



# Consolidation Planning Study and Implementation Task Force

## MEETING AGENDA

Thursday, November 29, 2018  
USF Sarasota-Manatee  
Selby Auditorium  
4:00 PM – 5:30 PM

*Task Force Members:* Dr. Jonathan Ellen, Chair; Alison Barlow, Anddrikk Frazier, Dr. Judy Genshaft, Michael Griffin, Dr. Karen Holbrook, Melissa Seixas, Byron Shinn, Rick Piccolo, Kayla Rykiel, Dr. Martin Tadlock, Nicole Washington, Dr. Tonjua Williams  
*Staff Liaisons:* Paige Beles (USFT), Caryn Nesmith (USFSP), Amy Farrington (USFSM)

## AGENDA

- I. Call to Order Chair Jonathan Ellen
- II. New Business – Action Items
  - a. Approval of September 26, 2018 Meeting Notes Chair Ellen
- III. New Business – Information Items
  - a. Shared Governance and Transparency Subcommittee Final Recommendations Discussion Melissa Seixas  
All
  - b. Student Success, Academic Programs and Campus Identity Subcommittee Final Recommendations Discussion Mike Griffin  
All
  - c. USF Consolidation Task Force Summary Chair Ellen
- III. Adjournment Chair Ellen

*Next Scheduled Meeting: Call, Wednesday, December 19<sup>th</sup>, 4:00pm -5:00pm*

**NOTES**  
**USF Consolidation Task Force**  
**Task Force Call**  
**September 26, 2018**

Present: Dr. Jonathan Ellen, Chair; Alison Barlow, Anddrikk Frazier, Michael Griffin, Melissa Seixas, Byron Shinn, Rick Piccolo, Kayla Rykiel, Dr. Martin Tadlock, Dr. Tonjua Williams

**I. Call to Order**

Chair Ellen called the meeting to order at 4:01 p.m.

**II. New Business – Action Items**

August 22, 2018 meeting notes were approved unanimously. Chair Ellen thanked everyone for their ongoing work and support of the Task Force.

**III. New Business – Information Items**

**a. Subcommittee Updates**

Melissa Seixas provided an overview of the Shared Governance and Transparency subcommittee hearing on September 11<sup>th</sup> in St. Petersburg, where the subcommittee heard from subject matter experts on fee structure, student governance and strategic planning. The fee structure is a multifaceted issue, recognizing that it reflects the diversity of the campuses and will be an ongoing discussion. She applauded the student government presidents for showing an incredible spirit of collaboration and explained the differences on each campus as well as potential solutions moving forward. Dr. Gregory Teague gave an overview of various strategic planning processes and how the new goals and objectives would fit into the ongoing planning. Ms. Seixas concluded by noting their third and final hearing is scheduled for October 2 and will focus on faculty governance and general education requirements.

Mike Griffin provided an overview of the Student Success, Academic Programs and Campus Identity subcommittee's hearing on August 28<sup>th</sup> in Sarasota-Manatee. The hearing highlighted the demands from a labor market perspective for each of the communities, giving the committee a better idea of where academic programs could be located in response to area need. From those presentations, the subcommittee charged the Huron consultants to prepare some initial recommendations for an academic structure for "one" USF. The subcommittee asked Huron to benchmark against universities in the state of Florida, but also peer and aspirational peer universities throughout the country.

On September 19<sup>th</sup>, the Student Success, Academic Programs and Campus Identity subcommittee met again to discuss the initial proposal produced by Huron. The goal was to

provide information as early as possible to get feedback from the public, including campus communities as well as community at large – hoping to gain significant input from all those involved and impacted. Mr. Piccolo noted that the presentation has generated a lot of discussion but the report has also helped to establish a starting point when developing their final recommendations.

There was discussion among the Task Force members regarding the structural differences and potential adjustments moving forward. Comments regarding the Huron presentation should be forwarded to Paige Beles.

#### **b. Internal Implementation Committee Update**

Mike Stallworth, of Huron Consulting, discussed the internal Consolidation Implementation Committee (CIC) “speaker series,” which allows for outside subject matter experts to speak directly on lessons learned from other university consolidations.

The information that the Task Force continues to provide is useful to the CIC as they begin to draft their recommendations. The initial report Huron provided on the academic structure has helped shape the dialogue and recommendations proposed by the internal groups. Looking ahead, the group continues to make progress on the implementation plan timelines.

#### **c. September 13<sup>th</sup> Board of Governors Meeting Update**

Chair Ellen provided an update on the consolidation efforts to date to the Board of Governors on September 13<sup>th</sup> at New College of Florida. Chair Ellen, along with BOT Trustee Mullis, addressed the BOG on items including the Task Force timeline, Town Hall status and potential recommendations that have emerged to date. He noted the BOG was pleased so far with the approach and thanked the Task Force members for their diligence and ongoing work. Chair Ellen and Trustee Mullis will continue to give updates as needed.

#### **d. Town Hall Open Discussion**

Chair Ellen noted that there is one more Town Hall meeting and provided themes that have been heard so far during the Town Halls. He explained the comments provided good information to stimulate dialogue and thought for the Task Force members. A summary of the takeaways regarding student access are:

1. Challenges posed by higher admission standards post-consolidation can be mitigated by expanding access to bridge programs and other types of pathway programming;
2. Community partnerships are imperative to fostering student access; and
3. There must be thoughtfulness about geography in terms of academic accessibility.

Shared governance and transparency themes include:

1. Shared governance structures should facilitate participation and input from all three campuses;
2. Resources should be distributed equitably to each campus; and

3. Existing strategic plans could be useful in informing decision-making around the deployment of resources.

Finally, student success themes include:

1. Regional stakeholders stressed the importance of maintaining their unique campus identities and building upon existing academic strengths;
2. Developing the research capacity on each campus will likely require investment in research infrastructure; and
3. Future academic structures and programs within a model of “One University Geographically Distributed” were addressed, but remain an ongoing discussion.

There was discussion regarding the need for physical space at the regional campuses, given all the opportunities for academic programs and to look at the needs of the community at large for resource distribution.

#### **IV. Adjournment**

Meeting adjourned at 4:31 p.m.

UNIVERSITY OF SOUTH FLORIDA

# Consolidation Planning Study and Implementation Task Force



# Shared Governance/Transparency Subcommittee

**Committee:** Melissa Seixas, Chair; Kayla Rykiel, Nicole Washington

**First Hearing on July 18, 2018 at USF Tampa**

**Attendance:** Approximately 15 people

## **Topics :**

- Board of Governors Regulations and Florida Law
- USF Board of Trustees Policies and Internal Procedures
- SACSCOC Related Requirements
- USF System Shared Services

## **Speakers:**

- Vikki Shirley, General Counsel and Corporate Secretary, Florida State University System Board of Governors; USF System SACSCOC Liaisons; USF System General Counsel's Office Representative

# Hearing Summary

The State of Florida's higher education regulatory process is complex, but creates a system of well vetted academics, accountability in structure and transparency in process.

# Hearing Summary Cont.

- The USF System has many **shared resources**, including general counsel, controller, human resources and others. Some services can not be shared due to SACS requirements for separately accredited institutions. With an accreditation consolidation, more resources could move to a centralized function while others will need to remain present on each campus.
- The USF System has 3 **student government associations** with separate budgets as determined by current regulations.
- The Subcommittee's future work includes a closer look at shared resources, fee structures, student and faculty governance structures and general education process.



# Shared Governance/Transparency Subcommittee

**Committee:** Melissa Seixas, Chair; Kayla Rykiel, Nicole Washington

**Second Hearing on September 11, 2018 at USF St. Petersburg**

**Attendance:** Approximately 15 people

## **Topics :**

- University Fees
- Student Governance
- System Strategic Planning

## **Speakers:**

**Nick Trivunovich**, *VP Business and Finance and CFO, USF System*; **Eddie Beauchamp**, *RVC Business and Financial Affairs, USFSM*; **Nick Setteducato**, *Interim RVC Administrative and Financial Services, USFSP*; **David Everingham**, *RVC Business and Finance, USFSP*; **Michael Klene**, *USFSM SGA President*; **Kaeden Kelso**, *USFSP SGA President*; **Moneer Kheireddine**, *USFT SGA President*; and **Dr. Gregory Teague**, *Special Advisor to the President for USF System Strategic Planning*

# Hearing Summary

- Fee structure is multifaceted and varies by campus, with no fee increases in the past five years. The process for approval, along with the regulatory environment surrounding fees, is transparent but complicated.
- Student government focuses on representing the student body and student interests while ensuring the proper allocation, budgeting and support of A&S fees. Campus student governments have some similarities but are uniquely shaped to best serve each campus community.

# Hearing Summary Cont.

- Strategic planning occurs at all levels of the System with all aligning with the higher level strategic plans. With consolidation, and approval of the implementation plan by the USF Board of Trustees, all strategic plans will have to be revisited to support those new goals and objectives.

# Shared Governance/Transparency Subcommittee

**Committee:** Melissa Seixas, Chair; Kayla Rykiel, Nicole Washington

**Final Hearing on October 2, 2018 at USF Sarasota-Manatee**

**Attendance:** Approximately 30 people

## **Topics :**

- General Education
- Faculty Governance Structure
- Campus Boards

## **Speakers:**

- General Education Leadership: Scott Besley, Ph.D., Kyna Betancourt, Ph.D., Morgan Gresham, Ph.D. and Phil Wagner, Ph.D.
- Faculty Governance Leadership: Ray Arsenault, Ph.D. (President, USFSP Faculty Senate), Tim Boaz, Ph.D. (President, USFT Faculty Senate), Michael Gillespie, Ph.D. (USFSM Faculty Senate) and Deanna Michael, Ph.D. (President, USF System Faculty Council)
- Gerard Solis, J.D., USF System General Counsel

# Hearing Summary

General education is a substantial component of each undergraduate degree ensuring breadth of knowledge while based on a coherent rationale.

Existing faculty senate structures function as the principal advisory body to administration regarding welfare of the university, particularly the academic mission. These structures allow a unified faculty to

# Hearing Summary

provide positions and initiate policies as well as perform a significant role in the appointment of academic administrators.

Campus boards play an important role within the system but authority is created through guidelines and requirements created through Florida Statutes and SACSCOC.

# Shared Governance / Transparency

## Final Recommendations

### Focus Areas:

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

# Shared Governance Final Recommendations

## 1. University Governance

**Vision Statement:** Empowered campuses make for a stronger USF and fulfilling student experience.

**Recommendation:** 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.

- 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.

*(cont'd)*



# Shared Governance Final Recommendations

## 1. University Governance (cont'd)

- 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.

# Shared Governance Final Recommendations

## 2. Faculty Governance

**Vision Statement:** Engaged faculty and equitable campus representation shall support Preeminence objective and offer students the benefits of learning from engaged leaders.

**Recommendation:** 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.

- 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.

# Shared Governance Final Recommendations

## 2. Faculty Governance (cont'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.
- 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.

*(cont'd)*

# Shared Governance Final Recommendations

## 3. General Education

**Vision Statement:** An enhanced General Education model offers students and faculty a dual experience of quality learning and engagement.

**Recommendation:** Strengthen the internal collaborative Enhanced General Education Leadership process review to model High Impact Practices (HIP) and ensure representation from all campuses to shape key focus areas of curricular alignment, course alignment, assessment, and faculty oversight and engagement.

- 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.

# Shared Governance Final Recommendations

## 4. Student Governance

**Vision Statement:** Student government opportunities, both in leadership and local roles, shall remain open to students on all campuses.

**Recommendation:** 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.

- 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.

# Shared Governance Final Recommendations

## 5. Budget Transparency

**Vision Statement:** 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.

**Recommendation:** 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.

- 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.

*(cont'd)*

# Shared Governance Final Recommendations

## 5. Budget Transparency (*cont'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.
- 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.

*(cont'd)*

# Shared Governance Final Recommendations

## 5. Budget Transparency (*cont'd*)

- 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.



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

	Focus Area	Vision Statement	Recommendation	Description
1	University Governance	<p><b>Empowered campuses make for a stronger USF and fulfilling student experience:</b></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>
2	Faculty Governance	<p><b>Engaged faculty and equitable campus representation shall support Preeminence objectives and offer students the benefits of learning from engaged leaders:</b></p>	<p>Ensure continued representation of faculty priorities through a strong and respected Faculty Senate structure that promotes collaborative dialogue and</p>	<ul 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> </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.*

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

	Focus Area	Vision Statement	Recommendation	Description
		All faculty members should have clear and accessible options for engagement and leadership of academic missions regardless of geographic location as they represent their peers, students and communities.	decision-making between faculty and university leadership, and reflects the priorities of both academic matters and unique geographic opportunities.	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
3	General Education	<p><b>An enhanced General Education model offers students and faculty a dual experience of quality learning and engagement:</b></p> <p>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,</p>	<p>Strengthen the internal collaborative Enhanced General Education Leadership process review to model High Impact Practices (HIP) and ensure representation from all campuses to shape key focus areas of:</p> <ul style="list-style-type: none"> <li>• Curricular alignment</li> <li>• Course alignment</li> <li>• Assessment</li> <li>• Faculty oversight and engagement</li> </ul>	<p>a. Create a unified general education curriculum and identify core values that ensures maximum ease of transition for FTIC and transfer students to USF.</p> <p>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.</p> <p>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.</p> <p>d. Update governance processes and documents for the General Education Council of the Faculty Senate to support</p>

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

	Focus Area	Vision Statement	Recommendation	Description
		civic engagement and experiences unique to their home campuses.		a unified university while creating equitable participation opportunities from all campuses. e. Implement an assessment plan for annual review and approval oversight of general education curriculum.
4	Student Governance	<p><b>Student government opportunities, both in leadership and local roles, shall remain open to students on all campuses:</b></p> <p>The student government experience and opportunities shall be enhanced by consolidation efforts with student participation available at both the local home campus and system levels.</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.	a. Create a system-level SGA and ensure alternating campus officer representation on the system-level SGA. b. Allow for equitable representation of student-elected positions across all three campuses. c. Define a clear process for equitable budget allocation. d. Outline and communicate processes and tools for student input/feedback during the consolidation transition. e. Develop a process for student leaders to assess and refine the student government structure two years post-consolidation.
5	Budget Transparency	<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</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.	a. Ensure the university’s budget processes align with the organizational structures to promote matrixed responsibility, accountability, approval and reporting. b. Create a mechanism for transparency in the prioritization and decision-making processes of budget initiatives that meet a certain threshold. c. Empower campus leaders to make budgetary and other leadership decisions in the best interests of local stakeholders, including students, community and business leaders, donors and public officials. d. Ensure campus leaders have the authority to direct budget development, planning and management to align campus assets with the academic, programmatic and partnership needs of the community. e. To maintain the university’s commitment to affordability, examine and determine a fee structure that minimizes impact on student costs and ensures current students continue to benefit from the fee structure under which they entered USF.

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

	Focus Area	Vision Statement	Recommendation	Description
		<p>clear understanding of financial decision processes, fee schedules, allocation of multiple funding streams and equitable disbursement of advancement investments. USF should also consider opportunities for shared services to provide students, faculty, and staff with the supports needed to be successful on all campuses and to deliver organizational efficiencies.</p>		<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>l. Encourage USF to identify opportunities for cross-training of staff and leveraging of innovative technologies to promote efficiencies across the university.</li> </ul>

UNIVERSITY OF SOUTH FLORIDA

# Consolidation Planning Study and Implementation Task Force



# Student Success, Academic Programs and Campus Identity Subcommittee Charge

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

# Student Success, Academic Programs and Campus Identity Subcommittee

- ✓ 30 Weeks complete since the start
- ✓ 7 Subcommittee Meetings & Hearings
- ✓ 27 Subject Matter Experts
- ✓ 500+ pages of background material
- ✓ 100+ Public Comment Received (combination of Student Success subcommittee meetings and Town Halls)

# Student Success, Academic Programs and Campus Identity Subcommittee

**Committee:** Mike Griffin, Chair; Rick Piccolo, Dr. Tonjua Williams

**First Hearing on July 9, 2018 at USF Tampa**

**Attendance:** Approximately 25 people

## **Topics :**

- Developing New Degree Programs, the USF System Master Academic Plan and Current USF Degree Programs
- Florida Board of Governors Academic Program Planning and Coordination Process
- SACSCOC Program Requirements
- Developing Online Courses and Programs

## **Speakers:**

- USF System Academic Affairs Representatives; Dr. Traki Taylor, Assistant Vice Chancellor, Academic and Student Affairs, Board of Governors for the State University System of Florida; USF System SACSCOC Liaisons; USF System Innovative Education Representatives



# Hearing One Summary

The process to create new degree programs in the State of Florida can be lengthy and complex.

To respond to the needs of the local and campus communities, research feasibility of:

- offering new majors, minors and certificates; and
- expanding educational opportunities in existing degree program areas throughout the USF System.

# Hearing One Summary Cont.

- **Online education** can allow students to stay at their home campus while having access to required courses available at other physical locations online. Consolidation provides opportunities for expansion including master courses, hybrid programs and shared resources among all USF campuses.
- Student success, the connection to the community, and life long learning is the foundation for the Subcommittee's work. Future work will include taking a closer look at financial resources, adequately serving all communities, tailored planning for each USF campus and preserving unique identities.

# Student Success, Academic Programs and Campus Identity Subcommittee

**Committee:** Mike Griffin, Chair; Rick Piccolo, Dr. Tonjua Williams

**Second Hearing on August 28, 2018 at USF Sarasota-Manatee**

**Attendance:** Approximately 35 people

## **Topics :**

- Labor Market Demand for Expanded Academic Programs
- Consolidation Update: Academic Programming in the Context of Consolidation
- Student Success and Employment

## **Speakers:**

- Dave Sobush, Director of Policy and Research, Tampa Bay Partnership; Jason Mathis, CEO, St. Petersburg Downtown Partnership; Mireya Eavey, Chief Workforce Officer, The Greater Sarasota Chamber of Commerce/CareerEdge Funders Collaborative; Bryce Aspinwall, Director of Client Success, Burning Glass Technologies; Peter Stokes, Managing Director, Huron Consulting Group; Dr. Ruthann Atchley, Associate Vice President for Community Engagement, USF Tampa; Toni Ripo, Coordinator of Career Services, USF Sarasota-Manatee

# Hearing Two Summary

Labor market experts spoke regarding project workforce needs of the community. Potential areas of expansion could include:

St. Petersburg	<ul style="list-style-type: none"><li>• Marine Science</li><li>• Engineering</li><li>• Health care</li><li>• Arts</li><li>• Entrepreneurship</li></ul>
Sarasota-Manatee	<ul style="list-style-type: none"><li>• Health care</li><li>• Insurance</li><li>• Hospitality</li><li>• Technology and cyber security</li></ul>
Tampa	<ul style="list-style-type: none"><li>• Health care</li><li>• Professional services</li><li>• Finance</li><li>• Real Estate</li></ul>

# Hearing Two Summary Cont.

- Labor market demand discussions suggest many opportunities for how a consolidated USF can deploy an integrated curricula to serve the diverse needs of its communities.
- Each discipline will have a home site, i.e. Campus A. There will be a density of critical mass and effort at one location. In addition, there will be host locations—i.e. if Campuses B and C have market demand, there may be access to additional programs.
- Although there is a larger integrated curriculum to work with post consolidation, July 1, 2020 will not be the final date to make all programs available.
- Labor market demand, time and resources are critical considerations in the context of expanded programming post-consolidation.

# Hearing Two Summary Cont.

- Students across all three USF campuses will/have expanded access to essential skills such as interviewing and critical thinking through programs.
- Career services are provided to students, alumni, faculty, and employers and integrate opportunities starting as early as orientation.

# Student Success, Academic Programs and Campus Identity Subcommittee

**Committee:** Mike Griffin, Chair; Rick Piccolo, Dr. Tonjua Williams

**Meeting on September 19, 2018 at USF CAMLS**

**Attendance:** Approximately 45 people

**Topic:**

- Draft Academic Program Structure Proposal

**Speakers:**

- Mike Stallworth and Franca Nurczynski, Huron Consulting Group

# Meeting Summary

- Huron Consulting Group presented preliminary recommendations regarding a draft academic structure framework for discussion.
- The high-impact outcomes of a reimagined academic structure include:
  - Increased student access to, and success in, a wider array of program offerings regardless of geographical location
  - Alignment of programs of strategic significance with a home campus
  - Reduction of redundancies in program offerings and other organization functions.
- The proposed academic structures are supported by various quantitative and qualitative inputs from internal and external sources.
- Discussions with Deans, faculty, and students across all three USF campuses are ongoing.



# Student Success, Academic Programs and Campus Identity Subcommittee

**Committee:** Mike Griffin, Chair; Rick Piccolo, Dr. Tonjua Williams

**Third Hearing on October 18, 2018 at USF St. Petersburg**

**Attendance:** Approximately 100 people

## **Topics :**

- Workforce Demand
- Developing Research Capacity
- Shaping Unique Identities in the Context of Consolidation

## **Speakers:**

- Kyle Barr, Chief Team Resources Officer, BayCare Health System, Kristi Hoskinson, Training and Development Lead, FCCI Insurance Group, Dr. Paul Sanberg, Senior Vice President for Research, Innovation & Knowledge Enterprise, USF System, Dr. Paul Kirchman, Dean of the College of Science & Mathematics, Co-Chair of the CIC Research Committee, USF Sarasota-Manatee, Dr. Robert Deschenes, Associate Dean, College of Medicine Molecular Medicine, Co-Chair of the CIC Research Committee, Dr. Ralph Wilcox, Provost and Executive Vice President, USF System, Dr. Martin Tadlock, Regional Chancellor, USF St. Petersburg, Dr. Karen Holbrook, Regional Chancellor, USF Sarasota-Manatee

# Hearing Three Summary

- University partnerships with local business and industry are critical and serve the diverse needs of the communities in which USF operates.
- The combined research achievements of the three USF campuses will bring a unified USF closer to AAU membership, increased rankings in areas such as Preeminence and new patents, and faculty productivity.
- There are critical challenges when building research capacity across USF campuses, including infrastructure and resources.
- The strategic vision for each campus and what should it look like in the future are still being developed, but it is important that potential recommendations maintain the unique identity of each campus.

# Student Success, Academic Programs and Campus Identity Subcommittee

**Committee:** Mike Griffin, Chair; Rick Piccolo, Dr. Tonjua Williams

**Meeting on November 6, 2018 at USF CAMLS**

**Attendance:** Approximately 20 people

## **Topic:**

- Student Success in the Context of Consolidation
- Academic Programming, Research Capacity and Campus Identity in the Context of Consolidation

## **Speakers:**

- Dr. Paul Atchley, Dean of Undergraduate Studies, USF Tampa, Dr. Patti Helton, Regional Vice Chancellor for Student Affairs, USF St. Petersburg, Dr. Brett Kemker, Regional Vice Chancellor for Academic and Student Affairs, USF Sarasota-Manatee; Peter Stokes, Mike Stallworth and Franca Nurczynski, Huron Consulting Group

# Meeting Summary

- Student success is the number one priority throughout consolidation process.
- Several elements are currently in place for a system-wide student success movement and innovative ways to deliver student success initiatives across all three campuses are crucial in the context of consolidation.
- There is a need for additional legislative focus and resources in order to support all USF campuses and their growth in terms of research capacity, academic programs and campus identity.

# Student Success, Academic Programs and Campus Identity

## **Final Recommendations**

### Focus Areas:

- Student Success
- Academic Programs
- Campus Identity
- Research Capacity
- Community Engagement

# SS/AP/CI Final Recommendations

## 1. Student Success

**Vision Statement:** Supporting students to be successful through graduation and beyond fulfills USF's mission to produce graduates that positively contribute to their chosen fields while also supporting economic and community development.

**Recommendation:** Ensure that new and ongoing initiatives aimed at promoting students' success align across USF while allowing for the flexibility to meet local geographic, student population-specific needs and providing support for the unique student populations of each campus.

- 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

*(cont'd)*

# SS/AP/CI Final Recommendations

## 1. Student Success (cont'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
- 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

# SS/AP/CI Final Recommendations

## 2. Academic Programs

**Vision Statement:** 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.

**Recommendation:** 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.

- 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

*(cont’d)*



# SS/AP/CI Final Recommendations

## 2. Academic Programs (cont'd)

- 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
- Ensure at least one college is “homed” on each USF campus, which reflects the unique identity of each campus

(cont'd)

# SS/AP/CI Final Recommendations

## 2. Academic Programs (cont'd)

- Unless otherwise prescribed by law, develop guiding principles for a College unit, such as
  - One college per academic discipline
  - Establish realistic and manageable-sized college units informed by benchmarks for what constitutes a College
  - A comprehensive resource plan and reasonable timeframe for attaining established benchmarks and a defined process for underperformance
  - 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

# SS/AP/CI Final Recommendations

## 3. Campus Identity

**Vision Statement:** 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.

**Recommendation:** 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.

- 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

*(cont'd)*

# SS/AP/CI Final Recommendations

## 3. Campus Identity (cont'd)

- 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

# SS/AP/CI Final Recommendations

## 4. Research Capacity

**Vision Statement:** 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).

**Recommendation:** Provide the resources and infrastructure that will facilitate the flourishing of research and scholarly activities and collaborations across the University.

- 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

*(cont'd)*

# SS/AP/CI Final Recommendations

## 4. Research Capacity (cont'd)

- 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

# SS/AP/CI Final Recommendations

## 5. Community Engagement

**Vision Statement:** Leveraging geographic strengths and local partnerships to drive economic development, enhance student recruitment efforts, and inform curriculum development, supports the University's commitment to making a positive impact on USF students, families, and community members.

**Recommendation:** Strengthen relationships with community stakeholders, educational institutions, corporations, non-profit organizations, and government entities to reinforce systemic support for economic development, leverage insights from on the ground experts, and engage local partners.

- 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

*(cont'd)*

# SS/AP/CI Final Recommendations

## 5. Community Engagement (cont'd)

- 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



USF Consolidation Task Force – Student Success / Academic Programs / Campus Identity Subcommittee  
 FINAL RECOMMENDATIONS, November 19, 2018

	Focus Area	Vision Statement	Recommendation	Description
1	Student Success	Supporting USF students to be successful through graduation and beyond fulfills USF’s mission to produce graduates that positively contribute to their chosen fields while also supporting economic and community development.	Ensure that new and ongoing initiatives aimed at promoting students’ success align across USF while allowing for the flexibility to meet local geographic, student population-specific needs and providing support for the unique student populations of each campus.	<ul style="list-style-type: none"> <li>a. Develop guiding principles for a unified student success movement through an inclusive and collaborative campus stakeholder engagement process</li> <li>b. Provide all campuses with the necessary support to serve their unique student populations while ensuring that equitable services are offered across USF</li> <li>c. Leverage the new Student Success Committee to promote a unified approach to student success</li> <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</li> </ul>

USF Consolidation Task Force – Student Success / Academic Programs / Campus Identity Subcommittee  
 FINAL RECOMMENDATIONS, November 19, 2018

	Focus Area	Vision Statement	Recommendation	Description
				<p>better situated/equipped to understand real-life applications of degree programs</p> <ul style="list-style-type: none"> <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. Ensure at least one college is “homed” on each USF campus, which reflects the unique identity of each campus</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> <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> </ul> </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	Implement initiatives that leverage the distinctive elements and communities that USF serves to strengthen campus identity while	<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> </ul>

USF Consolidation Task Force – Student Success / Academic Programs / Campus Identity Subcommittee  
 FINAL RECOMMENDATIONS, November 19, 2018

	Focus Area	Vision Statement	Recommendation	Description
		“one university geographically distributed” and USF’s commitment to designing rich and relevant learning experiences for students.	also supporting key features that establish University-wide standards across all campuses. Empower local university leadership to spearhead relationship building with surrounding communities to enhance campus identities.	<ul style="list-style-type: none"> <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 vibrant connections with the business communities and other communities of interest</li> <li>g. Foster cross-university collaborations to support the needs of the communities each campus serves</li> <li>h. Coordinate undergraduate admissions processes and outreach to emphasize one USF while highlighting the distinct campus identities</li> </ul>
4	Research capacity	Elevating the level of research productivity across the three campuses enhances the University’s economic and societal impact, strengthens its standing as a Carnegie R1 institution, and advances its aspirations towards membership in the	Provide the resources and infrastructure that will facilitate the flourishing of research and scholarly activities and collaborations across the University.	<ul style="list-style-type: none"> <li>a. Encourage proactive engagement of the USF Research &amp; Innovation Office with faculty on all campuses</li> <li>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</li> </ul>

USF Consolidation Task Force – Student Success / Academic Programs / Campus Identity Subcommittee  
 FINAL RECOMMENDATIONS, November 19, 2018

	Focus Area	Vision Statement	Recommendation	Description
		Association of American Universities (AAU).		<ul style="list-style-type: none"> <li>c. Empower faculty on all campuses to identify research assets and opportunities and to engage in the planning efforts designed to expand research capacity</li> <li>d. Design an online database that highlights the research resources and centers that are available to all USF faculty</li> <li>e. Develop state-of-the-art technologies to promote cross-campus collaboration</li> <li>f. Prioritize the construction of the Integrated Science and Technology Complex (ISTC) on the Sarasota-Manatee campus to serve local research and teaching needs</li> </ul>
5	Community engagement	Leveraging geographic strengths and local partnerships to drive economic development, enhance student recruitment efforts, and inform curriculum development, supports the University’s commitment to making a positive impact on USF students, families, and community members.	Strengthen relationships with community stakeholders, educational institutions, corporations, non-profit organizations, and government entities to reinforce systemic support for economic development, leverage insights from on the ground experts, and engage local partners.	<ul style="list-style-type: none"> <li>a. Strengthen relationships with local businesses and non-profit organizations in relevant industry sectors including the arts, aviation, healthcare, insurance, engineering, real estate, etc. to leverage community strengths</li> <li>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</li> <li>c. Establish mechanisms that allow engaged partners to inform the design of contemporary, real-world curricula and the development of relevant applied research</li> </ul>



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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.

UNIVERSITY OF SOUTH FLORIDA

Consolidation  
Planning Study and  
Implementation  
Task Force

**USF Consolidation**  
Jonathan Ellen

# Task Force

- Single overriding consideration is the students and their educational opportunities including the opportunity to learn as part of a diverse student body
- Task Force must present recommendations to BOT in February
- While the recommendations will be prioritized and organized around some guiding principles, all material recommendations will be included in report
- Recommendations must support the legislative, BOT, and BOG guidance to maintain USF Preeminence, SACSCOC single accreditation, and not impede students' progress towards graduation
- Need to maintain regional chancellors and campus board (advisory in nature)
- Single accreditation is to be in place by July 1, 2020, but does not mean that the BOT adopted recommendations will be in place or fully developed

# Student Access Committee Priorities

## Expand access

- Need for campus community advisory boards
- Need for communication plan
- Increase merit and need based scholarships

## Maintain diversity

- Increase readiness of high school and middle school students
- Increase community awareness of opportunities
- Increase financial capacity through need based scholarships
- Increase pathways to USF

# Transparency / Governance Committee Priorities

- USFSP and USFSM should be designated as branch campuses
- A matrix reporting model of campus leadership should be constructed to ensure the following:
  - Accessibility to the highest quality faculty and number of degree-granting programs as possible on each campus (Academics)
  - Ability to recruit and retain exceptional nationally recognized regional chancellors (Regional Leadership)
  - Maintain active and identifiable campus life (Campus & Community)
- An essential consideration is empowering regional chancellors to make budgetary and other leadership decisions in the best interests of local stakeholders, including students, community and business leaders, donors and public officials



# Student Success / Academic Programs / Campus Identity Committee Priorities

- Academic programs and Deans need to be distributed among campuses in order to have maximum advocacy for campus investments over time
- College homes do not need to be where predominance of faculty or physical infrastructure exists
  - College homes may enhance campus identities
- Consideration should be given to local workforce market needs and opportunities of campuses for mission and local ownership
- One measure of success is the growth of graduate degree programs including laboratory-based programs on regional campuses