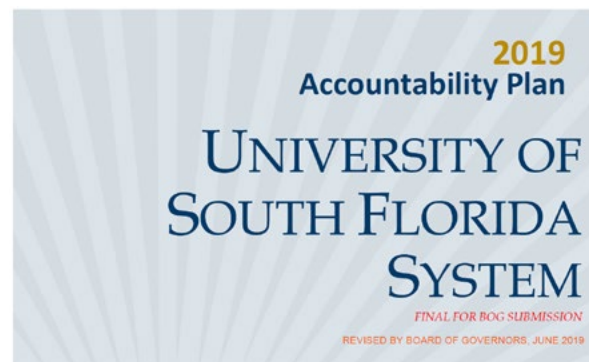
Planning, Performance & Accountability for One USF

Valeria Garcia | January 9, 2020



UNIVERSITY of
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Planning, Performance & Accountability Cycles



<https://www.flbog.edu/wp-content/uploads/Board-Regulation-2.002.pdf>

2



Intentional Focus & Monitoring: Metrics Crosswalk

PERFORMANCE GROUPINGS	PERFORMANCE METRICS	EXTERNAL STRATEGIC PRIORITY CATEGORY			INTERNAL STRATEGIC PRIORITY CATEGORY	
STUDENT ACCESS	Average GPA and SAT Scores		Preeminence		USFWR Top 25	PPA Metric (Shared University Asset) College Review
	25th - 75th Percentile SAT Scores				USFWR Top 25	PPA Metric (Shared University Asset) College Review
	Incoming Enrollees Graduated in Top-10%	AAU			USFWR Top 25	BOG AP PPA Metric (Shared University Asset) College Review
	University Access Rate			PBF		PPA Metric (Shared University Asset) College Review
	Undergraduate FTE in Online Courses					BOG AP PPA Metric (S) College Review
UNDERGRADUATE STUDENT SUCCESS	Progression Rates	AAU	Preeminence		USFWR Top 25	BOG AP PPA Metric (S) College Review
	Retention Rate	AAU	Preeminence		USFWR Top 25	PPA Metric (S) College Review
	Academic Progress Rate			PBF		PPA Metric (S) College Review
	Enter to Degree for FTICs					BOG AP PPA Metric (S) College Review
	Class Size <20				USFWR Top 25	PPA Metric (S) College Review
	High Impact Practices (e.g., Education Abroad, Undergraduate Research, Internships, Service Learning)					PPA Metric (S) College Review
	4-year Graduation Rate for FTICs	AAU	Preeminence	PBF		PPA Metric (S) College Review
	6-year Graduation Rate for FTICs	AAU		PBF	USFWR Top 25	BOG AP PPA Metric (S) College Review
	Pull Grant 6-year Graduation Rate for FTICs				USFWR Top 25	PPA Metric (S) College Review
	2-year Graduation Rate for Transfers					PPA Metric (S) College Review
	4-year Graduation Rate for Transfers					PPA Metric (S) College Review
	Percent Bachelor's Degrees Awarded Without Excess Hours			PBF		PPA Metric (S) College Review
	Bachelor's Degrees Awarded	AAU				BOG AP PPA Metric (S) College Review
	Bachelor's Degrees Awarded in Areas of Strategic Emphasis			PBF		PPA Metric (S) College Review
	Bachelor's Degrees Awarded to African American and Hispanic Students					BOG AP PPA Metric (S) College Review
	Percent Bachelor's Graduates Employed and/or Continuing their Education One Year after Graduation			PBF		
	Median Full-time Wage of Bachelor's Recipients in Employment One Year after Graduating			PBF		
	Average Cost to the Student			PBF		PPA Metric (Shared University Asset) College Review
	Average Spending per Student				USFWR Top 25	

PBF & Preeminence

<p>1 Percent of Bachelor's Graduates Enrolled (One Year After Graduation) or Employed (\$25,000+)</p>	<p>2 Median Wages of Bachelor's Graduates Employed Full-time (One Year After Graduation)</p>
<p>3 Average Cost to the Student (Net Tuition per 120 Credit Hours for Resident Undergraduates)</p>	<p>4 4-Year Graduation Rate (Full-time, FTIC)</p>
<p>5 Academic Progress Rate (Second Year Retention Rate with GPA above 2.0)</p>	<p>6 Percentage of Bachelor's Degrees Awarded within Areas of Strategic Emphasis (Includes STEM)</p>
<p>7 University Access Rate (Percent of Undergraduates with a Pull Grant)</p>	<p>8 Percentage of Graduate Degrees Awarded within Areas of Strategic Emphasis (Includes STEM)</p>
<p>9 <i>BOG Choice Metric:</i> Percent of Bachelor's Degrees Awarded Without Excess Hours</p>	<p>10 <i>BOG Choice Metric:</i> 6-Year Graduation Rate (Full- and part-time, FTIC)</p>

<p>1 Average GPA and SAT Score for Incoming Freshmen in Fall Semester</p>	<p>2 Public University National Ranking (in More Than One Ranking)</p>
<p>3 Freshman Retention Rate (Full-time, FTIC)</p>	<p>4 4-Year Graduation Rate (Full-time, FTIC)</p>
<p>5 National Academy Memberships</p>	<p>6 Total Annual Research Expenditures (\$M) (Science & Engineering Only)</p>
<p>7 Total Annual Research Expenditures in Diversified Non-Medical Sciences (\$M) (Science & Engineering Only)</p>	<p>8 Number of Broad Disciplines Ranked in Top 100 for Research Expenditures</p>
<p>9 Utility Patents Awarded (Over Three Calendar Years)</p>	<p>10 Doctoral Degrees Awarded Annually</p>
<p>11 Number of Postdoctoral Appointees</p>	<p>12 Endowment Size (\$M)</p>

AAU & USNWR Indicators

PHASE I INDICATORS	PHASE II INDICATORS
Competitively Funded Federal Research Support 1	1 USDA, State, and Industrial Research Funding
Membership in the National Academies (NAS, NAE, IOM) 2	2 Doctoral Education
Faculty Awards, Fellowships, and Memberships 3	3 Number of Postdoctoral Appointees
Citations: Thomson Reuters' InCites™ 4	4 Undergraduate Education

Outcomes (35%)	Pell Grant Graduation Rate	2.5%
	Pell Grant Graduation Rate Compared with All Other Students	2.5 %
	Graduation Rate	17.8%
	Retention Rate	4.4%
	Graduation Rate Performance	8%
Faculty Resources (20%)	Class Size	8%
	Faculty Salary	7%
	Proportion of Full-Time Faculty with the Highest Degree in their Fields	3%
	Student-Faculty Ratio	1%
	Proportion of Full-time Faculty	1%
Expert Opinion (20%)	Peer Assessment	15%
	High School Counselor Assessment	5%
Financial Resources (10%)	The average spending per student on instruction, research, student services, and related educational expenditures	
Student Excellence (10%)	Standardized Testing (mathematics and evidence-based reading and writing portions of the SAT and the composite ACT)	7.75%
	High School Class Standing (proportion of enrolled first-year students who graduated in the top 10% of their high school classes)	2.25%
Alumni Giving (5%)	The average percentage of living alumni with bachelor's degrees who gave to their school	

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Evolution of the PPA Matrix: Historical & Current

30 metrics spanning the areas of:

- Enrollment & Tuition
- Student Performance Metrics
- Faculty Excellence
- Research, Innovation & Commercialization
- Philanthropy

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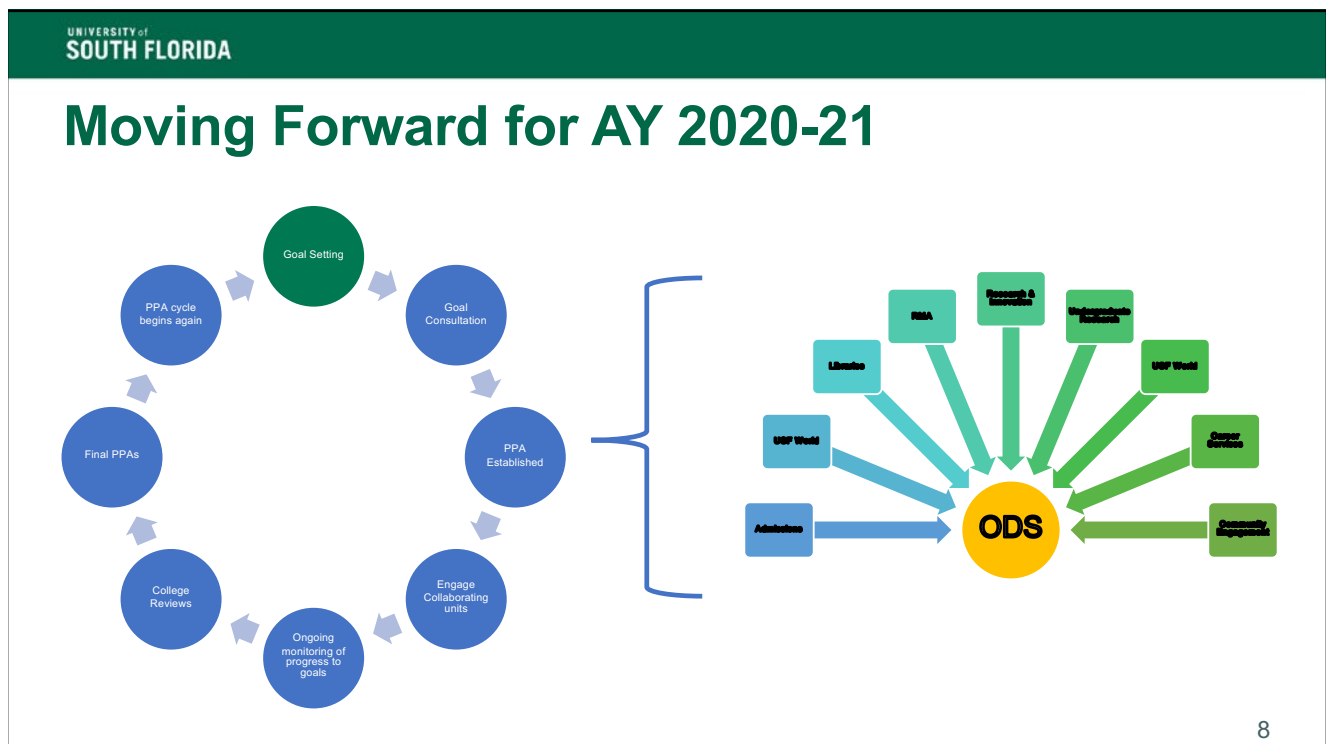
Presentations Academic & Student Success Session 1

UNIVERSITY of SOUTH FLORIDA

Moving Forward for AY 2020-21

COLLEGE OF BUSINESS															
PLANNING, PERFORMANCE & ACCOUNTABILITY 2019-2020															
New Metric	PBI	PE	AAU	Metric	2018-2019 End of Year	2019-2020 Goal	2019-2020 Progress to Goal - #1			AP	CR				
I. Enrollment - AY (U + F + S)															
1a				Undergraduate Lower Level FTE	459	Tracked	262				1.1.d				
1b				Undergraduate Upper Level FTE	2,506	Tracked	1,514				1.1.d				
1c				Graduate Beginner Level FTE	1,093	Tracked	625				1.1.d				
1d				Graduate Advanced Level FTE	109	Tracked	52				1.1.d				
1				Total FTE (Gross)	4,167	4,200	2,453			Pg 14	1.1.d				
II. Online Enrollment - AY (U + F + S)															
2				Undergraduate Distance Learning FTE (Gross)	833	884	546			Pg 14	1.1.e				
3				Graduate Distance Learning FTE (Gross)	270	280	176			Pg 14	1.1.e				
B. Student Success															
Academic Retention/Progress Rate (Fall)					S/F 2018 Cohort	n	%	S/F 2019 Cohort	n	%	S/F 2019 Cohort	n	%	AP	CR
9		*	*	Freshman Retention Rate (Full-time, FTIC): USF	630	569	90.3%	590	543	92.0%	590			Pg 5	1.2.b
9a				Freshman Retention Rate (Full-time, FTIC): SAME COLLEGE	630	518	82.2%	Tracked		590					1.2.b
10		*		Academic Progress Rate (2nd Year Retention with GPA above 2.0): USF	630	558	88.6%	590	534	90.5%	590			Pg 3	1.2.b
10a				Academic Progress Rate (2nd Year Retention with GPA above 2.0): SAME COLLEGE	630	512	81.3%	Tracked		590					1.2.b

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