



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

DRAFT: Final Report  
*AS OF January 25, 2019*

# USF Consolidation Planning Study and Implementation Task Force

## Final Report

*February 15, 2019*

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# USF Consolidation Planning Study and Implementation Task Force

February 15, 2019

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

Dear Chair Lamb:

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

The Task Force has worked extremely hard over the last nine months, meeting 34 times, hearing testimony from several dozens of subject matter experts and the USF community, and engaging in robust dialogue with various stakeholders. Task Force meetings have been open to all members of the public and the Task Force's work has been widely publicized. The recommendations made here are the result of careful deliberation and thoughtful discussion following the extensive input the Task Force received.

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

Sincerely,

Michael Griffin  
Chair, USF Consolidation Task Force

## **Overview and Executive Summary**

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

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

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

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

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

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

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

## **Summary of Activities**

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

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

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

### **Task Force:**

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

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

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

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

Three subcommittees were created to address the focus areas of the Task Force as prescribed by law: Student Access, Shared Governance/Transparency, and Student Success/Academic Programs/Campus Identity. The committees focused on the following areas:

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

**Student Access Subcommittee:**

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

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

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

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

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

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

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

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

**Shared Governance / Transparency Subcommittee:**

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

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

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

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

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

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

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

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

**Student Success/Academic Programs/Campus Identity Subcommittee:**

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

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



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

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

The Student Success/Academic Programs/Campus Identity subcommittee held one hearing at each of the USF campuses: USF Tampa on July 9, 2018, USF Sarasota-Manatee on August 28, 2018, and USF St. Petersburg on October 18, 2018. The hearings included many hours of presentations. Speakers included: representatives from USF Academic and Student Affairs, the Board of Governors for the State University System of Florida, USF System SACSCOC Liaisons, USF System Innovative Education, the Tampa Bay Partnership, St. Petersburg Downtown Partnership, the Greater Sarasota Chamber of Commerce, Burning Glass Technologies, Huron Consulting Group, USF Sarasota-Manatee Career Services, and the USF Vice President for Community Engagement, among others. Additionally, the regional chancellors and several deans presented, as did leaders from the region's businesses, including BayCare Health Systems, and FCCI Insurance Group.

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

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

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

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

## **Recommendations**

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

### **I. Student Success, Academic Programs and Campus Identity Recommendations**

#### **Student Success**

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

#### **Academic Programs**

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

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

### **Campus Identity**

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

### **Research Capacity**

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

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

### **Community Engagement**

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

## **II. Shared Governance and Transparency Recommendations**

### **University Governance** *(as of January 25, 2019 at the discretion of the chair)*

- The governance structure of USF should reflect several principles. First, the President of USF has ultimate accountability for all actions within USF and all lines of authority should ultimately end at the President. Second, university campuses are distinct entities and governance structures should reflect university imperatives rather than corporate or bureaucratic structures. Third, the structure should facilitate the overall development of the university while maintaining the unique advantages of the branch campus model.
- Consequently, each branch campus should have a regional chancellor who shall be a direct report to the President. The chancellor shall manage, supervise, hire and fire all branch campus employees - academic and nonacademic - subject to USF policies, procedures, and guidelines. Academic decisions made by the chancellor for the branch campus would be done in consultation with the USF Provost or other chief academic officer as determined by the President. Colleges located on branch campuses would report to the regional chancellor. The regional chancellors will submit their budgets as well as branch campus strategic plans to the President, who will share those recommendations with the USF Board of Trustees along with any additional or alternative recommendations from the President.
- This governance structure preserves the President's singular leadership role while recognizing that strong regional chancellors provide a more dynamic on-site management presence to ensure USF's continued preeminence as well as provide a greater on-the-ground understanding of how to foster the unique advantages of each branch campus.
- Develop an organizational structure that clarifies delegated authority and furthers mutual accountability among leadership through transparent processes, communication and reporting. Ensure assignment of local accountability for coordinating, integrating, and delivering value-added student experiences.

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

#### **University Governance** *(as of reviewed by the full Task Force on December 19, 2018)*

- Ensure continuity and enhancement of programs, (BA, MA and PhD levels), services to students, maintenance of distinct campus identities and guarantee robust opportunities to attract talent on all campuses by designating USFSM and USFSP as branch campuses as defined by SACSCOC.
- Develop an organizational structure that clarifies delegated authority and furthers mutual accountability among leadership through transparent processes, communication and reporting. Ensure assignment of local accountability for coordinating, integrating, and delivering value-added student experiences.
- Define, update and communicate Campus Board (Advisory) member roles and responsibilities for clear understanding of the advisory, not governing, role of the campus board. Establish a practice of collaborative review of campus governance by the board including, but not limited to, review of campus plan, budget and legislative agendas. Although not governing/binding, those actions should maintain a high degree of well-informed members who represent USF among external stakeholders.
- Task internal academic and administrative committees to identify new opportunities for collaboration among campuses and finding efficiencies in governance processes.

#### **Faculty Governance**

- Empower Faculty Governance to contribute to the coordination and delivery of value-added student experiences.
- Develop one Faculty Senate, including campus councils, across the university to include equitable representation by campuses.
- The Faculty Senate organizational structure should allow for Campus Senate Councils or Committees with officer representation serving on the system Executive Committee (either as officers or council/committee chairs). Officers (Pres, VP, Sec, and Sergeant – at- Arms) should have diverse representation from all campuses.

- Carefully assess the potential impact of organizational changes to academic structure (Colleges and Schools) on the structure and representation of all campuses to ensure maximum faculty engagement across USF.
- Clearly define the accountability and defined powers of faculty governance. Review, update and communicate roles and responsibilities of all faculty governance councils and committees to support consolidation and ensure delivery of consistently high-quality curricular and extra-curricular experiences to students in each geographic location in which USF operates and no compromise of campus identity.
- Review and identify opportunities to consolidate committees with similar functions such as awards councils, academic committees and Gen. Ed. committees without negative impacts for any campus.

### **General Education**

- Create a unified general education curriculum and identify core values that ensures maximum ease of transition for FTIC and transfer students to USF.
- Appoint a representative faculty leadership to oversee the transition to a consolidated gen ed curriculum to ensure consistent learning outcomes and seamless student mobility among USF campuses.
- Establish equitable representation of faculty from all campuses in the identification of high-impact practices that reflect campus identities through community collaboration, service learning opportunities, and civic engagement.
- Update governance processes and documents for the General Education Council of the Faculty Senate to support a unified university while creating equitable participation opportunities from all campuses.
- Implement an assessment plan for annual review and approval oversight of general education curriculum.

### **Student Governance**

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

### **Budget Transparency** *(as of January 25, 2019 at the discretion of the chair)*

- Ensure campus leaders have the authority to direct budget development, planning and management to align campus assets with the needs of the community.

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

**Budget Transparency** *(as of reviewed by the full Task Force on December 19, 2018)*

- Ensure the university's budget processes align with the organizational structures to promote matrixed responsibility, accountability, approval and reporting.
- Create a mechanism for transparency in the prioritization and decision-making processes of budget initiatives that meet a certain threshold.
- Empower campus leaders to make budgetary and other leadership decisions in the best interests of local stakeholders, including students, community and business leaders, donors and public officials.
- Ensure campus leaders have the authority to direct budget development, planning and management to align campus assets with the academic, programmatic and partnership needs of the community.
- To maintain the university's commitment to affordability, examine and determine a fee structure that minimizes impact on student costs and ensures current students continue to benefit from the fee structure under which they entered USF.
- Explore and recommend the feasibility of differentiated fee structures among the three campuses recognizing that equitable fee allocation does not mean equivalent services. Consider allocating a central pool of funds towards system-wide programming and allow other campus-specific fees to remain local.
- Streamline the process for funding derived from student fees to allow for system student leadership structure to review and approve budgets while maintaining regional campus allocation processes.
- Create a continuous communication process/plan for prospective and current USF students and families regarding how fees are assessed (home campus flat fees v. course/tuition-based fees), applied and services rendered.
- Implement ongoing processes to monitor students' utilization of and satisfaction with services provided, such as conducting a student survey to determine interest in system-wide events and intramural activities to determine proper fee support and likelihood of using services located on other campuses.
- Proposed post-consolidation shared services should consider a menu of options: in-person/home campus access, online/virtual options, and collaborative space/resource initiatives.

- Engage and challenge staff to identify efficiencies and business process. Consider incentives to empower and reward staff for identifying efficiencies and implementing best practices.
- Encourage USF to identify opportunities for cross-training of staff and leveraging of innovative technologies to promote efficiencies across the university.

### **III. Student Access Recommendations**

#### **Communications & community outreach**

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

#### **Scholarships, financial aid & admissions**

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

#### **Promotion of a diverse student body**

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

#### **Transfer students & student mobility**

- Educate potential transfer students from the Florida College System early on regarding the admissions process and academic and social transition to USF.
- Dedicate resources to fostering a welcoming environment for transfer students by providing similar programs and supports to those received by incoming freshmen.



- Dedicate financial and staffing resources to expanding and marketing bridge programs, including FUSE.
- Promote student mobility for FCS students (and across the three USF campuses) by expanding access to a broader array of courses and degree programs.

### **Academic programs & course delivery**

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

DRAFT



# Appendices



# Appendix A

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(d) Developing the research capacity at each campus;

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

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

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

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

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

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

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

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

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

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

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

(7) This section expires July 1, 2020.

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

1004.341 University of South Florida campuses.—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1004.6497 World Class Faculty and Scholar Program.—

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

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

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

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

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

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





# Appendix B



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

**A. PURPOSE:**

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

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

**B. MEMBERSHIP:**

1. Membership on the Task Force is by appointment as provided in §1004.335, Florida Statutes. Statutory appointees to the Task Force shall be the Members of the Task Force. The Board shall assign personnel from each campus to staff the Task Force, but staff shall not be Members.
2. The Chair of the Task Force is appointed as provided in §1004.335, Florida Statutes, and is a Member of the Task Force. The Chair of the Task Force is the primary liaison to the Board, or its designated Board Committee, on Task Force matters and is the spokesperson for the Task Force.
3. The Chair of the Task Force may designate a Member of the Task Force to temporarily fulfill the Chair's responsibilities in the event the Chair is unavailable.
4. The Chair of the Task Force may also consult experts in university mergers and consolidations to assist the Task Force in developing recommendations.

**C. CONFLICTS OF INTEREST:**

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

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

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

**D. RESPONSIBILITIES:**

1. No later than **February 15, 2019**, the task force shall submit a report to the Board that includes recommendations on the following:
  - (a) Identification of specific degrees in programs of strategic significance, including health care, science, technology, engineering, mathematics, and other program priorities to be offered at the University of South Florida St. Petersburg and the University of South Florida Sarasota/Manatee and the timeline for the development and delivery of programs on each campus;
  - b) Maintaining the unique identity of each campus and an assessment of whether a separate educational mission is beneficial to the future of each campus;
  - (c) Maintaining faculty input from all campuses during the review and development of general education requirements to reflect the distinctive identity of each campus;
  - (d) Developing the research capacity at each campus;
  - (e) Equitable distribution of programs and resources to establish pathways to admission for all students who require bridge programming and financial aid; and
  - (f) Establishing budget transparency and accountability regarding the review and approval of student fees among campuses, including fee differentials and athletic fees, to enable the identification of the equitable distribution of resources to each campus, including the University of South Florida Health.
  - (g) Developing and delivering integrated academic programs, student and faculty governance, and administrative services to better serve the students, faculty, and staff at the University South Florida College of Marine Science, the University of South Florida Sarasota/Manatee, and the University of South Florida St. Petersburg.
2. The Task Force's Recommendations should not include any item: that permits a lapse in institutional accreditation for any campus during the phasing-out process;

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

3. The Task Force Chair, in consultation with Task Force Members, shall have discretion to select the most effective format(s) to present the Task Force's recommendations to the Board. Regardless of format, all of the Task Force's Recommendations shall be communicated to the Board.
4. The Task Force's Recommendations are advisory to the Board. The decision to act on any of the Taskforce's recommendations rests solely with the Board.

#### **E. MEETINGS**

1. The Task Force shall meet at least 3 times prior to February 15, 2019. The Chair of the Task Force may organize additional meetings of the Task Force as deemed appropriate. Transportation expenses for Task Force members attending meetings in person shall be the same as those for state employees as provided by §112.061, Florida Statutes. Arrangements will be made for Task Force Members to attend via tele/video conference when unable to attend in-person.
2. Each Task Force meeting shall have an agenda prepared by the Chair of the Task Force in consultation with University Staff assigned to the Task Force. The agenda will be provided to members at least seven days in advance of meetings and minutes of each meeting shall be kept. Notice, stating the time, date, place and agenda or purpose of the meeting of shall be posted with reasonable notice on a designated University of South Florida Website, and shall be distributed through an appropriate University of South Florida list serve(s).
3. The most recent version of Roberts Rules of Order Newly Revised will be followed in conducting meetings of the Task Force.
4. The Chair of the Task Force shall preside over all Task Force meetings.
5. Notwithstanding the advisory/fact-finding function of the Task Force, the noticed meetings of the Task Force, as described in sec. E. 1. and 2., shall be open to the public. In order to proceed with the essential business of the Task Force in an orderly and efficient manner, any individual or group who attempts to disrupt a Task Force meeting will be subject to appropriate action pursuant to law.
6. A majority of the members of the Task Force must be present to constitute a quorum for the transaction of business.
7. The Task Force shall cease to operate and meet upon delivery of its recommendations to the Board.

#### **F. VOTING**

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

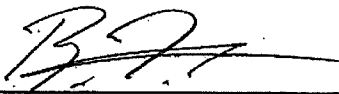
in this charter, all such votes shall be conducted in a noticed, public meeting. Only Members of the Task Force may vote. Members may abstain from voting only under those circumstances prescribed by law (i.e. the member has a financial interest in a matter before the Task Force). Voting by proxy or by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

**G. PUBLIC RECORDS**


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

**ADOPTION OF OPERATING PROCEDURES**

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

  
\_\_\_\_\_  
Brian D. Lamb  
Chair, USF Board of Trustees

4/4/18  
(Date)

Approved as to Form and  
Legal Sufficiency,  
  
\_\_\_\_\_  
Attorney, USF



# Appendix C

# USF Consolidation Planning Study and Implementation

## Task Force Force Members

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

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

Anddrikk Frazier  
*Managing Partner, Integral  
Energy*

Dr. Judy Genshaft  
*USF System President*

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

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

Kayla Rykiel  
*Student Representative*

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

Debbie Sembler  
*Former Marketing Executive*

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

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

Nicole Washington  
*State Policy Consultant, Lumina  
Foundation*

Dr. Tonjua Williams  
*President, St. Petersburg College*



# Appendix D



# Guiding Principles for USF Consolidation

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

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



UNIVERSITY OF SOUTH FLORIDA



# Appendix E

U N I V E R S I T Y   O F   S O U T H   F L O R I D A

# Consolidation Planning Study and Implementation Task Force

**PUBLIC  
COMMENT  
RECORD**

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

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

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

**Aug. 22, 2018 | 3:00 PM**

*USF Tampa, Marshall Student Center 3707*

**Sept. 11, 2018 | 2:00 PM**

*USF St. Petersburg, Student Center Ballroom*

**Oct. 2, 2018 | 3:00 PM**

*USF Sarasota Manatee, Selby Auditorium*

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

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## Tampa Town Hall August 22, 2018

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

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

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

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

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

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

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

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

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

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

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

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## St. Petersburg Town Hall September 11, 2018

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



- 10.** John Hamilton, St. Petersburg community member, expressed three areas that he believed the Task Force should take note of: 1. Expanding research due to influx of new resources; 2. Expanding programming in the arts; and 3. Need for activities on USF St. Petersburg campus such as athletics, intramural sports, and Greek life.
- 11.** Karly Taylor, student at USF St. Petersburg, described her experience and explained she choose to attend USF St. Petersburg over USF Tampa due to the smaller atmosphere and the student voice on campus.
- 12.** Dr. Joan Reid, faculty member at USF St. Petersburg, expressed her concerns regarding consolidation for faculty. She recounted an incident between herself and an employee from the Tampa campus who suggested that their programs would be separated and she would no longer be a part of the same department. She asked that the Task Force ensure that all voices are heard and equal in the process.
- 13.** Sheila Cowley, a playwright in St. Petersburg, recommended that more performing arts be incorporated into the curriculum, as there is a built-in audience for performances and many opportunities in the area.
- 14.** Jadzia Duarte, student at USF St. Petersburg, expressed her concern that consolidation might hinder progress toward sustainability efforts at USF St. Petersburg. She also stated that the small campus environment made the transition from high school to college easier, asking for assurances that the missions and visions of each campus are blended to ensure new students are afforded the same opportunities as she was given.
- 15.** Paula Kramer, St. Petersburg Dance Alliance, commented that consolidation is an opportunity to fill an obvious void in the Arts and the growing dance community in St. Petersburg.
- 16.** Crystal DelGiudice, former USF Student, shared that as a graduate from the USF dance performance program, there is a critical need for greater investments in the arts at the St. Petersburg campus, including dance, theatre, and music.
- 17.** Samantha Fiore, student at USF St. Petersburg, described the tightly-knit community at USF St. Peterburg due to student leaders on campus. She wanted to ensure that student voices at USF St. Petersburg are heard regarding consolidation in order to keep its unique personality.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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## Sarasota-Manatee Town Hall

October 2, 2018

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- 33.** Dr. Donal O’Shea, the President of New College of Florida, informed the Task Force that Sarasota-Manatee is the only county that would not be covered by a R1 institution or a “full scale” university if USF Sarasota-Manatee no longer existed. USF Sarasota-Manatee plays an important role in responding to community needs and providing graduate level programs. He asked that USF Sarasota-Manatee receive more resources and maintain local autonomy, colleges and master level programs.
- 34.** CJ Fishman, community member and board member of CHTL Advisory Council, recommended that USF Sarasota-Manatee keep the College of Hospitality and Tourism Leadership and expand throughout the USF System.
- 35.** Lisa Krouse, Executive Vice President at FCCI, explained that USF Sarasota-Manatee has contributed tremendously to FCCI’s success through a long-standing partnership. FCCI’s strategic plan includes a strong talent strategy that needs deliberate action from USF Sarasota-Manatee to develop future leaders in the insurance industry.
- 36.** Dr. Laurey Stryker, former regional chancellor at USF Sarasota-Manatee, questioned the benefits of consolidation and views it as years of hard work for separate accreditation and establishment being taken away. She stated that resources come from community, donor, and student support. She fears that uncertainty will cause the loss of many talented faculty members and urged members of the community to contact their local legislative delegation to overturn the law.
- 37.** Destin Wells, Vice President of Business Development at the Sarasota County EDC, emphasized that change can be uncomfortable, but that consolidation presents a tremendous opportunity. He presented data regarding job growth in the area and asked that the Task Force use the data to create programs within growth areas and to ensure student success. \*\* Please see appendix for handout provided during meeting
- 38.** Dr. Tom Becker, faculty at USF Sarasota-Manatee, commented that it is not unusual for confusion to accompany change. He stated that he understands that preeminence moves the focus to funding. He is troubled by the fact that the Legislature prioritizes students graduating in as little time as possible over learning.
- 39.** Dr. Denise Davis-Cotton, Director of The Florida Center for Partnerships for Arts Integrated Teaching (PAInT), discussed the program and noted it provides supportive infrastructure for teaching and learning across all disciplines and opportunities for students at USF Sarasota-Manatee. She commented that the economic contribution of arts and cultural production in Florida is significant. \*\* Please see appendix for handout provided during meeting



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

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

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

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## Online Comment Submissions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# CONSOLIDATION TOWN MEETING

OCTOBER 2, 2018

PAT MOREO SPEAKING POINTS @ 3 MINUTES EACH

WE ARE THE ONLY HOSPITALITY PROGRAM IN THE USF SYSTEM

17 YEARS OLD AND SACS ACCREDITED.

LEGISLATION STIPULATES THAT THE COLLEGES REMAIN ON THEIR CURRENT CAMPUS.

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

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

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

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





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

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

**University of South Florida Sarasota-Manatee  
Town Hall Meeting**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

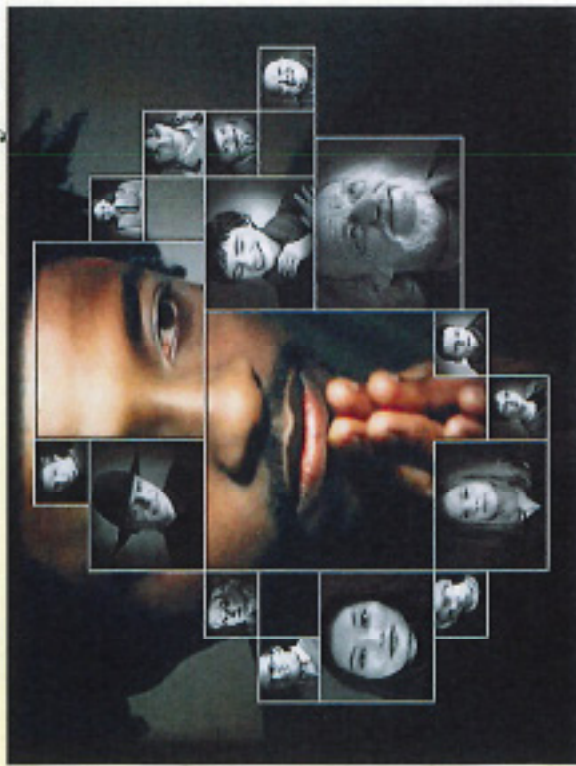
I anticipate the sustainability of PAInT with *hope, expectancy, and unity!*

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

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

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

## Why Should We Care?



### Conceptual Framework



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



Florida Center for Partnerships  
for Arts-Integrated Teaching



### Guiding Principles for USF Consolidation

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

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

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

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

#### **Current Integrative Degrees offered exclusively at USFSM–**

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

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

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

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

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

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

Degrees to continue here, utilizing existing and future college faculty

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

Degrees housed in this college

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

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

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

Consider adding other degrees housed in Tampa

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

# The 341 Participating Arts & Economic Prosperity 5 Study Regions

State	Name of Study Region	Type of Region	2015 Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Estimated Spending by Cultural Audiences	Total Spending by the Nonprofit Arts and Culture INDUSTRY	TOTAL ECONOMIC IMPACT			
							Full-Time Equivalent Jobs Supported	Resident Household Income Generated	Local Government Revenue Generated	State Government Revenue Generated
<b>NATIONAL ESTIMATES OF ECONOMIC IMPACT</b>										
				\$63.8 Billion	\$102.5 Billion	\$166.3 Billion	4.6 Million	\$6.1 Billion	\$6.9 Billion	\$7.7 Billion
AK	City of Fairbanks	City	32,469	\$8,779,765	\$9,283,046	\$18,862,811	548	\$10,982,000	\$805,000	\$1,295,000
AL	City of Huntsville/Madison County	Multi-County Region	350,299	\$53,843,563	\$56,057,737	\$89,901,300	3,073	\$53,530,000	\$3,133,000	\$3,467,000
AR	Northwest Arkansas Region	Multi-County Region	463,113	\$67,503,506	\$63,693,488	\$131,197,094	4,647	\$92,899,000	\$3,466,000	\$10,792,000
AZ	City of Flagstaff	City	68,795	\$51,666,744	\$38,129,798	\$89,796,542	3,095	\$67,603,000	\$4,666,000	\$4,439,000
AZ	City of Mesa	City	464,704	\$16,854,627	\$12,783,542	\$29,638,169	1,024	\$24,996,000	\$1,371,000	\$1,723,000
AZ	West Valley Region	Multi-City Region	1,270,000	\$13,189,366	\$9,795,104	\$23,984,470	758	\$18,005,000	\$1,087,000	\$1,503,000
AZ	City of Phoenix	City	1,537,058	\$164,604,285	\$237,176,500	\$401,780,785	12,815	\$285,526,000	\$19,544,000	\$24,950,000
CA	City of Laguna Beach	City	23,341	\$40,118,691	\$55,244,985	\$95,363,676	2,512	\$58,914,000	\$4,046,000	\$4,788,000
CA	City of Benicla	City	27,930	\$2,902,134	\$1,760,159	\$4,662,293	149	\$2,730,000	\$174,000	\$240,000
CA	City of Walnut Creek	City	67,673	\$21,097,821	\$20,432,138	\$41,529,959	1,036	\$23,587,000	\$1,491,000	\$2,142,000
CA	City of Thousand Oaks	City	129,342	\$8,609,672	\$4,203,069	\$12,812,741	450	\$8,370,000	\$461,000	\$646,000
CA	San Luis Obispo County	County	279,083	\$13,693,022	\$14,029,567	\$27,722,589	916	\$16,842,000	\$1,101,000	\$1,650,000
CA	City of Riverside	City	319,504	\$17,575,088	\$25,414,927	\$42,990,015	1,268	\$28,968,000	\$1,784,000	\$2,746,000
CA	Santa Barbara County	County	440,668	\$126,303,269	\$72,295,776	\$198,599,045	5,857	\$131,421,000	\$8,326,000	\$10,737,000
CA	Sonoma County	County	500,292	\$45,118,213	\$35,290,315	\$80,408,528	2,684	\$47,873,000	\$3,167,000	\$4,210,000
CA	City and County of San Francisco	County	852,469	\$780,613,098	\$667,740,510	\$1,448,353,698	39,699	\$1,006,718,000	\$53,862,000	\$77,227,000
CA	City of San José	City	1,015,785	\$73,462,553	\$117,746,926	\$191,209,479	4,255	\$91,719,000	\$5,866,000	\$7,612,000
CA	City of San Diego	City	1,381,069	\$553,563,393	\$546,370,965	\$1,099,934,358	35,914	\$894,406,000	\$48,122,000	\$67,871,000
CA	Balboa Park Cultural District	Cultural District	1,381,069	\$380,457,910	\$289,710,435	\$670,148,345	22,578	\$555,306,000	\$28,904,000	\$40,591,000
CA	Sacramento County	County	1,482,026	\$82,336,356	\$84,387,257	\$166,723,613	5,888	\$133,213,000	\$8,856,000	\$10,998,000
CA	Santa Clara County	County	1,894,605	\$112,342,340	\$138,697,159	\$251,039,499	5,816	\$127,837,000	\$9,434,000	\$11,667,000
CA	Riverside County	County	2,309,271	\$63,975,017	\$61,196,927	\$125,171,944	3,683	\$80,448,000	\$5,653,000	\$7,162,000
CO	Town of Crested Butte	City	1,541	\$4,554,422	\$5,681,804	\$10,236,226	252	\$5,198,000	\$455,000	\$245,000
CO	City of Durango	City	17,834	\$8,619,712	\$9,476,898	\$18,096,610	602	\$12,313,000	\$975,000	\$476,000
CO	City of Grand Junction	City	60,210	\$11,275,100	\$5,991,168	\$17,266,268	512	\$12,950,000	\$936,000	\$456,000
CO	City of Boulder	City	105,112	\$35,514,381	\$34,283,259	\$69,797,640	1,832	\$47,649,000	\$2,224,000	\$2,331,000
CO	Pikes Peak Region	Multi-County Region	686,908	\$51,191,211	\$102,068,841	\$153,262,052	5,070	\$100,801,000	\$10,849,000	\$5,052,000
CO	Downtown Colorado Springs Creative District	Cultural District	686,908	\$20,773,371	\$16,271,894	\$37,045,265	1,239	\$24,954,000	\$2,304,000	\$1,124,000
CT	Middlesex County	County	164,943	\$20,883,683	\$11,117,321	\$32,001,004	995	\$17,317,000	\$1,249,000	\$1,477,000

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

# The 341 Participating Arts & Economic Prosperity 5 Study Regions

State	Name of Study Region	Type of Region	2015 Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Estimated Spending by Cultural Audiences	Total Spending by the Nonprofit Arts and Culture INDUSTRY	TOTAL ECONOMIC IMPACT			
							Full-Time Equivalent Jobs Supported	Resident Household Income Generated	Local Government Revenue Generated	State Government Revenue Generated
<b>NATIONAL ESTIMATES OF ECONOMIC IMPACT</b>										
				\$63.8 Billion	\$102.5 Billion	\$166.3 Billion	4.6 Million	\$86.1 Billion	\$6.9 Billion	\$7.7 Billion
CT	Northwest Connecticut Region	Multi-City Region	184,993	\$21,482,961	\$12,877,676	\$34,360,637	812	\$16,727,000	\$1,447,000	\$1,903,000
CT	Southeastern Connecticut Region	County	273,576	\$87,159,766	\$81,213,782	\$168,373,548	4,460	\$83,747,000	\$3,889,000	\$6,591,000
CT	Greater New Haven Area	Multi-City Region	570,001	\$114,867,991	\$19,821,820	\$134,689,811	5,667	\$92,553,000	\$6,340,000	\$7,236,000
CT	Fairfield County	County	945,438	\$148,621,258	\$86,618,260	\$235,239,610	6,789	\$142,288,000	\$9,373,000	\$11,239,000
CT	State of Connecticut	State	3,596,677	\$515,311,370	\$281,938,021	\$797,249,391	23,114	\$224,913,000	\$29,743,000	\$42,528,000
DC	District of Columbia	City	658,893	\$1,654,234,168	\$1,252,037,358	\$2,906,271,526	39,720	\$1,254,017,000	\$193,041,000	\$0
DC	Greater Washington Region	Multi-County Region	4,146,875	\$2,172,509,736	\$1,577,823,038	\$3,750,332,794	59,423	\$1,680,795,000	\$224,268,000	\$32,735,000
DE	State of Delaware	State	935,614	\$103,624,375	\$46,279,508	\$149,903,883	4,062	\$111,640,000	\$1,805,000	\$8,647,000
FL	City of Winter Park	City	29,442	\$16,576,065	\$29,406,839	\$45,982,904	1,649	\$32,723,000	\$1,801,000	\$2,217,000
FL	City of Lake Worth	City	37,097	\$14,656,039	\$12,613,298	\$27,269,357	650	\$14,933,000	\$1,247,000	\$1,420,000
FL	City of Ocala	City	57,586	\$14,295,754	\$41,671,737	\$55,967,491	1,422	\$29,432,000	\$2,369,000	\$3,684,000
FL	Town of Jupiter	City	60,681	\$8,019,104	\$5,110,235	\$13,129,339	317	\$7,423,000	\$608,000	\$690,000
FL	City of Delray Beach	City	65,055	\$11,319,692	\$10,115,146	\$21,434,838	511	\$11,689,000	\$979,000	\$1,115,000
FL	City of Fort Myers	City	70,918	\$13,682,062	\$36,033,896	\$49,715,958	1,389	\$32,187,000	\$2,670,000	\$3,983,000
FL	Monroe County	County	77,136	\$27,188,733	\$57,877,545	\$85,066,298	2,193	\$41,322,000	\$3,054,000	\$4,938,000
FL	City of Boca Raton	City	91,332	\$10,757,773	\$11,057,891	\$21,815,664	517	\$11,712,000	\$990,000	\$1,130,000
FL	City of Miami Beach	City	91,732	\$84,770,391	\$75,134,150	\$159,904,541	4,489	\$143,228,000	\$7,745,000	\$11,605,000
FL	City of West Palm Beach	City	104,031	\$117,010,242	\$105,023,175	\$222,035,417	5,291	\$121,024,000	\$10,139,000	\$11,550,000
FL	Indian River County	County	144,755	\$16,019,023	\$8,855,149	\$24,874,172	651	\$12,661,000	\$1,127,000	\$1,893,000
FL	Martin County	County	153,392	\$14,266,732	\$12,385,638	\$27,152,370	752	\$14,437,000	\$1,015,000	\$1,994,000
FL	Alachua County	County	256,380	\$36,563,147	\$67,892,593	\$104,455,740	2,847	\$60,433,000	\$3,987,000	\$5,124,000
FL	City of Orlando	City	262,372	\$123,648,175	\$65,576,512	\$189,224,687	6,907	\$162,458,000	\$6,907,000	\$8,703,000
FL	Loch Haven Cultural Park	Cultural District	262,372	\$29,253,216	\$30,590,137	\$59,843,353	2,185	\$48,518,000	\$2,413,000	\$3,005,000
FL	Leon County	County	283,988	\$100,454,010	\$101,416,276	\$201,870,286	7,161	\$125,694,000	\$10,926,000	\$15,646,000
FL	St. Lucie County	County	291,028	\$3,119,978	\$4,697,606	\$7,817,584	222	\$4,576,000	\$288,000	\$496,000
FL	Okeechobee County	County	310,211	\$1,922,406	\$1,731,658	\$3,654,064	113	\$2,501,000	\$88,000	\$235,000
FL	Escambia County	County	310,659	\$27,449,975	\$61,364,635	\$88,814,610	2,932	\$58,223,000	\$4,410,000	\$6,323,000
FL	Lake County	County	315,690	\$1,137,478	\$8,016,604	\$9,154,082	201	\$3,692,000	\$380,000	\$635,000
FL	Collier County	County	348,777	\$62,973,722	\$44,713,126	\$107,686,848	2,923	\$57,199,000	\$3,560,000	\$7,193,000

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



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							Full-Time Equivalent Jobs Supported	Resident Household Income Generated	Local Government Revenue Generated	State Government Revenue Generated
<b>NATIONAL ESTIMATES OF ECONOMIC IMPACT</b>							<b>4.6 Million</b>	<b>\$96.1 Billion</b>	<b>\$6.9 Billion</b>	<b>\$7.7 Billion</b>
FL	Manatee County	County	351,746	\$14,441,702	\$32,987,303	\$47,429,005	1,260	\$23,956,000	\$2,221,000	\$3,562,000
FL	City of Tampa	City	358,699	\$130,701,988	\$218,525,750	\$349,227,738	11,889	\$262,991,000	\$16,937,000	\$24,867,000
FL	Sarasota County	County	396,962	\$201,514,937	\$93,489,521	\$295,004,458	7,445	\$220,677,000	\$12,495,000	\$19,944,000
FL	City of Miami	City	630,332	\$187,578,468	\$262,596,886	\$750,175,354	21,198	\$685,600,000	\$31,350,000	\$48,697,000
FL	Seminole County	County	442,516	\$8,253,173	\$8,306,215	\$16,559,388	464	\$10,682,000	\$851,000	\$1,188,000
FL	Volusia County	County	507,531	\$13,720,631	\$35,015,240	\$48,735,871	1,472	\$32,370,000	\$2,980,000	\$4,016,000
FL	Brevard County	County	556,885	\$7,119,716	\$3,505,227	\$10,624,943	415	\$7,711,000	\$439,000	\$734,000
FL	Treasure Coast Region	Multi-County Region	589,175	\$33,405,733	\$26,438,393	\$59,844,126	1,625	\$31,674,000	\$2,430,000	\$4,383,000
FL	Polk County	County	634,638	\$15,790,432	\$30,799,415	\$46,589,847	1,469	\$32,345,000	\$2,569,000	\$3,703,000
FL	Lee County	County	679,513	\$33,976,684	\$106,117,364	\$140,096,048	3,875	\$89,250,000	\$7,565,000	\$11,238,000
FL	Greater Sarasota/Bradenton Area	Multi-County Region	748,708	\$215,956,639	\$126,476,824	\$342,453,463	8,705	\$244,633,000	\$14,716,000	\$23,506,000
FL	Pinellas County	County	938,098	\$100,195,060	\$140,781,982	\$240,977,042	7,211	\$155,244,000	\$11,621,000	\$18,130,000
FL	Orange County	County	1,253,001	\$154,347,536	\$110,252,239	\$264,599,775	9,630	\$218,241,000	\$9,853,000	\$12,263,000
FL	Hillsborough County	County	1,316,298	\$175,225,260	\$257,987,784	\$433,212,984	14,962	\$229,133,000	\$20,950,000	\$30,964,000
FL	Palm Beach County	County	1,397,710	\$184,292,190	\$160,992,666	\$345,284,856	8,237	\$188,770,000	\$15,787,000	\$17,977,000
FL	Broward County	County	1,869,235	\$148,488,007	\$265,744,813	\$414,232,820	11,078	\$268,867,000	\$20,107,000	\$19,951,000
FL	Greater Tampa/St. Petersburg Area	Multi-County Region	2,254,396	\$275,420,320	\$398,769,706	\$674,190,026	22,173	\$484,377,000	\$32,571,000	\$49,094,000
FL	Miami-Dade County	County	2,662,874	\$851,913,996	\$578,598,817	\$1,430,512,813	40,944	\$1,305,508,000	\$60,648,000	\$96,213,000
FL	Central Florida Region	Multi-County Region	4,020,472	\$202,291,372	\$197,696,598	\$399,917,970	13,764	\$307,542,000	\$17,160,000	\$22,774,000
FL	State of Florida	State	19,893,997	\$2,285,671,265	\$2,390,536,073	\$4,676,207,338	133,265	\$3,348,159,000	\$201,165,000	\$291,176,000
GA	Columbia County	County	139,257	\$43,211	\$44,626	\$87,837	2	\$33,000	\$4,000	\$3,000
GA	City of Savannah	City	144,352	\$34,799,185	\$101,140,651	\$135,939,836	4,548	\$86,377,000	\$9,373,000	\$5,338,000
GA	Macon-Bibb County	County	153,691	\$49,139,734	\$38,937,787	\$88,077,521	3,222	\$66,058,000	\$3,675,000	\$3,091,000
GA	Richmond County	County	201,368	\$37,811,438	\$19,941,434	\$57,752,872	2,403	\$40,466,000	\$2,657,000	\$1,986,000
GA	Greater Augusta Area	Multi-County Region	340,625	\$37,854,649	\$19,986,060	\$57,840,709	2,405	\$40,501,000	\$2,661,000	\$1,989,000
GA	City of Atlanta	City	456,002	\$371,899,510	\$232,656,425	\$604,555,935	19,392	\$478,089,000	\$27,322,000	\$27,118,000
GA	Fulton County	County	996,319	\$382,742,711	\$236,652,626	\$618,975,337	19,842	\$490,550,000	\$27,881,000	\$27,670,000
GA	Metro Atlanta	Multi-County Region	4,375,973	\$434,779,646	\$285,041,141	\$719,820,787	23,514	\$565,754,000	\$32,929,000	\$31,579,000
GA	Greater Atlanta Region	Multi-County Region	5,647,894	\$442,368,282	\$288,193,599	\$730,561,881	23,943	\$574,219,000	\$33,475,000	\$32,014,000

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

# The 341 Participating Arts & Economic Prosperity 5 Study Regions

State	Name of Study Region	Type of Region	2015 Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Estimated Spending by Cultural Audiences	Total Spending by the Nonprofit Arts and Culture INDUSTRY	Full-Time Equivalent Jobs Supported	Resident Household Income Generated	Local Government Revenue Generated	State Government Revenue Generated
NATIONAL ESTIMATES OF ECONOMIC IMPACT										
\$63.8 Billion										
\$102.5 Billion										
\$166.3 Billion										
4.6 Million										
\$96.1 Billion										
\$6.9 Billion										
\$7.7 Billion										
HI	State of Hawaii	State	1,419,561	\$125,921,352	\$79,772,005	\$205,643,357	5,968	\$154,068,000	\$4,039,000	\$19,163,000
IA	Greater Des Moines Region	Multi-County Region	611,549	\$71,922,902	\$113,115,609	\$185,038,511	5,677	\$124,804,000	\$7,460,000	\$9,308,000
ID	Wood River Valley	Multi-City Region	15,094	\$15,469,150	\$13,849,987	\$29,319,137	891	\$15,594,000	\$705,000	\$1,350,000
IL	City of Chicago	City	2,722,380	\$1,374,865,815	\$1,856,870,238	\$3,231,736,052	86,248	\$1,096,350,000	\$102,015,000	\$154,469,000
IL	State of Illinois	State	12,880,580	\$1,780,626,339	\$2,253,017,062	\$4,033,643,401	111,068	\$2,998,841,000	\$247,032,000	\$231,495,000
IN	City of Noblesville	City	57,584	\$475,139	\$1,701,673	\$2,176,812	53	\$1,018,000	\$66,000	\$121,000
IN	City of Fishers	City	86,325	\$23,094,545	\$11,406,796	\$34,501,341	1,175	\$20,696,000	\$1,260,000	\$2,139,000
IN	City of Carmel	City	86,682	\$12,559,425	\$6,951,895	\$19,511,320	653	\$11,557,000	\$706,000	\$1,202,000
IN	Hamilton County	County	302,623	\$36,204,739	\$21,902,882	\$58,107,621	1,921	\$34,068,000	\$2,087,000	\$3,562,000
IN	City of Indianapolis	City	848,788	\$227,293,491	\$213,236,618	\$440,530,109	14,729	\$361,653,000	\$17,826,000	\$29,907,000
KS	Douglas County	County	116,585	\$15,670,891	\$15,090,256	\$30,761,147	1,061	\$19,290,000	\$1,255,000	\$1,537,000
KS	City of Wichita	City	388,413	\$43,936,656	\$50,788,472	\$94,725,128	2,841	\$70,925,000	\$4,985,000	\$4,526,000
KS	Johnson County	County	574,272	\$12,335,839	\$10,438,987	\$22,774,826	875	\$14,761,000	\$874,000	\$1,161,000
KY	City of Paducah	City	24,978	\$18,055,851	\$9,391,310	\$27,447,161	991	\$16,512,000	\$608,000	\$1,135,000
KY	Lexington-Fayette Urban County	County	310,797	\$16,129,322	\$15,984,825	\$32,114,147	1,185	\$29,247,000	\$840,000	\$2,357,000
KY	City of Louisville	City	612,780	\$224,560,560	\$237,946,184	\$462,506,744	17,529	\$553,818,000	\$10,786,000	\$32,088,000
LA	City of Lafayette	City	126,066	\$6,356,368	\$10,620,627	\$16,976,995	580	\$11,975,000	\$724,000	\$749,000
MA	Town of Medfield	City	12,024	\$2,748,727	\$382,700	\$3,131,427	125	\$2,087,000	\$113,000	\$11,000
MA	City of Cambridge	City	109,694	\$119,802,629	\$55,007,895	\$174,810,524	6,129	\$98,251,000	\$7,038,000	\$6,595,000
MA	City of Lowell	City	109,945	\$8,688,661	\$3,605,666	\$12,294,327	500	\$8,002,000	\$478,000	\$469,000
MA	City of Springfield	City	153,991	\$36,109,244	\$13,876,246	\$49,985,490	1,857	\$34,734,000	\$2,251,000	\$2,201,000
MA	City of Worcester	City	183,016	\$64,504,636	\$61,185,858	\$125,690,494	4,062	\$72,793,000	\$4,434,000	\$5,467,000
MA	City of Boston	City	655,884	\$763,888,012	\$590,249,049	\$1,354,137,061	46,889	\$908,937,000	\$34,909,000	\$52,418,000
MA	State of Massachusetts	State	6,745,408	\$1,386,703,275	\$879,596,273	\$2,266,299,548	73,288	\$1,435,631,000	\$62,997,000	\$96,187,000
MD	City of Baltimore	City	622,793	\$326,333,152	\$279,675,260	\$606,008,412	15,052	\$392,817,000	\$27,740,000	\$26,734,000
MD	Prince George's County	County	904,430	\$23,782,748	\$34,910,511	\$58,693,259	1,160	\$31,096,000	\$2,353,000	\$2,722,000
MD	Montgomery County	County	1,030,447	\$105,104,756	\$78,111,500	\$183,216,256	3,807	\$84,248,000	\$7,052,000	\$7,937,000
MD	State of Maryland	State	5,976,407	\$511,399,372	\$450,172,892	\$961,572,264	25,248	\$643,499,000	\$41,770,000	\$45,596,000
ME	High Peaks Region	Multi-City Region	4,592	\$733,718	\$1,021,519	\$1,755,237	46	\$850,000	\$71,000	\$80,000

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

# The 341 Participating Arts & Economic Prosperity 5 Study Regions

State	Name of Study Region	Type of Region	2015 Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Estimated Spending by Cultural Audiences	Total Spending by the Nonprofit Arts and Culture INDUSTRY	Full-Time Equivalent Jobs Supported	Resident Household Income Generated	Local Government Revenue Generated	State Government Revenue Generated
<b>NATIONAL ESTIMATES OF ECONOMIC IMPACT</b>										
				\$63.8 Billion	\$102.5 Billion	\$166.3 Billion	4.6 Million	\$96.1 Billion	\$6.9 Billion	\$7.7 Billion
ME	City of Waterville	City	16,182	\$4,449,410	\$1,843,453	\$6,292,863	259	\$3,931,000	\$317,000	\$290,000
ME	City of Bangor	City	32,568	\$3,437,656	\$6,577,435	\$10,015,091	312	\$6,193,000	\$561,000	\$496,000
ME	Greater Belfast Area	County	39,051	\$2,683,737	\$5,124,419	\$7,808,156	155	\$3,190,000	\$348,000	\$372,000
ME	City of Portland	City	66,666	\$46,572,402	\$29,028,265	\$75,600,667	2,372	\$37,335,000	\$3,213,000	\$4,070,000
ME	State of Maine	State	1,330,089	\$92,577,604	\$57,967,891	\$150,545,495	4,190	\$93,219,000	\$5,647,000	\$6,651,000
MI	Greater Ann Arbor Area	Multi-County Region	993,331	\$49,916,641	\$50,031,630	\$99,948,271	2,574	\$66,475,000	\$2,786,000	\$9,996,000
MN	City of Pine City	City	3,076	\$425,217	\$561,510	\$986,727	18	\$462,000	\$15,000	\$78,000
MN	Cook County	County	5,233	\$2,575,814	\$2,027,212	\$4,603,026	127	\$2,941,000	\$94,000	\$368,000
MN	City of Virginia	City	8,649	\$115,568	\$64,430	\$179,998	5	\$117,000	\$4,000	\$15,000
MN	City of Grand Rapids	City	11,097	\$2,833,920	\$2,246,065	\$5,079,985	139	\$3,244,000	\$103,000	\$407,000
MN	City of Fergus Falls	City	13,304	\$2,272,954	\$682,635	\$2,955,589	86	\$1,850,000	\$49,000	\$222,000
MN	City of Red Wing	City	16,470	\$1,724,398	\$504,243	\$2,228,641	66	\$1,383,000	\$36,000	\$189,000
MN	City of Northfield	City	20,356	\$1,297,441	\$874,552	\$2,171,993	59	\$1,267,000	\$35,000	\$184,000
MN	Millie Lees County	County	25,884	\$575,555	\$270,407	\$845,962	17	\$435,000	\$14,000	\$67,000
MN	City of Winona	City	27,384	\$3,269,837	\$1,459,202	\$4,729,039	135	\$2,853,000	\$76,000	\$402,000
MN	City of St. Louis Park	City	47,502	\$758,069	\$759,072	\$1,517,141	40	\$1,030,000	\$36,000	\$128,000
MN	Chisago County	County	54,025	\$655,430	\$2,200,334	\$2,855,764	46	\$1,125,000	\$43,000	\$229,000
MN	City of St. Cloud	City	66,389	\$5,345,355	\$7,088,986	\$12,434,341	338	\$7,750,000	\$250,000	\$1,043,000
MN	North Central Minnesota Region	Multi-County Region	84,627	\$1,630,565	\$1,435,387	\$3,065,952	62	\$1,554,000	\$49,000	\$263,000
MN	Northwest Minnesota Region	Multi-County Region	85,823	\$616,142	\$477,641	\$1,093,783	23	\$555,000	\$18,000	\$88,000
MN	City of Duluth	City	86,238	\$14,291,391	\$21,734,978	\$36,026,369	922	\$21,905,000	\$779,000	\$2,968,000
MN	Brainerd Leica Region (Minnesota)	Multi-County Region	162,821	\$2,753,533	\$885,007	\$3,638,540	95	\$2,282,000	\$62,000	\$290,000
MN	East Central Minnesota Region	Multi-County Region	164,898	\$3,802,469	\$5,924,425	\$9,726,894	172	\$4,248,000	\$150,000	\$775,000
MN	Lake Region (Minnesota)	Multi-County Region	224,076	\$6,485,666	\$3,338,821	\$9,824,487	273	\$5,952,000	\$161,000	\$746,000
MN	South Central Minnesota Region	Multi-County Region	231,622	\$6,433,650	\$7,166,691	\$13,600,341	348	\$7,729,000	\$265,000	\$1,058,000
MN	Southwest Minnesota Region	Multi-County Region	278,421	\$4,868,274	\$2,416,051	\$7,284,325	208	\$4,556,000	\$130,000	\$570,000
MN	City of St. Paul	City	297,640	\$281,609,958	\$195,262,963	\$476,872,921	13,406	\$355,781,000	\$10,784,000	\$40,249,000
MN	Arrowhead Region (Minnesota)	Multi-County Region	326,489	\$19,637,859	\$20,102,830	\$39,740,689	1,063	\$24,897,000	\$827,000	\$3,219,000
MN	Maple Grove and the Northwest Suburbs	Multi-City Region	332,654	\$1,487,198	\$2,534,610	\$4,021,808	99	\$2,584,000	\$103,000	\$339,000

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

# The 341 Participating Arts & Economic Prosperity 5 Study Regions

State	Name of Study Region	Type of Region	2015 Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Estimated Spending by Cultural Audiences	Total Spending by the Nonprofit Arts and Culture INDUSTRY	TOTAL ECONOMIC IMPACT			
							Full-Time Equivalent Jobs Supported	Resident Household Income Generated	Local Government Revenue Generated	State Government Revenue Generated
<b>NATIONAL ESTIMATES OF ECONOMIC IMPACT</b>										
				\$63.8 Billion	\$102.5 Billion	\$166.3 Billion	4.6 Million	\$96.1 Billion	\$6.9 Billion	\$7.7 Billion
MN	City of Minneapolis	City	407,207	\$123,394,524	\$217,285,057	\$540,679,591	15,264	\$381,858,000	\$12,170,000	\$45,654,000
MN	Central Minnesota Region	Multi-County Region	409,934	\$8,800,646	\$7,633,741	\$16,434,387	468	\$10,531,000	\$321,000	\$1,379,000
MN	Southeast Minnesota Region	Multi-County Region	500,137	\$16,690,210	\$8,885,650	\$25,575,860	716	\$15,757,000	\$412,000	\$2,171,000
MN	Seven-County Metro Area (Minnesota)	Multi-County Region	2,952,032	\$624,272,630	\$142,492,585	\$1,066,866,224	20,953	\$749,620,000	\$94,208,000	\$90,046,000
MN	State of Minnesota	State	5,489,594	\$696,091,653	\$500,759,829	\$1,196,851,482	33,381	\$827,691,000	\$26,603,000	\$100,605,000
MO	City of Hazelbe	City	17,893	\$1,399,947	\$3,692,452	\$5,092,399	126	\$2,430,000	\$323,000	\$183,000
MO	City of Joplin	City	51,316	\$1,792,636	\$3,558,721	\$5,351,357	191	\$3,432,000	\$251,000	\$201,000
MO	Buchanan County	County	89,466	\$10,079,729	\$10,978,269	\$21,057,998	869	\$17,207,000	\$875,000	\$843,000
MO	City of Columbia	City	116,906	\$9,152,344	\$5,561,719	\$14,714,063	659	\$10,766,000	\$679,000	\$605,000
MO	City of Springfield	City	165,378	\$9,778,504	\$17,087,113	\$26,865,617	1,065	\$20,543,000	\$1,265,000	\$1,042,000
MO	City of Kansas City	City	470,800	\$161,706,593	\$82,505,241	\$244,211,834	7,515	\$220,798,000	\$7,918,000	\$10,856,000
MO	Greater St. Louis Area	Multi-County Region	1,319,295	\$363,745,576	\$227,188,613	\$590,934,189	19,129	\$476,226,000	\$28,586,000	\$29,110,000
MO	Grand Center Arts & Entertainment District	Cultural District	1,319,295	\$77,174,797	\$29,240,126	\$106,414,923	3,441	\$89,009,000	\$4,712,000	\$5,112,000
MO	Greater Kansas City Metropolitan Area	Multi-County Region	1,747,569	\$179,536,915	\$96,561,206	\$276,098,121	8,970	\$253,654,000	\$10,097,000	\$14,473,000
MO	State of Missouri	State	6,063,589	\$602,903,738	\$436,105,742	\$1,039,009,480	31,925	\$805,621,000	\$42,612,000	\$46,998,000
MS	Lafayette County	County	52,930	\$2,655,457	\$8,337,600	\$10,993,057	336	\$5,765,000	\$287,000	\$799,000
MT	City of Missoula	City	69,821	\$20,392,313	\$35,643,180	\$54,035,493	1,913	\$39,184,000	\$2,361,000	\$2,005,000
NC	Town of Hillsborough	City	6,388	\$1,594,300	\$3,982,167	\$5,576,467	185	\$3,798,000	\$296,000	\$327,000
NC	Town of Carrboro	City	20,984	\$3,660,757	\$4,070,927	\$7,731,684	274	\$5,670,000	\$370,000	\$459,000
NC	Dare County	County	35,104	\$13,790,194	\$41,040,752	\$54,830,946	1,307	\$24,927,000	\$1,881,000	\$1,898,000
NC	Yadkin County	County	37,792	\$809,737	\$70,670	\$880,407	28	\$461,000	\$26,000	\$35,000
NC	Toe River Valley	Multi-County Region	50,698	\$11,706,879	\$5,401,784	\$17,108,663	412	\$8,047,000	\$524,000	\$738,000
NC	Lenoir County	County	58,485	\$952,880	\$12,666,803	\$13,599,683	369	\$8,912,000	\$941,000	\$713,000
NC	Town of Chapel Hill	City	59,376	\$88,407,897	\$28,613,313	\$117,021,210	4,542	\$95,683,000	\$4,712,000	\$6,365,000
NC	Albemarle Region	Multi-County Region	61,685	\$2,724,828	\$4,231,853	\$6,956,681	209	\$3,754,000	\$236,000	\$301,000
NC	City of Asheville	City	87,882	\$19,541,466	\$39,114,604	\$58,656,070	1,894	\$42,728,000	\$3,047,000	\$3,288,000
NC	Moore County	County	93,077	\$6,876,979	\$6,389,283	\$13,266,262	311	\$6,888,000	\$407,000	\$505,000
NC	Cleveland County	County	97,076	\$2,287,739	\$3,367,458	\$5,655,197	138	\$2,814,000	\$223,000	\$245,000
NC	City of High Point	City	108,629	\$2,560,289	\$3,190,517	\$5,750,806	204	\$4,823,000	\$257,000	\$307,000

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

# The 341 Participating Arts & Economic Prosperity 5 Study Regions

State	Name of Study Region	Type of Region	2015 Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Estimated Spending by Cultural Audiences	Total Spending by the Nonprofit Arts and Culture INDUSTRY	TOTAL ECONOMIC IMPACT			
							Full-Time Equivalent Jobs Supported	Resident Household Income Generated	Local Government Revenue Generated	State Government Revenue Generated
<b>NATIONAL ESTIMATES OF ECONOMIC IMPACT</b>										
				\$83.8 Billion	\$102.5 Billion	\$166.3 Billion	4.6 Million	\$96.1 Billion	\$6.9 Billion	\$7.7 Billion
NC	Wayne County	County	124,456	\$1,570,039	\$3,260,763	\$4,830,802	152	\$3,209,000	\$239,000	\$236,000
NC	Robeson County	County	134,760	\$2,914,420	\$1,037,548	\$3,951,968	124	\$2,229,000	\$128,000	\$135,000
NC	Orange County	County	140,430	\$93,643,475	\$36,666,872	\$130,310,347	5,001	\$105,151,000	\$5,378,000	\$7,131,000
NC	Catawba County	County	154,574	\$13,569,224	\$36,671,219	\$50,240,443	1,442	\$29,993,000	\$1,941,000	\$2,283,000
NC	Town of Cary	City	155,227	\$6,153,643	\$10,826,761	\$16,980,404	628	\$13,733,000	\$924,000	\$977,000
NC	Alamance County	County	155,792	\$3,877,725	\$4,937,353	\$8,815,078	299	\$5,233,000	\$304,000	\$405,000
NC	Pitt County	County	175,354	\$12,689,847	\$5,422,000	\$18,111,847	882	\$17,525,000	\$751,000	\$807,000
NC	Center City Charlotte	Cultural District	175,422	\$124,091,617	\$92,406,680	\$216,498,297	6,830	\$166,089,000	\$8,713,000	\$10,566,000
NC	Cabarrus County	County	192,103	\$2,265,571	\$4,677,402	\$6,942,973	209	\$4,333,000	\$293,000	\$302,000
NC	New Hanover County	County	216,298	\$14,841,737	\$40,963,688	\$55,805,425	2,076	\$44,122,000	\$2,933,000	\$2,709,000
NC	Buncombe County	County	250,539	\$26,363,882	\$42,520,698	\$68,884,580	2,233	\$51,258,000	\$3,472,000	\$3,811,000
NC	Durham County	County	294,460	\$104,619,126	\$49,550,897	\$154,170,023	5,722	\$132,528,000	\$6,960,000	\$6,397,000
NC	Cumberland County	County	326,328	\$29,655,943	\$29,520,110	\$59,176,053	1,867	\$38,161,000	\$2,924,000	\$3,149,000
NC	Northeast Commission	Multi-County Region	363,945	\$22,642,818	\$53,311,686	\$75,954,504	1,916	\$36,187,000	\$2,617,000	\$2,791,000
NC	Forsyth County	County	365,298	\$104,706,797	\$2,083,038	\$106,789,835	5,559	\$129,468,000	\$6,052,000	\$8,710,000
NC	City of Raleigh	City	439,896	\$167,668,956	\$363,988,155	\$531,657,111	18,894	\$356,720,000	\$25,817,000	\$27,648,000
NC	Gulford County	County	512,119	\$67,062,726	\$95,171,857	\$162,234,593	5,963	\$112,060,000	\$7,299,000	\$8,293,000
NC	Wake County	County	998,691	\$179,146,269	\$378,008,208	\$557,154,477	19,873	\$377,750,000	\$27,110,000	\$29,095,000
NC	Mecklenburg County	County	1,012,539	\$137,737,853	\$104,985,768	\$242,723,621	7,652	\$185,664,000	\$9,804,000	\$11,844,000
NC	Eastern Region	Multi-County Region	1,069,424	\$23,730,102	\$56,999,129	\$84,729,231	2,857	\$58,982,000	\$3,926,000	\$4,349,000
NC	Advantage West Region	Multi-County Region	1,131,482	\$75,230,591	\$164,631,483	\$239,862,074	7,064	\$149,553,000	\$11,539,000	\$12,901,000
NC	Southeast Commission	Multi-County Region	1,151,993	\$50,352,984	\$77,078,611	\$127,431,595	4,347	\$90,030,000	\$6,336,000	\$6,441,000
NC	Piedmont Triad Partnership	Multi-County Region	1,679,041	\$207,772,417	\$185,161,256	\$392,933,673	14,234	\$329,819,000	\$16,467,000	\$20,770,000
NC	Research Triangle Regional Partnership	Multi-County Region	2,170,933	\$387,905,496	\$475,338,356	\$863,243,852	31,219	\$628,044,000	\$40,218,000	\$43,560,000
NC	Charlotte Regional Partnership	Multi-County Region	2,389,165	\$165,862,764	\$166,522,445	\$332,385,209	10,340	\$242,047,000	\$13,441,000	\$16,057,000
NC	Greater Charlotte Region	Multi-County Region	2,801,806	\$179,142,409	\$180,278,450	\$359,420,859	11,186	\$259,104,000	\$14,266,000	\$17,246,000
NC	State of North Carolina	State	9,943,964	\$937,497,172	\$1,179,042,966	\$2,116,540,138	71,977	\$1,497,662,000	\$94,544,000	\$106,909,000
ND	City of Jamestown	City	15,446	\$1,055,380	\$5,806,005	\$6,861,385	193	\$3,653,000	\$377,000	\$376,000
ND	City of Grand Forks	City	56,057	\$2,781,581	\$3,159,035	\$5,940,616	180	\$3,849,000	\$187,000	\$205,000

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

# The 341 Participating Arts & Economic Prosperity 5 Study Regions

State	Name of Study Region	Type of Region	2015 Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Estimated Spending by Cultural Audiences	Total Spending by the Nonprofit Arts and Culture INDUSTRY	TOTAL ECONOMIC IMPACT			
							Full-Time Equivalent Jobs Supported	Resident Household Income Generated	Local Government Revenue Generated	State Government Revenue Generated
NATIONAL ESTIMATES OF ECONOMIC IMPACT							4.6 Million	\$96.1 Billion	\$6.9 Billion	\$7.7 Billion
ND	Bismarck-Mandan Region	Multi-City Region	89,716	\$22,135,263	\$19,075,541	\$41,210,804	1,559	\$27,543,000	\$1,209,000	\$2,312,000
ND	Greater Minot Region	Multi-County Region	97,319	\$8,739,861	\$4,770,610	\$13,510,471	303	\$6,081,000	\$465,000	\$696,000
ND	Greater Fargo-Moorhead Area	Multi-City Region	194,125	\$17,509,395	\$24,056,460	\$41,565,855	1,533	\$29,968,000	\$1,273,000	\$2,332,000
ND	State of North Dakota	State	739,482	\$56,458,510	\$52,650,524	\$110,118,073	3,861	\$79,064,000	\$3,525,000	\$6,053,000
NE	City of Lincoln	City	272,996	\$50,665,562	\$48,329,810	\$98,995,372	2,976	\$74,020,000	\$4,743,000	\$5,086,000
NH	City of Rochester	City	29,991	\$4,353,943	\$7,902,214	\$12,256,157	405	\$8,080,000	\$444,000	\$604,000
NH	Greater Portsmouth Area	Multi-City Region	36,386	\$21,456,627	\$36,585,032	\$58,041,659	1,825	\$38,408,000	\$3,707,000	\$3,061,000
NH	Greater Concord Area	Multi-City Region	84,300	\$17,833,550	\$13,351,816	\$31,185,366	962	\$22,438,000	\$1,422,000	\$1,332,000
NH	Monsieunk Region	Multi-City Region	88,700	\$13,271,384	\$5,280,101	\$18,551,485	659	\$12,724,000	\$963,000	\$941,000
NJ	Cape May County	County	95,344	\$4,544,984	\$15,021,250	\$19,566,234	430	\$8,344,000	\$1,216,000	\$1,055,000
NJ	Cumberland County	County	157,389	\$9,546,724	\$7,196,474	\$16,743,198	576	\$9,272,000	\$884,000	\$839,000
NJ	City of Newark	City	280,579	\$109,365,244	\$68,963,054	\$178,328,298	4,963	\$133,752,000	\$7,208,000	\$8,360,000
NJ	Mercer County	County	371,537	\$22,095,147	\$18,713,948	\$40,809,095	1,367	\$24,778,000	\$2,144,000	\$1,936,000
NJ	Morris County	County	499,727	\$15,784,179	\$16,028,988	\$31,813,167	982	\$17,218,000	\$1,404,000	\$1,781,000
NJ	State of New Jersey	State	8,938,175	\$296,140,348	\$223,674,136	\$519,814,484	14,342	\$340,048,000	\$17,305,000	\$23,659,000
NM	City of Las Cruces	City	101,408	\$8,508,432	\$10,596,813	\$19,105,245	426	\$10,560,000	\$700,000	\$1,276,000
NM	Doña Ana County	County	213,676	\$12,920,210	\$20,191,146	\$33,111,356	743	\$18,032,000	\$1,241,000	\$2,199,000
NV	City of Reno	City	236,995	\$50,139,403	\$38,895,672	\$89,035,075	2,658	\$52,815,000	\$2,645,000	\$5,323,000
NV	State of Nevada	State	2,839,099	\$227,298,372	\$244,426,892	\$471,725,264	10,494	\$250,658,000	\$12,001,000	\$24,827,000
NY	Westchester County	County	972,634	\$106,569,709	\$65,689,723	\$172,259,432	5,179	\$126,199,000	\$13,957,000	\$11,820,000
NY	Western New York	Multi-County Region	1,394,749	\$156,024,439	\$196,125,443	\$352,149,882	10,160	\$208,246,000	\$27,497,000	\$12,801,000
OH	Dayton Region	Multi-County Region	800,836	\$95,159,725	\$118,527,088	\$213,686,813	8,829	\$153,262,000	\$10,770,000	\$13,085,000
OH	Greater Columbus Area	County	1,231,393	\$222,477,493	\$189,782,016	\$412,259,509	14,980	\$373,393,000	\$20,321,000	\$26,453,000
OK	City of Tulsa	City	51,174	\$1,188,716	\$569,771	\$1,758,487	66	\$974,000	\$54,000	\$66,000
OK	City of Guthrie	City	11,096	\$1,611,582	\$2,331,481	\$3,943,163	79	\$1,565,000	\$153,000	\$185,000
OK	City of Ponca City	City	24,766	\$2,799,217	\$2,206,719	\$5,005,936	112	\$2,317,000	\$158,000	\$147,000
OK	City of Norman	City	118,040	\$11,552,877	\$44,621,918	\$56,174,795	1,544	\$29,213,000	\$1,856,000	\$2,983,000
OK	Greater Tulsa Region	Multi-County Region	1,180,284	\$91,182,165	\$137,689,013	\$228,871,178	7,876	\$156,636,000	\$9,441,000	\$12,309,000
OK	Greater Oklahoma City Region	Multi-County Region	1,504,374	\$220,484,100	\$382,263,042	\$602,747,142	20,571	\$417,582,000	\$28,183,000	\$33,536,000

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

# The 341 Participating Arts & Economic Prosperity 5 Study Regions

State	Name of Study Region	Type of Region	2015 Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Estimated Spending by Cultural Audiences	Total Spending by the Nonprofit Arts and Culture INDUSTRY	TOTAL ECONOMIC IMPACT			
							Full-Time Equivalent Jobs Supported	Resident Household Income Generated	Local Government Revenue Generated	State Government Revenue Generated
<b>NATIONAL ESTIMATES OF ECONOMIC IMPACT</b>							<b>4.6 Million</b>	<b>\$96.1 Billion</b>	<b>\$6.9 Billion</b>	<b>\$7.7 Billion</b>
OK	State of Oklahoma	State	3,878,051	\$31,249,786	\$541,580,845	\$872,830,632	29,165	\$588,207,000	\$38,107,000	\$46,397,000
OR	Southern Oregon Area	Multi-City Region	29,854	\$37,531,117	\$63,078,564	\$100,609,681	3,365	\$65,420,000	\$6,968,000	\$1,755,000
OR	Clatsop County	County	37,474	\$2,874,045	\$10,849,913	\$13,723,958	359	\$6,738,000	\$702,000	\$560,000
OR	Tillamook County	County	16,106	\$1,896,830	\$8,828,455	\$10,423,905	272	\$5,056,000	\$529,000	\$13,000
OR	Northeast Oregon Region	Multi-County Region	48,570	\$652,008	\$556,935	\$1,208,943	39	\$657,000	\$38,000	\$34,000
OR	City of Corvallis	City	57,390	\$27,545,447	\$44,324,930	\$71,870,377	1,968	\$32,804,000	\$2,024,000	\$2,744,000
OR	Yamhill County	County	101,728	\$20,664,640	\$24,305,837	\$44,970,477	1,150	\$20,635,000	\$1,418,000	\$1,469,000
OR	City of Eugene	City	160,561	\$40,780,515	\$21,423,287	\$62,203,802	2,401	\$45,714,000	\$2,366,000	\$1,567,000
OR	Central Oregon Region	Multi-City Region	192,580	\$9,958,558	\$24,706,823	\$34,665,381	968	\$18,522,000	\$1,482,000	\$939,000
OR	Clackamas County	County	394,972	\$5,821,109	\$9,016,568	\$14,837,677	417	\$8,027,000	\$491,000	\$708,000
OR	Washington County	County	562,998	\$13,813,264	\$7,272,749	\$21,086,013	942	\$14,947,000	\$765,000	\$795,000
OR	Greater Portland Area	Multi-County Region	1,734,682	\$214,420,434	\$115,982,321	\$330,402,755	11,205	\$268,293,000	\$13,663,000	\$13,979,000
OR	State of Oregon	State	3,970,239	\$364,065,287	\$322,956,808	\$687,022,095	22,299	\$469,461,000	\$29,319,000	\$23,636,000
PA	Southwestern Pennsylvania Area	Multi-City Region	34,208	\$13,154,583	\$27,580,415	\$40,794,998	1,160	\$24,419,000	\$1,084,000	\$2,212,000
PA	Erie County	County	278,443	\$19,091,150	\$23,147,814	\$42,238,964	1,456	\$29,795,000	\$1,601,000	\$2,386,000
PA	Berks County	County	413,691	\$10,805,527	\$8,140,047	\$18,945,574	625	\$11,551,000	\$785,000	\$1,095,000
PA	Greater Harrisburg Area	Multi-County Region	560,849	\$12,684,667	\$7,409,784	\$20,094,451	763	\$16,347,000	\$705,000	\$1,292,000
PA	Lehigh Valley Region	Multi-County Region	722,918	\$83,164,601	\$103,220,986	\$186,385,587	6,908	\$140,215,000	\$7,095,000	\$11,710,000
PA	Allegheny County	County	1,231,255	\$549,874,646	\$509,510,265	\$1,059,384,911	32,211	\$640,526,000	\$47,724,000	\$67,397,000
PA	City and County of Philadelphia	County	1,560,297	\$848,922,523	\$765,177,606	\$1,614,100,129	37,390	\$930,418,000	\$81,093,000	\$75,979,000
PA	Greater Philadelphia Region	Multi-County Region	4,079,583	\$992,509,546	\$892,141,419	\$1,884,650,965	55,225	\$1,296,510,000	\$98,659,000	\$125,606,000
PA	State of Pennsylvania	State	12,787,209	\$1,753,309,722	\$1,634,835,604	\$3,388,145,356	100,114	\$2,205,857,000	\$178,522,000	\$223,594,000
RI	City of Providence	City	179,154	\$99,832,555	\$111,948,211	\$205,780,766	5,115	\$121,255,000	\$10,024,000	\$10,910,000
SC	City of Charleston	City	130,113	\$66,091,990	\$120,433,761	\$186,525,751	6,744	\$131,328,000	\$9,794,000	\$9,294,000
SC	York County	County	245,346	\$13,279,645	\$13,756,005	\$27,035,650	846	\$17,057,000	\$825,000	\$1,189,000
SC	Greater Spartanburg Area	County	293,542	\$21,371,683	\$10,670,113	\$32,041,796	1,130	\$22,372,000	\$1,110,000	\$1,549,000
SC	Greater Columbia Area	Multi-County Region	679,454	\$22,480,674	\$42,190,412	\$64,671,086	2,630	\$55,052,000	\$3,333,000	\$3,963,000
SD	City of Sioux Falls	City	168,586	\$20,112,501	\$84,438,598	\$104,551,099	3,535	\$70,356,000	\$3,350,000	\$5,188,000
SD	Black Hills Region	Multi-County Region	199,656	\$22,974,769	\$91,334,299	\$114,309,068	3,573	\$70,882,000	\$3,783,000	\$6,247,000

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

# The 341 Participating Arts & Economic Prosperity 5 Study Regions

State	Name of Study Region	Type of Region	2015 Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Estimated Spending by Cultural Audiences	Total Spending by the Nonprofit Arts and Culture INDUSTRY	TOTAL ECONOMIC IMPACT			
							Full-Time Equivalent Jobs Supported	Residential Household Income Generated	Local Government Revenue Generated	State Government Revenue Generated
<b>NATIONAL ESTIMATES OF ECONOMIC IMPACT</b>										
				\$63.8 Billion	\$102.5 Billion	\$166.3 Billion	4.6 Million	\$86.1 Billion	\$6.9 Billion	\$7.7 Billion
TN	Greater Sioux Falls Area	Multi-County Region	248,351	\$20,601,653	\$84,845,941	\$105,447,594	3,567	\$71,135,000	\$3,380,000	\$5,232,000
TN	Grundy County	County	13,425	\$110,283	\$916,143	\$1,026,426	16	\$284,000	\$44,000	\$61,000
TN	City of Tallahoma	City	18,899	\$610,715	\$457,871	\$1,068,586	32	\$561,000	\$31,000	\$54,000
TN	Macon County	County	23,003	\$104,098	\$66,492	\$170,681	3	\$75,000	\$5,000	\$10,000
TN	Hickman County	County	24,384	\$1,152,455	\$628,056	\$1,780,511	39	\$1,107,000	\$50,000	\$103,000
TN	McNairy County	County	26,267	\$22,544	\$288,940	\$311,484	5	\$87,000	\$14,000	\$14,000
TN	Henry County	County	32,204	\$183,974	\$541,722	\$725,696	18	\$355,000	\$29,000	\$47,000
TN	Weakley County	County	34,373	\$211,563	\$1,174,650	\$1,386,213	37	\$686,000	\$65,000	\$97,000
TN	City of Columbia	City	36,071	\$1,297,724	\$6,362,126	\$7,659,850	213	\$3,657,000	\$317,000	\$493,000
TN	Campbell County	County	39,918	\$108,671	\$436,962	\$545,633	9	\$171,000	\$17,000	\$32,000
TN	Moore County	County	45,233	\$666,880	\$6,027,214	\$6,694,094	145	\$3,033,000	\$264,000	\$434,000
TN	Gibson County	County	49,472	\$1,003,653	\$7,117,024	\$8,120,677	151	\$3,403,000	\$212,000	\$402,000
TN	McMinn County	County	52,626	\$2,021,520	\$5,383,250	\$7,404,770	170	\$3,314,000	\$241,000	\$407,000
TN	Hawkins County	County	63,036	\$760,318	\$1,259,169	\$2,019,487	62	\$1,176,000	\$74,000	\$116,000
TN	City of Jackson	City	67,319	\$2,666,496	\$2,052,410	\$4,718,906	190	\$3,138,000	\$144,000	\$237,000
TN	Greene County	County	68,335	\$2,505,621	\$2,241,470	\$4,747,091	116	\$2,175,000	\$140,000	\$251,000
TN	Putnam County	County	74,165	\$2,038,202	\$365,463	\$2,403,665	79	\$1,691,000	\$68,000	\$125,000
TN	Sevier County	County	95,110	\$3,645,416	\$42,123,668	\$45,769,084	1,047	\$19,109,000	\$2,364,000	\$2,360,000
TN	Washington County	County	126,242	\$3,257,903	\$15,198,698	\$18,456,601	553	\$10,962,000	\$1,373,000	\$1,223,000
TN	Montgomery County	County	189,961	\$2,964,420	\$2,041,349	\$5,005,769	181	\$2,756,000	\$215,000	\$380,000
TN	Greater Kingsport Area	Multi-County Region	213,782	\$9,562,287	\$19,946,401	\$29,508,688	793	\$16,034,000	\$1,263,000	\$1,749,000
TN	Southwest Tennessee Development District	Multi-County Region	251,519	\$3,129,255	\$3,150,012	\$6,279,267	236	\$3,949,000	\$205,000	\$327,000
TN	Northwest Tennessee Development District	Multi-County Region	251,739	\$2,283,302	\$9,771,421	\$12,054,723	259	\$5,426,000	\$365,000	\$652,000
TN	Rutherford County	County	288,906	\$10,798,787	\$20,370,806	\$31,169,593	1,054	\$18,266,000	\$1,396,000	\$1,992,000
TN	Upper Cumberland Development District	Multi-County Region	343,430	\$6,334,696	\$4,778,035	\$11,112,731	327	\$6,312,000	\$456,000	\$678,000
TN	Hamilton County	County	351,220	\$64,768,855	\$107,710,825	\$173,479,680	6,345	\$144,945,000	\$7,284,000	\$12,582,000
TN	South Central Tennessee Development District	Multi-County Region	430,544	\$4,064,456	\$10,903,233	\$14,967,689	392	\$7,349,000	\$569,000	\$916,000
TN	First Tennessee Development District	Multi-County Region	507,724	\$15,384,812	\$38,063,182	\$53,447,994	1,481	\$29,564,000	\$2,821,000	\$3,277,000
TN	Southeast Tennessee Development District	Multi-County Region	638,360	\$67,352,590	\$116,017,033	\$183,369,583	6,607	\$150,096,000	\$7,688,000	\$13,233,000

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



# The 341 Participating Arts & Economic Prosperity 5 Study Regions

Name of Study Region	Type of Region	2015 Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Estimated Spending by Cultural Audiences	Total Spending by the Nonprofit Arts and Culture INDUSTRY	TOTAL ECONOMIC IMPACT			
						Full-Time Equivalent Jobs Supported	Resident Household Income Generated	Local Government Revenue Generated	State Government Revenue Generated
NATIONAL ESTIMATES OF ECONOMIC IMPACT						4.6 Million	\$96.1 Billion	\$6.9 Billion	\$7.7 Bill
Greater Knoxville Region	Multi-County Region	650,511	\$48,160,880	\$97,766,533	\$145,927,413	5,503	\$104,004,000	\$8,398,000	\$10,242,1
Nashville-Davidson County	County	668,347	\$178,780,284	\$250,560,557	\$429,340,841	14,277	\$309,406,000	\$19,642,000	\$31,470,1
Shelby County	County	938,803	\$118,196,607	\$79,131,575	\$197,328,182	6,138	\$160,806,000	\$8,332,000	\$14,044,1
Memphis Area Association of Governments	Multi-County Region	1,066,819	\$118,215,220	\$79,242,425	\$197,558,339	6,145	\$160,968,000	\$8,341,000	\$14,040,1
East Tennessee Development District	Multi-County Region	1,202,594	\$53,564,537	\$148,670,020	\$202,234,557	6,807	\$128,340,000	\$11,189,000	\$13,279,1
Greater Nashville Regional Council	Multi-County Region	1,856,623	\$200,353,380	\$287,705,334	\$488,058,714	16,228	\$345,770,000	\$22,329,000	\$35,566,1
State of Tennessee	State	6,549,352	\$470,782,916	\$698,300,695	\$1,169,083,611	38,482	\$837,774,000	\$53,943,000	\$81,988,1
City of Sugar Land	City	86,777	\$646,740	\$523,961	\$1,170,701	33	\$614,000	\$72,000	\$84,1
City of Lewisville	City	102,889	\$1,513,284	\$304,772	\$1,818,056	66	\$1,229,000	\$125,000	\$139,1
City of Richardson	City	108,617	\$12,143,635	\$6,452,425	\$28,596,060	694	\$14,840,000	\$831,000	\$1,095,1
City of Waco	City	130,194	\$31,391,910	\$32,298,881	\$63,690,791	2,184	\$42,720,000	\$3,782,000	\$3,617,1
City of Irving	City	232,406	\$24,192,919	\$1,260,973	\$25,453,892	1,031	\$20,911,000	\$1,151,000	\$1,407,1
City of El Paso	City	679,036	\$39,978,686	\$43,468,775	\$103,447,461	4,193	\$73,708,000	\$5,795,000	\$6,352,1
City of Fort Worth	City	812,238	\$255,976,253	\$194,654,565	\$450,630,818	14,480	\$337,917,000	\$26,552,000	\$29,403,1
Fort Worth Cultural District	Cultural District	812,238	\$150,010,452	\$114,739,000	\$264,749,452	8,504	\$198,470,000	\$15,599,000	\$17,279,1
City of Dallas	City	1,281,047	\$631,469,325	\$259,701,224	\$891,170,549	33,554	\$856,249,000	\$45,100,000	\$52,132,1
Dallas Arts District	Cultural District	1,281,047	\$282,234,392	\$113,567,787	\$395,802,179	14,932	\$380,988,000	\$19,996,000	\$23,142,1
City of San Antonio	City	1,436,697	\$143,127,136	\$280,305,439	\$423,432,575	15,193	\$367,271,000	\$23,606,000	\$31,693,1
Harris County	County	4,441,370	\$565,143,010	\$528,903,379	\$1,094,846,389	25,102	\$785,492,000	\$56,045,000	\$60,644,1
East End Cultural District	Cultural District	4,441,370	\$3,177,402	\$5,028,736	\$8,206,138	185	\$5,699,000	\$447,000	\$504,1
Houston Museum District Association	Cultural District	4,441,370	\$321,550,313	\$324,523,136	\$646,073,449	14,783	\$461,644,000	\$33,392,000	\$36,969,1
Midtown Cultural District	Cultural District	4,441,370	\$4,111,803	\$4,719,940	\$8,831,743	201	\$6,259,000	\$463,000	\$510,1
Washington Avenue Cultural District	Cultural District	4,441,370	\$2,520,607	\$2,196,630	\$4,717,237	109	\$3,402,000	\$240,000	\$258,1
Greater Houston Region	Multi-County Region	6,517,279	\$579,435,793	\$537,967,268	\$1,117,403,061	25,817	\$801,630,000	\$57,332,000	\$62,007,1
Dallas-Forth Worth-Arlington MSA	Multi-County Region	6,945,636	\$999,509,582	\$473,856,433	\$1,473,366,015	52,848	\$1,300,922,000	\$78,216,000	\$88,992,1
Iron County	County	47,269	\$13,330,445	\$62,797,842	\$76,128,287	1,955	\$34,261,000	\$3,451,000	\$3,371,1
City of Logan	City	48,997	\$17,572,786	\$13,753,037	\$31,325,823	1,104	\$17,351,000	\$1,453,000	\$1,241,1
Salt Lake City	City	190,884	\$112,442,764	\$194,120,153	\$306,562,917	10,479	\$215,686,000	\$13,080,000	\$14,857,1
City of Falls Church	City	13,601	\$6,749,150	\$19,029,073	\$25,778,223	626	\$8,156,000	\$1,066,000	\$1,804,1

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

# The 341 Participating Arts & Economic Prosperity 5 Study Regions

Name of Study Region	Type of Region	2015 Population	Estimated Spending by Nonprofit Arts and Cultural Organizations	Estimated Spending by Cultural Audiences	Total Spending by the Nonprofit Arts and Culture INDUSTRY	TOTAL ECONOMIC IMPACT			
						Full-Time Equivalent Jobs Supported	Resident Household Income Generated	Local Government Revenue Generated	State Government Revenue Generated
<b>NATIONAL ESTIMATES OF ECONOMIC IMPACT</b>									
			\$63.8 Billion	\$102.5 Billion	\$166.3 Billion	4.6 Million	\$36.1 Billion	\$6.9 Billion	\$7.7 Billion
City of Fairfax	City	24,483	\$2,639,540	\$1,052,653	\$3,692,193	106	\$2,175,000	\$145,000	\$137,000
City of Lynchburg	City	79,047	\$6,648,618	\$4,207,822	\$10,856,440	251	\$5,311,000	\$477,000	\$485,000
James River Arts & Cultural District	Cultural District	79,047	\$6,394,249	\$3,759,455	\$10,153,704	234	\$4,945,000	\$444,000	\$454,000
Greater Charlottesville Area	Multi-County Region	140,089	\$60,559,918	\$61,250,521	\$121,810,439	3,131	\$54,685,000	\$5,717,000	\$5,044,000
City of Alexandria	City	150,575	\$35,827,099	\$76,016,409	\$111,843,508	2,623	\$56,913,000	\$3,831,000	\$5,710,000
Arlington County	County	226,908	\$170,762,477	\$18,476,219	\$189,238,696	5,156	\$118,675,000	\$7,512,000	\$6,392,000
City of Virginia Beach	City	450,980	\$25,929,369	\$61,802,150	\$87,731,519	2,873	\$53,494,000	\$3,739,000	\$3,285,000
Richmond & Tri-Cities Region	Multi-County Region	1,046,822	\$211,680,585	\$148,391,431	\$360,072,116	10,702	\$204,206,000	\$14,655,000	\$16,976,000
Fairfax County	County	1,137,538	\$173,409,818	\$98,189,315	\$271,599,133	6,220	\$145,515,000	\$9,268,000	\$10,033,000
Greater Fairfax Area	Multi-County Region	1,175,622	\$182,798,508	\$118,271,041	\$301,069,549	6,952	\$155,846,000	\$10,479,000	\$11,974,000
Greater Burlington Area	Multi-City Region	110,972	\$59,120,540	\$36,038,913	\$95,159,453	3,671	\$60,485,000	\$2,475,000	\$6,616,000
State of Vermont	State	626,562	\$78,856,911	\$44,027,403	\$122,884,314	4,268	\$71,747,000	\$2,597,000	\$7,188,000
City of Tacoma	City	203,446	\$74,643,459	\$62,565,471	\$137,213,930	3,656	\$86,035,000	\$5,979,000	\$7,977,000
Dorset County	County	27,766	\$9,730,760	\$14,967,671	\$24,698,431	632	\$12,247,000	\$1,240,000	\$1,274,000
City of La Crosse	City	52,440	\$12,827,852	\$19,855,615	\$32,683,467	1,132	\$24,318,000	\$1,410,000	\$1,827,000
Eau Claire County	County	101,564	\$4,509,343	\$5,800,746	\$10,310,089	393	\$8,745,000	\$525,000	\$554,000
Greater Green Bay Area	County	256,670	\$23,192,446	\$12,925,635	\$36,318,081	1,311	\$25,617,000	\$1,369,000	\$1,820,000
Greater Fox Cities Region	Multi-County Region	401,008	\$40,077,673	\$18,279,758	\$58,357,431	1,613	\$35,445,000	\$2,790,000	\$2,725,000
Deane County	County	516,284	\$145,739,612	\$104,161,585	\$249,901,197	9,154	\$183,574,000	\$9,943,000	\$13,953,000
State of Wisconsin	State	5,757,564	\$376,915,991	\$279,941,276	\$656,857,267	26,695	\$555,512,000	\$34,718,000	\$40,510,000
City of Morgantown	City	31,073	\$27,454,214	\$8,020,706	\$35,474,920	1,538	\$23,710,000	\$729,000	\$2,305,000
Town of Jackson	City	10,449	\$18,725,980	\$32,521,961	\$51,247,941	1,058	\$22,721,000	\$1,930,000	\$3,145,000



# Appendix F

**Student Access Subcommittee Final Recommendations**

	<b>Focus Area</b>	<b>Vision Statement</b>	<b>Recommendation</b>	<b>Description</b>
1	Communications and community outreach	<p>The confusing variety of options for college and what is needed for each puts additional pressure on prospective students and families.</p> <p>Prospective students shall be provided a clear understanding of college options, admission requirements and college readiness.</p>	Strengthen community engagement through robust two-way dialogue and foster education ecosystems and partnerships that support student readiness, admissions, and expanded pathways.	<ul style="list-style-type: none"> <li>a. Appoint a “Community Advisory Board” that leverages diverse expertise in the community to strengthen connections and to track progress against established access goals.</li> <li>b. Develop a unified USF communications plan to provide an understanding of college access options including bridge programs.</li> <li>c. Dedicate additional resources at each campus to foster existing and build new community partnerships.</li> </ul>
2	Scholarships, financial aid and admissions	All prospective students, including under-served, low-income, or first-generation, shall benefit from extra support to pursue academic studies.	Enhance access to financial aid through frequent and direct messaging, expansion of existing programs, and innovative new financial aid options.	<ul style="list-style-type: none"> <li>a. Expand the reach of existing USF Foundation scholarship programs.</li> <li>b. Deliver communications to prospective students often and beginning in middle school and early high school to provide a clear understanding of the application process requirements, timing, financial aid resources and degrees offered.</li> <li>c. Partner with the local communities to identify new and creative sources of financial assistance to attract students from underserved populations.</li> <li>d. Hire additional recruiting and admissions staff to strengthen support for prospective students and families and engage further with local high schools, school districts, and education foundations.</li> </ul>

**Student Access Subcommittee Final Recommendations**

	<b>Focus Area</b>	<b>Vision Statement</b>	<b>Recommendation</b>	<b>Description</b>
3	Promotion of a diverse student body	The diversity of the student population shall reflect the local community.	Develop initiatives and partnerships to promote an environment that reflects the diversity of the communities USF serves as an institution.	<ul style="list-style-type: none"> <li>a. Engage the community in ways that encourages a diverse applicant pool to USF.</li> <li>b. Foster student readiness among potential applicants, for example, by developing partnerships to provide free or discounted SAT prep courses to low-income prospective students.</li> <li>c. Introduce families in the community to USF early on in a student's educational journey by organizing campus visits, open houses, and other activities.</li> <li>d. Promote diversity among USF faculty and staff.</li> </ul>
4	Transfer students and student mobility	As a large portion of USF's student population, transfer students shall benefit from expanded pathway programs.	Promote seamless student mobility for transfer students through early communication, enhanced support services, expanded pathways, and efficient and transparent credit transfer processes.	<ul style="list-style-type: none"> <li>a. Educate potential transfer students from the Florida College System early on regarding the admissions process and academic and social transition to USF.</li> <li>b. Dedicate resources to fostering a welcoming environment for transfer students by providing similar programs and supports to those received by incoming freshmen.</li> <li>c. Dedicate financial and staffing resources to expanding and marketing bridge programs, including FUSE.</li> <li>d. Promote student mobility for FCS students (and across the three USF campuses) by expanding access to a broader array of courses and degree programs.</li> </ul>
5	Academic programs and course delivery	Under the future USF model, students shall benefit from increased access to programs, regardless of their home campus.	Expand student access to academic programs by offering flexibility in schedule, delivery model, level and location.	<ul style="list-style-type: none"> <li>a. Enhance the flexibility, accessibility, and relevancy of course programming at each campus location for the undergraduate and graduate level.</li> <li>b. Continue to explore alternate delivery models (e.g. hybrid, virtual, asynchronous) and creative uses of technology to increase student access.</li> <li>c. Disseminate resources and expertise broadly across the USF system in a way that is flexible and aligns with student needs and schedules at each campus.</li> <li>d. Expand access to relevant programs to better align with local workforce demands.</li> </ul>

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

**Shared Governance /Transparency Subcommittee Final Recommendations**

	<b>Focus Area</b>	<b>Vision Statement</b>	<b>Recommendation</b>	<b>Description</b>
1	University Governance	<p>Empowered campuses make for a stronger USF and fulfilling student experience:</p> <p>The future governance of USF shall build upon the existing strengths of each campus, and the historically strong organizational and collaborative nature of all three campuses to ensure continued and increased benefits to all USF students regardless of home campus, and to enable the continued status of USF as a Preeminent State Research University.</p>	<p>Conduct and execute all governance reviews, changes and implementations with processes that guarantee transparency, mutual accountability and collaboration among internal stakeholders including students, faculty and staff. Provide seamless consolidation transition to students, faculty and staff by building upon proven success of shared governance.</p>	<ul style="list-style-type: none"> <li>a. Ensure continuity and enhancement of programs, (BA, MA and PhD levels), services to students, maintenance of distinct campus identities and guarantee robust opportunities to attract talent on all campuses by designating USFSM and USFSP as branch campuses as defined by SACSCOC<sup>1</sup>.</li> <li>b. Develop an organizational structure that clarifies delegated authority and furthers mutual accountability among leadership through transparent processes, communication and reporting. Ensure assignment of local accountability for coordinating, integrating, and delivering value-added student experiences.</li> <li>c. Define, update and communicate Campus Board (Advisory) member roles and responsibilities for clear understanding of the advisory, not governing, role of the campus board. Establish a practice of collaborative review of campus governance by the board including, but not limited to, review of campus plan, budget and legislative agendas. Although not governing/binding, those actions should maintain a high degree of well-informed members who represent USF among external stakeholders.</li> <li>d. Task internal academic and administrative committees to identify new opportunities for collaboration among campuses and finding efficiencies in governance processes.</li> </ul>

<sup>1</sup> SACSCOC Branch Campus definition: Institutions that have their own administrative structures, faculties, hiring and budgetary authority.

BOG Type I Campus definition: A university operation that has obtained and continues to maintain an enrollment level of more than 2000 university student FTE in courses which lead to a college degree. A Type I campus typically provides a broad range of instruction for numerous full and partial degree programs, research activity and an extensive complement of student services. *Florida Board of Governors Regulation 8.009.*

**Shared Governance /Transparency Subcommittee Final Recommendations**

	<b>Focus Area</b>	<b>Vision Statement</b>	<b>Recommendation</b>	<b>Description</b>
2	Faculty Governance	<p>Engaged faculty and equitable campus representation shall support Preeminence objectives and offer students the benefits of learning from engaged leaders:</p> <p>All faculty members should have clear and accessible options for engagement and leadership of academic missions regardless of geographic location as they represent their peers, students and communities.</p>	<p>Ensure continued representation of faculty priorities through a strong and respected Faculty Senate structure that promotes collaborative dialogue and decision-making between faculty and university leadership, and reflects the priorities of both academic matters and unique geographic opportunities.</p>	<ol style="list-style-type: none"> <li>a. Empower Faculty Governance to contribute to the coordination and delivery of value-added student experiences.</li> <li>b. Develop one Faculty Senate, including campus councils, across the university to include equitable representation by campuses.</li> <li>c. The Faculty Senate organizational structure should allow for Campus Senate Councils or Committees with officer representation serving on the system Executive Committee (either as officers or council/committee chairs). Officers (Pres, VP, Sec, and Sergeant –at- Arms) should have diverse representation from all campuses.</li> <li>d. Carefully assess the potential impact of organizational changes to academic structure (Colleges and Schools) on the structure and representation of all campuses to ensure maximum faculty engagement across USF.</li> <li>e. Clearly define the accountability and defined powers of faculty governance. Review, update and communicate roles and responsibilities of all faculty governance councils and committees to support consolidation and ensure delivery of consistently high-quality curricular and extra-curricular experiences to students in each geographic location in which USF operates and no compromise of campus identity.</li> <li>f. Review and identify opportunities to consolidate committees with similar functions such as awards councils, academic committees and Gen. Ed. committees without negative impacts for any campus.</li> </ol>
3	General Education	<p>An enhanced General Education model offers students and faculty a dual experience of quality learning and engagement:</p>	<p>Strengthen the internal collaborative Enhanced General Education Leadership process review to model High Impact Practices (HIP) and ensure representation from all</p>	<ol style="list-style-type: none"> <li>a. Create a unified general education curriculum and identify core values that ensures maximum ease of transition for FTIC and transfer students to USF.</li> <li>b. Appoint a representative faculty leadership to oversee the transition to a consolidated gen ed curriculum to ensure consistent learning outcomes and seamless student mobility among USF campuses.</li> </ol>



**Shared Governance /Transparency Subcommittee Final Recommendations**

<b>Shared Governance /Transparency Subcommittee Final Recommendations</b>				
<b>Focus Area</b>	<b>Vision Statement</b>	<b>Recommendation</b>	<b>Description</b>	
General Education <i>(cont'd)</i>	General Education at USF shall offer students core courses across programs that foster critical thinking skills, create engaged citizens and develop cross-functional soft skills, while providing opportunities for service learning, civic engagement and experiences unique to their home campuses.	campuses to shape key focus areas of: <ul style="list-style-type: none"> <li>• Curricular alignment</li> <li>• Course alignment</li> <li>• Assessment</li> <li>• Faculty oversight and engagement</li> </ul>	<ul style="list-style-type: none"> <li>c. Establish equitable representation of faculty from all campuses in the identification of high-impact practices that reflect campus identities through community collaboration, service learning opportunities, and civic engagement.</li> <li>d. Update governance processes and documents for the General Education Council of the Faculty Senate to support a unified university while creating equitable participation opportunities from all campuses.</li> <li>e. Implement an assessment plan for annual review and approval oversight of general education curriculum.</li> </ul>	
4 Student Governance	<p>Student government opportunities, both in leadership and local roles, shall remain open to students on all campuses:</p> <p>The student government experience and opportunities shall be enhanced by consolidation efforts with student participation available at both the</p>	Identify a structure that allows for student government to be housed on each of the three campuses in an effective way including system-wide representation, and opportunities for interaction with faculty, university leadership and students from all campuses.	<ul style="list-style-type: none"> <li>a. Create a system-level SGA and ensure alternating campus officer representation on the system-level SGA.</li> <li>b. Allow for equitable representation of student-elected positions across all three campuses.</li> <li>c. Define a clear process for equitable budget allocation.</li> <li>d. Outline and communicate processes and tools for student input/feedback during the consolidation transition.</li> <li>e. Develop a process for student leaders to assess and refine the student government structure two years post-consolidation.</li> </ul>	

**Shared Governance /Transparency Subcommittee Final Recommendations**

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

**Shared Governance /Transparency Subcommittee Final Recommendations**

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

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

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

Student Success/Academic Programs/Campus Identity Subcommittee Final Recommendations				
Focus Area	Vision Statement	Recommendation	Description	
Student Success <i>(cont'd)</i>	to their chosen fields while also supporting economic and community development.	needs and providing support for the unique student populations of each campus.		<ul style="list-style-type: none"> <li>d. Develop Persistence Committees on each campus and leverage the unified Student Success Committee to ensure coordinated retention and completion efforts including application of predictive models and the “Finish in Four” initiative</li> <li>e. Strengthen intervention initiatives and ensure the programs are reflective of and responsive to all student populations</li> <li>f. Empower faculty to have conversations with students about potential career paths in their academic discipline</li> </ul>
2 Academic programs	Developing a broader array of integrated degree programs aligned with regional workforce demands promotes a successful journey through the student lifecycle from recruitment and the academic experience to employment and alumni engagement.	Maintain existing academic degree offerings and expand the academic portfolio across the University at every level, using evidence and rigorous analysis, as exemplified in the phased approach outlined in the “Unified Response” document authored by academic leadership at USF St. Petersburg, USF Sarasota-Manatee, and USF Tampa. Develop and communicate a disciplined approach to identifying and sustaining geographically-distributed Colleges and Schools.		<ul style="list-style-type: none"> <li>a. Develop recommendations for expanding academic degree offerings at the Baccalaureate, Master’s and Doctoral levels, based on a multi-layer, multi-year approach [see Appendix for “Unified Response” plan]</li> <li>b. Strengthen processes for the expansion of existing academic degree offerings such as examining evidence of student demand, critical mass, and capacity to deliver</li> <li>c. Empower local university leadership to strengthen employer partnerships to inform curriculum development</li> <li>d. Consider including updated labor market data sources in Program Reviews, so that students are better situated/equipped to understand real-life applications of degree programs</li> <li>e. Increase master and doctoral degree program delivery on the St. Petersburg and Sarasota-Manatee campuses no later than July 1, 2021</li> <li>f. Increase online, blended and hybrid course offerings at all levels</li> <li>g. In consultation with Regional Chancellors and using established academic benchmarks, promote the opportunity for colleges to be homed across regional campuses.</li> <li>h. Unless otherwise prescribed by law, develop guiding principles for a College unit, such as: <ul style="list-style-type: none"> <li>a. One college per academic discipline</li> </ul> </li> </ul>

Student Success/Academic Programs/Campus Identity Subcommittee Final Recommendations				
	Focus Area	Vision Statement	Recommendation	Description
	Academic programs <i>(cont'd)</i>			<ul style="list-style-type: none"> <li>b. Establish realistic and manageable-sized college units informed by benchmarks for what constitutes a College</li> <li>c. A comprehensive resource plan and reasonable timeframe for attaining established benchmarks and a defined process for underperformance</li> <li>d. Meeting local workforce needs of the communities USF serves</li> <li>i. Ensure that existing academic offerings available on campuses pre-consolidation remain available under a single accreditation pursuant to determinations made according to faculty-led program reviews and continued demand evidence</li> <li>j. Add a student representative as a full member to the USF System Academic Program Advisory Council with provision to rotate by campus on an annual membership basis</li> </ul>
3	Campus identity	Promoting a unified educational mission while leveraging distinctive regional strengths reflects “one university geographically distributed” and USF’s commitment to designing rich and relevant learning experiences for students.	Implement initiatives that leverage the distinctive elements and communities that USF serves to strengthen campus identity while also supporting key features that establish University-wide standards across all campuses. Empower local university leadership to spearhead relationship building with surrounding communities to enhance campus identities.	<ul style="list-style-type: none"> <li>a. Identify high-impact practices that reflect campus identities through community collaboration, service learning opportunities, and civic engagement</li> <li>b. Communicate distinctive academic and programmatic elements with external audiences to increase community awareness of campus identities and offerings</li> <li>c. Continue to increase opportunities for existing and new faculty to develop academic programs, increase research contributions, and strengthen campus identities</li> <li>d. Support on-campus student housing on the Sarasota-Manatee campus, which is critically important to enhance its identity, utilizing housing demand studies and other relevant information</li> <li>e. Strengthen academic and non-curricular programs, initiatives, and research on all campuses, to further the identity of the campuses</li> <li>f. Develop new academic programs on each of the campuses, which are part of the master academic plan and lead to more</li> </ul>

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

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



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

November 5, 2018





## STUDENT SUCCESS/ACADEMIC PROGRAMS/CAMPUS IDENTITY SUBCOMMITTEE

### **Membership:**

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

### **Committee Focus Areas:**

- a. Identification of specific degrees in programs of strategic significance, including health care, science, technology, engineering, mathematics, and other program priorities to be offered at the University of South Florida St. Petersburg and the University of South Florida Sarasota/Manatee and the timeline for the development and delivery of programs on each campus;
- b. Maintaining the unique identity of each campus and an assessment of whether a separate educational mission is beneficial to the future of each campus;
- c. Developing the research capacity at each campus; and
- d. Other subject matters pertaining to campus strengths as determined by the Chair of the Task Force that would support the work of the Task Force.

### ***Recommendations due to Task Force November 29, 2018***

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### ***Responses to members' questions are provided by:***

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

Martin Tadlock, PhD  
Regional Chancellor  
USF St. Petersburg

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

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

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## QUESTIONS:

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

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

### **Year 0 (2019-20):**

#### USF Tampa (6)

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

#### USF St. Petersburg (2)

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

#### USF Sarasota-Manatee (1)

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

## **Year 1 (2020-21):**

### USF Tampa Campus (4)

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

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

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

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

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

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

**Year 2 (2021-22):**

USF Tampa Campus (4) [3 new faculty]

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

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

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

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

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

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

USF Tampa Campus (2)

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

USF St. Petersburg Campus (5)

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

USF Sarasota-Manatee Campus (6)

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

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

USF Tampa Campus (2)

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

USF St. Petersburg Campus (1)

- Financial Planning, Masters

USF Sarasota-Manatee Campus (1)

- Financial Planning, Masters

**Please note:**

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

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

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

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

### **USF Tampa:**

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

### **USF St Petersburg:**

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

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

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

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

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

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

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

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

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

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

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

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

# of faculty	\$ salary & benefits (recurring)	\$ startup (non-recurring)
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<sup>1</sup> The Future of Work: How Colleges Can Prepare Students for the Jobs Ahead, *The Chronicle of Higher Education*, 2017, p. 16.

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

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

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

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



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

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

### **USF Tampa:**

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

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

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

### **USF St. Petersburg:**

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

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

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

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

**USF Sarasota-Manatee:**

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

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

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**USF Tampa:**

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

**USF St. Petersburg:**

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

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

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

**USF Sarasota-Manatee:**

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

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

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

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**USF Tampa:**

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

**USF St. Petersburg:**

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

**USF Sarasota-Manatee:**

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

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

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

**USF Tampa:**

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

**USF St. Petersburg:**

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

**USF Sarasota-Manatee:**

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

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

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

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

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

#### **USF Tampa:**

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

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

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

#### ***Healthy Florida:***

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

#### ***Secure Florida:***

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

#### ***Prosperous Florida:***

- Translational research [USF = Research translation]

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

#### **USF St. Petersburg:**

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

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

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

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

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**USF Tampa:**

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

**USF St. Petersburg:**

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

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

**USF Sarasota-Manatee:**

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



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

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

Association of American Universities (AAU) performance metrics are:

### **Phase I Indicators**

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

### **Phase II Indicators**

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

### **USF Tampa:**

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

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

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

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

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

### **USF St. Petersburg:**

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

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

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

**USF Sarasota-Manatee:**

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

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

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

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

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

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

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

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



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

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

Source: USF System Office of Decision Support

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

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

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

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

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

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Please refer to Question #6.

## Attachments

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



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

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

**USF Consolidation Academic Program Planning Data - DRAFT**

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

<sup>1</sup> Multiple programs of study, some available online.

<sup>2</sup> Multiple programs of study, some available as FUSE programs.

**USF Consolidation Academic Program Planning Data - DRAFT**

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

<sup>1</sup> Multiple programs of study, some available online.

<sup>2</sup> Multiple programs of study, some available as FUSE programs.

**USF Consolidation Academic Program Planning Data - DRAFT**

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

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

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

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

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

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

<sup>1</sup> Multiple programs of study, some available online.

<sup>2</sup> Multiple programs of study, some available as FUSE programs.

**USF Consolidation Academic Program Planning Data - DRAFT**

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

<sup>1</sup> Multiple programs of study, some available online.

<sup>2</sup> Multiple programs of study, some available as FUSE programs.