Appendix E

	Focus Area	Issue Statement	Recommendation	Description
Student Access Subcommittee Final Recommendations				
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.

	Focus Area	Issue Statement	Recommendation	Description
	Promotion of a diverse student body *(con'd)*			d. Promote diversity among USF faculty and staff.
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.

The title row of the table reads: **Student Access Subcommittee Final Recommendations**

	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.
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.

Appendix F

	Focus Area	Vision Statement	Recommendation	Description
	Shared Governance /Transparency Subcommittee Final Recommendations			
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	Ensure continued representation of faculty	a. Empower Faculty Governance to contribute to the coordination and delivery of value-added student experiences.

[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)*	representation shall support Preeminence objectives and offer students the benefits 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.	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.	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 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	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:	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

	Shared Governance /Transparency Subcommittee Final Recommendations			
	Focus Area	**Vision Statement**	**Recommendation**	**Description**
	General Education *(cont'd)*	students core courses across programs that foster critical thinking skills, create engaged citizens and develop cross-functional soft skills, while providing opportunities for service learning, civic engagement and experiences unique to their home campuses.	• Curricular alignment • Course alignment • Assessment • Faculty oversight and engagement	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. 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.

Appendix G

	Focus Area	Vision Statement	Recommendation	Description
**Student Success/Academic Programs/Campus Identity Subcommittee Final Recommendations**			
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.	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	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

	Student Success/Academic Programs/Campus Identity Subcommittee Final Recommendations			
	Focus Area	**Vision Statement**	**Recommendation**	**Description**

	Academic programs *(cont'd)*		USF Tampa. Develop and communicate a disciplined approach to identifying and sustaining geographically-distributed Colleges and Schools.	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
				a. In consultation with Regional Chancellors and using established academic benchmarks, promote the opportunity for colleges to be homed across regional campuses.
				b. Unless otherwise prescribed by law, 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
				c. 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
				d. 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	Implement initiatives that leverage the distinctive elements and communities that USF serves to strengthen campus identity while also supporting key	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

	Student Success/Academic Programs/Campus Identity Subcommittee Final Recommendations			
	Focus Area	**Vision Statement**	**Recommendation**	**Description**
	Campus identity *(cont'd)*	distributed" and USF's commitment to designing rich and relevant learning experiences for students.	features that establish University-wide standards across all campuses. Empower local university leadership to spearhead relationship building with surrounding communities to enhance campus identities.	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 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	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

	Focus Area	Vision Statement	Recommendation	Description
	Research capacity *(con'd)*	Association of American Universities (AAU).		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, real estate, etc. to leverage community strengths b. Enhance partnerships with educational organizations, including K-12 schools and regional community colleges, to foster community collaboration, innovative programs, and student access and success c. Establish mechanisms that allow engaged partners to inform the design of contemporary, real-world curricula and the development of relevant applied research

The top header spanning the table reads: **Student Success/Academic Programs/Campus Identity Subcommittee Final Recommendations**