Consolidation Planning Study and Implementation Task Force

MEETING AGENDA
December 19, 2018
4:00 PM – 5:30 PM
Call

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

A G E N D A

I.	Call to Order	Chair Mike Griffin
II.	New Business – Action Items	
	a. Approval of November 29, 2018 Meeting Notes	Chair Griffin
III.	New Business – Information Items	
	a. Final Recommendations Discussion	Chair Griffin All
	b. Final Deliverable Discussion	Chair Griffin All
IV.	Adjournment	Chair Griffin

NotesUSF Consolidation Task Force Meeting

November 29, 2018
USF Sarasota-Manatee Selby Auditorium

Present: 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, Dr. Tonjua Williams, Nicole Washington

I.   **Call to Order**

        Chair Ellen called the meeting to order at 4:00 p.m.

II.   **New Business – Action Items**

        Minutes from the September 26, 2018 meeting were approved.

III.   **New Business – Information Items**

        a. **Shared Governance and Transparency Subcommittee Final Recommendations Discussion**

Melissa Seixas covered the four major themes that emerged in the subcommittee discussions including: a student-centric focus for governance; unique opportunities presented by geographic location; transparency throughout all university processes; and ensuring that the campuses are positioned to add value to the overall objective of remaining a Preeminent university.

Subcommittee recommendations fell within four overall categories:
- University governance including robust dialogue about the designation of the regional campuses as branch campuses. Faculty governance with engaged faculty and equitable campus representation.
- General education with appropriate representation from all campuses and ensuring any changes take into consideration a transition period for transfer students.
- Student governance. A highlight was the presentation by the student government leaders that exhibited a high level of collaboration within their recommendations for the future of student governance within consolidation.
- Budget transparency touched on critical issues of shared governance and student fees, and discussed the feasibility of a differentiated fee structure for students.

Ms. Washington highlighted the importance of enhancing the student experience through expanded access to programming and student activities while also minimizing disruptions to current, prospective, and transfer students. She stressed the importance of clear, transparent lines of accountability and communication regarding changes as they occur. She noted that the

subcommittee focused on the ability to maximize efficiency while ensuring USF is in the best place to serve its communities.

Ms. Rykiel highlighted the subcommittee's student-centric approach in crafting its recommendations, the prioritizing general education and the use of High Impact Practices, strengthening research through student engagement and emphasizing USF's commitment to student affordability.

Dr. Ellen acknowledged that the faculty and students have been very proactive in implementing solutions concerning governance and emphasized the need to be aware of their work and allow that progress to continue.

> **b. Student Success, Academic Programs, and Campus Identity Subcommittee Final Recommendations Discussion**

Mike Griffin reviewed the legislative charge for the Student Success/Academic Program/Campus Identity Subcommittee. The driving factor for the subcommittee's work is student success with a focus on ensuring students are graduating, meeting labor force demands, and continuing the successful programs and activities that already occur throughout USF. Mr. Griffin summarized the high-level takeaways from the subcommittee meetings and hearings, noting that some of the recommendations will require greater investment from the Florida Legislature and the need prioritize the various initiatives and recommendations throughout implementation.

He reviewed the following recommendations:
- Student Success
    - Development of guiding principles for a unified student success movement
    - Initiatives including the new Student Success Committee and the Persistence Committees

- Academic Programs
    - Retain existing academic programs
    - Increase academic programs based on student needs, labor demands and unique campus identities
    - Expand access to graduate programs across the university
    - Critical that the stature of all three campuses grows post-consolidation

- Campus Identity
    - Promote a unified educational mission while leveraging distinctive regional strengths
    - Elevate and empower the identity of each campus under a Preeminent university
    - Support student housing and fostering of cross-campus collaborations

- Research Capacity

- Proactive engagement of the Research Office with all faculty and exploration of technologies to enhance research

- Community Engagement
  - Leverage geographic strengths and partnerships to enhance student recruitment and inform curricular development

Mr. Piccolo added that there was a great deal of anxiety on the campuses related to academic programs and research opportunities. He supported the approval of the subcommittee recommendations but stressed the need for capital and research investment on all three campuses.

c. USF Consolidation Task Force Summary

Dr. Ellen provided a high-level summary of the all the subcommittee recommendations provided to Task Force members. Members discussed the need to continue to expand access and pathways to USF, including through strengthened relationships with state colleges. Chair Ellen underscored that a designation of branch campus for the regional campuses would only make sense if both USF and SACSCOC determine that such designation would enhance student opportunity and campus identity. He stressed the need to empower local leadership to make informed decisions relevant to the local context and needs. The expansion of academic programs, especially at the graduate level, is critical to continued student success and serving USF communities.

IV. Adjournment

UNIVERSITY OF SOUTH FLORIDA

Consolidation Planning Study and Implementation Task Force

Student Access Subcommittee Final Recommendations

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

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

	Student Access Subcommittee Additional Recommendations	
	Focus Area	**Recommendation**
6	Communications and community outreach	Identify and provide focused assistance to existing high school students who will no longer meet the admissions criteria during and after consolidation, and do not have time to adjust. Ensure they have information regarding alternative pathways and admission options.
7	Communications and community outreach	Enhance branding efforts to communicate USF as the go-to preeminent research university for prospective students in the region.
8	Communications and community outreach	Expand admissions pathways with local high schools for guaranteed admissions.

	Student Access Subcommittee Additional Recommendations	
	Focus Area	**Recommendation**
9	Communications and community outreach	Develop outreach offices at USF St. Petersburg and USF Sarasota-Manatee.
10	Communications and community outreach	Enhance communications with the local community about recruitment, student body composition, and student success statistics.
11	Scholarships, financial aid and admissions	Explore multiple summer bridge programs including focus on STEM, career specific programs, and internships.
12	Scholarships, financial aid and admissions	Foster collaborations with corporate and individual donors in for scholarship opportunities for high-potential students throughout the communities USF serves.
13	Scholarships, financial aid and admissions	Expand "last dollar" scholarship offerings.
14	Scholarships, financial aid and admissions	Support and increase awareness around Florida College Access Network's Seminars.
15	Scholarships, financial aid and admissions	Educate prospective students on the summer and spring admissions options, and on the importance of applying early.
16	Scholarships, financial aid and admissions	Dedicate equitable staffing and other resources to student support services for students enrolling in the summer, fall, and spring semesters.
17	Scholarships, financial aid and admissions	Collaborate with local partners to provide direct assistance to prospective students and their families applying for financial aid.
18	Scholarships, financial aid and admissions	Explore different communication channels and leverage technology to disseminate information regarding scholarships and financial aid.
19	Scholarships, financial aid and admissions	Continue to prioritize transparency in communicating the cost of attendance and available financial assistance to prospective students and families.

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

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

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

Shared Governance /Transparency Subcommittee Final Recommendations

	Focus Area	Vision Statement	Recommendation	Description
	General Education *(cont'd)*	cross-functional soft skills, while providing opportunities for service learning, civic engagement and experiences unique to their home campuses.		e. Implement an assessment plan for annual review and approval oversight of general education curriculum.
4	Student Governance	Student government opportunities, both in leadership and local roles, shall remain open to students on all campuses: The student government experience and opportunities shall be enhanced by consolidation efforts with student participation available at both the local home campus and system levels.	Identify a structure that allows for student government to be housed on each of the three campuses in an effective way including system-wide representation, and opportunities for interaction with faculty, university leadership and students from all campuses.	a. Create a system-level SGA and ensure alternating campus officer representation on the system-level SGA. b. Allow for equitable representation of student-elected positions across all three campuses. c. Define a clear process for equitable budget allocation. d. Outline and communicate processes and tools for student input/feedback during the consolidation transition. e. Develop a process for student leaders to assess and refine the student government structure two years post-consolidation.

Student Success/Academic Programs/Campus Identity Subcommittee Final Recommendations

	Focus Area	Vision Statement	Recommendation	Description
1	Student Success	Supporting USF students to be successful through graduation and beyond fulfills USF's mission	Ensure that new and ongoing initiatives aimed at promoting students' success align across USF while allowing for the	a. Develop guiding principles for a unified student success movement through an inclusive and collaborative campus stakeholder engagement process

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

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

Student Success/Academic Programs/Campus Identity Subcommittee Final Recommendations				
	Focus Area	**Vision Statement**	**Recommendation**	**Description**
	Campus identity *(cont'd)*			h. Coordinate undergraduate admissions processes and outreach to emphasize one USF while highlighting the distinct campus identities
4	Research capacity	Elevating the level of research productivity across the three campuses enhances the University's economic and societal impact, strengthens its standing as a Carnegie R1 institution, and advances its aspirations towards membership in the Association of American Universities (AAU).	Provide the resources and infrastructure that will facilitate the flourishing of research and scholarly activities and collaborations across the University.	a. Encourage proactive engagement of the USF Research & Innovation Office with faculty on all campuses b. Support the growth of campus research initiatives and strengths through strategies including joint appointments for faculty on the St. Petersburg and Sarasota-Manatee campuses c. Empower faculty on all campuses to identify research assets and opportunities and to engage in the planning efforts designed to expand research capacity d. Design an online database that highlights the research resources and centers that are available to all USF faculty e. Develop state-of-the-art technologies to promote cross-campus collaboration f. Prioritize the construction of the Integrated Science and Technology Complex (ISTC) on the Sarasota-Manatee campus to serve local research and teaching needs
5	Community engagement	Leveraging geographic strengths and local partnerships to drive economic development, enhance student recruitment efforts, and inform curriculum development, supports	Strengthen relationships with community stakeholders, educational institutions, corporations, non-profit organizations, and government entities to reinforce systemic support for economic development, leverage	a. Strengthen relationships with local businesses and non-profit organizations in relevant industry sectors including the arts, aviation, healthcare, insurance, engineering, real estate, etc. to leverage community strengths b. Enhance partnerships with educational organizations, including K-12 schools and regional community colleges, to foster community collaboration, innovative programs, and student access and success

Student Success/Academic Programs/Campus Identity Subcommittee Final Recommendations			
Focus Area	Vision Statement	Recommendation	Description
Community engagement *(cont'd)*	the University's commitment to making a positive impact on USF students, families, and community members.	insights from on the ground experts, and engage local partners.	c. Establish mechanisms that allow engaged partners to inform the design of contemporary, real-world curricula and the development of relevant applied research

**USF Task Force Final Deliverable
Template for Discussion**

Executive Summary

A one-page Executive Summary of the Task Force's charge, activities, and final recommendations.

Section A: Legislation and Charge

A brief description of the legislative requirements and the Task Force's charge.

Section B: Benefits of Consolidation

A description of the rationale for USF's consolidation and the expected benefits for university stakeholders, including students, alumni, faculty, staff, and community members.

Section C: Alignment with SACSCOC and Preeminence

A description of how the work of the three subcommittees (Student Access, Shared Governance / Transparency, and Student Success / Academic Programs / Campus Identity) aligns with the SACSCOC requirements and Preeminence metrics.

Section D: Summary of Activities

A summary of the Task Force's activities (e.g. Hearings, Town Halls, Task Force meetings).

Section E: Summary of Recommendations

An overview of the subcommittee recommendations organized by topic area.

Topic 1: Student Success

- Scholarships, financial aid and admissions [Student Access]
- Promotion of a diverse student body [Student Access]
- Transfer students and student mobility [Student Access]
- Student success [Student Success / Academic Programs]

Topic 2: Community engagement

- Communications and community outreach [Student Access]
- Campus identity [Student Success / Academic Programs]
- Community engagement [Student Success / Academic Programs]

Topic 3: Academics and research

- Academic programs and course delivery [Student Access]
- General education [Shared Governance / Transparency]
- Academic programs [Student Success / Academic Programs]
- Research capacity [Student Success / Academic Programs]

Topic 4: Shared governance

- University governance [Shared Governance / Transparency]
- Faculty governance [Shared Governance / Transparency]
- Student governance [Shared Governance / Transparency]
- Budget transparency [Shared Governance / Transparency]

Template with Draft Content

<u>Executive Summary</u>

To be drafted upon completion of other sections.

<u>Section A: Legislation and Charge</u>

- Section 1004.34, Florida Statutes, requires the Task Force to develop and deliver recommendations on the identity and mission of each campus under one accreditation.
- No later than February 15, 2019, the Task Force shall submit a report to the Board of Trustees that includes recommendations on the following:
  - 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;
  - Maintaining faculty input from all campuses during the review and development of general education requirements to reflect the distinctive identity of each campus;
  - Developing the research capacity at each campus;
  - Equitable distribution of programs and resources to establish pathways to admission for all students who require bridge programming and financial aid; and
  - Establishing budget transparency and accountability regarding the review and approval of student fees among campuses, including fee differentials and athletic fees, to enable the identification of the equitable distribution of resources to each campus, including the University of South Florida Health.
  - Developing and delivering integrated academic programs, student and faculty governance, and administrative services to better serve the students, faculty, and staff at the University of South Florida College of Marine Science, the University of South Florida Sarasota/Manatee, and the University of South Florida St. Petersburg.

<u>Section B: Benefits of Consolidation</u>

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

Section C: Alignment with SACSCOC and Preeminence

- USF cannot take any action in its consolidation process that would jeopardize its single accreditation with its regional accreditor, the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC)
- The work of the Student Access subcommittee touched on the SACSCOC requirement of communicating a consistent message to prospective students from Recruitment and Admissions. The work of the Shared Governance / Transparency subcommittee was interrelated with the SACSCOC requirements of having one consolidated general education curriculum and one unified faculty governance structure. Finally, the work of the Student Success / Academic Programs / Campus Identity subcommittee touched on the SACSOC requirements of a single educational mission and one college per academic discipline
- It is imperative that USF maintain Preeminence post-consolidation. USF Tampa attained Preeminence in early 2018 by meeting/exceeding 11 of the 12 benchmarks established by the Florida Board of Governors
- The work of the Student Access and Student Success / Academic Programs / Campus Identity subcommittees promotes the Preeminent metrics measuring incoming student profile and student retention and graduation rates. The Student Success / Academic Programs / Campus Identity subcommittee's charge of developing research capacity was supportive of the Preeminence metrics evaluating research productivity and funding

Section D: Summary of Activities

Summary of Activities:

- 30 weeks complete since the start
- 26 subcommittee meetings and hearings
- 70 subject matter expert presentations
- 1,400+ pages of background material
- 120+ public comment received

Task Force Activities:

Date	Activity	Location
April 25, 2018	Task Force Meeting	USF St. Petersburg
May 30, 2018	Task Force Call	N/A
June 29, 2018	Task Force Call	N/A
July 26, 2018	Task Force Call	N/A
August 22, 2018	Town Hall	USF Tampa
August 22, 2018	Task Force Meeting	USF Tampa
September 11, 2018	Town Hall	USF St. Petersburg
September 26, 2018	Task Force Call	N/A
October 2, 2018	Town Hall	USF Sarasota-Manatee
November 29, 2018	Task Force Meeting	USF St. Petersburg
December 19, 2018	Task Force Call	N/A
January 23, 2019	Task Force Meeting	USF Tampa

Student Access Subcommittee Activities:

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

Shared Governance / Transparency Subcommittee Activities:

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

Student Success / Academic Programs / Campus Identity Subcommittee Activities:

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

Section E: Summary of Recommendations

Topic 1: Student Success

- Scholarships, financial aid and admissions
  - Prospective students should have a clear understanding of college options, admission requirements and college readiness.
  - Strengthen community engagement through robust two-way dialogue and foster education ecosystems and partnerships that support student readiness, admissions, and expanded pathways.