Consolidation Planning Study and Implementation Task Force

Student Success, Academic Programs & Campus Identity Subcommittee

November 19, 2018
8:00AM – 9:00AM
Call

Subcommittee Members: Mike Griffin, Chair; Rick Piccolo, Dr. Tonjua Williams
Staff Liaison: Paige Beles

A G E N D A

I.	Call to Order	Mike Griffin
II.	New Business – Action Items	
	a. Approval of November 14, 2018 Meeting Notes	Mike Griffin
III.	New Business – Information Items	
	a. Introduction	Mike Griffin
	b. Discussion	Mike Griffin
	a. Review Draft Recommendations	
	b. Next Steps	
IV.	Adjournment	Mike Griffin

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NOTES
Student Success Academic Programs and Campus Identity Meeting
November 14, 2018

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

I.   Call to Order

Chair Griffin called the meeting to order at 10:00am.

II.   New Business – Action Items

Meeting notes from November 6, 2018 were approved.

Chair Griffin welcomed the committee and attendees.

III.   New Business – Information Items

    a. Introduction and Context

Mr. Stokes introduced the meeting objectives, stating this was the subcommittee's final in person meeting. The process will incorporate reviewing each focus area to move to a final drafting. Huron will create this final draft from the discussion and feedback from members and provide it to the subcommittee for final review prior to submitting to the Task Force at large.

    b. Discussion

The committee began the discussion with student success. The members expressed concern that USFSM campus housing as a recommendation should be relocated to the campus identity recommendations, noting that the housing project is important to establishing a campus identity.

There was further discussion regarding establishing a definition for student success, as it is not clear how it is defined or who decides what is and is not student success. They also stressed the importance of making sure that all three campuses have a voice. Members further discussed the current system and structure of ensuring success and strategies that will be tailored to the students at each campus. Finally, it was noted that strategies for student success are not "one size fits all" and would need to be adjusted at each campus.

Chair Griffin recommended that all three campuses create guiding principles that explain how student success is done and measured. Mr. Stokes agreed that student success should include local voices and overarching principles. Chair Griffin also suggested that the current System Academic Program Advisory Committee add that the student representative should rotate annually among the three campuses.

Members then reviewed the academic programs draft recommendations. Mr. Stokes described the evidence-based business plan for success measures. Members discussed the process that is

already in place, wanting to ensure any additional processes won't overburden or override current processes. Members expressed their desire to ensure that new programs are supported with the philosophy in mind of supporting those closest to the communities they are in.

Members expressed concern that there was an omission of bachelor's programs and USF Tampa and rather should include both in the particular recommendation for expanding master's and doctoral degrees. The committee discussed timing for new program creation and were reminded that BOT/BOG have requirements that must be fulfilled. Members expressed provided clear direction that establishment of new master's and doctoral degrees would be a priority alongside keeping everything that is currently available on each campus available. Members expressed that they will not be defining which colleges and programs should be homed at each location without feedback from academic leadership. The committee members expressed that a recommendation they would like to include is least one college was housed at every campus.

Members requested more clarification regarding the meaning of "develop guiding principles" on the draft recommendations. Mr. Stokes noted it was in reference to the college unit. The committee discussed the need to establish benchmarks at individual campuses in order to ensure that they are realistic and achievable alongside a process and protocol in the event that the benchmarks were not met. It was mentioned that resources also need to be evaluated to make a determination. The members suggested that these benchmarks are also tied to the marketing of unique identities and more language reflecting that should be added to the recommendations.

The members recommended the addition of an organizational plan that included partnerships with workforce and community organizations. The members requested to add to the vision statement an inclusion of partnerships.

Next, members reviewed the draft recommendations regarding research capacity. It was recommended that resources already available are deployed wherever they may be needed. It was also suggested that technology be used to facilitate more collaboration across the three campuses. Additionally, the members recommended that language should be added regarded expanding research office services support.

The members noted the critical needs for additional facilities should be a priority, including adding a recommendation regarding the technology building ad USFSM.

The members noted that the quality of faculty makes a big difference. They recommended that language regarding hiring quality faculty in order to increase campus identity be included as a recommendation. The members also mentioned that the arts were brought up multiple times in St. Petersburg and the need to ensure that partnerships go beyond academic be included in the recommendations.

Mr. Stokes suggested a separate carve out related to partnerships that could be curricular or other partnerships. The members recommended this section be titled "community engagement." Discussion regarding partnerships ensued, including the sectors most important to the communities which USF serves.

Chair Griffin expressed that the committee needs to be careful not to set expectations for things that cannot be achieved. Mr. Stokes asked the committee if they saw any risks that needed to be communicated to the BOT. The members noted the following risks: funding, lack of community buy-in around the recommendations, visible community results, and attainable recommendations.

The committee discussed their next steps to be the following:
- Synthesize and update document
- Considerations will become recommendations and fleshed out
- Subcommittee reviews and approves
- Call to discuss
- Review of the updated document.

IV. **<u>Adjournment</u>**

Meeting adjourned at 11:26am

	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 and student population-specific needs.	a. Develop guiding principles for a unified student success movement through an inclusive and collaborative campus stakeholder engagement process b. Provide all campuses with the necessary support to serve their unique student populations while ensuring that equitable services are offered across USF c. Leverage the new Student Success Committee to promote a unified approach to student success d. Develop Persistence Committees on each campus and leverage the unified Student Success Committee to ensure coordinated retention and completion efforts including application of predictive models and the "Finish in Four" initiative e. Strengthen intervention initiatives and ensure the programs are reflective of and responsive to all student populations f. Empower faculty to have conversations with students about potential career paths in their academic discipline
2	Academic programs	Developing a broader array of integrated degree programs aligned with regional workforce demands promotes a successful journey through the student lifecycle from recruitment and the academic experience to employment and alumni engagement.	Maintain existing academic degree offerings and expand the academic portfolio across the University at every level, using evidence and rigorous analysis, as exemplified in the phased approach outlined in the "Unified Response" document authored by academic leadership at USF St. Petersburg, USF Sarasota-Manatee, and USF Tampa. Develop and communicate a disciplined approach to identifying and	a. Develop recommendations for expanding academic degree offerings at the Baccalaureate, Master's and Doctoral levels, based on a multi-layer, multi-year approach [see Appendix for "Unified Response" plan] b. Strengthen processes for the expansion of existing academic degree offerings such as examining evidence of student demand, critical mass, and capacity to deliver

	Focus Area	Vision Statement	Recommendation	Description

			sustaining geographically-distributed Colleges and Schools.	c. Empower local university leadership to strengthen employer partnerships to inform curriculum development
				d. Consider including updated labor market data sources in Program Reviews, so that students are better situated/equipped to understand real-life applications of degree programs
				e. Increase master and doctoral degree program delivery on the St. Petersburg and Sarasota-Manatee campuses
				f. Increase online, blended and hybrid course offerings at all levels
				g. Ensure at least one college is "homed" on each USF campus
				h. Develop guiding principles for a College unit, such as
				   a. One college per academic discipline
				   b. Establish realistic and manageable-sized college units informed by benchmarks for what constitutes a College
				   c. A comprehensive resource plan and reasonable timeframe for attaining established benchmarks and a defined process for underperformance
				   d. Meeting local workforce needs of the communities USF serves
				i. Ensure that existing academic offerings available on campuses pre-consolidation remain available under a single accreditation pursuant to determinations

	Focus Area	Vision Statement	Recommendation	Description
				made according to faculty-led program reviews and continued demand evidence j. Add a student representative member to the USF System Academic Program Advisory Council with provision to rotate on an annual membership basis.
3	Campus identity	Promoting a unified educational mission while leveraging distinctive regional strengths reflects "one university geographically distributed" and USF's commitment to designing rich and relevant learning experiences for students.	Implement initiatives that leverage the distinctive elements and communities that USF serves to strengthen campus identity while also supporting key features that establish University-wide standards across all campuses. Empower local university leadership to spearhead relationship building with surrounding communities to enhance campus identities.	a. Identify high-impact practices that reflect campus identities through community collaboration, service learning opportunities, and civic engagement b. Communicate distinctive academic and programmatic elements with external audiences to increase community awareness of campus identities and offerings c. Continue to increase the number of high-quality, research-productive faculty to develop academic programs and strengthen campus identities d. Support on-campus student housing on the Sarasota-Manatee campus, which is important to enhance identity, utilizing housing demand studies and other relevant information
4	Research capacity	Elevating the level of research productivity across the three campuses enhances the University's economic and societal impact, strengthens its standing as a Carnegie R1 institution, and advances its aspirations towards membership in the	Provide the resources and infrastructure that will facilitate the flourishing of research and scholarly activities and collaborations across the University.	a. Encourage proactive engagement of the USF Research & Innovation Office with faculty on all campuses b. Support the growth of campus research initiatives and strengths through strategies including joint appointments for faculty on the St. Petersburg and Sarasota-Manatee campuses

	Focus Area	Vision Statement	Recommendation	Description
		Association of American Universities (AAU).		c. Empower faculty on all campuses to identify research assets and opportunities and to engage in the planning efforts designed to expand research capacity d. Design an online database that highlights the research resources and centers that are available to all USF faculty e. Develop state-of-the-art technologies to promote cross-campus collaboration f. Prioritize the construction of the Integrated Science and Technology Complex (ISTC) on the Sarasota-Manatee campus to serve local research and teaching needs
5	Community engagement	Leveraging geographic strengths and local partnerships to drive economic development, enhance student recruitment efforts, and inform curriculum development, supports the University's commitment to making a positive impact on USF students, families, and community members.	Strengthen relationships with community stakeholders, educational institutions, corporations, non-profit organizations, and government entities to reinforce systemic support for economic development, leverage insights from on the ground experts, and engage local partners.	a. Strengthen relationships with local businesses and non-profit organizations in relevant industry sectors including the Arts, Aviation, Healthcare, Insurance, Engineering, 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

University of South Florida

STUDENT SUCCESS/ACADEMIC PROGRAMS/CAMPUS IDENTITY SUBCOMMITTEE

Membership:

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

Committee Focus Areas:

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

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

c. Developing the research capacity at each campus; and

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

Recommendations due to Task Force November 29, 2018

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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?*

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)

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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]

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- 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]

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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 <u>all</u> 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,

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

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

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

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

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

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

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

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

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

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

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

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