



**Board of Trustees
Academics and Campus Environment Committee**

**Tuesday, May 30, 2023
Microsoft Teams**

Trustees: Chair Oscar Horton; Cesar Esmeraldi, Jenifer Jasinski Schneider,
Lauran Monbarren, Rick Piccolo, Melissa Seixas
USF Foundation Board Liaison: Debbie Sembler
Provost and Executive Vice President: Prasant Mohapatra

AGENDA

- | | | |
|------|--|---|
| I. | Call to Order and Comments | Chair Oscar Horton |
| II. | Public Comments Subject to USF Procedure | Chair Horton |
| III. | New Business – Action Items | |
| | a. Approval of Minutes | Chair Horton |
| | i. February 21, 2023, Meeting | |
| | ii. April 19, 2023, Meeting | |
| | b. Faculty Nominations for Tenure | Interim Vice Provost Elizabeth Bell |
| | c. Tenure as a Condition of Employment | Interim Vice Provost Elizabeth Bell
Sr. Assoc Vice President Haywood Brown |
| | d. UMMatter: Continuation Grant | Regional Chancellor Christian Hardigree
Professor Lyman Dukes III |
| | e. 2020-2030 Master Plan Update | Vice President Carole Post
Director Ray Gonzalez |
| | f. Supplemental Education Plant Survey for Nursing
Expansion Projects | Vice President Carole Post
Director Ray Gonzalez |
| | g. BOG Regulations | |
| | i. New Regulation - Testing and Final Examinations | Vice President Cindy DeLuca |
| | ii. Regulation 3.018 – Admission to Baccalaureate Programs
of University of South Florida | Vice President Cindy DeLuca |
| | iii. New Regulation - Educational Sites: Establishment,
Reclassification, Relocation, and Closure | Vice Provost Terry Chisolm |

- iv. Regulation 11.002 – University Major Gifts Challenge Grant Program for Eminent Scholars & Endowments Sr. Vice President Jay Stroman
- v. Regulation 3.029 – Textbook & Instructional Materials Affordability Program Director Alexander Neff
- h. Foreign Language Teacher Education – 13.1306 M – Degree Program Termination Dean Anthony Rolle
Associate Dean Ann Cranston-Gingras
- IV. New Business – Information Items Chair Horton
- a. NCAA Rules Education Sr. Associate Director Brendan Armitage
- V. Adjournment Chair Horton



Board of Trustees Academics and Campus Environment Committee

Monday, February 21, 2023

Time: 9:00am

Microsoft Teams Virtual Meeting

MINUTES

Chair Oscar Horton welcomed everyone and convened the ACE Committee meeting. He asked Kiara Guzzo to call the roll.

Kiara Guzzo called the roll

- Trustee Oscar Horton
- Trustee Jenifer Jasinski Schneider
- Trustee Luran Monbarren
- Trustee Nithin Palyam
- Trustee Fredrick Piccolo
- Trustee Melissa Seixas

New Business – Action Items

a. Approval of November 21, 2022, Meeting Minutes

Chair Horton requested a motion for approval. It was given by Trustee Piccolo and seconded by Trustee Jasinski Schneider. The November 21, 2022, Minutes were approved.

b. Tenure as a Condition of Employment

Administrators such as the President, Provost, Deans, Chairs, and senior faculty who are recruited to USF are normally awarded tenure as a condition of employment. These highly qualified individuals usually have earned tenure at their previous institutions, which makes them attractive candidates to USF. To attract them, USF must provide a package that is competitive with other nationally and internationally ranked institutions. Tenure upon appointment for qualified candidates, among other things, is a term and condition of the employment package that makes USF an institution of choice.

Sr. Associate Vice President Hayward Brown and Interim Vice Provost Elizabeth Bell presented the item.

Dr. Brown reported that Dr. Dena Evans will be the new USF Vice Dean for Academic Affairs in the College of Nursing.

Dena Evans, Ed.D., MPH, MSN, RN, CNL, CNE

Dr. Dena Evans, Ed.D., MPH, MSN, RN, CNL, CNE, joined the College of Nursing (CON) on January 9, 2023, as Vice Dean for Academic Affairs. Previously, she served as Associate Academic Dean and Director of the School of Nursing at the University of North Carolina (UNC) at Charlotte where she was a tenured Associate Professor. Dr. Evans earned her Ed.D. from North Carolina University at Charlotte (2010), focusing on higher education in the health professions. Her leadership training includes Master of Science degrees in Nursing Science and Public Health Nursing, Policy, and Leadership from UNC, Chapel Hill, the Price-Babson Fellows Program for Entrepreneurship Educators, and the Wharton Fellow's Program. Dr. Evan's teaching excellence was honored with the Mary Adelaide Nutting Award for Outstanding Teaching or Leadership in Nursing Education, the Outstanding Teaching Award at the University of North Carolina, Pembroke, and nomination for North Carolina Board of Governors Excellence in Teaching Award.

Interim Vice Provost Elizabeth Bell reported that Dr. Prasant Mohapatra is a dedicated servant to his discipline in several capacities. He is the incoming Provost and Executive Vice President of Academic Affairs.

Prasant Mohapatra, Ph.D.

Dr. Mohapatra will join the USF College of Engineering on March 1, 2023, as a Professor with the Department of Computer Science and Engineering (CSE). Dr. Mohapatra is an internationally recognized researcher for his work in mobile computing and wireless networks. He is a Fellow of AAAS and a Fellow of IEEE. He comes to USF from the University of California, Davis, where he served as Vice Chancellor for Research and a tenured Distinguished Professor in the Computer Science Department. He previously served in positions including Dean of Graduate Studies, Associate Chancellor, Interim Vice Provost and CIO at the University of California, Davis. Dr. Mohapatra earned a B.S. degree from the National Institute of Technology in Rourkela, India, in 1987, an M.S. from the University of Rhode Island in 1989, and a Ph.D. from The Pennsylvania State University in 1993.

Chair Horton requested a motion for approval. The motion was given by Trustee Piccolo and seconded by Trustee Jasinski Schneider. The motion was approved.

c. New Degree Proposal

B.S. Business Analytics & Information Systems. CIP 52.1301

The proposed Bachelor of Science in Business Analytics and Information Systems (BAIS) is an undergraduate STEM degree designed to prepare graduates for high-demand, high-paying jobs in Florida, the USA, and throughout the world.

Interim Dean GJ de Vreede presented the item.

Interim Dean GJ de Vreede commented that over time, the needs of the workforce have changed, companies are looking for a different set of skills out of our students. There is now a much stronger focus on management science analytics and data science. The program is offered at the Tampa and St. Petersburg campuses as well as the Sarasota-Manatee campus.

Chair Horton had a question regarding program elimination and the students who are currently in the program.

Students who were in the original program are allowed to finish. There is a Teach Out.

Chair Horton requested a motion to approve the B.S. Business Analytics & Information Systems CIP 52.1301 Program. The motion was given by Trustee Monbarren and seconded by Trustee Jasinski Schneider. The item was approved.

New Business Information Items

a. Accreditation Reaffirmation Timeline Update

University Accreditation Liaison Officer & Director of Decision Support, Christopher Combie provided an update.

SACSCOC approved USF in late fall 2022 for a modified compliance certification report due to stable leadership, stable enrollment and the absence of sanctions or monitoring in the past 5 years. In lieu of responding to 74 accreditation standards. USF will respond to 40.

Dr. Combie commented, as a campus community we are laser focused on ensuring compliance on all accreditation standards that have served USF well.

A power point was provided which highlighted the following items:

- Accreditation Reaffirmation Timeline update
- Modified Compliance Certification Document
- SACSCOC 2025 Reaffirmation Timeline
- Narrative Drafting Timeline – Spring 2022
- Narrative Drafting Timeline - Summer 2023
- Narrative Drafting Timeline – Fall 2023
- Narrative Drafting Timeline - Spring 2024
- Narrative Drafting Timeline – Summer 2024
- Internal / External Review Protocol
- Reaffirmation Website
- Accreditation Contact

Chair Horton asked how often will USF have to repeat this process. It's every 10 years.

President Law and Dr. Combie's comments were about complying with the requirements under state law to change accreditors as of July 2022. Dr. Combie shared USF's plan moving forward.

Assistant Vice President for Government Relations Mark Walsh made comments concerning a bill that was enacted in 2022 by the State Legislature. It's regarding the State University System moving to a different accreditor.

Trustee Jasinski Schneider clarified the difference between SACSCOC and the different accreditations as it relates to other programs.

b. State of Admissions Update

Vice President for Student Success Cindy DeLuca provided an update on the current situation in the office of Admissions. The following were the topics of discussion:

- Staffing
- The Dean of Admissions recently resigned
- Assistant Vice President of USF World, Sean Gilmore will serve as Interim Director of Admissions for 6 months. Mr. Gilmore has served in this capacity in the past and is familiar with the systems and the team.
- There are plans to integrate team members from other areas in Student Success to assist Mr. Gilmore and the Admissions leadership in identifying efficiencies.
- We are working with Vice President and CIO Sydney Fernandes to find technology solutions.
- Working with the Vice President for HR Angie Sklenka and her team to launch a search and identify candidates for a new Director of Admissions.
- Retained Ruffalo Noel Levitz (RNL) to build our Strategic Enrollment Plan including recommendations for reorganization.
- RNL was invited to USF last fall to conduct an opportunity analysis. They assessed USF's readiness, to do challenging work necessary.

A power point was provided which highlighted the following:

- State of Admissions
- Strategic Enrollment planning – Building a new model for sustainable success
- Enrollment Funnel
- Summer/Fall 2023 Admission Funnel: FTIC

Trustee Horton had a question concerning the increase in the number of admits for the African American, Asian and Hispanic students.

There was an increase in the number of students applying as well as an increase in the percentage of yield. USF had a marketing campaign about 5 years ago.

Interim Director Sean Gilmore comments were on the marketing campaign, the process of applications and students who are admitted.

Trustee Jasinski Schneider comments were on having a strategic approach. Our diverse student and faculty population is our strength, as well as our location.

Dr. Brown commented on the competitiveness in the state of Florida for students to meet the admission requirements.

c. Round Table Discussion

Trustee Jasinski Schneider's comments were on the pros and cons of three major issues which are very important to the faculty: Tenure upon Hire, Accreditation and Enrollment.

Chair Horton had a question concerning the definition of DEI as it relates to the USF students.

Sr. Associate VP Brown comments were concerning the definition of DIA and Economic Diversity and all that USF has accomplished in those areas.

Interim Provost Eisenberg commented on the misperception of faculty at USF. Dr. Eisenberg made it clear that the faculty does stand for an inclusive environment.

Chair Horton thanked all the presenters and commented on the great job everyone did describing who we are.

Having no further business Chair Horton adjourned the ACE Committee meeting.



**Board of Trustees
Academics and Campus Environment Committee**

**Wednesday, April 19, 2023
Microsoft Teams**

MINUTES

The ACE Committee Chair Oscar Horton welcomed everyone to the 2023 Accountability Plan Workshop. The Chair called the meeting/ workshop to order. A special welcome went out to USF's new Provost Dr. Prasant Mohapatra. This will be his first Accountability Plan Workshop at USF.

Chair Horton commented on the importance of the 2023 Accountability Plan so that we are sure to be in alignment with the Florida Board of Governors 2025 Strategic Plan. This determines our funding as well our standing in becoming a better university.

Chair Horton asked President Rhea Law to give opening remarks.

President Law provided opening comments on the Accountability Plan and Metrics.

- President Law explained the extraordinary importance of the Accountability Plan - This is how we rate ourselves and the way we focus on continuous improvement. We are in pursuit of excellence.
- The Performance Base Funding Metrics - To provide the utmost care and attention to USF students throughout their academic journey and beyond.
- Preeminence Designation and Metrics - Are critical and have a strong financial foundation.

The President commented that this Accountability Plan is just one piece of a larger framework. There is also the Strategic Plan and the budgeting process. On April 27th we will dive deeper into the budget process component. We're bringing them all together.

President Law expressed her appreciation of having Provost Mohapatra on board as he is already off to a great start!

Chair Horton asked Kiara Guzzo to call the Roll.

Kiara Guzzo called the Roll

Trustee Oscar Horton
Trustee Jenifer Jasinski Schneider
Trustee Lauran Monbarren
Trustee Nithin Palyam
Trustee Fredrick Piccolo - Did not participate
Trustee Melissa Seixas – Did not participate

New Business – Information Items

a. USF BOT Accountability Plan

Provost Mohapatra presented the Accountability Plan for approval. He commented that this is a very vital document. He appreciates the intensity of work that went in the process of creating, tracking, and executing our goals, to achieve each of our targets.

The Provost provided a power point presentation which highlighted the following:

USF BOT Accountability Plan Workshop April 19, 2023

- Introduction
- 2023 Accountability Plan Timeline
- The History of PBF
- The History of Preeminence
- Intentional Focus & Monitoring: Metrics Crosswalk
- USF Accountability Plan Draft for Discussion
- Review of Metric Presentation Format (Sample)
- PBF Performance Summary – 2023 Accountability Plan
- Preeminence Performance Summary -2023 Accountability Plan
- High Level Take-Aways: PBF & PE
- High Level Take-Aways: Key Performance Indicators
- KPI 14. Professional Licensure & Certification Exam First- Time Pass Rates
- High Level Take-Aways: Enrollment Planning
- High Level Take-Aways: Academic Planning
- Building Sustainable Institutional Strategies
- Pursuit of Excellence: Student and Faculty Success

Chair Horton had questions concerning wages, increases, and points; as shown on the *Review of Metric Presentation Format Sample (slide)*. His concerns were regarding the benchmarks that USF didn't meet. How will this affect us?

Vice Provost Theresa Chisolm weighed in by explaining that it's relative to how the other institutions do in meeting their benchmarks; will determine how this will affect USF. We will find out their scores in May 2023.

Trustee Monbarren was impressed by the Provost's presentation and is looking forward to seeing the actual benchmark numbers when they are presented in May.

Trustee Jasinski Schneider appreciates the alignment of the work plan on how USF will move forward. She had remarks concerning the limits of the goals and how they can put us in difficult positions. Communication with faculty members would create a better understanding of the goals and how they can affect the reality of USF.

The President commented that we're dealing with goals that were established 5 years ago. The BOG does not look kindly on reducing goals that have already been identified.

BOT Chair Will Weatherford's comments related to identifying base goals, stretch goals and creating the structure of the metrics. He commented that there are challenging goals as well as achievable goals. It's likely that the Legislature will fund Performance Base Funding at a high level this year.

Vice Provost Prithvi Mukherjee commented on the two ways that points are earned, in comparisons to other universities. Points are given for excellence as well as for improvement.

Trustee Monbarren commented on the similarities with the K12 System as it relates to performance-based funding.

Provost Mohapatra appreciated everyone's comments and support as he hits the ground running in his new role at USF.

Chair Horton thanked Provost Mohapatra for his in-depth presentation and bringing everyone up to speed on the 2023 USF Accountability Plan.

Chair Horton requested a motion to approve the 2023 USF Accountability Plan. A motion was made from the floor, and it was seconded. The 2023 USF Accountability Plan was approved by the ACE Committee.

Having no further business Chair Horton thanked everyone for their participation and adjourned the Accountability Plan Workshop / meeting.

Agenda Item: III.b

USF Board of Trustees
June 13, 2023

Issue: Faculty Nominations for Tenure

Proposed action: Approval of Nominees for Tenure

Executive Summary:

Attached is USF's list of faculty nominees for tenure for review and approval by the USF Board of Trustees. President Rhea Law has certified that the nominations for tenure have met the requirements and conditions contained in USF Regulations, Policies, and Procedures. She is satisfied that the nominees will make a significant professional contribution to USF and the academic community in general. If approved, tenure will be awarded effective August 7, 2023.

Financial Impact:

USF faculty granted tenure and promotion will receive a 9% salary increase and \$5000 to Associate Professor and \$7000 to Professor in special achievement. Faculty granted tenure only will not receive a monetary award.

Strategic Goal(s) Item Supports: USF Strategic Plan 2022-2027, Goal II
BOT Committee Review Date: Academic and Campus Environment Work Group – May 30, 2023
Supporting Documentation Online (please circle): Yes No
• Faculty Nominations for Tenure
USF or Campus specific: USF
Prepared by: Elizabeth Bell, Interim Vice Provost



MEMORANDUM

DATE: June 13, 2023
TO: William Weatherford, Chair
FROM: Rhea F. Law, President
SUBJECT: Faculty Nominations for Tenure

I am requesting approval by the USF Board of Trustees of the enclosed Faculty Nominations for Tenure at USF. In nominating these faculty members for tenure, I certify that the requirements and conditions contained in USF Regulations, Policies, and Procedures for the granting of tenure have been met. I am satisfied that the nominees will make a significant professional contribution to USF and the academic community.

Enclosures

**Faculty Nominations for Tenure - 2022-23 Effective 2023-24
USF Board of Trustees Meeting – June 13, 2023**

COLLEGE	FIRST NAME	LAST NAME	RANK UPON HIRE	DEPARTMENT/SCHOOL	DEGREE OF EFFORT*
Arts & Sciences	Yasin	Eishorbany	Assistant Professor	Geosciences	1.0
Arts & Sciences	Matthew	King	Assistant Professor	History	1.0
Arts & Sciences	Giacomo	Micheli	Assistant Professor	Mathematics & Statistics	1.0
Arts & Sciences	Max	Owens	Assistant Professor	Psychology	1.0
Arts & Sciences	Yi	Qiang	Assistant Professor	Geosciences	1.0
Behavioral & Community Sciences	Supraja	Anand	Assistant Professor	Communication Sciences & Disorders	1.0
Behavioral & Community Sciences	Michelle	Arnold	Assistant Professor	Communication Sciences & Disorders	1.0
Behavioral & Community Sciences	Jerome	Galea	Assistant Professor	Social Work	1.0
Behavioral & Community Sciences	Chae	Jaynes	Assistant Professor	Criminology	1.0
Behavioral & Community Sciences	Soomi	Lee	Assistant Professor	Aging Studies	1.0
Education	Tanetha	Fisher	Assistant Professor	Leadership, Policy & Lifelong Learning	1.0
Education	Nathan	Fisk	Assistant Professor	Educational & Psychological Studies	1.0
Education	Elizabeth	Hadley	Assistant Professor	Language, Literacy, Ed D, Exceptional Ed & Physical Ed	1.0
Education	Sara	Smith	Assistant Professor	Language, Literacy, Ed D, Exceptional Ed & Physical Ed	1.0
Engineering	Mauricio	Arias	Assistant Professor	Civil & Environmental Engineering	1.0
Engineering	Ashwin	Parthasarathy	Assistant Professor	Electrical Engineering	1.0
Morsani College of Medicine	Laura	Blair	Assistant Professor	Molecular Medicine	1.0
Morsani College of Medicine	Danielle	Gulick	Associate Professor	Molecular Medicine	1.0
Morsani College of Medicine	Joshua	Scallan	Assistant Professor	Molecular Pharmacology & Physiology	1.0
Muma College of Business	Fang Chun	Liu	Assistant Professor	Accountancy	1.0
Muma College of Business	James	Whitworth	Assistant Professor	Accountancy	1.0
Muma College of Business	Mauricio	Palmeira	Associate Professor	Marketing	1.0
The Arts	Ya-Hui	Cheng	Assistant Professor	Music	1.0
The Arts	Susan	Havens	Assistant Professor	Art & Art History	1.0
The Arts	Jason	Lazarus	Assistant Professor	Art & Art History	1.0

*If Less than 1.0 FTE

University of South Florida
FACULTY NOMINATIONS FOR TENURE
2022-23 effective 2023-24

Prepared by:	Ebell
Title:	Vice Provost
Phone Number:	(813) 974-0850
Date:	6/13/23

Academic Affairs

Sex, Race/Ethnicity	Applied	Deferred	Withdrawn	Denied	Nominated
MALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian or Pacific Islander	3	0	1	0	2
Black, Not Hispanic	1	0	0	0	1
Hispanic	2	0	0	0	2
White, not Hispanic	7	0	0	0	7
Other	0	0	0	0	0
Total Male	13	0	1	0	12
FEMALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian or Pacific Islander	4	0	0	0	4
Black, not Hispanic	0	0	0	0	0
Hispanic	0	0	0	0	0
White, not Hispanic	6	0	0	0	6
Other	0	0	0	0	0
Total Female	10	0	0	0	10
GRAND TOTAL	23	0	1	0	22

***Eligible:** Data is only from departments that have applicants applying during the current process.

- APPLIED= Faculty whose names have been submitted for tenure review.
- DEFERRED= Faculty for whom tenure was deferred during the review process.
- WITHDRAWN= Faculty who withdrew from tenure consideration after applying for review.
- DENIED= Faculty for whom tenure was denied during the review process.
- NOMINATED= Faculty for whom tenure is being recommended by the University.

University of South Florida
FACULTY NOMINATIONS FOR TENURE
2022-2023 effective 2023-24

Prepared by:	Ebell
Title:	Vice Provost
Phone Number:	(813) 974-0850
Date:	6/13/23

Academic Affairs + USF Health

Sex, Race/Ethnicity	Applied	Deferred	Withdrawn	Denied	Nominated
MALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian or Pacific Islander	3	0	1	0	2
Black, Not Hispanic	1	0	0	0	1
Hispanic	2	0	0	0	2
White, not Hispanic	8	0	0	0	8
Other	0	0	0	0	0
Total Male	14	0	1	0	13
FEMALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian or Pacific Islander	4	0	0	0	4
Black, not Hispanic	0	0	0	0	0
Hispanic	0	0	0	0	0
White, not Hispanic	8	1	0	0	8
Other	0	0	0	0	0
Total Female	12	0	0	0	12
GRAND TOTAL	26	0	1	0	25

**Eligible: Data is only from departments that have applicants applying during the current process.*

- APPLIED= Faculty whose names have been submitted for tenure review.
- DEFERRED= Faculty for whom tenure was deferred during the review process.
- WITHDRAWN= Faculty who withdrew from tenure consideration after applying for review.
- DENIED= Faculty for whom tenure was denied during the review process.
- NOMINATED= Faculty for whom tenure is being recommended by the University.

Agenda Item: III.c

USF Board of Trustees
June 13, 2023

Issue: Tenure Nomination as a Condition of Employment

Proposed action: Approve Tenure as a Condition of Employment

Executive Summary:

Administrators such as the President, Provost, Deans, Chairs, and senior faculty who are recruited to USF are normally awarded tenure as a condition of employment. These highly qualified individuals usually have earned tenure at their previous institutions, which makes them attractive candidates to USF. In order to attract them, USF must provide a package that is competitive with other nationally and internationally ranked institutions. Tenure upon appointment for qualified candidates, among other things, is a term and condition of the employment package that makes USF an institution of choice.

Financial Impact:

Strategic Goal(s) Item Supports:

USF Strategic Plan 2022-2027, Goal II

Workgroup Review Date:

Academic and Campus Environment Work Group – February 21, 2023

Supporting Documentation Online (please circle): Yes No

- Memorandum to William Weatherford, Chair, USF Board of Trustees
- Tenure Nominations as a Condition of Employment
- Faculty Profiles

USF System or Institution specific: USF

Prepared by: Elizabeth Bell, Interim Senior Vice Provost



MEMORANDUM

DATE: June 13, 2023
TO: William Weatherford, Chair
FROM: Rhea Law, President
SUBJECT: Tenure as a Condition of Employment Nominations

I am requesting approval by the USF Board of Trustees of the enclosed Tenure as a Condition of Employment Nominations at USF. In nominating these faculty members for tenure, I certify that the requirements and conditions contained in USF Regulations, Policies, and Procedures for the granting of tenure have been met. I am satisfied that the nominee will make a significant professional contribution to USF and the academic community.

Enclosures

Faculty Nominations for Tenure as a Condition of Employment
USF Board of Trustees Meeting – June 13, 2023

<u>College</u>	<u>Name</u>	<u>Rank</u>	<u>Department/School</u>	<u>Degree of Effort</u>	<u>Previous Institution</u>	<u>Tenure at Previous Institution</u>
Arts & Sciences	Gregory Perreault	Associate Professor	The Zimmerman School of Advertising & Mass Communications	1.0	University of Missouri	Yes
Muma College of Business	Tang Wang	Associate Professor	School of Marketing & Innovation	1.0	University of Central Florida	Yes
College of Marine Science	Dreux Chappell	Associate Professor	Marine Science	1.0	Old Dominion	Yes
College of Behavioral & Community Sciences	Thomas A. Loughran, IV	Professor	Department of Criminology	1.0	Pennsylvania State University	Yes
Arts & Sciences	Lauren Arrington	Professor / Chair	Department of English	1.0	Maynooth University, National University of Ireland	Yes
Morsani College of Medicine	Yigin Du	Professor	Ophthalmology	1.0	University of Pittsburg	Yes
Morsani College of Medicine	Jose Diaz, Jr.	Professor	Surgery	1.0	University of Maryland	Yes

University of South Florida
Tenure Nominations as a Condition of Employment

The Zimmerman School of Advertising & Mass Communications
College of Arts & Sciences

Gregory Perreault, Ph.D.

Dr. Gregory Perreault received his PhD in Journalism from the University of Missouri in 2015. He joins the faculty of The Zimmerman School from Appalachian State University where he was tenured and promoted to Associate Professor in 2021. Dr. Perreault specializes in media literacy and digital journalism.

His research extends to journalistic epistemology, hostility in journalism, and digital labor. Dr. Perreault has published 40 refereed journal articles and 15 book chapters. His work appears in the highest-impact academic journals in mass communication including *New Media & Society*, *Digital Journalism*, *Journalism*, *Journalism Studies*, *Journal of Broadcasting & Electronic Media*, *Journalism Practice and Journalism & Mass Communication Quarterly*. He is the author of *Digital Journalism and the Facilitation of Hate* (forthcoming, 2023, Routledge), that examines the use and role of social media in propagating hate. Dr. Perreault taught various undergraduate courses at Appalachian State, including introductory "Journalism Matters" to the department's senior capstone, "Mobile Journalism." His peer and student evaluations are high, and narrative comments are overwhelmingly positive.

Dr. Perreault served as Fulbright-Botstiber Professor of Austrian-American Studies at the University of Vienna Department of Communication in 2020-2021. Dr. Perreault's work has been featured in a range of international outlets including *Le Monde*, *ORF*, and *Falter*, as well as nationally with *Vanity Fair*, *NiemanLab*, *Kotaku*, and the Poynter Institute. Prior to entering academia, Perreault worked as a multimedia journalist at the *Wellington Town-Crier*, *The Palm Beach Post*, Columbia Faith & Values, the Washington Journalism Center and the Religion Newswriters Association. Additional works have been published in *The Los Angeles Times*, the *Miami Herald*, *USA Today* and *Kill Screen Magazine*.

The faculty and The Zimmerman School Director unanimously and enthusiastically recommend that he be awarded tenure upon hire. The Dean of the College of Arts & Sciences joins in this recommendation.

**University of South Florida
Tenure Nomination as a Condition of Employment**

**School of Marketing and Innovation
Muma College of Business**

Tang Wang, Ph.D.

Dr. Tang Wang earned his PhD in Entrepreneurship from the University of Missouri-Kansas City in 2012. He served as the Gates Endowed Professor in Entrepreneurship and Innovation at Michigan Technological University from 2012-2014 and joined the Department of Management at the University of Central Florida as an Assistant Professor in 2015. He was tenured and promoted in 2020.

Dr. Wang is a recognized scholar in the field of entrepreneurship and has an excellent research and publication record. He has published nineteen refereed articles, including seven that are in the Financial Times FT50 list—the top journals in the business discipline. Five of his articles are in the *Journal of Product Innovation Management*, which is a very highly regarded outlet and the top journal in the product innovation area. Dr. Wang’s research impact is also demonstrated by a record of 700 citations as per Google Scholar. Of his pipeline of working papers, three are currently under review at FT50 journals, which is indicative of his ongoing research productivity. Dr. Wang is actively promoting his work through presentations at numerous academic conferences and serving as a reviewer at a number of top journals in his specialty.

Dr. Wang has demonstrated excellence in teaching and service, as evidenced by strong teaching evaluations and an impressive record of program and course development, including development of a new master’s degree in Entrepreneurship at University of Central Florida, creation of the undergraduate entrepreneurship minor at Michigan Tech, establishment of the entrepreneurship incubator program at University of Missouri-Kansas City, and redesign of the Ph.D. program in entrepreneurship at University of Central Florida.

Recommendation to grant tenure upon hire at the rank of Associate Professor to Dr. Wang received unanimous support from the School of Marketing and Innovation tenured faculty as well as the Muma College of Business Tenure and Promotion Committee. This recommendation has the support of the Dean of the Muma College of Business.

University of South Florida

Tenure Nomination as a Condition of Employment

College of Marine Science

Dr. Dreux Chappell

Dr. P. Dreux Chappell serves as Associate Professor and Associate Chair of the Department of Ocean and Earth Sciences at Old Dominion University where she was tenured in 2019. Dr. Chappell earned a B.A. in Biology from Amherst College in 2000 and a Ph.D. in Chemical Oceanography from the MIT-WHOI Joint Program in 2009. Dr. Chappell's research focuses on the interplay between phytoplankton physiology and ocean chemistry.

Dr. Chappell has authored or co-authored 25 publications in high-quality, peer reviewed journals with 3 other papers currently in review. She has a total of 1,111 citations and an h-index of 12 and an i10-index of 13. Dr. Chappell is currently PI or Co-PI on three NSF awards and has a record of sustained NSF support since 2015 with awards totaling more than \$2.6M. Dr. Chappell currently serves as review editor for *Frontiers in Aquatic Microbiology*, Vice-Chair of the scientific steering committee for the Ocean Carbon Biogeochemistry program, and member of the N₂ Fixation working group (both under the auspices of the U.S. Carbon Cycle Science Program). She is a regular reviewer for leading international journals and a sought-after panelist for scientific review bodies both nationally and internationally. In addition to her research accomplishments, Dr. Chappell is an excellent classroom instructor and student mentor.

On behalf of the faculty, the Dean of the College of Marine Science recommends Dr. Chappell be granted tenure as a condition of employment at the rank of Associate Professor.

University of South Florida
Tenure Nomination as a Condition of Employment

Department of Criminology
College of Behavioral & Community Sciences

Thomas A. Loughran, Ph.D.

Dr. Loughran earned his Ph.D. in Economics and Public Policy from Carnegie Mellon University in 2007. He is currently Professor in the Department of Sociology and Criminology at Pennsylvania State University. Prior to joining the faculty at Penn State, Professor Loughran was a post-doctoral research fellow at the University of Pittsburgh School of Medicine, Law, and Psychiatry Program. He was also a faculty member in criminology/criminal justice departments at University of South Florida and University of Maryland.

Dr. Loughran's research areas include factors contributing to crime, prevention, and methodology. He has published over 70 refereed journal articles and regularly publishes in the leading journals in criminology, as well as in high impact journals in psychology, public health, and medicine. He is currently the co-lead editor of *Criminology*, the top journal in Criminology. Dr. Loughran's research has been funded by several federal agencies; he is currently a co-PI on a NIJ grant awarded to the City of Tampa. Dr. Loughran has an excellent record of mentorship; he has served on over 60 dissertation/thesis committees and published with over 30 graduate students.

The tenured full professors in the USF Criminology Department voted unanimously to recommend that Professor Loughran be granted tenure upon his appointment at the rank of Professor. The Chair of the Department and the Dean of the College support this recommendation.

**University of South Florida
Tenure Nominations as a Condition of Employment**

1

MORSANI COLLEGE OF MEDICINE**Yiqin Du, MD, PhD**

Dr. Du joined the USF Health, Morsani College of Medicine (MCOM) on January 9, 2023 as Professor with the Department of Ophthalmology. Dr. Du is an internationally recognized researcher for her work in identifying broad range stem cells in the ocular regeneration by working in multiple areas of the eye, with the goals to establish novel treatment options utilizing stem cells and stem cell derived trophic factors to explore the mechanisms of ocular diseases and therapeutic interventions and novel drugs. Dr. Du has achieved national and international recognition as a leader in stem cell research. She comes to USF from the University of Pittsburgh School of Medicine, where she served as a tenured associate professor in the Department of Ophthalmology & Developmental Biology. Dr. Du earned an MD degree in Clinical Medicine at Xuzhou Medical University, Jiangsu, China in 1987, and a PhD in ophthalmology at Peking University Health Science Center, Third Hospital, Beijing, China in 2001. Dr. Du is the PI on two R01 grants with total current funding of \$5 million. Dr. Du currently has another R01 grant under review. She has published 57 peer-reviewed publications, 6 book chapters, 48 published abstracts, with three granted patents and three under review. She has been the invited speaker to numerous local, national, and international conferences. Dr. Du has extensive teaching and mentoring experience with several of her postdoctoral fellows receiving prestigious grants. Her service and leadership achievements include ad hoc grant reviewer for NIH study sections, and several international granting agencies. She serves as an editorial board member for several prestigious journals in her field. She has also served on numerous university committees at the University of Pittsburgh. The department APT Committee, Dr. Ramesh Ayyala, department chair, the MCOM APT Committee, Dr. Haywood Brown, MCOM Vice Dean, and Dr. Charles Lockwood, Executive VP for USF Health, and President Rhea Law all concur to recommend Dr. Du for tenure at the rank of Professor.

University of South Florida – Tenure Nomination as a Condition of Employment

MORSANI COLLEGE OF MEDICINE

Jose Diaz, Jr., MD

Dr. Diaz joined the USF Health, Morsani College of Medicine (MCOM) on March 1, 2023 as Professor with the Department of Surgery. Dr. Diaz is an internationally recognized researcher, academic surgeon, and leader in trauma and acute care surgery. His research work on chest wall injuries, neurological dysfunction, perioperative innovations, emergency laparotomy, and sepsis in trauma patients is highly recognized. He comes to USF from the University of Maryland School of Medicine where he most currently served as a tenured Professor in the Department of Surgery, with a second professorship with the Department of Epidemiology and Public Health. He served as the Surgery Quality Officer at University of Maryland, providing leadership over all surgical departments. He has more than 145 publications in high-impact journals, has co-authored 25 book chapters, with more than 120 abstracts and presentations. He is currently the Editor-in-Chief of *Current Surgery Reports*, while serving on several other prestigious editorial boards. Dr. Diaz has collaborated on numerous clinical industry trials, has served as PI and Co-PI on multiple grants. His service encompasses serving on major committees with the American College of Surgeons, where he has served as President of the Maryland Chapter; the American Association for the Surgery of Trauma; and the World Society of Emergency Surgery, to name a few. University service includes serving as the Surgery Vice-Chair for Quality & Safety, and Chair of the Surgical Quality and Safety Council, along with membership on numerous university committees. Dr. Diaz is an established educator mentoring more than 80 students, residents, and fellows. He has received numerous faculty teaching awards. He was named Top Docs by Baltimore Magazine annually, 2017-2021. He received a Presidential citation for six outstanding contributions to the Society of Critical Care Medicine. The department APT Committee; Dr. Murray Shames, department chair; the MCOM APT Committee; Dr. Haywood Brown, MCOM Vice-Dean; and Dr. Charles Lockwood, Executive VP for USF Health; and President Rhea Law all concur to recommend Dr. Diaz for tenure at the rank of Professor.

Agenda Item: III.d

USF Board of Trustees
June 13th, 2023

Issue: Eileen Hoffman Hafer U Matter Program Grant Reauthorization

Proposed action: Approve Eileen Hoffman Hafer U Matter grant application

Executive Summary:

The Eileen Hoffman Hafer U Matter inclusive postsecondary education program is eligible for grant funding under Florida Statute 1004.6495 known as the Florida Postsecondary Comprehensive Transition Program and Florida Center for Students with Unique Abilities Act. Under the terms for "Institutional Eligibility", to offer an FPCTP (Florida Postsecondary Comprehensive Transition Program), the president or executive director of an eligible institution, as applicable, must submit to the center, by a date established by the center, the following: An application for approval of a comprehensive transition program proposed by the eligible institution, which must be approved by the institution's governing board.

Financial Impact:

There is no cost to USF, thus no financial impact.

Strategic Goal(s) Item Supports: Student Success

BOT Committee Review Date: May 30th, 2023

Supporting Documentation Online (please circle):

Yes

No

Prepared by: Dr. Lyman Dukes III, Principal Investigator, Eileen Hoffman Hafer U Matter program

Eileen Hoffman Hafer

UMatter

PROGRAM

An inclusive postsecondary education program

Brief Overview

Dr. Christian Hardigree
Chancellor, USF St. Petersburg campus

Dr. Lyman L. Dukes III
Professor, Exceptional Student Education
Principal Investigator, U Matter



Request

Original BOT / Presidential approval

- May 2020 / July 2020

2023 grant renewal

- \$2.5 million / 5 years for program support
- Students eligible for \$15,000 annual scholarship
- Requires an identical approval process
 - BOT approval
 - Presidential acknowledgement of BOT approval



USF U Matter Program Overview

Students with an intellectual disability continue their education, explore careers, pursue integrated competitive employment, and live independently at a college / university

Student experiences:

- Audit college courses
- Participate in student organizations
- Complete internships
- Obtain competitive employment
- Become responsible community members



Outcomes

Obtain Certificate of Completion from U_Matter aligned with selected program of study

Identify goals using the student-centered planning process

Meet individual career goals

Increase academic access & enrichment

Increase campus & community engagement

Increase independent living skills

Increase career development & employment

Increase self-determination

Eileen Hoffman Hafer

UMatter
PROGRAM



Program Overview

Program history

- Funded in 2020
- First student cohort in fall 2021
- First graduates in spring 2023

Program size: ~ 20 - 25 students

- 6 program graduates (spring 2023)
- 6 2nd year students and 2 3rd year students
- 10 students accepted for fall 2023 cohort

Program expansion

- Potential U Matter program @ Tampa campus



Program Impact

Program funding

- No cost to USF
- Fall 2020: \$900,000 / 3 years
- U Matter student scholarships: \$15,000 annually
- Fall 2023: \$2.5 million / 5 years

Program donations

- Hafer family donation
- Multiple foundation scholarship accounts funded

Program awards

- Student Success Innovation Award
- Rocky's Leadership Awards



Program Impact



Program scholarship

- Multiple local / national / international presentations
- Program-focused publications
- Student presentations / publications

Graduate student support

- Funded USF doctoral graduate assistant

Undergraduate / graduate student employment

- USF doctoral student Assistant Director
- USF undergraduate students ~ 70 paid employee positions (fall 2023)

Community Impact

Program press

- ~ 20 TV / magazine / newspaper stories / interviews

Eileen Hoffman Hafer U Matter program Board of Directors

- Campus / Community / Student membership

Employment Advisory Board

- Local business leaders

Employment connections

- Tampa Bay Rays, Tampa Bay Rowdies, The Vinoy, Pinellas County Schools, and others



Request: In Summary

Original BOT / Presidential approval

- May 2020 / July 2020

2023 grant renewal

- BOT approval of grant renewal
- Presidential acknowledgement of BOT approval



Eileen Hoffman Hafer

UMatter

PROGRAM

Questions or Comments?

Lyman L. Dukes, III, Ph.D.
UMatter Principal Investigator
& Faculty Liaison
ldukes@usf.edu
(727) 873-4054



Agenda Item: III.e

USF Board of Trustees
June 13, 2023

Issue: USF 2020-2030 Campus Master Plan Updates

Proposed action: The proposed action requests that the Board of Trustees adopt the ONE USF Master Plan as submitted.

Executive Summary:

Pursuant to Section 1013.30(3), Florida Statutes, and Florida Board of Governors Regulations, Chapter 21, each public university is required to update their campus master plan every five years. None of the criteria set forth in section 1013.30(9), Florida Statutes that limit increases to density or decreases to natural, open area or rearrange land uses by over 10% have been triggered that would require a formal amendment, therefore this request is being brought forward as a ONE USF Master Plan Update.

The Master Plan Update builds upon the foundation of the USF Strategic Plan 2022-2027 and reinforces the USF Mission and Goals. This update includes the campus projects on the current Capital Improvement Plan (CIP) list as well as other funding sources. The plan is in keeping with the F.S. 1013.30 and BOG Chapter 21 with input and review by faculty, staff, students, and administrators.

ONE USF Campus Master Plan:

- USF Tampa Campus Master Plan Update
- USF St. Petersburg Campus Master Plan Update
- USF Sarasota / Manatee Campus Master Plan Update

Prior / Pending Reviews:

- USF Campus Development Committee: April 28, 2023
- USF ACE Advisory Committee: May 16, 2023
- USF ACE Board of Trustees Committee: May 30, 2023
- USF University Board of Trustees: June 13, 2023

Financial Impact:

The 2020-2030 Campus Master Plan Update provides for project development as funding becomes available from a variety of sources.

Strategic Goal(s) Item Supports: Goal 1; Goal 2; Goal 3; Goal 4

BOT Committee Review Date: June 13, 2023

Supporting Documentation Online (please circle): Yes No

USF Institution specific: ONE USF

Prepared by: Ray Gonzalez, Director Land Use and Planning

USF Campus Master Plans

Adoption of USF Master Plan Updates

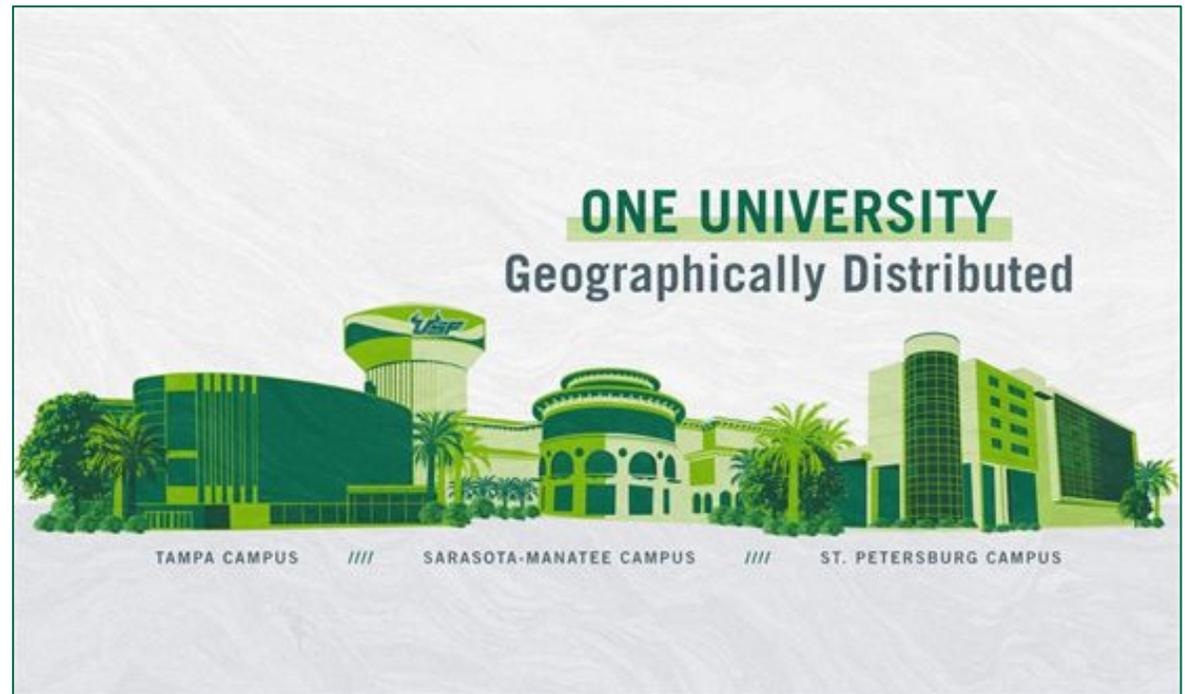
Tampa, St. Petersburg, & Sarasota-Manatee

Land Use & Planning | June 13, 2023



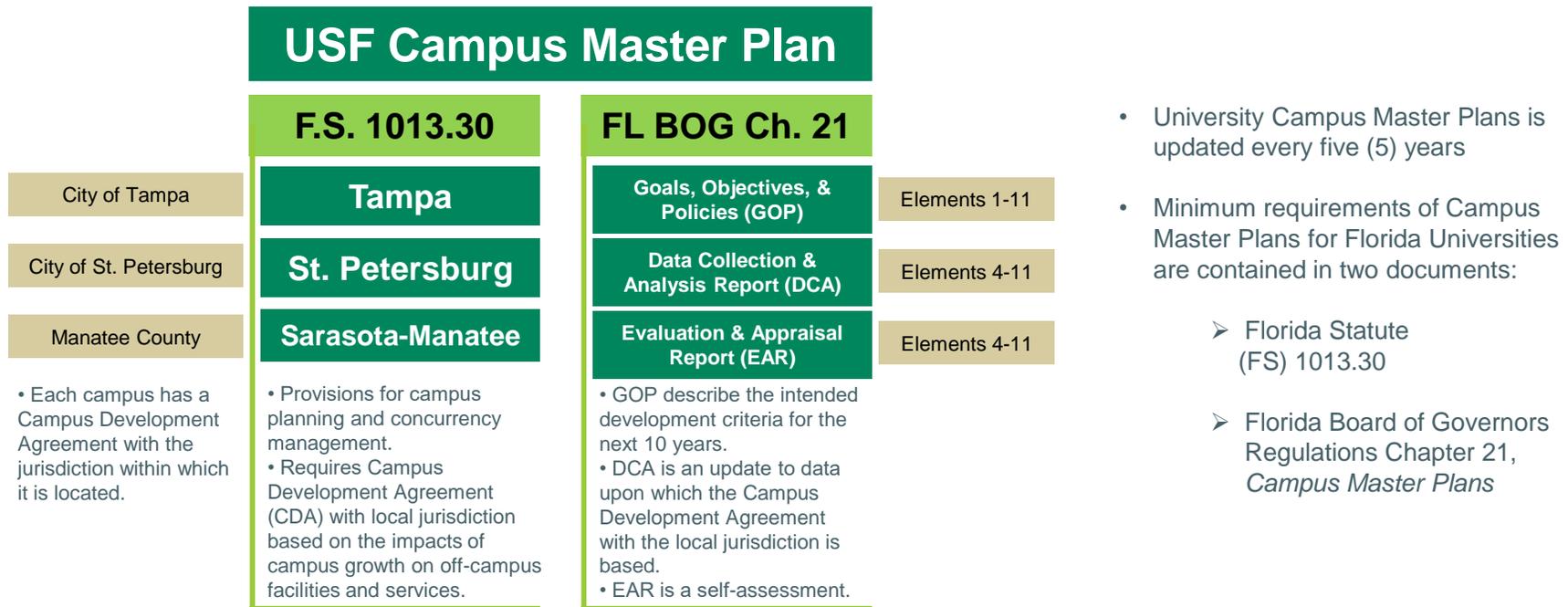
Agenda

- Master Plan Governance
- ONE USF Single MP Document
- USF Master Plan Updates
 - Tampa Campus
 - St. Petersburg Campus
 - Sarasota-Manatee Campus
- Next Step



For full 2020-2030 MP Draft Documents, please click on link below
<https://usf.box.com/s/71h27gdw39pl6t0s8zq759mn7h04euqh>

Campus Master Plan Governance



2020-2030 ONE USF Single MP Document

Single Document

**2020-2030
USF Campus Master Plan
Updates**

USF Tampa
CDA with City of Tampa

USF St. Petersburg
CDA with City of St. Pete

USF Sarasota-Manatee
CDA with Manatee County

- **Single consolidated document** will contain all three campuses
- Overarching USF Strategic Plan and Academic Overview
- Campus Development Agreement with host jurisdiction for each campus

Elements & Workgroups

2020-2030 USF Campus Master Plan Updates		Facilities Management	Office of Provost	USF Health	Administrative Services	Student Affairs	Office of General Council	Academic Faculty	Patel College	Student	Housing	USF Dining	Marshall Center	Research Park	Athletics	Campus Recreation	Park & Transportation	University Police	USF IT	CUTR	Botanical Garden		
Elements & Workgroups	Element 1 USF Strategic Plan	■																					
	Element 2 Introduction	■	These elements are not anticipated to need workgroups for development. Assistance will be requested as needed. Sections will be available for review by all members in the draft documents.																				
	Element 3 Academic Overview	■																					
	Element 4 Future Land	■	■	■		■				■				■	■								
	Element 5 Transportation	■		■						■								■	■			■	
	Element 6 Housing	■								■	■	■		■									
	Element 7 Infrastructure & Utilities	■								■										■			
	Element 8 Conservation	■							■	■	■					■	■						■
	Element 9 Recreation & Open Space	■							■	■	■					■	■						■
	Element 10 Intergovernmental Coordination	■				■															■		
	Element 11 Capital Improvements	■	■	■	■																		

- Each Element has a Workgroup with vested interest groups represented
- Workgroups reflect all campuses
- Elements 1 and 3 changed due to consolidation

2020-2030 Master Plan Updates

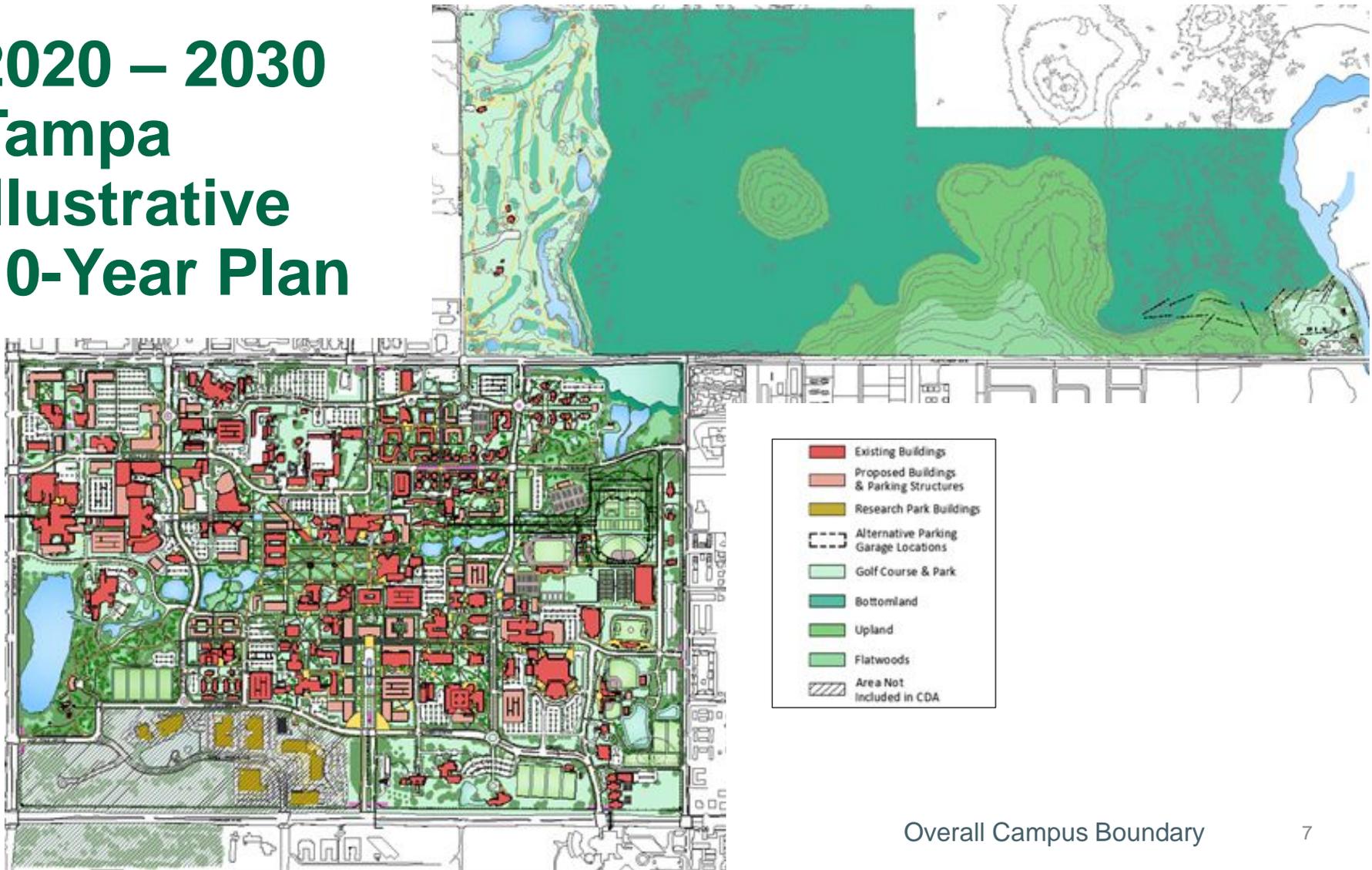
Tampa Campus



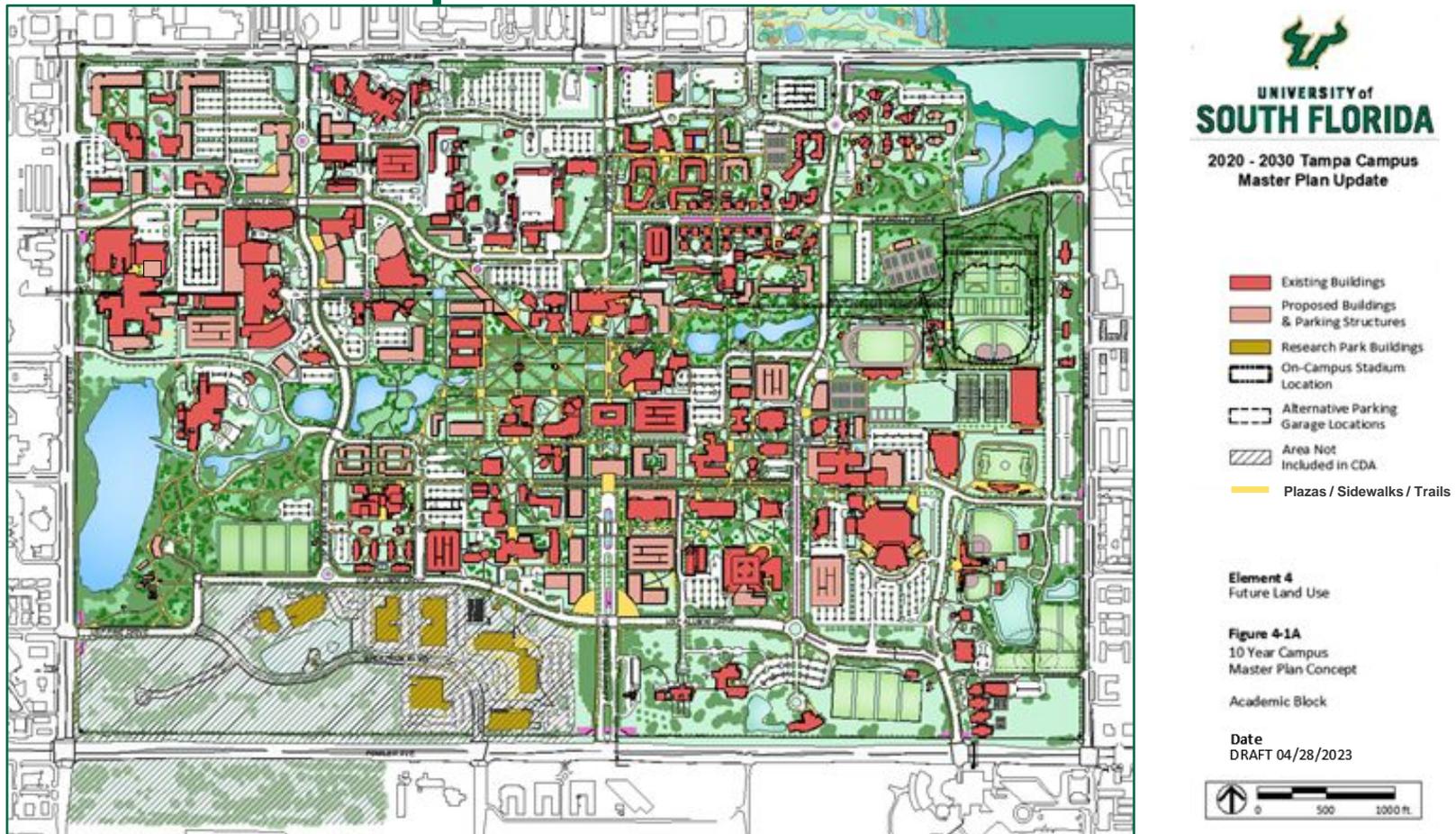
2020-2030 Tampa Primary Updates

Future Land Use:	Continues emphasis on increased development density and completion / protection of the campus greenway.
Transportation:	Promotes campus pedestrian, bike, transit, parking, and road system improvements.
Housing & Student Support Services:	Replacement and expansion of housing capacity and other Student Support Services.
Infrastructure & Utilities:	Continue emphasis on critical deferred maintenance and capital renewal to support existing facilities and future growth.
Conservation:	Continues to promote resource conservation and the American College and University Presidents Climate Commitment
Recreation & Open Space:	Includes revisions to Campus Recreation /Athletics facilities and open space.
Intergovernmental Coordination:	Continued coordination with the City and County for USF Development
Capital Improvements:	Includes current CIP (for all three campuses).

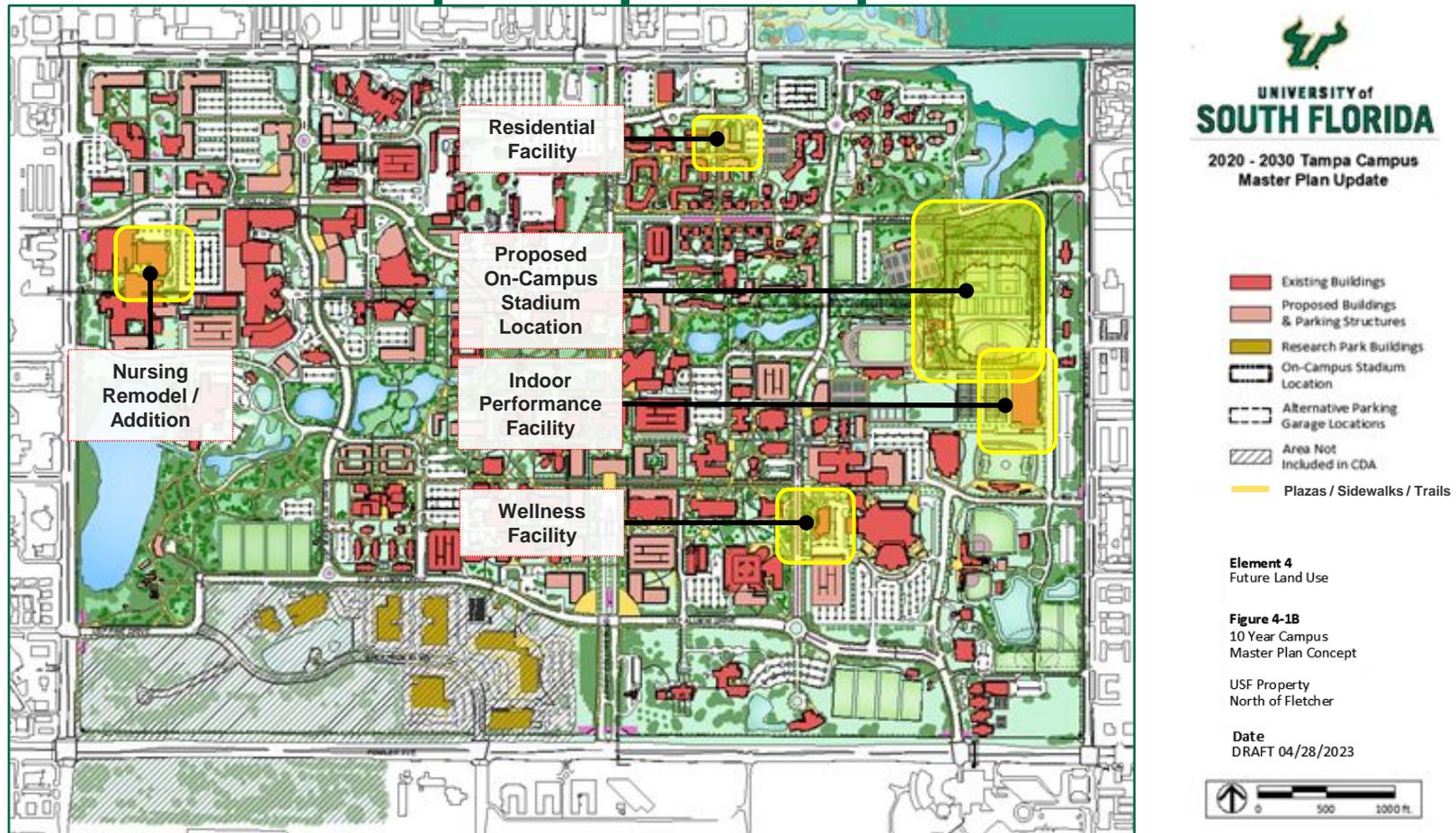
2020 – 2030 Tampa Illustrative 10-Year Plan



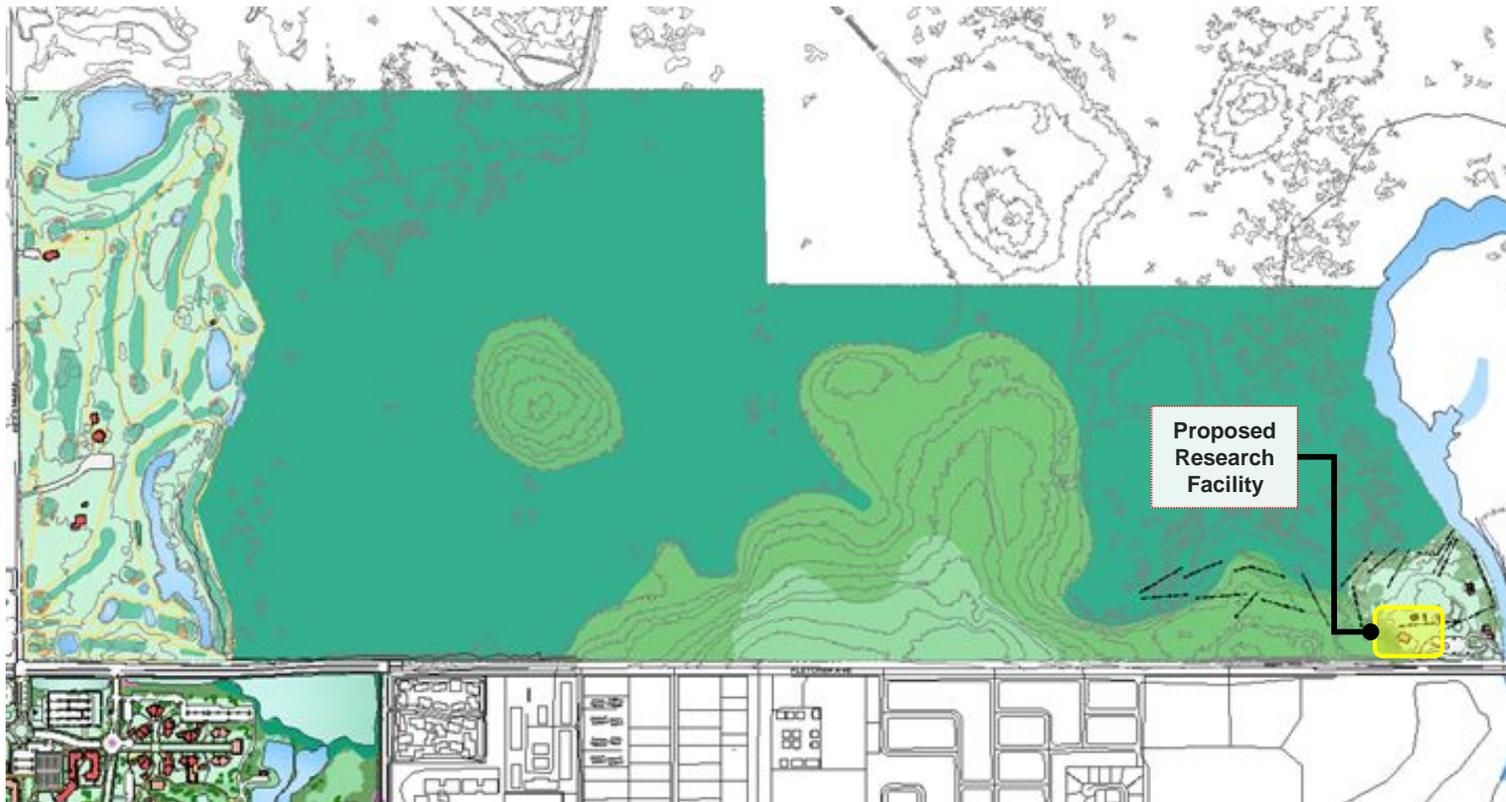
2020-2030 Tampa Illustrative 10-Year Plan



2020-2030 Tampa Proposed Updates



2020-2030 Tampa Proposed Updates



2020 - 2030 Tampa Campus Master Plan Update

-  Existing Buildings
-  Proposed Buildings & Parking Structures
-  Research Park Buildings
-  Alternative Parking Garage Locations
-  Golf Course & Park
-  Bottomland
-  Upland
-  Flatwoods
-  Plazas / Sidewalks / Trails

Element 4
Future Land Use

Figure 4-1B
10 Year Campus
Master Plan Concept

USF Property
North of Fletcher

Date
DRAFT 04/28/2023



2020-2030 Tampa Campus Development Agreement

Extension of the Campus Development Agreement

The Campus Development Agreement with the City of Tampa was based on the 2005-2015 Campus Master Plan. In 2010, given the unused development capacity, the City of Tampa extended the Agreement to 2025.

Benchmarks to the Campus Development Agreement

	Development Allowed	Current Used	Remaining balance	% used
Academic GSF	1,723,269	626,620	1,096,649	36%
Support GSF	683,566	161,942	521,624	24%
Parking	11,200	3,013	8,187	27%
Medical GSF	2,580,384	457,961	2,122,423	18%
Housing beds	2,526	2,327	199	92%
Sports and Recreation GSF	546,800	161,942	293,685	46%
Outdoor Seating (seats)	16,000	3,250	12,750	20%

2020-2030 Master Plan Updates

St. Petersburg Campus



2020-2030 SP Primary Updates

Future Land Use & Urban Design:

Develop campus to align with downtown grid of streets defined by buildings and landscape.

Transportation:

Street closures to expand the pedestrian-oriented campus, supported by structured parking on periphery.

Housing and Support Facilities:

Freshman housing district and expanded student life facilities for a vibrant residential campus.

Infrastructure & Utilities:

New east campus chiller plant ultimately replaces central plant.

Conservation & Coastal Management:

LEED Silver standard for new buildings; maintain and enhance access to Bayboro Harbor.

Recreation and Open Space:

Focus on unique bay front setting supported by recreational fields and pedestrian streets.

Intergovernmental Coordination:

Continue established partnerships with the community.

2020-2030 SP Illustrative 10-Year Plan



- Campus Limits
- Proposed Buildings & Parking Structures
- Existing Buildings & Parking Structures
- Related Agencies
- Plazas / Sidewalks / Trails

Element 4
Future Land Use

GOP Figure 4.b
Land Use 10 Year Plan

Date
DRAFT 04/28/2023



2020-2030 SP Proposed Updates



2020-2030 SP Campus Development Agreement

Extension of the Campus Development Agreement

The Campus Development Agreement with the City of St. Petersburg was based on the 2010-2020 Campus Master Plan Update. The Agreement was signed in 2016 and expired in December 2021. Given unused development capacity to date, discussions are underway to extend the agreement for another 5 years.

Benchmarks to the Campus Development Agreement

	Development Allowed	Current Used	Remaining balance	% used
Academic GSF	547,050	102,952	444,098	19%
Support GSF	778,267	347,767	560,500	45%
Parking (in garages net) cars	485,000	375,000	110,000	77%
Housing beds	NA	925		

2020-2030 Master Plan Updates

Sarasota-Manatee Campus



2020-2030 SM Primary Updates

Future Land Use:

Reinforces mission, vision and goals of “USFSM Strategic Plan: Focus on Quality 2020”.

- Maintains currently adopted Campus Master Plan land acquisition strategy.
- No University development is proposed on land not currently owned.
- Continues emphasis to develop the campus core through strategic placement of buildings of compatible use, type and massing.
- Incorporates sustainability framework prescribed by FBOG Chapter 21.
- Academic Nursing/STEM building currently in design.
- Acquisition of land from Manatee County pending final approval.

Transportation:

Includes internal sidewalks and walkways to route pedestrian traffic away from roadways. Maintains campus design of vehicle traffic on the perimeter of campus and pedestrian traffic in the campus core.

Housing:

SM is constructing student housing with a target completion by Fall 2024.

Support Facilities:

SM will support student engagement and success through the addition of new facilities and repurposing existing facilities (USFSM Strategic Plan 2.1).

2020-2030 SM Illustrative 10-Year Plan




UNIVERSITY of
SOUTH FLORIDA
2020 - 2030
Sarasota-Manatee Campus
Master Plan Update

-  Campus Limits
-  Proposed Buildings & Parking Structures
-  Existing Buildings
-  Plazas / Sidewalks / Trails

Element 4
Future Land Use

Figure 4-1
10 Year Campus
Master Plan Concept

Date
DRAFT 04/28/2023



2020-2030 SM Proposed Updates



- Campus Limits
- Proposed Buildings & Parking Structures
- Existing Buildings
- Plazas / Sidewalks / Trails

Element 4
Future Land Use

Figure 4-1
10 Year Campus
Master Plan Concept

Date
DRAFT 04/28/2023



2020-2030 SM Campus Development Agreement

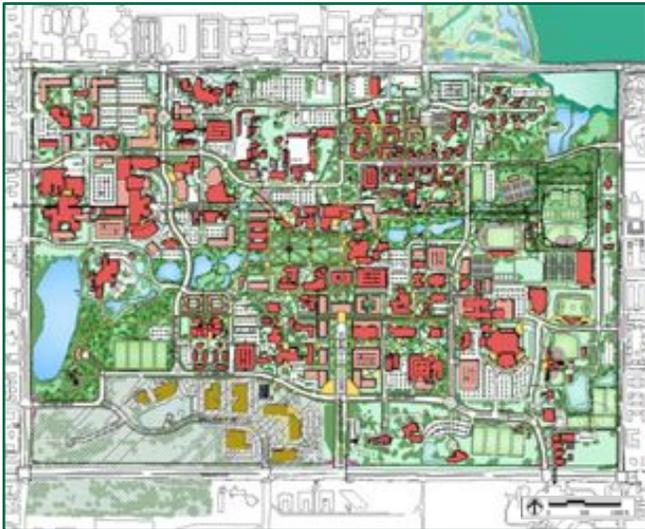
Extension of the Campus Development Agreement

The most recent Campus Development Agreement with Manatee County Government was based on the 2000-2010 Campus Master Plan. The Agreement expired in July 2013. Below is the proposed change to the agreement.

Benchmarks to the Campus Development Agreement

	Development Allowed Proposed 375,000 SF	Current Used	Remaining balance	% used
Academic & Support		196,748	178,252	53%
Support		49,715	128,537	66%
Housing		65,959	62,578	83%

2020-2023 USF Campus Master Plans



Tampa



St. Petersburg



Sarasota-Manatee

Next Step

Academics & Campus Environment Committee to recommend these 2020-2030 Master Plan Updates be adopted by the USF Board of Trustees on June 13, 2023.





Go Bulls

For full 2020-2030 MP Draft Documents, please click on link below
<https://usf.box.com/s/71h27gdw39pl6t0s8zq759mn7h04eugh>

Agenda Item: III.f

USF Board of Trustees

June 13, 2023

Issue: Amended USF Educational Plant Survey (EPS)

Proposed action: Approval of Amended USF 2022 – 2027 Educational Plant Survey for inclusion of the College of Nursing Tampa Expansion project.

Executive Summary:

The Educational Plant Survey (EPS) was approved by the USF BOT in June 2022. An Amended EPS Recommendation is required for projects that were not included in the Survey during the standard survey cycle.

The College of Nursing Tampa Expansion project was not included in that approved EPS. The BOG also requires an EPS for campus projects that would demolish existing Educational & General Buildings, as well as projects that would require an exception to the space management guidelines.

The original project was planned to be a remodel of existing interior space. However, during the design phase, consideration was given to maximizing the benefit to the University by demolishing the aged and inefficient southern portion of the existing MDN building. This portion will be replaced with a new structure within the same site as well as the remodeling of the newer northern portion of MDN. The project will provide a superior physical environment for the expansion of the College of Nursing enrollment, with concurrent growth in faculty, and staff. This will allow room for future expansion and to develop an innovative, integrated learning environment that allows for a setting that supports student, staff, and faculty success.

Due to these changes in the proposed scope of work, USF was required to do an Amended Educational Plant Survey to reflect the needs of the project.

This project has been recommended based on the exception procedure in this Amended USF 2022 – 2027 Educational Plant Survey. This meets BOG requirements and is ready for BOT approval and adoption by the BOG.

Financial Impact: This project has been funded with \$28,000,000, from State Appropriations, and approved on 8/16/2022.

Strategic Goal(s) Item Supports: 1A, 1B, 1C, 1D, 1E, 2D, 3A, 3D, 4B, 4C, 4D, 5C

BOT Committee Review Date: June 13, 2023

Supporting Documentation Online (please circle): Yes

USF Institution specific: USF Tampa Campus

Prepared by: Ray Gonzalez, Director Land Use and Planning



UNIVERSITY OF SOUTH FLORIDA
Office of the President

May 3, 2023

Mr. Kevin Pichard
Director of Finance and Facilities
Florida Board of Governors
325 West Gaines Street, Suite 1614
Tallahassee, FL 32399

RE: University of South Florida Amended Educational Plant Survey
Effective 2023-2027

Dear Mr. Pichard:

The Needs Assessment portion of the University of South Florida Educational Plant Survey was conducted on April 11, 2023. This letter reports the University’s understanding of the recommendation of the Survey Team.

AMENDED RECOMMENDATIONS OF THE SURVEY TEAM

University of South Florida
Needs Assessment
Date: April 11, 2023

The Survey Team included the following individuals:

<u>Name</u>	<u>Title</u>	<u>Institution</u>
Azita Dotiwala	Director, Budget, and Planning	Florida Atlantic University
Corina Mavrodin	Assistant Director, Space Utilization and Analysis	Florida Atlantic University
Oslay Molina*	Database Administrator	Florida International University
Itza Frisco	Interim Assistant Vice President, Facilities Management	New College of Florida
Christy Miranda-Perez	Director, Space Administration	University of Central Florida
Kristine Azzato	Assistant Director, Facilities	Board of Governors
Kyndra Freeman	Facilities Planner	Board of Governors

*Participated in original Needs Assessments conducted on March 1, 2022, and April 21, 2022, but not present for April 11, 2023 Needs Assessment to amend the original survey recommendations. All amendments appear in **RED**.

Based on the assessment of space needs, the fixed capital outlay projects listed below are recommended pursuant to section 1013.31, F.S. All projects recommended have been represented by the university to implement the detail of the campus master plan (CMP), pursuant to section 1013.03(10)(a)2, F.S. Amended surveys may be conducted at a later date should the project scope change in the future.

Remodeling:

As per s. 1013.01(17) F.S., “remodeling” means the changing of existing facilities by rearrangement of spaces and their use and includes, but is not limited to, the conversion of two classrooms to a science laboratory or the conversion of a closed plan arrangement to an open plan configuration.

1.1 Bioscience Academic Facility (BSF) (0229) (Main Campus):

Existing: Classroom - 3,296 NASF, Research Lab - 27,465 NASF, Office - 5,810 NASF, Campus Support - 392 NASF

Proposed: Classroom - 3,296 NASF, Research Lab - 28,667 NASF, Office - 5,000 NASF, Auditorium – 0 NASF, Campus Support – 0 NASF

1.2 Engineering Research Building (ENR) (0046) (Main Campus):

Existing: Teaching Lab - 2,754 NASF, Research Lab - 1,534 NASF, Office - 229 NASF

Proposed: Research Lab - 4,517 NASF, Auditorium – 0 NASF, and Campus Support – 0 ASF (Related Projects: 3.4, 3.5, 3.6, 5.1)

1.3 Marine Science Building (MSL) (2047) (St. Petersburg Campus):

Existing: Teaching Lab - 1,207 NASF, Office - 24,440 NASF, Research Lab – 30,378 NASF, Campus Support - 1,856 NASF

Proposed: Study - 2,218 NASF, Teaching Lab – 948 NASF, Research Lab - 22,964 NASF, Office - 18,650 NASF, Campus Support - 1,500 NASF (Related Projects: 3.7, 5.2)

1.4 Science & Technology General Academic Building (STG) (2153) (St. Petersburg Campus):

Existing: Classroom - 8,517 NASF, Teaching Lab - 6,902 NASF, Research Lab - 6,952 NASF, Office – 251 NASF

Proposed: Classroom - 3,540 NASF, Teaching Lab - 8,902 NASF, Research Lab - 9,929 NASF, Office - 251 NASF

1.5 Westside Data Center (MHA) (0129) (Main Campus):

Existing: Office - 1,810 NASF, Campus Support - 6,070, NASF

Proposed: Campus Support - 7,880 NASF

Renovation:

As per s. 1013.01(18) F.S., “renovation” means the rejuvenating or upgrading of existing facilities by installation or replacement of materials and equipment and includes, but is not limited to, interior or exterior reconditioning of facilities and spaces; air-conditioning, heating, or ventilating equipment; fire alarm systems; emergency lighting; electrical systems; and complete roofing or roof replacement, including replacement of membrane or structure. As used in this subsection, the term “materials” does not include instructional materials.

2.1 Bioscience Academic Facility (BSF) (0229) (Main Campus):

Existing: Classroom - 3,296 NASF, Research Lab - 27,465 NASF, Office - 5,810 NASF, Campus Support - 392 NASF

2.2 Engineering (ENG) (0044) (Main Campus):

Existing: Classroom - 2,088 NASF, Study - 1,206 NASF, Teaching Lab - 3,049 NASF, Research Lab - 19,907 NASF, Office - 14,807 NASF, Campus Support - 2,594 NASF

New Construction:

As per s. 1013.01(14) F.S., “new construction” means any construction of a building or unit of a building in which the entire work is new or an entirely new addition connected to an existing building or which adds additional square footage to the space inventory.

3.1 Academic Nursing STEM Facility (3079) (Sarasota Campus):

Classroom - 6,490 NASF, Teaching Lab - 15,500 NASF, Study - 1,760 NASF, Research Lab - 22,400 NASF, Auditorium/Exhibition - 3,300 NASF, Campus Support - 550 NASF

3.2 Bioscience Academic Facility with STEM Research Addition (BSF) (0387) (Main Campus):

Research Lab - 100,000 NASF

3.3 Engineering Research Bldg. 4 (0389) (Main Campus):

Classroom - 14,000 NASF; Study - 16,000 NASF; Research Lab - 75,000 NASF

3.4 Engineering Research Building (ENR) (046A) (Main Campus):

Research Lab - 5,510 NASF (Related Projects: 1.2, 3.5, 3.6, 5.1)

3.5 Engineering Research Building (ENR) (046B) (Main Campus):

Teaching Lab - 1,650 NASF (Related Projects: 1.2, 3.4, 3.6, 5.1)

3.6 Engineering Research Building (ENR) (Second and Third Floor Addition) (046C) (Main Campus):

Research Lab - 4,983 NASF (Related Projects: 1.2, 3.4, 3.5, 5.1)

3.7 Environmental & Oceanographic Sciences, Research, & Teaching Facility (MSL) (2048) (St. Petersburg Campus):

Study - 5,000 NASF, Teaching Lab - 15,000 NASF, Office – 2,000 NASF, Research Lab - 25,600 NASF, Auditorium - 2,000 NASF, and Campus Support – 0 NASF (Related Projects: 1.3, 5.2)

At the time of the above Recommendation (3.7), the 2022 General Appropriations Act (GAA), not yet approved by the Governor, provided appropriations to fully fund the project. Fully funded projects do not require Survey Team’s continued Recommendation, thus, in this case, the project would be governed by the Recommendation in the 2020 Amended EPS. If, upon the Governor’s approval of the GAA, the project is not fully funded, then the Survey Team herein Recommends project 3.7 (Environmental & Oceanographic Sciences, Research & Teaching Facility) provided the addition of this project does not result in USF’s total Office space exceeding 100% of space needs. See also endnote A on page 13.

3.8 Sarasota-Manatee Teaching Lab Expansion (SMC) (3069A) (Sarasota Campus):
Teaching Lab - 1,000 NASF

Projects Based on Exception Procedure:

4.1 University Police Department (9208):

Remodel of non-assignable square footage. Proposed: Office - 25,000 NASF

The survey team is recommending 4.1 based on the exception procedure. This project consists of space that is exempt from the space needs formula.

4.2 USF Health-Nursing Building Expansion (MDN) (0115A) (Main Campus):

Classroom – 2,900 NASF, Teaching Lab – 15,536 NASF, Study – 1,826 NASF, Office – 0 NASF, Research Lab - 0 NASF, Auditorium/Exhibition – 0 NASF, Instructional Media – 0 NASF, and Campus Support – 0 NASF (Related Projects: 4.3, 5.4)

This project also includes approximately 16,000 GSF of structural “shelled” space for future conversion to space types that will serve the educational mission of the university. The build out of the structural “shelled” space is not included in this recommendation.

At the time of the Amended Survey this project was fully funded through legislative appropriations using General Revenue and did not require a survey recommendation. The space on the first floor and second floor impact USF’s projected space needs and is incorporated herein to account for the NASF space.

4.3 USF Health-Nursing Building Remodeling and Renovation (MDN) (0115) (Main Campus):

Existing: Classroom – 387 NASF, Study - 1,489 NASF, Teaching Lab - 0 NASF, Office – 10,098 NASF, Research Lab - 0 NASF, Auditorium/Exhibition – 0 NASF, Instructional Media – 0 NASF, Campus Support – 1,058 NASF

Proposed: Classroom – 538 NASF, Teaching Lab – not to exceed 1,065 NASF, Study – 1,492 NASF, Office – not to exceed 10,989 NASF, Research Lab - 0 NASF, Auditorium/Exhibition – 0 NASF, Instructional Media – 0 NASF, and Campus Support – 0 NASF (Related Projects: 4.2, 5.4)

At the time of the Amended Survey, USF was overbuilt in Office and Teaching Lab. USF presented data to support the continued growth of the program requiring an expansion of space to meet its strategic mission and the needs of the region, namely in health sciences. USF noted BOG Regulation 8.008 Nursing Education, in conjunction with PIPELINE allocation in the amount of \$6,955,577 in support of hiring of faculty and staff to achieve 500 new nursing graduates, an increase of 330 graduates above USF’s current number, thus requiring additional Office space for increased programmatic needs. PIPELINE funds can also be used to purchase SIM equipment, consequently requiring more Teaching Lab space. Additionally, at the time of the Amended Survey the projected enrollment growth was based on the 2021 Accountability Plan used to assess space needs in the 2022 EPS Needs Assessment.

Demolition:

As per regulation 9.004 Razing of Buildings (1), *Each University Board of Trustees shall have the authority to raze buildings. Prior to the demolition of any educational or educational support facility with a replacement cost exceeding \$1,000,000, the university shall obtain an Educational Plant Survey recommendation for demolition. The University Board of Trustees shall review and approve the Educational Plant Survey recommendation and transmit.*

5.1 Engineering Research Building (ENR) (0046) (Main Campus):

598 GSF, 427 NASF

5.2 Marine Science Building (2047) (St. Petersburg Campus) North Wing Only:

12,266 GSF, 8,836 NASF

5.3 University Police Building (0012) (Main Campus):

13,200 GSF, 7,863 NASF

5.4 USF Health Nursing Building (MDN) (0115) (Main Campus) South Wing Only:

Classroom 2,758 NASF, Teaching Lab – 4,443 NASF, Study - 0 NASF, Office – 7,614 NASF, Research Lab – 0 NASF, Auditorium/Exhibition - 0 NASF, Campus Support - 0 NASF, 25,400 GSF (Related Projects: 4.2, 4.3)

Site Improvements and Campus-Wide Utility Infrastructure: (All Sites)

6.1 Land Acquisition: This is a general recommendation allowing the university to continue purchasing properties surrounding the campus as identified in the adopted Campus Master Plan.

6.2 Landscaping/Site Improvements: This general recommendation is to continue landscaping, road, and site improvements consistent with the adopted Campus Master Plans.

6.3 Utility Infrastructure Improvements: This is a general recommendation to include improvements consisting of items in the categories of chilled water and controls, electrical distributions, storm sewer, sanitary sewer, telecommunications, fiber, energy management control systems, irrigation, water distribution, steam equipment and distribution. The projects consist of improvements, extensions, modifications, and additions to the major utility systems consistent with the adopted Campus Master Plan.

Standard University-Wide Recommendations:

SR1: All spaces necessary for custodial and sanitation services in new facilities are recommended.

SR2: All projects for safety corrections are recommended.

- SR3:** All projects for corrections or modifications necessary to comply with the Americans with Disabilities Act are recommended.
- SR4:** Any project required to repair or replace a building's components is recommended provided that the total cost of the project does not exceed 25% of the replacement cost of the building.
- SR5:** Remodeling projects up to \$10 million completed pursuant to s. 1011.45(3)(c), F.S. are hereby recommended provided the resulting percentage of Space Needs Met does not exceed 100%.

Endnote: At the time of the 2022 Survey, USF initiated an audit of its space data, as material inaccuracies were discovered by the Survey Team. As such, the Survey Team's Recommendations herein are conditioned upon the outcome of USF's space audit as it relates to the accuracy of their space data. **At the time of the 2023 Amended Survey, USF stated that a continued effort is underway to audit its space data.**

As indicated prior, the above summarized our understanding of the Survey team's recommendation. At the June 13, 2023, Board of Trustees Meeting, the University's 2022 -2023 Amended Educational Plant Survey will be presented for its review and approval prior to submitting the final written report to your office.

We thank you and your staff for the assistance in this process.

Sincerely,

DocuSigned by:

Rhea F. Law

D70CAC29897044...

Rhea F. Law

President and CEO

University of South Florida

Amended Educational Plant Survey

USF College of Nursing Tampa Expansion

Land Use & Planning | June 13, 2023



Purpose for this Amended Educational Plant Survey

An Educational Plant Survey (EPS) Amended recommendation is required for Projects that were not included in the Survey during the standard survey cycle conducted in 2021 that would:

- **Demolish existing Educational & General Buildings**

The original project was planned to be a remodel of existing interior space.

During design phase, consideration was given to maximize the benefit to the University by demolishing aged / inefficient southern portion of the existing MDN building, replacement with a new three story structure within the same site, and the remodeling the newer northern portion of MDN.

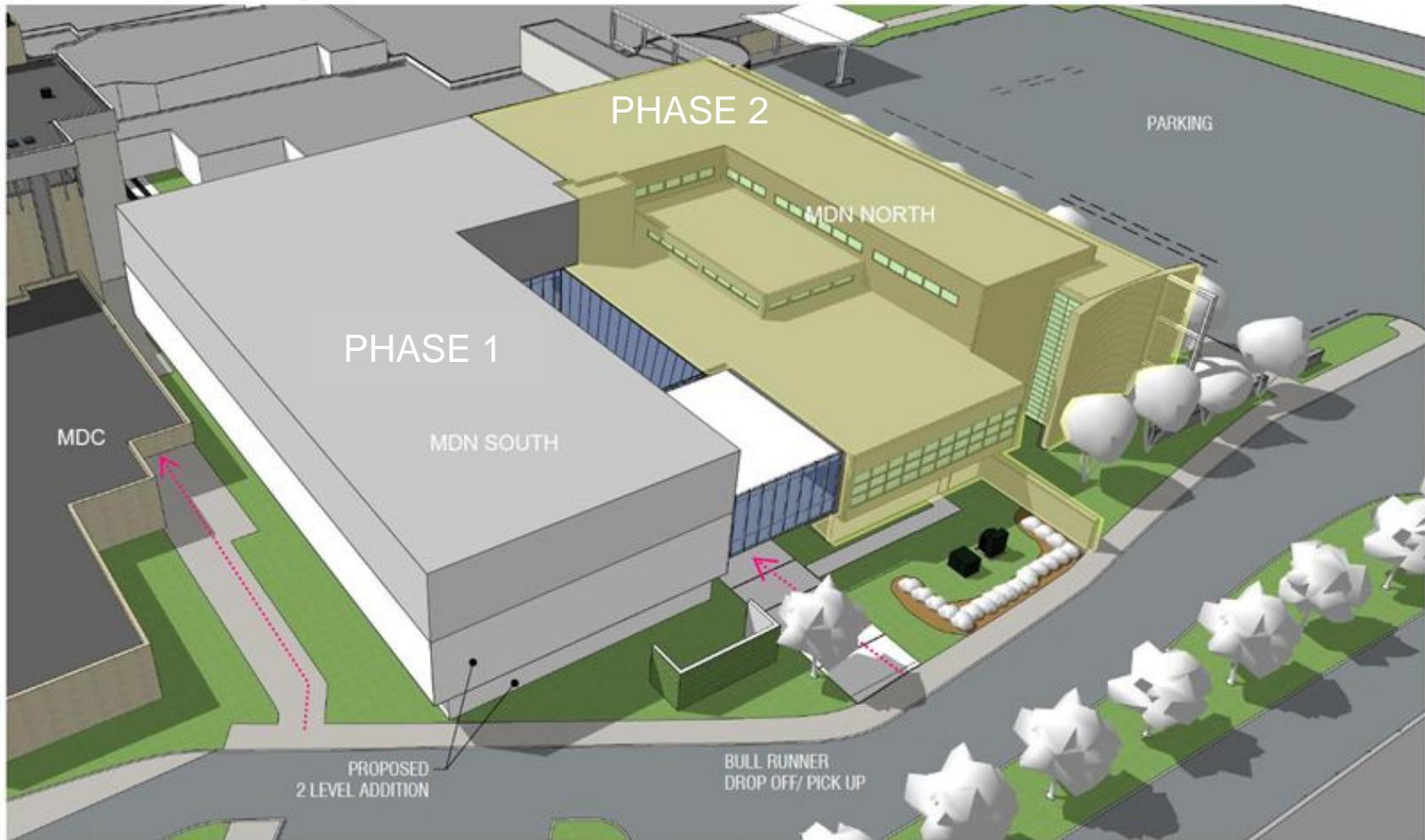
- **Require an exception to the space management guidelines**

The project was fully funded through non PECO legislative appropriations using General Revenue and therefore was exempt from the space management guidelines.

Due to these changes in the original scope of work and project funding, USF was required to do an Amended EPS to reflect the current needs of the project.

This project has been recommended based on the exception procedure and meets BOG requirements and is ready for BOT approval and adoption by the BOG.

Proposed Project Development



Thank you



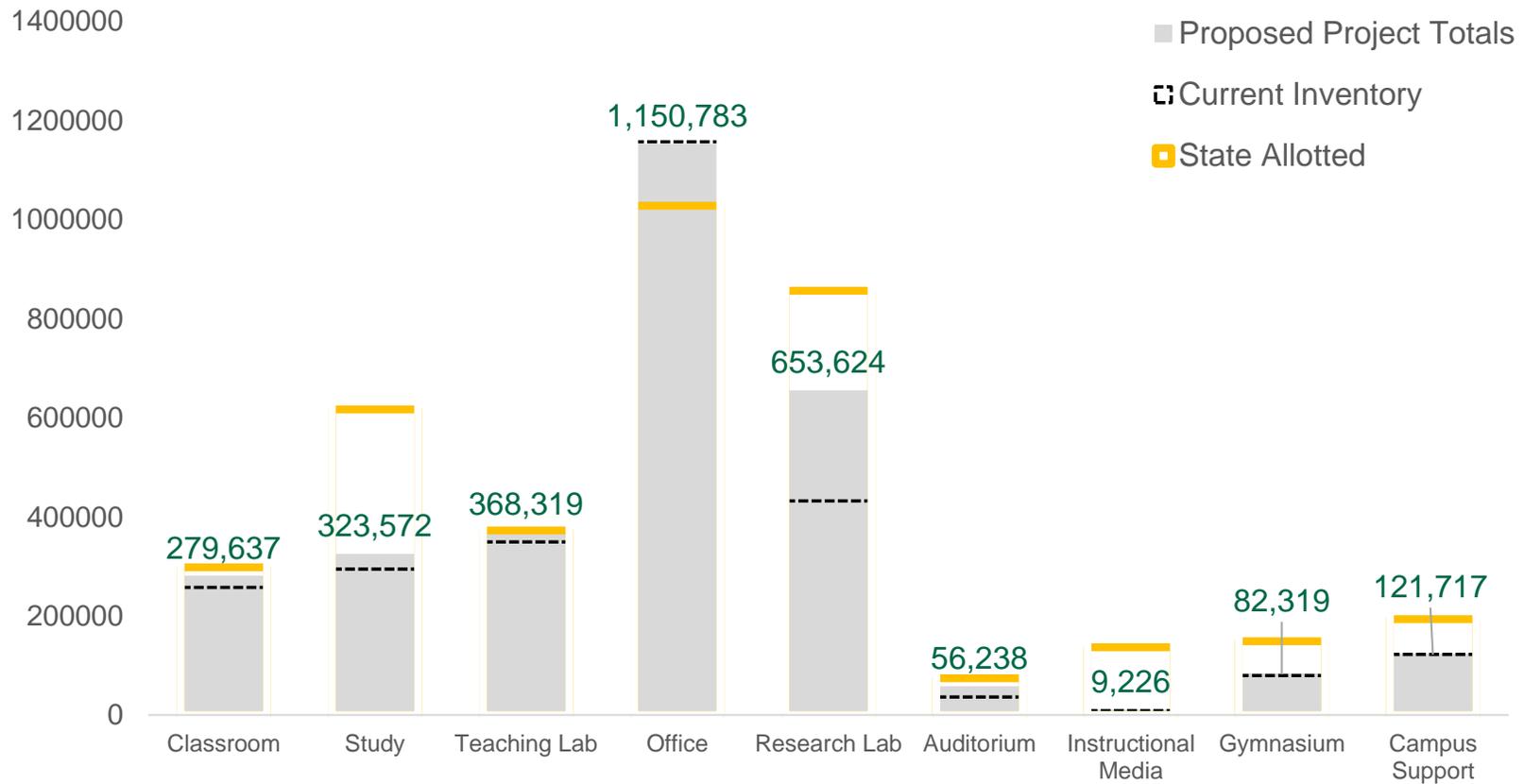
University of South Florida 2022 – 2027 Educational Plant Survey

May 2023 Space Internal Assessment Update

Agenda

- Space Internal Assessment
 - Why?
- Effort so far
 - Efficiency in Office & Teaching labs
 - Space Committee - Data Driven Decision
- Plan going forward
 - Policy and Approaches

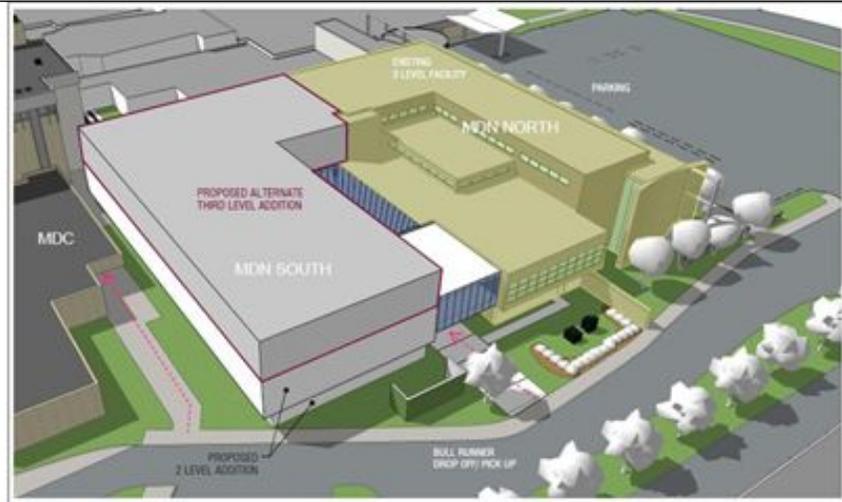
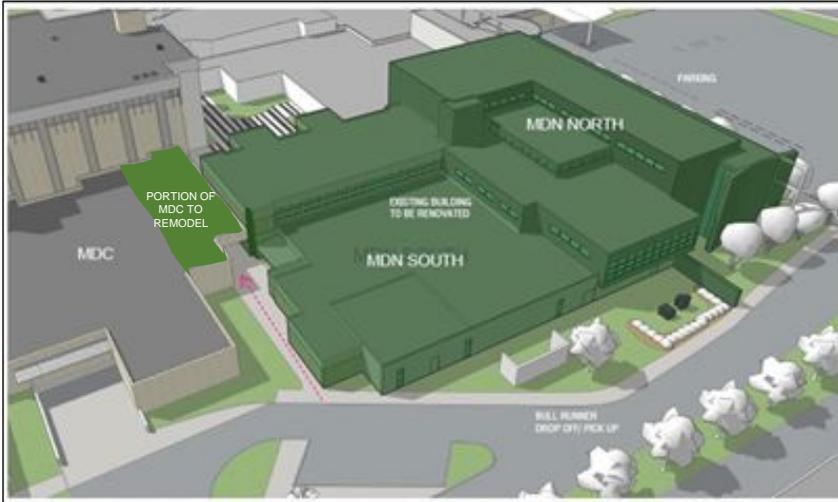
Why a Space Internal Assessment?



Space Internal Assessment Efforts so far

- Increased efficiency of future building plans
- Process improvement and more visibility of space data
- Space Committee establish with data driven decisions
- Identified multiple avenues to correct and maintain space data.
- Coordination with Deans to better identify usage and needs
- Assessed 700+ existing Spaces. Found 36,000+ sq. ft. of adjustments so far.

Efficiency in Office & Teaching Labs



Original Net Sq. Ft. Changes

Classroom	4,400 NSF
Study	7,000 NSF
Office	5,000 NSF
Teaching Labs	20,000 NSF

Original Scope would have put us further over in Office and Teaching Lab Categories. Limited by existing infrastructure which added wasted sq. ft. to the design.

New Net Sq. Ft. Changes

Classroom	10,594 NASF
Study	2,925 NASF
Office	(3,421) NASF
Teaching Labs	17,636 NASF

This approach decreased the Office category and made more efficient use of proposed Teaching Lab space overall.

Space Committee Data Driven Decisions

- Space Moves with EPS impact included.

NEC Project Space Category Changes			
Category	Overall Change	EPS Space Left	Long Term Impacts*
02 - TEACHING LABORATORY	1,633	19,555	1,007
03 - STUDY	277	321,531	292,953
04 - RESEARCH LABORATORY	4,323	419,725	198,722
05 - OFFICE - COMPUTER	(1,439)	(126,396)	(119,740)
07 - MEDIA PRODUCTION	(1,885)	129,726	129,726

*includes all long-term EPS approved projects.

Policy and Approaches

- Reclassifying inaccurate space data.
 - 50+ spaces identified for classification changes
- Policy change to address institutes and other spaces occupied by non-E&G functioning departments.
 - Further impacts need to be assessed
- Reviewed oversized office spaces that need Floorplan adjustments.
 - 40 spaces identified.
- Incremental Changes to our approach of new Remodels and Major Projects, focused on efficient Offices and Teaching labs. (College of Nursing)
- Identification of Buildings with inefficient and Underutilized office spaces. Develop projects to seek funding for this initiative.

Thank You



Agenda Item: III.g.i

USF Board of Trustees
June 13, 2023

Issue: Regulation Testing and Final Examinations

Proposed action: Amending from a Policy to a Regulation - Testing and Final Examinations

Executive Summary:

As part of the Biennial Review, the following updates have been made for clarification purposes and to comply with the BOG Regulation 3.005, which requires each University to adopt a Regulation regarding testing and record keeping. Accordingly, the USF Policy is being brought forward as a USF Regulation.

Financial Impact: n/a

Strategic Goal(s) Item Supports: **Goal One:** Well-educated, highly skilled, and adaptable alums who, as lifelong learners, lead enriched lives, contribute to the democratic process, function as engaged community citizens, and thus thrive in a dynamic global market

BOT Committee Review Date: ACE 5/30/23

Supporting Documentation Online (please circle): Yes No

Prepared by: Marcy Guenette, Office of the General Counsel, 813-974-1674



**UNIVERSITY OF
SOUTH FLORIDA**

POLICYREGULATION

Number: XX-XXX10-005
Title: **Testing and Final Examinations**
Responsible Office: **Academic Affairs**

Date of Origin: 11-28-79

Date Last Amended: 8-26-20 (~~technical~~)

Date Last Reviewed: 8-26-201-30-23

I. PURPOSE & INTENT

Examinations in academic subjects are, for most courses, an integral part of the learning process and one part of a procedure for evaluating student performance and determining grades. The University of South Florida requires certain standards for the examination process in order to protect the academic integrity of courses and the best interests of both the student and instructor. Although this regulation primarily addresses examinations for undergraduate courses, graduate courses with final exams during the examination week should follow the schedule for exams that is provided with the course schedule for that academic term.

II. APPLICABILITY & AUTHORITY

This Regulation applies to all academic units except for does not apply to the USF Health Colleges of Medicine, Nursing, and Pharmacy or other professional programs with specific requirements or professional standards for testing and assessment schedules where sections A, B, and/or C may not apply.

III. STATEMENT OF REGULATION

A. Testing in General

In each academic course the student is expected to undergo a meaningful testing and evaluation that will reveal the student's intellectual growth in the subject matter covered or otherwise reflect the achievement of the course objectives.

The instructor has the responsibility of maintaining a fair and impartial testing and examination procedure, has the right to define and structure the testing process, and shall not be restricted as to form, style, or content of the examination. It is USF policy that all students facing an examination (of any type) shall have equal notice of said examination. USF regards the routine use of all or part of the same formal examination for successive academic terms as unsound

policy except when used with adequate safeguards such as a random selection of questions from a large pool.

B. Test Free Week:

Effective Fall 2020, for each fall and spring semester, the last full week of classes before final examinations is designated as Test Free Week. The intent of this regulation is to establish a one-week period of substantial and predictable study time for students.

During the Test Free Week period, regular lectures are expected to continue, including the introduction of new content, as deemed appropriate by the instructor. However, **no exams will be given**. Quizzes of no more than 10 short answer questions that can be taken in 15 minutes or less are allowable to cover new material introduced during the Test Free Week. Due dates for mandatory graded submissions of any kind (i.e., papers, presentations, projects, and practicums) that fall within Test Free Week must be listed on the syllabus provided at the start of the course. Mandatory final examinations may not be given during the Test Free Week period. Refer to the Office of the Registrar's website for specific dates and calendars for each academic term.

C. Final Course Examinations

The last six (6) days of the Fall and Spring semesters shall be set aside for final examinations and any final examination of a comprehensive nature must be given during this designated period. The length of the final exam will be at the discretion of the instructor, however, no more than two hours shall be allotted for each final examination.

1. Final Exam Matrix: The Final Exam Matrix is designed to facilitate a conflict free schedule for greater student success in the exam process. The Office of the Registrar provides the Matrix, and all courses must comply with the Matrix as it is published with no deviations. All make-up exams, either for block exams or the individual exams will be scheduled during the time period allotted for students that require a make-up exam.
2. Conflicts: If a student has a direct conflict of scheduled examinations that are scheduled according to the Final Exam Matrix, the student may petition the appropriate instructor to reschedule one of the student's examinations. If a student has three or more examinations scheduled on the same day, the student may petition the appropriate instructor to reschedule one of the student's examinations, or the student may elect to take all exams on the same day. If a make-up exam is requested, it will be scheduled during the make-up exam time as posted on the Final Exam Matrix.

The "appropriate instructor" in case of examination time conflicts shall be determined by the following ordered list of priorities:

1. If a student has an exam conflict between courses offered on different campuses, the course on the student's home campus has priority.
2. Block finals have priority over non-block finals. When two block finals conflict, the higher numbered course takes priority.
3. Apart from block finals priority, examinations for graduate level courses have priority over examinations for undergraduate level courses.
4. Apart from block finals priority and within the level of the courses, undergraduate or graduate, examinations for numerically higher numbered courses have a priority over lower numbered courses.
5. If after applying items 1 through 4, there remains a conflict, priority shall be given to the course with the prefix closest to the beginning of the alphabet.

The instructor of the course not receiving priority shall provide for a make-up exam either in accordance with the designated make-up exam periods or at a mutually acceptable time for both the instructor and the student during the exam period.

The final examination schedule shall be published prior to the start of the applicable semester on the Office of the Registrar's website.

D. Confidentiality, Access, and Record Keeping

1. All examination and assessment instruments, including developmental materials and workpapers directly related thereto, that are prepared, prescribed, or administered by the university are exempt from disclosure under section 119.01(1), Florida Statutes, and section 24(a), Article I, Florida Constitution, as provided in section 1008.23, Florida Statutes, and USF Policy 0-106 Public Records Law Compliance and Record Confidentiality.
2. Each College or Academic Unit shall adopt internal protocols for the access, maintenance, and destruction of examination and assessment instruments and related developmental materials and work papers to provide for:
 - Protecting the security and confidentiality of examination and assessment instruments from unauthorized access or disclosure.
 - Maintaining security of such instruments through encrypted electronic means or secure storage, as applicable.
 - Requiring third-party contractors responsible for administering or proctoring examinations or assessments to comply with the university regulations.
 - Destruction of obsolete examination and assessment instruments and related materials pursuant to records retention schedules applicable to state universities.

- Defining permissible access to, or authorized disclosure of, examination and assessment instruments to faculty, staff, and students outside of the regular examination or testing process.

HISTORY

Date Approved: Nov. 28, 1979

Substantively Amended: Jun. 18, 20

Technically Amended: Aug. 26, 2020, Feb. 22, 2018

Biennial Review: Jan. 30, 2023

Other: Jul. 1, 2020 (Consolidation)

~~*Current Responsible Office: Academic Affairs~~

~~*Refer to the appropriate Responsible Office website for a current name of the Vice President or other Responsible Officer.~~

~~History: New 11-28-79, Amended 2-22-18 (technical), 6-18-20, 8-26-20 (technical).~~

~~Consolidation Amendments Effective: 7-1-20~~



**UNIVERSITY OF
SOUTH FLORIDA**

REGULATION

Number: XX-XXX
Title: Testing and Final Examinations
Responsible Office: Academic Affairs

Date of Origin:

Date Last Amended:

Date Last Reviewed:

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The final examination schedule shall be published prior to the start of the applicable semester on the Office of the Registrar's website.

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HISTORY

Date Approved: Nov. 28, 1979

Substantively Amended: Jun. 18, 20

Technically Amended: Aug. 26, 2020, Feb. 22, 2018

Biennial Review: Jan. 30, 2023

Other: Jul. 1, 2020 (Consolidation)

Agenda Item: III.g.ii

USF Board of Trustees

June 13, 2023

Issue: Regulation 3.018 - Admission to Baccalaureate Programs of University of South Florida

Proposed action: Amending Regulation 3.018 - Admission to Baccalaureate Programs of University of South Florida

Executive Summary:

This regulation has been amended to adhere and more fully align with BOG Regulation 6.005, discontinuation of a program (INTO), and other technical regulation updates.

Financial Impact: n/a

Strategic Goal(s) Item Supports: Goal One: Well-educated, highly skilled, and adaptable alums who, as lifelong learners, lead enriched lives, contribute to the democratic process, function as engaged community citizens, and thus thrive in a dynamic global market

BOT Committee Review Date: ACE 5/30/23

Supporting Documentation Online (please circle): Yes No

Prepared by: Marcy Guenette, Office of the General Counsel, 813-974-1674



REGULATION

Number: USF3.018
Title: Admission to Baccalaureate Programs of University of South Florida
Responsible Office: Academic Affairs

Date of Origin: 3-26-91
~~+2+~~

Date Last Amended: ~~1-30-233-1-21~~ (technical)

Date Last Reviewed: ~~1-30-233-~~

- 1) This Regulation provides general admission guidance to the University of South Florida (USF). For reference as of the most current date of this Regulation, admission to USF may be accessed at:

USF: <http://ugs.usf.edu/catalog/>

In the event those protocols refer ~~back~~ to this Regulation, this Regulation shall be applied to the individual applicant and USF.

Admission of students to baccalaureate programs of study within the University of South Florida is within the jurisdiction of USF and shall be in accordance with USF's mission and goals, the regulations of the Florida Board of Governors (BOG) and the State of Florida Legislative Statutes. The policy for admission to graduate programs of study is provided in [USF Regulation 3.008 Admission of Graduate and Post-Baccalaureate Professional Students](#). USF encourages applications for admission from all qualified applicants and does not discriminate based on race, color, marital status, sex, religion, national origin, disability, age, sexual orientation, veteran status, genetic information, and gender identity and expression, or as otherwise prohibited by state or federal law, in the admission process or in access to programs or activities of USF.

- 2) Admission of new undergraduate students to USF is selective within the curricular, space and fiscal limitations of USF. The selection process includes the review of credentials such as grades and grade trends, test scores, pattern and rigor of courses completed, class rank, educational objectives, past conduct, ~~school recommendations, personal recommendations~~ and personal records. Eligibility for admission does not guarantee admission to the requested

degree program. Preference for admission is given to those applicants whose credentials indicate the greatest potential for academic success.

USF's Strategic Enrollment Plans influence admission priorities and goals for the ~~upcoming three years future~~ including the numbers of new students by admission category ~~and~~; academic quality indices ~~and diversity~~ for freshman, transfer, master's, doctoral and professional students. Annually, the previous years' goals, targets and enrollment are ~~reviewed~~ reviewed, and revisions are made as needed. USF has access to the research conducted with regard to enrollment planning & management in collaboration with the Office of Decision Support to identify the pre-collegiate or collegiate factors that predict success of new students in undergraduate programs. For entering freshmen, Academic Success Factors (ASF) include, but are not limited to, additional coursework beyond the minimum state requirements in Math, Science and/or Foreign Language; Advanced Placement, International Baccalaureate, AICE and/or dual enrollment coursework; and a postsecondary GPA of ~~2.53-0~~ or higher. These ASFs are reviewed biannually and are subject to change based on continuing research. For transfer students, USF may apply completion of pre-requisite courses and the Completion Rate (ratio of completed hours to attempted hours) at institutions previously attended as one of the strongest predictors of academic success and graduation.

3) APPLICATION AND ADMISSION PROCESSES

A. Application Process

1. An application for admission is available on-line and must be submitted to USF by a:
 - a. First time applicant for admission to a baccalaureate degree program;
 - b. Former USF student who has not been enrolled in USF during the twelve (12) months or three consecutive terms prior to the new term of admission;
 - c. Student who has been academically dismissed from USF; or
 - d. Continuing or former USF student applying for a second degree or another level of study, ~~i.e.~~ i.e. graduate degree program, if required by USF.
2. Applications for admission and non-refundable application fees must be submitted by the published application deadline for the requested term of entry or the degree program, whichever is earlier. ~~USF begins admitting students 12 months prior to the requested date of entry.~~ If the application, fee, or application materials are received after the published application deadline or after the enrollment limits or

program limits are achieved for the requested term of entry, USF reserves the right to process the application for the next available semester.

3. International applicants must submit the application and all admission credentials so that all materials are received by the application deadline for the requested term of entry.
4. Official transcripts, official test scores and other required credentials must be received directly from the issuing institution or agency. The applicant is responsible for requesting all required credentials and ensuring that they are received by the appropriate Office of Undergraduate Admissions. All documents and credentials submitted are the property of USF. Originals or copies of the originals will not be returned to applicant nor forwarded to any third parties.
5. USF reserves the right to request the testing agency to validate any applicant's admission materials including transcripts and test scores such as SAT, ACT, TOEFL, PTE-A, IELTS, ~~Duolingo, HELA~~ or First Cambridge English (FCE) used in the admission process if, in the judgment of University officials, there is reason to warrant this validation.
6. An application for admission, residency declaration, or supporting documentation submitted by or on behalf of a student containing false, fraudulent, or incomplete information may result in the denial of admission, or future semester registration and/or rescission of admission, credit or degrees awarded by USF. Applicants may request admission for a different entry term that begins within 12 months of the original date of application without submitting a new application or paying another application fee. Any request for changes of the entry term in USF must be submitted in ~~writing, and~~ writing and must provide the names of any college(s) attended and/or college work attempted that is not reflected on the original application. Also, official copies of transcripts or Student Self-Reported Academic Record (SSAR) must be received by the application deadline for the new term of entry or the degree program, whichever is earlier. If the new term of entry begins more than 12 months after the original application, a new application and fee must be submitted.
7. The University DOES NOT consider unsolicited submissions or self-disclosures from an applicant or any third party in the admission review process. The University application process requires the applicant to submit the application and specific supporting information including academic information from prior academic institutions and self-disclosures of prior conduct information (<https://usf.app.box.com/v/usfpolicy30-018>). If unsolicited submissions or

self-disclosures from any source are received, the University may maintain the information in the application file without consideration or may return the submitted information received directly to the applicant. In the event an Applicant independently and voluntarily discloses personal information such as past emotional trauma, physical disabilities, or mental health status as part of a personal essay or statement, the self-disclosure will not be considered a student report and may not result in University initiated referrals for intervention or student support services. In the event an Applicant is admitted, at the time of full enrollment a student may initiate contact with the available student success offices for support or guidance.

B. Admission Process

1. Admission is granted for an entry term and program as designated in the Official Acceptance Notice from USF. Students must enroll for the term to which they are admitted to validate their admission, non-enrollment results in the admissions offer being canceled.
2. Students who do not enroll for the admitted term may request a Deferment of Admission for a new entry term that starts within 12 months of the originally requested term. Applicants who request new entry dates must meet the admissions requirements and selection criteria in effect for the new term requested. Entry into selected degree programs may not be available for every term.
3. An applicant receiving a provisional admission as a degree-seeking student must submit any missing admission credentials, such as official transcripts or test scores required to substantiate eligibility for admission before the beginning of the second term of enrollment.

4) ADMISSION CRITERIA

A. General Admission Requirements

1. The minimum admissions requirements for USF are provided in USF Undergraduate Catalogs and available on USF official website. (Freshmen and Transfer Students) and the BOG websites ([BOG Regulation 6.002 Freshmen Admission of Undergraduate First-Time-in-College, Degree Seeking Freshman](#), [BOG Regulation 6.004 Admission of Undergraduate, Degree Seeking Transfer Students](#), [BOG Regulation 6.005 Admission of Associates in Arts High School Students](#)). ~~Prior to registration, each student accepted for admission must submit a signed medical history form, including documentation of appropriate immunizations as required by [USF Policy 33-002](#).~~ Satisfaction of these

requirements does not guarantee admission to USF. Preference for admission is given to those applicants whose credentials indicate the greatest promise of academic success and graduation.

2. All applicants are considered for admission using the same criteria and are expected to meet the minimum admission requirements in effect for the term of entry. No pre-admission consideration is given to an applicant with a disability. (See [USF Policy 0-108, Disability and Accommodations](#).)
3. Information that must be submitted for any applicant to be considered for admission to USF includes a completed application for admission that is available on-line, a non-refundable application fee payable in U.S. dollars and, if English is not the primary or native language, scores on the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), the Pearson Test for English - Academic (PTE-A), ~~INTO English Language Assessment (IELA)-Duolingo~~, or ~~First Cambridge English (FCE)~~, absent an applicable waiver.

~~4. New undergraduates both freshmen and transfers must complete the appropriate Orientation/Advising/Registration program before the first day of classes of their term of entry.~~

4. The TOEFL, IELTS, PTE-A, ~~IELA-Duolingo~~ or FCE requirement shall be waived if the applicant is from a country where English is recognized as the official language, has an Associate in Arts (AA) degree/certificate from an accredited college or university in the United States, the applicant has spent four consecutive years immediately prior to the entry date in a school where all courses are taught in English, the applicant meets the Board of Governors' minimum SAT Evidenced-Based Reading and Writing or ACT scores in Reading or English, or the student successfully completes 3 semester credit hours or 4.5 quarter hours of English composition I or its equivalent.
5. Performance in USF's coursework, attempted as a non-degree seeking student, will not qualify an applicant for admission to USF's undergraduate degree program except if completed as part of ~~the an approved Pathways programs offered through INTO USF or~~ other approved program.

B. Entering Freshmen Requirements

The admission of entering freshmen is governed by Florida Statutes and Florida Board of Governors Regulations.

1. A diploma from a public or regionally accredited high school or the equivalent (e.g., General Education Development (GED) diploma, Cambridge Advanced Levels, etc.) is required for freshman admission.
2. Freshman applicants who have earned a high school diploma must have academic units, college-preparatory, yearlong courses or equivalents normally offered in grades nine through twelve that are required for admission to USF as follows:
 - a. Four (4) units of English—three must have substantial writing requirements;
 - b. Four (4) units of mathematics including one unit beyond algebra II;
 - c. Three (3) units of natural science—two must have substantial laboratory requirements;
 - d. Three (3) units of social science—history, civics, political science, economics, sociology, psychology, and geography;
 - e. Two (2) units of one foreign language; and
 - f. Two (2) academic electives from among these five academic areas and other courses approved by the Florida Department of Education.
3. USF recalculates high school grade point average for admission that enhances credits for accelerated coursework with a grade of C or higher by adding one quality point for grades earned in Advanced Placement courses, International Baccalaureate courses, AICE (Advanced International Certificate of Education), ~~and~~ dual enrollment courses and other acceleration coursework; and one-half quality point for any grade earned in certain courses designated as honors or advanced by school districts or independent schools.
4. Official admission test scores from the College Board SAT ~~administered by the Educational Testing Services~~ or scores from the ACT exam must be submitted. When scores are provided from multiple administrations of an admission test, the combination of the highest individual subtest scores are used to determine eligibility for admission (i.e., superscore).
5. As a minimum, each freshman applicant must meet one of the following:
 - a. At least a “B” average (3.0 on a 4.0 scale) as computed by USF in required high school academic units in English, mathematics, natural science, social science, and foreign language; or
 - b. A combination of high school GPA and admission test scores equivalent to a 2.5 (on a 4.0 scale) as computed by USF in the required high school academic units in English, mathematics, natural science, social science and foreign language, and scores on the College Board SAT of 480 on Math

~~and 490 on Reading and Writing, 24 on Reading, 25 on Writing and Language and 24 on Math~~ or comparable sub-scores on the ACT of 19 on Reading, 17 on English and 19 on Mathematics as indicated by the Florida Board of Governors.

6. Applicants with a GED diploma must have an average score of ~~580-165~~ or higher (~~58 on the old GED exam~~) with a minimum score of ~~500-145~~ on each of the ~~five~~ ~~four~~ tests (~~50 on the old GED exam~~), and a total score of at least 1070 on the SAT (~~Critical Reading, Evidence-Based Reading and Writing, and Mathematics~~) or 21 on the ACT (~~Composite~~).

C. Admission of Associate in Arts High School Students

The admission of high school student who are receiving an AA degree is governed by Florida State Statutes and Florida Board of Governors Regulation 6.005, Admission of Associate of Arts High School Students.

1. High school students participating in dual enrollment and other acceleration programs who are on track to earn an associate in arts (A.A.) degree from a Florida College System (FCS) or State University System (SUS) institution and who do not meet the requirements of Board of Governors Regulation 6.004 Admission of Undergraduate, Degree-Seeking Transfer Students may be considered for admission as either a first-time-in-college (FTIC) freshman or as a potential A.A. transfer student.
2. Within the curriculum, space, and fiscal limitations, admission to the upper division of one of the SUS institutions shall be granted to those selected for the A.A. option, provided the A.A. degree meets the requirements of Board of Governors Regulation 6.004(3)(b). Admission to the student's preferred public institution or program is not guaranteed. Students who have not completed the required common prerequisites for the degree program may not be admitted or may have their admission offer rescinded if they do not complete the required prerequisites prior to enrollment.
3. Admission as an FTIC student does not prohibit admission to the upper division of one of the SUS institution degree programs for students meeting program admission requirements.
4. Admission is contingent upon completing all additional requirements for admission as required by each university to which the student applies.

- a. Students selected for the FTIC option must meet the requirements per BOG Regulation 6.002 Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshman.
- b. Students who would benefit from the A.A. admissions option have the choice to submit SAT and or ACT test scores.
- c. Students may find their admission offer rescinded if they do not complete their last year of high school and A.A. (for A.A. transfer student admission) as specified. Students modifying their coursework after the submission of their application for admission must inform the SUS institution(s) of the change(s). Final high school transcripts and FCS, SUS, or other postsecondary transcripts are required.

D. General Transfer Requirements

The admission of transfer students is governed by Florida State Statutes and Florida Board of Governors Regulation 6.004, Admission of Undergraduate, Degree-Seeking Transfer Students.

1. Transfer applicants must be in good standing and eligible to reenroll at the last regionally accredited institution attended as a degree-seeking student.
2. All transfer applicants are required to meet satisfactory academic progress criteria as determined by the U.S. Department of Education. USF has specific transfer admission requirements which may include specific pre-requisites courses per major and a completion rate (ratio of completed hours to attempted hours) of ~~specific percentage~~ of courses attempted. An excessive number of course withdrawals as well as failed and repeated courses could negatively affect admissibility as a transfer to USF.
3. Transfer applicants must submit official transcripts from all post-secondary colleges and schools attended.
4. Grade point averages for the purpose of admission will be computed based on grades earned in courses acceptable for transfer credit; incomplete grades will be computed as failures.
5. Transfer applicants must have completed two credits of one foreign language or American Sign Language in high school or the equivalent to eight to ten semester

hours in the undergraduate institution(s) attended or demonstrate equivalent foreign language competence as described in [BOG Regulation 6.004 Admission of Undergraduate, Degree-Seeking Transfer Students](#). Transfers are exempt from this admissions requirement if they received an Associate in Arts degree prior to September 1, 1989, or if prior to August 1, 1989, they enrolled in a program of study leading to an associate degree from a Florida public college or university and have maintained continuous enrollment until they are admitted to a university. Continuous enrollment will be established if the student enrolls in at least one term in each twelve-month period beginning with the student's first enrollment in a community college and continuing until the student enrolls in a university.

E. Lower-Level Transfer Requirements

1. Transfer applicants with less than 30 semester hours of transferable college credit (lower level) must meet all Freshman Admission requirements (see Sec. (4)(b)5).
2. Applicants with 30 or more and 59 or less transferrable semester hours (Mid-Level Transfer Students) must have successfully completed (C or higher) at least one English Composition course and one college level mathematics course that consists of three (3) semester credit hours. Official high school transcripts are required to demonstrate completion of the foreign language admission requirement.
3. Lower-level transfer students who do not meet the foreign language requirements must satisfy the foreign language requirement prior to admission to the upper division and may not exceed 5 percent of the number of freshmen enrolled in the prior academic year.

F. Upper-Level Transfer Requirements

1. Admission as a junior to the upper division of USF will be granted-within curricular, space and fiscal limitations to an Associate in Arts degree graduate of a state- approved Florida public college or university or a transfer applicant from an SUS institution who has received the AA degree/certificate. The admission of AA degree transfers from Florida public colleges and universities is governed by the Florida Articulation Agreement ([BOG Resolution adopting Rule 6A-10.024](#) Articulation Between and Among Universities, Community Colleges, and School Districts).
2. Undergraduate transfer students who have not earned the AA degree/certificate from a public community/junior college or state university in Florida or who have

attended another college after receipt of the AA degree/certificate from a public community/junior college or state university in Florida must have an overall 2.0 grade point average on a 4.0 system in all college level courses attempted and acceptable to transfer.

3. Associate in Arts degree holders who are not exempt from the foreign language requirement and all other upper level transfer students admitted without meeting the foreign language admission requirement (see Sec. (4)(d)2.) must satisfy the foreign language requirement prior to graduation.

G. Early Admission Requirements

1. USF provides early admission programs for mature and academically talented high school students to enroll in university classes prior to high school graduation. Applicants are evaluated and must demonstrate strong potential for college level academic work based on the high school record and admission test scores in accordance with [Florida Statute 1007.271](#).
2. Early Admission applicants must submit all information required by USF which may include specific reference to requirements for “Entering Freshman applicants” or required forms and related documents or personal statements including “Supplemental Information for Early Admission.”

5) ADMISSION TO LIMITED ACCESS DEGREE PROGRAMS

USF has established limited access undergraduate degree programs of study, which are approved by the Florida Board of Governors and the State of Florida Articulation Coordinating Committee.

- A. Upon admission to USF, transfer students, especially those from Florida’s public colleges and universities, shall have equal opportunity to enroll in limited access baccalaureate programs.
- B. In addition to the minimum requirements for admission, applicants seeking entrance to limited access programs must meet additional requirements published and announced by each limited access program.
- C. Transfer applicants with 60 or more transferable semester hours who seek direct admission must meet the criteria of the requested limited access program including the overall GPA to be eligible for admission.

6) **Specialized Admission**

USF has established Specialized Admissions undergraduate degree programs of study, which are approved by the Florida Board of Governors. Selection criteria for admission into specialized admissions programs shall be appropriate indicators of academic ability, creativity, or talent to perform required work within the program and of the potential for success. Selection criteria shall not discriminate against students on the basis of race, color, national origin, disability, religion, sex, or socioeconomic status. Selection criteria shall not disadvantage Associate in Arts graduates from Florida public postsecondary institutions in favor of students who are currently enrolled at a State University System institution. Qualified Associate in Arts graduates from Florida public postsecondary institutions shall receive priority for admission to such specialized admissions programs over out-of-state and transfer students from private institutions.

Undergraduate programs may have the following admissions requirements without seeking specialized admissions status.

- Prerequisite courses and minimum grades in prerequisite courses. The establishment of prerequisite courses and grades in prerequisite courses must adhere to requirements established in Regulation 8.010, Common Prerequisites.
- Admission requirements and standards established in Florida Statutes.

7) **EVALUATION OF TRANSFER CREDIT**

The receipt and evaluation of transfer credits is the responsibility of each Office of Undergraduate Admissions, which will evaluate the acceptability of total transferable credits. The college of the student's major will determine the transfer courses applicable toward the degree and assign equivalent courses to the transcript. In some cases, course equivalents may also be determined by specific colleges that offer the same or similar courses as part of their programs of study.

- A. Transfer credits are automatically accepted only from those institutions that are accredited by one of the six regional accrediting agencies at the time the credits were earned. Credits earned at an institution when it is/was in candidacy status will be considered for transfer credit once the awarding institution receives full regional accreditation. If an applicant is applying from a non-regionally accredited school, courses approved for transfer by the Articulation Coordination Committee may be considered for transfer credit. However, the admission decision will be based on the student's prior work, if any, at a regionally accredited institution. Students may submit a request in writing to the Dean of Undergraduate Studies or appropriate Administrator

for courses from non-regionally accredited institutions to be accepted for transfer credit; submission of course syllabi and other information may be required.

- B.** Courses that are remedial, occupational, or vocational in nature are not accepted as transfer credit to USF unless specifically determined by USF. In addition, USF reserve the right to evaluate courses or deny transfer credit, if not applicable to the degree program.
- C.** Articulated Associate in Arts (AA) degree holders from a Florida public accredited institution will be awarded 60 semester hours of credit and recognized as having completed USF's General Education Requirements. For AA degree holders awarded by an out-of-state or private in-state institution, USF's designated office will conduct a course-by-course transfer credit evaluation.
- D.** Articulated Associate in Science (AS) degree holders from a Florida public accredited institution will be awarded up to 60 semester hours of credit including credit for appropriate transferable General Education Courses they have completed. For AS degree holders awarded by an out-of-state or private in-state institution, USF's designated office will conduct a course-by-course transfer credit evaluation.
- E.** All courses from a Florida public college or university with the same State Common Course prefix and last three numbers as a USF course are automatically transferred and the transfer student will not be required to repeat these courses unless a college minimum grade or age-of-record policy is involved. Excluded are graduate courses, studio courses in art, internships, practica and performing arts courses in dance, acting, vocal and instrumental music.
- F.** Credit is not awarded based on GED test scores.
- G.** Military service school courses will be evaluated with reference to the recommendations of the ~~American Council of Education (ACE)~~ Articulation Coordinating Committee (ACC) when official credentials have been presented. ~~However, such recommendations are not binding upon USF.~~
- H.** For ROTC and military science courses the maximum credit may vary with each college. A student must confer with his/her college advisor to determine the credit for his/her major.
- I.** USF awards credit-by-examination based on the minimum guidelines as established by the Articulating Coordinating Committee (ACC) available on the FACTS.org website, pursuant to Florida Statute 1007.27(2), and approved by the State Board of Education

and Board of Governors. Per [USF Policy 10-017 \(Credit by Examination\)](#), USF will accept a maximum of 45 credit hours earned through any combination of the examinations provided by the Advanced Placement (AP), Advanced International Certificate of Education Program (AICE), International Baccalaureate (IB), College Level Examination Program (CLEP), DANTES/DSST, Excelsior College, [Abitur](#), [General Certificate of Education \(GCE\)](#), [Global Assessment Certificate \(GAC\)](#) and CAPE exams.

- J. A maximum of 30 semester hours of extension, correspondence, and military service education credits may be counted for the purposes of meeting transfer admission criteria and applied toward a degree program.
- K. Grades earned in transferred courses are included in the student's grade point average for the purposes of admission to limited access programs, awarding of honors at graduation, and class ranking of baccalaureate students, but transfer grades are not included in computing the student's grade point average.
- L. A degree-seeking student must obtain prior written approval from the college of the student's major for courses taken at another ~~regionally-accredited~~ [regionally accredited](#) institution to be applied to the student's degree program.

~~L.M.~~ [Admitted students will be credited with appropriate credit for on-line coursework completed prior to the initial term of enrollment according to BOG Regulation 6.020 College Credit for Online Courses Completed Prior to Initial Enrollment.](#)

8) INTERNATIONAL ADMISSION

- A. International undergraduate applicants who are not permanent U.S. residents ([BOG Regulation 6.009 Admission of International Students to SUS Institutions](#)) must submit applications for admission, application fees and all required supporting documents by the published deadlines. ~~Applicants living outside of the United States are encouraged to submit required documentation no later than three (3) months prior to the date of desired entry to USF or the deadline for the degree program, whichever is earlier.~~
- B. Supporting documentation includes ~~the "Financial Support Requirements" form to show proof of availability of financial resources sufficient to cover all educational, maintenance, personal and travel expenses while attending USF without financial assistance from USF;~~ all transcripts identifying subjects and grades from the first year of secondary work to the time of application or graduation when applying as an entering freshman or a transfer with less than 60 hours of transferable postsecondary credit;

appropriate diploma(s), certificate(s), degree(s), mark-sheet(s) and/or examination(s) passed, from the home country, as evidence of United States equivalent qualifications and academic preparation for the degree program requested; ~~and “Transfer Clearance Form” signed by the International Student Advisor, if currently enrolled in a U.S. Institution. Each International applicant must submit a signed health history form, including proof of immunizations as required by USF Policy 33-002, and proof of adequate health insurance coverage as required by USF Regulation 6.0162.~~

- C. All transcripts must be in English. It is the applicant’s responsibility to have the transcript(s) translated before submitting them as part of their admission credentials. All transcripts not in English must be accompanied by a certified English literal translation; foreign postsecondary transcripts must be evaluated by one of the credential evaluation services identified and published by the appropriate international admissions office. Documents signed by a notary or other public official with no educational affiliation ~~will~~may not be accepted.

- D. Applicants who do not meet the waiver requirements in Section (4)(a)5. above must provide, a minimum IELTS score of 6.5, a minimum PTE-A score of 53, a minimum Test of English as a Foreign Language (TOEFL) score of 79 (internet-based test), 213 (computer-based test) or 550 (written test), ~~a minimum IELA score of 176 (with minimum subscores of 169)~~ a minimum Duolingo score of 110 or a minimum FCE score of 176 (with minimum subscores of 169). Official Scores must be taken within 2 years of the desired term of entry and must be submitted directly to USF from the testing agency. Applicants whose highest English proficiency test score is at or above the minimum established by the BOG, but below USF minimum established herein, may be considered for admission based on a profile assessment.

9) READMISSION OF FORMER STUDENTS (FSRs)

- A. A degree-seeking undergraduate who has not enrolled in USF during the last 12 months must complete a new Application for Admission by the deadline for the term of requested reentry.

- B. Undergraduate students returning to seek a baccalaureate degree must:
 - 1. Be in good academic standing and eligible to return to USF as well as the last institution attended as a degree-seeking student. For all college-level academic courses attempted at any institution since last enrolling in USF, the applicant’s transfer GPA must meet or exceed the GPA required of new transfer students at the time of readmission.

2. Former students who have attended one or more institutions since their last enrollment must request official transcripts of all work attempted at the other institution(s) be sent to the appropriate Office of Undergraduate Admissions. Acceptability of transfer credits toward completion of degree programs will be determined by the college of the student's major.
3. The Academic Regulations Committees (ARC) have the Power to Approve (PTA) petitions for undergraduate or non-degree seeking students that fail to maintain a 2.0 GPA and are Academically Dismissed (AD) from USF. (Refer to the Academic Probation and Academic Dismissal Policies in the Undergraduate Catalog.) Academic Regulations Committees also may approve the readmission of students who qualify for Academic Renewal to have portions of their academic record not counted in the determination of the GPA for graduation purposes. (Refer to the Academic Renewal Policy in the Undergraduate Catalog.)

10) ALTERNATIVE ADMISSIONS (PROFILE ASSESSMENT)

Undergraduate applicants—freshmen and transfers—who do not meet the applicable USF admissions requirements may be admitted through an alternative admissions process based on a profile assessment conducted by the Faculty Committee on Alternative Admissions (referred to as the “Profile Assessment Committee”) established by USF when there is sufficient evidence, in the judgment of the Profile Assessment Committee, that the applicant can be expected to be succeed at the University. In addition to reviewing the applicant’s GPA and test scores, the Profile Assessment Committee may take into consideration factors such as: improvement in high school record, family educational background, socioeconomic status, graduation from an underperforming high school, graduation from and International Baccalaureate program, geographic location, military service, special talents or abilities, and other special circumstances that the Profile Assessment Committee determines, in its discretion, will contribute to a representative and diverse student population.

The Board of Trustees or USF President (as delegated); shall establish the total number of first-time-in-college students admissible annually through the alternative admission process. The rates of retention, academic success and graduation rates of students admitted to USF through an alternative admissions process must be regularly reviewed and presented to the Board of Trustees, at least once annually, to ensure that such rates remain near or above the institution’s average. USF is responsible for preparing and presenting all required reports regarding students admitted under this section.

11) DENIAL OF ADMISSION

Any applicant—freshmen and transfers—who is denied admission to USF may submit a written Letter of Appeal for reconsideration of the admissions decision using the appropriate process. The Letter of Appeal must provide reasons/evidence why the appeal is warranted based on extenuating circumstances and/or appropriate alternative evidence of academic achievement, ability, motivation, and responsibility that indicates potential for success. The appeal will be considered by the Faculty Committee on Student Admission designated by the University ((referred to as the “Appeal Committee”). The Appeal Committee will determine if the additional information can support admission.

- A. Non-degree Undergraduate applicants—freshmen or transfers—who are denied admission as a degree-seeking student may not enroll as a non-degree seeking student.
- B. Applicants denied admission to USF who have a disability as defined by [Board of Governors Regulation 6.018 Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and for Graduation by Students with Disabilities](#) and [Section 1007.02, Florida Statutes](#) may request a reasonable substitution of any requirement for admission in the Letter of Appeal as provided by the protocols of USF. The applicant may be required to provide documentation as detailed in [Board of Governors Regulation 6.018](#) or [Section 1007.264 Florida Statutes](#) that the failure to meet the admission requirements is related to the disability, and USF may request other pertinent documents as needed to determine eligibility for substitution under this subsection. The Appeal Committee will render a final University decision on that Letter of Appeal.
- C. In response to a Letter of Appeal, USF may provide reasonable substitution for any course or high school unit requirement for any person who has a documented disability. Documentation must be provided that the failure to meet the admission requirement is related to the disability, and USF may request pertinent documents as needed to determine eligibility for substitution under this subsection.
- D. USF may refuse to consider an applicant for admission if the applicant’s criminal or academic/behavioral history shows previous misconduct that is deemed not to be in the best interest of the University community. The Vice President for Student Affairs or other appropriate officer or designee will review all applications in which prior legal or behavioral conduct issues are noted. When necessary, this officer will contact appropriate parties having knowledge of the applicant and/or the misconduct and make a decision as to whether admission of the applicant will be in the best interest of USF following USF Policy 30-018 [Prior Conduct Review for Admission](#). Any applicant (1) not cleared for admission consideration may submit a written appeal to the designated office within ten (10) days after the notification of the prior conduct review status as designated in USF

Policy 30-018 or (2) cleared with restriction may appeal the restrictions or the decision of the Office of Admissions to the Appeal Committee as set forth in this Regulation.

- E. A non-degree seeking student dismissed from USF for violations of academic integrity or USF's Student Code of Conduct is not eligible for admission as a degree-seeking student to USF unless the student requests a review by the Appeal Committee. Factors the Admissions committee may consider are (1) whether subsequent to the dismissal the applicant has earned a degree from a regionally accredited institution (2) whether extenuating circumstances contributed to the dismissal and the student meets current admissions requirements.

12) RECORD RETENTION

Applications and documents submitted to USF by applicants who apply and are denied, who are admitted but do not enroll, or whose application is incomplete, will be retained as inactive files. However, all college transcripts must be resubmitted with any future reapplication to USF.

HISTORY

Date Approved: Mar. 26, 1991

Substantively Amended: [Jan. 30, 2023](#), Feb. 21, 2011, Jun. 19, 2002, Jan. 7, 1993

Technically Amended: Mar. 1, 2021, Oct. 19, 2020, Feb. 6, 2020, Jan. 14, 2020, Dec. 17, 2018, May 17, 2018, Apr. 19, 2018, May 3, 2017, Sept. 7, 2012, Feb. 21, 2011, Jun. 19, 2002, Jan. 7, 1993

Biennial Review: [Jan. 30, 2023](#)

Other: Apr. 18, 2019 (Consolidation)

Authority: Art. IX, Sec 7, Fla. Constitution, Fla. Board of Governors Regulations 1.001, 6.001, 6.002, 6.004, 6.009, [6.020](#). Sec. 1007.02, 1007.264, F.S.



REGULATION

Number: USF3.018
Title: Admission to Baccalaureate Programs of University of South Florida
Responsible Office: Academic Affairs

Date of Origin: 3-26-91

Date Last Amended: 1-30-23

Date Last Reviewed: 1-30-23

- 1) This Regulation provides general admission guidance to the University of South Florida (USF). For reference as of the most current date of this Regulation, admission to USF may be accessed at:

USF: <http://ugs.usf.edu/catalog/>

In the event those protocols refer to this Regulation, this Regulation shall be applied to the individual applicant and USF.

Admission of students to baccalaureate programs of study within the University of South Florida is within the jurisdiction of USF and shall be in accordance with USF's mission and goals, the regulations of the Florida Board of Governors (BOG) and the State of Florida Legislative Statutes. The policy for admission to graduate programs of study is provided in [USF Regulation 3.008 Admission of Graduate and Post-Baccalaureate Professional Students](#). USF encourages applications for admission from all qualified applicants and does not discriminate based on race, color, marital status, sex, religion, national origin, disability, age, sexual orientation, veteran status, genetic information, and gender identity and expression, or as otherwise prohibited by state or federal law, in the admission process or in access to programs or activities of USF.

- 2) Admission of new undergraduate students to USF is selective within the curricular, space and fiscal limitations of USF. The selection process includes the review of credentials such as grades and grade trends, test scores, pattern and rigor of courses completed, class rank, educational objectives, past conduct, and personal records. Eligibility for admission does not guarantee admission to the requested degree program. Preference for admission is given to those applicants whose credentials indicate the greatest potential for academic success.

USF's Strategic Enrollment Plans influence admission priorities and goals for the future including the numbers of new students by admission category and academic quality indices for freshman, transfer, master's, doctoral and professional students. Annually, the previous years' goals, targets and enrollment are reviewed, and revisions are made as needed. USF has access to the research conducted with regard to enrollment planning & management in collaboration with the Office of Decision Support to identify the pre-collegiate or collegiate factors that predict success of new students in undergraduate programs. For entering freshmen, Academic Success Factors (ASF) include, but are not limited to, additional coursework beyond the minimum state requirements in Math, Science and/or Foreign Language; Advanced Placement, International Baccalaureate, AICE and/or dual enrollment coursework; and a postsecondary GPA of 2.5 or higher. These ASFs are reviewed biannually and are subject to change based on continuing research. For transfer students, USF may apply completion of pre-requisite courses and the Completion Rate (ratio of completed hours to attempted hours) at institutions previously attended as one of the strongest predictors of academic success and graduation.

3) APPLICATION AND ADMISSION PROCESSES

A. Application Process

1. An application for admission is available on-line and must be submitted to USF by a:
 - a. First time applicant for admission to a baccalaureate degree program;
 - b. Former USF student who has not been enrolled in USF. during the twelve (12) months or three consecutive terms prior to the new term of admission;
 - c. Student who has been academically dismissed from USF; or
 - d. Continuing or former USF student applying for a second degree or another level of study, i.e., graduate degree program, if required by USF.
2. Applications for admission and non-refundable application fees must be submitted by the published application deadline for the requested term of entry or the degree program, whichever is earlier. If the application, fee, or application materials are received after the published application deadline or after the enrollment limits or program limits are achieved for the requested term of entry, USF reserves the right to process the application for the next available semester.

3. International applicants must submit the application and all admission credentials so that all materials are received by the application deadline for the requested term of entry.
4. Official transcripts, official test scores and other required credentials must be received directly from the issuing institution or agency. The applicant is responsible for requesting all required credentials and ensuring that they are received by the appropriate Office of Undergraduate Admissions. All documents and credentials submitted are the property of USF. Originals or copies of the originals will not be returned to applicant nor forwarded to any third parties.
5. USF reserves the right to request the testing agency to validate any applicant's admission materials including transcripts and test scores such as SAT, ACT, TOEFL, PTE-A, IELTS, Duolingo, or First Cambridge English (FCE) used in the admission process if, in the judgment of University officials, there is reason to warrant this validation.
6. An application for admission, residency declaration, or supporting documentation submitted by or on behalf of a student containing false, fraudulent, or incomplete information may result in the denial of admission, or future semester registration and/or rescission of admission, credit or degrees awarded by USF. Applicants may request admission for a different entry term that begins within 12 months of the original date of application without submitting a new application or paying another application fee. Any request for changes of the entry term in USF must be submitted in writing and must provide the names of any college(s) attended and/or college work attempted that is not reflected on the original application. Also, official copies of transcripts or Student Self-Reported Academic Record (SSAR) must be received by the application deadline for the new term of entry or the degree program, whichever is earlier. If the new term of entry begins more than 12 months after the original application, a new application and fee must be submitted.
7. The University DOES NOT consider unsolicited submissions or self-disclosures from an applicant or any third party in the admission review process. The University application process requires the applicant to submit the application and specific supporting information including academic information from prior academic institutions and self-disclosures of prior conduct information (<https://usf.app.box.com/v/usfpolicy30-018>). If unsolicited submissions or self-disclosures from any source are received, the University may maintain the information in the application file without consideration or may return the submitted information received directly to the applicant. In the event an Applicant

independently and voluntarily discloses personal information such as past emotional trauma, physical disabilities, or mental health status as part of a personal essay or statement, the self-disclosure will not be considered a student report and may not result in University initiated referrals for intervention or student support services. In the event an Applicant is admitted, at the time of full enrollment a student may initiate contact with the available student success offices for support or guidance.

B. Admission Process

1. Admission is granted for an entry term and program as designated in the Official Acceptance Notice from USF. Students must enroll for the term to which they are admitted to validate their admission, non-enrollment results in the admissions offer being canceled.
2. Students who do not enroll for the admitted term may request a Deferment of Admission for a new entry term that starts within 12 months of the originally requested term. Applicants who request new entry dates must meet the admissions requirements and selection criteria in effect for the new term requested. Entry into selected degree programs may not be available for every term.
3. An applicant receiving a provisional admission as a degree-seeking student must submit any missing admission credentials, such as official transcripts or test scores required to substantiate eligibility for admission before the beginning of the second term of enrollment.

4) ADMISSION CRITERIA

A. General Admission Requirements

1. The minimum admissions requirements for USF are provided in USF Undergraduate Catalogs and available on USF official website. (Freshmen and Transfer Students) and the BOG websites (BOG Regulation [6.002 Admission of Undergraduate First-Time-in-College, Degree Seeking Freshman](#), BOG Regulation [6.004 Admission of Undergraduate, Degree Seeking Transfer Students](#), [BOG Regulation 6.005 Admission of Associates in Arts High School Students](#)). Satisfaction of these requirements does not guarantee admission to USF. Preference for admission is given to those applicants whose credentials indicate the greatest promise of academic success and graduation.
2. All applicants are considered for admission using the same criteria and are expected to meet the minimum admission requirements in effect for the term of

entry. No pre-admission consideration is given to an applicant with a disability. (See [USF Policy 0-108, Disability and Accommodations](#).)

3. Information that must be submitted for any applicant to be considered for admission to USF includes a completed application for admission that is available on-line, a non-refundable application fee payable in U.S. dollars and, if English is not the primary or native language, scores on the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), the Pearson Test for English - Academic (PTE-A), Duolingo, or FCE, absent an applicable waiver.
4. The TOEFL, IELTS, PTE-A, Duolingo or FCE requirement shall be waived if the applicant is from a country where English is recognized as the official language, has an Associate in Arts (AA) degree/certificate from an accredited college or university in the United States, the applicant has spent four consecutive years immediately prior to the entry date in a school where all courses are taught in English, the applicant meets the Board of Governors' minimum SAT Evidenced-Based Reading and Writing or ACT scores in Reading or English, or the student successfully completes 3 semester credit hours or 4.5 quarter hours of English composition I or its equivalent.
5. Performance in USF's coursework, attempted as a non-degree seeking student, will not qualify an applicant for admission to USF's undergraduate degree program except if completed as part of an other approved program.

B. Entering Freshmen Requirements

The admission of entering freshmen is governed by Florida Statutes and Florida Board of Governors Regulations.

1. A diploma from a public or regionally accredited high school or the equivalent (e.g., General Education Development (GED) diploma, Cambridge Advanced Levels, etc.) is required for freshman admission.
2. Freshman applicants who have earned a high school diploma must have academic units, college-preparatory, yearlong courses or equivalents normally offered in grades nine through twelve that are required for admission to USF as follows:
 - a. Four (4) units of English—three must have substantial writing requirements;
 - b. Four (4) units of mathematics including one unit beyond algebra II;
 - c. Three (3) units of natural science—two must have substantial laboratory requirements;

C. Admission of Associate in Arts High School Students

The admission of high school student who are receiving an AA degree is governed by Florida State Statutes and [Florida Board of Governors Regulation 6.005, Admission of Associate of Arts High School Students.](#)

1. High school students participating in dual enrollment and other acceleration programs who are on track to earn an associate in arts (A.A.) degree from a Florida College System (FCS) or State University System (SUS) institution and who do not meet the requirements of [Board of Governors Regulation 6.004 Admission of Undergraduate, Degree-Seeking Transfer Students](#) may be considered for admission as either a first-time-in-college (FTIC) freshman or as a potential A.A. transfer student.
2. Within the curriculum, space, and fiscal limitations, admission to the upper division of one of the SUS institutions shall be granted to those selected for the A.A. option, provided the A.A. degree meets the requirements of Board of Governors Regulation 6.004(3)(b). Admission to the student's preferred public institution or program is not guaranteed. Students who have not completed the required common prerequisites for the degree program may not be admitted or may have their admission offer rescinded if they do not complete the required prerequisites prior to enrollment.
3. Admission as an FTIC student does not prohibit admission to the upper division of one of the SUS institution degree programs for students meeting program admission requirements.
4. Admission is contingent upon completing all additional requirements for admission as required by each university to which the student applies.
 - a. Students selected for the FTIC option must meet the requirements per [BOG Regulation 6.002 Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshman.](#)
 - b. Students who would benefit from the A.A. admissions option have the choice to submit SAT and or ACT test scores.
 - c. Students may find their admission offer rescinded if they do not complete their last year of high school and A.A. (for A.A. transfer student admission) as specified. Students modifying their coursework after the submission of their application for admission must inform the SUS institution(s) of the

change(s). Final high school transcripts and FCS, SUS, or other postsecondary transcripts are required.

D. General Transfer Requirements

The admission of transfer students is governed by Florida State Statutes and [Florida Board of Governors Regulation 6.004, Admission of Undergraduate, Degree-Seeking Transfer Students](#).

1. Transfer applicants must be in good standing and eligible to reenroll at the last regionally accredited institution attended as a degree-seeking student.
2. All transfer applicants are required to meet satisfactory academic progress criteria as determined by the U.S. Department of Education. USF has specific transfer admission requirements which may include specific pre-requisites courses per major and a completion rate (ratio of completed hours to attempted hours) of courses attempted. An excessive number of course withdrawals as well as failed and repeated courses could negatively affect admissibility as a transfer to USF.
3. Transfer applicants must submit official transcripts from all post-secondary colleges and schools attended.
4. Grade point averages for the purpose of admission will be computed based on grades earned in courses acceptable for transfer credit; incomplete grades will be computed as failures.
5. Transfer applicants must have completed two credits of one foreign language or American Sign Language in high school or the equivalent to eight to ten semester hours in the undergraduate institution(s) attended or demonstrate equivalent foreign language competence as described in [BOG Regulation 6.004 Admission of Undergraduate, Degree-Seeking Transfer Students](#). Transfers are exempt from this admissions requirement if they received an Associate in Arts degree prior to September 1, 1989, or if prior to August 1, 1989, they enrolled in a program of study leading to an associate degree from a Florida public college or university and have maintained continuous enrollment until they are admitted to a university. Continuous enrollment will be established if the student enrolls in at least one term in each twelve-month period beginning with the student's first enrollment in a community college and continuing until the student enrolls in a university.

E. Lower-Level Transfer Requirements

1. Transfer applicants with less than 30 semester hours of transferable college credit (lower level) must meet all Freshman Admission requirements (see Sec. (4)(b)5).
2. Applicants with 30 or more and 59 or less transferrable semester hours (Mid-Level Transfer Students) must have successfully completed (C or higher) at least one English Composition course and one college level mathematics course that consists of three (3) semester credit hours. Official high school transcripts are required to demonstrate completion of the foreign language admission requirement.
3. Lower-level transfer students who do not meet the foreign language requirements must satisfy the foreign language requirement prior to admission to the upper division and may not exceed 5 percent of the number of freshmen enrolled in the prior academic year.

F. Upper-Level Transfer Requirements

1. Admission as a junior to the upper division of USF will be granted-within curricular, space and fiscal limitations to an Associate in Arts degree graduate of a state- approved Florida public college or university or a transfer applicant from an SUS institution who has received the AA degree/certificate. The admission of AA degree transfers from Florida public colleges and universities is governed by the Florida Articulation Agreement ([BOG Resolution adopting Rule 6A-10.024](#) Articulation Between and Among Universities, Community Colleges, and School Districts).
2. Undergraduate transfer students who have not earned the AA degree/certificate from a public community/junior college or state university in Florida or who have attended another college after receipt of the AA degree/certificate from a public community/junior college or state university in Florida must have an overall 2.0 grade point average on a 4.0 system in all college level courses attempted and acceptable to transfer.
3. Associate in Arts degree holders who are not exempt from the foreign language requirement and all other upper level transfer students admitted without meeting the foreign language admission requirement (see Sec. (4)(d)2.) must satisfy the foreign language requirement prior to graduation.

G. Early Admission Requirements

1. USF provides early admission programs for mature and academically talented high school students to enroll in university classes prior to high school graduation. Applicants are evaluated and must demonstrate strong potential for college level academic work based on the high school record and admission test scores in accordance with [Florida Statute 1007.271](#).
2. Early Admission applicants must submit all information required by USF which may include specific reference to requirements for “Entering Freshman applicants” or required forms and related documents or personal statements including “Supplemental Information for Early Admission.”

5) ADMISSION TO LIMITED ACCESS DEGREE PROGRAMS

USF has established limited access undergraduate degree programs of study, which are approved by the Florida Board of Governors and the State of Florida Articulation Coordinating Committee.

- A. Upon admission to USF, transfer students, especially those from Florida’s public colleges and universities, shall have equal opportunity to enroll in limited access baccalaureate programs.
- B. In addition to the minimum requirements for admission, applicants seeking entrance to limited access programs must meet additional requirements published and announced by each limited access program.
- C. Transfer applicants with 60 or more transferable semester hours who seek direct admission must meet the criteria of the requested limited access program including the overall GPA to be eligible for admission.

6) Specialized Admission

USF has established Specialized Admissions undergraduate degree programs of study, which are approved by the Florida Board of Governors. Selection criteria for admission into specialized admissions programs shall be appropriate indicators of academic ability, creativity, or talent to perform required work within the program and of the potential for success. Selection criteria shall not discriminate against students on the basis of race, color, national origin, disability, religion, sex, or socioeconomic status. Selection criteria shall not disadvantage Associate in Arts graduates from Florida public postsecondary institutions in favor of students who are currently enrolled at a State University System institution. Qualified

Associate in Arts graduates from Florida public postsecondary institutions shall receive priority for admission to such specialized admissions programs over out-of-state and transfer students from private institutions.

Undergraduate programs may have the following admissions requirements without seeking specialized admissions status.

- Prerequisite courses and minimum grades in prerequisite courses. The establishment of prerequisite courses and grades in prerequisite courses must adhere to requirements established in Regulation 8.010, Common Prerequisites.
- Admission requirements and standards established in Florida Statutes.

7) EVALUATION OF TRANSFER CREDIT

The receipt and evaluation of transfer credits is the responsibility of each Office of Undergraduate Admissions, which will evaluate the acceptability of total transferable credits. The college of the student's major will determine the transfer courses applicable toward the degree and assign equivalent courses to the transcript. In some cases, course equivalents may also be determined by specific colleges that offer the same or similar courses as part of their programs of study.

- A.** Transfer credits are automatically accepted only from those institutions that are accredited by one of the six regional accrediting agencies at the time the credits were earned. Credits earned at an institution when it is/was in candidacy status will be considered for transfer credit once the awarding institution receives full regional accreditation. If an applicant is applying from a non-regionally accredited school, courses approved for transfer by the Articulation Coordination Committee may be considered for transfer credit. However, the admission decision will be based on the student's prior work, if any, at a regionally accredited institution. Students may submit a request in writing to the Dean of Undergraduate Studies or appropriate Administrator for courses from non-regionally accredited institutions to be accepted for transfer credit; submission of course syllabi and other information may be required.
- B.** Courses that are remedial, occupational, or vocational in nature are not accepted as transfer credit to USF unless specifically determined by USF. In addition, USF reserve the right to evaluate courses or deny transfer credit, if not applicable to the degree program.
- C.** Articulated Associate in Arts (AA) degree holders from a Florida public accredited institution will be awarded 60 semester hours of credit and recognized as having completed USF's General Education Requirements. For AA degree holders awarded by

an out-of-state or private in-state institution, USF's designated office will conduct a course-by-course transfer credit evaluation.

- D.** Articulated Associate in Science (AS) degree holders from a Florida public accredited institution will be awarded up to 60 semester hours of credit including credit for appropriate transferable General Education Courses they have completed. For AS degree holders awarded by an out-of-state or private in-state institution, USF's designated office will conduct a course-by-course transfer credit evaluation.
- E.** All courses from a Florida public college or university with the same State Common Course prefix and last three numbers as a USF course are automatically transferred and the transfer student will not be required to repeat these courses unless a college minimum grade or age-of-record policy is involved. Excluded are graduate courses, studio courses in art, internships, practica and performing arts courses in dance, acting, vocal and instrumental music.
- F.** Credit is not awarded based on GED test scores.
- G.** Military service school courses will be evaluated with reference to the recommendations of the Articulation Coordinating Committee (ACC) when official credentials have been presented.
- H.** For ROTC and military science courses the maximum credit may vary with each college. A student must confer with his/her college advisor to determine the credit for his/her major.
- I.** USF awards credit-by-examination based on the minimum guidelines as established by the Articulating Coordinating Committee (ACC) available on the FACTS.org website, pursuant to [Florida Statute 1007.27\(2\)](#), and approved by the State Board of Education and Board of Governors. Per [USF Policy 10-017 \(Credit by Examination\)](#), USF will accept a maximum of 45 credit hours earned through any combination of the examinations provided by the Advanced Placement (AP), Advanced International Certificate of Education Program (AICE), International Baccalaureate (IB), College Level Examination Program (CLEP), DANTES/DSST, Excelsior College, Abitur, General Certificate of Education (GCE), Global Assessment Certificate (GAC) and CAPE exams.
- J.** A maximum of 30 semester hours of extension, correspondence, and military service education credits may be counted for the purposes of meeting transfer admission criteria and applied toward a degree program.

- K.** Grades earned in transferred courses are included in the student's grade point average for the purposes of admission to limited access programs, awarding of honors at graduation, and class ranking of baccalaureate students, but transfer grades are not included in computing the student's grade point average.
- L.** A degree-seeking student must obtain prior written approval from the college of the student's major for courses taken at another regionally accredited institution to be applied to the student's degree program.
- M.** Admitted students will be credited with appropriate credit for on-line coursework completed prior to the initial term of enrollment according to BOG Regulation 6.020 College Credit for Online Courses Completed Prior to Initial Enrollment.

8) INTERNATIONAL ADMISSION

- A.** International undergraduate applicants who are not permanent U.S. residents ([BOG Regulation 6.009 Admission of International Students to SUS Institutions](#)) must submit applications for admission, application fees and all required supporting documents by the published deadlines.
- B.** Supporting documentation includes all transcripts identifying subjects and grades from the first year of secondary work to the time of application or graduation when applying as an entering freshman or a transfer with less than 60 hours of transferable postsecondary credit; appropriate diploma(s), certificate(s), degree(s), mark-sheet(s) and/or examination(s) passed, from the home country, as evidence of United States equivalent qualifications and academic preparation for the degree program requested
- C.** All transcripts must be in English. It is the applicant's responsibility to have the transcript(s) translated before submitting them as part of their admission credentials. All transcripts not in English must be accompanied by a certified English literal translation; foreign postsecondary transcripts must be evaluated by one of the credential evaluation services identified and published by the appropriate international admissions office. Documents signed by a notary or other public official with no educational affiliation may not be accepted.
- D.** Applicants who do not meet the waiver requirements in Section (4)(a)5. above must provide, a minimum IELTS score of 6.5, a minimum PTE-A score of 53, a minimum Test of English as a Foreign Language (TOEFL) score of 79 (internet-based test), 213 (computer-based test) or 550 (written test), a minimum Duolingo score of 110 or a minimum FCE score of 176 (with minimum subscores of 169). Official Scores must

be taken within 2 years of the desired term of entry and must be submitted directly to USF from the testing agency. Applicants whose highest English proficiency test score is at or above the minimum established by the BOG, but below USF minimum established herein, may be considered for admission based on a profile assessment.

9) READMISSION OF FORMER STUDENTS (FSRs)

A. A degree-seeking undergraduate who has not enrolled in USF during the last 12 months must complete a new Application for Admission by the deadline for the term of requested reentry.

B. Undergraduate students returning to seek a baccalaureate degree must:

1. Be in good academic standing and eligible to return to USF as well as the last institution attended as a degree-seeking student. For all college-level academic courses attempted at any institution since last enrolling in USF, the applicant's transfer GPA must meet or exceed the GPA required of new transfer students at the time of readmission.
2. Former students who have attended one or more institutions since their last enrollment must request official transcripts of all work attempted at the other institution(s) be sent to the appropriate Office of Undergraduate Admissions. Acceptability of transfer credits toward completion of degree programs will be determined by the college of the student's major.
3. The Academic Regulations Committees (ARC) have the Power to Approve (PTA) petitions for undergraduate or non-degree seeking students that fail to maintain a 2.0 GPA and are Academically Dismissed (AD) from USF. (Refer to the Academic Probation and Academic Dismissal Policies in the Undergraduate Catalog.) Academic Regulations Committees also may approve the readmission of students who qualify for Academic Renewal to have portions of their academic record not counted in the determination of the GPA for graduation purposes. (Refer to the Academic Renewal Policy in the Undergraduate Catalog.)

10) ALTERNATIVE ADMISSIONS (PROFILE ASSESSMENT)

Undergraduate applicants—freshmen and transfers—who do not meet the applicable USF admissions requirements may be admitted through an alternative admissions process based on a profile assessment conducted by the Faculty Committee on Alternative Admissions (referred

to as the “Profile Assessment Committee”) established by USF when there is sufficient evidence, in the judgment of the Profile Assessment Committee, that the applicant can be expected to be succeed at the University. In addition to reviewing the applicant’s GPA and test scores, the Profile Assessment Committee may take into consideration factors such as: improvement in high school record, family educational background, socioeconomic status, graduation from an underperforming high school, graduation from and International Baccalaureate program, geographic location, military service, special talents or abilities, and other special circumstances that the Profile Assessment Committee determines, in its discretion, will contribute to a representative and diverse student population.

The Board of Trustees or USF President (as delegated) shall establish the total number of first-time-in-college students admissible annually through the alternative admission process. The rates of retention, academic success and graduation rates of students admitted to USF through an alternative admissions process must be regularly reviewed and presented to the Board of Trustees, at least once annually, to ensure that such rates remain near or above the institution’s average. USF is responsible for preparing and presenting all required reports regarding students admitted under this section.

11) DENIAL OF ADMISSION

Any applicant—freshmen and transfers—who is denied admission to USF may submit a written Letter of Appeal for reconsideration of the admissions decision using the appropriate process. The Letter of Appeal must provide reasons/evidence why the appeal is warranted based on extenuating circumstances and/or appropriate alternative evidence of academic achievement, ability, motivation, and responsibility that indicates potential for success. The appeal will be considered by the Faculty Committee on Student Admission designated by the University ((referred to as the “Appeal Committee”). The Appeal Committee will determine if the additional information can support admission.

- A.** Non-degree Undergraduate applicants—freshmen or transfers—who are denied admission as a degree-seeking student may not enroll as a non-degree seeking student.
- B.** Applicants denied admission to USF who have a disability as defined by [Board of Governors Regulation 6.018 Substitution or Modification of Requirements for Program Admission, Undergraduate Transfer, and for Graduation by Students with Disabilities](#) and [Section 1007.02, Florida Statutes](#) may request a reasonable substitution of any requirement for admission in the Letter of Appeal as provided by the protocols of USF. The applicant may be required to provide documentation as detailed in [Board of Governors Regulation 6.018](#) or [Section 1007.264 Florida Statutes](#) that the failure to meet the admission requirements is related to the disability, and USF may request other pertinent documents as needed to determine eligibility for substitution under this

subsection. The Appeal Committee will render a final University decision on that Letter of Appeal.

- C. In response to a Letter of Appeal, USF may provide reasonable substitution for any course or high school unit requirement for any person who has a documented disability. Documentation must be provided that the failure to meet the admission requirement is related to the disability, and USF may request pertinent documents as needed to determine eligibility for substitution under this subsection.
- D. USF may refuse to consider an applicant for admission if the applicant's criminal or academic/behavioral history shows previous misconduct that is deemed not to be in the best interest of the University community. The Vice President for Student Affairs or other appropriate officer or designee will review all applications in which prior legal or behavioral conduct issues are noted. When necessary, this officer will contact appropriate parties having knowledge of the applicant and/or the misconduct and make a decision as to whether admission of the applicant will be in the best interest of USF following USF Policy 30-018 Prior Conduct Review for Admission. Any applicant (1) not cleared for admission consideration may submit a written appeal to the designated office within ten (10) days after the notification of the prior conduct review status as designated in USF Policy 30-018 or (2) cleared with restriction may appeal the restrictions or the decision of the Office of Admissions to the Appeal Committee as set forth in this Regulation.
- E. A non-degree seeking student dismissed from USF for violations of academic integrity or USF's Student Code of Conduct is not eligible for admission as a degree-seeking student to USF unless the student requests a review by the Appeal Committee. Factors the Admissions committee may consider are (1) whether subsequent to the dismissal the applicant has earned a degree from a regionally accredited institution (2) whether extenuating circumstances contributed to the dismissal and the student meets current admissions requirements.

12) RECORD RETENTION

Applications and documents submitted to USF by applicants who apply and are denied, who are admitted but do not enroll, or whose application is incomplete, will be retained as inactive files. However, all college transcripts must be resubmitted with any future reapplication to USF.

HISTORY

Date Approved: Mar. 26, 1991

Substantively Amended: Jan. 30, 2023, Feb. 21, 2011, Jun. 19, 2002, Jan. 7, 1993

Technically Amended: Mar. 1, 2021, Oct. 19, 2020, Feb. 6, 2020, Jan. 14, 2020, Dec. 17, 2018, May 17, 2018, Apr. 19, 2018, May 3, 2017, Sept. 7, 2012, Feb. 21, 2011, Jun. 19, 2002, Jan. 7, 1993

Biennial Review: Jan. 30, 2023

Other: Apr. 18, 2019 (Consolidation)

Authority: Art. IX, Sec 7, Fla. Constitution, Fla. Board of Governors Regulations 1.001, 6.001, 6.002, 6.004, 6.009, 6.020. Sec. 1007.02, 1007.264, F.S.

Agenda Item: III.g.iii

USF Board of Trustees
June 13, 2023

Issue: Regulation - Educational Sites: Establishment, Reclassification, Relocation, and Closure

Proposed action: Amending from a Policy to Regulation - Educational Sites: Establishment, Reclassification, Relocation, and Closure

Executive Summary:

As part of the Biennial Review, the following updates have been made for clarification purposes and to comply with the BOG Regulation 8.009, which requires each University to adopt a Regulation regarding Educational Sites. Accordingly, the USF Policy is being brought forward as a USF Regulation.

Financial Impact: n/a

Strategic Goal(s) Item Supports: **Goal One:** Well-educated, highly skilled, and adaptable alums who, as lifelong learners, lead enriched lives, contribute to the democratic process, function as engaged community citizens, and thus thrive in a dynamic global market

BOT Committee Review Date: ACE 5/30/23

Supporting Documentation Online (please circle): Yes No

Prepared by: Marcy Guenette, Office of the General Counsel, 813-974-1674



**UNIVERSITY OF
SOUTH FLORIDA**

**POLICY
Regulation
n**

Number: XXXXX
Title: Educational Sites: Establishment, Reclassification, Relocation, and Closure
Responsible Office: Academic Affairs

Date of Origin: 12-3-13

Date Last Amended: (none)11-19-20 (technical)

Date Last Reviewed: (none)11-19-20

I. PURPOSE AND INTENT

Pursuant to Florida Board of Governors (BOG) [Regulation 8.009](#) Sites, this Regulation provides authority for administration related to the establishment, reclassification, relocation, and closure of educational sites. Pursuant to that BOG Regulation, all sites separate from the main campus including international sites, sites located in other states, the acquisition of real property, and the leasing of sites fall under this Regulation. This Regulation defines these educational sites for the University of South Florida (USF) to include the two campuses (Sarasota-Manatee and St. Petersburg), the CAMLS [and Water Street](#) locations in downtown Tampa, several international locations, and other sites such as local high schools and business and industry locations where USF programs and courses are offered for the convenience of students.

II. STATEMENT OF REGULATION

The following approval process is hereby established for the establishment, reclassification, relocation, or closing of educational sites apart from the main campus (Note that the establishment of an academic program at which a student may receive at least 25 ~~percent~~% of credits toward [an academic program \(e.g., major, certificate, etc.\)](#) ~~degree~~ at any site away from the home campus constitutes automatic invocation of this Regulation and should be cross-referenced with [Policy 10-061, Substantive Change Reporting](#)):

A. Instructional Sites and Special Purpose sites.

1. The President of the University of South Florida is authorized by the University of South Florida Board of Trustees (USF BOT) to establish or close instructional and special purpose sites consistent with the University's strategic plan with the exception of instructional or special purpose sites funded by the Legislature or established pursuant to law.
2. If an instructional or special purpose site scheduled for closing is funded by the

Legislature or established pursuant to law, the USF BOT must approve the closure. Documentation justifying the closure shall be submitted to the USF BOT, along with confirmation that the University has communicated with the Legislative leadership regarding the closure. Upon approval, the USF BOT shall submit its approval and any supporting documentation to the BOG.

B. Additional Campuses and Special Purpose Centers

1. Pursuant to [BOG Regulation 8.009](#), prior to the acquisition, establishment, reclassification, relocation, or closing of additional campuses or special purpose centers, the President shall consult with the Chancellor of the State University System to inform strategic planning.
2. The establishment, reclassification, relocation, or closing of an additional campus or special purpose center, including the acquisition of real property for such educational sites, shall be approved by the USF BOT and, subsequently, by the BOG. Except for that which may be expressly authorized by law, capital outlay funds for expenditure on additional sites may be requested by the USF BOT, through the BOG, to the Legislature. Prior to authorization of such funds, other funds may only be expended for purposes of planning for the additional site. Approval from the BOG must be obtained in order to seek separate accreditation for additional campuses or special purpose centers.
3. Proposals for the establishment, relocation or reclassification of additional campuses and special purpose centers shall be submitted by the University of South Florida President to the USF BOT and subsequently to the BOG using the appropriate format developed by the Office of the BOG. Such format shall include the following elements:
 - Accountability
 - Needs assessment
 - Academic programs
 - Administration
 - Budget and facilities
 - Student services
 - Monitoring of implementation.
4. Proposals for the establishment of additional campuses (instruction or educational sites) or special purpose centers outside the United States shall also include the following elements in addition to those in (II)(B)(3).
 - a. Relationship of the international program to the University's Strategic Plan;
 - b. Legal requirements of the host country that must be met to establish and operate a campus or special purpose center as well as the legal jurisdiction applicable to operations, and a plan and timeline for meeting these requirements;

- c. A risk assessment of the University's responsibility for the safety of students, faculty, and staff including a mitigation plan;
 - d. If the program is not overseen completely by the University, a complete description of the University's control over academic programs, faculty, and staff;
 - e. Details of exit agreement(s) with foreign partners or governments.
5. Proposals for closing additional campuses and special purpose centers shall be submitted by the University of South Florida President to the USF BOT and subsequently to the BOG using the format specified by the Office of the BOG. If the educational site has been established pursuant to law, the proposal shall include a request for the BOG to initiate a dialogue with the University and legislative leadership regarding the appropriateness of seeking statutory changes.
- C. The University of South Florida President or designee is responsible for monitoring the enrollment at the University's campuses. If enrollments fall below the minimum designated for the site as defined herein for three consecutive years, the University shall develop and implement a plan for increasing the enrollment, reclassifying the site, or closing the site. An exception to the above rule shall be made for a Type III campus that was approved by the BOG for establishment at an enrollment below the minimum designated in BOG Regulation 8.009, Section (2)(b)(3). In such cases, if enrollments fall below the BOG-approved minimum for that site for three consecutive years, the University shall develop and implement a plan for increasing enrollment, reclassifying, or closing the site.

III. DEFINITION OF TERMS

The following Board of Governors definitions shall apply:

- A. *Main Campus*: the primary site of university educational, research, and administrative activities.
- B. *Additional Campus*: includes sites with separate regional accreditation and is defined as an instructional and administrative unit of a university, apart from the main campus, that primarily offers students upper-division undergraduate and graduate programs, as well as a wide range of administrative and student support services appropriate for the number of student FTE served, and reflects a relatively permanent commitment by ~~a~~the University for the foreseeable future, not an occasional, time-limited, or transitory activity, in facilities which are university-owned, university-leased, or jointly used with another public institution. Such campuses are generally classified as one of three types:
 1. *Type I Campus*: a university operation that has obtained and continues to maintain an enrollment level of more than 2,000 university student FTE in courses which lead to ~~a college degree~~an academic credential. 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.
 2. *Type II Campus* is defined as a university operation that has obtained and continues

to maintain an enrollment level of 1,000 to 2,000 university student FTE in courses which lead to ~~a college degree~~ an academic credential. A Type II Campus typically provides a moderate range of instruction for full and partial degree programs, limited research activity, and a moderate complement of student services.

3. *Type III Campus* is defined as a university operation that has obtained and continues to maintain an enrollment level of at least 300 but less than 1,000

university student FTE. The Board may, within its discretion, require an operation with less than 300 FTE to be presented to the Board for approval if the operation otherwise meets the remaining criteria in this sub-paragraph. A Type III Campus typically provides a limited range of instruction for full and partial degree programs, limited research activity, and a limited complement of student services.

- C. *Special Purpose Center*: a unit of a university, apart from the main campus, that provides certain special, clearly defined programs or services, such as research or public service, and reflects a relatively permanent commitment by a university for the foreseeable future, not an occasional, time-limited, or transitory activity, in facilities which are university-owned, university-leased, or jointly used with another public institution. Instructional programs or courses leading to ~~a college degree~~ an academic credential are typically not offered at special purpose centers. Cooperative extension sites are not considered special purpose centers.
- D. *Instructional Site*: a temporary instructional unit of a university, apart from the main campus, that provides a limited range of instructional programs or courses leading to ~~an academic credential—college degree, in—and the facilities are~~ not owned by the ~~institution~~ University. When 25-49 percent of an academic program is offered at an instructional site, the University must provide advanced notification to its institutional accreditor. When 50 percent or more of an academic program is offered at an instructional site, the University must receive prior approval for from its institutional accreditor.
- E. *Special Purpose Site*: a unit of a university, apart from the main campus, that provides services of an educational or community outreach nature which are other than instruction leading to ~~a college degree~~ an academic credential, in facilities not owned by the institution. Instructional programs or courses leading to ~~a college degree~~ an academic credential are typically not offered at special purpose sites.

Date Approved: n/a

Substantively Amended: (none)

Technically Amended: (none)

Biennial Review: (none)

Other: (none)

[Formerly USF Policy 10-235 Educational Sites – Establishment, Reclassification, Relocation, and Closure.](#)

Certification: USF certifies that it has followed the Florida Board of Governors Regulation Development Procedure and has a record of written notices, comments, summaries and responses as required.



**UNIVERSITY OF
SOUTH FLORIDA**

REGULATION

Number: XXXXX
Title: Educational Sites: Establishment, Reclassification, Relocation, and Closure
Responsible Office: Academic Affairs
Date of Origin: **Date Last Amended:** (none) **Date Last Reviewed:** (none)

I. PURPOSE AND INTENT

Pursuant to Florida Board of Governors (BOG) [Regulation 8.009](#) Sites, this Regulation provides authority for administration related to the establishment, reclassification, relocation, and closure of educational sites. Pursuant to that BOG Regulation, all sites separate from the main campus including international sites, sites located in other states, the acquisition of real property, and the leasing of sites fall under this Regulation. This Regulation defines these educational sites for the University of South Florida (USF) to include the two campuses (Sarasota-Manatee and St. Petersburg), the CAMLS and Water Street locations in downtown Tampa, several international locations, and other sites such as local high schools and business and industry locations where USF programs and courses are offered for the convenience of students.

II. STATEMENT OF REGULATION

The following approval process is hereby established for the establishment, reclassification, relocation, or closing of educational sites apart from the main campus (Note that the establishment of an academic program at which a student may receive at least 25 percent of credits toward an academic program (e.g., major, certificate, etc.) at any site away from the home campus constitutes automatic invocation of this Regulation and should be cross-referenced with [Policy 10-061, Substantive Change Reporting](#)):

A. Instructional Sites and Special Purpose sites.

1. The President of the University of South Florida is authorized by the University of South Florida Board of Trustees (USF BOT) to establish or close instructional and special purpose sites consistent with the University's strategic plan with the exception of instructional or special purpose sites funded by the Legislature or established pursuant to law.
2. If an instructional or special purpose site scheduled for closing is funded by the Legislature or established pursuant to law, the USF BOT must approve the closure.

Documentation justifying the closure shall be submitted to the USF BOT, along with confirmation that the University has communicated with the Legislative leadership regarding the closure. Upon approval, the USF BOT shall submit its approval and any supporting documentation to the BOG.

B. Additional Campuses and Special Purpose Centers

1. Pursuant to [BOG Regulation 8.009](#), prior to the acquisition, establishment, reclassification, relocation, or closing of additional campuses or special purpose centers, the President shall consult with the Chancellor of the State University System to inform strategic planning.
2. The establishment, reclassification, relocation, or closing of an additional campus or special purpose center, including the acquisition of real property for such educational sites, shall be approved by the USF BOT and, subsequently, by the BOG. Except for that which may be expressly authorized by law, capital outlay funds for expenditure on additional sites may be requested by the USF BOT, through the BOG, to the Legislature. Prior to authorization of such funds, other funds may only be expended for purposes of planning for the additional site. Approval from the BOG must be obtained in order to seek separate accreditation for additional campuses or special purpose centers.
3. Proposals for the establishment, relocation or reclassification of additional campuses and special purpose centers shall be submitted by the University of South Florida President to the USF BOT and subsequently to the BOG using the appropriate format developed by the Office of the BOG. Such format shall include the following elements:
 - Accountability
 - Needs assessment
 - Academic programs
 - Administration
 - Budget and facilities
 - Student services
 - Monitoring of implementation.
4. Proposals for the establishment of additional campuses (instruction or educational sites) or special purpose centers outside the United States shall also include the following elements in addition to those in (II)(B)(3).
 - a. Relationship of the international program to the University's Strategic Plan;
 - b. Legal requirements of the host country that must be met to establish and operate a campus or special purpose center as well as the legal jurisdiction applicable to operations, and a plan and timeline for meeting these requirements;
 - c. A risk assessment of the University's responsibility for the safety of students, faculty, and staff including a mitigation plan;

- d. If the program is not overseen completely by the University, a complete description of the University's control over academic programs, faculty, and staff;
 - e. Details of exit agreement(s) with foreign partners or governments.
5. Proposals for closing additional campuses and special purpose centers shall be submitted by the University of South Florida President to the USF BOT and subsequently to the BOG using the format specified by the Office of the BOG. If the educational site has been established pursuant to law, the proposal shall include a request for the BOG to initiate a dialogue with the University and legislative leadership regarding the appropriateness of seeking statutory changes.
- C. The University of South Florida President or designee is responsible for monitoring the enrollment at the University's campuses. If enrollments fall below the minimum designated for the site as defined herein for three consecutive years, the University shall develop and implement a plan for increasing the enrollment, reclassifying the site, or closing the site. An exception to the above rule shall be made for a Type III campus that was approved by the BOG for establishment at an enrollment below the minimum designated in BOG Regulation 8.009, Section (2)(b)(3). In such cases, if enrollments fall below the BOG-approved minimum for that site for three consecutive years, the University shall develop and implement a plan for increasing enrollment, reclassifying, or closing the site.

III. **DEFINITION OF TERMS**

The following Board of Governors definitions shall apply:

- A. *Main Campus*: the primary site of university educational, research, and administrative activities.
- B. *Additional Campus*: includes sites with separate regional accreditation and is defined as an instructional and administrative unit of a university, apart from the main campus, that primarily offers students upper-division undergraduate and graduate programs, as well as a wide range of administrative and student support services appropriate for the number of student FTE served, and reflects a relatively permanent commitment by the University for the foreseeable future, not an occasional, time-limited, or transitory activity, in facilities which are university-owned, university-leased, or jointly used with another public institution. Such campuses are generally classified as one of three types:
 1. *Type I Campus*: a university operation that has obtained and continues to maintain an enrollment level of more than 2,000 university student FTE in courses which lead to an academic credential. 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.
 2. *Type II Campus* is defined as a university operation that has obtained and continues to maintain an enrollment level of 1,000 to 2,000 university student FTE in courses which lead to an academic credential. A Type II Campus typically provides a moderate range of instruction for full and partial degree programs, limited research

activity, and a moderate complement of student services.

3. *Type III Campus* is defined as a university operation that has obtained and continues to maintain an enrollment level of at least 300 but less than 1,000 university student FTE. The Board may, within its discretion, require an operation with less than 300 FTE to be presented to the Board for approval if the operation otherwise meets the remaining criteria in this sub-paragraph. A Type III Campus typically provides a limited range of instruction for full and partial degree programs, limited research activity, and a limited complement of student services.
- C. *Special Purpose Center*: a unit of a university, apart from the main campus, that provides certain special, clearly defined programs or services, such as research or public service, and reflects a relatively permanent commitment by a university for the foreseeable future, not an occasional, time-limited, or transitory activity, in facilities which are university-owned, university-leased, or jointly used with another public institution. Instructional programs or courses leading to an academic credential are typically not offered at special purpose centers. Cooperative extension sites are not considered special purpose centers.
- D. *Instructional Site*: a temporary instructional unit of a university, apart from the main campus, that provides a limited range of instructional programs or courses leading to an academic credential, and the facilities are not owned by the University. When 25-49 percent of an academic program is offered at an instructional site, the University must provide advanced notification to its institutional accreditor. When 50 percent or more of an academic program is offered at an instructional site, the University must receive prior approval from its institutional accreditor.
- E. *Special Purpose Site*: a unit of a university, apart from the main campus, that provides services of an educational or community outreach nature which are other than instruction leading to an academic credential, in facilities not owned by the institution. Instructional programs or courses leading to an academic credential are typically not offered at special purpose sites.

Date Approved: n/a

Substantively Amended: (none)

Technically Amended: (none)

Biennial Review: (none)

Other: (none)

Formerly USF Policy 10-235 Educational Sites – Establishment, Reclassification, Relocation, and Closure.

Certification: USF certifies that it has followed the Florida Board of Governors Regulation Development Procedure and has a record of written notices, comments, summaries and responses as required.

Agenda Item: III.g.iv

USF Board of Trustees
June 13, 2023

Issue: Regulation 11.002 University Major Gifts Challenge Grant Program for Eminent Scholars and Endowments

Proposed action: Amendments to Regulation 11.002 University Major Gifts Challenge Grant Program for Eminent Scholars and Endowments

Executive Summary:

As part of the Biennial Review, the following updates have been made for clarification purposes and to comply with the new requirements established by the BOG Regulation 9.019 regarding Financial Accounting reporting.

Financial Impact: n/a

Strategic Goal(s) Item Supports: To practice continuous visionary planning and sound stewardship throughout USF to ensure a strong and sustainable financial base and adapt proactively to emerging opportunities in a dynamic environment.

BOT Committee Review Date: ACE 5/30/23

Supporting Documentation Online (please circle): Yes No

Prepared by: Marcy Guenette, Office of the General Counsel, 813-974-1674



UNIVERSITY OF SOUTH FLORIDA

REGULATION

Number: USF_11.002
Title: ~~Florida Endowment Trust Funds for Eminent Scholars and Challenge Grants~~ University Major Gifts Challenge Grant Program for Eminent Scholars and Endowments
Responsible Office: University Advancement

Date of Origin: 11-10-90

Date Last Amended: ~~4-19-04~~ 1-30-2023

Date Last Reviewed: ~~4-19-01~~ 1-30-2023

~~(1) This regulation documents the policy and procedures of The Trust Funds established in the State Treasury for Eminent Scholars, New Donors, and Major Gifts and administered by the Chancellor of the Florida Board of Regents provide the opportunity for the University of South Florida to receive for the University Major Gifts Challenge Grant Program -matching funds for challenge grants to enhance specific programs and activities at the University established pursuant to Florida Statutes §1011.94 and . The University of South Florida shall administer the Endowment Trust Funds for Eminent Scholars and Challenge Grants as prescribed by BOG Regulation 9.019.~~

~~(4) Effective July 1, 2011, funding for the program was temporarily suspended for donations received after June 30, 2011. Matching funds received remain in endowed funds and are administered in accordance with the fund purpose and all laws, regulations and policies governing the use of matching funds. During the suspension period, routine administration, financial responsibility and donor recognition remain in effect.~~

- (2) The ~~Sr.~~ Vice President for University Advancement & Alumni Affairs, acting as ~~CEO/Executive Vice President~~ of the University of South Florida Foundation, ~~Inc.~~ shall be responsible for directing the solicitation and acceptance of gifts for ~~Endowment Trust Funds for Eminent Scholars and the University Major Gifts~~ Challenge Grants Program at USF, including: communications to donors; negotiation and execution of Endowed Chair Agreements and other Challenge Grant Agreements; reservation and disbursement of Trust Fund challenge grants; and other functions and responsibilities of the Foundation under Florida law and pertinent Endowed Chair Agreements.
- (3) The University President shall have the right to approve or disapprove the terms of any

agreement to establish a Challenge Grant fund, to establish an Endowed Chair for an Eminent Scholar, or to establish a Distinguished Professorship ~~on the Faculty of the University of South Florida.~~

- ~~(4) Trust Fund~~ Challenge Grants established for the endowment of scholarships, library resources, academic programs and other endowed activities shall be administered as provided by Florida law, Board of Governors, University or Foundation rules, regulations, policies and procedures and the pertinent Endowment Agreements.

~~(4)~~

- (5) The recruiting, selection, appointment and reappointment of Eminent Scholars and Distinguished Professors shall be the responsibility of the University President, Provost and Executive Vice President, and Executive Vice President for USF Health Sciences, with the advice of the Sr. Vice President for University Advancement & Alumni Affairs and the appropriate dean and department head.

~~(6) The Eminent Scholars and Distinguished Professors shall be individuals outstanding in their field. The University President shall establish a committee to process each application or nomination. The committee will consist of members appointed in accordance with Florida law and BOR and USF rules, policies and procedures, and shall include, but not be limited to, representatives from the Faculty of the University of South Florida and the University of South Florida Foundation. The committee shall recommend to the President for his/her approval one or more eligible candidates as evidenced by his/her previous achievements in:~~

~~(a) Contributions to the advancement of knowledge in his/her field as demonstrated by research and other creative activities which have resulted in publication or presentation of speeches or papers;~~

~~(b) Teaching excellence;~~

~~(c) Ability to attract other kinds of support to the University (e.g., students, scholars, external funding, etc.);~~

~~(7) As part of the annual evaluation of employee performance, the appropriate deans or department heads shall annually provide a written evaluation of the performance of Eminent Scholars and Distinguished Professors consistent with applicable personnel regulations and the faculty collective bargaining agreement. This evaluation of performance shall be based on his/her achievements while at the University of South Florida in:~~

~~(a) Contributing to the advancement of knowledge in his/her field as demonstrated by research and other creative activities which have resulted in publication or presentation of speeches or papers;~~

~~(b)~~ Teaching excellence;

~~(c)~~ Ability to attract other kinds of support to the University (e.g., students, scholars, external funding, etc.);

~~(8)(6)~~ This annual written evaluation will be used as a measure in evaluating each Eminent Scholar and Distinguished Professor in achieving the objectives set forth in Florida law.

~~(9)(7)~~ The routine daily expenditure of available allotted earnings on Challenge Grant Endowment accounts, and accountability for same, and other ongoing support relative to the functioning of the Endowments shall be the responsibility of the dean or department head in accordance with Florida law, Board of Governors ~~OR~~, University, and Foundation rules, regulations, policies and procedures, and the pertinent Endowment Agreements.

~~(10)~~ As soon as a prospective donor is identified, the Vice President for University Advancement shall be notified. All further negotiations or matters related to the solicitation of funds for a Challenge Grant Endowment shall then be coordinated with the Vice President, acting on behalf of the Foundation.

~~(11)~~ All matters related to the solicitation of the gift shall remain confidential until the gift is secure and the donor grants permission for release of pertinent information, except for such disclosures of information as may be required under Florida law.

~~(12)~~ The Vice President for University Advancement, in cooperation with the Office of Public Affairs, shall coordinate the release of publicity on the establishment of each Challenge Grant Endowment Fund, including notification of key constituent groups.

~~(8)~~ Prior to suspension of the program, ~~the~~ the Vice President for University Advancement shall ~~be~~ was responsible for communications with the Board of Governors ~~OR~~ regarding the eligibility of prospective gifts for matching Trust Fund challenge grants, and for the prompt reservation and disbursement of such Trust Fund challenge grants for accepted and executed Endowment Funds. Information concerning requirements for eligibility for matching Trust Fund Challenge grants can be obtained from ~~the~~ University Advancement Development office.

~~(13)~~ Subsequent to the suspension of the program, the Office of Donor Relations reports gifts _____ that would have been considered eligible for a match under the program upon request to the Board of Governors.

~~(14)(9)~~ The Sr. Vice President for University Advancement & Alumni Affairs shall maintain a file on each Endowment Challenge Grant fund including but not limited to the following items:

(a) All related correspondence.

- (b) Copies of all cancelled checks relating to the payment of the gift.
- (c) Copies of the appropriate agreement and other related legal documents.
- (d) All related financial statements.
- (e) Eminent Scholar's or Distinguished Professor's vita and other pertinent documents.
- (f) Copies of announcements and press releases pertinent to the Endowment Fund.
- ~~(g)~~ Copies of annual reports submitted to the Board of Governors ~~OR~~, donor, and President.
- ~~(g)~~ Any other documentation required by BOG Regulation 9.019.
- (h)

~~(15)–(10)~~ The Sr. Vice President for University Advancement & Alumni Affairs shall verify compliance with all Board of Governors and state requirements by including, as part of the Foundation's annual audited financial statements, a Major Gifts Program Schedule of Receipts, Expenditures and Endowment Balances for all endowments funded by the University Major Gifts Program. The schedule shall identify the corpus of the endowment, interest earnings, expenditures and other transactions during the year. The annual audit will include verification regarding donations with multiple donors in accordance with BOG Regulation 9.019. ~~The Vice President for University Advancement shall be responsible for preparing the Foundation's annual report to the Board of Regents including the information concerning collection, investment, and audit of all funds for each Challenge Grant program. This report may coincide with, but shall be in addition to, the Foundation's comprehensive annual report to the Board of Regents.~~

~~(16)~~ The Vice President for University Advancement shall be responsible for preparing an annual report to each donor including, but not limited to, the following items:

~~(a)~~ A narrative, submitted by the appropriate dean or department head, relating the activities, accomplishments and current status of the chair and its associated activities.

~~(b)~~ Any other report or information required by the donor under the pertinent Endowment Agreement.

~~(17)~~ (11) The Sr. Vice President for University Advancement & Alumni Affairs, acting as CEO/Executive Vice President of the Foundation shall report the actual or projected earnings from each Challenge Grant Endowment account to the Provost and Executive Vice President, or Executive Vice President for USF Health Sciences prior to the start of each University fiscal year. These offices shall transfer or allocate such available funds and authorize expenditure thereof by or under the direction of the dean or department head as with any other academic or research

account. The appropriate dean or department head shall be responsible for submitting appropriate budget reports on each Challenge Grant Endowment account to the Provost and Executive Vice President, or Executive Vice President for USF Health Sciences and the Sr. Vice President for University Advancement & Alumni Affairs.

~~(12) In cases where the Challenge Grant Endowment has not yet been fully funded, or an Endowed Chair position is vacant, upon approval from the Foundation and the Provost, and Executive Vice President, and consistent with the pertinent Challenge Grant Endowment agreements, the earnings from a Challenge Grant Endowment account may be expended by the dean or department head in the interim or when the chair position is filled. Such expenditures may include: recruiting the Eminent Scholar or Distinguished Professor; engaging consultants; acquiring supporting equipment or facilities; interim employment of an Eminent Scholar or Distinguished Professor in the specific field for which the Endowment is designated; and any other use directly associated with the development and functioning of the Challenge Grant Endowment fund.~~

~~(18)~~

~~(19) Once sufficient earnings are accumulated on each Endowment account, the Vice President for University Advancement shall notify the Provost and Executive Vice President, or the Vice President for Health Sciences so that approved activities can be initiated. No commitments or obligations shall be made for expenditure of available earnings unless authorized by the Provost and Executive Vice President, or Vice President for Health Sciences upon such notification from the Vice President for University Advancement.~~

~~(20) The Vice President for University Advancement shall be responsible for coordinating all official recognition of donors of funds for Challenge Grant Endowments. The Vice President shall draft and propose formal acknowledgement and appreciation letters for the President's signature. With the exception of personal correspondence by the President or Vice President, all formal contact with Challenge Grant Endowment should be forwarded through or copied to the University Development office.~~

~~(21) In cooperation with the academic area receiving the Challenge Grant Endowment, the Vice President shall initiate and coordinate all social activities designed to recognize the donors for their contribution. The Vice President shall be responsible for procuring and delivering USF mementos and tangible forms of recognition.~~

~~(22) All media announcements, press releases, and other public communications relative to the establishment and development of a Challenge Grant Endowment shall be the responsibility of the Division of University Advancement through appropriate staff and support from the Office of Public Affairs or the Health Sciences Center. Each formal public announcement of a gift establishing a Challenge Grant Endowment shall be issued by or through the University President.~~

Authority: Art. IX, Sec. 7, Fla. Constitution; FL Board of Governors Regulations 1.001, 9.019;1011.94 FS.

Certification: USF certifies that it has followed the Florida Board of Governors Regulation Development Procedure and has a record of written notices, comments, summaries and responses as required.

Date Approved: Oct. 10, 1990 (formerly 6C4-11.002, F.A.C.)

Substantively Amended: Jan. 30, 2023

Technically Amended: Apr. 19, 2021

Biennial Review: Jan. 30, 2023

Other: Jul. 1, 2020 (Consolidation)



**UNIVERSITY OF
SOUTH FLORIDA**

REGULATION

Number: USF 11.002
Title: University Major Gifts Challenge Grant Program
 for Eminent Scholars and Endowments
Responsible Office: University Advancement

Date of Origin: 11-10-90

Date Last Amended: 1-30-2023

Date Last Reviewed: 1-30-2023

- (1) This regulation documents the policy and procedures of the University of South Florida for the University Major Gifts Challenge Grant Program established pursuant to Florida Statutes §1011.94 and [BOG Regulation 9.019](#).

Effective July 1, 2011, funding for the program was temporarily suspended for donations received after June 30, 2011. Matching funds received remain in endowed funds and are administered in accordance with the fund purpose and all laws, regulations and policies governing the use of matching funds. During the suspension period, routine administration, financial responsibility and donor recognition remain in effect.

- (2) The Sr. Vice President for University Advancement & Alumni Affairs, acting as CEO of the University of South Florida Foundation shall be responsible for directing the solicitation and acceptance of gifts for the University Major Gifts Challenge Grant Program at USF, including: communications to donors; negotiation and execution of Endowed Chair Agreements and other Challenge Grant Agreements; reservation and disbursement of Trust Fund challenge grants; and other functions and responsibilities of the Foundation under Florida law and pertinent Endowed Chair Agreements.
- (3) The University President shall have the right to approve or disapprove the terms of any agreement to establish a Challenge Grant fund, to establish an Endowed Chair for an Eminent Scholar, or to establish a Distinguished Professorship.
- (4) Challenge Grants established for the endowment of scholarships, library resources, academic programs and other endowed activities shall be administered as provided by Florida law, Board of Governors, University or Foundation rules, regulations, policies and procedures and the pertinent Endowment Agreements.

- (5) The recruiting, selection, appointment and reappointment of Eminent Scholars and Distinguished Professors shall be the responsibility of the University President, Provost and Executive Vice President, and Executive Vice President for USF Health, with the advice of the Sr. Vice President for University Advancement & Alumni Affairs and the appropriate dean and department head.
- (6) As part of the annual evaluation of employee performance, the appropriate deans or department heads shall annually provide a written evaluation of the performance of Eminent Scholars and Distinguished Professors consistent with applicable personnel regulations and the faculty collective bargaining agreement.
- (7) The routine daily expenditure of available allotted earnings on Challenge Grant Endowment accounts, and accountability for same, and other ongoing support relative to the functioning of the Endowments shall be the responsibility of the dean or department head in accordance with Florida law, Board of Governors, University, and Foundation rules, regulations, policies and procedures, and the pertinent Endowment Agreements.
- (8) Prior to suspension of the program, the Vice President for University Advancement was responsible for communications with the Board of Governors regarding the eligibility of prospective gifts for matching Trust Fund challenge grants, and for the prompt reservation and disbursement of such Trust Fund challenge grants for accepted and executed Endowment Funds. Information concerning requirements for eligibility for matching Trust Fund Challenge grants can be obtained from University Advancement.

Subsequent to the suspension of the program, the Office of Donor Relations reports gifts that would have been considered eligible for a match under the program upon request to the Board of Governors.

- (9) The Sr. Vice President for University Advancement & Alumni Affairs shall maintain a file on each Endowment Challenge Grant fund including but not limited to the following items:
 - (a) All related correspondence.
 - (b) Copies of all cancelled checks relating to the payment of the gift.
 - (c) Copies of the appropriate agreement and other related legal documents.
 - (d) All related financial statements.
 - (e) Eminent Scholar's or Distinguished Professor's vita and other pertinent documents.
 - (f) Copies of announcements and press releases pertinent to the Endowment Fund.
 - (g) Copies of annual reports submitted to the Board of Governors, donor, and President.

(h) Any other documentation required by BOG Regulation 9.019.

(10) The Sr. Vice President for University Advancement & Alumni Affairs shall verify compliance with all Board of Governors and state requirements by including, as part of the Foundation's annual audited financial statements, a Major Gifts Program Schedule of Receipts, Expenditures and Endowment Balances for all endowments funded by the University Major Gifts Program. The schedule shall identify the corpus of the endowment, interest earnings, expenditures and other transactions during the year. The annual audit will include verification regarding donations with multiple donors in accordance with BOG Regulation 9.019.

(11) The Sr. Vice President for University Advancement & Alumni Affairs, acting as CEO of the Foundation shall report the actual or projected earnings from each Challenge Grant Endowment account to the Provost and Executive Vice President, or Executive Vice President for USF Health prior to the start of each University fiscal year. These offices shall transfer or allocate such available funds and authorize expenditure thereof by or under the direction of the dean or department head as with any other academic or research account. The appropriate dean or department head shall be responsible for submitting appropriate budget reports on each Challenge Grant Endowment account to the Provost and Executive Vice President, or Executive Vice President for USF Health and the Sr. Vice President for University Advancement & Alumni Affairs.

(12) In cases where the Challenge Grant Endowment has not yet been fully funded, or an Endowed Chair position is vacant, the earnings from a Challenge Grant Endowment account may be expended by the dean or department head in the interim or when the chair position is filled. Such expenditures may include: recruiting the Eminent Scholar or Distinguished Professor; engaging consultants; acquiring supporting equipment or facilities; interim employment of an Eminent Scholar or Distinguished Professor in the specific field for which the Endowment is designated; and any other use directly associated with the development and functioning of the Challenge Grant Endowment fund.

Authority: Art. IX, Sec. 7, Fla. Constitution; FL Board of Governors Regulations 1.001, 9.019;1011.94 FS.

Certification: USF certifies that it has followed the Florida Board of Governors Regulation Development Procedure and has a record of written notices, comments, summaries and responses as required.

Date Approved: Oct. 10, 1990 (formerly 6C4-11.002, F.A.C.)

Substantively Amended: Jan. 30, 2023

Technically Amended: Apr. 19, 2021

Biennial Review: Jan. 30, 2023

Other: Jul. 1, 2020 (Consolidation)

Agenda Item: III.g.v

USF Board of Trustees
June 13, 2023

Issue: Regulation 3.029 Textbook and Instructional Materials Affordability

Proposed action: Amendment to Regulation 3.029 Textbook and Instructional Materials Affordability

Executive Summary:

The university has amended USF Regulation 3.029 Textbook and Instructional Materials Affordability to comply with requirement of the amended BOG Regulation 8.003 Textbook and Instructional Materials Affordability and Transparency.

Financial Impact: n/a

Strategic Goal(s) Item Supports: **Goal One:** Well-educated, highly skilled, and adaptable alums who, as lifelong learners, lead enriched lives, contribute to the democratic process, function as engaged community citizens, and thus thrive in a dynamic global market

BOT Committee Review Date: ACE 5/30/23

Supporting Documentation Online (please circle): Yes No

Prepared by: Marcy Guenette, Office of the General Counsel, 813-974-1674



**UNIVERSITY OF
SOUTH FLORIDA**

REGULATION

Number: USF3.029
Title: Textbook and Instructional Materials Affordability
Responsible Office: Academic Affairs

Date of Origin: 12-15-09

Date Last Amended: 10-19-20

Date Last Reviewed: 1-30-23

I. PURPOSE AND INTENT:

The University of South Florida will adhere to the Board of Governors Regulation and continue to work to manage the escalation of costs of textbooks and instructional materials.

II. APPLICABILITY AND/OR AUTHORITY:

[Section 1004.085, Florida Statute on Textbook and Instructional Materials Affordability](#) and [Board of Governors Regulation 8.003](#), on Textbook and Instructional Materials Affordability, establish required procedures for USF to minimize the cost of required or recommended textbooks and instructional materials to students while maintaining the quality of their educational experience and continuing to ensure academic freedom. For additional information regarding deadlines for instructors or administrators to place textbook orders, see [Policy 5-019 Textbook and Supply Ordering](#).

III. PROCESS STEPS/SPECIFIC PROVISIONS:

In accordance with the Authority set forth in Section (II) above, the Board of Trustees of the University of South Florida (USF) establishes the following procedures for USF to minimize the cost of required or recommended textbooks and instructional materials to students while maintaining the quality of their educational experience and continuing to ensure academic freedom:

- A.** The University academic units and offices responsible for reviewing textbook and instructional materials for courses continue to work toward maximizing cost affordability by considering cost-benefit analyses that enable students to obtain the highest-quality products at the lowest available price by considering initiatives including but not limited to the following:

- Purchasing digital textbooks in bulk;
 - Expanding the use of open-access textbooks and instructional materials;
 - Providing rental options for textbooks and instructional materials;
 - Increasing the availability and use of affordable digital textbooks and learning objects;
 - Developing mechanisms to assist in buying, renting, selling and sharing textbooks and instructional materials;
 - Determining the feasibility of extending the length of time that textbooks and instructional materials remain in use recognizing the variance in disciplinary demands and pace of currency changes; and
 - Evaluating the cost savings for textbooks and instructional materials, which may be realized by opt-in provisions for the purchase of materials.
- B.** The University academic units and/or offices responsible for determining pricing of textbooks and instructional materials will remain cognizant of, and will implement when feasible, innovative pricing techniques and payment options to include an opt-in provision for students in consultation with providers including bookstores.
1. Each Academic Unit (department or college as defined by USF) shall notify its faculty of the requirements of the USF Regulation on Textbook and Instructional Materials Affordability;
 2. Textbook and instructional material selection deadlines for each term shall normally be set in agreement with the posting of the course schedule for that term, but no later than forty-five (45) days prior to the first day of classes for each term. Any request for an exception to the textbook and instructional material selection deadline shall be submitted in writing to the office of the Dean of the College where the exception is proposed prior to the deadline and shall provide a reasonable justification for the exception. A course or section added after the notification deadline is exempt from this notification requirement;
 3. Textbook order forms will incorporate a statement about the intent of the course instructor or the academic unit offering the course to use all items ordered, including each individual item sold as part of a bundled package;
 4. Textbook order forms will incorporate a statement by the course instructor or academic unit offering the course of the extent to which a new edition differs significantly and substantively from earlier versions and the value to the student of changing to a new edition or the extent to which an open-access textbook or instructional material is available;

5. Lists of required and recommended textbooks and instructional materials for at least 95% of all courses and course sections offered at USF during the upcoming term can be found at:

[Official University of South Florida Bookstore](#)

These are also posted in the USF course registration system and on the USF website, at least forty-five (45) days before the first day of class for each term;

- ~~6.~~ ~~The posted textbook and instructional materials list shall include the International Standard Book Number (ISBN) for each required and recommended textbook and instructional material, or other identifying information, such as the name(s) of the author(s) or editor(s), the title, the publisher, the edition number, the copyright and publication dates, or other relevant information that will identify the specific textbook or instructional materials required and recommended for each course. Other items than books shall be appropriately described to clarify what the students are required to purchase. The list of required and recommended textbooks and instructional materials must:~~

- ~~a.~~ ~~Include the International Standard Book Number (ISBN) or other identifying information, which must include, at a minimum, all of the following: the title, all authors listed, publishers, edition number, copyright date, published date, and other relevant information necessary to identify the specific textbooks or instructional materials required and recommended for each course.~~
 - ~~b.~~ ~~Be searchable by the course subject, the course number, the course title, the name of the instructor of the course, the title of each assigned textbook or instructional material, and each author of an assigned textbook or instructional material.~~
 - ~~c.~~ ~~Be easily downloadable by current and prospective students.~~
 - ~~d.~~ ~~If a course subject to 1(h) is a general education core course option identified pursuant to section 1007.25, Florida Statutes, the course syllabus must be included and contain the following:~~
 - ~~i.~~ ~~The course curriculum~~
 - ~~ii.~~ ~~The goals, objectives, and student expectations of the course~~
 - ~~iii.~~ ~~How student performance will be measured.~~
- ~~a-c.~~ ~~Starting with postings for the Fall 2022 term, the above information must remain posted in a public, searchable database for at least five academic years.~~

- ~~6-7.~~ Academic unit heads will monitor the posted textbook and instructional materials listings, ensuring that each instructor complies with the requirements for timely submission of the information required by students and the designated bookstore;

~~7.8.~~ Determination of student ability to pay for textbooks and instructional materials will be made through standard student financial aid eligibility assessment;

~~8.9.~~ Students with confirmed financial aid eligibility may opt into the advance purchase program to purchase textbooks and instructional materials up to the approved purchase limit at the designated bookstore prior to receipt of their financial aid distribution, when necessary;

~~9.10.~~ Students who cannot afford textbooks or instructional materials should access the [Textbook Affordability Project website](#) for options to make the textbook or instructional material accessible. Course instructors will be made aware of this resource prior to each semester and be encouraged, where appropriate and feasible, to contribute to the options available (i.e., utilizing e-texts or open access textbooks, or contributing to the library's textbooks on reserve);

~~10.11.~~ Recognizing that several of the legal provisions regarding reporting related to textbooks may expire or be established, the University will comply with current law with regard to cost and accessibility comparisons between courses and the required reporting to the Chancellor of the State University System; and

~~11.12.~~ All the provisions of this Policy shall apply to dual enrollment courses and related textbooks and instructional materials.

C. No employee of USF may demand or receive any payment, loan subscription, advance, deposit of money, service, or anything of value, present or promised, in exchange for requiring students to purchase a specific textbook or instructional material for coursework or instruction. However, subject to the requirements of the Florida Code of Ethics for Public Officers and Employees and both the outside activity requirements and conflict of interest restrictions set forth in USF regulations and in collective bargaining agreements, an employee may receive:

1. Sample or instructor copies of textbooks or other instructional resources that cannot be sold if they are identified as samples and not for sale;
2. Royalties or other compensation from the sales of textbooks or instructional materials of which he or she is the author or creator;
3. Honoraria for academic peer review of course materials;
4. Fees resulting from activities such as reviewing, critiquing, or preparing support materials for textbooks or instructional materials; and
5. Training in the use of course materials and learning technologies.

- D.** The USF Board of Trustees shall provide to the Chancellor of the State University System any required reports including the report due on September 30 of each year, which must include:
1. The selection process for high enrollment courses;
 2. Specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials;
 3. Policies implemented regarding the posting of textbook and instructional materials for at least 95% of all courses and course sections forty-five (45) days before the first day of class;
 4. The number of courses and course sections that were not able to meet the posting deadline for the previous academic year; and
- 4.5. Compliance with the required components of the textbook and instructional materials list in (1)(h), and;
- 5.6. Any additional information determined by the Chancellor.

Date Approved: Dec. 15, 2009

Substantively Amended: Mar. 9, 2017

Technically Amended: Oct. 19, 2020, Mar. 9, 2020, Sept. 17, 2019, Dec. 23, 2016, Aug. 18, 2016, May 16, 2016

Biennial Review: Jan. 30, 2023

Other: Jul. 1, 2020 (Consolidation)

Authority: Art. IX, Sec. 7, Fla. Constitution, Florida Board of Governors Regulations 1.001, 8.003; 1004.085 F.S.



**UNIVERSITY OF
SOUTH FLORIDA**

REGULATION

Number: USF3.029
Title: Textbook and Instructional Materials Affordability
Responsible Office: Academic Affairs

Date of Origin: 12-15-09

Date Last Amended: 10-19-20

Date Last Reviewed: 1-30-23

I. PURPOSE AND INTENT:

The University of South Florida will adhere to the Board of Governors Regulation and continue to work to manage the escalation of costs of textbooks and instructional materials.

II. APPLICABILITY AND/OR AUTHORITY:

[Section 1004.085, Florida Statute on Textbook and Instructional Materials Affordability](#) and [Board of Governors Regulation 8.003](#), on Textbook and Instructional Materials Affordability, establish required procedures for USF to minimize the cost of required or recommended textbooks and instructional materials to students while maintaining the quality of their educational experience and continuing to ensure academic freedom. For additional information regarding deadlines for instructors or administrators to place textbook orders, see [Policy 5-019 Textbook and Supply Ordering](#).

III. PROCESS STEPS/SPECIFIC PROVISIONS:

In accordance with the Authority set forth in Section (II) above, the Board of Trustees of the University of South Florida (USF) establishes the following procedures for USF to minimize the cost of required or recommended textbooks and instructional materials to students while maintaining the quality of their educational experience and continuing to ensure academic freedom:

- A.** The University academic units and offices responsible for reviewing textbook and instructional materials for courses continue to work toward maximizing cost affordability by considering cost-benefit analyses that enable students to obtain the highest-quality products at the lowest available price by considering initiatives including but not limited to the following:

- Purchasing digital textbooks in bulk;
 - Expanding the use of open-access textbooks and instructional materials;
 - Providing rental options for textbooks and instructional materials;
 - Increasing the availability and use of affordable digital textbooks and learning objects;
 - Developing mechanisms to assist in buying, renting, selling and sharing textbooks and instructional materials;
 - Determining the feasibility of extending the length of time that textbooks and instructional materials remain in use recognizing the variance in disciplinary demands and pace of currency changes; and
 - Evaluating the cost savings for textbooks and instructional materials, which may be realized by opt-in provisions for the purchase of materials.
- B.** The University academic units and/or offices responsible for determining pricing of textbooks and instructional materials will remain cognizant of, and will implement when feasible, innovative pricing techniques and payment options to include an opt-in provision for students in consultation with providers including bookstores.
1. Each Academic Unit (department or college as defined by USF) shall notify its faculty of the requirements of the USF Regulation on Textbook and Instructional Materials Affordability;
 2. Textbook and instructional material selection deadlines for each term shall normally be set in agreement with the posting of the course schedule for that term, but no later than forty-five (45) days prior to the first day of classes for each term. Any request for an exception to the textbook and instructional material selection deadline shall be submitted in writing to the office of the Dean of the College where the exception is proposed prior to the deadline and shall provide a reasonable justification for the exception. A course or section added after the notification deadline is exempt from this notification requirement;
 3. Textbook order forms will incorporate a statement about the intent of the course instructor or the academic unit offering the course to use all items ordered, including each individual item sold as part of a bundled package;
 4. Textbook order forms will incorporate a statement by the course instructor or academic unit offering the course of the extent to which a new edition differs significantly and substantively from earlier versions and the value to the student of changing to a new edition or the extent to which an open-access textbook or instructional material is available;

5. Lists of required and recommended textbooks and instructional materials for at least 95% of all courses and course sections offered at USF during the upcoming term can be found at:

[Official University of South Florida Bookstore](#)

These are also posted in the USF course registration system and on the USF website, at least forty-five (45) days before the first day of class for each term;

6. The list of required and recommended textbooks and instructional materials must:
 - a. Include the International Standard Book Number (ISBN) or other identifying information, which must include, at a minimum, all of the following: the title, all authors listed, publishers, edition number, copyright date, published date, and other relevant information necessary to identify the specific textbooks or instructional materials required and recommended for each course.
 - b. Be searchable by the course subject, the course number, the course title, the name of the instructor of the course, the title of each assigned textbook or instructional material, and each author of an assigned textbook or instructional material.
 - c. Be easily downloadable by current and prospective students.
 - d. If a course subject to 1(h) is a general education core course option identified pursuant to section 1007.25, Florida Statutes, the course syllabus must be included and contain the following:
 - i. The course curriculum
 - ii. The goals, objectives, and student expectations of the course
 - iii. How student performance will be measured.
 - e. Starting with postings for the Fall 2022 term, the above information must remain posted in a public, searchable database for at least five academic years.
7. Academic unit heads will monitor the posted textbook and instructional materials listings, ensuring that each instructor complies with the requirements for timely submission of the information required by students and the designated bookstore;
8. Determination of student ability to pay for textbooks and instructional materials will be made through standard student financial aid eligibility assessment;
9. Students with confirmed financial aid eligibility may opt into the advance purchase program to purchase textbooks and instructional materials up to the approved purchase limit at the designated bookstore prior to receipt of their financial aid distribution, when necessary;

10. Students who cannot afford textbooks or instructional materials should access the [Textbook Affordability Project website](#) for options to make the textbook or instructional material accessible. Course instructors will be made aware of this resource prior to each semester and be encouraged, where appropriate and feasible, to contribute to the options available (i.e., utilizing e-texts or open access textbooks, or contributing to the library's textbooks on reserve);
 11. Recognizing that several of the legal provisions regarding reporting related to textbooks may expire or be established, the University will comply with current law with regard to cost and accessibility comparisons between courses and the required reporting to the Chancellor of the State University System; and
 12. All the provisions of this Policy shall apply to dual enrollment courses and related textbooks and instructional materials.
- C.** No employee of USF may demand or receive any payment, loan subscription, advance, deposit of money, service, or anything of value, present or promised, in exchange for requiring students to purchase a specific textbook or instructional material for coursework or instruction. However, subject to the requirements of the Florida Code of Ethics for Public Officers and Employees and both the outside activity requirements and conflict of interest restrictions set forth in USF regulations and in collective bargaining agreements, an employee may receive:
1. Sample or instructor copies of textbooks or other instructional resources that cannot be sold if they are identified as samples and not for sale;
 2. Royalties or other compensation from the sales of textbooks or instructional materials of which he or she is the author or creator;
 3. Honoraria for academic peer review of course materials;
 4. Fees resulting from activities such as reviewing, critiquing, or preparing support materials for textbooks or instructional materials; and
 5. Training in the use of course materials and learning technologies.
- D.** The USF Board of Trustees shall provide to the Chancellor of the State University System any required reports including the report due on September 30 of each year, which must include:
1. The selection process for high enrollment courses;

2. Specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials;
3. Policies implemented regarding the posting of textbook and instructional materials for at least 95% of all courses and course sections forty-five (45) days before the first day of class;
4. The number of courses and course sections that were not able to meet the posting deadline for the previous academic year; and
5. Compliance with the required components of the textbook and instructional materials list in (1)(h), and;
6. Any additional information determined by the Chancellor.

Date Approved: Dec. 15, 2009

Substantively Amended: Mar. 9, 2017

Technically Amended: Oct. 19, 2020, Mar. 9, 2020, Sept. 17, 2019, Dec. 23, 2016, Aug. 18, 2016, May 16, 2016

Biennial Review: Jan. 30, 2023

Other: Jul. 1, 2020 (Consolidation)

Authority: Art. IX, Sec. 7, Fla. Constitution, Florida Board of Governors Regulations 1.001, 8.003; 1004.085 F.S.

Agenda Item: III.h

USF Board of Trustees
June 13, 2023

Issue: Proposed Termination

Proposed action: Degree Program Termination

Executive Summary: Proposed termination of the Master's in Foreign Language Education in CIP Code 13.1306.

The degree program proposed for termination has shown degree productivity levels below the Board of Governor's' thresholds. The current continuing students and those students enrolled in Fall 2023 will be provided an opportunity to complete the program. No faculty or staff will be impacted by the recommendation for termination. As per BOG Regulation 8.012 and USF Regulation 3.038, USF's University Board of Trustees (BOT) has the responsibility and authority to approve termination of degree programs at the bachelor's, master's, advanced master's, and specialist levels.

It is requested that the USF BOT approve the termination of the Master's degree program in CIP 13.1306 Foreign Language Education.

Financial Impact: No financial impact.

Strategic Goal(s) Item Supports: Goal 1 Student Success at USF and Beyond: To promote the success of well-educated, highly skilled, and adaptable alums who, as lifelong learners, lead enriched lives, contribute to the democratic process, function as engaged community citizens, and thus thrive in a dynamic global market.

BOT Committee Review Date: May 30, 2023

Supporting Documentation Online (please circle):

Yes

No

- BOG Termination Form for CIP 13.1306 Master's

Prepared by: Cynthia Brown Hernandez, Director, Office of Decision and Support; Deputy Accreditation Liaison



State University System of Florida Board of Governors
ACADEMIC DEGREE PROGRAM TERMINATION FORM
 In Accordance with Board of Governors Regulation 8.012

INSTITUTION: University of South Florida (USF)

PROGRAM NAME: Foreign Language Education

DEGREE LEVEL(S): M **CIP CODE:13.1306**
 B, M, Ed.D., or Ph.D.

ANTICIPATED TERMINATION TERM: Spring 2024
 First term when no new students will be accepted into the program

ANTICIPATED PHASE-OUT TERM: Fall 2026
 First term when no student data will be reported for this program

Use this form for academic program termination. The form should be approved by the University Board of Trustees (UBOT) prior to submission to the State University System of Florida Board of Governors for consideration. Complete this form for each program to be terminated in order for the request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve the termination in accordance with BOG Regulation 8.012. For doctoral level programs, submit this form with all appropriate signatures for Board of Governor's consideration. The issues outlined below should be examined by the UBOT when approving program terminations.

1. Does the program fall under one of the CIP codes listed below? Please skip this question if this request does not pertain to a baccalaureate program.

- Yes
 No

CIP CODE	CIP TITLE	CATEGORY
11.0101	Computer and Information Sciences	STEM
11.0103	Information Technology	STEM
14.0801	Civil Engineering	STEM
14.0901	Computer Engineering	STEM
14.1001	Electrical and Electronics Engineering	STEM
27.0101	Mathematics	STEM
40.0801	Physics	STEM
52.0301	Accounting	GAP ANALYSIS
52.0801	Finance	GAP ANALYSIS
52.1201	Management Information Systems	STEM

2. Provide a narrative rationale for the request to terminate the program.

The enrollment for the degree program has been low for the past several years. Although program faculty have made efforts to increase enrollment, the efforts, unfortunately, did not yield sufficient enrollment.

3. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.

The program is currently offered on USF's Tampa campus. We do not expect any negative impact on enrollment and resources. The current students will have ample opportunity to complete the program. The faculty teaching in the program also teach in other programs offered by the departments, so they will not be affected by the termination of this degree program.

4. Explain how the university intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program.

The current students in the program will be counseled and accommodated through a teach out of required courses in order to complete the program by Fall 2026. Faculty have been involved in discussions about termination since March 2023 and are aware of the intent to terminate the program.

5. Please provide the date when the teach-out plan was submitted to the institution's accreditor. Include a copy of the notification letter with your submission.

The institution's accreditor will be notified of the termination on June 15, 2023

6. Identify the process for evaluation and mitigation on any potential negative impact of the proposed action on the current representation of faculty and students in the program.

We do not anticipate any negative impact on students because those students currently enrolled in the program will be taught out. The faculty teaching in the program also teach in other programs offered by the departments, so they will not be affected by the termination of this degree program.

7. If this is a baccalaureate program, please explain how and when the Florida College System institutions have been notified of its termination so that students can be notified accordingly.

Not applicable because the termination is for a master's degree program.

Termination Request Form – Signatures Page

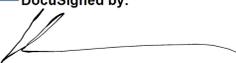
DocuSigned by:

5C992B2DF55D45D...

Signature of Requestor/Initiator

5/5/2023 | 12:28 EDT

Date

DocuSigned by:

2DEE6E58D2DF460...

Signature of Campus EO Officer

5/5/2023 | 12:48 EDT

Date

DocuSigned by:

D9F52C1D234F40F...

Signature of College Dean

5/5/2023 | 13:29 EDT

Date

DocuSigned by:

2179A8CE023D4C9...

Signature of President or Vice President
for Academic Affairs

5/5/2023 | 15:33 EDT

Date

Signature of Chair of the
Board of Trustees

Date

Date Approved by the Board of Trustees

Agenda Item: IV.a

USF Board of Trustees
ACE Committee
May 30, 2023

Issue: NCAA Athletic Compliance Education

Proposed action: None, informational

Executive Summary:

The purpose of this presentation is to provide an overview of NCAA regulations regarding permissible and impermissible activities and interactions between representatives of athletics interest (commonly referred to as boosters) and prospective and current student-athletes at USF.

- Topics covered: NCAA regulations and guidelines, permissible and impermissible booster activities, consequences of violating NCAA rules.
- Goals: educate Board of Trustees members, raise awareness of potential consequences, provide key takeaways.
- Key takeaways: knowledge of types of booster activities allowed and not allowed.

Financial Impact: None.

Strategic Goal(s) Item Supports:

BOT Committee Review Date:

Supporting Documentation Online (*please circle*):

Yes

No

Prepared by: Brendan Armitage, Sr. Associate Athletics Director

Board of Trustees ACE Committee NCAA Compliance Education

May 30, 2023

Brendan Armitage, Sr. Associate Athletic Director - Compliance



BOOSTER/REPRESENTATIVE OF ATHLETICS INTEREST

- NCAA's definition of an representative of athletics interest (booster)
 - Definition is purposefully broad in nature
 - Likely will include most/all BOT members
- Definition of a Prospective Student-Athlete (PSA)?
- Who is permitted to recruit PSAs to attend USF for varsity athletics participation?
 - General USF Recruitment vs. Varsity Athletic Recruitment
 - Off campus vs. On-campus contact
- Permissible vs. Non-Permissible booster activities
 - Extra benefit restrictions (general rule)
 - Booster interaction with PSAs vs. Current Student-Athletes
 - Name, Image and Likeness Opportunities
- Compliance Assistance
 - Please ask before you act!





Board of Trustees NCAA Compliance Education

Resource Information

Brendan Armitage, Sr. Associate Athletic Director - Compliance



BOOSTER/REPRESENTATIVE OF ATHLETICS INTEREST

Who is a “Representative of Athletics Interests” (also known as a booster)?

A "representative of the institution's athletics interests" is an individual, independent agency, corporate entity (e.g., apparel or equipment manufacturer) or other organization who is known (or who should have been known) by a member of the institution's executive or athletics administration to:

- a) Have participated in or to be a member of an agency or organization promoting the institution's intercollegiate athletics program;
- b) Have made financial contributions to the athletics department or to an athletics booster organization of that institution;
- c) Be assisting or to have been requested (by the athletics department staff) to assist in the recruitment of prospective student-athletes;
- d) Be assisting or to have assisted in providing benefits to enrolled student-athletes or their family members; or
- e) Have been involved otherwise in promoting the institution's athletics program.

Members of the USF Board of Trustees have most likely, by definition, triggered the representatives of the University’s athletics interests definition above.

13.02.15.1 Duration of Status. Once an individual, independent agency, corporate entity or other organization is identified as such a representative, the person, independent agency, corporate entity or other organization retains that identity indefinitely.

Simply put, once a booster, always a booster!



BOOSTER/REPRESENTATIVE OF ATHLETICS INTEREST

Recruiting

What does “recruiting” mean?

13.02.14 Recruiting.

- Recruiting is any solicitation of a **PSA or PSA’s family members** by an institutional staff member or by a representative of the institution's athletics interests for the purpose of securing the prospective student-athlete's enrollment and ultimate participation in the institution's intercollegiate athletics program. (Revised: 4/25/18)

• Who is a prospective student-athlete (PSA)?

13.02.13 Prospective Student-Athlete.

- *A PSA is a student who has started classes for the **ninth grade**. In addition, a student who has not started classes for the ninth grade becomes a prospective student-athlete if the institution provides such an individual (or the individual's family members or friends) any financial assistance or other benefits that the institution does not provide to prospective students generally.*
- *For camps/clinics purposes, a prospective student-athlete is a student who has started classes for the **seventh grade** in the sports of Men’s Basketball and Softball.*
- *PSA status continues until their initial full time enrollment at a four year institution, however status includes their time enrolled at a junior college if applicable.*



BOOSTER/REPRESENTATIVE OF ATHLETICS INTEREST

Recruiting

- As a general rule, boosters are not permitted to be involved in **athletic** recruiting activities.
 - *This includes off campus contact/evaluations, on campus contact, emails, text messages, phone calls, posting on social media, etc.*
 - *This rule is specific to recruitment of PSAs to participate in varsity athletics at USF, but does not include standard duties related to general student recruitment at USF.*
- Who can recruit PSAs:
 - *Only “countable coaches” may recruit PSAs **on-campus and off-campus***
 - *Only limited athletic department staff members may be a part of **on-campus** recruiting activities (e.g., unofficial/official visits).*
 - *Err on the side of caution and please leave all recruiting activities to the coaching staff.*
- NCAA is extremely strict with recruiting rules, specifically related to who can make contact with PSAs or members of their family for purposes of recruitment.



BOOSTER/REPRESENTATIVE OF ATHLETICS INTEREST

What can a booster do?

- Boosters are able to do any of the following:
 - With Regards to PSAs:
 1. If a PSA contacts a booster regarding interest in playing for USF, the boosters are able to notify the head coach of that sport of the initial contact and the PSAs interest, then discontinue recruiting contact.
 2. Booster is allowed to have a conversation with someone who might have triggered PSA status, however when potential recruitment comes up, please defer to rule 1 above and discontinue recruiting conversation.
 3. If booster is a former student-athlete at USF, that booster is permitted to have on-campus contact with a PSA during their visit to campus.
 - With Regards to Current Student-Athletes:
 - Provide occasional meals on-campus, off-campus (new rule) and/or at their home.
 - Employ current student-athletes (must be paid going rate for services)
 - *NIL rules might come into play if you are using the student-athlete to promote a business.*
 - Become a mentor through the Lee Roy Selmon Mentoring Institute
 - Have on/off campus contact with current student-athletes



BOOSTER/REPRESENTATIVE OF ATHLETICS INTEREST

What are examples of impermissible activities for boosters?

- Cannot associate in **ANY WAY** with NIL activities associated with PSAs (this is impermissible recruiting)
- Cannot provide transportation to a PSA, or loan/use of an automobile to a PSA/student-athlete
- Cannot provide or cosign for a loan.
- Cannot allow the use of personal property (e.g., boat, home, car, computer, iPad).
- Cannot give cash or allow the use of a credit card.
- Cannot provide free or reduced-cost entertainment, services, or products (NIL activities could provide an exception to this).
- Cannot provide free or reduced-cost lodging.
- Cannot provide **ANY** academic assistance to current student-athletes or PSAs.
- Cannot give a gift of any kind for any reason, including birthdays and holidays (exception exists for documented established pre-existing relationship)
- **Cannot provide an extra benefit of any kind to a student-athlete:**
 - *General rule of thumb is that boosters cannot provide something to student-athletes that is not generally made available to the general or student population at USF.*
 - *Examples that are included above constitute extra benefits*



BOOSTER/REPRESENTATIVE OF ATHLETICS INTEREST

The Athletic Compliance Office is here to assist you!

- We are happy to assist in the following ways:
 - Answer/clarify any questions you may have related to your role as a BOT member
 - Provide updated guidance related to new rules and regulations as determined by the NCAA
 - Provide more detailed information about what can, and cannot be afforded to student-athletes

Please remember to ASK BEFORE YOU ACT!



CONTACT INFORMATION

Sr. Associate AD for Compliance

Brendan Armitage

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(407) 307-6604 (CELL)

VP of Athletics

Michael Kelly

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Chief Compliance Officer

Dr. Caroline Fultz-Carver

cfcarver@usf.edu

(813) 974-9312

FAR

Dr. Julianne Serovich

jserovich@usf.edu

(813) 974-7705





EthicsPoint is a third-party hotline hired by USF to enable the safe, secure and anonymous reporting of activities which may involve misconduct, fraud, abuse and other policy violations.

DO NOT use EthicsPoint to report the following:

- **Academic Matters** involving faculty and/or students should be reported directly to the [Office of the Provost and Executive Vice President](#).
- **Non-Academic Student Conduct Matters** should be reported directly to [Student Conduct & Ethical Development](#) or by calling 813-974-9443.
- Events presenting an **immediate threat** to life or property. EthicsPoint is NOT a 911 or Emergency Service.

You may file a report by clicking on the “To Make a Report link” on the [EthicsPoint website](#) or by calling **1-866-974-U411**.