



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

Tuesday, August 15, 2023

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

A G E N D A

- I. Call to Order and Opening Remarks Chair Horton
- II. Public Comments Subject to USF Procedure Chair Horton
- III. New Business – Action Items
 - a. [Approval of Previous Minutes for May 30, 2023](#) Chair Horton
 - b. [Regulation 6.0163 – Students of Concern Assistance Team \(SOCAT\)](#) Dean Danielle McDonald
 - c. [Tenure as a Condition of Employment](#) Vice Provost Pritish Mukherjee
 - d. [Regulation – Post Tenure Review](#) Vice Provost Pritish Mukherjee
 - e. [USF Textbook & Instructional Materials Affordability Annual Report](#) Dean Todd Chavez
Director Alexander Neff
 - f. [BOG Regulation - Self-supporting and Market Tuition Rate - College-Credit Programs Annual Report](#) Associate Vice President Christine Brown
 - g. [2023-2024 Linking Industry to Nursing Education \(LINE\) Fund Proposal](#) Dean Usha Menon
 - 1. Tampa General Hospital & USF
 - 2. Johns Hopkins All Children’s Hospital & USF
- IV. Adjournment Chair Horton



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

Tuesday, May 30, 2023
Microsoft Teams

MINUTES

ACE Committee Chair Oscar Horton welcomed everyone and called the meeting to order. Chair Horton asked Kiara Gayle to call the roll.

Kiara Gayle called the roll

Trustee Oscar Horton
Trustee Cesar Esmeraldi
Trustee Jennifer Jasinski Schneider
Trustee Luran Monbarren
Trustee Fredrick Piccolo
Trustee Melissa Seixas

There were no public comments.

New Business- Action Items

a. Approval of the Minutes

February 21, 2023, and April 19, 2023, Minutes

Having no changes to the minutes, Chair Horton requested a motion for approval. The motion was given by Trustee Seixas, seconded by Trustee Monbarren and the minutes from February 21, 2023, and April 19, 2023, were approved.

b. Faculty Nominations for Tenure

Faculty nominees for tenure for review and approval by the USF Board of Trustees.

Please refer to the BOT Website for the list of Faculty nominations for tenure, their rank, and departments.

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.

Interim Vice Provost Elizabeth Bell presented.

Interim Vice Provost Bell briefly described the long and vigorous review process of selecting faculty nominations for tenure.

Chair Horton asked if faculty members were ever denied tenure. The Chair also questioned if the process of nominating for tenure were similar at other universities.

The Interim Vice Provost commented that faculty members occasionally withdraw from nominations. It allows them the opportunity to reassess. The selection process is similar at most universities.

Trustee Monbarren had a question concerning faculty members who choose to withdraw from a nomination for tenure. Can they reapply for tenure at USF in the future? To withdraw from a nomination would be nonrenewable at USF. Faculty members would be eligible to reapply and go through the process at another university.

Trustee Jasinski Schneider commented on the advertisement for faculty positions at USF. In the description it's clear that the positions are tenure earning lines. We're looking for people who have teaching and research backgrounds. Faculty members who are hired must earn tenure by a certain time.

Trustee Esmeraldi had questions concerning faculty members who unsuccessfully go through the process.

Denials are mainly because faculty members didn't meet the expectations at the department level. Our expectations are very clear. The resources are there. Faculty members undergo constant evaluation.

Interim Vice Provost Bell announced the 25 faculty members nominated for tenure.
(Please refer to the BOT website)

Chair Horton commented on the number of nominees listed this year and requested a motion to approve the faculty nominations for tenure. The motion was given by Trustee Jasinski Schneider and seconded by Trustee Monbarren. The list of faculty nominees for tenure was approved.

c. Tenure as a Condition of Employment.

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

In nominating these faculty members for tenure as a condition for employment, President Rhea Law certifies that the requirements and conditions contained in USF Regulations, Policies, and Procedures for granting tenure have been met. The President is satisfied that the Nominees will make a significant professional contribution to USF and the academic community.

Interim Vice Provost Bell presented 5 nominees from Academic Affairs.

Sr. Associate Vice President Hayward Brown presented 2 nominees from USF Health.

Please refer to the BOT Website for the list of candidates nominated for Tenure upon hire as a Condition of Employment.

Chair Horton commented on the high caliber of people who are hired at USF and had questions concerning the recruiting process.

Sr. Associate Vice President Brown commented on the recruitment cabinet that meet on a weekly basis, the Blue Ridge Ratings in Health Sciences. Vice President Brown commented that most faculty members who hold leadership positions already know about the talent that's available in the country. There are also other advertising strategies used for recruiting purposes.

Interim Provost Bell commented on recruitment strategies in Academic Affairs. They initiate through word of mouth by reaching out to colleagues at other universities. We recruit at a discipline level, to post doctorates. We get the word out at conventions and advertise through several digital formats.

Chair Horton had a question concerning pay, and how it ties in with recruiting strategies.

Discussing pay is where the challenge steps in.

Chair Horton requested a motion to approve the 7 nominees selected for Tenure as a Condition of Employment. The motion was given by Trustee Jasinski Schneider and seconded by Trustee Seixas. The motion was approved.

d. UMatter Continuation Grant

USF Regional Chancellor Christian Hardigree and Exceptional Student Education, Principal Investigator of U Matter, Professor Lyman Dukes III presented.

The U_Matter program was launched in 2020 on the USF St. Petersburg campus with a \$900,000 grant from the Florida Center for Students with Unique Abilities. This is supported through the College of Education. This program allows those with different intellectual abilities to attend freshman and sophomore level courses and live on campus to get the on-campus housing experience and to have a traditional college life experience. The program helps with life skills to gain meaningful employment and live independently.

In 2021 Eileen and Andy Hafer donated \$1.2 Million to the U_Matter Program, which allows the program to extend on all three campuses. U_Matter was also selected to receive the USF Student Success Innovation Award for the 2021-22 academic year. This continued success is a tribute to the hard work of outstanding professors Lyman Dukes III and Danielle Roberts –Dahm.

Professor Lyman provided a brief overview and power point presentation: *U_Matter Program an Inclusive Postsecondary Education Program. The power point highlighted the following:*

- Request – 2023 Grant Renewal/ there is no cost to USF for hosting this program
- USF U_Matter Program Overview
- Outcomes
- Program Overview-History, Size and Program Expansion
- Program Impact
- Community Impact
- Request In Summary
- Questions or Comments

Trustee Monbarren commented favorably on the amazing program. Great job!

Chair Horton wanted to know the plans and vision over the next 5 years for the U_Matter program. The demand is currently higher than we can support.

Professor Lyman’s comments surrounded the fact that there is a rigorous selection process to be accepted in to the U_Matter Program. Family involvement in the student’s life is a priority. Our goal is to achieve a greater level of independence for the students and expand.

Trustee Seixas commented on a recent Campus Board meeting, an update was provided on this extraordinary program. The board members were truly engaged and interested to hear the progress of the U_Matter program. They were pleased to know it started at USFSP and will now expand to the Tampa and Sarasota-Manatee campuses.

Chair Horton suggested a source of revenue to Professor Lyman; for him to apply for a grant with the Community Foundation of Tampa Bay. Chair Horton offered his assistance and

requested a motion to approve. The motion was given by Trustee Seixas, seconded by Trustee Jasinski Schneider and the UMatter continued grant was approved.

e. **2020-2030 Master Plan Update**

Vice President Carole Post presented.

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.

Vice President Post reported that this process has been underway for about a year. This is a submission to the state that happens on a regular basis. It enables us to take stock of our physical assets across our entire enterprise. It reflects what we have today and our planned usage for the future.

A power point presentation was provided on the Master Plan Update.

Director of Planning and Space Management Ray Gonzalez provided a power point presentation. *USF Campus Master Plans-Adoption of USF Master Plans Updates-Tampa, St. Petersburg and Sarasota-Manatee Campuses*

The power point highlighted the following:

- Agenda
- Campus Master Plan Governance
- 2020-2030 ONE USF Single MP Document
- 2020-2030 Master Plan Update - Tampa Campus
- 2020-2030 Tampa Primary Updates
- 2020-2030 Tampa Illustrative 10 Year Plan
- 2020-2030 Tampa Proposed Updates
- 2020-2030 Tampa Campus Development Agreement
- 2020-2030 Master Plan Update - St. Petersburg Campus
- 2020-2030 St. Petersburg Primary Updates
- 2020-2030 St. Petersburg Illustrative 10 Year Plan
- 2020-2030 St. Petersburg Proposed Updates
- 2020-2030 St. Petersburg Campus Development Agreement
- 2020-2030 Master Plan Updates - Sarasota-Manatee Campus
- 2020-2030 Sarasota-Manatee Primary Updates
- 2020-2030 Sarasota-Manatee Illustrative 10 Year Plan
- 2020-2030 Sarasota-Manatee Proposed Updates
- 2020-2030 Sarasota - Manatee Campus Development Agreement

- 2020-2030 USF Campus Master Plans
- Next Steps

Trustee Piccolo questioned the status of the acquisition of property for Manatee County. President Law reported that there will be a hearing in June.

Trustee Seixas comments were regarding the Master Plan updates to the USFSP and USFSM campuses; Trustee Seixas would like to ensure that a representative from both campuses are involved in the discussions with the city.

Chancellor Hardigree reported that she is in communication with Vice President Post and is engaged in conversations as it relate to the Master Plan updates.

Regional Chancellor Karen Holbrook commented on another key representative from the USFSM campus. Assistant Vice Chancellor Casey Welch has also been instrumental in discussions and working with the Commission as well as President Law and members of the General Counsel's office. We're expecting more progress at the next County Commission meeting.

Chair Horton had questions concerning land acquisitions. When we seek to acquire land, is it available to us at market prices? He also had questions concerning the new USF Stadium and the parking at the stadium.

President Law acknowledged that the art of negotiations determines the price when acquiring land.

Vice President Post commented on the existing parking availability in proximity to where the new stadium will be. Parking will be fully assessable and accommodating in all ways that is required.

Chair Horton requested a motion to approve the Master Plan Update. The motion was given by Trustee Piccolo and seconded by Trustee Esmeraldi. The 2020-2030 Master Plan Update was approved.

f. Supplemental Education Plant Survey for Nursing Expansion Projects

Vice President Carole Post and Director of Campus Planning and Space Management Ray Gonzalez presented.

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.

A power point presentation was provided on the Supplemental Educational Plant Survey for Nursing Expansion Projects.

Director Ray Gonzalez provided a short power point presentation – *Amended Educational Plant Survey*. It highlighted the following:

- Purpose for this amended Educational Plant Survey
- Proposed Project Development

Chair Horton requested a motion to approve the Amended Supplemental Educational Plant Survey. The motion was given by Trustee Piccolo and seconded by Trustee Esmeraldi. The Supplemental Educational Plant Survey was approved.

g. BOG Regulations

i. New Regulation – Testing and Final Examinations

Dr. Cindy DeLuca presented

As part of the USF’s biennial review of all University regulations and policies, 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.

ii. Regulation 3.018 Admission to Baccalaureate Programs of University of South Florida

Dr. Cindy Deluca Presented.

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.

iii. New Regulation – Educational Sites: Establishment, Reclassification, Relocation and Closure

Vice Provost Theresa Chisolm presented.

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.

iv. Regulation 11.002 - University Major Gifts Challenge Grant Program for Eminent Scholars and Endowments

Sr. Vice President Jay Stroman Presented.

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.

v. Regulation 3.029 – Textbook Instructional Materials Affordability

Program Director Alexander Neff presented.

[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.

Chair Horton requested a motion to approve all amendments to the regulations presented today. The motion was given by Trustee Jasinski Schneider and seconded by Trustee Piccolo. The amendments to University Regulations were approved.

h. Foreign Language Teacher Education – 13.1306 M-Degree Program Termination

Associate Dean, College of Education Ann Cranston Gingras presented.

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.

Associate Dean Cranston Gingras reported that no faculty or staff will be impacted by this recommendation. There is a plan to teach out the students who are currently enrolled in the program. They are requesting termination Spring of 2024.

Chair Horton asked the current number of students enrolled. There are 10 students currently enrolled in the program.

The Chair requested a motion to approve. The motion was given by Trustee Piccolo and seconded by Trustee Esmeraldi. The Foreign Language Teacher Education-degree Program Termination was approved.

IV. New Business – Information Items

a. NCAA Rules Education

Sr. Associate Director Brendan Armitage presented. Talking points were provided on *NCAA Compliance Education*. *The following topics were discussed.*

- Booster / Representative of Athletic Interest
- NCAA's Definition of a Representative of Athletic Interest (booster)
- Definition of a Prospective Student-Athlete (PSA)
- Who is permitted to Recruit PSAs to USF for Varsity Athletics Participation?
- Permissible vs. Non Permissible Booster Activities
- Compliance Assistance

Chair Horton had questions concerning staff recruiting and Trustee interactions with student athletes who are already on campus and pre-established relationships with student athletes.

Director Armitage explained that interactions are allowed, however there are forms that the Compliance Office must monitor.

Trustee Jasinski Schneider commented on potential student athletes who are in the 9th grade and above. She also had comments on NCAA violations.

Having no further questions, Chair Horton thanked everyone for their participation and adjourned the ACE Committee meeting.

Agenda Item: iii.b

USF Board of Trustees
August 22, 2023

Issue: Regulation 6.0163 SOCAT Health and Wellness Interventions

Proposed action: Substantively Amended Regulation 6.0163 SOCAT Health and Wellness Interventions

Executive Summary:

Review correction to a few items such as offices and the removal of requirement for return to classes for voluntary withdrawals.

Financial Impact: n/a

Strategic Goal(s) Item Supports: Goal 1: Student Success at USF and beyond

BOT Committee Review Date: July 31, 2023

Supporting Documentation Online (please circle): Yes No

Prepared by: Jennifer Gilmore, Office of the General Counsel 813-974-1657

Biennial Review of Regulation 6.0163 SOCAT Health and Wellness Interventions

ACE Meeting August 15, 2023

Danielle McDonald, Ph.D

Associate Vice President/ Dean of Students

SOCAT Chair



Introduction to SOCAT/SOS

The **Students of Concern Assistance Team (SOCAT)** is a Behavioral Intervention Team.

Operating as an administrative, interdisciplinary team that assesses referrals, collaborates with the SOS team to develop action plans for success, and monitors red flag behaviors and concerning trends across the campus community.

The office of **Student Outreach & Support (SOS)** is a student-first direct care management team that supports students in managing stressors that impacts their academics and overall health and wellness.

**Biennial
Review of
Regulation
6.0163
SOCAT
Health and
Wellness
Interventions**

Summary of Edits

Clarify responsibilities of SOCAT vs. SOS

Clarification of Intervention standards

Align involuntary withdrawal process with current and best practice

Minor clarifying amendments

Red-Lined version of regulation provided

Clarifying SOCAT and SOS

I. C. While SOCAT is the mechanism for centralized reporting of concerns for students in need of support and ensuring the appropriate administration of this regulation, the Office of Student Outreach and Support (SOS) reviews and processes all the SOCAT referrals and is the student-facing component of SOCAT that completes all outreach, engagement, assessment, and tasks prescribed by the SOCAT committee.

III. Intervention Standards

Clarified SOCAT and
SOS responsibilities

Added University Police
role in immediate threat
mitigation

Involuntary Withdrawal process

II. B. Removed voluntary process

IV. C. 2.a. Criteria that must be met when a second opinion is desired

V. C. Process for removing the hold

Involuntary withdrawal clarifications

II. B.

- The Students of Concern Assistance team at any USF campus will have the responsibility for administering the “return to classes” as outlined in this regulation. The return to Class process is implemented when SOCAT initiates an involuntary withdrawal for safety concerns. ~~the same for an Involuntary Withdrawal due to extenuating circumstances process and the SOCAT-Assisted Voluntary Withdrawal (“Voluntary Withdrawal”) process; the latter only being available at USF campuses with a Student Outreach Services office collaborating with SOCAT~~

Criteria for second opinion in mandated assessment

IV.

2.a. In the event a student elects a second opinion, the choice of practitioner must be in compliance with the same assessment and licensure requirements as identified in “mandated assessment” sent to the student. The cost associated with the student’s choice to engage in a second opinion will be at the students’ own expense.

Return to Classes

C. To remove the Health and Wellness Hold, the student must ~~submit a request~~ call Student Outreach and Support (813-974-6130) to ~~SOCAT to~~ schedule an appointment with the assigned Staff and begin the Return to Classes process. ~~This request and~~ The appointment must be at least 30 days prior to the student of the intended semester. The student needs to bring all its supportive documentation must to the appointment. The documentation and summary will be submitted to SOCAT, at least 30 days prior to the semester in for review, by the assigned SOS staff member, at no more than 5 business days post return to class assessment at which the student is seeking to Return to Classes. will appear on the next SOCAT meeting agenda

Questions?





UNIVERSITY OF SOUTH FLORIDA

REGULATION

Number: USF6.0163
Title: SOCAT Health and Wellness Interventions
Responsible Office: Student Success

Date of Origin: 10-7-10 Date Last Amended: [1-30-23](#) Date Last Reviewed: [1-30-23](#)

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I. INTRODUCTION (Purpose and Intent)

In order to create a safe and healthy learning environment and to ensure the well-being of all its [campus community](#), the University of South Florida (USF or University) established the [Students of Concern Assistance Team also known as Student Outreach and Care Action Team \(SOCAT\)](#) within all USF Campuses. The Students of Concern Assistance Team is the campus entity that accepts referrals regarding students or groups of students whose behavior is of concern to others and manages the Involuntary Health Related Withdrawal Policy.

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- A. SOCAT will be the “Designated Committee,” working under the leadership of the “Designated Officer” responsible for the administration of this Regulation. This Regulation shall use the term “Designated Office(r)” to refer in a generic way to the designated office(r) responsible for administering this Regulation recognizing each USF Campus may have designated the person or team with a different or no title.
- B. Each USF Campus will develop and maintain a copy of internal procedures to identify SOCAT membership and to administer this Regulation. Those internal procedures may reflect necessary modifications to this Regulation to reflect the specific characteristics of that entity.

C. While SOCAT is the mechanism for centralized reporting of concerns for students in need of support and ensuring the appropriate administration of this regulation, the Office of Student Outreach and Support reviews and processes all the SOCAT referrals and is the student-facing component of SOCAT that completes all outreach, engagement, assessment, and tasks prescribed by the SOCAT committee.

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II. STATEMENT OF REGULATION

- A. This Regulation establishes a process and procedure for the Involuntary Health Related

Withdrawal (“Involuntary Withdrawal”) of students who engage in behavior that interferes with the living learning environment of the community and/or endangers the safety, health and well-being of the University community.

- B. The Students of Concern Assistance Teams at any USF Campus will have the responsibility for administering the “Return to Classes” as outlined in this Regulation. The Return to Class process is implemented when SOCAT initiates an involuntary withdrawal for safety concerns.

III. INTERVENTION STANDARDS

- A. Prior to moving forward with any steps in the withdrawal process due to extenuating circumstances, SOS may outreach to a student to offer, or in some cases require, a well-being check-in appointment with a member of Student Outreach and Support (SOS). During this appointment, the SOS Staff Member will discuss with the student the resources and services available on/off-campus that will assist the student in decreasing the student’s behaviors of concern and that will support the student in experiencing personal and academic success. Additionally, the SOS Staff will discuss with the student the option for a Voluntary Withdrawal and assist the student by drafting a letter of support and assisting the student initiate an ARC petition. The options for support presented to the student to assist in achieving the student’s academic and personal success or to assist in decreasing the student’s concerning behavior will be considered reasonable options under the circumstances without imposing an undue hardship on the University or unacceptable risk of harm to self of the greater University Community.

- B. While SOS will make a good faith attempt to monitor the student’s engagement in and follow-up with these resources, it is the sole responsibility of the student to seek the support services. SOS will update SOCAT with all good faith attempts to monitor the process of the student’s wellbeing and any ongoing risk management concerns. This includes seeking medical care or counseling, following the medical or treatment advice, and accurately reporting one’s physical and mental conditions to the student’s healthcare provider(s). The assistance from SOS, in accessing these resources does not relieve a student of the student’s personal responsibility to follow through with and adhere to recommendations. A student’s lack of follow through and engagement with support resources may result in movement toward the Involuntary Withdrawal process if the criteria for the extenuating circumstances are met and the student’s or the community’s well-being is at risk due to the student’s lack of follow through and engagement in support resources.

- C. If SOCAT identifies a health or safety emergency, SOCAT may decide to initiate parental notification or consultation as part of its information gathering process or as part of its effort to work with the student to address the student’s behavior of concern. Contact with the parents/guardian/significant others may be made by the SOCAT Chair, the Office of the Dean for Students (or equivalent at each USF Campus) or other designated SOCAT member.

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D. If it is determined that the student represents a direct threat to others, the case will be referred to the campus office responsible for the administration of the [USF6.0021 Student Code of Conduct](#) for the campus [and/or University Police to mitigate immediate threat.](#)

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E. Immediate Temporary Separation: If at any time it is deemed necessary, USF may invoke an immediate temporary separation from USF which may remain in place pending final determination of the Involuntary Withdrawal process. This may prohibit a student from attending classes, participating in registered student organizations or activities or entering any USF property, campus or USF affiliated housing.

IV. INVOLUNTARY OR VOLUNTARY WITHDRAWALS

A. Voluntary Withdrawal from active course enrollment with assistance from SOCAT, and/or [SOS](#), must be due to “extenuating circumstances” as outlined in USF academic regulations. (Availability of this option may be limited to USF campuses with designated outreach personnel).

Deleted: its outreach services component

B. Involuntary Withdrawal from active course enrollment, will be initiated when the student’s condition/behavior creates a significant and imminent risk to the safety, health and well-being of the University community. Such risk includes engagement in behavior that directly endangers others, significantly disrupts the community, or poses a legitimate and life-threatening concern for safety.

C. Prior to invoking an Involuntary Withdrawal from classes, in an effort to determine the nature, duration, and severity of the concern for safety and whether reasonable modifications exist that would sufficiently mitigate the concern, SOCAT/[SOS](#) may:

1. Require the student undergo an individualized assessment at [USF Health](#), which may include 2-4 sessions, by a licensed mental health practitioner. As part of this assessment, it will be requested that the student provide a signed Release of Information to permit SOCAT to contact the evaluating professional (as described above). The purpose of the voluntary assessment and the Release is to allow the Designated Office(r) or other designated member of SOCAT (e.g., mental health or health professional) access to a summary of the concerns, recommended treatment interventions to reduce behaviors of concern, and recommendations regarding best environment and support options for the student’s well-being.

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2. The student may elect to undergo a second assessment by an off-campus provider if they would like to seek a second opinion. The results of this assessment may be submitted to the SOCAT committee for consideration during their review. SOCAT is not required to delay review or subsequent decision making under the Involuntary Withdrawal process in

order for the student to submit the student's second assessment.

- a. In the event a student elects a second opinion, the choice of practitioner must be in compliance with the same assessment and licensure requirements as identified in "mandated assessment" sent to the student. The cost associated with the student's choice to engage in a second opinion will be at the students' own expense.

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- D. Failure of a student to complete the individualized assessment or to submit the required documentation to SOCAT shall not affect the validity of or delay any decision regarding the preliminary steps in the Involuntary Withdrawal process made under this Regulation.

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- E. SOCAT will review the results of the assessment to determine whether reasonable supports will allow the student to meet the student's essential academic and University community responsibilities while maintaining a safe college environment for all students. The results of the mandated assessment and recommendations are not binding on SOCAT, the Designated Committee, Designated Authority or the University.

- 1. If it is determined that the reasonable supports available will allow the student to meet the student's essential academic and University community responsibilities while maintaining a safe college environment, such supports will be communicated to the student either verbally or in writing. The student will be expected to engage in the supports as recommended by the treatment provider in order to maintain their ongoing well-being.

- 2. If it is determined that the supports needed to allow the student to meet the student's essential academic and community responsibilities and/or to allow the student to maintain a safe college environment are not reasonable in the University setting, or if the student refuses to engage in the reasonable supports that are available, the student will be notified in a manner selected by the Designated Office(r) that the Designated Office(r) is considering an Involuntary Withdrawal. Within three (3) days of the student being notified that the student may be involuntarily withdrawn from classes, the student may request in writing (e-mail or regular mail) an opportunity to meet confidentially with a subgroup of specific administrators which, depending on the campus or institution, could include one or more of the following: the Director of the Counseling Center, the Director of Medical and Clinical Services for Student Health Services and a senior student affairs officer (e.g., Vice President of Student Affairs and Student Success, AVP for Wellness, AVP/Dean of Students, or equivalent at each USF Campus) and, if possible, such meeting will be arranged before the Involuntary Withdrawal is imposed.

- F. This process is not a substitute for disciplinary action when there is a violation of the Student Code of Conduct, nor will it supplant USF's policies for addressing violations of substance abuse and alcohol abuse. Additionally, Involuntary Withdrawal is not a disciplinary action. It

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is a remedial action taken to assist and protect individual students and the University Community.

G. Financial Implications: Regardless of the circumstances for withdrawal, [USF4.0102 Tuition and Fees](#), [USF4.0107 Fees, Fines, and Penalties](#), and [USF6.013 University Residence Halls](#), will apply with regard to tuition, fees, refunds and University housing.

V. **RETURNING TO CLASSES AFTER An INVOLUNTARY WITHDRAWAL**

A. A student withdrawing under this Regulation, ~~involuntary~~ may have a Health and Wellness Hold placed on the student's account which must be removed in order to register for classes. In order to remove the Health and Wellness Hold, the student must successfully engage in the treatment recommendations in order to sufficiently mitigate the concern as outlined by SOCAT. This Health and Wellness Hold is put in place in order to ensure students do not Return to Classes prior to addressing the issues which led to ~~Involuntary~~ Withdrawal. The HW hold is reflected only on internal records and prevents the student from enrolling and attending courses in subsequent semesters until the student has resolved the hold.

B. The conditions for removing the Health and Wellness Hold will be outlined in writing to the student by SOCAT's Designated Office(r) at the time of the ~~involuntary~~ withdrawal and may include required documentation from licensed medical and/or mental health professionals. Students who remain on leave for three (3) consecutive semesters are subject to the University readmission processes, which can be located in the [University Undergraduate Catalog](#) and/or [University Graduate School Policies](#).

C. To remove the Health and Wellness Hold, the student must ~~call Student Outreach and Support (813-974-6130) to schedule an appointment with the assigned Staff and~~ begin the Return to Classes process. ~~The appointment must be at least 30 days prior to the student of the intended semester. The student needs to bring all its supportive documentation to the appointment. The documentation and summary will be submitted to SOCAT, for review, by the assigned SOS staff member, at no more than 5 business days post return to class assessment at which the student will appear on the next SOCAT meeting agenda.~~

a. SOCAT will review the request to remove the Health and Wellness Hold and the supporting documentation for the purpose of evaluating the student's adherence to the outlined conditions and whether the student has mitigated the concern for safety posed at the time of the withdrawal. SOCAT will grant approval or disapproval of the decision to remove the Health and Wellness Hold and this decision will be relayed to the student. A student may be required to spend at least one semester out on leave; this will be determined on a ~~case-by-case~~ basis.

D. In exceptional circumstances, SOCAT may elect to request a second, independent opinion

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paid for by USF prior to rendering a decision regarding the Health and Wellness Hold and the Return to Classes. The purpose of this assessment is to gather further information regarding the student's current health and safety and the supports needed to allow the student to remain healthy in an academic environment. Inherent to this decision-making process is SOCAT's commitment to take into account an individual's past and ongoing medical or psychological condition which may contribute to the exhibited behavior that is of concern.

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E. A student seeking to Return to Classes at the University after an Involuntary Withdrawal due to extenuating circumstances, as described in Section IV (Involuntary or Voluntary Withdrawals), must satisfy the requirements put in place by SOCAT, if any; and then all academic requirements in place at the time of withdrawal from classes at the University.

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F. Once the student has satisfied all conditions for "Return to Class", the student will be notified, in writing by the Designated Office(r), SOCAT Chair or a designee whether the request to "Return to Class" has been approved or denied. Additional requirements of suggested recommendations may accompany the approval notification. The student may contest these additional requirements, as per the processed outline in Section VI (Appeals).

G. In the event that a student is not approved to Return to Classes under those expectations or conditions outlines by SOCAT, the Designated Office(r), or designee, will communicate what additional information is needed to meet the conditions to return. The processes outlined in Section VI (Appeals), will be included an available to the student.

VI. APPEALS

A. A student has the right to file a written appeal of SOCAT's decisions regarding an Involuntary Withdrawal or Return to Classes. The student may appeal in writing to the campus or institution senior student affairs officer (e.g., Vice President of Student Affairs and Student Success, or equivalent at each USF Campus) or designee within (3) days of the date of the notice to the student. The senior student affairs officer will consider the written appeal and render a final decision within ten (10) days or notify the student that additional time will be necessary to consider the appeal. The senior student affairs officer's decision is a final USF action.

B. The appellate officer may grant a review of a SOCAT decision only if the appellate officer determines one of the following:

1. New evidence that was not available at the time of SOCAT's decision; or
2. A significant deviation from procedures that affected the outcome of SOCAT's deliberations.

VII. RECORDS

- A. SOCAT shall maintain such records as may be necessary and appropriate to carry out its responsibilities under this Regulation.
- B. SOCAT will maintain centralized record keeping and/or database to manage information related to students referred for consideration under this Regulation. As students in USF may register for courses on multiple campuses or institutions, the central records process provides a mechanism for university system communication, when necessary.
- C. At minimum, each SOCAT member shall:
 - 1. Ensure that all of its records (if not fully electronic) are stored in a safe place and under lock while not in use; and
 - 2. Take responsible precautions to ensure that its records are accessible only as provided for in this Regulation; and
 - 3. Provide for the destruction of its records in accordance with the [State of Florida General Records Schedule for Public Universities and Colleges, GS5](#).

[Date Approved: Oct. 7, 2010](#)

[Substantively Amended: Aug. 5, 2013](#)

[Technically Amended: Jan. 30, 2023, Jun. 19, 2019, Jun. 23, 2017, Mar. 31, 2016, Nov. 25, 2015](#)

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

[Other: Jul. 1, 2020 \(Consolidation\)](#)

Specific Authority: Art. IX, Sec. 7, Fla. Constitution. Fla. Board of Governors Regulations 1.001, 6.001, 6.0105; 1006.60, 1006.61, F.S.

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: USF6.0163
Title: SOCAT Health and Wellness Interventions
Responsible Office: Student Success

Date of Origin: 10-7-10

Date Last Amended: 1-30-23

Date Last Reviewed: 1-30-23

I. INTRODUCTION

In order to create a safe and healthy learning environment and to ensure the well-being of all its campus community, the University of South Florida (USF or University) established the [Students of Concern Assistance Team also known as Student Outreach and Care Action Team \(SOCAT\)](#) within all USF Campuses. The Students of Concern Assistance Team is the campus entity that accepts referrals regarding students or groups of students whose behavior is of concern to others and manages the Involuntary Health Related Withdrawal Policy.

- A. SOCAT will be the “Designated Committee,” working under the leadership of the “Designated Officer” responsible for the administration of this Regulation. This Regulation shall use the term “Designated Office(r)” to refer in a generic way to the designated office(r) responsible for administering this Regulation recognizing each USF Campus may have designated the person or team with a different or no title.
- B. Each USF Campus will develop and maintain a copy of internal procedures to identify SOCAT membership and to administer this Regulation. Those internal procedures may reflect necessary modifications to this Regulation to reflect the specific characteristics of that entity.
- C. While SOCAT is the mechanism for centralized reporting of concerns for students in need of support and ensuring the appropriate administration of this regulation, the Office of Student Outreach and Support reviews and processes all the SOCAT referrals and is the student-facing component of SOCAT that completes all outreach, engagement, assessment, and tasks prescribed by the SOCAT committee.

II. STATEMENT OF REGULATION

- A. This Regulation establishes a process and procedure for the Involuntary Health Related Withdrawal (“Involuntary Withdrawal”) of students who engage in behavior that interferes with the living learning environment of the community and/or endangers the safety, health and well- being of the University community.

- B. The Students of Concern Assistance Teams at any USF Campus will have the responsibility for administering the “Return to Classes” as outlined in this Regulation. The Return to Class process is implemented when SOCAT initiates an involuntary withdrawal for safety concerns.

III. INTERVENTION STANDARDS

- A. Prior to moving forward with any steps in the withdrawal process due to extenuating circumstances, SOS may outreach to a student to offer, or in some cases require, a well-being check-in appointment with a member of Student Outreach and Support (SOS). During this appointment, the SOS Staff Member will discuss with the student the resources and services available on/off-campus that will assist the student in decreasing the student’s behaviors of concern and that will support the student in experiencing personal and academic success. Additionally, the SOS Staff will discuss with the student the option for a Voluntary Withdrawal and assist the student by drafting a letter of support and assisting the student initiate an ARC petition. The options for support presented to the student to assist in achieving the student’s academic and personal success or to assist in decreasing the student’s concerning behavior will be considered reasonable options under the circumstances without imposing an undue hardship on the University or unacceptable risk of harm to self of the greater University Community.
- B. While SOS will make a good faith attempt to monitor the student’s engagement in and follow-up with these resources, it is the sole responsibility of the student to seek the support services. SOS will update SOCAT with all good faith attempts to monitor the process of the student’s wellbeing and any ongoing risk management concerns. This includes seeking medical care or counseling, following the medical or treatment advice, and accurately reporting one’s physical and mental conditions to the student’s healthcare provider(s). The assistance, from SOS, in accessing these resources does not relieve a student of the student’s personal responsibility to follow through with and adhere to recommendations. A student’s lack of follow through and engagement with support resources may result in movement toward the Involuntary Withdrawal process if the criteria for the extenuating circumstances are met and the student’s or the community’s well-being is at risk due to the student’s lack of follow through and engagement in support resources.
- C. If SOCAT identifies a health or safety emergency, SOCAT may decide to initiate parental notification or consultation as part of its information gathering process or as part of its effort to work with the student to address the student’s behavior of concern. Contact with the parents/guardian/significant others may be made by the SOCAT Chair, the Office of the Dean for Students (or equivalent at each USF Campus) or other designated SOCAT member.

- D. If it is determined that the student represents a direct threat to others, the case will be referred to the campus office responsible for the administration of the [USF Regulation 6.0021 Student Code of Conduct](#) for the campus and/or University Police to mitigate immediate threat.
- E. Immediate Temporary Separation: If at any time it is deemed necessary, USF may invoke an immediate temporary separation from USF which may remain in place pending final determination of the Involuntary Withdrawal process. This may prohibit a student from attending classes, participating in registered student organizations or activities or entering any USF property, campus or USF affiliated housing.

IV. INVOLUNTARY OR VOLUNTARY WITHDRAWALS

- A. Voluntary Withdrawal from active course enrollment with assistance from SOCAT, and/or SOS, must be due to “extenuating circumstances” as outlined in USF academic regulations. (Availability of this option may be limited to USF campuses with designated outreach personnel).
- B. Involuntary Withdrawal from active course enrollment, will be initiated when the student’s condition/behavior creates a significant and imminent risk to the safety, health, and well-being of the University community. Such risk includes engagement in behavior that directly endangers others, significantly disrupts the community, or poses a legitimate and life-threatening concern for safety.
- C. Prior to invoking an Involuntary Withdrawal from classes, in an effort to determine the nature, duration, and severity of the concern for safety and whether reasonable modifications exist that would sufficiently mitigate the concern, SOCAT/SOS may:
 - 1. Require the student undergo an individualized assessment at USF Health, which may include 2-4 sessions, by a licensed mental health practitioner. As part of this assessment, it will be requested that the student provide a signed Release of Information to permit SOCAT to contact the evaluating professional (as described above). The purpose of the voluntary assessment and the Release is to allow the Designated Office(r) or other designated member of SOCAT (e.g., mental health or health professional) access to a summary of the concerns, recommended treatment interventions to reduce behaviors of concern, and recommendations regarding best environment and support options for the student’s well-being.
 - 2. The student may elect to undergo a second assessment by an off-campus provider if they would like to seek a second opinion. The results of this assessment may be submitted to the SOCAT committee for consideration

during their review. SOCAT is not required to delay review or subsequent decision making under the Involuntary Withdrawal process in order for the student to submit the student's second assessment.

- a. In the event a student elects a second opinion, the choice of practitioner must be in compliance with the same assessment and licensure requirements as identified in "mandated assessment" sent to the student. The cost associated with the student's choice to engage in a second opinion will be at the students' own expense.

D. Failure of a student to complete the individualized assessment or to submit the required documentation to SOCAT shall not affect the validity of or delay any decision regarding the preliminary steps in the Involuntary Withdrawal process made under this Regulation.

E. SOCAT will review the results of the assessment to determine whether reasonable supports will allow the student to meet the student's essential academic and University community responsibilities while maintaining a safe college environment for all students. The results of the mandated assessment and recommendations are not binding on SOCAT, the Designated Committee, Designated Authority, or the University.

1. If it is determined that the reasonable supports available will allow the student to meet the student's essential academic and University community responsibilities while maintaining a safe college environment, such supports will be communicated to the student either verbally or in writing. The student will be expected to engage in the supports as recommended by the treatment provider in order to maintain their ongoing well-being.
2. If it is determined that the supports needed to allow the student to meet the student's essential academic and community responsibilities and/or to allow the student to maintain a safe college environment are not reasonable in the University setting, or if the student refuses to engage in the reasonable supports that are available, the student will be notified in a manner selected by the Designated Office(r) that the Designated Office(r) is considering an Involuntary Withdrawal. Within three (3) days of the student being notified that the student may be involuntarily withdrawn from classes, the student may request in writing (e-mail or regular mail) an opportunity to meet confidentially with a subgroup of specific administrators which, depending on the campus or institution, could include one or more of the following: the Director of the Counseling Center, the Director of Medical and Clinical Services for Student Health Services and a senior student affairs officer (e.g., Vice President of Student Affairs and Student Success, AVP for Wellness, AVP/Dean of Students, or equivalent at each USF Campus) and, if possible, such meeting will be arranged before the Involuntary Withdrawal is imposed.

- F. This process is not a substitute for disciplinary action when there is a violation of the Student Code of Conduct, nor will it supplant USF's policies for addressing violations of substance abuse and alcohol abuse. Additionally, Involuntary Withdrawal is not a disciplinary action. It is a remedial action taken to assist and protect individual students and the University Community.
- G. Financial Implications: Regardless of the circumstances for withdrawal, [USF Regulation 4.0102 Tuition and Fees](#), [USF Regulation 4.0107 Fees, Fines, and Penalties](#), and [USF Regulation 6.013 University Residence Halls](#), will apply with regard to tuition, fees, refunds and University housing.

V. **RETURNING TO CLASSES AFTER AN INVOLUNTARY WITHDRAWAL**

- A. A student withdrawing under this Regulation involuntarily may have a Health and Wellness Hold placed on the student's account which must be removed in order to register for classes. In order to remove the Health and Wellness Hold, the student must successfully engage in the treatment recommendations in order to sufficiently mitigate the concern as outlined by SOCAT. This Health and Wellness Hold is put in place in order to ensure students do not Return to Classes prior to addressing the issues which led to Involuntary Withdrawal. The HW hold is reflected only on internal records and prevents the student from enrolling and attending courses in subsequent semesters until the student has resolved the hold.
- B. The conditions for removing the Health and Wellness Hold will be outlined in writing to the student by SOCAT's Designated Office(r) at the time of the involuntary withdrawal and may include required documentation from licensed medical and/or mental health professionals. Students who remain on leave for three (3) consecutive semesters are subject to the University readmission processes, which can be located in the [University Undergraduate Catalog](#) and/or [University Graduate School Policies](#).
- C. To remove the Health and Wellness Hold, the student must call Student Outreach and Support (813-974-6130) to schedule an appointment with the assigned Staff and begin the Return to Classes process. The appointment must be at least 30 days prior to the student of the intended semester. The student needs to bring all its supportive documentation to the appointment. The documentation and summary will be submitted to SOCAT for review, by the assigned SOS staff member, at no more than 5 business days post return to class assessment at which the student will appear on the next SOCAT meeting agenda.
 - 1. SOCAT will review the request to remove the Health and Wellness Hold and the supporting documentation for the purpose of evaluating the student's adherence to the outlined conditions and whether the student has mitigated the concern for safety posed at the time of the withdrawal. SOCAT will grant

approval or disapproval of the decision to remove the Health and Wellness Hold and this decision will be relayed to the student. A student may be required to spend at least one semester out on leave; this will be determined on a case-by-case basis.

- D.** In exceptional circumstances, SOCAT may elect to request a second, independent opinion paid for by USF prior to rendering a decision regarding the Health and Wellness Hold and the Return to Classes. The purpose of this assessment is to gather further information regarding the student's current health and safety and the supports needed to allow the student to remain healthy in an academic environment. Inherent to this decision-making process is SOCAT's commitment to take into account an individual's past and ongoing medical or psychological condition which may contribute to the exhibited behavior that is of concern.
- E.** A student seeking to Return to Classes at the University after an Involuntary Withdrawal due to extenuating circumstances, as described in Section IV (Involuntary or Voluntary Withdrawals), must satisfy the requirements put in place by SOCAT, if any; and then all academic requirements in place at the time of withdrawal from classes at the University.
- F.** Once the student has satisfied all conditions for "Return to Class", the student will be notified, in writing by the Designated Office(r), SOCAT Chair or a designee whether the request to "Return to Class" has been approved or denied. Additional requirements of suggested recommendations may accompany the approval notification. The student may contest these additional requirements, as per the processed outline in Section VI (Appeals).
- G.** In the event that a student is not approved to Return to Classes under those expectations or conditions outlines by SOCAT, the Designated Office(r), or designee, will communicate what additional information is needed to meet the conditions to return. The processes outlined in Section VI (Appeals), will be included and available to the student.

VI. APPEALS

- A.** A student has the right to file a written appeal of SOCAT's decisions regarding an Involuntary Withdrawal or Return to Classes. The student may appeal in writing to the campus or institution senior student affairs officer (e.g., Vice President of Student Affairs and Student Success, or equivalent at each USF Campus) or designee within (3) days of the date of the notice to the student. The senior student affairs officer will consider the written appeal and render a final decision within ten (10) days or notify the student that additional time will be necessary to consider the appeal. The senior student affairs officer's decision is a final USF action.

- B. The appellate officer may grant a review of a SOCAT decision only if the appellate officer determines one of the following:
 - 1. New evidence that was not available at the time of SOCAT's decision; or
 - 2. A significant deviation from procedures that affected the outcome of SOCAT's deliberations.

VII. **RECORDS**

- A. SOCAT shall maintain such records as may be necessary and appropriate to carry out its responsibilities under this Regulation.
- B. SOCAT will maintain centralized record keeping and/or database to manage information related to students referred for consideration under this Regulation. As students in USF may register for courses on multiple campuses or institutions, the central records process provides a mechanism for university system communication, when necessary.
- C. At minimum, each SOCAT member shall:
 - 1. Ensure that all of its records (if not fully electronic) are stored in a safe place and under lock while not in use; and
 - 2. Take responsible precautions to ensure that its records are accessible only as provided for in this Regulation; and
 - 3. Provide for the destruction of its records in accordance with the [State of Florida General Records Schedule for Public Universities and Colleges, GS5](#).

HISTORY

Date Approved: Oct. 7, 2010

Substantively Amended: Aug. 5, 2013

Technically Amended: Jan. 30, 2023, Jun. 19, 2019, Jun. 23, 2017, Mar. 31, 2016, Nov. 25, 2015

Biennial Review: Jan. 30, 2023

Other: Jul. 1, 2020 (Consolidation)

***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.c

USF Board of Trustees
August 22, 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 – **August 15, 2023**

Supporting Documentation Online (please circle): **Yes** **No**

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

USF System or Institution specific: USF

Prepared by: Pritish Mukherjee, Vice Provost for Strategy and Institutional Excellence



MEMORANDUM

DATE: August 22, 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 Nomination at USF. In nominating this faculty member 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

University of South Florida
Tenure Nomination as a Condition of Employment

Muma College of Business
Baldwin Risk Partners School of Risk
Management and Insurance

Randy Dumm, Ph.D.

Dr. Randy Dumm will join the Muma College of Business as a Full Professor and Director of the Baldwin Risk Partners School of Risk Management and Insurance. He earned his PhD in Risk Management and Insurance from the University of Georgia. Dr. Dumm is currently Research Professor and Deputy Chair of the Department of Risk Management and Insurance in the Fox School of Business at Temple University, and was previously a Professor with tenure at Florida State University.

Dr. Dumm has a remarkable research and publication record, which aligns perfectly with the Muma College of Business's continued emphasis on building and expanding top-ranked programs for the Baldwin Risk Partners School of Risk Management and Insurance, with impact in our community and beyond. He has published nearly forty articles in prominent Risk Management, Real Estate and Finance journals. These include the *Journal of Risk and Insurance*, the *Journal of Risk and Uncertainty*, the *Geneva Risk and Insurance Review*, the *Journal of Real Estate Finance and Economics*, the *Journal of Real Estate Research*, the *Geneva Papers on Risk and Insurance- Issues and Practices*, the *Journal of Insurance Issues*, the *Journal of Insurance Regulation*, and the *Journal of Real Estate Literature*.

Dr. Dumm has demonstrated an impressive teaching record and has shown a strong understanding of international insurance markets. He maintains active membership in several national and international professional organizations within the spheres of risk management and insurance.

Dr. Dumm brings a wealth of experience, having previously worked at two of the country's top risk management and insurance programs (Temple University and Florida State University) and holds a PhD from another highly regarded risk management and insurance program (University of Georgia). Consequently, he possesses unique insights drawn from his participation in and observation of three high-performing risk management and insurance programs in the nation.

Recommendation to grant tenure at the rank of Professor to Dr. Dumm received overwhelming support from the Muma College of Business Tenure and Promotion Committee and from the Dean. This recommendation is also supported by Provost Prasant Mohapatra and President Rhea Law.

Faculty Nominations for Tenure as a Condition of Employment
USF Board of Trustees Meeting – August 22, 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>
College of Business	Randy Dumm	Professor	Baldwin Risk Partners School of Risk Management and Insurance	1.0	Temple University	Yes

Agenda Item: iii.d

USF Board of Trustees
August 1, 2023

Issue: Post-Tenure Faculty Review at USF

Proposed action: Approve USF Regulation for Post-Tenure Faculty Review

Executive Summary:

The Florida legislature amended 1001.706 Powers and Duties of the Board of Governors stating, "The Board of Governors may adopt a regulation requiring each tenured state university faculty member to undergo a comprehensive post-tenure review every 5 years". Subsequently, the Florida Board of Governors passed Regulation 10.003 Post-Tenure Faculty Review requiring each SUS Board of Trustees to adopt a post-tenure faculty review policy.

To address these requirements, USF Provost Prasant Mohapatra convened the Post-Tenure Review Planning Workgroup on May 4th, 2023, to draft the USF regulation and procedures for Post-Tenure Faculty Review at USF. The draft regulation was developed by the workgroup and subsequently shared with the Faculty Senate Executive Committee and the USF Council of Deans for their input. This final edited version has been approved by the Office of General Counsel and by the Provost.

The purpose of Post-Tenure Faculty Review at USF is to ensure continued high standards of quality and sustained productivity among tenured faculty consistent with the mission of the university and with assigned duties in research, teaching, and service. This proposed regulation aligns the requirements of the BOG with current USF annual review and promotion processes to ensure compliance and efficiency.

This agenda item seeks approval of the proposed USF Regulation for Post-Tenure Faculty Review.

Additional information included, but not for approval, are the operational details of the implementation plan, which includes a timeline for the first year of implementation consistent with BOG deadlines.

Financial Impact: N/A

Strategic Goal(s) Item Supports: Ensures mandated compliance with BOG Regulation 10.003 for Post-Tenure Review

BOT Committee Review Date: August 15, 2023

Supporting Documentation Online (*please circle*): Yes No

Prepared by: Pritish Mukherjee, Vice Provost for Strategy & Institutional Excellence

Post-Tenure Faculty Review at USF

**Presentation to the Board of Trustees
Academics and Campus Environment (ACE) Committee**

Pritish Mukherjee, PhD
Vice Provost for Strategy and Institutional Excellence
August 15, 2023



Post-Tenure Review Development Timeline



Composition of Post-Tenure Review Planning Workgroup

Co-Chairs

- Dr. Magali Cornier Michael Interim Dean, College of Arts and Sciences
- Dr. Pritish Mukherjee Vice Provost for Strategy and Institutional Excellence

Members

- Dr. Elizabeth Bell Interim Vice Provost for Faculty Affairs
- Dr. Bob Bishop Dean, College of Engineering
- Mr. Adam Caskie Director, Office of Decision Support
- Dr. Brian Connolly Chair, Department of History
- Dr. Javier Cuevas Associate Vice President for Faculty and Academic Affairs, USF Health;
Associate Dean of Faculty and Academic Affairs, MCOM
- Dr. Russell Kirby Distinguished Professor, Marrell Endowed Chair, College of Public Health
- Dr. Steven Miller Associate Professor; Director, Baldwin Risk Partners School of Risk Management and
Insurance, Muma College of Business, Sarasota-Manatee Campus
- Dr. Diane Price-Herndl Chair, Department of Women’s and Gender Studies
- Dr. Thomas Smith Acting Campus Dean, College of Arts and Sciences at USF – St. Petersburg
- Dr. Steven Tauber Interim Vice Provost for Labor Relations & Academic Space Planning

Support provided by Ms. Ilana Thomsett, Office of the Provost and Ms. Dominique Williams, College of Arts and Sciences

Principles of Post-Tenure Review at USF



Ensure compliance with BOG Regulation 10.003



Ensure equitable process with ease of use for faculty as well as administrative reviewers



In so far as possible, incorporate existing processes for annual evaluation, merit, and promotion



Allow departments flexibility in evaluations while ensuring equitable post-tenure review across all of USF

Selection of Faculty for Post-Tenure Review at USF

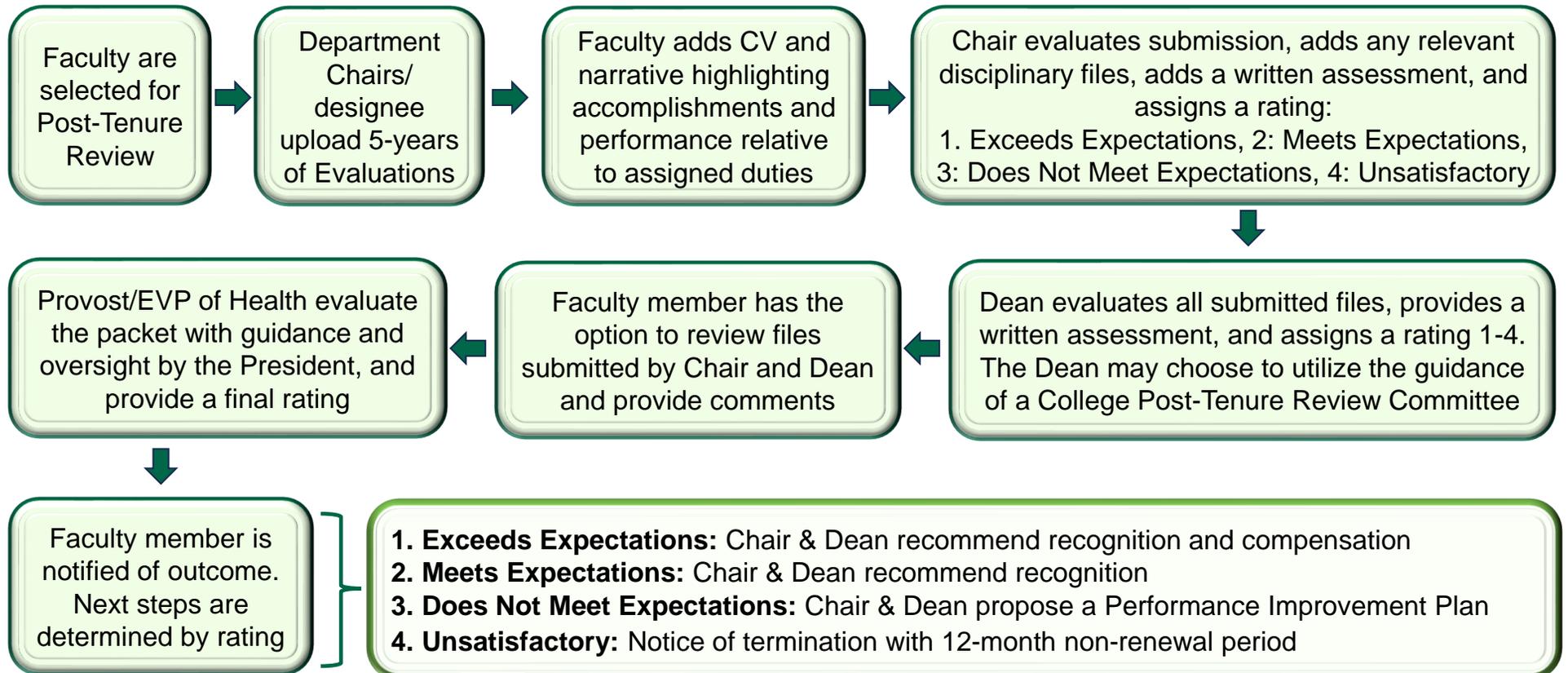
❖ *Selection of faculty:*

- 20% of tenured faculty will be evaluated, in addition to faculty in the fifth year following the last promotion or the last comprehensive review, whichever is later. For faculty hired with tenure, the hire date shall constitute the date of the last promotion.
- The 20% of faculty will be chosen at random using an algorithm that incorporates caps per college to distribute the load more equitably year over year.

❖ *Exclusions:*

- Faculty who have given notice in writing that they are leaving the university at the end of or during the academic year, including those retiring or resigning with a delayed date in the subsequent academic year.
- Faculty in the process of a comprehensive promotion review during this academic year.

Recommended Post-Tenure Review Process



Operational Details* for First Year of Implementation





UNIVERSITY of
SOUTH FLORIDA

10.003 Post-Tenure Faculty Review.

(1) Each board of trustees shall adopt policies requiring each tenured state university faculty member to undergo a comprehensive post-tenure review to accomplish the following.

- (a) Ensure high standards of quality and productivity among the tenured faculty in the State University System.
- (b) Determine whether a faculty member is meeting the responsibilities and expectations associated with assigned duties in research, teaching, and service, including compliance with state laws, Board of Governors' regulations, and university regulations and policies.
- (c) Recognize and honor exceptional achievement and provide an incentive for retention as appropriate.
- (d) Refocus academic and professional efforts and take appropriate employment action when appropriate.

(2) Timing and Eligibility

(a) Each tenured faculty member shall have a comprehensive post-tenure review of five years of performance in the fifth year following the last promotion or the last comprehensive review, whichever is later. For faculty hired with tenure, the hire date shall constitute the date of the last promotion.

1. In the first year following the effective date of this regulation, 20% of tenured faculty will be evaluated, in addition to faculty in the fifth year under (2)(a).

2. In each of the second, third, fourth, and fifth years following the effective date of this regulation, 20% of tenured faculty who have not received a comprehensive review will be evaluated in addition to faculty who are in the fifth year under (2)(a).

3. Beginning with the sixth year following the effective date of this regulation, the process outlined in (2)(a) shall be followed.

(b) Tenured faculty in administrative roles, such as department chairs or directors, shall be evaluated annually by the appropriate college dean based on criteria established by the university. Such evaluations shall include a review of performance based on all assigned duties and responsibilities and professional conduct. Such evaluations shall also include the following, if applicable: performance of academic responsibilities to the university and its students; non-compliance with state law, Board of Governors' regulations, and university regulations and policies; and substantiated student complaints.

(c) Policies and regulations adopted by the boards of trustees may include exceptions to the timing of the comprehensive post-tenure review for extenuating, unforeseen circumstances. Exceptions granted to tenured faculty members shall be disclosed in the chief academic officer's report to the university's president and board of trustees on the outcomes of the comprehensive post-tenure review outlined in Section (6) below.

(3) Review Requirements

- (a) The comprehensive post-tenure review shall include consideration of the following.
 - 1. The level of accomplishment and productivity relative to the faculty member's assigned duties in research, teaching, and service, including extension, clinical, and administrative assignments. The university shall specify the guiding documents. Such documents shall include quantifiable university, college, and department criteria for tenure, promotion, and merit as appropriate.
 - 2. The faculty member's history of professional conduct and performance of academic responsibilities to the university and its students.
 - 3. The faculty member's non-compliance with state law, Board of Governors' regulations, and university regulations and policies.
 - 4. Unapproved absences from teaching assigned courses.
 - 5. Substantiated student complaints.
 - 6. Other relevant measures of faculty conduct as appropriate.
- (b) The review shall not consider or otherwise discriminate based on the faculty members' political or ideological viewpoints.

(4) Process Requirements

- (a) The faculty member shall complete a university-designated dossier highlighting accomplishments and demonstrating performance relative to assigned duties and submit the dossier to the appropriate department chair.
- (b) The faculty member's department chair shall review the completed dossier, the faculty member's personnel file, and other records related to professional conduct, academic responsibilities, and performance.
- (c) The faculty member's department chair shall add to the dossier the following.
 - 1. Additional records related to professional conduct, academic responsibilities, and performance concerns.
 - 2. A letter assessing the level of achievement and certification that the letter includes, if applicable, any concerns regarding professional conduct, academic responsibilities, and performance during the period under review.
- (d) The faculty member's department chair shall forward the dossier, including all records and the chair's letter, to the appropriate college dean for review.
- (e) The dean of the college shall review all materials provided by the faculty member's department chair.
- (f) The dean of the college shall add to the dossier a brief letter assessing the level of achievement during the period under review. The letter shall include any concerns regarding professional conduct, academic responsibilities, and performance. The letter shall also include the dean's recommended performance rating using the following scale.

1. Exceeds expectations: a clear and significant level of accomplishment beyond the average performance of faculty across the faculty member's discipline and unit.
 2. Meets expectations: expected level of accomplishment compared to faculty across the faculty member's discipline and unit.
 3. Does not meet expectations: performance falls below the normal range of annual variation in performance compared to faculty across the faculty member's discipline and unit but is capable of improvement.
 4. Unsatisfactory: failure to meet expectations that reflect disregard or failure to follow previous advice or other efforts to provide correction or assistance, or performance involves incompetence or misconduct as defined in applicable university regulations and policies.
- (g) The dean of the college shall forward the dossier to the chief academic officer for review.
- (h) The chief academic officer shall review the dossier provided by the dean of the college.
- (i) With guidance and oversight from the university president, the chief academic officer will rate the faculty member's professional conduct, academic responsibilities, and performance during the review period. The chief academic officer may accept, reject, or modify the dean's recommended rating. The chief academic officer may request assistance from a university advisory committee in formulating an assessment. Each faculty member reviewed will receive one of the following performance ratings, as defined in (4)(f) above.
1. Exceeds expectations
 2. Meets expectations
 3. Does not meet expectations
 4. Unsatisfactory
- (j) The chief academic officer shall notify the faculty member, the faculty member's department chair, and the appropriate college dean of the outcome.
- (5) Outcomes
- (a) University regulations and policies regarding outcomes of the comprehensive post-tenure review process shall include recognition and compensation considerations and consequences for underperformance.
 - (b) For each faculty member who receives a final performance rating of "exceeds expectations" or "meets expectations," the appropriate college dean, in consultation with the faculty member's department chair, shall recommend to the chief academic officer appropriate recognition and/or compensation in accordance with the faculty member's performance and university regulations and policies. The chief academic officer shall make the final determination regarding recognition and/or compensation.
 - (c) For each faculty member who receives a final performance rating of "does not meet expectations," the appropriate college dean, in consultation with

the faculty member's department chair, shall propose a performance improvement plan to the chief academic officer.

1. The plan must include a deadline for the faculty member to achieve the requirements of the performance improvement plan. The deadline may not extend more than 12 months past the date the faculty member receives the improvement plan.
 2. The chief academic officer shall make final decisions regarding the requirements of each performance improvement plan.
 3. Each faculty member who fails to meet the requirements of a performance improvement plan by the established deadline shall receive a notice of termination from the chief academic officer.
- (d) Each faculty member who receives a final performance rating of "unsatisfactory" shall receive a notice of termination from the chief academic officer.
- (e) Final decisions regarding post-tenure review may be appealed under university regulations or collective bargaining agreements, as applicable to the employee. The arbitrator shall review a decision solely for the purpose of determining whether it violates a university regulation or the applicable collective bargaining agreement and may not consider claims based on equity or substitute the arbitrator's judgment for that of the university.

(6) Monitoring and Reporting

- (a) The chief academic officer shall report annually to the university president and board of trustees on the outcomes of the comprehensive post-tenure review process consistent with section 1012.91, Florida Statutes.
1. Beginning January 1, 2024, and continuing every three years thereafter, each university must conduct an audit of the comprehensive post-tenure review process for the prior fiscal year and submit a final report to the university's board of trustees by July 1. The audit shall be performed by the university's chief audit executive or by an independent, third-party auditor ("auditor"), as determined by the chair of the university's board of trustees. The auditor must provide the university board of trustees with a report that includes the following.
 - a. The number of tenured faculty in each of the four performance rating categories as defined in (4)(f).
 - b. The university's response in cases of each category.
 - c. Findings of non-compliance with applicable state laws, Board of Governors' regulations, and university regulations and policies.
 2. Each university board of trustees shall consider the audit report at the next regularly scheduled board of trustees meeting after the report's publication date.
 - a. The chief academic officer or the auditor must present the audit report to the board of trustees. The board of trustees shall not adopt the report as a consent agenda item.

- b. If the audit report shows that a university is in compliance with applicable state laws, Board of Governors' regulations, or university regulations and policies, a copy of the adopted audit report shall be provided to the Board of Governors consistent with Regulation 1.001(6)(g).
- c. If the auditor finds that a university is out of compliance with applicable state laws, Board of Governors' regulations, or university regulations and policies, the auditor must present the report to the Board of Governors at its next regularly scheduled meeting.

(7) Following the effective date of this regulation, universities shall not enter into any collective bargaining agreement that conflicts with this regulation.

(8) Nothing in this regulation is intended to prevent a state university from instituting additional evaluation processes, criteria, or standards so long as they meet or exceed the requirements outlined in section 1001.706(6)(b), Florida Statutes, and this regulation.

Authority: Section 7(d), Art. IX, Fla. Const., Section 1001.706(6)(b), Florida Statutes; New 03-29-23.



**UNIVERSITY OF
SOUTH FLORIDA**

REGULATION

Number: TBD
Title: Post-Tenure Faculty Review Regulation
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 10.003](#) Post-Tenure Faculty Review, this Regulation provides authority for administration of Post-Tenure Faculty Review at USF.

II. STATEMENT OF REGULATION

(1) Introduction

Post-tenure review is required of all tenured faculty members at the University of South Florida in accordance with State law. The purpose of this review is to ensure continued high standards of quality and sustained productivity among tenured faculty consistent with the mission of the university and with assigned duties in research, teaching, and service. In addition, post-tenure review is intended to recognize and honor exceptional achievement. As a formative assessment process, post-tenure review is also intended to provide continued academic professional development, enable a faculty member who has fallen below performance norms to pursue a performance improvement plan and return to expected levels of productivity, and, when necessary, identify patterns of performance that are unacceptable or inconsistent with professional standards or employment in the Florida State University System (SUS).

Post-tenure review shall examine only the faculty member's "review packet," comprised of the following materials:

- (a) The faculty member's narrative record of accomplishments for the past five years in a university-designated template,
- (b) The last five years of annual performance reviews by the department chair (or individual responsible for conducting the annual evaluation, such as program director, dean, or designated supervisor; hereafter referred to as department chair),
- (c) The faculty member's curriculum vitae, and
- (d) The faculty member's disciplinary record (if any exists) in their personnel file covering

the past five years to ensure compliance with state laws, Board of Governors' regulations, and university regulations and policies. Only substantiated disciplinary matters will be considered for the purposes of a post-tenure review.

(2) Timing and Eligibility

Each tenured faculty member shall have a comprehensive post-tenure review of five years of performance in the fifth year following the last promotion or the last comprehensive review, whichever is later. For faculty hired with tenure, the hire date shall constitute the date of the last promotion. Faculty who have given written notice that they are leaving the university at the end of or during the academic year, including those retiring or resigning with a delayed date in the subsequent academic year, are excluded from the post-tenure review process. Also excluded are faculty in the process of a comprehensive promotion review during the current academic year. Exceptions to the post-tenure review clock may be considered, such as medical exigencies or parental situations covered by FMLA or ADA legislation or other extenuating circumstances approved by the University. A tenured faculty member under such circumstances may request an extension of his/her 5-year clock. The request must be made in writing and must be approved by the chair of the department, dean, and the institution's designated senior academic officer overseeing the candidate's unit. Ordinarily, extensions of more than two years beyond the 5-year clock will not be permitted.

- (a) The following timing will be followed for post-tenure review:
 1. In the first year following the effective date of this regulation, 20% of tenured faculty will be evaluated, in addition to faculty in the fifth year as explained above.
 2. In each of the second, third, fourth, and fifth years following the effective date of this regulation, 20% of tenured faculty who have not received a comprehensive review will be evaluated in addition to faculty who are in the fifth year as explained above.
 3. Beginning with the sixth year, following the effective date of this regulation, the process outlined above shall be followed. (i.e., review in the fifth year following the last promotion or the last comprehensive review, whichever is later).
- (b) Tenured faculty in administrative roles (chairs, directors or higher) shall be reviewed annually by their supervisors. Upon returning to a 1.0 FTE faculty role, these faculty shall undergo post-tenure review in the fifth year following a return to a full-time faculty appointment.

(3) Review Requirements

Tenured faculty are expected to perform satisfactorily in the areas of teaching, research, scholarship or creative work, service, and other assigned responsibilities (e.g., patient care, extension, administration, etc.). Positive sustained contributions are expected in all assigned areas. Percent effort in these assignments may vary as a career evolves. A decrease in effort, and thus expectations, in one category should be balanced with a concomitant increase in one or more of the other categories. Administrative details (including relevant timelines) of the review process will be detailed in the document "Procedures for Post-Tenure Review at USF."

- (a) The comprehensive post-tenure review shall include consideration of the following:
1. The level of accomplishment and productivity relative to the faculty member's assigned effort and duties in research, teaching, service, and other assignments (including extension and clinical assignments).
 2. The faculty member's history of professional conduct (inclusive of the review requirements in BOG Regulation 10.003) and performance of academic responsibilities to the university and its students.
- (b) Development and approval of unit clarifications:

The evaluating unit may comprise a department, school or college, as appropriate. Evaluation criteria should clearly describe performance expectations for tenured faculty. These unit-specific criteria shall (1) take into consideration the unit's mission and discipline-specific standards; (2) be adaptable to various assigned duties, so that unit faculty have an equitable opportunity to meet and exceed expectations; and (3) be detailed enough that a reasonable faculty member should be certain as to what performance or accomplishment is sufficient in teaching, research/scholarship/creative activity, service, and other assignments for each performance evaluation rating.

Units shall develop guidelines for post tenure review. Guidelines for rating faculty performance shall be based on quantifiable university, college, and department/school criteria for tenure, promotion, and merit as appropriate. Those guidelines shall be approved by the Dean and the Provost or Executive Vice President of Health (hereafter referred to as EVP of Health) as appropriate. Since tenured faculty at the University of South Florida undergo annual merit evaluations post-tenure, it is expected that the post-tenure review criteria for a comprehensive 5-year review shall be based on currently approved unit-level or college-level criteria consistent with rank and assigned duties. Evaluations shall be based on rating categories of Post-Tenure Review BOG Regulation 10.003 or follow university level guidance provided in section (3)(c).

- (c) Rating categories for post-tenure review shall include the following university level guidance:
1. Exceeds expectations: a clear and significant level of accomplishment beyond the average performance of faculty across the faculty member's discipline and unit. Performance is appreciably greater than the average college faculty member of the candidate's present rank and field at top-tier research institutions. Must have a sustained and satisfactory professional conduct and performance of academic responsibilities and compliance with state law, Board of Governors' regulations, and university regulations and policies.
 2. Meets expectations: expected level of accomplishment compared to faculty across the faculty member's discipline and unit. Sustained record commensurate with the academic standards of a top-tier research institution; evidence of at least a satisfactory performance rating in each annual evaluation during the previous 5 years and satisfactory or greater assessment in each area of assignment; sustained and satisfactory professional conduct and performance of academic responsibilities and compliance with state law, Board of Governors'

regulations, and university regulations and policies.

3. Does not meet expectations: performance falls below the expected range of annual variation in performance compared to faculty across the faculty member's discipline and unit but is capable of improvement. A faculty member who has received an overall unsatisfactory annual evaluation during one of the previous 5 years without evidence of a trajectory of subsequent improvement or exhibited unsatisfactory performance in any single area of assignment over multiple years or pattern of non-compliance with state law, Board of Governors' regulations, and university regulations and policies may be deemed to not meet expectations.
4. Unsatisfactory: failure to meet expectations that reflects disregard or failure to follow previous advice or other efforts to provide correction or assistance, or performance that involves incompetence or misconduct as defined in university regulations and policies. A faculty member who has received an overall unsatisfactory annual evaluation during two or more of the previous 5 years or unsatisfactory performance in two or more areas of assignment over three of the last five years of the review period may be deemed unsatisfactory. Demonstrates a consistent pattern of failing to perform duties assigned by the University or sustained violations of applicable state and federal law and applicable published College, University, and Board of Governors regulations, policies, and procedures.

(4) Process Requirements

- (a) The faculty member shall complete a review packet. The packet shall consist of the previous 5 years of annual evaluations, including scores and supervisors' comments, a curriculum vitae (not to exceed 5 pages single-spaced), and a narrative that highlights accomplishments and demonstrates performance relative to assigned duties over the previous five years, using a template provided for that purpose. This narrative will have a maximum limit of 12,000 characters.
- (b) The faculty member's department chair shall evaluate the review packet and faculty member's disciplinary file covering the past 5 years and provide a written assessment (not to exceed 12,000 characters) of the level of achievement. If applicable, the chair will include in the assessment letter any concerns regarding professional conduct, academic responsibilities, and performance during the period under review. The chair shall also assign a performance rating consistent with the categories specified in (3)(c).
- (c) The dean of the college shall evaluate the review packet submitted by the faculty member, and the chair's evaluation letter and rating. The dean may choose the guidance of a designee, including a College Post-Tenure Review Committee, to assist in this process. The dean shall add to the packet a brief narrative (not to exceed 12,000 characters) assessing the level of achievement during the period under review. If applicable, the letter shall include any concerns regarding professional conduct, academic responsibilities, and performance. The letter shall also include the dean's recommended performance rating based on the categories described in (3)(c), using the

criteria established by unit faculty and previously approved by the department chair, dean, and Provost or EVP of Health, as appropriate.

- (d) At the conclusion of the College dean's review, the faculty member shall be provided the opportunity to review the packet and have the option of providing narrative comments (not to exceed 6,000 characters) for consideration by the Provost or EVP of Health, as appropriate.
- (e) The dean of the college shall forward the review packet and recommendation to the Provost or EVP of Health, as appropriate, for review.
- (f) The Provost or EVP of Health, as appropriate, shall evaluate the review packet and the recommendation provided by the dean of the college.
- (g) With guidance and oversight from the University President, the Provost, or EVP of Health, as appropriate, will rate the faculty member's professional conduct, academic responsibilities, and performance during the review period. The Provost or EVP of Health, as appropriate, may accept, reject, or modify the dean's and chair's recommended rating. Each faculty member reviewed will receive one of the following performance ratings, as defined in section (3)(c) and listed below:
 - 1. Exceeds expectations
 - 2. Meets expectations
 - 3. Does not meet expectations
 - 4. Unsatisfactory
- (h) The Provost or EVP of Health, as appropriate, shall notify the faculty member, the faculty member's department chair, and the appropriate college dean of the outcome.

(5) Outcomes

- (a) For each faculty member who receives a final performance rating of "exceeds expectations," the appropriate college dean, in consultation with the faculty member's department chair, shall recommend to the Provost or EVP of Health, as appropriate, suitable recognition and compensation in accordance with the faculty member's performance and university regulations and policies. The Provost or EVP of Health, as appropriate, shall make the final determination regarding recognition and/or compensation.
- (b) For each faculty member who receives a final performance rating of "meets expectations," the appropriate college dean, in consultation with the faculty member's department chair, shall recommend to the Provost or EVP of Health, as appropriate, suitable recognition in accordance with the faculty member's performance and university regulations and policies. The Provost or EVP of Health, as appropriate, shall make the final determination regarding recognition.
- (c) For each faculty member who receives a final performance rating of "does not meet expectations," the dean, in consultation with the faculty member and the faculty

member's department chair, shall propose a performance improvement plan (PIP) to the Provost or EVP of Health, as appropriate. The plan must include a deadline for the faculty member to achieve the requirements of the PIP. The deadline may not extend more than 12 months past the date the faculty member receives the improvement plan.

1. The PIP shall indicate how specific deficiencies in a faculty member's performance (as measured against stated departmental or college/school criteria developed under the provision of this procedure) will be remedied. It is the faculty member's obligation to assist in the development of a meaningful and effective plan and to make a good faith effort to implement the plan adopted. Although each PIP is tailored to individual circumstances, the plan must list specific deficiencies to be addressed; define specific goals or outcomes necessary to remedy the deficiencies; outline the activities to be undertaken to achieve the necessary outcomes; identify institutional resources to be committed in support of the plan; set timelines for achieving goals and outcomes; and indicate the criteria for assessment in annual reviews of progress in the plan.
 2. The faculty member and department chair will meet regularly (quarterly at a minimum) to review the faculty member's progress toward remedying deficiencies. The faculty member will provide at the end of each semester a progress report to the department chair and to the dean. Further evaluation of the faculty member's performance within the regular faculty performance evaluation process (e.g., annual reviews) may draw upon the faculty member's progress in achieving the goals set forth in the PIP.
 3. Each faculty member who fails to meet the requirements of a PIP by the established deadline as determined by the Provost or EVP of Health, as appropriate, in consultation with the dean and department chair shall receive a notice of termination from the Provost or EVP of Health, as appropriate. The faculty member will be afforded a 12-month non-renewal period of their tenured appointment.
- (d) Each faculty member who receives a final performance rating of "unsatisfactory" shall receive a notice of termination from the Provost or EVP of Health, as appropriate. The faculty member will be afforded a 12-month non-renewal period.
- (e) Final decisions regarding post-tenure review may be appealed under university regulations or collective bargaining agreements, as applicable to the employee.

(6) Monitoring and Reporting

- (a) The Provost or EVP of Health, as appropriate, shall report annually to the university president and board of trustees on the outcomes of the comprehensive post-tenure review process consistent with section 1012.91, Florida Statutes.
 1. Beginning January 1, 2024, and continuing every three years thereafter, the university must conduct an audit of the comprehensive post-tenure review process for the prior fiscal year and submit a final report to the university's board of trustees by July 1. The audit shall be performed by the university's

chief audit executive or by an independent, third-party auditor (“auditor”), as determined by the chair of the university’s board of trustees. The auditor must provide the university board of trustees with a report that includes the following:

- a. The number of tenured faculty in each of the four performance rating categories as defined in (3)(c).
 - b. The university’s response in cases of each category.
 - c. Findings of non-compliance with applicable state laws, Board of Governors’ regulations, and university regulations and policies.
2. The university’s board of trustees shall consider the audit report at the next regularly scheduled board of trustees meeting after the report’s publication date.
- a. The Provost or the auditor must present the audit report to the board of trustees. The board of trustees shall not adopt the report as a consent agenda item.
 - b. If the audit report shows that the university is compliant with applicable state laws, Board of Governors’ regulations, or university regulations and policies, a copy of the adopted audit report shall be provided to the Board of Governors consistent with Regulation 1.001(6)(g).
 - c. If the auditor finds that the university is out of compliance with applicable state laws, Board of Governors’ regulations, or university regulations and policies, the auditor must present the report to the Board of Governors at its next regularly scheduled meeting.

Date Approved: n/a

Substantively Amended: (none)

Technically Amended: (none)

Biennial Review: (none)

Other: (none)

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.e

USF Board of Trustees
(August 22, 2023)

Issue: USF System Textbook & Instructional Materials Affordability and Transparency Annual Report

Proposed action:

Requires BOT approval and submission to the BOG by September 29, 2023

Executive Summary: The State University System of Florida “Textbook & Instructional Materials Affordability and Transparency Annual Report” documents USF; 1) compliance with the 45-day textbook adoption requirement; 2) compliance with five-year, rotating syllabi and textbook lists; 3) institutional policies relevant to the issue; and 4) efforts to reduce costs to students.

Financial Impact:

Strategic Goal(s) Item Supports: Goal 1

BOT Committee Review Date: August 15th, 2023

Supporting Documentation Online (*please circle*): **Yes** **X** **No**

Prepared by: Alexander Neff, Director of USF Libraries Data Analytics and Textbook Affordability



Textbook & Instructional Material Affordability & Transparency Report

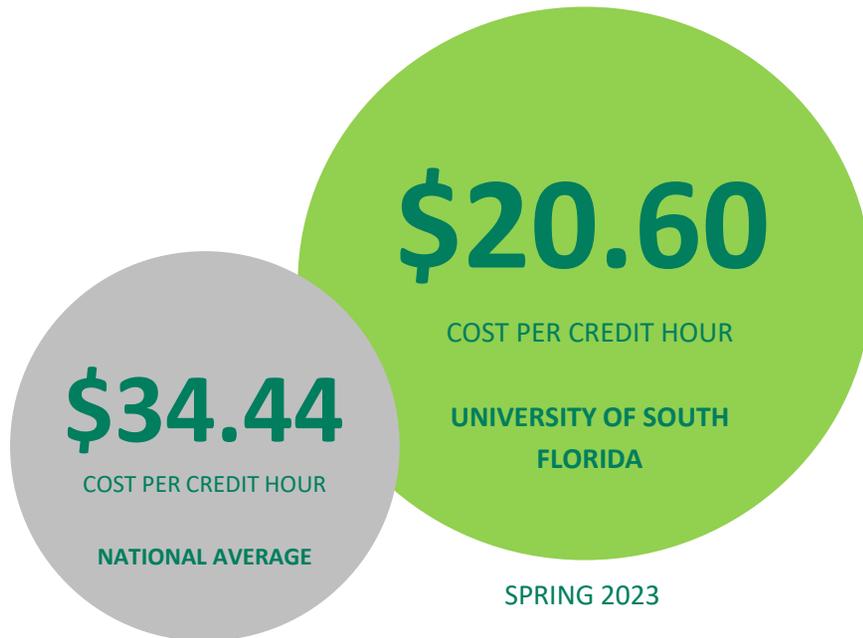
Academics & Campus Environment Committee
University of South Florida Board of Trustees

Dr. Steven Tauber, Interim Vice Provost for Labor Relations & Academic Space Planning

Todd Chavez, Dean of the USF Libraries

Alexander Neff, Director of USF Libraries Data Analytics and Textbook Affordability

DATA HIGHLIGHTS – USF



2022-23 Data Provided
by The College Board

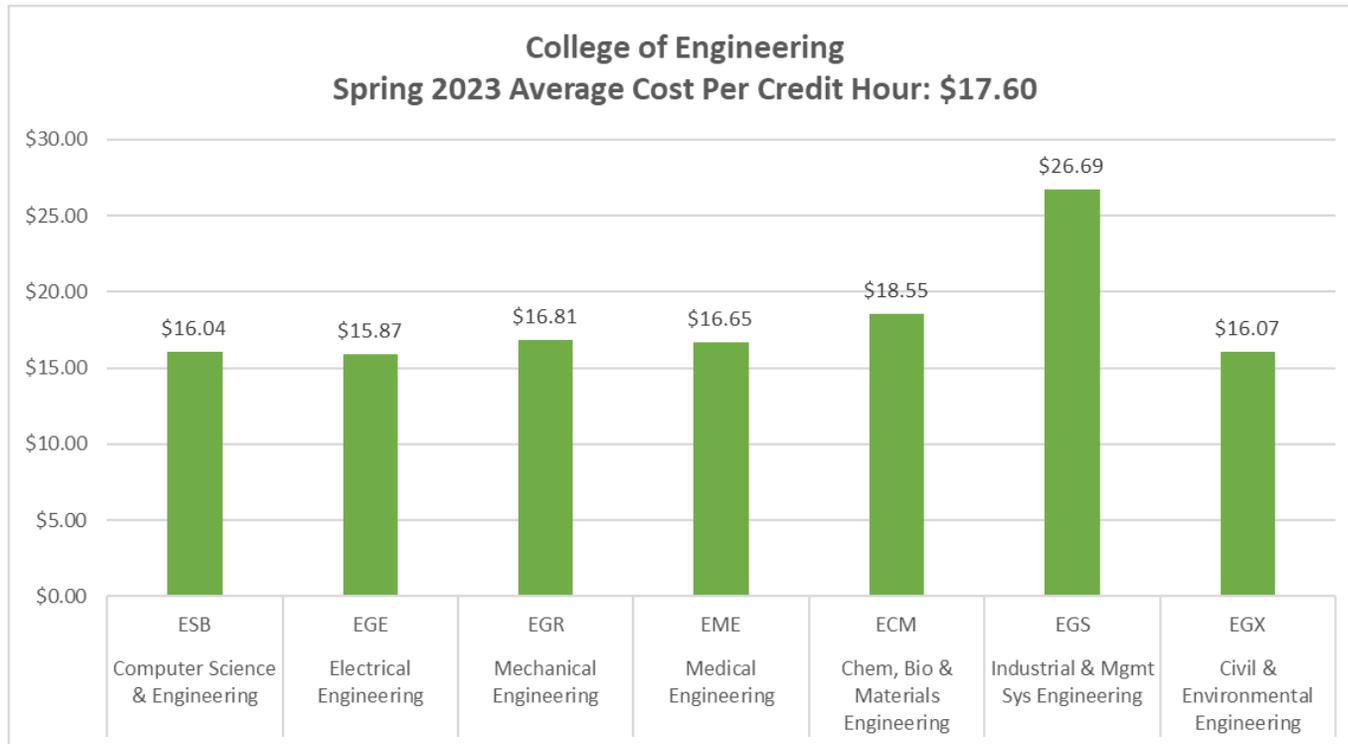
USF TEXTBOOK ADOPTION COMPLIANCE

FALL 2022: 96.4%

SPRING 2023: 96.1%

(95% Compliance Requirement)

Benefits of Buy-In from Faculty



TAP continues to be successful at reducing costs thanks to all units across the OneUSF campuses working together, including academic departments, faculty, university leadership, the bookstore, and TAP.

Average Textbook Cost Per Credit Hour Changes

Fall 2021-22: +1%

Spring 2022-23: -2%



UNIVERSITY OF SOUTH FLORIDA

\$39,971,342

CUMULATIVE SAVINGS 2010 TO DATE

- Adopting Ebooks or the Lowest-cost Format of a Book
- Open Educational Resources
- Bookstore Cooperation and Inclusive Access
- Library Resources



UPDATES & INITIATIVES

- Five-Year, Rotating Archive of Syllabi and Textbooks
- Data Visualization and Tracking Trends
- Ebooks for the Classroom+ and OER





**UNIVERSITY OF
SOUTH FLORIDA**

A PREEMINENT RESEARCH UNIVERSITY

**State University System of Florida
Textbook and Instructional Materials Affordability
Annual Report
Statutory Due Date: September 29**

<u>University of South Florida</u>	<u>Fall 2022 and Spring 2023</u>	
University Submitting Report	Semester(s) Reported	
<u>Date Approved by the University Board of Trustees</u>	<u>Signature of Chair, Board of Trustees</u>	<u>Date</u>
<u>Signature of President</u>	<u>Date</u>	<u>Signature of Vice President for Academic Affairs</u>

Textbook and Instructional Materials Affordability Annual Report
<p>Instructions</p> <ol style="list-style-type: none"> 1. Complete each tab/worksheet as designed. The template reflects the interpretation of the reporting requirements by Board staff. Do not edit the content of the template. Expand the response space as needed. 2. Statutory due date is September 29, 2023. 3. If there are questions, contact Kirsten Harvey Director of Student Success & Workforce Alignment, at Kirsten.Harvey@flbog.edu 4. Include the university contact name and email for the staff who completed the report below: 5. Please note some cells are auto-calculated and do not require you to enter a figure. These cells are green. <p style="background-color: yellow; margin-top: 5px;">University Contact Name and Email: Alexander Neff, neffa@usf.edu</p>

Textbook and Instructional Materials Affordability Annual Report Fall 2022 and Spring 2023
University Submitting Report: University of South Florida
Date Approved by the University Board of Trustees: August 22, 2023
Signature of Chair, University Board of Trustees:
Signature of Vice President for Academic Affairs:
Signature of President:

1. Textbook and Instructional Materials Selection Process

Report the textbook and instructional materials selection process used for general education courses with high enrollment. Include the course prefix(es) and number(s), the course title(s), and the total number of courses (n=). In column "F," use the drop-down arrow in each cell to select the appropriate selection process. The methodology for determining high enrollment courses is as follows: Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment.

General Education Courses with High Enrollment		Total Number of Courses (n =)	Selection Process
Course Prefix & Number	Course Title		
AMH2020	American History II	187	Combination of the Above
ANT2410	Cultural Anthropology	83	Combination of the Above
BSC1005	Biological Prin For Non-Majors	14	Combination of the Above
BSC2010	Bio I - Cellular Processes	38	Combination of the Above
BSC2085	Anatomy Phys I for Hlth Prof	13	Combination of the Above
BUL3320	Law And Business I	51	Combination of the Above
CGS2100	Computers In Business	48	Combination of the Above
CHM2045	General Chemistry I	41	Combination of the Above
ECO2013	Econ Princpl (Macroeconomics)	48	Combination of the Above
ECO2023	Microeconomic Principles	34	Combination of the Above
ENC1101	Composition I	217	Combination of the Above
ENC1102	Composition II	217	Combination of the Above
GEB4890	Strategic Mgmt&Decision Making	82	Combination of the Above
HFT3894	International Food & Culture	47	Combination of the Above
HUM1020	Introduction to Humanities	59	Combination of the Above
MAC1105	College Algebra	41	Combination of the Above
MAC2311	Calculus I	79	Combination of the Above
PHI1600	Introduction To Ethics	73	Combination of the Above
PHI2010	Introduction to Philosophy	146	Combination of the Above
PHY2053	Enriched General Physics 1	41	Combination of the Above
POS2041	American National Government	106	Combination of the Above
PSY2012	Intro to Psychological Science	106	Combination of the Above
PSY3213	Research Methods in Psych	128	Combination of the Above
QMB2100	Bus Economic Statistics I	24	Combination of the Above
REL2300	Intro to World Religions	22	Combination of the Above
STA2023	Introductory Statistics I	84	Combination of the Above
STA2122	Social Science Statistics	64	Combination of the Above
SYG2000	Introduction to Sociology	78	Combination of the Above

2. Course Sections with No Cost for Textbooks/Instructional Materials

Report the total number of course section(s) offered including exceptions and the total number of course sections that did not require or recommend the purchase of a textbook(s)/ instructional materials and/or utilized open educational resources. These may include general education courses, upper level courses, and courses for directed independent study, internships, thesis/dissertation, etc.

Fall 2022	
Total Number of Course Sections Offered (Including Exceptions)	10,027
Total Number of Course Sections Offered with No Cost Materials	5084
Percent of Course Sections with No Cost Materials (Auto-Calculated)	51%

Spring 2023	
Total Number of Course Sections Offered (Including Exceptions)	9,826
Total Number of Course Sections Offered with No Cost Materials	3504
Percent of Course Sections with No Cost Materials (Auto-Calculated)	36%

3. Board Action Plan - Low Cost Course Materials

Report the total number of course section(s) offered including exceptions and the total number of course sections that required or recommended textbook(s)/instructional materials for \$20 or less per credit hour (e.g., \$60 or less for a three-credit-hour course), which meets the State University System of Florida Action Plan for the Pricing of Textbooks and other Instructional Materials.

Fall 2022	
Total Number of Course Sections Offered (Including Exceptions)	10,027
Total Number of Course Sections Offered with the Cost of Materials at \$20 or less per credit hour	181
Percent of Course Sections Offered with the Cost of Materials at \$20 or less per credit hour (Auto-Calculated)	2%

Spring 2023	
Total Number of Course Sections Offered (Including Exceptions)	9,826
Total Number of Course Sections Offered with the Cost of Materials at \$20 or less per credit hour	109
Percent of Course Sections Offered with the Cost of Materials at \$20 or less per credit hour (Auto-Calculated)	1%

4. Textbook & Instructional Materials Affordability Initiatives

- a. *Describe specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials.*

Textbook Affordability Project (<http://tap.usf.edu>)

The Textbook Affordability Project initiative has been an affordability advocate and resource for University of South Florida (USF) students since 2010. TAP analyzed adoption trends and implemented strategies to raise awareness about and reduce high textbook costs by fostering faculty and student engagement. This included etextbook pilots, surveys, student and faculty interviews, affordability initiatives, state textbook adoption compliance, outreach events, affordability summit presentations, state committees, cost per credit hour report cards for academic departments, and a website dedicated to sharing a wide range of affordability resources and information.

In 2017, TAP became the official USF source for student support on textbook affordability issues and a distinct unit within the USF Libraries. TAP expanded to develop new cost-saving initiatives; conduct social media campaigns to raise awareness; track and ensure University compliance with Florida's textbook affordability laws; represent USF at the state-level on textbook affordability issues; work with the USF bookstore to find affordable solutions; establish connections and trust with faculty; review all adopted instructional materials at the departmental level to assist faculty that wanted to reduce their students' costs; prepare and present affordability reports to University and state leadership; complete statewide affordability surveys for the University; and disseminate information about policies, guidelines, and best practices to faculty for reference during textbook adoptions.

In 2022, TAP became a part of the USF Libraries Data Analytics and Textbook Affordability unit, and the TAP website continues to remain as a comprehensive resource for faculty, students, and policy makers who are working to reduce the costs of textbooks and instructional materials. Consistently among the top Google search returns for "textbook affordability," the website serves as a central access point for all of USF's textbook affordability initiatives, such as the TAP Toolbox, Textbook Recommendation Service, Ebooks in the Classroom+, TAP Course Reserves, Affordability Counts, and Open Educational Resources.

Since TAP's inception in 2010, the program has saved students over an estimated \$39.9 million dollars through all of the various pilots, strategies, partnerships, and initiatives conducted by the program.

TAP Toolbox

In Spring 2018, the TAP Toolbox was added to the TAP website to provide essential textbook affordability information to USF Faculty and foster awareness about affordability issues. The information is routinely updated and provides a general overview of the current textbook affordability issues; a guide of best practices for faculty to follow in order to make the highest impact; a checklist of required steps for deans, department chairs/textbook coordinators, and instructors to complete; a guide to affordable ebooks; textbook cost data with "report cards," including cost per credit hour at the department-level to clarify the textbook environment at USF; a glossary of technical terms used frequently; and a collection of Florida statutes, Florida Board of Governors regulations, and USF regulations regarding textbook affordability.

Print Textbooks on TAP Course Reserve

Each year, TAP is allocated \$30,000 through USF Auxiliary Funds to purchase reserve copies of required textbooks for courses with high enrollments. These materials are placed in the TAP Course Reserve, in addition and separate from the normal USF Libraries Course Reserve, and made available for students to checkout for three-hour loans.

In the Fall 2022 semester, a total of 592 items were placed on TAP Course Reserve at the USF Libraries. The total number of items placed on reserve was representative of textbook adoptions for 812 individual course sections with cumulative enrollments of 39,000 students.

In the Spring 2023 semester, a total of 106 items were placed on TAP Course Reserve at the USF Libraries. The total number of items placed on reserve was representative of textbook adoptions for 116 individual course sections with cumulative enrollments of 9,886 students.

In the Summer 2023 semester, a total of 154 items were placed on TAP Course Reserve at the USF Libraries. The total number of items placed on reserve was representative of textbook adoptions for 102 individual course sections with cumulative enrollments of more than 6,715 students.

Open Access Textbook Adoptions

TAP's Textbook Recommendation Service supported open access textbook adoptions at USF by researching and promoting Open Education Resources (OERs) and open access textbooks for faculty to review.

In Fall 2018, the USF Chemistry department switched all of their General Chemistry I & II courses to the OpenStax Chemistry open access textbook after attending a Textbook Affordability Days event hosted by TAP. With the previous textbook costing over \$300, this change was an immediate and substantial cost reduction for

students in this highly enrolled course which continued to save students each semester.

Furthermore, in Fall 2019, the department stopped using courseware and further decreased the costs to students. Since Fall 2018 and through Spring 2023, the Chemistry department has saved their students over \$10.4 million in learning material costs by utilizing open access materials.

For the 2022-2023 academic year, tracked USF faculty usage of all open access textbooks in courses resulted in a collective savings of \$2.5 million for 8,078 students.

Affordable General Education Proposals

USF Libraries Dean, Todd Chavez, worked with the USF General Education Council to implement textbook affordability language on all general education course proposals. Since Fall 2018, new course proposals for General Education courses include a textbook affordability component. It refers to the Textbook Affordability Project (TAP) website as a resource and requires confirmation that the submitter strongly considered textbook affordability as part of the proposal process. They are required to answer questions about the textbook or reading lists they are planning to use, such as the textbook's title and cost. In addition, they are asked if the textbook is more than \$20 per credit hour and provided affordability guidance that a textbook in a three-credit course should cost no more than \$60. At the end of the textbook affordability section of the proposal, they are asked to provide a comment on the necessity of the textbook they chose and if they have investigated using ebooks, open access textbooks, or library resources as an alternative. The USF Libraries has been added to the course proposal workflow as well to confirm the textbook affordability information submitted and provide library resource support.

Affordability Counts

Affordability Counts was an initiative created by the Florida International University to recognize faculty who actively take steps to lower student cost of course materials and share affordable options among universities and instructors. The goal was to establish and archive a Florida-wide database of affordable courses along with a list of the affordable materials instructors adopted for their courses. This encouraged instructors with similar courses to review and share affordable materials used in their peers' courses across many Florida institutions. The initiative was opened for other schools in Florida to participate, and TAP joined the Affordability Counts Steering Committee to assist in the initiative's direction and growth.

The initiative focused on faculty whose total course material costs were at or less than \$20 per credit hour. If faculty believed their course was eligible or they were contacted proactively by TAP, they could submit their low-cost course for review by the TAP team. TAP reviewed the submissions and confirmed the information through syllabi and bookstore adoptions to determine if a course met the requirement. Faculty with courses approved received the Affordability Counts medallion to display on their syllabus or Canvas course, and their courses were

included in the state-wide database of low-cost courses.

Textbook Affordability Report Cards

Since Fall 2017, TAP has created a series of report cards to track the textbook costs of academic departments for each Fall and Spring semester. These reports show the cost per credit hour at the University, college, and department levels. The reports are shared with department chairs in order to help them manage rising textbook costs by providing information tailored specifically to their departments and the required textbooks adopted. Detailed reports for department chairs are located behind the access-restricted portion of the Faculty Toolbox on Canvas.

USF Digital Commons

USF Digital Commons is a service of the USF Libraries, a virtual showcase for USF's research and creative energies. The USF academic community are encouraged to contribute any completed scholarship for long-term preservation and open access, which includes, open access journals, open access textbooks, graduate theses and dissertations, and conferences hosted by Digital Commons. The publications within Digital Commons are search engine optimized as well, meaning they can be found through a web search.

By definition, the USF Libraries' open access textbook collection is available at no cost to the global academic community. At present, the USF Libraries host 12 open access textbooks on our institutional repository with over 3.2 million downloads and views of this content. Of those open access textbooks, seven were authored by USF faculty. The Social Science Research: Principles, Methods, and Practices textbook, written by USF faculty Dr. Anol Bhattacharjee, is the most downloaded publication on Digital Commons with 2.7 million global downloads.

Ebooks for the Classroom+ (<http://ebplus.lib.usf.edu>)

Initially launched in 2009, the Ebooks for the Classroom Program acquires ebooks requested by faculty for their courses. Available at no cost to students, these ebooks are either required or recommended readings for a course. Materials purchased by this USF Libraries program are accessible to students at all University of South Florida campuses. In April 2017, this program was incorporated into the Ebooks for the Classroom+ database tool for enhanced content and usability. The database provides access to over 700,000 ebooks and allows faculty to easily select a library-supplied ebook with little to no restrictions on use (printing, downloading, simultaneous usage) in lieu of a traditional textbook. The result is zero cost to the students with instant access to materials.

For Summer 2022, the USF Libraries spent \$91* on unlimited access ebook licenses with a cost benefit of \$42,156 for 542 students.

For Fall 2022, the USF Libraries spent \$6,332* on unlimited access ebook licenses with a cost benefit of \$976,092 for 13,486 students.

For Spring 2023, the USF Libraries spent \$5,858* on unlimited access ebook licenses with a cost benefit of \$1,287,486 for 15,113 students.

Overall for the past year, the Ebooks in the Classroom+ program was able to save 29,141 students a total of \$2,305,733 for a cost basis of \$12,281*.

*Material and ebook licenses purchased in previous years are kept in perpetuity and not included in the cost basis for the current year.

Textbook Recommendation Service

For Fall 2022 and Spring 2023, TAP continued to review undergraduate textbook adoptions submitted to the USF Bookstore from the previous Fall 2021 and Spring 2022 semesters. The initial goal of assisting academic departments and their library liaisons by recommending more affordable options based on their previous textbook selections shifted to identifying eligible courses for the USF Libraries' Ebooks in the Classroom+. TAP still builds faculty awareness around digital versions of titles, the bookstore's Inclusive Access program, library resources, and open educational resources, though the majority of the recommendations are for our Ebooks in the Classroom+ program due to its effectiveness.

USF Bookstore Affordability Initiatives

The close relationship between TAP and the Follett bookstore facilitates a strong support system for faculty regarding textbook affordability, historical textbook ordering, cost data, and adoption compliance. With the goal of bringing more affordable digital content to students through Follett's Opt-In Inclusive Access program, TAP shares information about this bookstore program and course eligibility to USF faculty through general communications and the Textbook Recommendation Service.

The major incentives of the Inclusive Access program were the affordable pricing of the content, an Opt-In purchasing model, simplified use of varying digital platforms by using a single sign-on through Canvas, and ability to access the content anywhere with an internet connection. Students also had the option to purchase a reduced-cost print version from the bookstore if they did not want the digital version.

The following student savings information was provided by the Follett USF Bookstore for all USF campuses:

Fall 2022 (Semester Savings: \$2,480,518)

Inclusive Access: 1,105,429
Rental: \$288,018
Used: \$69,506
Digital: \$1,010,900
Buyback: \$6,665

Spring 2023 (Semester Savings: \$2,273,680)

Inclusive Access: \$1,566,715
Rental: \$208,141
Used: \$49,664
Digital: \$440,762

Buyback: \$8,398

Summer 2023 (Semester Savings: \$853,013)

Inclusive Access: \$654,434

Rental: \$50,708

Used: \$25,837

Digital: \$115,298

Buyback: \$6,736

2022-2023 (TOTAL Savings: \$5,607,212)

Inclusive Access: \$3,326,578

Rental: \$546,867

Used: \$145,008

Digital: \$1,566,960

Buyback: \$21,799

b. Has the opt-in provision been implemented by your institution for the purchase of student materials? If yes, describe the impact this has had on student savings, if any.

Yes, TAP and the Follett USF Bookstore cooperated to implement an Opt-In Inclusive Access program at USF and successfully reached out to faculty to participate. We held meetings with faculty to raise awareness about the program and included inclusive access information in TAP's Textbook Recommendation Service. The program has steadily grown and saved students an estimated \$3.3 million in the last year.

c. Has the opt-out provision been implemented by your institution for the purchase of student materials? If yes, describe the impact this has had on student savings, if any.

The Opt-Out provision has not been implemented at our institution.

5. University Policies for the Posting of Textbooks and Instructional Materials & Compliance with the Posting Deadline

a. Describe policies implemented to ensure the posting of textbooks and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class.

Section 1b of University of South Florida regulation 3.029 Textbook Adoption & Affordability specifies that textbook and instructional materials adoptions must be submitted "no later than forty-five (45) days prior to the first day of classes for each term." Adoptions are posted on the USF Bookstore website (operated by Follett). The bookstore website is open to all students and supports searching for required and recommended textbooks by course and section. The listing presents pricing options, including new, used, rental, digital new, and digital rental costs.

- b. *Are the policies effective in meeting the reporting requirement? If not, what measures will be taken by the institution to increase faculty and staff compliance for meeting the reporting requirement?*

The University has maintained its aggressive practice of reminding faculty members about their textbook submission obligation; the practice adopted since Fall 2017 is to ensure that instructors of record receive up to four email notices from their chairs/directors in advance of the state-mandated deadline that a submission is due. These email notices contain textbook adoption reports signaling to the chair and faculty which courses in their department still did not have orders submitted. In addition, TAP continues constant contact with faculty and leadership throughout the year to provide support by answering material ordering questions, providing compliance information, and sharing future deadlines.

Failure to comply results in faculty members receiving a “letter of counsel” as per conditions of the faculty Collective Bargaining Agreement. Receipt of multiple letters of counsel may result in more serious disciplinary action. Our experience has shown this approach increased compliance and many faculty proactively work towards not appearing on our email notice reports ahead of the ordering deadline.

Published List of Required and Recommended Textbooks and Instructional Materials	
Please use the drop-down options to confirm the published list of required and recommended textbooks and instructional materials includes the following information.	
Information Required	Affirm Information is Included
International Standard Book Number (ISBN) or Other Identifying Information	Included
Title	Included
All Authors Listed	Included
Publishers	Included
Edition Number	Included
Copyright Date	Included
Published Date	Not Included
Searchable by Course Subject, Course Number, Course Title, Name of Instructor, Title of Material, and Author(s) of Material	Included
Material Information is Easily Downloadable by Current and Prospective Student	Included

Published Course Syllabus Requirements	
Please use the drop-down options to confirm the course syllabus of the general education core course options identified pursuant to section 1007.25, Florida Statutes include the following information.	
Information Required	Affirm Information is Included
Course Curriculum	Included
Goals, Objectives, and Student Expectations of the Course	Included
How Student Performance will be Measured	Included

Link to Published List of Required and Recommended Textbooks and Instructional Materials
Please provide a link to the webpage housing the information listed under "Published List of Required and Recommended Textbooks and Instructional Materials.". If each course section has its own website link, please provide one example link.
Please Provide Link Below
https://www.usf.edu/registrar/register/textbook-and-instructional-material-affordability.aspx

Please Provide Links Below	
Communication	https://cloud.usf.edu/syllabuslisting
Humanities	https://cloud.usf.edu/syllabuslisting
Mathematics	https://cloud.usf.edu/syllabuslisting
Natural Sciences	https://cloud.usf.edu/syllabuslisting
Social Sciences	https://cloud.usf.edu/syllabuslisting

6. Exceptions

Per Board of Governors Regulation 8.003(1)(h), Textbook and Instructional Materials Affordability, any request for an exception to the compliance deadline shall be submitted in writing to the designated university official and shall provide a reasonable justification for an exception. A course or section added after the notification deadline is exempt

from this notification requirement.

Fall 2022				
Total # of Course Sections (Not Including Exceptions)	# of Course Sections Identified As Exceptions	Total # Of Course Sections Including Exceptions (Column A + Column B) (Auto-Calculated)	% Of Total Course Sections That Were Identified As Exceptions (Auto-Calculated)	Reasons For Exceptions
9217	810	10027	8%	Late Added Courses, Canceled Courses, and the following course types: Dissertations, Independent Studies, International Programs, Internships, Practicums, Special Project, Supervised Field Work, Learning Teams, Thesis/Non-Thesis, Non-Credit, Placeholder Courses, Special Order, and programs that provide all learning materials to students.

Spring 2023				
Total # Of Course Sections (Not Including Exceptions)	# Of Course Sections Identified As Exceptions	Total # Of Course Sections Including Exceptions (Column G + Column H) (Auto-Calculated)	% Of Total Course Sections That Were Identified As Exceptions (Auto-Calculated)	Reasons For Exceptions
9131	695	9826	7%	Late Added Courses, Canceled Courses, and the following course types: Dissertations, Independent Studies, International Programs, Internships, Practicums, Special Project, Supervised Field Work, Learning Teams, Thesis/Non-Thesis, Non-Credit, Placeholder Courses, Special Order, and programs that provide all learning materials to students.

7. University Requirements for the Posting of Textbooks and Instructional Materials & Compliance with the Posting Deadline

Please use the tables below to report the total number of course sections offered at the 45-day posting deadline, the number of course sections that met the posting requirement, the number of course sections that changed materials after the posting deadline, and the number of course sections that did not meet the posting requirement.

Fall 2022					
Total Course Sections at the 45-Day Posting Deadline (Not Including Exceptions)	# Of Course Sections Meeting Requirement (Not Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Meeting Requirement (Auto-Calculated)	# Of Course Sections That Changed Adopted Course Materials After The Required Posting Deadline	# Of Course Sections Not Meeting Requirement (Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Not Meeting Requirement (Auto-Calculated)
9,217	8,881	96.35%	116	336	3.65%

Spring 2023					
Total Course Sections at the 45-Day Posting Deadline (Not Including Exceptions)	# Of Course Sections Meeting Requirement (Not Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Meeting Requirement (Auto-Calculated)	# Of Course Sections That Changed Adopted Course Materials After The Required Posting Deadline	# Of Course Sections Not Meeting Requirement (Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Not Meeting Requirement (Auto-Calculated)
9,131	8,775	96.10%	158	356	3.90%

****Note:** Per Board Regulation 8.003 (1) (h), a course or course section added after the posting requirement is considered an exception and should be reported on the "Exceptions" tab. A request for any other exception to the compliance deadline shall be submitted in writing to the designated university official and shall provide a reasonable justification for an exception. A course or section added after the notification deadline is exempt from this notification requirement.

Agenda Item: iii.f

USF Board of Trustees
August 22, 2023

Issue: Self-supporting and Market Tuition Rate College-Credit Programs Annual Report, 2021-22 & 2022-23

Proposed action: Review and Approval of Self-supporting and Market Tuition Rate College-Credit Programs Annual Report, 2021-22 & 2022-23

Executive Summary:

The Florida Board of Governor's office collects information about self-supporting and market tuition rate college-credit programs at SUS institutions pursuant to the data collection required by Board regulation 8.002(4). Effective with the current request for FY21-22 through FY22-23 (in progress), the 11-09-22 revision to Board regulation 8.002(4) requires approval by the institution's Board of Trustees prior to submission to the Board of Governors on October 1, 2023.

The annual report includes all non-E&G college-credit programs, including sponsored-credit, certificate, and degree programs (at all levels) and any majors or tracks that exist under an approved degree program.

The data is reviewed and approved by a representative(s) from each college responsible for the program. Currently this includes Muma College of Business, the College of Behavioral and Community Sciences, the College of Engineering, the College of Medicine, and the College of Public Health.

Financial Impact:

FY21-22 total revenue is \$19.5 million and expenses total \$14.2 million.
FY22-23 total revenue is [financials will not be final until 7/18/23]

Programs are at various stages of their life cycle and are managed on a life-to-date basis to determine breakeven and program sustainability.

Strategic Goal(s) Item Supports: USF Strategic Plan 2022-2027, Goal II

BOT Committee Review Date:

Academic and Campus Environment Advisory Council (ACEAC) – August 1, 2023

Academic and Campus Environment Work Group (ACE) – August 15, 2023

Supporting Documentation Online (please circle): Yes **No**

- FY22 & 23 Self & Market Rate Annual Report

Prepared by: Christine Brown, Associate Vice President, USF Innovative Education

Self-supporting and Market Tuition Rate College-Credit Programs Annual Report

Fiscal Year 2021-22 and 2022-23

Prepared by USF Innovative Education
in collaboration with USF Colleges and Office of Decision Support



Overview of the Annual Report

- Self-supporting Programs: Tuition & fees must be sufficient to offset the full instructional cost of serving the student and shall not exceed the existing approved tuition and out-of-state fees for similar level courses.
- Market Tuition Rate Programs: Tuition rates are competitively aligned with comparable programs offered by public or private institutions located both in-state and out-of-state.
- The Florida BOG's (FLBOG) office collects data on self-supporting and market tuition rate college-credit programs annually.
- Effective with this year's submission, the FLBOG requires approval by each institution's Board of Trustees prior to submission.
- The information is collected by SUS institutions in a standardized template provided by the FLBOG.
- The data includes all USF non-E&G self-supporting and market rate college credit programs for all program levels including certificates.
- The timeframes requested are:
 - Financial Data is based on Fiscal Year for 2021-22 and 2022-23.
 - Enrollment and degree/program completion data is based on the academic term most closely aligned with the fiscal year.

Self-Supporting & Market Rate Programs **Data Collection and Reporting Process**

- USF Innovative Education (InEd) is the unit responsible for reporting and audit oversight of the self-supporting and market rate programs for the university.
- InEd works with the Office of Decision Support (ODS) to pre-populate student information including enrollments and graduation data.
- InEd works with ODS to confirm program-related information including confirmation of comparable E&G programs.
- A draft version of the completed template is provided to each college for their verification of the data.
- The final version is presented to ACE and BOT for approval.
- Upon BOT approval, the report is uploaded to the FLBOG.

Self-Supporting & Market Rate Programs

Number of Active Programs by Degree Type

Program Type	Degree	FY 2021-2022	FY 2022-2023
Academic Affairs			
Market Rate	Doctoral	1	1
Self-supporting	Master's	7	8
Self-supporting	Certificate	0	2
USF Health			
Self-supporting	Doctoral	1	1
Self-supporting	Master's	3	3
Self-supporting	Certificate	7	6
Total		19	21

Self-Supporting & Market Rate Programs Enrollments by Program/Degree Type

Program Type	Degree	FY 2021-2022		FY 2022-2023	
		Resident	Non-resident	Resident	Non-resident
Academic Affairs					
Market Rate	Doctoral	54	41	47	50
Self-supporting	Master's	659	166	848	193
Self-supporting	Certificate	0	0	24	8
USF Health					
Self-supporting	Doctoral	5	222	9	220
Self-supporting	Master's	18	375	22	353
Self-supporting	Certificate	5	55	9	40
Total		741	859	959	864

Self-Supporting & Market Rate Programs

Degree/Program Completions by Program/Degree Type

Program Type	Degree	FY 2021-2022	FY 2022-2023*
Academic Affairs			
Market Rate	Doctoral	31	17
Self-supporting	Master's	297	210
Self-supporting	Certificate	0	5
USF Health			
Self-supporting	Doctoral	50	54
Self-supporting	Master's	147	79
Self-supporting	Certificate	32	21
Total		557	386

**Summer 2023 completion data will not be available until September but will be updated prior to upload to the BOG*

Self-Supporting & Market Rate Programs

Regulation 8.002 Revision Highlights (Nov 2022)

- Programs are now able to collect revenue above the level needed to for cost recovery when used to provide enhanced support for the academic units associated with the courses or programs or to provide financial support to students.
- Undergraduate college degree programs shall not be operated as a self-supporting or market tuition rate education program.
- A program is considered similar if it is offered under the same six-digit CIP code as one funded under the Education and General (E&G) budget entity.
- Self-supporting programs with a track under an existing E&G program or has a similar existing E&G program must present a side-by-side tuition and fee comparison anywhere the information is publicized.

Self-Supporting & Market Rate Programs Revenues & Expenditures by Program/Degree Type (\$M)

Program Type	Degree	FY 2021-2022		FY 2022-2023	
		Revenues	Expenditures	Revenues	Expenditures
Academic Affairs					
Market Rate	Doctoral	\$ 2.4	\$ 2.1	\$ 2.0	\$ 2.0
Self-supporting	Master's	6.6	4.3	7.9	5.9
Self-supporting	Certificate	0.0	0.0	0.2	0.6
USF Health					
Self-supporting	Doctoral	7.9	6.0	8.2	6.4
Self-supporting	Master's	2.8	3.4	3.1	3.1
Self-supporting	Certificate	0.4	0.5	0.3	0.3
Total		\$ 20.1	\$ 16.3	\$ 21.7	\$ 18.3

Column Definitions	
Instructions: Institutions are required to provide the information below for all non-E&G college-credit programs, including sponsored-credit, certificate, and degree programs (at all levels) and any majors or tracks that exist under an approved degree program. Do not combine cells or alter the template in any way when reporting the data.	
CIP Code	CIP code for approved degree program as listed in the State University System approved degree inventory. Please report the complete 6-digit CIP code (XX.XXXX).
Program Name (in inventory)	All non-E&G college-credit programs, including sponsored-credit, certificate, and undergraduate and graduate degree programs, should be reported. Use the program name as listed in the State University System approved degree inventory for degree programs.
Program Level	Indicate whether the program is offered at the undergraduate- or graduate-level.
Program Type	Select the program type for the program - select certificate, bachelor's, master's, specialist, or doctoral.
Local Program Name (if different from inventory name)	If the local program name differs from what is listed in the approved degree inventory, please provide the name used within the university.
Major or Track Name (if different)	Please list each major/track in the degree program as defined in Reg 8.002 in a separate row.
Program Length	Total minimum number of credit hours required to complete the program.
Tuition Type	Select market rate, self-supporting, or sponsored credit (explain or provide more detail if needed in comments).
Mode of Delivery	Delivery method for program - select face-to-face, hybrid, or online
UBOT Tuition Approval Date	Date program's tuition rate was approved by the University Board of Trustees.
BOG Tuition Approval Date	Date program's tuition rate was approved by the Board of Governors, if applicable

Program Start Date	List the term and year the program began enrolling students - select fall, spring, or summer and input the year using four digits
Tuition Rate Per Credit Hour - Resident	Tuition per credit hour including fees for resident/in-state students.
Tuition Rate Per Credit Hour - Non-Resident	Tuition per credit hour including fees for non-resident/out-of-state students.
Additional Program Fees - Resident	Any required fees specific to the program not included in the tuition per credit hour rate for resident/in-state students, if applicable.
Additional Program Fees - Non-Resident	Any required fees specific to the program not included in the tuition per credit hour rate for non-resident/out-of-state students, if applicable.
Resident Enrollment	Unique headcount of resident students for the academic year most closely aligned with the fiscal year being reported.
Non-Resident Enrollment	Unique headcount of non-resident students for the academic year most closely aligned with the fiscal year being reported.
Degree/Program Completions	Degree or program completions for the academic year most closely aligned with the fiscal year to the one being reported.
Revenues	Total revenues from tuition and fees collected by each program for the fiscal year being reported. If there is any additional revenue source, such as a corporate sponsorship, please identify each source in the comments.
Expenditures	Total expenditures associated with each program for the fiscal year being reported.
Comparable E&G Program	Does the program have a comparable E&G approved program with the same CIP code (yes/no)?
Comparable E&G Program - Name	Identify the program name of the comparable E&G program, if one exists.
Comparable E&G Program - Level	Identify the Degree Level for the comparable E&G program, if one exists

Comparable E&G Program - CIP	Identify the CIP Code for the comparable E&G program, if one exists
Additional Comments	Any additional information or clarification the institution wishes to provide on a specific program.

Due date in the DRS:	10/1/2023
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Include the university contact name and email for the staff that completed and approved this file.			
Data provided by:			
Name:	Umar Abdullah	E-Mail:	umarabdullah@usf.edu
Data approved by:			
Name:	Christine Brown, Associate Vice President	E-Mail:	brown@usf.edu

Date Approved by the Board of Trustees*:	
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*Submit documentation of Board of Trustees approval in the DRS along with this completed file.

Academics & Campus Environment Committee - New Business - Action Items

Fiscal Year 2022-2023 Self-Supporting and Market Tuition Rate Report

CIP Code (XX.XXXX)	Program Name (in inventory)	Program Level	Program Type	Local Program Name (if different from inventory name)	Major or Track Name (if different)	Program Length
52.0201	Business Administration and Management, General	Graduate	Doctoral	Doctor of Business Administration		72
52.0201	Business Administration and Management, General	Graduate	Master's	Master of Business Administration		33
11.0501	Computer Systems Analysis/Analyst	Graduate	Master's	Master of Science in Bus Analytics & Info Systems		33
11.0501	Computer Systems Analysis/Analyst	Graduate	Master's	Global Master of Science in Bus Analytics & Info Systems		33
42.2814	Applied Behavior Analysis	Graduate	Master's	Master of Arts in Applied Behavior Analysis		41
45.0401	Criminology	Graduate	Master's	Master of Science in Cybercrime		30
44.0701	Social Work	Graduate	Master's	Master of Social Work	Advanced Standing	35
44.0701	Social Work	Graduate	Master's	Master of Social Work - Non-Advanced Standing	Non-Advanced Standing	60
51.2310	Rehabilitation Consulting & Disability Sciences	Graduate	Master's	Master of Arts in Rehabilitation & Disability Sciences		60
11.0701	Pathway to Computing	Graduate	Certificate	Pathway to Computing		15
11.0102	Artificial Intelligence	Graduate	Certificate	Artificial Intelligence		12
51.1201	Medicine (MD)	Graduate	Doctoral	MD, Medicine		168
51.2706	Medical Informatics	Graduate	Master's	Master of Science in Health Informatics	Health Informatics	32
51.2706	Medical Informatics	Graduate	Master's	Master of Science in Health Informatics - Healthcare Analytics	Healthcare Analytics	32
51.2706	Medical Informatics	Graduate	Certificate	Health Informatics		12
51.2706	Medical Informatics	Graduate	Certificate	Healthcare Analytics		12
51.0913	Athletic Training/Trainer	Graduate	Master's	Master of Science in Advanced Athletic Training		33
51.2201	Public Health, General (MPH)	Graduate	Master's	Master of Public Health	Epidemiology	42
51.2201	Public Health, General (MPH)	Graduate	Master's	Master of Public Health	Global Disaster Management, Humanitarian Relief, and Homeland Security	42
51.2201	Public Health, General (MPH)	Graduate	Master's	Master of Public Health	Health Safety and Environment	42
51.2201	Public Health, General (MPH)	Graduate	Master's	Master of Public Health	Infection Control	42
51.2201	Public Health, General (MPH)	Graduate	Master's	Master of Public Health	Public Health Practice Program	42
51.2201	Public Health, General (MPH)	Graduate	Master's	Master of Public Health	Social Marketing	42
51.2201	Public Health, General	Graduate	Certificate	Infection Control		12
51.2201	Public Health, General	Graduate	Certificate	Public Health Generalist		12
51.2201	Public Health, General	Graduate	Certificate	Social Marketing and Social Change		12
51.2201	Public Health, General	Graduate	Certificate	Toxicology		14

Academics & Campus Environment Committee - New Business - Action Items

				Program Start Date							SU23 graduation data is not yet available	
Tuition Type	Mode of Delivery	UBOT Tuition Approval Date	BOG Tuition Approval Date	Term	Year	Tuition Rate Per Credit Hour - Resident	Tuition Rate Per Credit Hour - Non-Resident	Resident Enrollment	Non-Resident Enrollment	Degree/Program Completions	Revenues	Expenditures
Market Rate	Online	09/2015	09/2015	Spring	2016	\$ 1,250.00	\$ 1,250.00	47	50	17	\$ 2,040,361.01	\$ 2,066,332.90
Self-supporting	Online			Spring	2017	\$ 750.00	\$ 750.00	307	55	79	\$ 2,700,548.69	\$ 1,523,324.67
Self-supporting	Hybrid			Fall	2017	\$ 900.00	\$ 900.00	15	6	18	\$ 166,605.28	\$ 383,343.82
Self-supporting	Online			Spring	2022	\$ 525.00	\$ 525.00	57	19	19	\$ 528,817.16	\$ 307,621.16
Self-supporting	Online			Fall	2016	\$ 600.00	\$ 600.00	89	27	30	\$ 1,222,076.83	\$ 1,195,252.05
Self-supporting	Online			Fall	2018	\$ 575.00	\$ 575.00	79	23	32	\$ 832,789.60	\$ 630,729.40
Self-supporting	Online			Summer	2017	\$ 550.00	\$ 550.00	130	29	32	\$ 830,702.20	\$ 602,299.48
Self-supporting	Online			Spring	2020	\$ 550.00	\$ 550.00	159	32		\$ 1,521,649.18	\$ 869,165.38
Self-supporting	Online			Fall	2022	\$ 600.00	\$ 600.00	12	2		\$ 113,172.07	\$ 425,303.80
Self-supporting	Online			Fall	2022	\$ 640.00	\$ 640.00	19	5	5	\$ 165,974.56	\$ 479,595.42
Self-supporting	Online			Spring	2023	\$ 625.00	\$ 625.00	5	3		\$ 22,569.09	\$ 190,057.57
Self-supporting	Face-to-Face			Fall	2011	\$ 1,307.51	\$ 1,307.51	9	220	54	\$ 8,174,347.76	\$ 6,358,275.87
Self-supporting	Online			Fall	2013	\$ 907.00	\$ 907.00	18	163	27	\$ 2,254,376.49	\$ 2,153,984.32
Self-supporting	Online			Spring	2018	\$ 907.00	\$ 907.00	4	60	13	\$ 53,675.63	\$ 51,285.34
Self-supporting	Online			Fall	2013	\$ 907.00	\$ 907.00	4	24	10	\$ 203,967.40	\$ 194,884.30
Self-supporting	Online			Spring	2018	\$ 907.00	\$ 907.00	5	11	10	\$ 96,616.14	\$ 92,313.61
Self-supporting	Online			Fall	2016	\$ 375.00	\$ 375.00	-	8	8	\$ 81,000.00	\$ 162,660.50
Self-supporting	Online			Summer	2013	\$ 525.00	\$ 525.00	-	33	8	\$ 202,082.90	\$ 220,031.05
Self-supporting	Online			Fall	2011	\$ 525.00	\$ 525.00	-	29	5	\$ 177,588.00	\$ 193,360.62
Self-supporting	Online			Summer	2013	\$ 525.00	\$ 525.00	-	8	2	\$ 48,989.79	\$ 53,340.86
Self-supporting	Online			Summer	2013	\$ 525.00	\$ 525.00	-	26	8	\$ 159,216.83	\$ 173,357.80
Self-supporting	Online			Fall	2011	\$ 525.00	\$ 525.00	-	19	6	\$ 116,350.76	\$ 126,684.54
Self-supporting	Online			Fall	2011	\$ 525.00	\$ 525.00	-	7	2	\$ 42,866.07	\$ 46,673.25
Self-supporting	Online			Summer	2014	\$ 525.00	\$ 525.00	-	2		\$ 4,720.58	\$ 4,072.36
Self-supporting	Online			Summer	2014	\$ 525.00	\$ 525.00	-	1		\$ 2,360.29	\$ 2,036.18
Self-supporting	Online			Summer	2014	\$ 525.00	\$ 525.00	-	1	1	\$ 2,360.29	\$ 2,036.18
Self-supporting	Online			Summer	2014	\$ 525.00	\$ 525.00	-	1		\$ 2,360.29	\$ 2,036.18

Academics & Campus Environment Committee - New Business - Action Items

Comparable E&G Program				
Comparable E&G Program?	Program Name	Degree/Program Level	CIP Code (XX.XXXX)	Additional Comments (if any)
				Did not report comparable program in the FY20-21 report but have included now based on clarification in the November update to Regulation 8.002 defining Comparable as same CIP code.
Yes	Business Administration	Doctoral	52.0201	
Yes	Business Administration	Masters	52.0201	
Yes	Bus Analytics & Info Systems	Master's	11.0501	
Yes	Bus Analytics & Info Systems	Master's	11.0501	
Yes	Applied Behavior Analysis	Masters	42.2814	
Yes	Criminology	Masters	45.0401	
Yes	Social Work	Master's	44.0701	
Yes	Social Work	Master's	44.0701	
Yes	Clinical Rehabilitation and Mental Health Counseling	Master's	51.2310	
No	None			
No	None			
Yes	Medicine	Doctoral	51.1201	
No	None			
No	None			
Yes	Health Informatics	Certificate	51.2706	
Yes	Healthcare Analytics	Certificate	51.2706	
No	None			
Yes	Public Health - Epidemiology	Master's	51.2201	
Yes	Public Health - Global Disaster Management, Humanitarian Relief, and Homeland Security	Master's	51.2201	
Yes	Public Health - Health, Safety and Environment	Master's	51.2201	
Yes	Public Health - Infection Control	Master's	51.2201	
Yes	Public Health - Public Health Practice Program	Master's	51.2201	
Yes	Public Health - Social Marketing	Master's	51.2201	
Yes	Infection Control	Certificate	51.2201	
Yes	Public Health Generalist	Certificate	51.2201	
Yes	Social Marketing & Public Health	Certificate	51.2201	
Yes	Toxicology	Certificate	51.2201	

Academics & Campus Environment Committee - New Business - Action Items

Fiscal Year 2021-2022 Self-Supporting and Market Tuition Rate Report

CIP Code (XX.XXXX)	Program Name (in inventory)	Program Level	Program Type	Local Program Name (if different from inventory name)	Major or Track Name (if different)	Program Length	Tuition Type	Mode of Delivery	UBOT Tuition Approval Date	BOG Tuition Approval Date	Program Start Date		Tuition Rate Per Credit Hour - Resident
											Term	Year	
52.0201	Business Administration and Management, General	Graduate	Doctoral	Doctor of Business Administration		72	Market Rate	Online	09/2015	09/2015	Spring	2016	\$ 1,250.00
52.0201	Business Administration and Management, General	Graduate	Master's	Master of Business Administration		33	Self-supporting	Online			Spring	2017	\$ 750.00
11.0501	Computer Systems Analysis/Analyst	Graduate	Master's	Master of Science in Bus Analytics & Info Systems		33	Self-supporting	Hybrid			Fall	2017	\$ 900.00
11.0501	Computer Systems Analysis/Analyst	Graduate	Master's	Global Master of Science in Bus Analytics & Info Systems		33	Self-supporting	Online			Spring	2022	\$ 525.00
42.2814	Applied Behavior Analysis	Graduate	Master's	Master of Arts in Applied Behavior Analysis		41	Self-supporting	Online			Fall	2016	\$ 600.00
45.0401	Criminology	Graduate	Master's	Master of Science in Cybercrime		30	Self-supporting	Online			Fall	2018	\$ 575.00
44.0701	Social Work	Graduate	Master's	Master of Social Work	Advanced Standing	35	Self-supporting	Online			Summer	2017	\$ 550.00
44.0701	Social Work	Graduate	Master's	Master of Social Work - Non-Advanced Standing	Non-Advanced Standing	60	Self-supporting	Online			Spring	2020	\$ 550.00
51.1201	Medicine (MD)	Graduate	Doctoral	MD, Medicine		168	Self-supporting	Face-to-Face			Fall	2011	\$ 1,307.51
51.2706	Medical Informatics	Graduate	Master's	Master of Science in Health Informatics	Health Informatics	32	Self-supporting	Online			Fall	2013	\$ 907.00
51.2706	Medical Informatics	Graduate	Master's	Master of Science in Health Informatics	Healthcare Analytics	32	Self-supporting	Online			Spring	2018	\$ 907.00
51.2706	Medical Informatics	Graduate	Certificate	Health Informatics		12	Self-supporting	Online			Fall	2013	\$ 907.00
51.2706	Medical Informatics	Graduate	Certificate	Healthcare Analytics		12	Self-supporting	Online			Spring	2018	\$ 907.00
51.0913	Athletic Training/Trainer	Graduate	Master's	Master of Science in Advanced Athletic Training		33	Self-supporting	Online			Fall	2016	\$ 375.00
51.2201	Public Health, General (MPH)	Graduate	Master's	Master of Public Health	Epidemiology	42	Self-supporting	Online			Summer	2013	\$ 525.00
51.2201	Public Health, General (MPH)	Graduate	Master's	Master of Public Health	Glob Disast Mgmt, Hum & Home	42	Self-supporting	Online			Fall	2011	\$ 525.00
51.2201	Public Health, General (MPH)	Graduate	Master's	Master of Public Health	Health Safety AND Environment	42	Self-supporting	Online			Summer	2013	\$ 525.00
51.2201	Public Health, General (MPH)	Graduate	Master's	Master of Public Health	Infection Control	42	Self-supporting	Online			Summer	2013	\$ 525.00
51.2201	Public Health, General (MPH)	Graduate	Master's	Master of Public Health	Public Health Practice Program	42	Self-supporting	Online			Fall	2011	\$ 525.00
51.2201	Public Health, General (MPH)	Graduate	Master's	Master of Public Health	Social Marketing	42	Self-supporting	Online			Fall	2011	\$ 525.00
51.2201	Public Health, General	Graduate	Certificate	Concepts & Tools of Epidemiology		12	Self-supporting	Online			Summer	2014	\$ 525.00
51.2201	Public Health, General	Graduate	Certificate	Infection Control		12	Self-supporting	Online			Summer	2014	\$ 525.00
51.2201	Public Health, General	Graduate	Certificate	Public Health Generalist		12	Self-supporting	Online			Summer	2014	\$ 525.00
51.2201	Public Health, General	Graduate	Certificate	Social Marketing and Social Change		12	Self-supporting	Online			Summer	2014	\$ 525.00
51.2201	Public Health, General	Graduate	Certificate	Toxicology		14	Self-supporting	Online			Summer	2014	\$ 525.00

Academics & Campus Environment Committee - New Business - Action Items

Tuition Rate Per Credit Hour - Non-Resident	Program Fees - Resident	Program Fees - Non-Resident	Resident Enrollment	Non-Resident Enrollment	Degree/Program Completions	Revenues	Expenditures	Comparable E&G Program				
								Comparable E&G Program?	Program Name	Degree/Program Level	CIP Code (XX.XXX X)	Additional Comments (if any)
\$ 1,250.00			54	41	31	\$2,388,530.88	\$2,146,842.93	Yes	Business Administration and Management, General	Doctoral	52.0201	Did not report comparable program in the FY20-21 report but have included now based on clarification in the November update to Regulation 8.002 defining Comparable as same CIP code.
\$ 750.00			262	36	92	\$2,036,176.48	\$1,069,079.93	Yes	Business Administration	Masters	52.0201	
\$ 900.00			41	7	39	\$ 564,599.54	\$ 522,735.09	Yes	Bus Analytics & Info Systems	Master's	11.0501	
\$ 525.00			21	12	0	\$ 162,418.72	\$ 85,729.76	Yes	Bus Analytics & Info Systems	Master's	11.0501	
\$ 600.00			77	28	46	\$ 1,162,997.31	\$ 1,055,765.00	Yes	Applied Behavior Analysis	Masters	42.2814	
\$ 575.00			50	22	43	\$ 543,289.10	\$ 406,001.14	No				
\$ 550.00			80	24	49	\$ 635,181.35	\$ 498,065.12	Yes	Social Work	Master's	44.0701	
\$ 550.00			128	37	28	\$ 1,477,854.11	\$ 672,841.42	Yes	Social Work	Master's	44.0701	
\$ 1,307.51			5	222	50	\$ 7,852,499.00	\$ 5,965,134.00	Yes	Medicine	Doctoral	51.1201	
\$ 907.00			16	160	63	\$ 1,517,024.54	\$ 2,144,951.03	No				
\$ 907.00			2	69	26	\$ 217,721.11	\$ 307,840.19	No				
\$ 907.00			1	34	22	\$ 245,814.16	\$ 347,561.51	Yes	Health Informatics	Certificate	51.2706	
\$ 907.00			4	14	9	\$ 112,372.19	\$ 158,885.26	Yes	Healthcare Analytics	Certificate	51.2706	
\$ 375.00			0	8	8	\$ 186,750.00	\$ 190,690.00	No				
\$ 525.00			0	46	17	\$ 297,593.35	\$ 268,069.80	Yes	Public Health - Epidemiology	Master's	51.2201	
\$ 525.00			0	28	4	\$ 181,143.78	\$ 163,172.92	Yes	Public Health - Glob Disast Mgmt, Hum & Home	Master's	51.2201	
\$ 525.00			0	4	3	\$ 25,877.68	\$ 23,310.42	Yes	Public Health - Health Safety AND Environment	Master's	51.2201	
\$ 525.00			0	35	16	\$ 226,429.72	\$ 203,966.15	Yes	Public Health - Infection Control	Master's	51.2201	
\$ 525.00			0	19	9	\$ 122,918.99	\$ 110,724.48	Yes	Public Health - Public Health Practice Program	Master's	51.2201	
\$ 525.00			0	6	1	\$ 38,816.52	\$ 34,965.63	Yes	Public Health - Social Marketing	Master's	51.2201	
\$ 525.00			0	1	0	\$ 2,566.99	\$ 1,397.11	Yes	Concepts & Tools of Epidemiology	Certificate	51.2201	
\$ 525.00			0	2	0	\$ 5,133.98	\$ 2,794.22	Yes	Infection Control	Certificate	51.2201	
\$ 525.00			0	1	1	\$ 2,566.99	\$ 1,397.11	Yes	Public Health Generalist	Certificate	51.2201	
\$ 525.00			0	1	0	\$ 2,566.99	\$ 1,397.11	Yes	Social Marketing & Public Health	Certificate	51.2201	
\$ 525.00			0	2	0	\$ 5,133.98	\$ 2,794.22	Yes	Toxicology	Certificate	51.2201	

Agenda Item: iii.g

USF Board of Trustees

Date August 22, 2023

Issue: Linking Industry to Nursing Education

Proposed action: Approve LINE proposals to be submitted to the Board of Governors

Executive Summary: The Linking Industry to Nursing Education (LINE) fund provides an opportunity for each state university to receive dollar-for-dollar matching funds to match contributions from a healthcare partner. Gift funds and matching funds may be used for any of the following priorities: student scholarships, recruitment of additional faculty, purchasing or repairing equipment to support the delivery of nursing education, and/or updating nursing simulation centers. The two LINE proposals from USF are described below:

1. The University of South Florida College of Nursing [USFCON], in collaboration with Johns Hopkins All Children's Hospital [JHACH], will partner to use the funds to (1) expand access to simulation by providing 25 days of student access and staff support in the *Center for Medical Simulation and Innovative Education*, (2) provide scholarships to ten USF nursing students, to be known as the Johns' Hopkins Scholars [JHS], who will be in the final year of the baccalaureate program. JHS will be identified based on academic performance, residency in Pinellas County, FL, and a commitment to work within the county upon graduation, (3) guarantee preceptorship placement and access to qualified pediatric nurse preceptors during the final semester, and (4) provide salary support for three adjunct faculty members each semester to provide pediatric clinical instruction for students, a specialty clinical area with limited educationally and experientially qualified nursing faculty, and support for a Student Success Educator on the St. Petersburg campus
2. The University of South Florida College of Nursing [USFCON], in collaboration with Tampa General Hospital [TGH], will use funds to: (1) increase the availability of high-quality simulation experiences to facilitate nurses' entry into practice through participation in the TGH nurse residency program [NRP], (2) develop two USFCON Dedicated Education Units [DEUs] within TGH to expand clinical placement opportunities, (3) develop a self-paced Master Preceptor Fellowship certificate, (4) provide scholarships for ten senior students in the final year of the program [TGH Scholars], and (5) provide salary support for four adjunct faculty to lead student clinical experiences in TGH.

Financial Impact:

LINE Proposal: *Johns Hopkins All Children's Hospital & USF College of Nursing*

Program Cost:

Total cost for simulation space, faculty support, and laboratory scholarships = \$857,944

LINE contribution (dollar for dollar match) = \$428,972

Healthcare partner contribution = \$428,972

Linking Industry to Nursing Education (LINE)

Presented by Dean Usha Menon

August 22, 2023



WHERE NURSING TRAILBLAZERS BELONG.

The LINE Fund

- The LINE Fund is intended to:
 - incentivize collaboration between nursing education programs and healthcare partners
 - meet local, regional, and state workforce demand by recruiting faculty and clinical preceptors
 - increase the capacity of high-quality nursing education programs, and
 - increase the number of nursing graduates who are prepared to enter the workforce.
- Each state university can receive matching funds for every dollar contributed to an institution by a healthcare partner (dollar for dollar match).
- Proposal request came out May 22nd and proposals due July 31st.
- The Board of Governors will award funding based on the merit of each proposal.

USF Nursing & Tampa General Hospital



Program Cost:

- Total cost for the simulation equipment and space = \$382,500
- LINE contribution (dollar for dollar match) = \$191,250
- Tampa General Hospital contribution = \$191,250

How USF plans to use the funds:

- Two Dedicated Education Units (DEUs) will be developed for USF students at Tampa General Hospital. These DEUs will expand clinical placement opportunities for our students.
- Faculty support to create and teach a Preceptor Certificate.
- Scholarships for ten nursing students.

USF Nursing & Tampa General Hospital



How the funds will support USF's Nursing Program:

- Dedicated education units create consistent clinical placements for students increasing capacity for experiential training for the college, and embedding the student in one hospital setting encouraging retention post graduation.
- The Preceptor Certificate will increase the supply of preceptors with a background in adult learning theory and clinical education.
- Scholarships will reduce students' financial burden during the final year of the program and improve program completion rates.

USF Nursing & Johns Hopkins All Children's Hospital



Program Cost:

- Total cost for simulation space, scholarships, & faculty = \$857,944
- LINE contribution = \$428,972
- Johns Hopkins All Children's Hospital = \$428,972

How USF plans to use the funds:

- Provide St. Petersburg campus nursing students with access to contemporary and high-fidelity simulation training.
- Reduce need for students on the St. Petersburg campus to travel to the Tampa campus for high-fidelity simulation educational activities freeing up time for new enrollments in Tampa.
- Provide scholarships for ten nursing students.
- Provide salary support for faculty members to teach pediatric clinicals.
- Provide salary support for a Student Success Educator on the St. Petersburg campus.

USF Nursing & Johns Hopkins All Children's Hospital



How the funds will support USF's Nursing Education Programs:

- The funds will directly impact the ability to expand simulation educational activities of students on all campuses.
- Increases simulation in pediatrics specialty where clinical placements are scarce.
- Scholarship support alleviates financial burdens for students.
- Dedicated student success faculty to monitor student progression and provide individualized support.

Next Steps

- Present for approval to ACE & Board of Trustees in August
- Board of Governors to review applications in September





**State University System
2023-2024 Linking Industry to Nursing Education (LINE) Fund
Proposal Form**

University:	The University of South Florida
Healthcare Partner:	Tampa General Hospital
Date Proposal Approved by University Board of Trustees:	Pending BOT Approval 8/15/2023
Amount Requested:	\$191,250
University Contact (name, title, phone, & email):	Usha Menon Dean College of Nursing 813-974-9091
Please check the boxes below as appropriate:	<i>All boxes must be checked in order to be eligible to participate.</i>
Healthcare partner making contribution is located in and licensed to operate in Florida?	<input checked="" type="checkbox"/> Yes
Healthcare partner making contribution is a healthcare provider as defined in Section 768.38(2), Florida Statutes?	<input checked="" type="checkbox"/> Yes
Nursing programs met or exceeded a first-time NCLEX passage rate of 70% for the prior year based on the 2023 Accountability Plan?	<input checked="" type="checkbox"/> Yes
The funds will be used for an eligible purpose per section 1009.8962, Florida Statutes?	<input checked="" type="checkbox"/> Yes

Background

The LINE Fund is intended to incentivize collaboration between nursing education programs and healthcare partners and to meet local, regional, and state workforce demand by recruiting faculty and clinical preceptors, increasing the capacity of high-quality nursing education programs, and increasing the number of nursing education program graduates who are prepared to enter the workforce. Subject to available funds, for every

dollar contributed to an institution by a healthcare partner, the fund shall provide a dollar-for-dollar match to the participating institution for approved proposals.

Funds may be used for student scholarships, recruitment of additional faculty, equipment, and simulation centers to advance high-quality nursing education programs throughout the state. Funds may not be used for the construction of new buildings. To participate, an institution must submit a timely and complete proposal to the Board of Governors for consideration. For more details, see Board of Governors [Regulation 8.008 - Nursing Education](#).

Proposals must be submitted with a total of no more than three pages of narrative for the following sections. Proposals with more than three pages of narrative will be rejected.

Proposal Details

Provide a detailed narrative for each section below.

I. Use of Funds -

The University of South Florida College of Nursing [USFCON], in collaboration with Tampa General Hospital [TGH], will use funds to:

(1) increase the availability of high-quality simulation experiences to facilitate nurses' entry into practice through participation in the TGH nurse residency program [NRP], (2) develop two USFCON Dedicated Education Units [DEUs] within TGH to expand clinical placement opportunities, (3) develop a self-paced Master Preceptor Fellowship certificate, (4) provide scholarships for ten senior students in the final year of the program [TGH Scholars], and (5) provide salary support for four adjunct faculty to lead student clinical experiences in TGH.

The effectiveness of NRP on the retention of new graduates is well-documented in the nursing literature and supported by *"The Future of Nursing"* as a means to aid the transition into practice for recent graduates. Approximately 50 USF graduates participate in the NRP at TGH annually. Funds will be used to expand the use of simulation during the NRP to improve the onboarding process, provide participants the opportunity to practice high-risk procedures, improve communication effectiveness, safely use medical devices they will encounter in the facility, and engage in learning activities that promote the delivery of safe, effective, value-added care which can lead to reduced length of stay. Currently, space and support staff are major limiting factors in increasing NRP enrollment.

The DEU model represents one of the first academic nursing-industry partnerships used to increase learning opportunities by immersing students in the nursing role and exposing staff nurses to the educator role to address

faculty shortages. Therefore, by partnering with the USFCON and the USF Center for Advanced Medical Learning and Simulation, TGH will have the space to increase enrollment and the support required to ensure not only program completion, but retention of new graduates. At the same time, DEUs will provide needed clinical space for expansion and expose staff to the role of a nurse educator. The Master Preceptor Fellowship certificate will increase the supply of preceptors with a background in adult learning theory and clinical education. Scholarships for TGH Scholars will reduce students' financial burden during the final year of the program and improve program completion rates, while support for adjunct faculty will give the CON additional faculty support to expand enrollment.

- II. Onboarding & Retention of Graduates** - TGH provides convenient and comprehensive onboarding and retention services, including a one-stop approach to pre-employment testing, regulatory examinations, onsite clinic and clinical services, job training certifications, and mental health services. Through their TGH LiveWell program, they address the Future of Nursing 2020-2030 recommendation to focus on employee wellness by providing customized training, support groups, fitness and health coaching, and wellness programs. All efforts are linked to increased productivity, reduced turnover, improved employee retention, and customer service (Gallup, 2020).
- III. Program Expansion** - Over the last two years, approximately 100,000 nurses left the profession mainly due to post- pandemic stress and burnout. According to a recent study (2023) released by the National Council State Boards of Nursing [NCSBN], another 600,000 intend to leave the profession in the next four years. As one of three states with the fastest growing aging population, according to the Florida Hospital Association (2023), Florida is projected to face a severe nursing shortage within the next ten years. There is a critical need for more nurses to meet local, regional, and state workforce demands. Current evidence supports that hospitals with more baccalaureate-prepared nurses have improved patient outcomes (Aiken, 2023; Harrison, 2019). The partnership between TGH and USFCON ensures a seamless transition between the student and employee role. Implementing a DEU model expands the USFCON's capacity for student clinical placement opportunities and by extension, its ability to expand enrollment. Moreover, the DEU exposes more staff nurses to the nurse educator role, and the Master Preceptor Fellowship certificate ensures a more well-trained population of preceptors, and potential nurse educators, which are desperately needed in the state. Per Section 14.36 of the Florida Statutes, the CON will continue to use web-based platforms [Castle Branch and CB Bridges], to support the clinical placement process.



**State University System
2023-2024 Linking Industry to Nursing Education (LINE) Fund
Proposal Form**

University:	The University of South Florida
Healthcare Partner:	Johns Hopkins All Children's Hospital
Date Proposal Approved by University Board of Trustees:	Pending BOT Approval 8/15/2023
Amount Requested:	\$ 428,972
University Contact (name, title, phone, & email):	Usha Menon Dean, College of Nursing College of Nursing 813-974-9091
Please check the boxes below as appropriate:	<i>All boxes must be checked in order to be eligible to participate.</i>
Healthcare partner making contribution is located in and licensed to operate in Florida?	<input checked="" type="checkbox"/> Yes
Healthcare partner making contribution is a healthcare provider as defined in Section 768.38(2), Florida Statutes?	<input checked="" type="checkbox"/> Yes
Nursing programs met or exceeded a first-time NCLEX passage rate of 70% for the prior year based on the 2023 Accountability Plan?	<input checked="" type="checkbox"/> Yes
The funds will be used for an eligible purpose per section 1009.8962, Florida Statutes?	<input checked="" type="checkbox"/> Yes

Background

The LINE Fund is intended to incentivize collaboration between nursing education programs and healthcare partners and to meet local, regional, and state workforce demand by recruiting faculty and clinical preceptors, increasing the capacity of high-quality nursing education programs, and increasing the number of nursing education program graduates who are prepared to enter the workforce. Subject to available funds, for every dollar contributed to an institution by a healthcare partner, the fund shall provide a dollar-for-dollar match to the participating institution for approved proposals.

Funds may be used for student scholarships, recruitment of additional faculty, equipment, and simulation centers to advance high-quality nursing education programs throughout the state. Funds may not be used for the construction of new buildings. To participate, an institution must submit a timely and complete proposal to the Board of Governors for consideration. For more details, see Board of Governors [Regulation 8.008 - Nursing Education](#).

Proposals must be submitted with a total of no more than three pages of narrative for the following sections. Proposals with more than three pages of narrative will be rejected.

Proposal Details

Use of Funds – The University of South Florida College of Nursing, in partnership with Johns Hopkins All Children’s Hospital [JHACH], will use the funds to (1) expand access to simulation by providing 25 days of student access and staff support in the *Center for Medical Simulation and Innovative Education*, (2) provide scholarships to ten USF nursing students, to be known as the Johns’ Hopkins Scholars [JHS], who will be in the final year of the baccalaureate program. JHS will be identified based on academic performance, residency in Pinellas County, FL, and a commitment to work within the county upon graduation, (3) guarantee preceptorship placement and access to qualified pediatric nurse preceptors during the final semester, (4) provide salary support for three adjunct faculty members each semester to provide pediatric clinical instruction for students enrolled in *NUR 4467 Nursing Care of Women, Children, and Families*, a specialty clinical area with limited educationally and experientially qualified nursing faculty, and support for a Student Success Educator on the St. Petersburg campus. Financial support for these initiatives allows USF to expand its use of simulation to achieve program hours and outcomes in a specialty area (e.g., pediatrics) where clinical placement opportunities are in high demand, and short supply and limit the programs’ ability to increase student enrollment. Scholarship support for and work commitment from JHS alleviates financial burdens for students during their final and most costly year of their program while ensuring that JHACH, has access to the county’s best and brightest baccalaureate-prepared nursing students. JHS will also have a dedicated CON faculty member to monitor student academic performance, provide one-on-one advising, academic support, and job-readiness evaluation to ensure program completion and successful role transition from student to advanced-beginner nurse.

Onboarding & Retention of Graduates – JHACH will begin onboarding the students during the last semester of the program. As JHS, students will complete over 130 precepted clinical hours within the organization with a highly-skilled nursing staff member. Moreover, students will be provided with three additional precepted experiences in a pediatric subspecialty of their choice. During these precepted hours, students engage with staff, patients, families, and providers who identify skills and traits that align with the organizational mission, vision, and values and provide feedback on the hiring process. Through early engagement with JHACH, the ability to explore other specialty areas within the organization, geographical student placement, and verbal commitment to stay in the county, both parties are able to make informed hiring

decisions, students have the advantage of a prolonged onboarding period, and graduate retention is greatly enhanced by the overall experience.

Program Expansion – The state of Florida outperforms Pinellas County on several key health indicators for infants, children, and adolescents. Specifically, hospitalizations for childhood asthma are higher, child abuse rates are higher, as are the number of underweight children, and reported sexually transmitted diseases, while childhood immunization rates are lower than the state average. Colleges of nursing prepare students to be nurse generalists upon graduation. However, caring for the unique needs of infants, children and adolescents, some of our most vulnerable community members, requires additional exposure, training and education to care for the unique needs of this population. While all nursing students receive basic instruction in caring for pediatric clients, often, based on limited availability of pediatric clinical placement opportunities, most will not receive exposure to the depth and breadth of care provided at JHACH. It is through such exposure that students become impassioned to follow a trajectory they may never have considered. Even when colleges and schools of nursing can locate a pediatric inpatient clinical unit, finding nurses with pediatric clinical and teaching experience represents another placement barrier. Therefore, this proposal serves many purposes. First, it provides students the opportunity for more meaningful exposure to a large pediatric population with complex health care needs. Next, through this experience, students become aware of their potential role in improving health outcomes for infants, children, and adolescents in Pinellas county. Finally, through their immersion within JHACH, they become early team members, a part of a world-class healthcare team, and new baccalaureate-prepared nurses with highly sought after pediatric experience they can use to give back to the profession through precepting or teaching students, thereby not only helping to address the nursing shortage but the shortage of qualified preceptors and nurse educators. USF continues to use the clinical placement process, established in *Section 14.36, Florida Statutes*, through its use of two cloud-based platforms [MyClinicalExchange and Castlebranch].