UNIVERSITY of SOUTH FLORIDA

Board of Trustees
Academics and Campus Environment Committee

Tuesday, August 23, 2022

Trustees: Chair Oscar Horton; Jenifer Jasinski Schneider, Nithin Palyam,
Lauran Monbarren, Rick Piccolo, Melissa Seixas
USF Foundation Board Liaison: Debbie Sembler
Interim Provost and Executive Vice President: Eric Eisenberg

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 31, 2022   Chair Horton

     b. Tenure as a Condition of Employment   Senior Assoc. Vice President Haywood Brown

     c. USF Textbook & Instructional Materials Affordability Annual
         Report   Dean Todd Chavez
         Dir. Alexander Neff

     d. Annual Equity Report   Dr. Elizabeth Hordge-Freeman
         Dr. Tricia Penniecook

     e. Full report on Civil Discourse   Interim Provost Eric Eisenberg

     f. Specialized Admissions   Dr. Theresa Chisolm
         Dir. Cynthia Brown Hernandez

         1. CIP 50.0301 Dance General   Dean Chris Garvin
         2. CIP 50.0409 Graphic Design
         3. CIP 14.0501 Bioengineering & Biomedical Engineering   Dean Robert Bishop
         4. CIP 51.3801 Registered Nursing/Registered Nurse   Dean Usha Menon

     g. 2022-2023 Linking Industry to Nursing Education (LINE) Fund Proposal

         1. Moffitt Cancer Center & USF   Dean Usha Menon
         2. Johns Hopkins All Children's Hospital & USF

IV.   New Business – Information Items

    a.   USF's Physical Therapy Licensure Passage Rates   Dr. Charles Lockwood
                                                                Dr. Javier Cuevas

    b. Name, Image & Likeness Guidance   Senior Associate General Counsel Joel Londrigan

V.   Adjournment   Chair Horton

UNIVERSITY of SOUTH FLORIDA

Board of Trustees Academics and Campus Environment Committee

Tuesday, May 31, 2022
Time: 9:00am
Microsoft Teams Virtual Meeting
Minutes

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

Kiara Guzzo called the roll

Trustee Tim Boaz
Trustee Oscar Horton
Trustee Lauren Monbarren
Trustee Fredrick Piccolo
Trustee Melissa Seixas – Did not Participate

There were no requests for public comments.

New Business - Action Items

Approval of the Minutes

February 22, 2022 and April 19, 2022

Chair Horton requested a motion to approve the minutes which was given by Trustee Piccolo and seconded by Trustee Monbarren. The minutes were approved.

Faculty Nominations for Tenure

Sr. Vice Provost Dwayne Smith Presented.

A power point was provided on the process of selecting faculty nominations for tenure.

Please refer to the ACE Committee Agenda on the BOT website for the list of 29 faculty nominations for Tenure.

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, 2022.

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

Chair Horton questioned if we track faculty who leave because they were denied tenure and receive it at another university. He also questioned the tangible benefits.

Trustee Boaz commented that in the Department of Mental Health Law and Policy faculty are thoroughly mentored and evaluated on the process of selecting tenured faculty. The pay is associated with promotion.

Trustee Monbarren questioned the stipulations of a tenured faculty member losing their 9% increase.

Chair Horton requested a motion to approve the faculty nominations for Tenure which was given by Trustee Piccolo and seconded by Trustee Monbarren. The Faculty Nominations for Tenure were approved.

Tenure as a Condition of Employment

Sr. Vice Provost Dwayne Smith Presented.

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.

There were three nominations.

Christian Hardigree, Professor and Regional Chancellor
Jennifer Kokai Associate Professor and Director
M. Adelaida Restrepo, Professor and Chair

Provost Ralph Wilcox made an amendment to the record concerning Professor Christian Hardigree having a J.D. instead of a Ph.D.

Chair Horton requested a motion to approve. It was given by Trustee Boaz and seconded by Trustee Monbarren. Tenure as a Condition of Employment was approved.

Vice Provost Dwayne Smith announced that after 16 years of presenting nominations for Tenure, today will be his final presentation. He's stepping down to pursue his career as a USF faculty member in August.

President Rhea Law thanked Vice Provost Smith for his years of service with the faculty promotions and look forward to him continuing as a USF faculty member.

2022 – 2027 Educational Plant Survey (EPS)

The SUS BOG requires each university to submit their Educational Plant Survey every 5 years. The survey validates existing campus facility data and verifies facilities needs that are requested in the University's Capital Improvement Plan (CIP). The Educational Plant Survey recommendation is required for a requested project to receive first year PECO funding.

Vice President Carole Post and members of the USF Facilities planning team presented.

A power point was provided on a briefing of the 2022 – 2027 Survey, which highlighted:

- Briefing Agenda
- What is the Educational Plant Survey (EPS)?
- Two Phase Approach (1st phase conducted November 2-4, 2021 - 2nd phase March 1, 2022).
- Current Inventory of USF Space (all branches)
- 2022 – 2027 EPS Recommendations of the Survey Team
- Impact of Proposed Project Approval Recommendations
- Projected Net Gains / Reductions to the Space Categories
- Percent of Space needs Met Across Categories
- EPS: Next Steps

Trustee Boaz question concerned the distinction between E&G and C&G space. There were also questions about the state allotted restrictions and the audit of space.

Chair Horton asked if there will be a follow up on the Educational Plant Survey, then requested a motion to approve. The motion was given by Trustee Piccolo and seconded by Trustee Boaz. The Educational Plant Survey was approved.

New Business Information Items

Addressing Recommendations in the BOG Approved Civil Discourse Report

Student Policies, Resources, and Programs Affirming Freedom of Expression and Civil Discourse

According to the BOG, each university must review its policies and programs in regard to affirming civil discourse and freedom of expression. This agenda item is intended to share relevant USF's policies, programs, and resources pertaining to students and employees.

Paul Dosal, Vice President for Student Success and Danielle McDonald Associate Vice President and Dean of Students presented the item. A power point was provided which highlighted the following:

- Freedom of Expression on Campus Orientation Module
- Constitution Day Programming
- Policy and Regulations
- Disruption of Academic Process – Regulation 3.025
- Related Student Code of Conduct Policies
- Harassment
- Housing Policy
- Resources

Employee Personnel Policies & Procedures

Craig Dawson, Senior Associate General Counsel provided a Power point -   Civil Discourse – Employee Policies and Procedures Affirming the Principle of Free Expression. It highlighted the following:

- HR Webpage
- CBA Excerpts
- Employee Orientation

The Chair had a question concerning instructor training to defuse situations.

Fraternity and Sorority Life Planning Workgroup

Vice President Paul Dosal Presented.

A review of the University of South Florida's Fraternity & Sorority Life Planning Workgroup charge, membership, work plan, deliverables and timeline.

A power point was provided on the Fraternity and Sorority Life Planning Workgroup. It highlighted the following:

- Charge of Workgroup
- Membership
- Workplan

A Progress Update on a Quality Enhancement Plan for USF

Vice President Paul Dosal Presented.

A review of USF QEP Task Force Charge, Membership, Workplan, deliverables and timeline.

A power point was provided - Quality Enhancement Plan Task Force Update, which highlighted the following:

- Charge of USF QEP Task Force
- Membership
- Workplan

Chair Horton question concerned facilitating a meaningful out come to meetings with large groups such as the QEP Task Force.

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

Agenda Item: iii.b

USF Board of Trustees
September 6, 2022

Issue: Tenure Nomination as a Condition of Employment
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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:

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Strategic Goal(s) Item Supports:
   USF Strategic Plan 2013-2018, Goal II
Workgroup Review Date:
   Academic and Campus Environment Work Group **– August 23, 2022**
Supporting Documentation Online (*please circle*):   (Yes)   No
   •   Memorandum to William Weatherford, Chair, USF Board of Trustees
   •   Tenure Nominations as a Condition of Employment
   •   Faculty Profiles
USF System or Institution specific: USF
Prepared by: Elizabeth Bell, Interim Senior Vice Provost

UNIVERSITY of
SOUTH FLORIDA

MEMORANDUM

DATE: September 6, 2022

TO: William Weatherford, Chair

FROM: Rhea F. Law, President

SUBJECT: Tenure as a Condition of Employment Nomination

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

OFFICE OF THE PROVOST AND EXECUTIVE VICE PRESIDENT
University of South Florida | 4202 E. Fowler Ave., CGS 401 | Tampa, FL 33620-6100
813-974-2154 | Fax: 813-974-5093 | usf.edu/provost

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Faculty Nomination for Tenure as a Condition of Employment
USF Board of Trustees Meeting – September 6, 2002

College	Name	Rank	Department/School	Degree of Effort	Previous Institution	Tenure at Previous Institution
USF Health College of Medicine	Shivalingappa Swamynathan, PhD	Professor	Department of Ophthalmology	1.00	University of Pittsburg	Yes

University of South Florida   **1**
Tenure Nominations as a Condition of Employment

MORSANI COLLEGE OF MEDICINE

Shivalingappa Swamynathan, PhD, MSc

Dr. Swamynathan will join the USF Health, Morsani College of Medicine (MCOM) on December 1, 2022 as Professor with the Department of Ophthalmology. Dr. Swamynathan is an internationally recognized researcher for his work in ocular surface development and its gene expression. He comes to USF from the University of Pittsburgh School of Medicine, where he served as a tenured associate professor in the Department of Ophthalmology, and also the Director of the Tissue Culture and Histology Core Module. Dr. Swamynathan earned an MSc degree from the Indian Agriculture Research Institute, New Delhi in 1990, and a PhD at the Center for Cellular and Molecular Biology, Hyderabad, India in 1996. He completed postdoctoral fellowships at the University of Missouri-Columbia in 2000, and at the National Eye Institute, NIH, Bethesda, MD in 2005. Dr. Swamynathan has been awarded more than $7 million in external funding as Principal Investigator with the current year finding of more than $900,000, with two R01 NIH grants. He has published 45 peer-reviewed publications, and 28 abstracts. He has extensive teaching and mentoring experience with several of his trainees establishing themselves as professors, and senior scientists with independent research funding. Dr. Swamynathan has served as a reviewer for numerous journals, and on the Editorial Board for the *Journal of Ophthalmology.* He is an invited member of numerous study sections for the National Science Foundation, and Department of Defense. He is an invited presenter at national and international meetings and conferences, most recently at the ICER meetings in Northern Ireland, and Australia, and at the Massachusetts Eye and Ear Institute at Harvard University, the LV Prasad Eye Institute, Hyderabad, and the Center for Cellular and Molecular Biology, Hyderabad. The department APT Committee, Dr. Ramesh Ayyala, department chair, the MCOM APT Committee, Dr. Haywood Brown, MCOM Vice Dean, Dr. Charles Lockwood, Senior VP for USF Health, and President Rhea Law all concur to recommend Dr. Swamynathan for tenure at the rank of Professor.

USF Board of Trustees Meeting – September 6, 2022

Agenda Item: iii.c

USF Board of Trustees
(September 6, 2022)

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

Proposed action: Requires BOT approval and submission to the BOG by September 30, 2022

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) institutional policies relevant to the issue; and 3) efforts to reduce costs to students.

Financial Impact:

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Strategic Goal(s) Item Supports: Goal 1
BOT Committee Review Date: August 23, 2022
Supporting Documentation Online (*please circle*):   Yes   No
Prepared by: Alexander Neff, Director of USF Libraries Data Analytics and Textbook Affordability

Textbook and Instructional Materials Affordability Annual Report

Instructions
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 30, 2022.
3. If there are questions, contact Lynn Nelson, Director of Student Affairs - lynn.nelson@flbog.edu
4. Include the university contact name and email for the staff who completed the report below:

University Contact Name and Email: Alexander Neff - neffa@usf.edu

Textbook and Instructional Materials Affordability Annual Report
Fall 2021 and Spring 2022

University Submitting Report:
University of South Florida

Date Approved by the University Board of Trustees:

Signature of Chair, University Board of Trustees:

Signature of Vice President for Academic Affairs:

Signature of President:

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	If "other," describe
Course Prefix & Number	Course Title			
ENC1102	Composition II	185	Combination of the Above	
ENC1101	Composition I	183	Combination of the Above	
CHM2045	General Chemistry I	20	Combination of the Above	
STA2023	Introductory Statistics I	82	Combination of the Above	
MAC1105	College Algebra	35	Combination of the Above	
MAC1147	Precalc Algebra/Trigonometry	27	Combination of the Above	
ECO2013	Econ Princpl (Macroeconomics)	27	Combination of the Above	
BSC2010	Bio I - Cellular Processes	14	Combination of the Above	
PSY2012	Intro to Psychological Science	38	Combination of the Above	
SYG2000	Introduction to Sociology	36	Combination of the Above	
BSC2085	Anatomy Phys I for Hlth Prof	9	Combination of the Above	
ENC3250	Professional Writing	85	Combination of the Above	
HUM1020	Introduction to Humanities	43	Combination of the Above	
BUL3320	Law And Business I	27	Combination of the Above	
ECO2023	Microeconomic Principles	27	Combination of the Above	
SPC2608	Public Speaking	76	Combination of the Above	
PHY2053	General Physics I	13	Combination of the Above	
EVR2001	Intro to Environmental Science	12	Combination of the Above	
CGS2100	Computers In Business	17	Combination of the Above	
EGN3000L	Foundations of Engineering Lab	15	Combination of the Above	
GEB4890	Strategic Mgmt/Decision Making	32	Combination of the Above	
MAC2233	Business Calculus	49	Combination of the Above	
PSY3213	Research Methods in Psych	49	Combination of the Above	
PHI2010	Introduction to Philosophy	33	Combination of the Above	
MAC2311	Calculus I	31	Combination of the Above	
MUH3016	Survey Of Jazz	3	Combination of the Above	

Courses with No Cost for Textbooks/Instructional Materials

Report all institution's course title(s) and number of section(s) (*n=*) 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 2021	
Total Number of Course Sections Offered	*n* = 9,514

Course Title(s) with No Cost to the Student for Course Materials	Number of Section(s)
Abnormal Psychology	1
Accounting Internship	1
Acting I	2
Acting III	1
ACTING THE SONG	1
Adaptive Team Leadership	2
Adv Chinese Conversation I	1
Adv Directed Study & Research	1
Adv Illustration	1
Adv Investment Analysis/Mgmt	1
Adv Org Chem II: Physi-Org	1
Adv Program Design	1
Adv Undergrad Research Exp	4
Adv Video, Animation, Dig.Arts	2
Advanced Adv Creativity	1
Advanced Ceramics	1
Advanced Design Practicum	1
Advanced Drawing	1
Advanced Laboratory	1
Advanced Media Strategy	1
Advanced Painting	1
Advanced Photography	1
Advanced Printmaking	1
Advanced Public Relations	2
Advanced Sculpture	1
Advertising Management	1
Advertising Media Strategy	2

African American Literature	1
Aging in Special Populations	1
Air Force Mgmt & Leadership I	1
Alternative & Renewable Energy	1
Alzheimer's Disease Management	1
Am Lit From Begin to 1860	1
American History I	9
American History II	1
American National Government	1
Analysis Of Algorithms	2
Anat/Phys Lab I-Health Profs	6
Anatomy Phys I for Hlth Prof	1
Anatomy Phys II for Hlth Prof	1
Anatomy Physi Lab II Hlth Prof	2
Ancient History I	1
Applied Anthropology	3
Applied Data and Information	1
Applied Jazz Performance	2
Applied Jazz Piano Principal	1
Applied Jazz Piano Principal	1
Applied Robotics	1
Applied Securities Analysis	1
Applied Violin	1
Arc Freehand Drawing Methods	1
Archaeoastronomy	1
Architectural History I	1
Army Physical Readiness	2
Art and Art History Internship	2
Art History Practicum	1
Art, Music, Health, & Movement	1
Arts Industry	1
Arts/Humanities Honors	7
Athletic Coaching Scient Prin	1
Audition Workshop for Actors	1
Automata Thry/Formal Languages	1
Avant Garde	1
Backstage Pass to Health Prof	1

Ballet II	1	
Ballet III	1	
Ballet IV	1	
Ballet Variations	2	
Basic Biochemistry Laboratory	6	
Basic Conducting	1	
Basic Marketing	1	
Bassoon Major	1	
Bassoon Principal	1	
Bassoon Principal	1	
Bassoon Principal	1	
Beaches/Coastal Environments	1	
Beginning Ceramics	2	
Beginning Drawing	3	
Beginning Drawing Graphic Arts	1	
Beginning Painting	3	
Beginning Photography	3	
Beginning Printmaking	5	
Beginning Sculpture	3	
Behavioral Health & the Family	1	
Behavioral Hlthcare Field Exp	3	
Bio I - Cellular Processes	1	
Bio II - Biological Diversity	1	
Biological Prin For Non-Majors	1	
Biology Internship	3	
Biology Skills	1	
Biomedical Engineering	1	
Biomedical Ethics	4	
Biostatistics in Society	2	
BME Industry Internship Exp.	1	
Brain-Computer Interfaces	1	
Brand Journalism	1	
Brass Choir	1	
British History to 1688	1	
Broadcast News	4	
Bus Analytics/IS Internship	1	
Bystander Interventions	1	

Capstone	1
Capstone/Senior Project	1
Career Developmt in Psychology	2
Careers in Public Health	1
Cell Biology	1
Cell Biology Laboratory	2
Cello Major	1
Cello Major	1
Cello Major	1
Chemical Engineering Lab I	4
Chemistry for Sustainability	1
Child & Adolescent Social Devl	1
Childhood Ed Intern Level III	6
Childhood Educ Intern Level II	3
Children's Issues Beh Health	1
Chinese Film	1
Choreography I	1
Choreography III	1
Clarinet Major	1
Clarinet Major	1
Clarinet Major	1
Clarinet Major	1
Clarinet Principal	1
Clarinet Principal	1
Clarinet Principal	1
Classical Greece	1
Classical Roots of Amer. Law	2
Climate Change	1
Clinical Education III	2
Clinical Hematology	1
Clinical Immunohematology	1
Clinical Laboratory	1
Cloud Computing for IT	1
CMOS-VLSI Design Lab	2
Coaching Core Methods	1
Coaching Practicum	1
Cognitive Psychology	1

College Peer Health Education	1
Comics	1
Communication Senior Capstone	3
Communications Agency	1
Community Internship	1
Community Practicum Mental Hlt	1
Comparative Law	1
Competing on Analytics	1
Complex Health Nursing I Clin	6
Complex Health Nursing II	3
Complex Health Nursing II Clin	13
Complex Health Nursing II Clin	1
Computational Geometry	1
Computational Methods	1
Computer Aided Design & Engr	2
Computer Animation	1
Computer Architecture Lab	4
Computer Networks Lab for IT	2
Computer Tool Lab	1
Computer Vision	1
Computers In Business	1
Computing Massive Parallel Sys	1
Concepts and Practices II	3
Concrete Construction Material	3
Conflict in the World	1
Connectomics	1
Contemp Performance Theory	1
Contemp Thinking in Astronomy	1
Contemporary Health Science	3
Contemporary Social Problems	1
Control of Mobile Robots	1
Co-Occurring Disorders	1
Co-Op Education, Alternating	2
Co-Op Education, Parallel	3
Cost Control Hospitality Ops	2
Creative & Design Thinking	1
Creative Perf Chamber Ensemble	1

Criminal Rights/Procedures	1
Critical Issues in Policing	1
Critical Issues in Public Hlth	10
Critical Issues in Reality TV	1
Critical Thinking	1
Cryptography and Coding Theory	1
CSE Project	1
Cultural Anthropology	2
Cultural History of Berlin	1
Cultural Studies & Comm	1
Curating Digital Collections	1
Curriculum/Inst in Phys Educ	1
Cyber-Physical Systems	1
Dance Senior Seminar	1
Data Stg & Anlys with Hadoop	1
Database Design/Administration	1
Deep Learning Fundamentals	1
Descriptive Astronomy	4
Design Practicum	1
Design Signs and Symbols	2
Design/Mgmt Land & Water	1
Dev Health Professions Portfol	1
Developing Adaptive Leaders	2
Differential Geometry	1
Digital Drawing	1
Digital Health	2
Digital Identity	2
Digital Marketing	2
Digital Media	1
Digital Modeling	1
Direct Reading	1
Directed Reading	1
Directed Reading	1
Directed Reading in Mass Comm	1
Directed Readings	1
Directed Readng	1
Directed Research	2

Directed Research in Aging	3
Directed Study	1
Directed Study	5
Directed Study	1
Directed Study	1
Directed Study	1
Directed Study	1
Directed Study	2
Directed Study	1
Directed Study	5
Directing I	1
Disaster by Design	1
Discovering Research in Psych	1
Diverse Children's Literature	1
Double Bass Principal	1
Double Bass Principal	1
Drama Sp.Top:	1
Drama-Special Topics	1
Drone Videography	1
Drug Abuse Prevent/Treatment	1
Economic Development	2
Economic Geography	1
Economics of Business Strategy	1
Economics of Health	1
Economics of Inequality	1
EE Design 1	1
EE Design 2	1
Elec Music-Analog Synthesis I	1
Elec Music-Digital Synthesis I	1
Elect Music-Real-Time Perf I	1
Engineering Analysis	1
Engineering Analytics I	2
Entrepreneur/Small Bus Mgmt	1
Environ Sci & Policy Seminar	2
Environmental Engineering Lab	4
Environmental Ethics	2
Environmental Field Methods	2

Environmental Issues	1
Environmental Regulation	2
Environmental Sci Internship	1
Environmental Science Lab	6
ENVISION Sustain Communities	1
ESOL Practicum	1
Ethical Issues/Profess Conduct	3
Ethics and Criminal Justice	1
Euphonium Principal	1
Euphonium Principal	1
Europe	1
Evolut USAF Air&Space Power I	2
Exemplary Treatment Practices	1
Experimental Design/Analysis	4
Expl Cross-Cultural Diversity	1
Feminist Media Studies	1
Feminist Media Studies	1
Field Experience I	2
Field Experience III	2
Field Work	1
Field Work	2
Film and Media Theory	1
Fin. Modeling and Analytics	3
Final Intern Seminar	1
Finance Internship	1
Flute Major	1
Flute Major	1
Flute Major	1
Flute Principal	1
Flute Principal	1
Flute Principal	1
Flute Principal	1
Food and Culture	1
Food Microbiology	1
Forensic Investigations	1
Formal Logic	1
Found of Evaluation & Research	3

Foundation of USAF Part I	2
Foundation PH Writing	2
Foundations of Cybersecurity	1
Foundations of Engineering Lab	7
Foundations of Food Safety	2
Foundations of PH Immunology	1
French Horn Major	1
French Horn Major	1
French Horn Principal	1
French Horn Principal	1
French Horn Principal	1
Fund of Digital Circuits Lab	3
Fundamental of Digital Circuit	2
Fundamentals of Ballet	1
Fundamentals of Maneuver War	1
Fundamentals of Modern Dance	1
General Chemistry I	11
General Chemistry II	4
General Chemistry II Lab	4
General Physics I Laboratory	4
General Physics I Laboratory	7
General Physics II Laboratory	3
General Physiology Lab	6
Geographic Perspectives Honors	12
Geography Colloquium	1
Geography of Europe	1
Geologic History of Florida	1
Geology Colloquium	1
Geology For Engineers	1
Geometry	1
Geometry Connections	1
Geotechnical Engineering Lab	3
German Television	1
GIS for Sustainability	1
Global Conservation	2
Global Experience Workshop	1
Global History since 1750	1

Gods, Heroes, and Monsters	1	
Golf I	3	
Great Performances on Film	1	
Guitar Studio	1	
Haptics	1	
Health Scien. Internship	1	
History of Life	1	
History of Spanish Language	1	
History of Sports	1	
Hlth Asses Well Prev Ac LS Lab	9	
Homeland Security	1	
Honors Capstone	10	
Honors Psych Seminar 2nd Sem	1	
Honors Sem: Major Works/Issues	1	
Honors Thesis	2	
Honors Thesis	1	
Honors Thesis	3	
Honors Thesis	8	
Hospitality Internship	1	
Hospitality Speaker Series	2	
Human Aspects of Cybersecurity	1	
Human Histo&MolePathDisease	1	
Human Resource Management	1	
Human Sexual Behavior	2	
Human Variation	1	
Human-Computer Interfaces	2	
Ind Study in Computer Science	4	
Independ Research	1	
Independ Study	1	
Independent Research	1	
Independent Study	1	
Independent Study	1	
Independent Study	3	
Independent Study	1	
Independent Study	2	
Independent Study	1	
Individual Research	3	

Individual Research	1
Individual Research	2
Individual Research	1
Industry Internship	5
Industry Internship	1
Industry Internship for IT	1
Indv Fitness/Wellness Program	1
Info Security Mgmt. for IT	1
Information Architecture	1
Information Behaviors	1
Innovative Team Leadership	2
Instructional Decision Making	1
Instrumental Conducting	1
Integ Curric: Soc Sci/Hum/Art	1
Integr Clinical Experience K-5	1
Integrated Final Internship	1
Integrated Internship 6-12	1
Integrated Mgmt Applications	2
Intercultural Music/20th Cent	1
Interdis Knowledge & Learning	25
Interdisciplinary Inquiry	1
Intermed Inorganic Chem Lab	4
Intermediate Ceramics	2
Intermediate Draw Graphic Arts	2
Intermediate Drawing	3
Intermediate Laboratory	1
Intermediate Painting	4
Intermediate Photography	2
Intermediate Price Theory	1
Intermediate Printmaking	1
Intermediate Russian I	1
Intermediate Sculpture	1
Intern English Ed	1
Intern I: Mid School Math Ed	1
Intern Science Ed	1
Intern Social Science Ed	1
Internship	3

Internship	2
Internship	2
Internship	2
Internship	1
Internship	2
Internship in History	2
Internship: Elementary Educ	2
Internship: Mathematics Ed	1
Internship: Music Education	1
Interpreting Practicum II	1
Int'l Whiskey & Culture	1
Intro Ambulatory Care Nursing	1
Intro Chem & Biomolecular Eng	1
Intro Comm Sciences/Disorders	1
Intro Digital Architecture	2
Intro LGBTQ Cultures	1
Intro Physical Geography Lab	1
Intro Research in BC Sciences	1
Intro to Architect Design II	2
Intro to Comparative Politics	1
Intro to Computer Programming	1
Intro to Databases for IT	2
Intro to Electronic Music	1
Intro to Environmental Policy	1
Intro to Environmental Science	4
Intro to Food	1
Intro to Forensic Science	1
Intro to Health Disparities	2
Intro to Hospitality & Tourism	2
Intro to Intelligence Studies	1
Intro to Math Statistics I	1
Intro to Mil & Vet Health	1
Intro to Physical Geography	1
Intro to Teaching Profession	2
Intro to Technical Theatre I	1
Intro to Women's Studies	6
Introduction to Anthropology	1

Introduction to Beer Science	1
Introduction to Drug Discovery	1
Introduction to Earth Science	2
Introduction to EOH	4
Introduction To Ethics	3
Introduction to Humanities	16
Introduction to Literature	2
Introduction to Naval Science	1
Introduction to Oceanography	2
Introduction to Philosophy	5
Introduction to Public Health	5
Introduction to Social Work	1
Introduction to Sociology	8
Iss: American Civil Rights	1
Issues in Caribbean Religions	1
Italian Americans on Screen	1
Japanese V	1
Jazz Bass Major	1
Jazz Dance	1
Jazz Ensemble	2
Jazz Percussion Major	1
Jazz Theory & Improvisation I	1
Junior Performance Project	1
Karst Environments	1
Karst Hydrogeology	1
Keyboard Skills Music Educ I	3
Laboratory I	3
Laboratory II	2
Lang & Cognitive Skills in ASL	2
Language and Food	1
Language, Culture & Film	1
Leadership & Personal Devl	3
Leadership Fundamentals	6
Learn & Devl in School Context	1
Learning Asst. Bio Diversity	1
Learning Asst. Genetics	1
Lect Contemporary Bio	1

Linear Controls Laboratory	3
Listening and Performance	1
Live Action Filmmaking	1
Management Internship	1
Managing Information Resources	1
Marine Aquaculture	1
Marine Climate Change	1
Marketing Internship/Practicum	1
Marketing Management Problems	4
Marketing Research	1
Math for all Students	1
Mathematical Modeling	1
Mathematics Senior Thesis	1
Mech Manufactuing Processes	1
Mechanical Engineering Lab II	4
Mechanics of Materials Lab	3
Media Ecology & Moving Images	1
Medical Bacteriology	1
Medical Botany	1
Medical Sociology	2
Medical/Applied Entomology	1
MEMS I: Chem/Biomed Sensors	1
Meth Teaching Eng: Mid Sch	2
Methods for Applied Statistics	1
Mgmt Health Info Systems	1
Microbio Undergrad Research	4
Microbiology Lab Hlth Prof	1
Microprocessor Laboratory	2
Microprocessor Principles/Apps	1
Middle Level Education	1
Middle Sch Math Ed Practicum I	1
Miscarriages of Justice	1
Mobile Biometrics	1
Mobile/Personal Communication	2
Modern Biomedical Technologies	1
Modern Chinese I	3
Modern Chinese III	1

Modern Dance I	1
Modern Dance II	1
Modern Dance III	1
Modern Dance IV	1
Modern Epidemiology	1
Modern Short Prose	1
Molecular Microbiology	1
Movement for Actors	1
Multidis Behavioral Healthcare	2
Music and Culture	2
Music and Medicine	1
Music Hist/Baroque And Classic	1
Music Hist/Med And Renaissance	1
Music Hist/Romantic/20th Cent	1
Nanomedicine	1
Narrative Persp Exc: Cul & Eth	1
Natl Sec Aff &Actv Duty Prep I	1
Natural Sciences Honors	4
Naval Ships Systems I	1
Navigation/Naval Operations II	1
Neuroanatomy	1
News Editing and Social Media	1
Nonprofit Leadership	1
North American Archaeology	1
Numerical & Computer Tools I	2
Numerical & Computer Tools II	1
Nurs Care Wom Child & Fam Clin	6
Nutrition for Fitness & Sport	1
Oboe Major	1
Oboe Principal	1
Oboe Principal	1
Oboe Principal	1
Occupational Health and Safety	2
Online Communication	1
Operating Systems	1
Organic Chemistry II	1
Organic Chemistry Lab I	4

Organic Chemistry Lab II	2
Organizational Communication	1
Overview PH Programs Policies	5
Packaging Design	1
Paleoecology	1
Pat Cen Care Ess Nur Prac Lab	8
Patterns of Criminal Behavior	1
Peer Leading in Chemistry	3
Peer Mentorship II	1
People Analytics	1
Percussion Ensemble	1
Percussion Major	1
Percussion Major	1
Percussion Principal	1
Percussion Principal	1
Percussion Principal	1
Performance	2
Performance and Video	1
Personnel	1
Persuasion in Digital Media	1
Philosophy of Mind	1
Photojournalism I	1
Phys Ed Pre-Intern: Secondary	1
Physical Activity Diverse Pops	1
Physiology of Movement	1
Piano Ensemble	1
Piano Major	1
Piano Major	1
Piano Major	1
Piano Principal	1
Piano Principal	1
Planning for Emergencies	1
Popular Music Ensemble	1
Port Sustainability	1
Portfolio	1
Prac Exp Teacher Candidate Edu	2
Practical Chinese	1

Practical Hardware Security	1
Preceptorship	3
Prehistoric Human Evolution	1
Prejudice, Stigma & Race	1
Prejudice, Stigma & Race	1
Prev Cardiology Health Prof	1
Principles Naval Management I	1
Principles of Ecology Lab	7
Principles of Finance	1
Pro Seminar: Creative Brain	1
Pro Seminar: Psy. of Religion	1
Pro Seminar: Psychology @ Work	1
Problems in General Physics I	2
Problems in General Physics II	2
Process Dynamics and Control	1
Production Involvement I	6
Production Involvement II	7
Production Practicum	1
Prof Form Engineers 1	1
Prof Form Engineers 2	1
Prof Form Engineers 3	1
Professional Seminar	1
Professional Success	1
Professionalism in Crim and CJ	1
Programming Concepts	1
Programming Concepts Mech Engr	2
Programming Design	1
Psych Tests & Measurement	1
Psych/Mental Hlth Nur Clinical	4
Psychological Statistics	3
Psychology of Film	1
Psychology of Juries	1
Psychology of Learning	2
Pt Care: Ess Nur Prac Clinical	15
Pub Health/Pathog Microbiology	1
Public Health Emergencies	1
Public Health Nursing Clinical	1

Public Policy	1
Public Speaking	1
Race & Gender in Pop Film & TV	1
Race, Colonialism, and	1
Race, Memorialization & Museum	1
Racism in American Society	1
Radio Freq Microwave Measuremt	1
Read & Basic Skills Soc St	1
Reading Practicum	3
Real Estate Decision Making	1
Real Estate Internship	1
Real World	1
Recontextualizing Dutch	1
Rehabilitation Engineering	1
Religion & Leadership	1
Remote Sensing of Environment	1
Research in Community Settings	1
Research Methods in Biology	1
Research Methods in Geography	1
Research Methods in Psych	1
Research Mthds Crim Justice I	2
Restaurant Operations	1
Robotics and AI	1
Robotics Process Automation	1
Russian Civilization	2
Saxophone Major	1
Saxophone Principal	1
Saxophone Principal	1
Saxophone Principal	1
Says Who?	1
Scalability-Entrepreneur Firms	1
Schools and Society	2
Sci/Tech/Society Interaction	1
Science for all Students	1
Scientific/Medical Terminology	4
SCM Capstone Project	1
Secondary Sci Ed Practicum	1

Secure Coding	1
Sedimentary Rocks & Processes	1
Seismology	1
Sel Top: Video/Anima/Dig Art	3
Select Topics in Humanities	1
Selected Topics in Business	2
Selected Topics In Marketing:	1
Selected Topics In Theatre	2
SEM: Sexual Violence	1
Sem:Cell and Molecular Biology	1
Sem:Popular Media&Crime&CJ	1
Seminar in Ethics	4
Seminar in Marine Biology	1
Seminar in Microbiology	1
Seminar in Pharmacy	1
Seminar in the Social Sciences	1
Senior Capstone for BSAS/BGS	4
Senior Choreography Project	1
Senior Mechanical Design	1
Senior Portfolio	1
Senior Project in Info Tech	3
Senior Project: Research	1
Senior Semester Math Education	1
Senior Seminar	1
Senior Seminar in Music Educ	1
Senior Seminar in Science Ed	1
Senior Seminar: COMM & WI	1
Senior Thesis	1
Separations Chemistry	1
Sex, Health, & Decision-Making	1
Soc/Behavioral Sciences Honors	8
Social Media in Sport Mrkting	1
Social Psychology	3
Social Relationships	1
Social Science Statistics	1
Social Work Data Management	2
Sociobiology	1

Software Engineering	1
Software Testing	1
Spanish Health Professions 2	1
Special Skills In Movement	1
Special Topics:	1
Special Topics: Letterpress	1
Specialized Terminology	1
Sport as Performance	1
Sport Skill Proficiency	1
Spvsd Research in Computer Sci	1
Sr Sem in Interpreter Training	1
Sr Sem in Social Science Ed	1
Sr Seminar in English Ed	1
ST: Data Visualization	1
ST: Limnology	1
ST: Microbiological Research	1
ST: Social Justice in CJ	1
ST: Spanish Paleography I	1
Standards Based Education	1
Stellar Astronomy & Cosmology	1
Strategic Learning	1
Strategic Mgmt/Decision Making	4
Strategies for Veteran Success	1
Stress, Health, and Disease	1
String Quartet	3
String Techniques	1
Structural Geology & Tectonics	1
Studio Theatre Performance I	3
Studio Theatre Performance II	1
Styles Of Acting	1
Survey in Exercise Science	1
Survey of Human Diseases	1
Sustainable Develop & Religio	3
Sustainable Energy	1
Sustainable Energy	1
Sustainable Transportation	1
Sustaining the Earth	1

Symbolic Computations in Math	1
Systems Analysis and Design	1
Teach Elem K-6 Social Studies	1
Teach Mthds Middle Grade Sci I	1
Teach Stu Ltd Eng Proficiency	1
Teaching Mid Grades Social Sci	1
Team Dynamics	1
Tech for Leading & Learning	2
Technical Theatre in Dance	1
Technical Theatre Lab I	2
The City	1
The Renaissance	1
The Teacher as Researcher	1
Theater and Culture	1
Topics in Sculpture	1
Trad. Chinese Lit. Translation	1
Transliterating	2
Transportation and Society	1
Trombone Major	1
Trombone Principal	1
Trombone Principal	1
Trombone Principal	1
Trumpet Major	1
Trumpet Principal	1
Trumpet Principal	1
Trumpet Principal	2
Trumpet Principal	1
Tuba Major	1
Tuba Major	1
Tuba Major	1
Tuba Principal	1
Tuba Principal	1
TV News	1
TV Practicum: Florida Focus	2
TV Production and Direction	2
Twentieth Century Art	1
Typography	1

UG Comprehensive Exam	1
UG Research in Marine Microbio	1
Undergraduate Research	9
Undergraduate Research	4
Undergraduate Research	1
Undergraduate Seminar	1
Undergraduate Seminar	1
Understanding Dance Experience	1
Understanding World Cultures	2
University Marching Band	1
University Orchestra	1
University Singers	1
University Success	1
Use of Chemical Literature	4
Vector Calculus	1
Video Storytelling	1
Video, Animation, Digital Arts	4
Viola Major	1
Viola Major	1
Viola Principal	1
Violin Major	1
Violin Major	1
Violin Principal	1
Violin Principal	1
Violoncello Principal	1
Violoncello Principal	1
Violoncello Principal	1
Visual Design for Global Media	1
Voice For Actors	1
Voice Major	1
Voice Major	1
Voice Major	1
Voice Major	1
Voice Principal	2
Voice Principal	2
Voice Principle	2
War and Society	2

Water Quality and Treatment	1
Water Resources Engineering I	1
Weight Mngmnt: Fact. vs. Fictn	2
Weight Training	1
Wetland Environments	1
Wildlife Research Methods	1
Wind Ensemble	3
Winning with Analytics	1
Wireless Circuits/Systems Lab	3
Women, Environment, and Gender	1
Women's Studies Internship	1
Workforce & Leadership Dvlpmnt	2
World Dance Topics	1
Writing For Radio and TV	2
Writing For The Theatre	1
Writing Lives	2
Writing Research Pub BCS	1
Written French Culture Context	1
TOTAL	**4125**

Spring 2022		
Total Number of Course Sections Offered	*n* = 9,281	
Course Title(s) with No Cost to the Student for Course Materials		**Number of Section(s)**
19th-Century American Novel		1
20th Century Dance History		1
3D Animation		1
Abnormal Psychology		1
Accounting Internship		2
Acting II		1
Acting III		1
Addictive Tx with Special Popu		1
Admin Fitness/Wellness Centers		1
Administration of ALFs		1
Adv Chinese Conversation II		1
Adv Directed Study & Research		1

Adv Illustration	1
Adv Undergrad Research Exp	4
Adv Video, Animation, Dig.Arts	2
Advanced Adv Creativity	1
Advanced Ceramics	1
Advanced Cyber Security	1
Advanced Design Practicum	1
Advanced Drawing	1
Advanced Graphic Design	1
Advanced Inorganic Chemistry	1
Advanced Laboratory	1
Advanced Marine Biology	1
Advanced Math for BME	1
Advanced Painting	1
Advanced Photography	1
Advanced Printmaking	1
Advanced Receptive Voicing	1
Advanced Scientific Diving	1
Advanced Sculpture	1
Advanced Technology	1
Advanced Typography	1
Advertising Management	1
African American Literature	1
Air Force Mgmt & Leadership II	1
Alcohol Drugs and Crime	1
Algebra Connections	1
Alzheimer's Disease Management	1
American Drama	1
American History II	9
Analysis Of Algorithms	1
Analytic Forensic Case Studies	1
Anat/Phys Lab I-Health Profs	2
Anatomy Phys I for Hlth Prof	1
Anatomy Phys II for Hlth Prof	1
Anatomy Physi Lab II Hlth Prof	5
Animal Behavior	2
Applied Jazz Performance	3
Applied Jazz Piano Principal	1

Applied Jazz Piano Principal	1
Applied Research Methods	1
Applied Securities Analysis	1
Applied Violin	1
ApplJazz Percussion Principal	1
Arc Freehand Drawing Methods	1
Archaeoastronomy	1
Archaeological Methods	1
Archaeological Science	1
Archaeology	1
Architectural History II	1
Army Physical Readiness	2
Art and Art History Internship	4
Art History Practicum	1
Arts Industry	1
Arts/Humanities Honors	11
Astrophysics Laboratory	1
Audience Engage/Media Analysis	1
Auto/Connected Transp	1
Backstage Pass to Health Prof	1
Bacterial Stress Responses	1
Ballet II	1
Ballet III	1
Ballet IV	1
Ballet Variations	2
Bassoon Major	1
Bassoon Major	1
Bassoon Principal	1
Becoming a Spec Ed Teacher	1
Beginning Ceramics	2
Beginning Drawing	6
Beginning Painting	3
Beginning Photography	3
Beginning Printmaking	1
Beginning Reporting	1
Beginning Sculpture	3
Behavioral Health & the Family	1
Behavioral Hlthcare Field Exp	4

Bio I Cellular Processes Lab	4
Bioarchaeology	1
Biological Anthropology	2
Biological Anthropology Lab	1
Biology Internship	2
Biology of Film	1
Biomedical Engineering	1
Biomedical Physiology	1
Biophysical Chemistry	1
Biostatistics in Society	2
Black American Cinema	1
Black Women in America	1
BME Design II	2
BME Industry Internship Exp.	1
BME Lab I	2
BME Research Experience	4
Brass Choir	2
British History to 1688	1
Broadcast News	4
BSIS Senior Capstone	1
Bus Analytics/IS Internship	1
Bus Honors Professional Dev II	1
Buyer Behavior	1
Capstn Wtr Resources/Envr Dsgn	1
Capstone Struc/Geo/Matl Design	2
Career Developmt in Psychology	2
Careers in Geology	1
Careers in Public Health	1
Cave & Karst Geology	1
Cell Biology Laboratory	1
Cello Major	1
Cello Major	1
Cello Major	1
Chamber Singers	1
Chemical Engineering Lab II	4
Childhood Ed Intern Level III	3
Childhood Educ Intern Level II	8
Children's Issues Beh Health	1

Choral Techniques	1
Choreography II	1
Choreography IV	1
Christians, Pagans, Heretics	1
Civil Engineering Laboratory	1
Clarinet Major	1
Clarinet Major	1
Clarinet Major	1
Clarinet Major	1
Clarinet Principal	1
Clarinet Principal	1
Clarinet Principal	1
Classics of Judaism	1
Classics of Late Analytic	1
Clinical Chemistry	1
Clinical Education III	1
Clinical Microbiology	1
Cloud Computing for IT	1
Coaching Core Methods	1
Coaching Practicum	1
Cognitive Psychology	1
College Algebra	3
Comm Culture & Community	1
Communication Senior Capstone	3
Communications Agency	1
Community Internship	1
Community Practicum Mental Hlt	1
Comparative Law	1
Complex Health Nursing I Clin	17
Complex Health Nursing II	1
Complex Health Nursing II Clin	6
Computational Geology	1
Computational Geometry	1
Computational Methods	1
Computer Aided Design & Engr	1
Computer Animation	1
Computer Animation	1
Computer Architecture Lab	4

Computer Networks Lab for IT	2
Computer Programming for BME	1
Computer System Design Lab	2
Concepts and Practices II	6
Concrete Construction Material	3
Conflict in the World	1
Contemp Chinese Lang & Society	1
Contemp Performance Theory	1
Contemp Thinking in Astronomy	1
Contemporary Health Science	4
Contemporary Indigenous Art	1
Contemporary Social Problems	1
Control of Mobile Robots	1
Co-Occurring Disorders	1
Co-Op Education, Alternating	2
Co-Op Education, Parallel	2
Cost Control Hospitality Ops	1
Crisis Leadership in Disasters	1
Critical Issues in Public Hlth	12
Critical Writing	1
Cross-cultural Communication	1
Cryptographic Hardware	1
Cryptography & Data Security	1
CSE Project	1
Cultural Anthropology	1
Daily Life in Ancient Greece	1
Dance Pedag:Secondary Cur Mths	1
Dance Pedagogy: Internship	1
Data Analytics	1
Data Analytics with R	1
Database Design/Administration	1
Decline & Fall of the Roman	2
Descriptive Astronomy	1
Design of Solar Power Plants	1
Design Practicum	1
Dev Health Professions Portfol	1
Dig Sgnl Process Fld Progrmble	1
Digital Archaeology	1

Digital Dinosaurs	1
Digital Drawing	1
Digital Fabrications	1
Digital Health	1
Digital Identity	2
Digital Marketing	4
Digital Media	1
Digital Modeling	1
Digital Printmaking	1
Directed Individual Study	1
Directed Internship Practicum	2
Directed Reading	1
Directed Reading	1
Directed Reading	1
Directed Reading in Mass Comm	2
Directed Readings	1
Directed Readings	2
Directed Research	2
Directed Research	1
Directed Research in Aging	1
Directed Study	3
Directed Study	1
Directed Study	1
Directed Study	1
Directed Study	4
Directed Study	1
Directed Study: Math Education	1
Directing I	1
Disability Studies	2
Disaster by Design	1
Disease Biology	1
Double Bass Principal	1
Double Bass Principal	1
Drugs and Behavior	1
East Asian Cinema	1
Economics of Women and Work	1
EE Design 1	1
EE Design 2	1

Elec Music-Digital Synthesis 2	1
Electrical Eng Internship	1
Elementary Analytical Chem	2
EmbedSys	1
Emerging Infectious Diseases	1
Environ Sci & Policy Seminar	2
Environmental Engineering Lab	5
Environmental Field Methods	2
Environmental Hydrology	1
Environmental Justice	1
Environmental Law and Crime	1
Environmental Regulation	1
Environmental Sci Internship	1
Environmental Science Lab	6
Environmental Site Assessment	1
ESOL Competencies & Strategies	1
ESOL Practicum	1
Estuarine Environments	1
Ethical Issues/Profess Conduct	4
Euphonium Principal	1
Evolut USAF Air&Space Power II	2
Evolution of Warfare	1
Excel/Data Model Busn Analytic	1
Exemplary Treatment Practices	1
Experimental Design/Analysis	4
Facilities Mgmt in Hospitality	1
Fact-Checking	1
Fate & Trans of Chem in Env	1
Feminist Ethics	1
Field Experience II	2
Field Prgm Gate Array Design	1
Field Work	1
Field Work	5
Film Noir and the Western	1
Fin. Modeling and Analytics	2
Final Intern Seminar	1
Final Internship	1
Finance Internship	1

Financial Statement Analysis	1
Fitness/Wellness Internship	3
Florida Archaeology	1
Florida Politics & Government	1
Flute Choir	1
Flute Major	1
Flute Major	1
Flute Major	1
Flute Principal	1
Flute Principal	1
Flute Principal	1
Food & Drink in Antiquity	1
Forensic Investigations	1
Formal Logic	1
Found of Evaluation & Research	3
Foundation of USAF Part II	2
Foundation PH Writing	2
Foundations of Cybersecurity	1
Foundations of Engineering Lab	6
Foundations of Food Safety	2
Foundatns of Infection Control	1
French For Business	1
French Horn Major	1
French Horn Major	1
French Horn Major	1
French Horn Principal	1
French Horn Principal	1
French IV	1
Fund of Digital Circuits Lab	3
Fundamental of Digital Circuit	2
Fundamentals of Ballet	1
Fundamentals of Modern Dance	1
General Business Honors Thesis	1
General Chemistry I	2
General Chemistry II	3
General Genetics Lab	1
General Physics I Laboratory	3
General Physics II Laboratory	2

General Physics II Laboratory	7
General Physiology Lab	5
Geographic Perspectives Honors	18
Geography Colloquium	1
Geologic History of Florida	1
Geology Colloquium	1
Geology For Engineers	1
Geospatial Data Analytics	1
Geotech/Transportation Design	1
Geotechnical Engineering II	1
German Language & Culture	1
Global Conservation	1
Global Env Perspectives	1
Global History since 1750	1
Global Leadership	1
Global Sourcing	1
Global Whisky Traditions	1
Global/Multicul Persp in Ed	1
Gods, Heroes, and Monsters	1
Golf I	1
Graphic Design	2
Great Performances on Film	1
Green Engineering for Sustain	1
Guitar Studio	1
Hands-on Cyber Security	1
Hands-on Dev Ops	1
Happiness and Well-Being	6
Health Comm & the Media	1
Health Information Sources	1
Hist 17th/18th Century Europe	1
History of Life	1
History of Sports	1
Hlth Asses Well Prev Ac LS Lab	4
Honors Capstone	13
Honors Seminar	1
Honors Seminar	1
Honors Seminar	1
Honors Seminar in Pharmacy	1

Honors Special Topics	1
Honors Thesis	1
Honors Thesis	3
Honors Thesis	4
Hospitality Digital Marketing	1
Hospitality Internship	1
Hospitality Speaker Series	1
Hum Behavior/Social Environ I	2
Human Sexual Behavior	1
Human-Computer Interfaces	1
Humanities Pro-Seminar	1
Hydrogeology	1
Illustration I	1
Ind Study in Computer Science	5
Independent Research	1
Independent Study	1
Independent Study	2
Independent Study	2
Independent Study	1
Independent Study	2
Independent Study	3
Individual Research	1
Individual Research	2
Individual Research	1
Industry Internship	5
Industry Internship	1
Industry Internship for IT	4
Indv Research in Mass Comm	1
Infectious/Contagious Diseases	1
Info Security Mgmt. for IT	1
Info Systems Honors Thesis	1
Information Architecture	1
Information Behaviors	1
Information Literacy	1
Instructional Design	1
Instrumental Conducting	1
Integr Clinical Experience K-5	1
Integrated Final Internship	1

Integrated Internship 6-12	1
Integrated Mgmt Applications	2
Intell/U.S. Foreign Policy	1
Interactive Data Visualization	1
Interdis Knowledge & Learning	7
Interdisciplinary Inquiry	1
Intermed Inorganic Chem Lab	3
Intermediate Ceramics	2
Intermediate Drawing	3
Intermediate Laboratory	1
Intermediate Painting	3
Intermediate Photography	2
Intermediate Price Theory	1
Intermediate Printmaking	1
Intermediate Sculpture	1
Intern English Ed	1
Intern II Mid School Math Ed	1
Intern Science Ed	1
Intern Social Science Ed	1
Internship	2
Internship	2
Internship	5
Internship	1
Internship	2
Internship Crim Justice Majors	1
Internship in History	3
Internship in Humanities	1
Internship in PE: Elementary	1
Internship in PE: Secondary	1
Internship: Early Childhood	3
Internship: Elementary Educ	7
Internship: Mathematics Ed	1
Internship: Music Education	1
Interpreting Practicum II	1
Intro Arch Design & Graphics	2
Intro Chem & Biomolecular Eng	1
Intro Comm Sciences/Disorders	1
Intro Digital Architecture	2

Intro Japanese Popular Culture	1
Intro Mathematical Economics	1
Intro Physical Geography Lab	1
Intro to Architect Design II	2
Intro to Bioastronautics	2
Intro to Computer Programming	1
Intro to Databases for IT	2
Intro to Disorders of Hearing	2
Intro to Elect/Test Instrum	1
Intro to Environmental Policy	1
Intro to Environmental Science	5
Intro to Food	1
Intro to Forensic Science	1
Intro to Hearing Science	2
Intro to Intelligence Studies	1
Intro to Int'l Relations	1
Intro to Public Health GIS	1
Intro to Tactical Leadership	3
Intro to Teaching Profession	1
Intro to Technical Theatre I	1
Intro to the Black Experience	1
Intro to the Clinical Process	1
Intro to Video Prod for PR/Adv	1
Intro to Women's Studies	6
Intro/Clin/Proc	1
Introduction to Beer Science	1
Introduction to Business	1
Introduction to Design I	1
Introduction to Earth Science	2
Introduction to Energy Policy	1
Introduction To Ethics	4
Introduction to Humanities	20
Introduction to Literature	1
Introduction to Oceanography	2
Introduction to Philosophy	2
Introduction to Poetry	1
Introduction to Public Health	5
Introduction to Sociology	8

Introductory Statistics I	3
IRS VITA Tax Practicum	1
Islamic Art/Architecture	1
ISS Internship	1
Issues in Caribbean Religions	1
Issues in hospitality	1
Italian Food in Film	1
Japanese Calligraphy	1
Japanese VI	1
Jazz Bass Major	1
Jazz Ensemble	2
Jazz Keyboard Skills	1
Jazz Percussion Major	1
Jazz Theory & Improvisation II	1
Jews, Christians, Muslims	1
Jr. Performance	1
Keyboard Skills II	2
Keyboard Skills IV	1
Keyboard Skills Music Ed II	2
Laboratory I	2
Laboratory II	2
Language and Society	1
Language, Culture & Film	1
Latina/Latino Lives	1
Latina/o/x Media Studies	1
Leadership Fundamentals	4
Leadership in a Complex World	2
Leadership in Chg Environments	2
Leadership/Great Outdoors	1
Learning Assist. Cellular Proc	1
Learning Assistant Bio Div	1
Learning Asst. Genetics	1
Learning Asst. Molecular Bio	1
Lectures in Contemporary BIO	1
Linear Controls Laboratory	2
Literature, Gender & Sexuality	1
MAKE: Hands-On Engr Design	1
Malware Analysis & Rvrs Eng	1

Management Honors Thesis	1
Management Internship	1
Managing Information Resources	2
Marine Aquaculture	1
Marketing Honors Thesis	5
Marketing Internship/Practicum	1
Marketing Management Problems	6
Materials Selection	1
Mathematics Senior Thesis	1
Maths of Quantum Computing	1
Measurement for Teachers	1
Mech Manufactuing Processes	1
Mechanical Engineering Lab II	4
Mechanics of Materials Lab	3
Mechatronics for Innovation	1
Media & Civil Rights Movement	1
Medical Botany	1
Medical Mycology	1
Meth of Teaching Eng: Pract	2
Meth Tch Eng: High School	1
Methods for Envi Poli Analysis	1
Methods in Paleobiology	1
Microbial Phys/Genetics Lab	1
Microbio Undergrad Research	1
Microbiology Lab Hlth Prof	1
Mid Sch Math Ed Practicum II	1
Middle School Math Methods II	1
Miscarriages of Justice	1
Modern Chinese II	2
Modern Chinese IV	1
Modern Dance I	1
Modern Dance II	1
Modern Dance III	1
Modern Dance IV	1
Modern European History I	1
Modern Latin America	1
Molecular Biology of the Cell	1
Molecular Microbiology	1

Movement for Actors	1
Multidis Behavioral Healthcare	2
Museums, Monuments and	1
Music and Culture	3
Music Hist/Baroque And Classic	1
Music Hist/Med And Renaissance	1
Music Senior Seminar	1
Music Theory II	1
Musical Theater Scene Study	1
Nat Disasters and Comm Recov	1
Natl Sec Aff&Prep Actv Duty II	1
Natural Sciences Honors	3
Nav/Naval Operations I	1
Naval Ships Systems II	1
Neighborhood News Bureau	1
News Editing and Social Media	1
Numerical & Computer Tools II	2
Nurs Care Wom Child & Fam Clin	17
Oboe Major	1
Oboe Major	1
Oboe Principal	1
Online Communication	2
Operating Systems	1
Optical Product Technology	1
Organic Chemistry II	1
Organic Chemistry Lab I	2
Organic Chemistry Lab II	3
Organizational Communication	1
Ottoman Imperial Identity &	1
Overview PH Programs Policies	5
Pandemics in World History	1
Parasitology	1
Pat Cen Care Ess Nur Prac Lab	3
Peer Leading in Chemistry	3
Penetration Testing for IT	1
Percussion Ensemble	1
Percussion Major	1
Percussion Major	1

Percussion Major	1
Percussion Principal	1
Percussion Principal	1
Percussion Principal	1
Performance	1
Persuasion in Digital Media	1
Philosophy of Mind	1
Philosophy of Science	1
Philosophy of Social Sciences	1
Phys Ed Pre-Intern: Elementary	1
Physical Chemistry Lab	1
Piano Ensemble	1
Piano Major	1
Piano Major	2
Piano Principal	1
Popular Music Ensemble	1
Port Sustainability	1
Prac Exp Teacher Candidate Edu	1
Practical Chinese	1
Practicing Sustainability	1
Practicum/Career Dev Athletes	1
Precalc Algebra/Trigonometry	1
Preceptorship	14
Principles Naval Management II	1
Principles of Ecology Lab	7
Principles of Immunology	1
Principles of Managerial Acc	1
Pro Seminar Psych & Legl Systm	1
Problems in General Physics I	2
Problems in General Physics II	2
Process Dynamics and Control	1
Production Involvement I	8
Production Involvement II	5
Prof Form Engineers 1	2
Prof Form Engineers 2	1
Prof Form Engineers 3	1
Prof/Ethical Issues in Engr	1
Prof/Ethical Issues in Engr	1

Professional Selling	2
Professional Seminar	1
Professional Success	1
Professionalism in Crim and CJ	1
Programming Concepts Mech Engr	1
Programming With Data	1
Promotional Video Production	1
Pro-Sem: History & Law.	1
Psych/Mental Hlth Nur Clinical	6
Psychology of Juries	1
Psychology of Learning	1
Pt Care: Ess Nur Prac Clinical	6
Public Finance	1
Public Health Emergencies	1
Public Health Nursing Clinical	3
Public Policy	1
Public Speaking	7
Quantum Computing and Comm	2
Race and Crime	1
Racial and Ethnic Relations	1
Racism in American Society	1
Real Estate Decision Making	1
Real Estate Internship	1
Regulatory & Clinical Ops	1
Repertory I	1
Repertory II	1
Research Methods in Geography	1
Research Mthds Crim Justice I	3
Restaurant Operations	1
RF/Microwave Circuits II	2
Robotics Process Automation	1
Role Trans & Ldshp in Nurs	3
Russia in Cinema	1
Russian Lang/Culture/Film II	1
Saxophone Major	1
Saxophone Principal	1
Saxophone Principal	1
Saxophone Principal	1

Scalability-Entrepreneur Firms	1
Scenic Design	1
Schools and Society	1
Science for all Students	1
Science of Weight Management	1
Scientific Diving	1
Scientific Diving	1
SCM Capstone Project	1
SCM Internship	1
Seapower & Maritime Affairs	1
Secure Coding	1
Sedimentary Environments	1
Sedimentary Rocks & Processes	1
Sel Top Theatre - BRIT Prog	1
Sel Top: Video/Anima/Dig Art	2
Sel Topics in Criminology	3
Selected Topics In Dance	2
Selected Topics In Theatre	2
Self Defense Women	1
Sem: Aiding in Prison Reentry	1
Seminar in Ethics	8
Seminar in Marine Biology	2
Seminar in the Social Sciences	2
Senior Capstone for BSAS/BGS	3
Senior Capstone Seminar	1
Senior Choreography Project	1
Senior Mechanical Design	2
Senior Project in Info Tech	2
Senior Project: Portfolio	1
Senior Semester Math Education	1
Senior Seminar	1
Senior Seminar	1
Senior Seminar in Music Educ	1
Senior Seminar in Phys Educ	1
Senior Seminar in Science Ed	1
Senior Thesis	1
Senior Workshop For Actors	1
Sexualities Studies	1

Shattering the Looking Glass:	1
Shattering the Looking Glass:	1
Silkscreen	1
Small Bus Mgt Entreprenurship	1
Soc/Behavioral Sciences Honors	7
Social Media	1
Social Media in Sport Mrkting	1
Social Psychology	2
Social Psychology	5
Social Relationships	1
Social Science Statistics	3
Social Work Data Management	2
Software Engineering	1
Span. for Bus & Intl Trade II	1
Spanish Linguistics	1
Special Skills In Movement	2
Special Topics in Hospitality	1
Special Topics: Photo	1
Specialized Terminology	1
Sport as Performance	2
Sport Marketing	1
Spvsd Research in Computer Sci	4
Sr Sem in Social Science Ed	1
Sr Seminar Early Childhood Ed	1
Sr Seminar in English Ed	1
ST: Data Visualization	1
ST: Microbiological Research	1
ST: Sizzling Images	1
ST: Spanish Paleography II	1
ST: Topics in Food Comm.:	1
ST:Advanced Video Storytelling	1
ST:Freelancing Writing&Editing	1
Stable Isotope Geochemistry	1
Standards Based Education	1
Statistical Inference	2
Stellar Astronomy & Cosmology	3
STEM Integration Elem Classrm	1
Stereotype & Prejudice	1

Str Resilience for App Com Cxt	1
Strategic Mgmt/Decision Making	4
Strategies for Veteran Success	1
Street Foods From Around	1
String Quartet	3
String Techniques	1
Structural Geology & Tectonics	1
Student Consulting Project	1
Studio Theatre Performance I	5
Studio Theatre Performance II	4
Styles Of Acting	1
Survival Physiology	1
Sustainable Develop & Religio	2
Sustainable Human Systems	1
Sustaining the Earth	1
Symbolic Computations in Math	1
System-on-Chip Designs	1
Tactical Leadership Foundation	3
Teach Elem K-6 Social Studies	2
Teaching Elem School Science	2
Teaching Social Science Themes	1
Tech for Leading & Learning	1
The Business of eSports	1
The City	1
The Irish in America	1
The Politics of Women's Health	1
The Teacher as Researcher	2
Theater and Culture	1
Theories of Culture	1
Time Series and Forecasting	1
Top: Incarceration	1
Topics in Sculpture	1
Trombone Major	1
Trombone Principal	1
Trombone Principal	1
Trombone Principal	1
Trumpet Major	1
Trumpet Principal	1

Trumpet Principal	1
Trustworthy Infrastructures	1
Tuba Major	1
Tuba Major	1
Tuba Major	1
Tuba Principal	1
Tuba Principal	1
TV News	1
TV Practicum: Florida Focus	2
TV Production and Direction	1
Twentieth Century Art	1
Undergrad Research Exp	2
Undergraduate Research	8
Undergraduate Research	7
Undergraduate Research	2
Undergraduate Research	1
Undergraduate Research	1
Undergraduate Seminar	1
Undergraduate Seminar	1
Understanding Dance Experience	1
Understanding World Cultures	2
University Orchestra	1
University Pep Band/WintrGuard	1
University Singers	1
Urban Geography	1
Use of Chemical Literature	3
Vector Calculus	1
Vertebrate Zoology Laboratory	2
Video, Animation, Digital Arts	4
Viola Major	1
Viola Major	1
Viola Principal	1
Violin Major	1
Violin Major	1
Violin Principal	2
Violin Principal	1
Violoncello Principal	1
Violoncello Principal	1

Visual Design for Global Media	1
Visual Storytelling	1
Voice Major	2
Voice Major	1
Voice Principal	2
Voice Principal	2
Voice Principle	3
Vu at USF	1
War and Society	2
Weight Management	2
Weight Training	1
Wetland Environments	2
Wildlife Research Methods	1
Wind Ensemble	3
Wireless Circuits/Systems Lab	4
Women, Environment, and Gender	1
Women's Studies Internship	1
Workforce & Leadership Dvlpmnt	3
World Dance Topics	1
World Regional Geography	1
Writing For Radio and TV	1
Writing for the Mass Media	1
Yoga	1
TOTAL	4212

Board Action Plan - Low Cost Course Materials

Report all institution's course title(s) and the number of section(s) 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 2021	
Total Number of Course Sections Offered	*n* = 9,514
Course Title(s) that Required or Recommended Course Materials for Less than $20 per Credit Hour	Number of Section(s)
19th-Century American Novel	1
20th Century Dance History	1
3D Animation	1
Abnormal Psychology	2
About Face:	1
About Face:	1
Accounting Internship	2
Acquisition Of Knowledge	1
Acting II	1
Acting III	1
Addictive Tx with Special Popu	1
Admin Fitness/Wellness Centers	1
Administration of ALFs	1
Adv Chinese Conversation II	1
Adv Directed Study & Research	1
Adv Illustration	1
Adv Undergrad Research Exp	4
Adv Video, Animation, Dig.Arts	2
Advanced Adv Creativity	1
Advanced Ceramics	1
Advanced Cyber Security	1
Advanced Design Practicum	1
Advanced Drawing	1
Advanced Graphic Design	1
Advanced Inorganic Chemistry	1
Advanced Laboratory	1
Advanced Marine Biology	1
Advanced Math for BME	1
Advanced Painting	1
Advanced Photography	1
Advanced Printmaking	1
Advanced Receptive Voicing	1
Advanced Scientific Diving	1
Advanced Sculpture	1
Advanced Technology	1
Advanced Typography	1
Advertising Management	1
African American Literature	1
Air Force Mgmt & Leadership II	1
Alcohol Drugs and Crime	1
Algebra Connections	1
Alzheimer's Disease Management	1
American Drama	1
American History II	9
Analysis Of Algorithms	1
Analytic Forensic Case Studies	1
Analytical Tools for Economist	1
Anat/Phys Lab I-Health Profs	2
Anatomy Phys I for Hlth Prof	1
Anatomy Phys II for Hlth Prof	1
Anatomy Physi Lab II Hlth Prof	5
Animal Behavior	2
Applied Jazz Performance	3
Applied Jazz Piano Principal	1
Applied Jazz Piano Principal	1
Applied Research Methods	1
Applied Securities Analysis	1
Applied Violin	1
ApplJazz Percussion Principal	1
Arc Freehand Drawing Methods	1
Archaeoastronomy	1

Archaeological Methods	1
Archaeological Science	1
Archaeology	1
Architectural History II	1
Army Physical Readiness	2
Art and Art History Internship	4
Art History Practicum	1
Arts Industry	2
Arts/Humanities Honors	12
Astrophysics Laboratory	1
Audience Engage/Media Analysis	1
Auto/Connected Transp	1
Backstage Pass to Health Prof	1
Bacterial Stress Responses	1
Ballet I	1
Ballet II	1
Ballet III	1
Ballet IV	1
Ballet Variations	2
Basic Biochemistry Laboratory	4
Bassoon Major	1
Bassoon Major	1
Bassoon Principal	1
Becoming a Spec Ed Teacher	1
Beginning Ceramics	2
Beginning Drawing	6
Beginning Painting	3
Beginning Photography	3
Beginning Printmaking	1
Beginning Reporting	1
Beginning Sculpture	3
Behavioral Health & the Family	1
Behavioral Hlthcare Field Exp	4
Bio I Cellular Processes Lab	4
Bioarchaeology	1
Biological Anthropology	2
Biological Anthropology Lab	1
Biology Internship	2
Biology of Film	1
Biomedical Engineering	1
Biomedical Physiology	1
Biophysical Chemistry	1
Biostatistics in Society	2
Black American Cinema	1
Black Women in America	1
BME Design II	2
BME Industry Internship Exp.	1
BME Lab I	2
BME Research Experience	4
Brass Choir	2
British History to 1688	1
Broadcast News	4
BSIS Senior Capstone	1
Bus Analytics/IS Internship	1
Bus Honors Professional Dev II	1
Buyer Behavior	1
Capstn Wtr Resources/Envr Dsgn	1
Capstone Struc/Geo/Matl Design	2
Career Developmt in Psychology	2
Careers in Geology	1
Careers in Public Health	1
Cave & Karst Geology	1
Cell Biology Laboratory	1
Cello Major	1
Cello Major	1
Cello Major	1
Chamber Singers	1
Chemical Engineering Lab II	4
Child Development and Trauma	1
Childhood Ed Intern Level III	3
Childhood Educ Intern Level II	8
Children's Issues Beh Health	1

Choral Techniques	1
Choreography II	1
Choreography IV	1
Christians, Pagans, Heretics	1
Civil Engineering Laboratory	1
Clarinet Major	1
Clarinet Major	1
Clarinet Major	1
Clarinet Major	1
Clarinet Principal	1
Clarinet Principal	1
Clarinet Principal	1
Classics of Judaism	1
Classics of Late Analytic	1
Clinical Chemistry	1
Clinical Education III	1
Clinical Microbiology	1
Cloud Computing for IT	1
Coaching Core Methods	1
Coaching Practicum	1
Cognitive Psychology	1
College Algebra	3
Comm Culture & Community	1
Communication Senior Capstone	3
Communications Agency	1
Community Internship	1
Community Practicum Mental Hlt	1
Comparative Law	1
Complex Health Nursing I Clin	17
Complex Health Nursing II	1
Complex Health Nursing II Clin	6
Computational Geology	1
Computational Geometry	1
Computational Methods	1
Computer Aided Design & Engr	1
Computer Animation	1
Computer Animation	1
Computer Architecture Lab	4
Computer Networks Lab for IT	2
Computer Programming for BME	1
Computer System Design Lab	2
Computers In Business	1
Concepts and Practices II	6
Concrete Construction Material	3
Conflict in the World	1
Contemp Chinese Lang & Society	1
Contemp Performance Theory	1
Contemp Thinking in Astronomy	1
Contemporary Health Science	4
Contemporary Indigenous Art	1
Contemporary Social Problems	1
Control of Mobile Robots	1
Co-Occurring Disorders	1
Co-Op Education, Alternating	2
Co-Op Education, Parallel	2
Cost Control Hospitality Ops	1
Creative Nonfiction	1
Crisis Leadership in Disasters	1
Critical Issues in Public Hlth	12
Critical Writing	1
Cross-cultural Communication	1
Cryptographic Hardware	1
Cryptography & Data Security	1
CSE Project	1
Cultural Anthropology	3
Cultural Periods and Styles	1
Daily Life in Ancient Greece	1
Dance Improvisation	1
Dance Pedag:Secondary Cur Mths	1
Dance Pedagogy: Internship	1
Data Analytics	1
Data Analytics with R	1

Database Design/Administration	1
Decline & Fall of the Roman	2
Descriptive Astronomy	1
Design of Solar Power Plants	1
Design Practicum	1
Dev Health Professions Portfol	1
Dig Sgnl Process Fld Progrmble	1
Digital Archaeology	1
Digital Dinosaurs	1
Digital Drawing	1
Digital Fabrications	1
Digital Health	1
Digital Identity	4
Digital Marketing	4
Digital Media	1
Digital Modeling	1
Digital Printmaking	1
Directed Individual Study	1
Directed Internship Practicum	2
Directed Reading	1
Directed Reading	1
Directed Reading	1
Directed Reading in Mass Comm	2
Directed Readings	1
Directed Readings	2
Directed Research	2
Directed Research	1
Directed Research in Aging	1
Directed Study	3
Directed Study	1
Directed Study	1
Directed Study	1
Directed Study	4
Directed Study	1
Directed Study: Math Education	1
Directing I	1
Disability Studies	2
Disaster by Design	1
Disease Biology	1
Diverse Children's Literature	3
Domestic Violence	1
Double Bass Principal	1
Double Bass Principal	1
Drones for Info Prof	1
Drugs and Behavior	1
Early Christian Cultures	1
East Asian Cinema	1
Economics of Women and Work	1
EE Design 1	1
EE Design 2	1
Elec Music-Digital Synthesis 2	1
Electrical Eng Internship	1
Elementary Analytical Chem	2
EmbedSys	1
Emerging Infectious Diseases	1
Environ Sci & Policy Seminar	2
Environmental Engineering Lab	5
Environmental Field Methods	2
Environmental Hydrology	1
Environmental Justice	1
Environmental Law and Crime	1
Environmental Regulation	1
Environmental Sci Internship	1
Environmental Science Lab	6
Environmental Site Assessment	1
ESOL Competencies & Strategies	1
ESOL Practicum	1
Estuarine Environments	1
Ethical Issues/Profess Conduct	4
Ethical/Legal Issues in Aging	1
Euphonium Principal	1
Evolut USAF Air&Space Power II	2

Evolution and Health	1
Evolution of Warfare	1
Excel/Data Model Busn Analytic	1
Exemplary Treatment Practices	1
Experimental Design/Analysis	4
Facilities Mgmt in Hospitality	1
Fact-Checking	1
Fate & Trans of Chem in Env	1
Female Experience in America	1
Feminist Ethics	1
Fiction I	4
Field Experience II	2
Field Prgm Gate Array Design	1
Field Work	1
Field Work	5
Film Noir and the Western	1
Fin. Modeling and Analytics	2
Final Intern Seminar	1
Final Internship	1
Finance Internship	1
Financial Statement Analysis	1
Fitness/Wellness Internship	3
Florida Archaeology	1
Florida Politics & Government	1
Flute Choir	1
Flute Major	1
Flute Major	1
Flute Major	1
Flute Principal	1
Flute Principal	1
Flute Principal	1
Food & Drink in Antiquity	1
Forensic Investigations	1
Form and Technique of Poetry	2
Formal Logic	1
Found of Evaluation & Research	3
Foundation of USAF Part II	2
Foundation PH Writing	2
Foundations of Cybersecurity	1
Foundations of Engineering Lab	6
Foundations of Food Safety	2
Foundatns of Infection Control	1
French For Business	1
French Horn Major	1
French Horn Major	1
French Horn Major	1
French Horn Principal	1
French Horn Principal	1
French IV	1
Fund of Digital Circuits Lab	3
Fundamental of Digital Circuit	2
Fundamentals of Ballet	1
Fundamentals of Modern Dance	1
General Business Honors Thesis	1
General Chemistry I	2
General Chemistry I Lab	42
General Chemistry II	3
General Chemistry II Lab	7
General Genetics Lab	1
General Physics I Laboratory	3
General Physics II Laboratory	2
General Physics II Laboratory	7
General Physiology Lab	5
Geographic Perspectives Honors	20
Geography Colloquium	1
Geologic History of Florida	1
Geology Colloquium	1
Geology For Engineers	1
Geospatial Data Analytics	1
Geotech/Transportation Design	1
Geotechnical Engineering II	1
German Language & Culture	1

Global Conservation	1
Global Env Perspectives	1
Global History since 1750	1
Global Leadership	1
Global Sourcing	1
Global Whisky Traditions	1
Global/Multicul Persp in Ed	1
Globalization	1
Globalization & Technology	2
Gods, Heroes, and Monsters	1
Golf I	1
Graphic Design	2
Graphic Design: Senior Studio	1
Great Performances on Film	1
Green Engineering for Sustain	1
Guitar Studio	1
Hands-on Cyber Security	1
Hands-on Dev Ops	1
Happiness and Well-Being	6
Health Comm & the Media	1
Health Information Sources	1
Hist 17th/18th Century Europe	1
Historical Methods & Materials	1
History of Life	1
History of Sports	1
Hlth Asses Well Prev Ac LS Lab	4
Honors Capstone	13
Honors Seminar	1
Honors Seminar	1
Honors Seminar	1
Honors Seminar in Pharmacy	1
Honors Special Topics	1
Honors Thesis	1
Honors Thesis	3
Honors Thesis	4
Hospitality Digital Marketing	1
Hospitality Internship	1
Hospitality Speaker Series	1
Hum Behavior/Social Environ I	2
Human Sexual Behavior	1
Human-Computer Interfaces	1
Humanities Pro-Seminar	1
Hydrogeology	1
Illustration I	1
Ind Study in Computer Science	5
Independent Research	1
Independent Study	1
Independent Study	2
Independent Study	2
Independent Study	1
Independent Study	2
Independent Study	3
Individual Research	1
Individual Research	2
Individual Research	1
Industry Internship	5
Industry Internship	1
Industry Internship for IT	4
Indv Research in Mass Comm	1
Infectious/Contagious Diseases	1
Info Security Mgmt. for IT	1
Info Systems Honors Thesis	1
Information Architecture	1
Information Behaviors	1
Information Literacy	1
Instructional Design	1
Instrumental Conducting	1
Integr Clinical Experience K-5	1
Integrated Final Internship	1
Integrated Internship 6-12	1
Integrated Mgmt Applications	2
Intell/U.S. Foreign Policy	1
Interactive Data Visualization	1

Interdis Knowledge & Learning	7
Interdisciplinary Inquiry	1
Intermed Inorganic Chem Lab	3
Intermediate Ceramics	2
Intermediate Drawing	3
Intermediate Laboratory	1
Intermediate Painting	3
Intermediate Photography	2
Intermediate Price Theory	1
Intermediate Printmaking	1
Intermediate Sculpture	1
Intern English Ed	1
Intern II Mid School Math Ed	1
Intern Science Ed	1
Intern Social Science Ed	1
Internship	2
Internship	2
Internship	5
Internship	1
Internship	2
Internship Crim Justice Majors	1
Internship in History	3
Internship in Humanities	1
Internship in PE: Elementary	1
Internship in PE: Secondary	1
Internship: Early Childhood	3
Internship: Elementary Educ	7
Internship: Mathematics Ed	1
Internship: Music Education	1
Interpreting III	2
Interpreting Practicum II	1
Intro Arch Design & Graphics	2
Intro Chem & Biomolecular Eng	1
Intro Comm Sciences/Disorders	1
Intro Digital Architecture	2
Intro Japanese Popular Culture	1
Intro Mathematical Economics	1
Intro Physical Geography Lab	1
Intro to Architect Design II	2
Intro to Bioastronautics	2
Intro to Computer Programming	1
Intro to Databases for IT	2
Intro to Disorders of Hearing	2
Intro to Elect/Test Instrum	1
Intro to Environmental Policy	1
Intro to Environmental Science	5
Intro to Food	1
Intro to Forensic Science	1
Intro to Hearing Science	2
Intro to Intelligence Studies	1
Intro to Int'l Relations	1
Intro to Literary Methodology	1
Intro to Public Health GIS	1
Intro to Tactical Leadership	3
Intro to Teaching Profession	1
Intro to Technical Theatre I	1
Intro to the Black Experience	1
Intro to the Clinical Process	1
Intro to Video Prod for PR/Adv	1
Intro to Women's Studies	6
Intro/Clin/Proc	1
Introduction to Beer Science	1
Introduction to Business	1
Introduction to Design I	1
Introduction to Earth Science	2
Introduction to Energy Policy	1
Introduction To Ethics	6
Introduction to Graph Theory	1
Introduction to Humanities	20
Introduction to Literature	5
Introduction to Oceanography	2
Introduction to Philosophy	3
Introduction to Poetry	1

Introduction to Public Health	5
Introduction to Sociology	9
Introductory Statistics I	3
IRS VITA Tax Practicum	1
Islamic Art/Architecture	1
ISS Internship	1
Issues in Caribbean Religions	1
Issues in hospitality	1
Italian Food in Film	1
Japanese Calligraphy	1
Japanese VI	1
Jazz Bass Major	1
Jazz Ensemble	2
Jazz Keyboard Skills	1
Jazz Percussion Major	1
Jazz Theory & Improvisation II	1
Jews, Christians, Muslims	1
Jr. Performance	1
Keyboard Skills II	2
Keyboard Skills IV	1
Keyboard Skills Music Ed II	2
Laboratory I	2
Laboratory II	2
Lang & Cog Process in English	1
Language and Society	1
Language, Culture & Film	1
Latina/Latino Lives	1
Latina/o/x Media Studies	1
Leadership Fundamentals	4
Leadership in a Complex World	2
Leadership in Chg Environments	2
Leadership/Great Outdoors	1
Learning Assist. Cellular Proc	1
Learning Assistant Bio Div	1
Learning Asst. Genetics	1
Learning Asst. Molecular Bio	1
Lectures in Contemporary BIO	1
Linear Controls Laboratory	2
Literature, Gender & Sexuality	1
MAKE: Hands-On Engr Design	1
Malware Analysis & Rvrs Eng	1
Management Honors Thesis	1
Management Internship	1
Managing Information Resources	2
Marine Aquaculture	1
Marketing Honors Thesis	5
Marketing Internship/Practicum	1
Marketing Management Problems	6
Materials Selection	1
Mathematics Senior Thesis	1
Maths of Quantum Computing	1
Measurement for Teachers	2
Mech Manufactuing Processes	1
Mechanical Engineering Lab II	4
Mechanics of Materials Lab	3
Mechatronics for Innovation	1
Media & Civil Rights Movement	1
Medical Botany	1
Medical Mycology	1
Mental Illness & Addiction	4
Meth of Teaching Eng: Pract	2
Meth Tch Eng: High School	1
Methods for Envi Poli Analysis	1
Methods in Paleobiology	1
Microbial Phys/Genetics Lab	1
Microbio Undergrad Research	1
Microbiology Lab Hlth Prof	1
Mid Sch Math Ed Practicum II	1
Middle School Math Methods II	1
Miscarriages of Justice	1
Modern Chinese II	2
Modern Chinese IV	1
Modern Dance I	1

Modern Dance II	1
Modern Dance III	1
Modern Dance IV	1
Modern European History I	1
Modern Latin America	1
Molecular Biology Literature	1
Molecular Biology of the Cell	1
Molecular Microbiology	1
Movement for Actors	1
Multidis Behavioral Healthcare	2
Museums, Monuments and	1
Music and Culture	3
Music Hist/Baroque And Classic	1
Music Hist/Med And Renaissance	1
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Music Theory II	1
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Natl Sec Aff&Prep Actv Duty II	1
Natural Sciences Honors	5
Nav/Naval Operations I	1
Naval Ships Systems II	1
Neighborhood News Bureau	1
News Editing and Social Media	1
Numerical & Computer Tools II	2
Nurs Care Wom Child & Fam Clin	17
Oboe Major	1
Oboe Major	1
Oboe Principal	1
Online Communication	2
Operating Systems	1
Optical Product Technology	1
Org Development and Change	1
Organic Chemistry II	1
Organic Chemistry Lab I	2
Organic Chemistry Lab II	3
Organizational Communication	1
Ottoman Imperial Identity &	1
Overview PH Programs Policies	5
Pandemics in World History	1
Parasitology	1
Pat Cen Care Ess Nur Prac Lab	3
Peer Leading in Chemistry	3
Penetration Testing for IT	1
Percussion Ensemble	1
Percussion Major	1
Percussion Major	1
Percussion Major	1
Percussion Principal	1
Percussion Principal	1
Percussion Principal	1
Performance	1
Persuasion in Digital Media	1
Philosophy of Mind	1
Philosophy of Science	1
Philosophy of Social Sciences	1
Phys Ed Pre-Intern: Elementary	1
Physical Chemistry Lab	1
Piano Ensemble	1
Piano Major	1
Piano Major	2
Piano Principal	1
Poetry I	1
Popular Music Ensemble	1
Port Sustainability	1
Prac Exp Teacher Candidate Edu	1
Practical Chinese	1
Practicing Sustainability	1
Practicum/Career Dev Athletes	1
Precalc Algebra/Trigonometry	1
Preceptorship	14
Principles Naval Management II	1
Principles of Ecology Lab	7

Principles of Immunology	1
Principles of Managerial Acc	1
Pro Seminar Psych & Legl Systm	1
Problems in General Physics I	2
Problems in General Physics II	2
Process Dynamics and Control	1
Production Involvement I	8
Production Involvement II	5
Prof Form Engineers 1	2
Prof Form Engineers 2	1
Prof Form Engineers 3	1
Prof/Ethical Issues in Engr	1
Prof/Ethical Issues in Engr	1
Professional Selling	3
Professional Seminar	1
Professional Success	1
Professionalism in Crim and CJ	1
Programming Concepts Mech Engr	1
Programming With Data	1
Promotional Video Production	1
Pro-Sem: History & Law.	1
Psych/Mental Hlth Nur Clinical	6
Psychology of Juries	1
Psychology of Learning	2
Pt Care: Ess Nur Prac Clinical	6
Public Affairs Reporting	1
Public Finance	1
Public Health Emergencies	1
Public Health Nursing Clinical	3
Public Policy	1
Public Speaking	7
Quantum Computing and Comm	2
Race and Crime	1
Racial and Ethnic Relations	1
Racism in American Society	1
Radio and Podcasting	1
Real Estate Decision Making	1
Real Estate Internship	1
Regulatory & Clinical Ops	1
Repertory I	1
Repertory II	1
Research Methods in Geography	1
Research Mthds Crim Justice I	3
Restaurant Operations	1
RF/Microwave Circuits II	2
Robotics Process Automation	1
Role Trans & Ldshp in Nurs	3
Russia in Cinema	1
Russian Lang/Culture/Film II	1
Saxophone Major	1
Saxophone Principal	1
Saxophone Principal	1
Saxophone Principal	1
Scalability-Entrepreneur Firms	1
Scenic Design	1
Schools and Society	1
Science for all Students	1
Science of Weight Management	1
Scientific Diving	1
Scientific Diving	1
SCM Capstone Project	1
SCM Internship	1
Script Analysis	1
Seapower & Maritime Affairs	1
Secure Coding	1
Sedimentary Environments	1
Sedimentary Rocks & Processes	1
Sel Top Theatre - BRIT Prog	1
Sel Top: Video/Anima/Dig Art	2
Sel Topics in Criminology	3
Selected Topics In Dance	2
Selected Topics In Theatre	2
Self Defense Women	1

Sem: Aiding in Prison Reentry	1
Sem: Domestic Violence	1
Seminar in Ethics	8
Seminar in Humanities	1
Seminar in Marine Biology	2
Seminar in the Social Sciences	2
Senior Capstone for BSAS/BGS	3
Senior Capstone Seminar	1
Senior Choreography Project	1
Senior Mechanical Design	2
Senior Project in Info Tech	2
Senior Project: Portfolio	1
Senior Semester Math Education	1
Senior Seminar	1
Senior Seminar	1
Senior Seminar in Music Educ	1
Senior Seminar in Phys Educ	1
Senior Seminar in Science Ed	1
Senior Thesis	1
Senior Workshop For Actors	1
Sexualities Studies	1
Shattering the Looking Glass:	1
Shattering the Looking Glass:	1
Silkscreen	1
Small Bus Mgt Entreprenurship	1
Soc/Behavioral Sciences Honors	8
Social Media	2
Social Media in Sport Mrkting	1
Social Psychology	2
Social Psychology	5
Social Relationships	1
Social Science Statistics	3
Social Work Data Management	2
Software Engineering	1
Span. for Bus & Intl Trade II	1
Spanish Linguistics	1
Special Skills In Movement	2
Special Topics in Hospitality	1
Special Topics: Photo	1
Specialized Terminology	1
Sport as Performance	2
Sport Marketing	1
Spvsd Research in Computer Sci	4
Sr Sem in Social Science Ed	1
Sr Seminar Early Childhood Ed	1
Sr Seminar in English Ed	1
ST: Data Visualization	1
ST: Microbiological Research	1
ST: Sizzling Images	1
ST: Spanish Paleography II	1
ST: Topics in Food Comm.:	1
ST:Advanced Video Storytelling	1
ST:Freelancing Writing&Editing	1
Stable Isotope Geochemistry	1
Stage Management	1
Standards Based Education	1
Statistical Inference	2
Stellar Astronomy & Cosmology	3
STEM Integration Elem Classrm	1
Stereotype & Prejudice	1
Str Resilience for App Com Cxt	1
Strategic Mgmt/Decision Making	4
Strategies for Veteran Success	1
Stratigraphy & Paleontology	1
Street Foods From Around	1
String Quartet	3
String Techniques	1
Structural Geology & Tectonics	1
Student Consulting Project	1
Studio Theatre Performance I	5
Studio Theatre Performance II	4
Styles Of Acting	1
Survival Physiology	1

Sustainable Develop & Religio	2
Sustainable Human Systems	1
Sustaining the Earth	1
Symbolic Computations in Math	1
System-on-Chip Designs	1
Tactical Leadership Foundation	3
Teach Elem K-6 Social Studies	3
Teaching Elem School Science	2
Teaching Social Science Themes	1
Tech for Leading & Learning	1
The Business of eSports	1
The City	1
The Irish in America	1
The Politics of Women's Health	1
The Teacher as Researcher	2
Theater and Culture	1
Theories of Culture	2
Time Series and Forecasting	1
Top: Incarceration	1
Topics in Sculpture	1
Traditional English Grammar	1
Trombone Major	1
Trombone Principal	1
Trombone Principal	1
Trombone Principal	1
Trumpet Major	1
Trumpet Principal	1
Trumpet Principal	1
Trustworthy Infrastructures	1
Tuba Major	1
Tuba Major	1
Tuba Major	1
Tuba Principal	1
Tuba Principal	1
TV News	1
TV Practicum: Florida Focus	2
TV Production and Direction	1
Twentieth Century Art	1
Undergrad Research Exp	2
Undergraduate Research	8
Undergraduate Research	7
Undergraduate Research	2
Undergraduate Research	1
Undergraduate Research	1
Undergraduate Seminar	1
Undergraduate Seminar	1
Understanding Dance Experience	1
Understanding World Cultures	2
University Orchestra	1
University Pep Band/WintrGuard	1
University Singers	1
Urban Geography	1
Use of Chemical Literature	3
Vector Calculus	1
Vertebrate Zoology Laboratory	2
Video, Animation, Digital Arts	4
Viola Major	1
Viola Major	1
Viola Principal	1
Violin Major	1
Violin Major	1
Violin Principal	2
Violin Principal	1
Violoncello Principal	1
Violoncello Principal	1
Virology	1
Visual Design for Global Media	1
Visual Literacy	1
Visual Storytelling	1
Voice Major	2
Voice Major	1
Voice Principal	2
Voice Principal	2

Voice Principle	3
Vu at USF	1
War and Society	2
Weight Management	2
Weight Training	1
Wetland Environments	2
Wildlife Research Methods	1
Wind Ensemble	3
Wireless Circuits/Systems Lab	4
Women, Environment, and Gender	1
Women's Studies Internship	1
Workforce & Leadership Dvlpmnt	3
World Dance Topics	1
World Regional Geography	1
Writing For Radio and TV	1
Writing for the Mass Media	1
Writing For The Theatre	1
Yoga	1
TOTAL	4608

Spring 2022	
Total Number of Course Sections Offered	***n* = 9,281**

Course Title(s) that Required or Recommended Course Materials for Less than $20 per Credit Hour	Number of Section(s)
19th-Century American Novel	1
20th Century Dance History	1
3D Animation	1
Abnormal Psychology	2
About Face:	1
About Face:	1
Accounting Internship	2
Acquisition Of Knowledge	1
Acting II	1
Acting III	1
Addictive Tx with Special Popu	1
Admin Fitness/Wellness Centers	1
Administration of ALFs	1
Adv Chinese Conversation II	1
Adv Directed Study & Research	1
Adv Illustration	1
Adv Undergrad Research Exp	4
Adv Video, Animation, Dig.Arts	2
Advanced Adv Creativity	1
Advanced Ceramics	1
Advanced Cyber Security	1
Advanced Design Practicum	1
Advanced Drawing	1
Advanced Graphic Design	1
Advanced Inorganic Chemistry	1
Advanced Laboratory	1
Advanced Marine Biology	1
Advanced Math for BME	1
Advanced Painting	1
Advanced Photography	1
Advanced Printmaking	1
Advanced Receptive Voicing	1
Advanced Scientific Diving	1
Advanced Sculpture	1
Advanced Technology	1
Advanced Typography	1
Advertising Management	1
African American Literature	1
Air Force Mgmt & Leadership II	1
Alcohol Drugs and Crime	1
Algebra Connections	1
Alzheimer's Disease Management	1
American Drama	1
American History II	9
Analysis Of Algorithms	1
Analytic Forensic Case Studies	1
Analytical Tools for Economist	1

Anat/Phys Lab I-Health Profs	2
Anatomy Phys I for Hlth Prof	1
Anatomy Phys II for Hlth Prof	1
Anatomy Physi Lab II Hlth Prof	5
Animal Behavior	2
Applied Jazz Performance	3
Applied Jazz Piano Principal	1
Applied Jazz Piano Principal	1
Applied Research Methods	1
Applied Securities Analysis	1
Applied Violin	1
ApplJazz Percussion Principal	1
Arc Freehand Drawing Methods	1
Archaeoastronomy	1
Archaeological Methods	1
Archaeological Science	1
Archaeology	1
Architectural History II	1
Army Physical Readiness	2
Art and Art History Internship	4
Art History Practicum	1
Arts Industry	2
Arts/Humanities Honors	12
Astrophysics Laboratory	1
Audience Engage/Media Analysis	1
Auto/Connected Transp	1
Backstage Pass to Health Prof	1
Bacterial Stress Responses	1
Ballet I	1
Ballet II	1
Ballet III	1
Ballet IV	1
Ballet Variations	2
Basic Biochemistry Laboratory	4
Bassoon Major	1
Bassoon Major	1
Bassoon Principal	1
Becoming a Spec Ed Teacher	1
Beginning Ceramics	2
Beginning Drawing	6
Beginning Painting	3
Beginning Photography	3
Beginning Printmaking	1
Beginning Reporting	1
Beginning Sculpture	3
Behavioral Health & the Family	1
Behavioral Hlthcare Field Exp	4
Bio I Cellular Processes Lab	4
Bioarchaeology	1
Biological Anthropology	2
Biological Anthropology Lab	1
Biology Internship	2
Biology of Film	1
Biomedical Engineering	1
Biomedical Physiology	1
Biophysical Chemistry	1
Biostatistics in Society	2
Black American Cinema	1
Black Women in America	1
BME Design II	2
BME Industry Internship Exp.	1
BME Lab I	2
BME Research Experience	4
Brass Choir	2
British History to 1688	1
Broadcast News	4
BSIS Senior Capstone	1
Bus Analytics/IS Internship	1
Bus Honors Professional Dev II	1
Buyer Behavior	1
Capstn Wtr Resources/Envr Dsgn	1
Capstone Struc/Geo/Matl Design	2

Career Developmt in Psychology	2
Careers in Geology	1
Careers in Public Health	1
Cave & Karst Geology	1
Cell Biology Laboratory	1
Cello Major	1
Cello Major	1
Cello Major	1
Chamber Singers	1
Chemical Engineering Lab II	4
Child Development and Trauma	1
Childhood Ed Intern Level III	3
Childhood Educ Intern Level II	8
Children's Issues Beh Health	1
Choral Techniques	1
Choreography II	1
Choreography IV	1
Christians, Pagans, Heretics	1
Civil Engineering Laboratory	1
Clarinet Major	1
Clarinet Major	1
Clarinet Major	1
Clarinet Major	1
Clarinet Principal	1
Clarinet Principal	1
Clarinet Principal	1
Classics of Judaism	1
Classics of Late Analytic	1
Clinical Chemistry	1
Clinical Education III	1
Clinical Microbiology	1
Cloud Computing for IT	1
Coaching Core Methods	1
Coaching Practicum	1
Cognitive Psychology	1
College Algebra	3
Comm Culture & Community	1
Communication Senior Capstone	3
Communications Agency	1
Community Internship	1
Community Practicum Mental Hlt	1
Comparative Law	1
Complex Health Nursing I Clin	17
Complex Health Nursing II	1
Complex Health Nursing II Clin	6
Computational Geology	1
Computational Geometry	1
Computational Methods	1
Computer Aided Design & Engr	1
Computer Animation	1
Computer Animation	1
Computer Architecture Lab	4
Computer Networks Lab for IT	2
Computer Programming for BME	1
Computer System Design Lab	2
Computers In Business	1
Concepts and Practices II	6
Concrete Construction Material	3
Conflict in the World	1
Contemp Chinese Lang & Society	1
Contemp Performance Theory	1
Contemp Thinking in Astronomy	1
Contemporary Health Science	4
Contemporary Indigenous Art	1
Contemporary Social Problems	1
Control of Mobile Robots	1
Co-Occurring Disorders	1
Co-Op Education, Alternating	2
Co-Op Education, Parallel	2
Cost Control Hospitality Ops	1
Creative Nonfiction	1
Crisis Leadership in Disasters	1

Critical Issues in Public Hlth	12
Critical Writing	1
Cross-cultural Communication	1
Cryptographic Hardware	1
Cryptography & Data Security	1
CSE Project	1
Cultural Anthropology	3
Cultural Periods and Styles	1
Daily Life in Ancient Greece	1
Dance Improvisation	1
Dance Pedag:Secondary Cur Mths	1
Dance Pedagogy: Internship	1
Data Analytics	1
Data Analytics with R	1
Database Design/Administration	1
Decline & Fall of the Roman	2
Descriptive Astronomy	1
Design of Solar Power Plants	1
Design Practicum	1
Dev Health Professions Portfol	1
Dig Sgnl Process Fld Progrmble	1
Digital Archaeology	1
Digital Dinosaurs	1
Digital Drawing	1
Digital Fabrications	1
Digital Health	1
Digital Identity	4
Digital Marketing	4
Digital Media	1
Digital Modeling	1
Digital Printmaking	1
Directed Individual Study	1
Directed Internship Practicum	2
Directed Reading	1
Directed Reading	1
Directed Reading	1
Directed Reading in Mass Comm	2
Directed Readings	1
Directed Readings	2
Directed Research	2
Directed Research	1
Directed Research in Aging	1
Directed Study	3
Directed Study	1
Directed Study	1
Directed Study	1
Directed Study	4
Directed Study	1
Directed Study: Math Education	1
Directing I	1
Disability Studies	2
Disaster by Design	1
Disease Biology	1
Diverse Children's Literature	3
Domestic Violence	1
Double Bass Principal	1
Double Bass Principal	1
Drones for Info Prof	1
Drugs and Behavior	1
Early Christian Cultures	1
East Asian Cinema	1
Economics of Women and Work	1
EE Design 1	1
EE Design 2	1
Elec Music-Digital Synthesis 2	1
Electrical Eng Internship	1
Elementary Analytical Chem	2
EmbedSys	1
Emerging Infectious Diseases	1
Environ Sci & Policy Seminar	2
Environmental Engineering Lab	5
Environmental Field Methods	2

Environmental Hydrology	1
Environmental Justice	1
Environmental Law and Crime	1
Environmental Regulation	1
Environmental Sci Internship	1
Environmental Science Lab	6
Environmental Site Assessment	1
ESOL Competencies & Strategies	1
ESOL Practicum	1
Estuarine Environments	1
Ethical Issues/Profess Conduct	4
Ethical/Legal Issues in Aging	1
Euphonium Principal	1
Evolut USAF Air&Space Power II	2
Evolution and Health	1
Evolution of Warfare	1
Excel/Data Model Busn Analytic	1
Exemplary Treatment Practices	1
Experimental Design/Analysis	4
Facilities Mgmt in Hospitality	1
Fact-Checking	1
Fate & Trans of Chem in Env	1
Female Experience in America	1
Feminist Ethics	1
Fiction I	4
Field Experience II	2
Field Prgm Gate Array Design	1
Field Work	1
Field Work	5
Film Noir and the Western	1
Fin. Modeling and Analytics	2
Final Intern Seminar	1
Final Internship	1
Finance Internship	1
Financial Statement Analysis	1
Fitness/Wellness Internship	3
Florida Archaeology	1
Florida Politics & Government	1
Flute Choir	1
Flute Major	1
Flute Major	1
Flute Major	1
Flute Principal	1
Flute Principal	1
Flute Principal	1
Food & Drink in Antiquity	1
Forensic Investigations	1
Form and Technique of Poetry	2
Formal Logic	1
Found of Evaluation & Research	3
Foundation of USAF Part II	2
Foundation PH Writing	2
Foundations of Cybersecurity	1
Foundations of Engineering Lab	6
Foundations of Food Safety	2
Foundatns of Infection Control	1
French For Business	1
French Horn Major	1
French Horn Major	1
French Horn Major	1
French Horn Principal	1
French Horn Principal	1
French IV	1
Fund of Digital Circuits Lab	3
Fundamental of Digital Circuit	2
Fundamentals of Ballet	1
Fundamentals of Modern Dance	1
General Business Honors Thesis	1
General Chemistry I	2
General Chemistry I Lab	42
General Chemistry II	3
General Chemistry II Lab	7

General Genetics Lab	1
General Physics I Laboratory	3
General Physics II Laboratory	2
General Physics II Laboratory	7
General Physiology Lab	5
Geographic Perspectives Honors	20
Geography Colloquium	1
Geologic History of Florida	1
Geology Colloquium	1
Geology For Engineers	1
Geospatial Data Analytics	1
Geotech/Transportation Design	1
Geotechnical Engineering II	1
German Language & Culture	1
Global Conservation	1
Global Env Perspectives	1
Global History since 1750	1
Global Leadership	1
Global Sourcing	1
Global Whisky Traditions	1
Global/Multicul Persp in Ed	1
Globalization	1
Globalization & Technology	2
Gods, Heroes, and Monsters	1
Golf I	1
Graphic Design	2
Graphic Design: Senior Studio	1
Great Performances on Film	1
Green Engineering for Sustain	1
Guitar Studio	1
Hands-on Cyber Security	1
Hands-on Dev Ops	1
Happiness and Well-Being	6
Health Comm & the Media	1
Health Information Sources	1
Hist 17th/18th Century Europe	1
Historical Methods & Materials	1
History of Life	1
History of Sports	1
Hlth Asses Well Prev Ac LS Lab	4
Honors Capstone	13
Honors Seminar	1
Honors Seminar	1
Honors Seminar	1
Honors Seminar in Pharmacy	1
Honors Special Topics	1
Honors Thesis	1
Honors Thesis	3
Honors Thesis	4
Hospitality Digital Marketing	1
Hospitality Internship	1
Hospitality Speaker Series	1
Hum Behavior/Social Environ I	2
Human Sexual Behavior	1
Human-Computer Interfaces	1
Humanities Pro-Seminar	1
Hydrogeology	1
Illustration I	1
Ind Study in Computer Science	5
Independent Research	1
Independent Study	1
Independent Study	2
Independent Study	2
Independent Study	1
Independent Study	2
Independent Study	3
Individual Research	1
Individual Research	2
Individual Research	1
Industry Internship	5
Industry Internship	1
Industry Internship for IT	4
Indv Research in Mass Comm	1

Infectious/Contagious Diseases	1
Info Security Mgmt. for IT	1
Info Systems Honors Thesis	1
Information Architecture	1
Information Behaviors	1
Information Literacy	1
Instructional Design	1
Instrumental Conducting	1
Integr Clinical Experience K-5	1
Integrated Final Internship	1
Integrated Internship 6-12	1
Integrated Mgmt Applications	2
Intell/U.S. Foreign Policy	1
Interactive Data Visualization	1
Interdis Knowledge & Learning	7
Interdisciplinary Inquiry	1
Intermed Inorganic Chem Lab	3
Intermediate Ceramics	2
Intermediate Drawing	3
Intermediate Laboratory	1
Intermediate Painting	3
Intermediate Photography	2
Intermediate Price Theory	1
Intermediate Printmaking	1
Intermediate Sculpture	1
Intern English Ed	1
Intern II Mid School Math Ed	1
Intern Science Ed	1
Intern Social Science Ed	1
Internship	2
Internship	2
Internship	5
Internship	1
Internship	2
Internship Crim Justice Majors	1
Internship in History	3
Internship in Humanities	1
Internship in PE: Elementary	1
Internship in PE: Secondary	1
Internship: Early Childhood	3
Internship: Elementary Educ	7
Internship: Mathematics Ed	1
Internship: Music Education	1
Interpreting III	2
Interpreting Practicum II	1
Intro Arch Design & Graphics	2
Intro Chem & Biomolecular Eng	1
Intro Comm Sciences/Disorders	1
Intro Digital Architecture	2
Intro Japanese Popular Culture	1
Intro Mathematical Economics	1
Intro Physical Geography Lab	1
Intro to Architect Design II	2
Intro to Bioastronautics	2
Intro to Computer Programming	1
Intro to Databases for IT	2
Intro to Disorders of Hearing	2
Intro to Elect/Test Instrum	1
Intro to Environmental Policy	1
Intro to Environmental Science	5
Intro to Food	1
Intro to Forensic Science	1
Intro to Hearing Science	2
Intro to Intelligence Studies	1
Intro to Int'l Relations	1
Intro to Literary Methodology	1
Intro to Public Health GIS	1
Intro to Tactical Leadership	3
Intro to Teaching Profession	1
Intro to Technical Theatre I	1
Intro to the Black Experience	1
Intro to the Clinical Process	1
Intro to Video Prod for PR/Adv	1

Intro to Women's Studies	6
Intro/Clin/Proc	1
Introduction to Beer Science	1
Introduction to Business	1
Introduction to Design I	1
Introduction to Earth Science	2
Introduction to Energy Policy	1
Introduction To Ethics	6
Introduction to Graph Theory	1
Introduction to Humanities	20
Introduction to Literature	5
Introduction to Oceanography	2
Introduction to Philosophy	3
Introduction to Poetry	1
Introduction to Public Health	5
Introduction to Sociology	9
Introductory Statistics I	3
IRS VITA Tax Practicum	1
Islamic Art/Architecture	1
ISS Internship	1
Issues in Caribbean Religions	1
Issues in hospitality	1
Italian Food in Film	1
Japanese Calligraphy	1
Japanese VI	1
Jazz Bass Major	1
Jazz Ensemble	2
Jazz Keyboard Skills	1
Jazz Percussion Major	1
Jazz Theory & Improvisation II	1
Jews, Christians, Muslims	1
Jr. Performance	1
Keyboard Skills II	2
Keyboard Skills IV	1
Keyboard Skills Music Ed II	2
Laboratory I	2
Laboratory II	2
Lang & Cog Process in English	1
Language and Society	1
Language, Culture & Film	1
Latina/Latino Lives	1
Latina/o/x Media Studies	1
Leadership Fundamentals	4
Leadership in a Complex World	2
Leadership in Chg Environments	2
Leadership/Great Outdoors	1
Learning Assist. Cellular Proc	1
Learning Assistant Bio Div	1
Learning Asst. Genetics	1
Learning Asst. Molecular Bio	1
Lectures in Contemporary BIO	1
Linear Controls Laboratory	2
Literature, Gender & Sexuality	1
MAKE: Hands-On Engr Design	1
Malware Analysis & Rvrs Eng	1
Management Honors Thesis	1
Management Internship	1
Managing Information Resources	2
Marine Aquaculture	1
Marketing Honors Thesis	5
Marketing Internship/Practicum	1
Marketing Management Problems	6
Materials Selection	1
Mathematics Senior Thesis	1
Maths of Quantum Computing	1
Measurement for Teachers	2
Mech Manufactuing Processes	1
Mechanical Engineering Lab II	4
Mechanics of Materials Lab	3
Mechatronics for Innovation	1
Media & Civil Rights Movement	1
Medical Botany	1
Medical Mycology	1

Mental Illness & Addiction	4
Meth of Teaching Eng: Pract	2
Meth Tch Eng: High School	1
Methods for Envi Poli Analysis	1
Methods in Paleobiology	1
Microbial Phys/Genetics Lab	1
Microbio Undergrad Research	1
Microbiology Lab Hlth Prof	1
Mid Sch Math Ed Practicum II	1
Middle School Math Methods II	1
Miscarriages of Justice	1
Modern Chinese II	2
Modern Chinese IV	1
Modern Dance I	1
Modern Dance II	1
Modern Dance III	1
Modern Dance IV	1
Modern European History I	1
Modern Latin America	1
Molecular Biology Literature	1
Molecular Biology of the Cell	1
Molecular Microbiology	1
Movement for Actors	1
Multidis Behavioral Healthcare	2
Museums, Monuments and	1
Music and Culture	3
Music Hist/Baroque And Classic	1
Music Hist/Med And Renaissance	1
Music Senior Seminar	1
Music Theory II	1
Musical Theater Scene Study	1
Nat Disasters and Comm Recov	1
Natl Sec Aff&Prep Actv Duty II	1
Natural Sciences Honors	5
Nav/Naval Operations I	1
Naval Ships Systems II	1
Neighborhood News Bureau	1
News Editing and Social Media	1
Numerical & Computer Tools II	2
Nurs Care Wom Child & Fam Clin	17
Oboe Major	1
Oboe Major	1
Oboe Principal	1
Online Communication	2
Operating Systems	1
Optical Product Technology	1
Org Development and Change	1
Organic Chemistry II	1
Organic Chemistry Lab I	2
Organic Chemistry Lab II	3
Organizational Communication	1
Ottoman Imperial Identity &	1
Overview PH Programs Policies	5
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Percussion Ensemble	1
Percussion Major	1
Percussion Major	1
Percussion Major	1
Percussion Principal	1
Percussion Principal	1
Percussion Principal	1
Performance	1
Persuasion in Digital Media	1
Philosophy of Mind	1
Philosophy of Science	1
Philosophy of Social Sciences	1
Phys Ed Pre-Intern: Elementary	1
Physical Chemistry Lab	1
Piano Ensemble	1

Piano Major	1
Piano Major	2
Piano Principal	1
Poetry I	1
Popular Music Ensemble	1
Port Sustainability	1
Prac Exp Teacher Candidate Edu	1
Practical Chinese	1
Practicing Sustainability	1
Practicum/Career Dev Athletes	1
Precalc Algebra/Trigonometry	1
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Principles Naval Management II	1
Principles of Ecology Lab	7
Principles of Immunology	1
Principles of Managerial Acc	1
Pro Seminar Psych & Legl Systm	1
Problems in General Physics I	2
Problems in General Physics II	2
Process Dynamics and Control	1
Production Involvement I	8
Production Involvement II	5
Prof Form Engineers 1	2
Prof Form Engineers 2	1
Prof Form Engineers 3	1
Prof/Ethical Issues in Engr	1
Prof/Ethical Issues in Engr	1
Professional Selling	3
Professional Seminar	1
Professional Success	1
Professionalism in Crim and CJ	1
Programming Concepts Mech Engr	1
Programming With Data	1
Promotional Video Production	1
Pro-Sem: History & Law.	1
Psych/Mental Hlth Nur Clinical	6
Psychology of Juries	1
Psychology of Learning	2
Pt Care: Ess Nur Prac Clinical	6
Public Affairs Reporting	1
Public Finance	1
Public Health Emergencies	1
Public Health Nursing Clinical	3
Public Policy	1
Public Speaking	7
Quantum Computing and Comm	2
Race and Crime	1
Racial and Ethnic Relations	1
Racism in American Society	1
Radio and Podcasting	1
Real Estate Decision Making	1
Real Estate Internship	1
Regulatory & Clinical Ops	1
Repertory I	1
Repertory II	1
Research Methods in Geography	1
Research Mthds Crim Justice I	3
Restaurant Operations	1
RF/Microwave Circuits II	2
Robotics Process Automation	1
Role Trans & Ldshp in Nurs	3
Russia in Cinema	1
Russian Lang/Culture/Film II	1
Saxophone Major	1
Saxophone Principal	1
Saxophone Principal	1
Saxophone Principal	1
Scalability-Entrepreneur Firms	1
Scenic Design	1
Schools and Society	1
Science for all Students	1
Science of Weight Management	1
Scientific Diving	1

Scientific Diving	1
SCM Capstone Project	1
SCM Internship	1
Script Analysis	1
Seapower & Maritime Affairs	1
Secure Coding	1
Sedimentary Environments	1
Sedimentary Rocks & Processes	1
Sel Top Theatre - BRIT Prog	1
Sel Top: Video/Anima/Dig Art	2
Sel Topics in Criminology	3
Selected Topics In Dance	2
Selected Topics In Theatre	2
Self Defense Women	1
Sem: Aiding in Prison Reentry	1
Sem: Domestic Violence	1
Seminar in Ethics	8
Seminar in Humanities	1
Seminar in Marine Biology	2
Seminar in the Social Sciences	2
Senior Capstone for BSAS/BGS	3
Senior Capstone Seminar	1
Senior Choreography Project	1
Senior Mechanical Design	2
Senior Project in Info Tech	2
Senior Project: Portfolio	1
Senior Semester Math Education	1
Senior Seminar	1
Senior Seminar	1
Senior Seminar in Music Educ	1
Senior Seminar in Phys Educ	1
Senior Seminar in Science Ed	1
Senior Thesis	1
Senior Workshop For Actors	1
Sexualities Studies	1
Shattering the Looking Glass:	1
Shattering the Looking Glass:	1
Silkscreen	1
Small Bus Mgt Entreprenurship	1
Soc/Behavioral Sciences Honors	8
Social Media	2
Social Media in Sport Mrkting	1
Social Psychology	2
Social Psychology	5
Social Relationships	1
Social Science Statistics	3
Social Work Data Management	2
Software Engineering	1
Span. for Bus & Intl Trade II	1
Spanish Linguistics	1
Special Skills In Movement	2
Special Topics in Hospitality	1
Special Topics: Photo	1
Specialized Terminology	1
Sport as Performance	2
Sport Marketing	1
Spvsd Research in Computer Sci	4
Sr Sem in Social Science Ed	1
Sr Seminar Early Childhood Ed	1
Sr Seminar in English Ed	1
ST: Data Visualization	1
ST: Microbiological Research	1
ST: Sizzling Images	1
ST: Spanish Paleography II	1
ST: Topics in Food Comm.:	1
ST:Advanced Video Storytelling	1
ST:Freelancing Writing&Editing	1
Stable Isotope Geochemistry	1
Stage Management	1
Standards Based Education	1
Statistical Inference	2
Stellar Astronomy & Cosmology	3
STEM Integration Elem Classrm	1

Stereotype & Prejudice	1
Str Resilience for App Com Cxt	1
Strategic Mgmt/Decision Making	4
Strategies for Veteran Success	1
Stratigraphy & Paleontology	1
Street Foods From Around	1
String Quartet	3
String Techniques	1
Structural Geology & Tectonics	1
Student Consulting Project	1
Studio Theatre Performance I	5
Studio Theatre Performance II	4
Styles Of Acting	1
Survival Physiology	1
Sustainable Develop & Religio	2
Sustainable Human Systems	1
Sustaining the Earth	1
Symbolic Computations in Math	1
System-on-Chip Designs	1
Tactical Leadership Foundation	3
Teach Elem K-6 Social Studies	3
Teaching Elem School Science	2
Teaching Social Science Themes	1
Tech for Leading & Learning	1
The Business of eSports	1
The City	1
The Irish in America	1
The Politics of Women's Health	1
The Teacher as Researcher	2
Theater and Culture	1
Theories of Culture	2
Time Series and Forecasting	1
Top: Incarceration	1
Topics in Sculpture	1
Traditional English Grammar	1
Trombone Major	1
Trombone Principal	1
Trombone Principal	1
Trombone Principal	1
Trumpet Major	1
Trumpet Principal	1
Trumpet Principal	1
Trustworthy Infrastructures	1
Tuba Major	1
Tuba Major	1
Tuba Major	1
Tuba Principal	1
Tuba Principal	1
TV News	1
TV Practicum: Florida Focus	2
TV Production and Direction	1
Twentieth Century Art	1
Undergrad Research Exp	2
Undergraduate Research	8
Undergraduate Research	7
Undergraduate Research	2
Undergraduate Research	1
Undergraduate Research	1
Undergraduate Seminar	1
Undergraduate Seminar	1
Understanding Dance Experience	1
Understanding World Cultures	2
University Orchestra	1
University Pep Band/WintrGuard	1
University Singers	1
Urban Geography	1
Use of Chemical Literature	3
Vector Calculus	1
Vertebrate Zoology Laboratory	2
Video, Animation, Digital Arts	4
Viola Major	1
Viola Major	1
Viola Principal	1

Violin Major	1
Violin Major	1
Violin Principal	2
Violin Principal	1
Violoncello Principal	1
Violoncello Principal	1
Virology	1
Visual Design for Global Media	1
Visual Literacy	1
Visual Storytelling	1
Voice Major	2
Voice Major	1
Voice Principal	2
Voice Principal	2
Voice Principle	3
Vu at USF	1
War and Society	2
Weight Management	2
Weight Training	1
Wetland Environments	2
Wildlife Research Methods	1
Wind Ensemble	3
Wireless Circuits/Systems Lab	4
Women, Environment, and Gender	1
Women's Studies Internship	1
Workforce & Leadership Dvlpmnt	3
World Dance Topics	1
World Regional Geography	1
Writing For Radio and TV	1
Writing for the Mass Media	1
Writing For The Theatre	1
Yoga	1
TOTAL	4608

Textbook & Instructional Materials Affordability Initiatives

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 USF students since 2010. TAP focused on hiring a team to analyze adoption trends and implement strategies to raise awareness about and reduce high textbook costs by fostering faculty 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 addition, TAP provided individualized support to students that were struggling to afford their textbooks by suggesting library services or alternative materials to help them through their courses.

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.

Through 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, it has saved students over an estimated $35 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 which provides essential textbook affordability information to USF Faculty and fosters 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.

Textbook Recommendation Service
For Fall 2021 and Spring 2022, TAP continued to review undergraduate textbook adoptions submitted to the USF Bookstore from the previous Fall 2020 and Spring 2021 semesters, respectively. The goal was to assist departments and their library liaisons in navigating textbook affordability issues by researching and recommending more affordable options or services based on their previous textbook selections. The focus was on building awareness around digital versions of titles, the bookstore's Inclusive Access program, library resources, and open educational resources. The majority of the recommendations were for our Ebooks in the Classroom+ program.

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

In the Fall 2021 semester, a total of 810 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 1,125 individual course sections (440 unique courses) with cumulative enrollments of 41,267 students.

In the Spring 2022 semester, a total of 757 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 1,050 individual course sections (439 unique courses) with cumulative enrollments of 34,057 students.

Open Access Textbook Adoptions
TAP's Textbook Recommendation Service supported open access textbook adoptions at USF by researching and promoting free materials 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. Then, in Fall 2019, they stopped using courseware and further decreased the costs to students. Since Fall 2018 and through Spring 2022, the Chemistry department has saved their students over $8.2 million in learning material costs by utilizing open access materials.

Overall in the 2021-2022 academic year, tracked faculty usage of open access textbooks in their courses resulted in a collective savings of over $2.6 million for 8,051 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 $40 per credit hour and provided affordability guidance that a textbook in a three-credit course should cost no more than $120. 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.

Affordability Counts
Affordability Counts was an initiative created by 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 initiative was opened for other schools in Florida to participate, and USF joined the Affordability Counts Steering Committee through TAP to assist in the initiative's direction and growth. To date, TAP has added 1,402 courses to the database from 847 unique instructors. The average cost per credit hour for the USF courses added to the database is $8.48.

The initiative focuses on faculty whose total course material costs are at or less than $20 per credit hour. If faculty believe their course is eligible or they are contacted proactively by TAP, they can submit their low-cost course for review by the TAP team. TAP reviews the submissions and confirms the information through syllabi and bookstore adoptions to determine if a course meets the requirement. Faculty with courses approved will receive the Affordability Counts medallion to display on their syllabus or Canvas course, and their courses are included in a 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. The publicly available summary information can be located on the TAP website, but 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 1.4 million downloads 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 Bhattacherjee, is the most downloaded publication on Digital Commons with1.2 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 all students at the University of South Florida. In April 2017, this program was incorporated into the Ebooks for the Classroom+ tool for enhanced content and usability. This 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. This results in zero cost to the students.

For Summer 2021, the USF Libraries spent $932 on unlimited access ebook licenses with a cost benefit of $366,377 for 5,032 students.

For Fall 2021, the USF Libraries spent $8,984 on unlimited access ebook licenses with a cost benefit of $1,054,032 for 18,233 students.

For Spring 2022, the USF Libraries spent $12,122 on unlimited access ebook licenses with a cost benefit of $893,681 for 12,819 students.

Overall for the past year, the Ebooks in the Classroom+ program was able to save 36,084 students a combined total of over $2,314,090 for a cost basis of $22,038.

Bookstore Savings Programs
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 the Textbook Recommendation Service.

The major incentives of this 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:

Summer 2021 (Semester Savings: $390,412)
Inclusive Access: $219,033
Rental: $42,893
Used: $17,302
Digital: $108,688
Buyback: $2,496

Fall 2021 (Semester Savings: $1,961,773)
Inclusive Access: $703,836
Rental: $302,892
Used: $211,169
Digital: $740,788
Buyback: $3,038

Spring 2022 (Semester Savings: $1,410,664)
Inclusive Access: $701,859
Rental: $228,755
Used: $54,634
Digital: $418,903
Buyback: $6,513

2021-2022 (TOTAL Savings: $3,762,849)
Inclusive Access: $1,624,728
Rental: $574,540
Used: $283,105
Digital: $1,268,379
Buyback: $12,047

Has the *opt-in* provision been implemented by your institution for the purchase of student materials? If yes, describe the impact this has this 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 $1.6 million in the last year.

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

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

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

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 B2 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 publicly posted on the USF Bookstore website (operated by Follett). The bookstore website is open to the public 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.

Are the policies effective in meeting the reporting requirement? If not, what measures will be taken by the university 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 indicating that a submission is due. These email notices contain textbook adoption reports signaling to the chair and faculty which courses in their department 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 the email notice reports ahead of the ordering deadline.

Fall 2021					
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	# 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
9,514	9,238	97.10%	99	276	2.90%

Spring 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	# 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
9,281	9,007	97.05%	95	274	2.95%

**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.

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 2021				
Total # of Course Sections (Not Including Exceptions)	# of Course Sections Identified As Exceptions	Total # Of Course Sections Including Exceptions (Column A + Column B)	% Of Total Course Sections That Were Identified As Exceptions	Reasons For Exceptions
9,514	576	10,090	5.7%	Late Added Courses (

Spring 2022				
Total # Of Course Sections (Not Including Exceptions)	# Of Course Sections Identified As Exceptions	Total # Of Course Sections Including Exceptions (Column G + Column H)	% Of Total Course Sections That Were Identified As Exceptions	Reasons For Exceptions
9,281	448	9,729	4.6%	Late Added Courses (

Textbook & Instructional Material Affordability & Transparency Report

Academics & Campus Environment Committee

University of South Florida Board of Trustees

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

Todd Chavez, Dean of the USF Libraries

Dr. Elizabeth Bell, Interim Vice Provost of Faculty Affairs

UNIVERSITY OF SOUTH FLORIDA

DATA HIGHLIGHTS – USF

$21.03

COST PER CREDIT HOUR

UNIVERSITY OF SOUTH FLORIDA

SPRING 2022

$51.67

COST PER CREDIT HOUR

NATIONAL AVERAGE
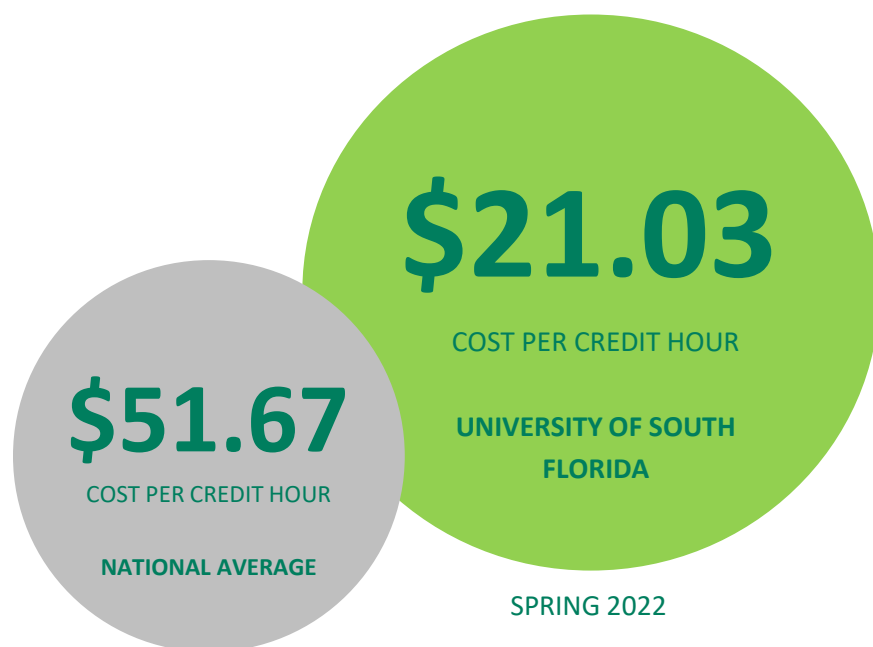
2022 Data Provided by The College Board

USF TEXTBOOK ADOPTION COMPLIANCE

FALL 2021: 97%

SPRING 2022: 97%

(95% Compliance Requirement)

2

Benefits of Buy-In from OneUSF

College of Behavioral & Community Sciences – Avg. Cost: $21.91

(CFS) Child & Family Studies – $25.02

(CJP) Criminology – $22.77

(CSD) Communication Sciences & Disorders – $19.60

(GEY) Aging Studies – $50.43

(MHL) Mental Health Law & Policy – $7.41

(SOK) Social Work – $30.43
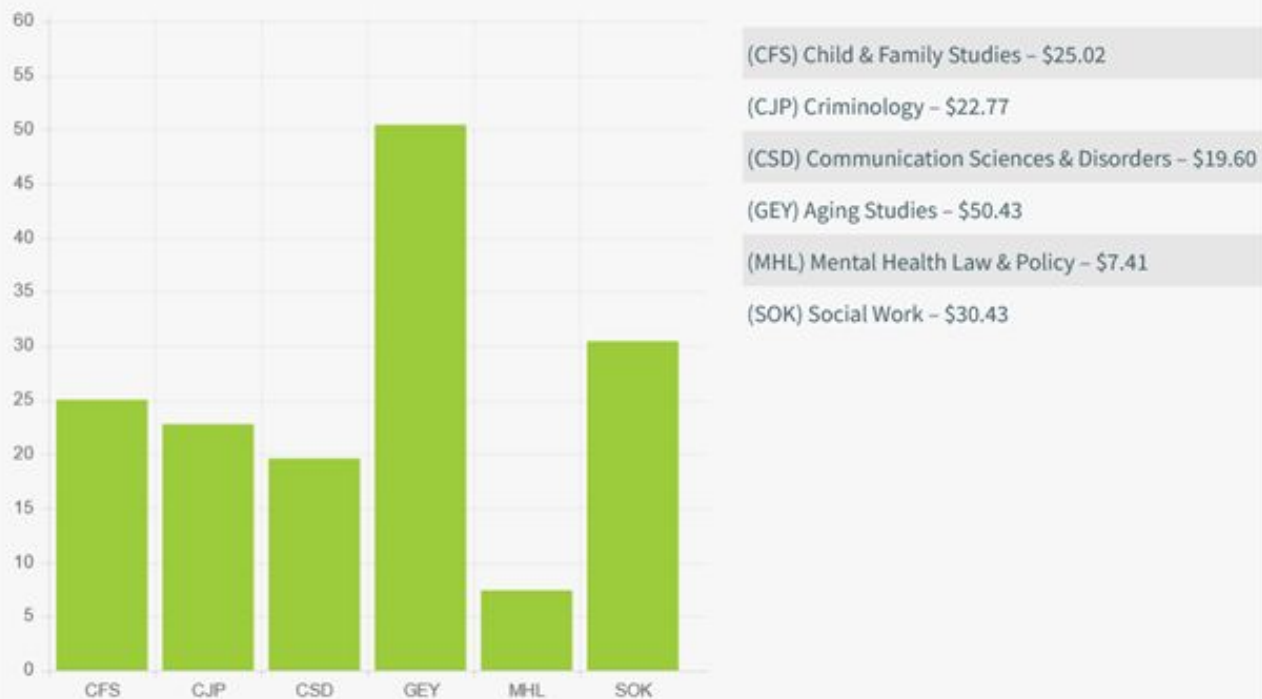
All units across OneUSF are working together to reduce textbook costs, including academic departments, faculty, university leadership, the USF Libraries, the USF Bookstore, and TAP.

Average Textbook Cost Per Credit Hour Reductions

Fall 2020: $23.96
Fall 2021: $20.72 **(-13.5%)**

Spring 2021: $22.31
Spring 2022: $21.03 **(-5.7%)**

3

UNIVERSITY OF SOUTH FLORIDA

$35,108,339

CUMULATIVE SAVINGS 2010 TO DATE

- Adopting Ebooks or the Lowest-costing Format of a Textbook

- Open Educational Resources

- Bookstore Cooperation and Inclusive Access

- Library Resources

4

UPDATES & INITIATIVES

- Affordability Counts

  - 1,402 courses

  - 847 unique instructors

  - $8.48 average cost per credit hour of courses submitted

- Data Visualization and Dashboard Expert

- EB+ and Textbook Recommendation Service

5
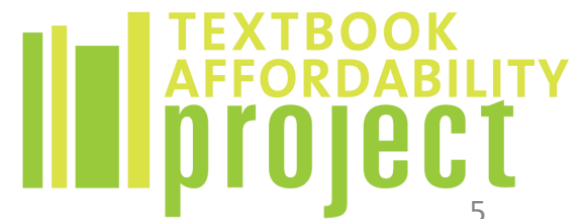
Agenda Item: iii.d

USF Board of Trustees
September 6, 2022

Issue: Florida Equity Report

_____

Proposed action: Approve USF SUS Equity Report

_____

Executive Summary:

The Florida Equity Report is required under the Florida Educational Equity Act (Section 1000.05 F.S.) and the Florida Board of Governors Regulation 2.003 Equity and Access. It identifies, measures and provides an analysis of equity, as well as recommendations by which the institution may make improvements for the appropriate representation of women and minorities in selected areas.

Financial Impact:

There is no proposed financial impact.

_____

Strategic Goal(s) Item Supports: Student Success
BOT Committee Review Date: Academics and Campus Environment Committee: August 2, 2022
Supporting Documentation Online (*please circle*):   Yes   **No**
Prepared by: Kevin Jones, PhD, Director of Analytics, Office of Diversity, Equity, and Inclusion

Equity Report

2020-2021: Highlights

Presented to:
Academic and Campus Environment Committee
USF Board of Trustees

Elizabeth Hordge-Freeman, Ph.D. | August 23, 2022

Tricia Penniecook, MD, MPH

UNIVERSITY of
SOUTH FLORIDA

UNIVERSITY of SOUTH FLORIDA

Undergraduate Enrollment

USF (Fall Race & Ethnicity and Gender, IPEDS Methodology)

2021
- White: 46.7%
- Black: 8.6%
- Hispanic: 21.9%
- Asian: 7.7%
- 4.1% 3.5% 7.1%
- 0.1% 0.1%

2020
- White: 47.6%
- Black: 9.0%
- Hispanic: 22.0%
- Asian: 7.2%
- 4.1% 3.6% 6.3%
- 0.2% 0.1%

2016
- White: 52.0%
- Black: 9.8%
- Hispanic: 19.8%
- Asian: 6.3%
- 3.8% 5.9%
- 0.2% 0.2% 2.1%

Legend:
- ■ White
- ■ Black
- ■ Hispanic
- ■ Asian
- ■ Am. Indian/Alaskan
- ■ Hawaiian/Pacific Islander

Gender chart:
- 2016: Female 55.3%, Male 44.7%
- 2020: Female 56.9%, Male 43.1%
- 2021: Female 56.8%, Male 43.2%

■ Male ■ Female

IPEDS Fall Enrollment Methodology by Race/Ethnicity and Gender *as provided by the Office of Decision Support*

2
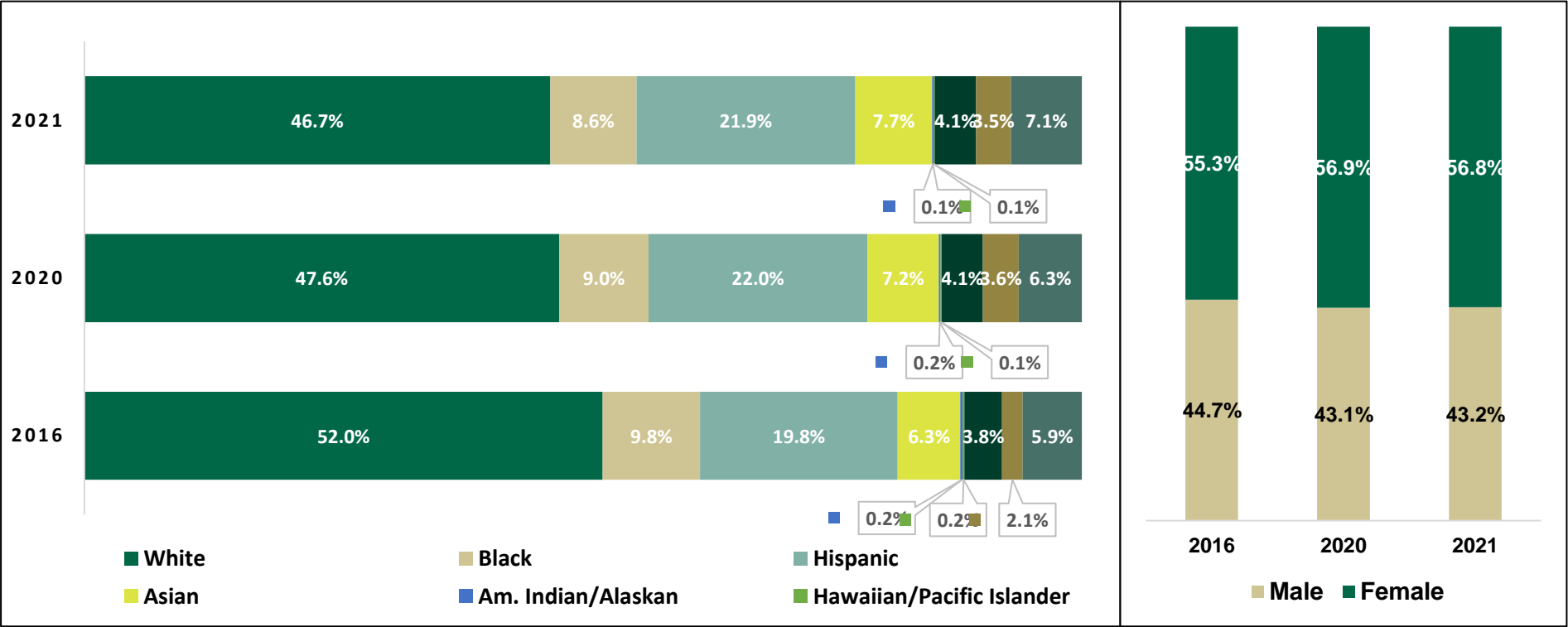
Trends in Admissions Yield Rate

UNIVERSITY of
SOUTH FLORIDA

First Time in College Enrollment

USF (Fall Race & Ethnicity and Gender, IPEDS Methodology)

2021
| White 45.4% | Black 7.0% | Hispanic 21.1% | Asian 10.2% | ≥ TWO Races 5.0% | Unknown | Non Resident Alien 7.9% |

Hawaiian 0.1% | Am. Indian 0.1% | Unknown 3.2%

2020
| White 47.8% | Black 6.7% | Hispanic 22.4% | Asian 9.7% | ≥ TWO Races 4.7% | 5.6% |

Hawaiian 0.1% | Am. Indian 0.1% | 3.0%

2016
| White 52.5% | Black 8.4% | Hispanic 19.6% | Asian 7.6% | ≥ TWO Races 4.9% | 4.2% |

Hawaiian 0.1% | Am. Indian 0.1% | 2.6%

Legend:
- White
- Black
- Hispanic
- Asian
- Am. Indian/Alaskan
- Hawaiian/Pacific Islander
- ≥ TWO Races
- Unknown
- Non Resident Alien

Male **Female**

Year	Female	Male
2016	58.8%	41.2%
2020	59.3%	40.7%
2021	57.5%	42.5%

See Equity Report Part III, Table 1 for Full-Time FTIC, 2021, 2020, 2016
IPEDS Fall Enrollment Methodology by Race/Ethnicity and Gender as provided by the Office of Decision Support

4

UNIVERSITY of
SOUTH FLORIDA

Full-time Transfer Enrollment
USF (Fall Race & Ethnicity and Gender, IPEDS Methodology)

2021: White 48.0% | Black 11.1% | Hispanic 23.1% | Asian 4.7% | ≥ TWO Races 3.7% | Non Resident Alien 5.8% | Am. Indian/Alaskan 0.2% | Hawaiian/Pacific Islander 0.1% | Unknown 3.3%

2020: White 47.4% | Black 11.3% | Hispanic 24.3% | Asian 4.5% | ≥ TWO Races 4.0% | Non Resident Alien 4.3% | Am. Indian/Alaskan 0.2% | Hawaiian/Pacific Islander 0.1% | Unknown 4.0%

2016: White 52.7% | Black 10.8% | Hispanic 19.6% | Asian 5.0% | ≥ TWO Races 3.5% | Non Resident Alien 3.8% | Am. Indian/Alaskan 0.3% | Hawaiian/Pacific Islander 0.2% | Unknown 4.2%

Legend:
- White
- Black
- Hispanic
- Asian
- Am. Indian/Alaskan
- Hawaiian/Pacific Islander
- ≥ TWO Races
- Unknown
- Non Resident Alien

Gender chart:
- 2016: Female 57.2%, Male 42.8%
- 2020: Female 61.0%, Male 39.0%
- 2021: Female 59.8%, Male 40.2%

- Male
- Female

IPEDS Fall Enrollment Methodology by Race/Ethnicity and Gender as provided by the Office of Decision Support

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Graduate Enrollment

USF (Fall Race & Ethnicity and Gender, IPEDS Methodology)

Year	White	Black	Hispanic	Asian	Am. Indian/Alaskan	Hawaiian/Pacific Islander		
2021	46.6%	8.3%	14.0%	6.0%	5.9%	16.8%	0.2% / 0.1% / 2.2%	
2020	49.2%	8.0%	13.5%	6.5%	4.5%	15.7%	0.1% / 0.1% / 2.2%	
2016	48.9%	7.8%	10.7%	6.3%	3.4%	20.5%	0.2% / 0.1% / 2.0%	

Legend:
- White
- Black
- Hispanic
- Asian
- Am. Indian/Alaskan
- Hawaiian/Pacific Islander

Gender	2016	2020	2021
Female	56.6%	60.9%	61.4%
Male	43.4%	39.1%	38.6%

IPEDS Fall Enrollment Methodology by Race/Ethnicity and Gender *as provided by the Office of Decision Support*

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FTIC Retention and 6-Year Graduation

USF (IPEDS Methodology)

Cohort	White	Black	Hispanic	Asian	Am. Indian/ Alaskan	Hawaiian/Pacific Islander	≥ TWO Races	Unknown	Non Resident Alien	FTIC 1-Yr Rate
2020	87.8%	91.2%	89.3%	94.1%	80.0%	100.0%	89.4%	93.9%	92.9%	**90%**
2019	90.6%	95.3%	92.5%	94.6%	75.0%	87.5%	91.3%	94.2%	91.1%	**92%**
2018	89.3%	95.1%	90.6%	94.9%	87.5%	71%	88.8%	86.8%	91.9%	**90%**

6- Year FTIC Graduation Rate by race

6-YEAR FTIC GRADUATION RATE
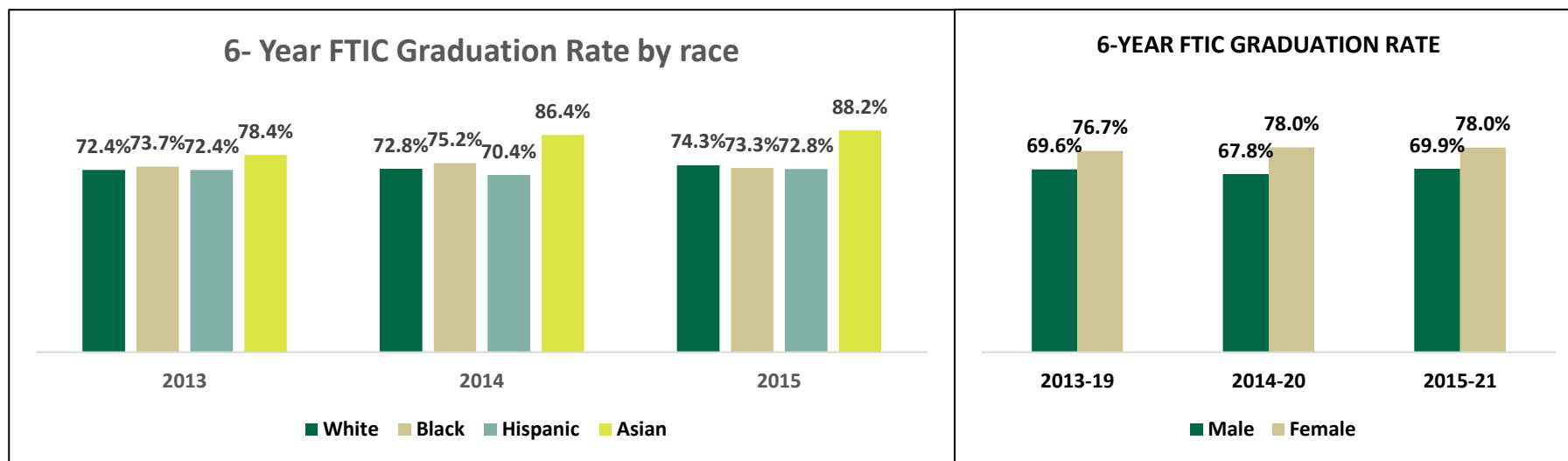
IPEDS Methodology as provided by the Office of Decision Support

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One USF All Faculty

All Faculty
FY 2021-2022

Two or More 5.12%
Unknown, 2.41%
Non Resident Alien 4.77%
Hispanic 4.87%
Asian 14.20%
Black 5.07%
White 63.32%

New Faculty
FY 2021-2022

Two or More 8.59%
Unknown 1.56%
Non Resident Alien 17.19%
Hispanic 3.13%
White 49.22%
Asian 16.41%
Black 3.91%
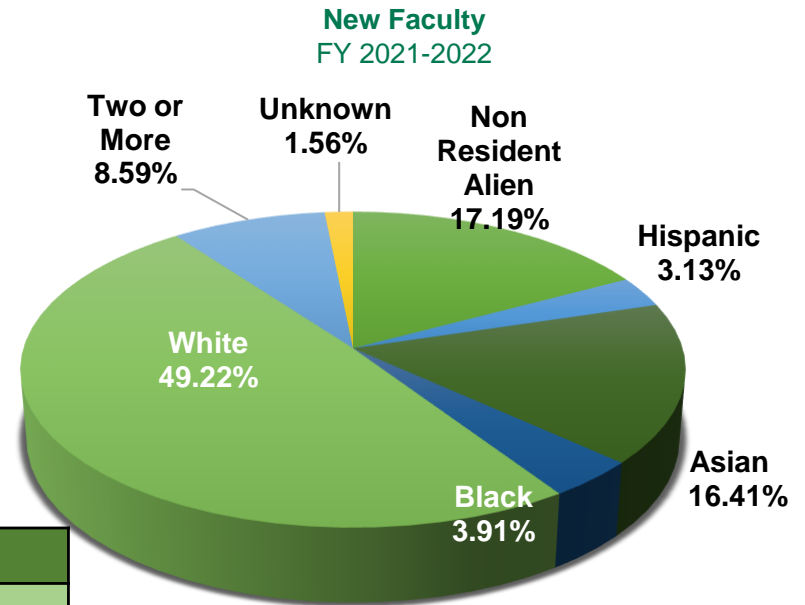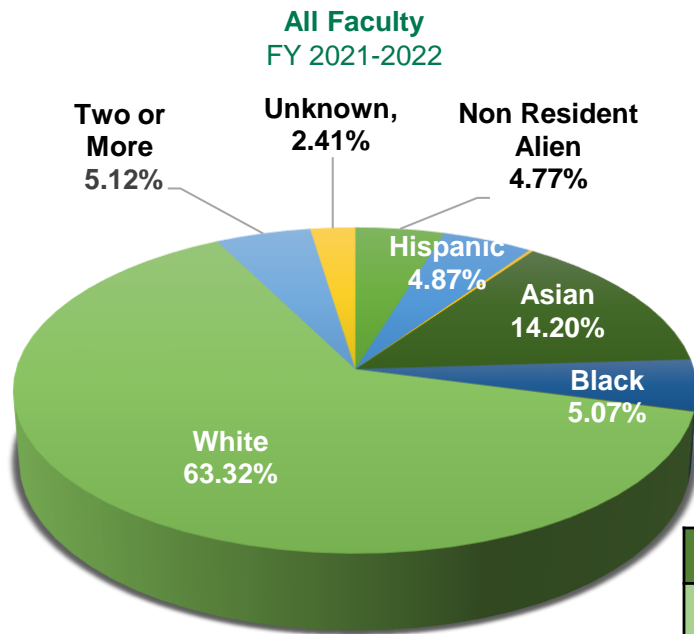
2021 All Faculty		
	Count	Percent
Female	935	46.91%
Male	1058	53.09%
TOTAL	**1993**	**100%**

IPEDS Human Resources Data as Provided by the Office of Decision Support
Table 1,2, & 3 for All Faculty 2021

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2020 IPEDS Human Resources Data
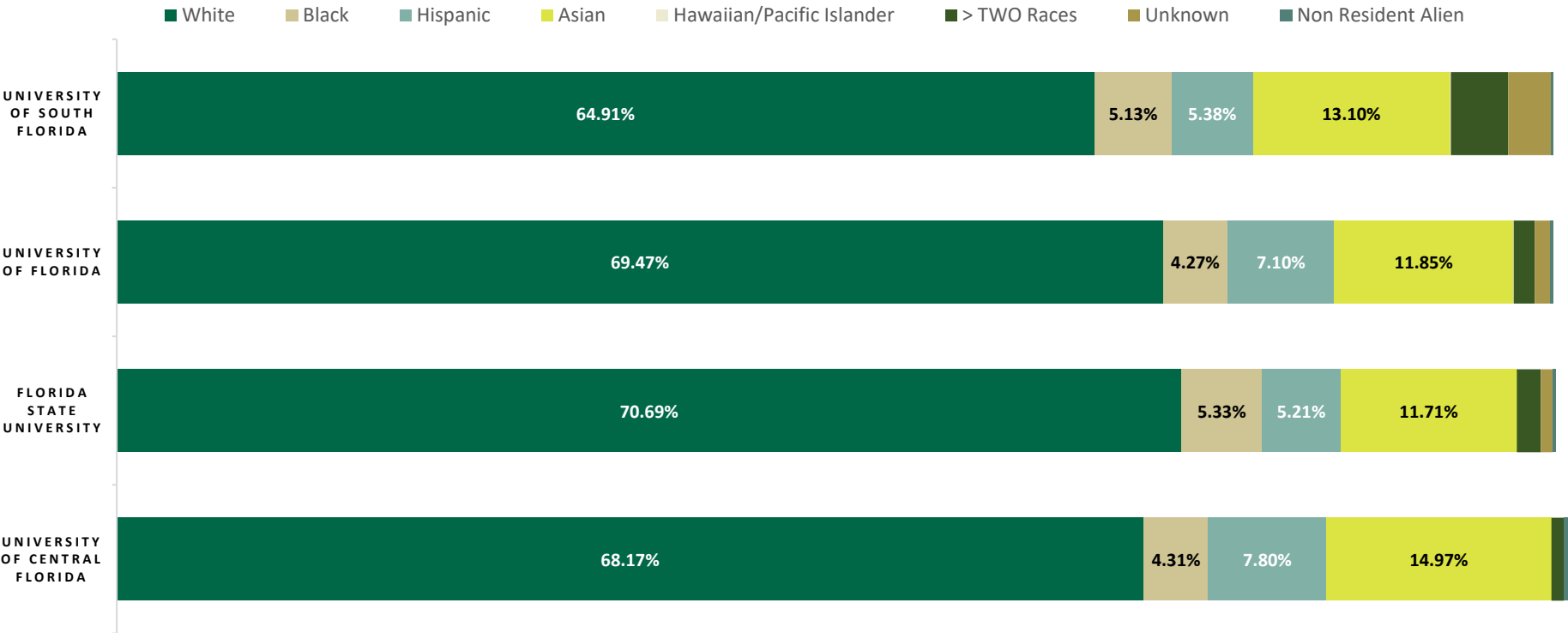
UNIVERSITY of
SOUTH FLORIDA

One USF Administrators (Directors and above)

All Administrators
FY 2021-2022

Two or More
7.02%

Non Resident Alien
0.43%

Hispanic
4.04%

Asian
5.53%

Black 8.09%

White
74.47%

New Administrators
FY 2021-2022

Two or More
18.18%

Hispanic
9.09%

Black
18.18%

White
54.55%
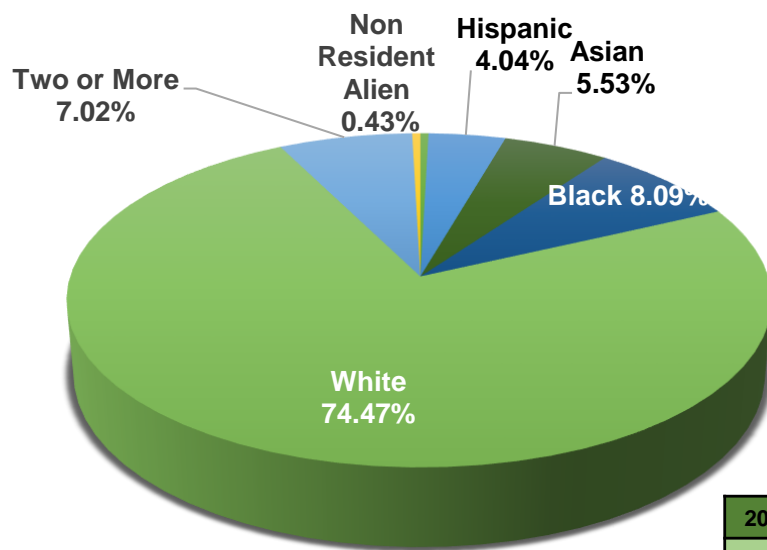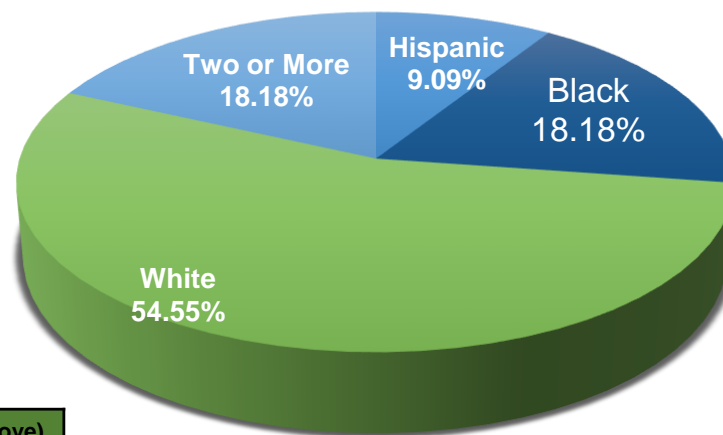
2021 Administrators (Director and above)		
	Count	Percent
Female	237	50.43%
Male	233	49.57%
TOTAL	**470**	**100%**

*IPEDS Human Resources Data as Provided by the Office of Decision Support
Table 4a for Executive/Administrative/Managerial 2021*

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Beyond the Metrics: Strategies & Recommendations

I. Institutional Strategy and Priorities

II. Student Access, Recruitment, and Experience

III. Faculty/Staff Recruitment, Retention, and Advancement

IV. Cross-Unit Collaboration

V. [Dare Dashboard](#)

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2022 Florida Equity Report

University of South Florida

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Florida Equity Report:
Enrollment, Sex Equity in Athletics, and Employment
Report Year: 2022

Data Year: July 2020 – June 2021

Approved by:

_____ Date _____
Will Weatherford, Chair, USF Board of Trustees (or designee)

Approved by:

_____ Date _____
Rhea Law, President, USF

Submitted by:

_____ Date _____
Dr. Elizabeth Hordge-Freeman, Senior Advisor to the President and Provost for
Diversity and Inclusion

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2022 Florida Equity Report | University of South Florida

Table of Contents

2020 Florida Educational Equity Act Report
University of South Florida
Year 2020-2021

Part I. Executive Summary

The Annual Florida Equity Report is required under Florida Statutes as stipulated in the following documents: The Florida Educational Equity Act (Section 1000.05 F.S.) and the Florida Board of Governors Regulation 2.003 Equity and Access. Each year, the University of South Florida (One USF) Equity report provides an analysis of key equity indicators identified by the Florida Board of Governors. The report identifies, measures, and provides an analysis of equity and performance, and it provides recommendations that clarify opportunities for improvement to achieve the appropriate representation of protected classes, including women and minorities, in selected areas.

In 2020, under the leadership of Chair Brian Lamb, the Florida Board of Governors produced a diversity, equity, and inclusion (DEI) memo intended to clarify expectations for measurable performance outcomes and foster opportunities to share and/or develop practices that would facilitate the advancement of SUS DEI initiatives. The four critical components of that memo included: 1) listening and feedback processes, 2) learning and training processes, 3) recruitment, talent development and advancement processes, and 4) supplier diversity. Where appropriate, the analysis of the trends highlighted in this report will be analyzed in the context of these four critical components.

A. Description of Plan Development

The USF Office of Diversity, Equity, and Inclusion (ODEI) coordinated and compiled the Florida Equity Report with several University departments across all three campuses to produce each section of the report. These units and their lead coordinators are listed in Appendix A. The data that form the basis of this report were provided by the Office of Decision Support and includes hiring data from the Office of the Provost, student services data from the Office of Student Success, and Athletics. Prior to submission, the data were reviewed by the Academics and Campus Environment Advisory Council (ACEAC), the Board of Trustees Academics and Campus Environment Committee (ACE), and, finally, the President and the Board of Trustees of the University of South Florida.

B. Summary of Institutional Progress

Policies and Procedures in Support of Equity (Part II)

The University of South Florida's policies for Non-Discrimination and Title IX are included in this document.

Academic Programs (Part III)

In this section of the report, we analyze data related to enrollment, retention/graduation rates, and program completions. The major findings from the section include:

The University of South Florida's First Time in College (FTIC) enrollment of underrepresented students increased to 51.4% from 43.7% in the previous year. The gender composition remained relatively consistent with women representing 58% of FTIC students and men representing 42%. USF's transfer enrollment increased proportionally for all underrepresented racial and ethnic groups, except Hispanic, which decreased by 1% from 27% to 26%. The proportion of female transfers remained consistent with women representing 61% of the transfer population, down slightly from 62.2% in the previous year.

In the 2020-2021 year, the overall six-year graduation rate at USF increased to 75%, up from the previous year's rate of 73.7%. During the past five years, the achievement gap among underrepresented groups was eliminated and, in some cases, underrepresented students graduated at a higher rate than white students. USF recognizes the continuing gender gap in male graduation rates and is strengthening academic advising to improve male student attainment. USF has also developed strategic initiatives to continue outreach to underrepresented students with the goal of sustaining our current achievements and cultivating a more diverse student body. Efforts to support the increased enrollment of undergraduate Black students over the past several years is being addressed with collaborations between the Black Leadership Network and the Office of Student Success.

As it relates to graduate and professional program enrollment, after several years of increasing gains in the enrollment of Hispanic students this number dropped 4% in 2020 – 2021, while Black student degree achievement remained flat. As these two groups represent the largest groups of underrepresented racial and ethnic minorities at USF, efforts to establish pipeline programs at the graduate and professional level would be beneficial. In all areas of graduate programs (masters, doctoral, and professional), the proportion of women enrolled was greater than the proportion of men.

In the previous 2019-2020 Equity Report, we identified opportunities for improvement with regards to Academic Programs. Having achieved increases in the majority of all racial and ethnic student populations, we articulated the need to focus less on effort and more on outcomes that illustrate how we have advanced our equity goals. USF was successful in improving its processes towards systemizing its ongoing equity goals as demonstrated by our initiatives.

Goals for 2021-2022: Our goals for 2021-2022 focus on increased participation from our community partners and their respective stakeholders to drive the enrollment of underrepresented minorities, as well as the continued use of strategic approaches to admission yield. This includes building genuine relationships and partnerships with diverse communities and connecting with diverse populations as early as middle school. Additional options that should be considered include training faculty, advisors, coaches, and staff to more effectively support and recognize the challenges and stresses that underrepresented, non-traditional, and international students face,

from initial enrollment, through their academic and co-curricular experiences, and, ultimately, graduation.

Gender Equity (Part IV)

Across the eleven metrics of gender equity in athletics, our analysis reveals that USF was in compliance, as it relates to the provision of resources and support for the participation of female athletes. There are still important efforts to be taken to ensure sex equity. While 57% of the undergraduate student population is female, the sex composition of athletes is 49% female and 51% male. The training facilities and locker rooms to support sports for each group are comparable, but we believe there are opportunities for improvement related to the provision of scholarships and the addition of sports. Women receive 37.7% of the athletic scholarships, while men receive 62.3%.

Goal for 2021-2022: Our goal is to increase the availability of funding for female student-athletes and to review salary equity for all sports.

Employment Presentation (Part V)

Overall, the total number of **tenured faculty** slightly decreased from the year 2020 to the 2021 year (from 853 to 813 faculty). Of tenured faculty, Asian faculty and those identifying as Two or More Races had the greatest proportional gains over the past year, with their numbers increasing by 3% and 13%, respectively. Rates for the number of tenured faculty over the past five years were flat with notable gains being made by faculty in two groups: Asian faculty (31% increase), and faculty identifying as Two or More Races (86% increase). The number of Hispanic faculty has decreased by 19% when compared to five years ago, with a -14% decrease from 2020 to 2021. Tenured faculty who are women represented 36.6% of all tenured faculty in 2021, while men represented 63.3%. Women remain significantly underrepresented as tenured faculty. This proportional disparity has remained relatively unchanged in comparison to the previous year, but it represents an 8% increase from five years ago.

Among **tenure-track faculty**, USF experienced a 11.7% decrease in tenure-track faculty between Fall 2020 and Fall 2021 due to a reduction in hiring (COVID-19 related). All racial categories experienced either no growth or a decline during this period except for those who identify as Two or More Races who increased by 63%. Overall, the number of tenure-track faculty has reduced by 42% over the past five years. Hispanic faculty numbers have experienced the greatest decrease with 38% fewer than last year and a 78% decline compared to 2016. With diversity, equity, and inclusion being a core commitment of USF's strategic plan, as well as the university's aspirational goal of becoming a Hispanic Serving Institution, the fact that tenured and tenure-track Hispanic faculty continue to decline calls for an immediate assessment and systematic course correction. The most notable observation is that, over the past five years, the number of faculty who identify as Two or More Races increased by 117%. In terms of gender, women are represented almost equally with men, representing 48.9% of tenure-track faculty (a number that has declined 0.6% since 2016). Men make up 51% of tenure-track faculty, a number that has increased by 0.6% since 2016).

The number of **non-tenure earning faculty** in 2020-2021 has experienced a 25% increase when compared to the 2016 numbers. These trends are reflected across all racial and ethnic groups except among Hispanic faculty, who decreased by 9% since last year. Notably, the number of faculty identifying with Two or More Races increased 163% since 2016. Hispanic faculty experienced the highest percentage of decline both over last year (9% decline) and over the past five years (2% decline). Women represent 55% of non-tenure earning faculty, which is a number that has increased by 2% since 2016.

Overall, women are underrepresented in tenure and tenure-earning faculty positions and represent the majority of non-tenure earning faculty. Among racial and ethnic groups, Hispanic faculty numbers have declined the most across all faculty ranks, even as Hispanic student enrollment has steadily increased. Black faculty numbers have been steady or slightly declining since 2016 but declined by 8% since last year. Asian faculty are over-represented in all faculty ranks relative to their proportion of the population; however, they have had declines in tenure-track faculty numbers. Further data and analysis are necessary to determine why this is happening, especially as tenured faculty are the single largest source of senior academic and institutional leadership at USF. Without a strong, diverse base, growing inclusive leadership will become more challenging. The faculty numbers for American Indian/Alaskan Native and Native Hawaiian/Pacific Islander are very low and are in some cases zero. Faculty trends suggest the need to support tenure-track hires and these efforts should emphasize equitable proportions of women and members of underrepresented racial and ethnic groups, especially Hispanic, Black, American Indian/Alaskan Native, and Native Hawaiian/Pacific Islander.

Goal for 2021 – 2022: USF should increase the proportion of under-represented tenured, tenure-track faculty, and non-tenure earning faculty who identify as female, Black, American Indian/Alaskan Native, Hispanic, and Native Hawaiian/Other Pacific Islander.

In terms of **Executive/Administrative/Managerial,** USF experienced a 16% increase in the overall number of employees in this category between Fall 2016 (406) and Fall 2021 (470). In comparison to five years ago, Black managers increased by 100% and those identifying as Two or More Races increased by 230% and Hispanics decreased by 17%. As mentioned earlier, further analysis should be conducted to determine why Hispanic representation is falling across multiple key areas at USF: faculty, administration, and student enrollment. In a state with a 26% Hispanic population, and 30% in Hillsborough County, where the university is located, this continued decline is unacceptable and needs to be addressed immediately. From Fall 2020 to Fall 2021, Black managers increased by 3% and those identifying with Two or More Races increased by 38%, while Hispanics decreased by 34% and Asians declined by 7%. Women represented 50.4% of managers, which is a 1.9% increase from five years ago.

Goal 2021 – 2022: USF should increase the overall proportional representation of managers who identify as female and/or a member of an underrepresented racial and ethnic group. In a comparative analysis using data from our peers, the composition of managers who are women and members of underrepresented groups is not proportionally represented. Given the student population, investments in recruitment of Hispanic and Black staff would support the success of our increasingly diverse students. Efforts to increase those numbers should be further bolstered.

Areas of Improvement and Achievement (Part VI)

Our review of comparative national standards for management occupations allows us to determine that women should represent 55% of managers, but they represent 50% at USF. Comparative peer data about Asian managers reveals they should represent 4.4% of managers, and they represent about 6% of USF's managers. Given comparative standards, our focus should include female, Hispanic, Black, American Indian/Native Alaskan, and Native Hawaiian/Other Pacific Islander, which are represented at levels that are lower than our peer data. The university needs to take a proactive stance and evaluate current support efforts specifically focused on underrepresented leadership and add mechanisms as needed. Specific examples include targeted recruitment, promotions, and orientation, with a concerted and deliberate effort to foster an inclusive leadership environment across all campuses.

Several areas of improvement have been embedded in the sections above in the form of future goals. In addition, there are numerous opportunities for improvement in connection to four major areas: 1) Student Access, Recruitment, Retention and Graduation, 2) Faculty and Staff recruitment, retention, and advancement, 3) Collaboration across academic and institutional units in order to embed USF Principles of Community, specifically Equity with Excellence across all units, and 4) Greater use of data infrastructure to advance equity beyond the metrics included in the Equity report.

We believe the Equity Report represents the preliminary stage of the thorough institutional self-assessment necessary to achieve our goals of becoming a more anti-racist and inclusive campus. As a direct response to the murder of George Floyd in 2020 and the subsequent Black Lives Matter movement, the University of South Florida launched its Diversity, Anti-Racism, and Equity (DARE) Dashboards: performance dashboards designed to complement the Equity Report. The DARE dashboards have established our baseline across numerous metrics, allowing us to identify the other fundamental factors related to experience and sense of belonging that are critical to student, faculty, and staff success. Most importantly, the DARE dashboards have allowed us to set goals and track our progress related to diversity, equity, and inclusion. The metrics included in the DARE dashboard contain many of the measures included in the Equity report as well as other subjective measures of experience fundamental to equity.

This past year USF also created a new position: Senior Advisor to the President and Provost for Diversity and Inclusion. Dr. Elizabeth Hordge-Freeman was appointed to this role in alignment with USF's Principles of Community, with the primary task of supporting the university's efforts to create a more unified and equitable campus. Strategic plan priorities include recruiting and retaining diverse students, faculty, and staff; enhancing academic programs and curricula; creating adaptable instructional and research workspaces; cultivating positive employee experiences; and fostering community partnerships. We will have detailed discussions and analyses regarding the role DEI initiatives play in USF's strategic plan in next year's Equity Report.

Protected Class Representation in the Tenure Process (Part VII)

Of the faculty who applied for tenure, 97% percent were granted tenure. In all, out of 29 faculty who were granted tenure, ten were women, ten were from underrepresented racial and ethnic groups, and four were both women and members of an underrepresented racial/ethnic groups.

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Beyond considering who receives tenure once the application is submitted, USF is leveraging data analytics to determine the frequency with which pre-tenure faculty attrition is occurring, especially among under-represented groups.

Promotion and Tenure Committee Composition (Part VIII)

In the table included as part of Part VIII on the participation of underrepresented groups on tenure and promotion committees, the data reveal that USF has made significant improvements in the diversity of its tenure and promotion committees, with all Colleges having at least one underrepresented minority participant on a promotion and tenure committee, as well as a marked increase in female participation. For example, during the past academic year, the College of Arts & Sciences had 55% male and 45% female overall committee membership, a dramatic improvement over 2019-2020. Unfortunately, overall committee demographics remained homogenized, with white professors making up 70% of all tenure and promotion committees across USF. This disparity demonstrates the ongoing need for the university to ensure that committees encourage greater diversity in the tenure and promotions process and continue to develop practices to that end.

C. Budget Plan

One USF System has maintained resources that support equity goals and, in some instances, has identified other areas for improvement and added additional resources, which are detailed in Section IX of this report.

Part II. Review of Policies and Procedures

The policies that are specifically formulated to ensure equity at USF and their respective web links are:

- Anti-Discrimination Policy
- Diversity and Equal Opportunity Policy (Policy 0-007)
- Sexual Misconduct/Harassment Policy (Policy 0-004)
- Disability and Accommodations Policy (Policy 0-108)
- Recruitment and Hiring of University Employees (Policy 0-617)
- USF Principles of Community

Please note that while all regulations must be approved by the USF Board of Trustees, policies are not approved at BOT meetings. New and Amended policies are signed by the responsible office and the President.

Part III. Academic Program Reviews (A, B, and C)

The Academic Program Reviews covers undergraduate, graduate, and first professional degree enrollment as required by Florida statute. Tables 1-8 and the corresponding narrative will address section A, B, and C. These data are obtained from the Office of Decision Support through the Integrated Postsecondary Education Data System (IPEDS).

Table 1. First Time in College Enrollment

Table 1. First-Time-In-College Enrollment (Full-time)

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	TOTAL
Men	277	176	3	283	557	7	1082	120	85	2590
Women	204	252	3	339	727	1	1688	183	109	3506
Total Fall 2021	481	428	6	622	1284	8	2770	303	194	6096
Category % of Total Fall 2021	8%	7%	0%	10%	21%	0%	45%	5%	3%	100%
Total FTIC Fall 2016	196	398	6	357	924	7	2477	233	124	4722
Category % of Total Fall 2016	4%	8%	0%	8%	20%	0%	52%	5%	3%	100%
Percentage Change in number from Fall 2016 to Fall 2021	3.7%	-1.4%	0.0%	2.6%	1.5%	0.0%	-7.0%	0.0%	0.6%	0%

Source: IPEDS Part A, Fall enrollment by race, ethnicity, and gender. Full-time, First-time students.

USF's First Time in College (FTIC) Enrollment data for 2021-2022 reveal that underrepresented racial and ethnic groups comprise 51.4% of the FTIC population which is a significant increase from 2020-2021 where 43.7% was the racial and ethnic FTIC student population. The total FTIC student enrollment increased from 2016 to 2021 by 29%, from 4,722 to 6,096 students. The gender representation is relatively consistent with data from the previous year. For the 2021-2022 academic year, the USF FTIC enrollment included a proportion that was 58% female and 42% male.

The 51.4% of the FTIC student population is comprised of various racial and ethnic groups including: Black (7%), American Indian/Alaskan Native (0.1%), Asian (10%), Hispanic (21%), Native Hawaiian/Other Pacific Islander (0.13%), and Two or more (5%). White students represented 45%, Non-Resident Alien students represented 7.9%, and students identifying as Unknown represented 3.2% of USF's FTIC fulltime students during fall 2021 enrollment.

The FTIC Enrollment data indicated increases in all student populations with one exception from 2016 to 2021. Data in the following student groups revealed increases: Non-Resident Alien 145% (196 to 481), Black 7.5% (398 to 428), Asian 74% (357 to 622), Hispanic 38.9% (924 to 1,284), Native Hawaiian/Other Pacific Islander 14% (7 to 8), Two or more 30% (233 to 303), America Indian/Alaskan Native remained unchanged.

Opportunities for growth/development:

In 2020 – 2021 USF addressed the decline in enrollment and realized increases in the majority of all racial and ethnic student populations. We reviewed our admissions application process and adjusted outreach strategies while focusing on data-driven efforts to increase enrollment of underrepresented students. Specific outreach programs included a calling campaign where administrators, faculty, and staff reached out to admitted students from underrepresented populations to address any concerns or questions they might have had as they finalized their college decisions. USF also administered the Guaranteed Admissions Pathway Program (GAPP), designed to strengthen university-community engagement while increasing admissions opportunities for students of underserved populations. The Admissions Offices worked more closely with local high schools to increase visibility in schools with high achieving underrepresented students and hosted events virtually and some in person to reengage in the admissions process. Once students were admitted to USF, we were more strategic in our approaches to admissions yield, which included calling campaigns by various university and community stakeholders, including the Presidential African American Advisory Council, Presidential Latin Community Advisory Council, and the Advancing Latino Access and Success (ALAS) Task Force, along with university faculty and staff, which contributed to the increases in enrollment. Additional targeting materials focused on these respective communities were also beneficial. These initiatives will continue with the goal of increased participation from respective stakeholders.

Table 2. Florida Community College A.A. Transfers

Table 2. Florida Community College A.A. Transfers (Full-time)

	NRA	B	AI/AN	A	H	NH/OPI*	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Total Fall 2021	49	184	2	87	396		683	48	53	919	583	1502
Category % of Total Fall 2021	3%	12%	0%	6%	26%	0%	45%	3%	4%	61%	39%	100%
Total Fall 2016	51	206	6	99	363	3	942	63	74	1061	746	1807
Category % of Total Fall 2016	3%	11%	0%	5%	20%	0%	52%	3%	4%	59%	41%	100%
Category % Change from 2016 to 2021	0.4%	0.9%	-0.2%	0.3%	6.3%	-0.2%	-6.7%	-0.3%	-0.6%	2.5%	-2.5%	0%

Source: Student Instruction File. Full-time students.

For the 2021-2022 academic year, the USF Full-time Transfer student population included a proportion that was 61% female and 39% male. This percentage of transfer students indicated a significant transition in gender diversity, with a decrease in female student enrollment from 2016 to 2021 by 6.6% (1,061 to 991) and a decrease in male student enrollment from 2016 to 2021 by 22% (746 to 583).

Data comparisons from 2016 to 2021 in the following racial and ethnic student groups revealed an increase in Hispanic by 9% (363 to 396). Data also revealed a decrease in all other racial and ethnic student groups in Non-Resident Alien decreased by 3.9% (51 to 49), Black decreased by 10.6% (206 to 184), American Indian/Alaskan Native decreased by 66.6% (6 to 2), Asian decreased by 12% (99 to 87), and Two or more races decreased by 23.8% (63 to 48). Data also revealed a decrease in White students by 27.4% (942 to 683). The data represented a total decrease in transfer student enrollment from 2016 to 2021 by 16.9% (1,807 to 1,502).

Opportunities for growth/development:

The profile of our transfer students is significantly different than the profile of our FTIC students and continues to change each year. While there has been a decline in transfer student enrollment at USF, state college enrollment overall has declined significantly. While Florida has realized a 5.5 percent decrease in enrollment for transfer students in both community and state colleges, these numbers are also reflected at USF. New programs are being created that enhance outcomes and experiences and strengthen our transfer student pipeline by developing closer ties with our local community colleges. To assist in these efforts, a Transfer Success Student Council was created as an umbrella group for all things transfer at USF. Their mission is to champion and coordinate efforts to ensure transfer students succeed and graduate on time across OneUSF; to advance transfer student success through collaboration and action with our institutional, community, and state partners to ensure we are transfer ready; and to promote an institutional culture that values the contributions of transfer students and incorporates them into a culture of care that supports their success. Another initiative to assist with transfer student success was the

creation of a transfer dashboard as an operational resource to allow for proactive and timely outreach to students. The Transfer Dashboard has two primary features: a matriculation dashboard, which tracks the matriculation process from application to first semester enrollment, and a progression dashboard, which focuses on transfer student progression to graduation. This dashboard allows users to monitor the progress of transfer cohorts and other transfer interest groups as well as the ability to focus on individual students.

Table 3. Retention of Full-Time FTICs After One Year

Table 3. Retention of Full-Time FTICs After One Year

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	UNK	FEMALE	MALE	TOTAL
Fall 2020 Cohort	309	375	5	538	1244	4	2657	263	165	3296	2264	5560
Category % of Total	6%	7%	0%	10%	22%	0%	48%	5%	3%	59%	41%	100%
Enrolled Fall 2021	287	342	4	506	1111	4	2333	235	155	2973	2004	4977
Retention Rate	93%	91%	80%	94%	89%	100%	88%	89%	94%	90%	89%	90%

The overall retention rate for USF FTICs after one year was 90%, which was a slight decrease from the previous year (92%). The overall retention rates for females and males decreased respectively. Specifically, for female students, the retention rate was 90%, which was a decrease from the previous year 92%. For male students, the retention rate was 89%, which was a slight increase from the previous year 91%.

For Fall 2021 underrepresented racial and ethnic groups were retained based on the following data. Increases were realized for the following groups: Non-Resident Alien students at 93% (previous year 91%), Native Hawaiian/Other Pacific Islander students were retained at 100% (previous year 88%), American Indian/Alaskan Native 80% (previous year 75%).

All other student populations realized decreases as follows: Black students at 91% (previous year at 95%), Asian students at 94% (previous year of 95%), Hispanic students at 89% (previous year of 92%), and Two or More retained at 89% (previous year of 91%). White students were retained at 88% which is a decrease from previous year of 91% and students identified as Unknown were retained at the same rate as previous year at 94%.

Opportunities for growth/development:

The retention data slightly declined from the previous academic year. While historic declines were evidenced during the height of COVID-19, we continued to have a strong student retention rate, even with a slight decline. Our goal is to continue along the upward trajectory for student retention, increase our retention rate, and maintain our nationally ranked student success metrics with retention. Our academic performance and student success efforts have been augmented by university administration and government funding which sustained our retention and provided financial support to students impacting the retention from the freshmen to sophomore year. Continued efforts are planned to ensure students persist and move towards the achievement of their academic goals.

Table 4. Graduation Rate of Full-Time FTICs by Race/Ethnicity

Table 4. Graduation Rate of Full-Time FTICs by Race/Ethnicity

	NRA	B	AI/AN	A/PI	H	NH/OPI	W	≥ TWO*	UNK	Female	Male	Total
2015-21 Cohort	184	400	3	348	1002	10	2530	210	70	2780	1977	4757
Category % of Total	4%	8%	0%	7%	21%	0%	53%	4%	1%	58%	42%	100%
Number of Graduates within 6 yrs from cohort	144	293	2	307	729	7	1881	131	56	2168	1382	3550
Percent Graduated	78%	73%	67%	88%	73%	70%	74%	62%	80%	78%	70%	75%
Number Still Enrolled in 6th Year from cohort	145	305	2	311	745	7	1921	136	58	2202	1428	3630
Percent Retained	79%	76%	67%	89%	74%	70%	76%	65%	83%	79%	72%	76%

Note: FTIC includes Beginners and Early Admits.

The overall graduation rate for USF after six years was 75% which remains relatively unchanged from the previous year at 74%. While female graduation rates remained the same at 78%, male graduation rate increase from 68% to 70%. A gender gap continues at the six-year graduation rate as female students graduated at a rate of 8 percentage points higher than male students.

With regard to racially and ethnically diverse students, four student categories exceeded the overall USF 6-year graduation goal of 77%, Non-Resident Alien (78%), Asian/PI (88%), and Unknown (80%). The majority of the other categories did not meet the six-year graduation goal of 77%, including Black (73%), American Indian/Alaskan Native (67%), Hispanic (73%), Native Hawaiian/Other Pacific Islander (70%), White (74%), and Two or more (62%).

Summary of Action steps to support student enrollment:

USF has continued its commitment to a timely completion while maintaining a diverse student population through various programs and initiatives.

- USF will continue to leverage predictive analytics in identifying students who need additional support and resources to succeed.
- USF will continue to utilize care management (case management) to identify and track the applicable level of care for students who need to utilize traditional campus resources to persist towards graduation; students who are at-risk and need intentional monitoring and specific resources; students who are at-risk and need immediate interventions.
- Academic Advocates continue to promote undergraduate student persistence, progression, and completion in support of key strategic University goals and measures by working with individually students who are in academic distress to remove barriers while providing services and programs in support of timely progression to graduation. This is accomplished through collaboration with academic departments, colleges and university personnel to review their progress and to advise them towards improved retention and progression to graduation.

- The Persistence Committee continues to meet biweekly to assist the academic advocates, academic advisors, first year programming, and other university key stakeholders with information about students in their curricular and co-curricular environments, by collaborating on challenges encouraged, critical interventions, and needed changes to policies and procedures that impact student success.

Table 5. Bachelor's Degrees Awarded by Race

Table 5. Bachelor's Degrees Awarded by Race										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2020-21										
Male	309	311	11	251	781	11	2071	159	155	4059
Female	242	682	11	385	1325	6	3037	264	214	6166
Total	551	993	22	636	2106	17	5108	423	369	10225
Category % of Total	5%	10%	0%	6%	21%	0%	50%	4%	4%	100%
AY 2015-16										
Male	129	307	3	221	657	17	2148	127	50	3659
Female	143	672	8	315	1120	12	3036	170	86	5562
Total	272	979	11	536	1777	29	5184	297	136	9221
Category % of Total	3%	11%	0%	6%	19%	0%	56%	3%	1%	100%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Table for 99.0000, all disciplines.

The number of USF bachelor's degrees awarded in the 2020-2021 academic year was 10,225, which was a slight decrease from the previous year (10,242). Of the degrees awarded, 60% were earned by female students and 40% were earned by male students, which remained consistent with the previous year.

Compared to the 2015-2016 academic year for bachelor's degrees awarded, USF realized an increase in the total number of bachelor's degrees awarded by approximately 10.8% in (9221 to 10,225). The number of degrees awarded to racially and ethnically diverse students was as follows: Non-Resident Alien 5% (551), Black 10% (993), America Indian/Alaskan Native 0% (22), Asian 6% (636), Hispanic 21% (2,106), Native Hawaiian/Other Pacific Islander 0% (17), and Two or more 4% (423). There was a slight decrease in degrees awarded to White students 50% (5,108) in comparison to the previous year of 50% (5,167).

While comparisons to the 2015-2016 academic year for bachelor's degrees awarded revealed increases in degrees awarded in all racial and ethnic student groups excluding Native Hawaiian/Other Pacific Islander from 0% to 0% (29 to 17) and White from 56% to 50% (5,184 to 5,108).

Opportunities for growth/development:

Our strategies to increase Black and Hispanic student recruitment through access at the high school, community college level and initiatives to retain students through graduation were realized in the increased graduation rates for these student populations and an increase in graduation rates for a majority of the racial and ethnic student populations. Hispanic students are attaining bachelor's degrees in increasing numbers in comparison to all other racial and ethnic student groups, although all groups increased in attaining bachelor's degrees with slight declines with Hawaiian/Other Pacific Islander and White student populations. The efforts to create access and provide appropriate resources to support student success contributed to the increased bachelor's degrees for racial and ethnic student groups. These successful efforts will continue and will be enhanced to increase the number of bachelor's degrees attained.

Table 6. Master's Degrees Awarded by Race

Table 6. Master's Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥Two	UNK	TOTAL
AY 2020-21										
Male	409	86	4	91	163	3	548	35	41	1380
Female	285	198	3	114	288	3	1153	52	63	2159
Total	694	284	7	205	451	6	1701	87	104	3539
Category % of Total	20%	8%	0%	6%	13%	0%	48%	2%	3%	100%
AY 2015-16										
Male	382	71	3	62	133	2	641	15	39	1348
Female	235	194	3	104	214	1	1012	38	55	1856
Total	617	265	6	166	347	3	1653	53	94	3204
Category % of Total	19%	8%	0%	5%	11%	0%	52%	2%	3%	100%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Master's degrees. Table for 99.0000, all disciplines.

The number of USF Master's degrees awarded in the 2020 – 2021 academic year was 3,539, which was a slight increase from the previous year (3,422). Of the degrees awarded, 61% were earned by female students and 39% were earned by male students, which remained consistent with the previous year. Across all groups, women earned a greater proportion of M.A. degrees than men.

In the 2020 – 2021 year, there were minimal changes to the percentages of master's degrees awarded across racial and ethnic category when compared to the previous year. The number of degrees awarded to racially and ethnically diverse students was as follows: Black 8% (284), America Indian/Alaskan Native 0% (7), Asian 6% (205), Hispanic 13% (451), Native Hawaiian/Other Pacific Islander 0% (6), Two or More 2% (87), Non-Resident Alien 20% (694) and Unknown 3% (104). A comparative analysis of M.A. degree awardees from five years ago revealed an overall increase in the proportion of students who identify as Hispanic. Those who identify as White experienced a slight decline over the same five-year period.

The trends in M.A. degree attainment among underrepresented groups are notable. Hispanic students represented 21% of the undergraduate population, yet they represent only 13% of M.A. degree awardees. Other racial and ethnic groups are represented about equally in terms of their proportion at the undergraduate and graduate level. This suggests that Hispanic students are not accessing graduate education at the same rate as other students. Continuing declines in the enrollment of Black M.A. awardees mirror declines that have been observed at the undergraduate level.

Opportunities for growth:

At the graduate level, intentional efforts to cultivate a graduate student pipeline program to facilitate the move of underrepresented students, especially Black and Hispanic students, from undergraduate studies to M.A. studies would be beneficial. We continue to collaborate with our local and external community partners including our Presidential Advisory Councils (PACs), such as the Committee on Black Affairs (COBA), the USF Latin Community Advisory Council, and external stakeholders to build these relationships. Additionally, closer relationships with donors that comprise our Latino Scholarship Program could also offer opportunities for mentorship that would allow us to achieve parity related to proportional representation in our M.A. programs in comparison to the bachelor's program. Similarly, for women and racial and ethnic minorities, we plan to work closely with existing PACs to achieve similar goals. Currently, the student mentorship program that exists between the Black Faculty and Staff Association, Black Leadership Network, and the Latino Scholarship Program provides a model that could be scaled up to benefit all underrepresented groups.

Specific graduate student success initiatives for 2020 – 2021 include issuing guidance on holistic admissions processes to all programs from the Graduate Council, the creation of a robust mentoring program to build relationships and foster wellness among graduate students, and the hiring of a media design specialist to assist with developing a more expansive web presence and the creation of a clearinghouse for graduate fellowships and other financial aid opportunities.

Table 7. Doctoral Degrees Awarded by Race

Table 7. Doctoral Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2020-21										
Male	60	7	1	4	14	0	73	2	7	168
Female	50	22	0	9	17	0	109	3	3	213
Total	110	29	1	13	31	0	182	5	10	381
Category % of Total	29%	8%	0%	3%	8%	0%	48%	1%	3%	100%
AY 2015-16										
Male	56	6	0	3	12	0	65	0	3	145
Female	28	13	0	6	16	0	100	4	2	169
Total	84	19	0	9	28	0	165	4	5	314
Category % of Total	27%	6%	0%	3%	9%	0%	53%	1%	2%	100%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000, all disciplines.

The number of USF doctoral degrees awarded in the 2020 – 2021 academic year was 381, which was a 4% decrease from the previous year (397). Of the degrees awarded, 56% were earned by female students and 44% were earned by male students, which represented a 4% decrease in male representation over the previous year. Across all racial and ethnic groups (excluding Hispanic and White), women earned a greater proportion of doctoral degrees than men. The most significant gender differences within student groups were among Blacks and Asians. We found that 76% of all Black doctoral awardees were Black women, and 70% of all Asian doctoral awardees were men.

In the 2020 – 2021 year, there were minimal changes in the percentages of doctoral degrees awarded across racial and ethnic category when compared to the previous year. The number of degrees awarded to racially and ethnically diverse students was as follows: Black 8% (29), America Indian/Alaskan Native 0% (1), Asian 3% (13), Hispanic 8% (31), Native Hawaiian/Other Pacific Islander 0% (0), Two or More 1% (5), Non-Resident Alien 29% (110) and Unknown 3% (10).

Opportunities for growth:

Overall, the proportional representation of women and racial and ethnic minorities in doctoral degree programs has been stable. The historically low representation of Black and Hispanic students, especially relative to their overall population size, continues to be an area of concern. Specific recommendations that emerged from our most recent Graduate Student Success Council report included the development of a Graduate Student Success dashboard to provide PhD placement data to all colleges and PhD programs, the creation of a robust mentorship program, re-evaluation of Admissions practices, development of more expansive web presence, a

clearinghouse of graduate fellowships/financial aid, and metrics assessing graduation and career progress of graduates. USF is also an institutional member of the National Center for Faculty Development & Diversity (NCFDD), an organization dedicated towards promoting the success of underrepresented groups, including women and faculty of color in the academy. These recommendations were made in 2019 just prior to onset of the Covid-19 era, this caused an extended delay in implementing or facilitating these programs. Additionally, USF found itself facing significant budget issues as well as enrollment and pending graduate-level enrollment challenges, causing a reassessment of issues demanding prioritized attention. Moving forward, the university intends to revisit these previous recommendations and determine which ones to pursue, with a goal of maximizing return on any investment necessary to achieve the desired results of greater diversity at the doctoral degree level.

Table 8. First Professional Degrees Awarded by Race

Table 8. First Professional Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2020-21										
Male	0	8	0	30	15	0	82	2	17	154
Female	0	14	2	40	16	0	97	3	10	182
Total	0	22	2	70	31	0	179	5	27	336
Category % of Total	0%	7%	1%	21%	9%	0%	53%	1%	8%	100%
AY 2015-16										
Male	0	8	2	40	16	0	80	3	11	160
Female	0	19	1	38	20	0	126	2	23	229
Total	0	27	3	78	36	0	206	5	34	389
Category % of Total	0%	7%	1%	20%	9%	0%	53%	1%	9%	100%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, First Professional degrees. Chart for 99.0000, all disciplines.

The number of USF professional degrees awarded in the 2020 – 2021 academic year was 336 which was a 10.6% decrease from the previous year (375). Of the degrees awarded, 54.1% were earned by female students and 45.8% were earned by male students, which represented a 6% decrease in female representation over the previous year.

Among those graduating with a First Professional Degree, only Asian students saw an increase in numbers from the previous year. The proportion of Asian students earning professional degrees increased by 4% over the prior year. All other groups experienced either zero or negative growth, with Hispanic students dropping 4%, and White students dropping 2% in proportionality.

Opportunities for growth:
As indicated by our efforts to support Graduate and Professional Programs (previously explained in the previous section on doctoral degrees), we believe that the strategies developed by the Graduate and Professional Student Success Workgroup including the establishment of a Graduate Student Success Council, a robust mentorship program, re-evaluation of Admissions practices, development of more expansive web presence, a clearinghouse of graduate fellowships/financial aid, and consistent use of data tracking to evaluate career progress will support our efforts. The drop in the proportion of professional degrees awarded to Hispanic students, especially after their rapid rise during the immediate prior year, is indicative that we need to remain proactive in recruiting and supporting the success of these students.

Part III. Student Services (D)

Student Services at USF is required to conduct periodic reviews by the institution to determine compliance with equity laws and regulations. Non-discrimination on the basis of race, color, national origin, sex, religion, age, disability, marital status, veteran status or any other basis protected by law is required. The following is a self-assessment by institution of the following areas: Academic Advising, Admission to Academic Program, Health Services, Club and Intramural Athletics, Student Financial Assistance, Housing, Student Employment, Educational and Work Environment, and Personnel.

Academic Advising
The University of South Florida academic advising community is committed to providing access to holistic, high-quality academic planning and support. These services include engagement with prospective students through admission activities, orientation, enrollment, and post-graduation. Undergraduate academic advisors are available to all students across each of the three USF campuses, both within academic colleges and embedded within centralized academic affairs and student services units. Students are given access to advising sessions in multiple modalities, including in-person, phone calls, virtual meetings and virtual drop-in options.

The Council on Academic Advising (CAA) continues under the guidance of the Office of Undergraduate Studies to facilitate representation, communication, coordination, and education within the undergraduate academic advising community across OneUSF. Council membership includes advising representation from each academic college, campus, and from student services offices with academic advising responsibilities within their mission (e.g., USF Academic Services for Athletics, INTO, Veterans Success, Transfer Student Success, etc.). The council has six sub-committees to engage in high priority activities within the community, including the Multi-Cultural Academic Advising (MCAAC) which adheres to a mission statement to "build a networking system that encourages advisors to engage in successful advising interactions with multicultural and underrepresented students, as well as engage in successful networking and partnership opportunities with diverse advising colleagues."
https://www.usf.edu/undergrad/caa/index.aspx

Excellence in Academic Advising Initiative
https://www.usf.edu/undergrad/advisors/excellence-in-academic-advising/

The Excellence in Academic Advising (EAA) project is a joint initiative between the John Gardner Institute (JNGI) and the Global Community for Academic Advising (NACADA) to develop an institution-wide taskforce to "advance student learning, success, persistence, retention, and degree completion through a comprehensive, standards-based strategic planning process to promote excellence in academic advising." In June 2019, USF was invited by JNGI to participate in a special cohort entitled "Excellence in Academic Advising in Urban Ecosystems". The Urban Ecosystems Cohort, made possible with support from the Kresge Foundation, extends the initial project work to specifically address educational inequities experienced by underserved communities like first generation college students and students from socio-economically disadvantaged backgrounds. This project is a three-and-a-half-year commitment that includes: data and evidence collection; program evaluation; project planning; data-informed strategic

planning; and institutional improvement with implementation plans and assessment. The project start was delayed due to COVID-19 impacts.

The USF EAA Phase I taskforce, assembled in Spring 2021, was comprised of 63 administrators, staff, and faculty from academic colleges as well as from student services units such as USF Libraries, USF World, Enrollment Management, Residential Education, Innovative Education, Faculty Development, Student Outreach and Support and others. Phase I of the program review included a qualitative self-study by the taskforce, ten-year historical data review, a student survey, and a staff/faculty survey. After completing the review of 260 key performance indicators, the taskforce drafted nine observational reports and assembled over 100 unique artifacts.

The EAA framework is built on nine conditions of excellence including the Equity, Inclusion and Diversity (EID) dimension defined as *"a commitment to the values and culture of inclusivity and social justice beyond merely equality of opportunity. Excellence calls for individual and institutional conversations that promote understanding, respect, and honor diverse perspectives, ideas, and identities."* The taskforce workgroup evaluating the EID condition submitted overall observations ranking USF as "very low/none" on four of eight KPIs, particularly the ones addressing required initial and ongoing training specific to advising practice. The overall evaluation of this condition was "low" based on the executive summary provided by the work group, partially provided below:

Overall, the Equity, Inclusion, and Diversity committee felt there was room for growth regarding the KPIs. There are many resources and campus partners that advisors could connect with, but that is generally on an individual basis. Some advising units might provide a diversity training opportunity or advisors could attend MCAAC meetings or events that are offered by the Council on Academic Advising. The challenge comes with the lack of communication and expectations from leadership and institution. There is not a consensus on what diversity, inclusion, and equity means as it relates to academic advising practices. There are no requirements for academic advisors to participate in any professional development and funding can vary from units and campuses.

Both EAA surveys were administered Fall 2021. Results from the faculty/staff survey echoed this assessment with respondents ranking the university as "somewhat" engaged with this condition [on average]. In contrast to institutional level of involvement, these results also demonstrated that many advisors (41- 47%) reported to be "very much" engaged with unit/department level policy and curriculum discussions on equity, inclusion, and diversity. Moving forward, Undergraduate Studies has an opportunity to identify and deliver requirements for this competency as training and onboarding resources are evaluated during the next academic year.

The EAA student survey was sent to a random sample of undergraduate students (n = 4,347) to self-report on their experiences and relationships with academic advising. The results did show some perceived differentiated experiences with advising based on race and gender. The tables below feature selected questions from the experiences with academic advising survey items; the data compare the percentage of respondents who "very much agree" with the provided

statements. These comparisons show male undergraduates reported less confidence in their advising experience when compared to the average: six statements ranked below the mean [Table 1]. This pattern was also apparent in the response from Hispanic/Latino students, Black/African American students, and students identifying as two or more races [Table 2]: five items, six items and five items below the mean, respectively.

Continuing to evaluate student responses will serve as the primary mechanisms for identifying the appropriate training and resources to improve student experiences.

	All students	Male	Female
It is important for me to graduate from college.	93%	87%	95%
I intend to stay enrolled at University of South Florida through my entire academic program.	75%	73%	76%
My academic advisor does not treat me with respect. **	78%	72%	80%
My academic advisor listens to me.	61%	60%	61%
I know what it takes to be successful in my major.	50%	47%	51%
My academic advisor cares about me.	46%	41%	48%
I am prepared to pursue a career after I graduate.	45%	48%	44%
I feel comfortable telling my advisor of my concerns, no matter what they are.	44%	48%	42%

Table 1. Percentage of UG students by identified sex who "very much agree" with select statements on academic advising experiences.
** [reverse coded: disagree = I do feel treated with respect]

	All students	Non-Resident Alien	Hispanic/ Latino	Asian	Black/ African American	White	2 or more
It is important for me to graduate from college.	93%	86%	93%	100%	88%	95%	93%
I intend to stay enrolled at University of South Florida through my entire academic program.	75%	79%	78%	94%	64%	75%	71%
My academic advisor does not treat me with respect.**	78%	70%	73%	71%	66%	84%	75%
My academic advisor listens to me.	61%	76%	53%	65%	62%	60%	63%
I know what it takes to be successful in my major.	50%	36%	49%	41%	42%	57%	36%

My academic advisor cares about me.	46%	56%	40%	47%	52%	45%	44%
I am prepared to pursue a career after I graduate.	45%	43%	50%	53%	28%	45%	50%
I feel comfortable telling my advisor of my concerns, no matter what they are.	44%	59%	36%	53%	38%	45%	25%

Table 2. Percentage of UG students by race who "very much agree" with select statements on academic advising experiences.
** [reverse coded: disagree = I do feel treated with respect]

Admission to Academic Program

The Outreach and Access Unit (OAU) within the USF Office of Admissions is committed and focused on engaging prospective students from underrepresented backgrounds to become competitive applicants. In an effort to increase the enrollment of students from underrepresented minority backgrounds, the OAU continues to develop and execute strategies and programs to attract students from underserved communities.

As we consider the most pressing challenges to increasing and enhancing the presence of historically marginalized populations as undergraduate students at USF, the Outreach and Access unit has designed recruitment materials specifically for underrepresented minority audiences, and focused admission recruitment efforts in schools and school districts with a high concentration of underrepresented minority students.

Scholarships

Various scholarships are provided to support the retention, academic progression, and success of underrepresented minority students.

College Board Recognition Program (CBRP)
In the past USF has rewarded National Hispanic Scholar (NHS) who have excelled on the PSAT/NMSQT and in the classrooms. USF recognizes students given the NHS recognition with the $5,000 per year ($20,000 over 4 years) Tradition of Excellence National Hispanic award. In 2020-21, College Board expanded the CBRP to include National African American and National Indigenous. With this expansion, USF now awards all CBRP scholars (National Hispanic, National African American and National Indigenous) with the $5,000 per year Tradition of Excellence award. Below are the admissions metrics for CBRP over the past 2 years:

Term	Admits	Deposited	Enrolled
Summer/Fall 2021	110	12	10
Summer/Fall 2022	820	193	117*

Registration is still in-progress

History of Achievement

The History of Achievement Award ($2,000 per year) is based on a point system considering first generation, single parent family, low income, partner school, title 1 school, etc. Below are the admissions metrics for the History of Achievement over the past 2 years:

Term	Admits	Deposited	Enrolled
Summer/Fall 2021	432	162	148
Summer/Fall 2022	975	368	210*

* Registration is still in-progress

New Recruiters

In Spring 2022, the Office of Admissions hired two new Spanish-speaking recruiters in Central Florida (Orlando) and Southeast Florida (Miami) to enhance regional outreach to Hispanic students and parents.

Targeted Outside Collaborations

Targeted outside collaborations to enhance enrollment, provide financial assistance and ensure students are prepared for all aspects of college, are foundational to the preparation and success of underrepresented minority students. Some of these collaborations are listed below.

The Ron Brown Scholar Program (RBS)

The Ron Brown Scholar Program is an innovative college access and navigational tool with the potential to reach tens of thousands of African American high school students. In our efforts to increase black student enrollment with students who demonstrated high academic achievement, the Outreach & Access unit collaborated with RBS as an Educational Partner over the last three academic years and have committed to continue this partnership for 2022-2023.

Advancement Via Individual Determination (AVID)

AVID is a nonprofit that changes lives by helping schools shift to a more equitable, student-centered approach to close the opportunity gap, to help prepare all students for college, careers, and life. USF partnered with the School District of Hillsborough County's AVID office, to host a month-long series of AVID Days. During AVID Days, middle and high school students visit USF and engage in a University Life Session presentation, followed by a campus tour. In the Fall of 2019, we hosted 57 Hillsborough County schools and 2,280 Hillsborough County students. Due to the pandemic, we have been unable to host AVID days on campus; however, we have been able offer virtual AVID days with the AVID scheduled classroom at many high schools. We plan to resume AVID on-campus events in Fall 2022.

Targeted Campus Partnerships

Targeted campus partnerships afford students the opportunity to engage in precollegiate and summer programs to provide the preparation, resources and support to help ensure the success of underrepresented minority students. These campus partnerships include Upward Bound (UB), College Reach Out Program (CROP), Student Support Services (SSS), and College Assistance Migrant Program (CAMP).

The campus partnerships are provided a concierge service which includes:

- Priority consideration beyond published priority deadlines
- Targeted communication through email, phone, and invitation only events
- Application completion assistance
- Delayed decision to allow additional testing opportunities to meet criteria
- Direct access to admissions personnel
- Parental counseling on the opportunities of pathway programs, financial aid, and admissions requirements
- Special access to campus

Upward Bound (UB) and College Reach Out Program (CROP)
In partnership with Undergraduate Studies, the Office of Admissions ensures that applicants from the Upward Bound and College Reach Out Program TRIO-based programs are provided the above listed concierge services.

Student Support Services (SSS)
In partnership with the SSS program reporting to Undergraduate Studies, the Office of Admissions ensures that applicants for SSS are prioritized based on programs criteria. This includes academic criteria set at Board of Governor minimums and not subject to USF admissions profile grids. Below are the admissions metrics for SSS over the past 3 years:

Term	Admits	Enrolled
Summer 2020	159	97
Summer 2021	151	76
Summer 2022	102	63*

Registration is still in-progress

College Assistance Migrant Program (CAMP)
In partnership with the College of Education, the Office of Admissions ensures that applicants to the CAMP are prioritized based on programs criteria. This includes academic criteria set at Board of Governor minimums and not subject to USF admissions profile grids. Below are the admissions metrics for CAMP over the past 3 years:

Term	Admits	Enrolled
Summer 2020	34	21
Summer 2021	36	20
Summer 2021	37	18*

Registration is still in-progress

Health Services
Student Health Services (SHS) utilizes an integrated care model, combining a wide range of medical, counseling, prevention, and wellness services to help support individual USF students to be personally and academically healthy and successful. With locations on each campus, USF students can utilize medical services on the campus most convenient to them without paying

additional Health & Wellness fees. SHS does not provide x-ray, dental, or optometry services but will provide referrals to facilities/providers that provide these services. SHS also assist students with immunization and insurance compliance and administer the student health insurance plan.

The combined usage of student health services for last year includes:

All Campuses	2020-21
Total Clinic Visits	42,118
Average Daily Visits	166
Individuals Served	12695
Insurance	
No Insurance	38%
USF Insurance	13%
Private Insurance	49%
Ethnicity	
African American	11%
Hispanic	17%
Asian	12%
American Indian	0%
Caucasian	46%
Unknown	14%
International Students	N/A

SHS has been working to develop comprehensive marketing strategies to reintroduce our services (outside of COVID) to continuing students and to raise awareness of our comprehensive services to our newly admitted students. Depending on where things stand with COVID, we will bring back our flu vaccine and testing events which have traditionally had impressive turnouts. We are also excited about our new building scheduled to be completed in the Fall with our grand opening scheduled for the 1st week of January. We are revamping and expanding our services, and although we have returned to in-person medical visits, we will continue to offer telehealth appointments to ensure accessibility in any form.

Club and Intramural Athletics
Student sports clubs and intramural athletics on the USF Tampa and St. Petersburg campuses enhance and enrich the student experience through diverse health and wellness programs and activities. Recreation and Wellness creates on-campus opportunities for students, faculty, and staff to engage in varying physical activity programs, services and first-class facilities in a safe learning and supportive environment.

Of the employees in Recreation and Wellness, 70% identified as female and 30% identified as male. Regarding race, 64% identified as White, 13% Hispanic, 14% Black/African American, 5% Asian/Pacific Islander, and 4% Non-Resident Alien.

Participation numbers include the following breakdown: 45% of Recreation and Wellness participants identified as female and 55% identified as male. Less than 1% of Recreation and Wellness participants identify as non-binary. Regarding race, 42% identified as White, 22% Hispanic, 9% Black/African American, 8% Asian/Pacific Islander, and 4% unknown.

Areas of growth will include focusing on more female participation in all areas of Recreation and Wellness, while increasing male student employees to better represent the University demographics. We will also increase our awareness of providing a safe environment and inclusive culture for those that do not identify as male or female.

With data proving that Recreation and Wellness has more male users than represented by the University as a whole, we will work to increase male student employees.

Student Financial Assistance
The Office of Financial Aid (OFA) is committed to policies and practices that increase and improve access to higher education. OFA also provides support to retention and graduation. In addition to responsibly and effectively administering over $460 million in financial aid dollars, we provide information and tools to promote college access and affordability, particularly to first generation and underrepresented students. We comply with the National Association of Student Financial Aid Administrators (NASFAA) Code of Conduct and are guided by the USF Strategic Plan as it relates to the Student Success division.

- **Federal Emergency Aid:** Much of the work accomplished by OFA this past year resulted from the unanticipated receipt of over $17 million in Coronavirus Aid, Relief and Economic Security (CARES) Act funds and over $17 million in Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA). Recipients were required to be citizens or eligible non-citizens based on FAFSA completion. Priority was given to undergraduate students with exceptional need. CARES Act recipients were awarded based on an application for students experiencing financial hardships due to COVID related expenses. CRRSA recipients were awarded block grants.

15,812 awards were made with these federal dollars.

- **Pell Grant eligible students:** In the fall of 2020, USF enrolled an undergraduate population that was 33% (14,235 recipients) Pell Grant eligible, demonstrating our commitment to economically disadvantaged students. Our financial aid awarding policies, in support of these students result in graduation rates at or just below the rate for non-Pell eligible students, a distinction that sets us apart from most institutions.

- **Microsoft Teams Virtual Counseling:** Due to the ongoing COVID emergency, we limited face to face contact with students and families at our front desk and temporarily suspended in person counseling appointments. In order to continue helping students navigate the various websites to locate and apply for financial aid, we continued to use Microsoft Teams to conduct counseling appointments.

- **Increase Online Forms:** Due to the ongoing COVID emergency, we converted many of our financial aid forms to online or made them available in OASIS with detailed instructions for students to download instead of coming into the office to receive the forms in paper format. This change, in addition to the Teams counseling provided flexibility and allowed students and families to receive and submit information faster than in the past.

- **Outreach Programs & Services:** OFA develops and participates in many outreach programs throughout the year to assist students and families in establishing realistic financial plans for achieving a college education through planning (applying early for aid) and budgeting. OFA participated in numerous events hosted by the Office of Admissions, the Office of Orientation and the Graduate School for students interested in attending or already admitted to USF.

- **Summer Access Programs:** OFA provides administrative support, financial support, and financial aid presentations to students in the Student Support Service (TRiO) program and Upward Bound/College Reach Out programs. Students in these programs are economically disadvantaged and underrepresented populations.

- **Cost Calculator:** Is provided to students and families at all admissions, orientation, and early awareness events. The Cost Calculator is an online tool developed to help students and families determine the cost of attending USF. The calculator features a video tutorial for students and families to self-serve. The calculator is also available in Spanish and is included in each financial aid offer sent to students.

- **Get Started webpage**: OFA maintains a webpage with information designed to get students and families started on the financial aid application process. The webpage located here, has scholarship information, links to the College Planning page, the Cost Calculator, the Net Price Calculator, Cost of Attendance and the FAFSA. There are also videos on the page with FAFSA walkthroughs, Financial Aid 101 and new student orientation to help students and families understand the financial aid process.

- **Persistence Committee:** Staff members who serve on this committee focus on ensuring that eligible freshmen who started at USF in summer/fall 2020 are able to continue their enrollment for fall 2021.

- **Archivum Case Management:** OFA provides individualized assistance to students at risk of not persisting or graduating.

- **Financial Aid Staff:** OFA has an extremely diverse staff dedicated to serving students. Currently, OFA has 44 full time employees, 28 of which are minority/underrepresented based on race (63%). Within the financial aid management team (consist of 11 employees), six are minority/underrepresented. Seventy-seven percent are female, 23% male.

- **Financial Education Office:** The Bull2Bull (B2B) office was launched in 2013. The purpose is to provide a range of financial literacy topics to undergraduate students and their families to help them navigate the finances of receiving a college education. In 2020-21, peer educators (student employees) and staff conducted 270 coaching sessions, 14 student loan exit counseling sessions and have presented workshops to 101 students. The Cost Calculator is used in all B2B coaching sessions.

All students admitted to USF as a part of the Student Support Services (TRiO) program are required to participate in mandatory financial wellness coaching sessions during their first fall semester. Participation in these coaching sessions provides students from these underrepresented populations the basic information they need in order to successfully apply for aid, pay their institutional charges and minimize student loan debt.

As part of the Financial Education Office's commitment to help students understand and prepare for student loan repayment, an online exit counseling video was developed which allowed 335 students to complete this federal requirement prior to separating from USF.

Adhering to the OneUSF consolidation, Bull2Bull has expanded its program and services to students on the St. Petersburg and Sarasota-Manatee campuses. On the St. Petersburg campus, the financial literacy initiative was known as AFLOAT and has now been integrated into the Bull2Bull program. Prior to this report year, no program existed on the Sarasota-Manatee campus.

Housing

Housing and Residential Education is dedicated to creating safe and welcoming residential communities that promote student success. All residents are supported by a team of Resident Assistants (RA) or Community Managers (CM) who are student para-professional staff members living in their community. RAs/CMs are knowledgeable of campus resources, and trained in conflict resolution, multicultural awareness, community building, crisis response, and more.

Through our Residential Curriculum and programmatic efforts, we promote the academic success and intellectual development of our residents and strive to enhance their ability to graduate on time. Within Housing and Residential Education, students have access to Living Learning Communities and Residential Community Programs designed to provide a cohort experience with peers that share similar academic, career and co-curricular interests. A broad

array of academic initiative programs provides unique learning experiences and opportunities to interact with faculty outside of the classroom.

Our residential population, which self-identifies during the Admissions application process, is 59.63% female and 40.37% male. Self-reported race/ethnicity data of the residential population identifies reveals the following:

Housing & Residential Education Statistics	Fall 2021		Fall 2021		Fall 2021	
	St. Pete Housing		Tampa Housing		ONEUSF Housing	
	# of students	% of total	# of students	% of total	# of students	% of total
Florida Resident (F+R)	663	81.75%	4285	71.91%	4948	73.09%
Out of State (N+E)	100	12.33%	905	15.19%	1005	14.84%
Out of Country (A)	30	3.70%	429	7.20%	459	6.78%
Special Fl. Resident (T)	18	2.22%	340	5.71%	358	5.29%
TOTAL STUDENTS	**811**	**100.00%**	**5959**	**100.00%**	**6770**	**100.00%**
Male	266	32.80%	2467	41.40%	2733	40.37%
Female	545	67.20%	3492	58.60%	4037	59.63%
TOTAL STUDENTS	**811**	**100.00%**	**5959**	**100.00%**	**6770**	**100.00%**
Asian *(5) (formerly Asian or Pacific Islander)*	40	4.93%	418	7.01%	458	6.77%
Black/non-Hispanic *(6) (formerly Black)*	55	6.78%	579	9.72%	634	9.36%
Hispanic/Latino/Spanish origin *(3) (formerly Hispanic)*	147	18.13%	1054	17.69%	1201	17.74%
American Indian/Alaskan Native *(4) (formerly same)*	0	0.00%	8	0.13%	8	0.12%
White, non-Hispanic *(8) (formerly White)*	470	57.95%	2822	47.36%	3292	48.63%
Race and Ethnicity Unknown *(2) (formerly unknown)*	24	2.96%	166	2.79%	190	2.81%
Two or more races *(9) (formerly other)*	55	6.78%	280	4.70%	335	4.95%
Native Hawaiian or Other Pacific Islander *(7) (new category)*	2	0.25%	6	0.10%	8	0.12%
Non-Resident Alien *(1) (new category)*	18	2.22%	626	10.51%	644	9.51%
TOTAL STUDENTS*	**811**	**100.00%**	**5959**	**100.00%**	**6770**	**100.00%**

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New Freshmen	211	26.02%	1477	24.79%	1688	24.93%
Returning Freshmen	6	0.74%	914	15.34%	920	13.59%
New Sophomore	196	24.17%	650	10.91%	846	12.50%
Returning Sophomore	57	7.03%	949	15.93%	1006	14.86%
New Junior	98	12.08%	296	4.97%	394	5.82%
Returning Junior	87	10.73%	788	13.22%	875	12.92%
New Senior	11	1.36%	18	0.30%	29	0.43%
Returning Senior	132	16.28%	689	11.56%	821	12.13%
New Grad	4	0.49%	27	0.45%	31	0.46%
Returning Grad	2	0.25%	21	0.35%	23	0.34%
Non-Degree Seeking	7	0.86%	130	2.18%	137	2.02%
TOTAL STUDENTS	**811**	**100.00%**	**5959**	**100.00%**	**6770**	**100.00%**
Under 18	1	0.12%	179	3.00%	180	2.66%
18	152	18.74%	2637	44.25%	2789	41.20%
19	339	41.80%	1673	28.08%	2012	29.72%
20	139	17.14%	803	13.48%	942	13.91%
21	83	10.23%	414	6.95%	497	7.34%
22	52	6.41%	125	2.10%	177	2.61%
23+	45	5.55%	128	2.15%	173	2.56%
Unknown	0	0.00%	0	0.00%	0	0.00%
TOTAL STUDENTS	**811**	**100.00%**	**5959**	**100.00%**	**6770**	**100.00%**
New FTICs (Summer or Fall)	454	55.98%	3139	52.68%	3593	53.07%
New Transfers (Summer or Fall)	55	6.78%	315	5.29%	370	5.47%
New Graduate Student (Summer or Fall)	3	0.37%	27	0.45%	30	0.44%
Returning Students	292	36.00%	2348	39.40%	2640	39.00%
Non-Degree Seeking	7	0.86%	130	2.18%	137	2.02%
TOTAL STUDENTS	**811**	**100.00%**	**5959**	**100.00%**	**6770**	**100.00%**
Summer FTIC Enrolled	325	42.99%	1841	**33.26%**	2166	34.43%
Fall FTIC Enrolled	431	57.01%	3694	**66.74%**	4125	65.57%
Total FTIC Enrolled	756	100.00%	5535	**100.00%**	6291	100.00%
Fall & Summer FTIC Admits Housed for Fall	**454**	**60.05%**	**3139**	**56.71%**	3593	**57.11%**
FTICs from Hillsborough/Pasco/Pinellas	280	37.04%	1853	33.48%	2133	33.91%

FTIC from outside 3 county area	475	62.83%	3643	65.82%	4118	65.46%
# housed from H/P/P	183	65.36%	614	33.14%	797	37.37%
# housed from outside 3 county area	485	102.11%	2525	69.31%	3010	73.09%

Data shows that 81% percent (3,129) of the students living on-campus are Florida residents, 13% (498) are from out of state, 3% (118) from outside the United States, and 3% (105) are special Florida residents.

Student Employment

Student Employment at USF Tampa is routed through both Human Resources and Career Services (Internships and Career Readiness) for on-campus employment. Recruitment of student employees is hosted through two platforms which are Careers@USF and the Handshake platform and coordinated through the Student Employment branch of Internships and Career Readiness within Career Services.

Student Employment and these two platforms are open to all students without regard to race, color, ethnicity, nationality, origin, sex, religion, age, disability, marital status, veteran status or any other basis protected by law. Students will need to have requested the Federal Work Study (FWS) options to their Financial Aid package to qualify for FWS funded positions.

Student Employment is open to all current students and postings provide opportunities for internships, Co-op, part-time, and full-time jobs. These options are used at all USF campuses and Career Services staff are trained in the use of the platform, must sign a user agreement, and comply with: FERPA, NACE Principles, and NCDA Code of Ethics.

Educational and Work Environment

The university is focused on providing the right resources at the right time to ensure all students, faculty and staff are successful. USF provides a rigorous academic curriculum that is strategic, competitive, comprehensive, and both intentional and strategic in facilitating the overall student learning experience. The vast resources available to students include both academic and student services to include tutoring, advising, peer mentors, counselors, student accessibility services, on-campus employment, and academic advocates, all making significant contributions to the student learning outcomes. While academic success is important, the out of classroom learning experiences are equally important. These out of class experiences provide students with purposeful learning essentials that move from theory to practice broadening their skills and enhancing their growth and development in educational, global, cultural, work, and social settings. This preparation is critical for students entering the global workforce or a competitive graduate program.

A student's employment on campus also makes significant contributions to their success as research throughout the years have shown that working a moderate number of hours on-campus increased a student's likelihood of being retained. Student success partners with stakeholders

throughout the university in providing the right educational resources, at the right time, with the right support, to help move each student successfully through the education pipeline.

Personnel

USF is a global research university that inspires learning, creativity, innovation, and collaboration, all while prioritizing student success. The university is committed to equal access, equal employment without regard to race, color, marital status, sex, religion, national origin, disability, age, or veteran status, and equal opportunity. These principles are interwoven into the fabric of the recruitment and hiring processes and also included in the programs and services provided to employees and students.

Opportunities for Growth

There are a number of opportunities for growth that include strengthening leadership pipeline programs that focus on staff personnel from underrepresented groups. As more than 40% of our student population is from an underrepresented group, proactive efforts to both cultivate existing staff and recruit in the community could yield a more diverse workforce. Important to note, research consistently has demonstrated the positive impact of same-race/same-gender mentors, teachers, and advisors on the success of under-represented groups. An investment in a more diverse workforce represents an investment in the success of our increasingly diverse students. These efforts would also address "recruitment, talent development and advancement processes" which is one of the four critical components listed in the BOG diversity, equity and inclusion memo.

Part III. Overall Effectiveness of Equity in Enrollment (E)

The University of South Florida is committed to student success. Our student success initiatives have radically transformed the way we engage with students, faculty, and staff, and educate our university community broadly. The success of all students is a priority and remains a strategic goal of the university, focusing on creating and sustaining a teaching and learning environment that is conducive to producing diverse global leaders. USF focuses on contributing to this success of our students by increasing retention and graduation rates, eliminating the completion gap by race, ethnicity, and socioeconomic status, making progress towards degree completion in a timely manner, thus reducing student debt, and ensuring our students are prepared for the global workforce or graduate or professional studies in competitive programs.

The University is recognized as one of the most diverse campuses in the State of Florida, having been recognized by *The Education Trust* as being #6 in the nation for eliminating the completion gap between black and white students, #4 in the nation for Latino student success, and #1 in the state of Florida for both (2017). In addition, USF ranks first in Florida and 8th in the nation for reducing inequalities by *Times Higher Education* (2021). The rankings measure universities by several categories, including the number of first-generation students, the number of students from developing countries, the proportion of students and staff with disabilities, discrimination policies, and the amount of research a university conducted on reduced inequalities.

USF provides various programs and initiatives to help ensure the university enrolls a diverse student body. Some of these programs are listed below.

Guaranteed Admissions Partnership Program (GAPP)
In our efforts to produce a diverse student body, the Outreach & Access unit of the Office of Admissions, developed the GAPP in 2018. The goal of the GAPP is to expand and strengthen university–community engagement locally in support of USF's strategic priorities to cultivate and nurture mutually beneficial partnerships and recruitment of the best and brightest students from underserved populations.

Initially, nine (9) GAPP high schools were identified to pilot within Hillsborough, Pinellas, Sarasota, and Manatee counties:
- Hillsborough County: Armwood, Leto, and Middleton
- Pinellas County: Dixie Hollins, Lakewood, and Boca Ciega
- Sarasota County: Booker
- Manatee County: Southeast and Bayshore

Recently, eight (8) additional GAPP high schools in the local seven (7) counties:
- Hillsborough: Jefferson, and Hillsborough
- Pinellas: Gibbs
- Pasco County: Zephyrhills and Gulf
- Polk: Kathleen
- Hernando: Central
- Lake: Leesburg

Below are the admissions metrics for GAPP over the past 4 years:

Term	Applications	Admits
Summer/Fall 2020 (9 GAPP schools)	836	359
Summer/Fall 2021 (9 GAPP Schools)	867	417
Summer/Fall 2021 (17 GAPP schools)	1397	653
Summer/Fall 2022 (17 GAPP schools)	1526	648

Some improvements in the GAPP planned for the class of 2023 and beyond:
- No expansion of the number of high schools;
- No change to academic criteria;
- Consistent criteria from year-to-year to promote to freshman/sophomores;
- Earlier release of criteria (mid-August); and
- Development of partnerships with principals and guidance counselors.

College Preview Day
The College Preview program is designed for prospective students in grades 10th-12th from historically underserved/underrepresented populations, and first-generation college students. During Preview, students are equipped with the knowledge and tools necessary to successfully complete the college admission process in addition to participating in scheduled programming that includes a financial aid information session, exploratory majors presentation, campus tour, and a question-and-answer session with a diverse student panel. The program is currently offered only on the Tampa campus with plans to expand to St. Petersburg and Sarasota campus.

- 2019-2020: October 10, 2019 (320 students attended) and February 5, 2020 (285 attended)
- 2020-2021: The program was hosted virtually.

FUSE
The FUSE program partners with eight (8) Florida College System (FCS) institutions to promote a pathway for all students, especially those from underrepresented minority groups, seeking a four-year baccalaureate degree. Students admitted to the FUSE program will be placed on an academic graduation path that provides a seamless transition from a FCS partner school to the USF institution of their choice. This program encourages timely completion of both the Associate of Arts and Bachelors' degrees while academic advisors at all partner schools, and USF advisors, monitor student progress to ensure the necessary requirements of the program are met for enrollment at a USF institution. In addition to FUSE, the USF St. Petersburg campus offers similar programs, Community Scholars (CS) and Pinellas Access to Higher Education (PATHe)

Calling Campaigns
In Spring 2021, USF and the Office of Admissions was very concerned about yielding a diverse first-year class for Summer/Fall 2021, due to the pandemic and the possible adverse impact on students of color. In collaboration with the Interim Vice President for Institutional Equity and Senior Advisor to the President and Provost for Diversity and Inclusion, we created a plan to enlist the Black faculty and staff in a student calling campaign to help yield high-ability Black

students. In total, over 50 Black faculty and staff members called almost 400 high-ability Black students who earned a merit-based scholarship from USF.

Following the success of the Spring 2021 Black Faculty & Staff calling campaign, the Office of Admissions expanded the campaign in Spring 2022 to include Hispanic Faculty & Staff who called Hispanic admitted students. In total, almost 200 Black and Hispanic Faculty & Staff engaged over 3,000 admitted Black and Hispanic students.

Office of Transfer Student Success
The Office of Transfer Student Success leads USF's strategic efforts to support and advocate for our diverse population of transfer students from matriculation to graduation. Their mission is to help transfer students graduate on time by facilitating a smooth transition process, connecting them with useful resources, fostering a strong sense of community, and providing the structure they need to navigate and progress through their academic journey.
(https://www.usf.edu/undergrad/transfer-student-success/index.aspx)

Student Support Services
The Student Support Services Program (SSS) is a federally funded retention program that provides effective academic and personal support for a diverse student population. The program is designed to significantly increase the retention and graduation rates of its 220 participants. SSS is designed for students who have been identified as having an academic need and either first generation college student, as having low-income family status, or both.
(https://www.usf.edu/undergrad/sss/)

Office of Veterans' Success
The Office of Veteran Success provides specialized programs and services to over 2,000 veterans, eligible dependents, active-duty service members, and members of the Selected Reserve on the Tampa campus. Their main goal is to help veterans (and eligible dependents) in the necessary capacity to succeed and achieve their educational and career goals. This includes helping with admission to the school, navigating VA benefits, graduating, or finding research and employment opportunities. (https://www.usf.edu/student-affairs/veterans/)

Academic Advocacy
The Office of Academic Advocacy (OAA) is dedicated to serving undergraduate students in their pursuit of timely progression to graduation. They work individually with students in academic distress to review their options, and collaborate with academic departments, colleges, and university personnel to improve retention and progression to graduation. Undergraduate students identified as experiencing barriers to retention, progression or graduation receive direct outreach from OAA to review their progress and to advise them towards graduation.
(https://www.usf.edu/undergrad/academic-advocacy/)

The Office of Multicultural Affairs
The Office of Multicultural Affairs coordinates educational, cultural, and social programs to foster experiences which create interculturally mature global citizens who are prepared to thrive in diverse environments. While promoting intercultural dialogue, awareness, advocacy and respect for diversity, OMA helps students understand and appreciate a multitude of identities.

Through programming, trainings, and direct connections with our staff and services, OMA creates an inclusive environment enabling students to become conscientious global citizens.

OMA accomplishes this work by providing programs, initiatives, and organizations that encourage a successful transition into the collegiate experience; develop and promote programs that support the retention, progress, and graduation of underrepresented students; deliver trainings that educate students on Diversity, Equity, and Inclusion; provides students with a campus environment that promotes and encourages equitable and just practices centering marginalized students; and partner and engage community stakeholders within the USF community and in the surrounding Tampa Bay area.

Opportunities for Growth

We are very pleased with the level of programming and support that we have been able to offer our students. As we move into the next year, we plan to continue to develop targeted programs that will bridge the gap between the success of our underrepresented students. For example, we plan to re-apply for the Seal of Excelencia program because we believe our expanded programs supporting Latino students might allow us to be selected for the certification program. Additionally, we believe that further expansion of the GAPP program will be beneficial. Over and beyond the number of schools represented in the program, we would like to strengthen the relationships that we have with guidance counselors and our relationships with the equity officers across Hillsborough, Sarasota-Manatee, and Pinellas Counties. Focusing closer attention on the challenges and opportunities of recent graduates will inform the services that we are prepared to offer students. Overall, the comprehensive list of student programs outlined above and our unique approach to student care have helped us achieve our diversity, equity, and inclusion goals. We hope to sustain these programs and further expand staff resources in the Office of Multicultural Affairs in order to better address the needs of underrepresented students. The groups that would benefit from these expanded services include not only protected classes, but men who have experienced lower retention and graduate rates in comparison to women. Furthermore, we hope to link our Office of Student Success more closely to our Academic Affairs unit in order to create opportunities for equity, inclusion, and anti-racism to be embedded in our curriculum for all students. We believe that this will not only promote a culture of inclusive excellence, but also help support the success of underrepresented students by promoting high-impact practices (research and internships) and critical mentorship opportunities.

Part III. Accolades for the University of South Florida (F)

Below are the accolades for USF that are relevant for the 2020 – 2021 academic year:

- U.S. News and World Reports recognized USF as the fastest-rising university because of its national rankings.
- USF is the winner of the Institute of International Education's **2019** Heiskell Award for Access and Equity.
- The Muma College of Business at USF facilitated an online certificate 'Diversity, Equity, and Inclusion in the Workplace' with over 135,000 registrants and over 62,000 people earning a certificate. The workshop was recognized at the 2022 USF Inclusive Excellence Awards and won an 'impact' award.
- A cross-departmental STEM team from USF was one of four groups chosen nationwide to participate in a new National Science Foundation (NSF) pilot program called All-ABOARD, which stands for "Alliance-Building Offshore to Achieve Resilience and Diversity." The program's goal is to advance justice, equality, diversity, and inclusion (JEDI) initiatives in STEM.

Part IV. GENDER EQUITY IN INTERCOLLEGIATE ATHLETICS (A, B, & C)

Table 1. Sex Equity in Athletics Update

Table 1. Sex Equity in Athletics Update		
Element	Assessment	Area for improvement? (check if yes, and describe on form below)
1. Sports offerings	USF sponsors ten varsity sports for women and nine varsity sports for men. All of the sports are NCAA sponsored and compete in the American Athletic Conference with the exception of Sailing. The Women's Sailing program competes nationally each year. Additionally, USF Athletics is in the exploratory phase of evaluating the potential of adding additional sports for women.	
2. Participation rates, male and female, compared with full-time undergraduate enrollment	The university's female undergraduate enrollment for the 2020-21 academic year was 57%. The university's male undergraduate enrollment was 43%. The female athlete participation ratio was 48.6%. The male athlete participation ratio was 51.4%. Female athlete participation percentage increased from 45% the previous year.	Yes

3. Availability of facilities, *defined as locker room, practice, and competitive facilities*	The Lee Roy Selmon Athletics Center provides modern locker room facilities for women's cross country, indoor and outdoor track, soccer, softball, and tennis. Women's and men's basketball are housed in a state-of-the-art basketball practice facility with identical accommodations for each team. The women's and men's golf programs are in their Golf Training Center which houses each team's locker and meeting space as well as coaches' offices and specialty training areas. They also share the campus-owned golf course. Women's volleyball utilizes a renovated locker room and meeting space just below their venue. Competition facilities include the Yuengling Center Corral for women's volleyball; the women's and men's soccer teams compete at a soccer specific stadium with seating for 1,500 and berm seating for an additional 1,500 fans. Furthermore, Women's and Men's basketball share the 10,000 seat USF Yuengling Center located within the Athletics District. Women's and men's track and field and cross country compete in a refurbished track facility. Softball and baseball have their own state-of-the-art facilities for competition on campus. The sailing facility is located on the St. Petersburg campus with access to boats, etc. We provide a locker room in the Yuengling Center for those sailors as well.	
4. Scholarship offerings for athletes	Female athletes received 37.7% of the athletic scholarship funds and the male athletes 62.3% of the athletic scholarship funds. Both of these numbers are comparable to last year. However, the governing body for collegiate sailing does not permit athletic based grants-in-aid and therefore, they do not receive funding, they are operationally supported by the athletics department which includes traveling, academic support, and other student services.	Yes
5. Funds allocated for:		
a) the athletic program as a whole	Both women's and men's programs are provided with all the necessary resources to be competitive in the American Athletic Conference. This assessment is currently determined to be equitable.	
b) administration	Funds allocated to administrative services are equitably distributed between men and women's programs. This assessment is currently determined to be equitable.	

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c) travel and per diem allowances	Per diem allowances are standard for the department with mode and method of travel determined by destination, size of team, academic considerations, and schedule. Teams have per diem based on destination with a maximum determined annually by Florida State statute. The general rule for all programs is that teams fly to out-of-state competitions and travel by bus or van within state. This assessment is currently determined to be equitable.	
d) recruitment	Budgets allocated for recruitment of women's student-athletes are comparable to their male counterparts. All programs have successfully recruited regionally, nationally, and internationally. This assessment is currently determined to be equitable.	
e) comparable coaching	Experience and number of coaches available in the women's programs are comparable to their male counterparts. This assessment is currently determined to be equitable. No new head coaches were hired during the 2020-21 academic year.	
f) publicity and promotion	Publicity and promotion for our programs is equitable in like sports and is accomplished through a robust website, media relation initiatives, and the video streaming of nearly all non-televised home competition in our team sports of men's and women's soccer, volleyball, women's basketball, softball, and baseball. Production and printing of collateral materials (e.g., posters, schedule cards, etc.) is equitable among like sports.	
g) other support costs		
6. Provision of equipment and supplies	Coaches request funding based on condition of current equipment, replacement needs and requirements for new uniforms, and equipment for new student-athletes. An annual budget is provided for each sport, and adjustments are allowed for contingencies in any given year.	
7. Scheduling of games and practice times	Teams that share facilities alternate requested practice times each year. Regular practice times are accommodated for continuity and student-athlete academic schedules. Competitions scheduled for the same date are arranged between coaches and administrators. Due to the extent of quality facilities, very few conflicts arise. This assessment is currently determined to be equitable.	

8. Opportunities to receive tutoring	A full-time employee supervises a staff of approximately 30 qualified student tutors. The number of tutors available was signifcantly less than the previous year due to COVID. This group of tutors assists student-athletes in every possible course from entry-level math, English and science courses to upper-level courses required for their major. The tutors all go through training offered by the USF Learning Commons staff and are CRLA (College Reading and Learning Association) Level 1 certified. All tutors are regularly informed of the policies concerning academic integrity. All student-athletes have access to schedule tutoring on their own or through their academic advisors. This assessment is currently determined to be equitable.	
9. Compensation of coaches and tutors	Coaches are provided in like numbers for like sports and in proportion equal to or greater than the American Athletic Conference program standards. Compensation for coaches is determined based on comparison with other conference institutions, the fair market value, years, and type of experience. Tutors are compensated according to their level of experience and degree earned. All tutors, independent of assignments to students, teams or gender are paid equivalently. This assessment is currently determined to be equitable.	
10. Medical and training services	There is a complete sports medicine clinic within the Lee Roy Selmon Athletics Center as well as a satellite clinic within the Yuengling Center. All student-athletes have equal access to treatment and medical care as needed. A certified licensed athletics trainer is assigned to each sport. We have an extensive partnership with USF Health allowing for top notch medical care including surgeries and day-to-day care for all student-athletes. This assessment is currently determined to be equitable.	

| 11. Housing and dining facilities and services | Student-athletes, like all students, reside either on campus in general student residences or off campus in private residences available to all. On campus residences include apartment style units, as well as traditional college residence units. All sport teams are offered spaces in the apartment style housing as well as traditional housing equally. Additionally, the University has a great dining hall that has nutritional offers (Champions Choice); open to all students, which is located adjacent to the Yuengling Center. All student-athletes receive breakfast during the week at Champions Choice, as provided by the Athletic Department, regardless of if the student-athlete has a meal plan or not. This is both permissible by the NCAA, Conference Office, and Financial Aid. This dining opportunity provides all students and student-athletes with healthy food options to maximize performance. This assessment is currently determined to be equitable. | |

Table 2. Sex Equity in Athletics – Areas of Improvement

Table 2. Sex Equity in Athletics – Areas for Improvement		
Areas for improvement	**Program for improvement**	**Timetable**
Athletics Participation, Salaries, Roster Management, and Scholarships	Currently, the primary areas of focus will be: increasing athletics participation for female students, roster management for all sports, increasing scholarship allotments for female student-athletes, and a review of salary equity for all sports. The university is migrating from one Title IX tier to another tier in an effort to strategically align the university's athletic program offerings with the interests of its student body. Our goal is to make the transition in the most efficient manner possible by balancing the university's needs and available resources. The recommended approach is to transition in stages over the course of the next several years with the initial focus on identifying the most impactful program(s) for our university.	Ongoing

Table 3. Student Athletes by Gender, 2020 – 2021

Table 3. Student Athletes by Gender, 2020-21

	Male	Female	Total
Number	292	276	568
Percent of Total	51%	49%	100%

Basis for Ensuring Compliance

  X   Accommodation of Interest and Abilities

_____ Substantial Proportionality

_____ History and Practice of Expansion of Sports

The university is in the process of transitioning from the substantial proportionality prong to the accommodation of interest and abilities prong. In taking this step, the university recently announced the addition of two new programs in women's lacrosse and a women's beach volleyball that will begin competition within the next two years. Both of these programs were targeted to increase opportunities for female student-athletes that meet the interests of our current student body population.

Part V. EMPLOYMENT REPRESENTATION

Table 1. Category Representation – Tenured Faculty

Table 1. Category Representation – Tenured Faculty											
INDICATOR	**NRA**	**B**	**AI/AN**	**A**	**H**	**NH/OPI**	**W**	**≥ TWO***	**NOT REPORTED**	**FEMALE**	**MALE**	**TOTAL**
Number, Fall 2021	23	37	1	136	30	1	550	26	9	298	515	813
Number, Fall 2020	25	37	1	132	35	1	589	23	10	310	543	853
1YR Percentage Change	-8%	0%	0%	3%	-14%	0%	-7%	13%	-10%	-4%	-5%	-5%
Number, Fall 2016	11	36	4	104	37	0	603	14	6	276	539	815
5YR Percentage Change	109%	3%	-75%	31%	-19%	#DIV/0!	-9%	86%	50%	8%	-4%	0%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

Overall, the total number of tenured faculty decreased 5% from the year 2020 to the 2021 year (from 853 to 813 faculty). Of tenured faculty, Asian faculty and those identifying as Two or More Races had the greatest proportional gains over the past year, with their numbers increasing by 3% and 13%, respectively. Rates for the number of tenured faculty over the past five years were flat with notable gains being made by faculty in two groups: Asian faculty (31% increase), and faculty identifying as Two or More Races (86% increase). The number of Hispanic faculty has decreased by 19% when compared to five years ago, with a -14% decrease from 2020 to 2021. Tenured faculty who are women represented 36.6% of all tenured faculty in 2021, while men represented 63.3%. Women remain significantly underrepresented as tenured faculty. This proportional disparity has remained relatively unchanged in comparison to the previous year, but it represents an 8% increase from five years ago.

Opportunities for Growth:

A comparative analysis of the growth of tenured faculty suggests that overall USF fares relatively well in comparison to other institutions. In a 2020 report on 52 peer institutions including USF, Public Association of American Universities (AAU), Public AAU Prospects and SUS Research Institutions, USF was ranked 22/52 for the percentage of overall minority faculty. Within this group, USF was ranked in the following way: Black faculty (9/52), Hispanic faculty (25/52), American Indian/Alaskan Native (38/52), Asian (31/52), Native Hawaiian/Pacific Islander (30/52), Two or more races (1/52), and Women (5/52). Based on national standards, we should improve our recruitment of tenured faculty who identify as Black, American

Indian/Native Alaskan, Hispanic, and Native Hawaiian Pacific Islander. It is notable that we ranked number one out of all 52 peers for the percentage of faculty identified in the Two or More Races category. Over the past five years, the significant increase in the proportion of faculty who identified as Two of More Races likely contributed to this ranking. It is valuable to understand the factors that have impacted this increase in the category of Two or More Races. A preliminary review of the detailed breakdown of faculty and staff at USF who identify in this group reveals that the overwhelming majority of these individuals mark Hispanic as one of their identities. We should continue to pursue opportunities to develop more robust pipeline programs to promote the recruitment and retention of diverse faculty members with a focus on Hispanic and Black faculty, including a university-wide organization dedicated to fostering an environment of mutual support, community, advocacy and respect for Latinx/a/o, Latin American, or Hispanic identified faculty and staff.

Table 2. Category Representation – Tenure-Track Faculty

Table 2. Category Representation – Tenure-Track Faculty											
INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2021	28	17	0	29	5	0	93	13	5	93	97	190
Number, Fall 2020	35	17	0	31	8	0	110	8	6	102	113	215
1YR Percentage Change	-20%	0%	#DIV/0!	-6%	-38%	#DIV/0!	-15%	63%	-17%	-9%	-14%	-12%
Number, Fall 2016	38	20	0	53	23	0	185	6	4	163	166	329
5YR Percentage Change	-26%	-15%	#DIV/0!	-45%	-78%	#DIV/0!	-50%	117%	25%	-43%	-42%	-42%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

Among tenure-track faculty, USF experienced a 12% decrease in tenure-track faculty between Fall 2020 and Fall 2021 due to a reduction in hiring (COVID-19 related). All racial categories experienced either no growth or a decline during this period except for those who identify as Two or More Races who increased by 63%. Overall, the number of tenure-track faculty has reduced by 42% over the past five years. Hispanic faculty numbers have experienced the greatest decrease with 38% fewer than last year and a 78% decline compared to 2016. The most notable observation is that, over the past five years, the number of faculty who identify as Two or More Races increased by 117%. In terms of gender, women are represented almost equally with me, representing 48.9% of tenure-track faculty (a number that has declined 0.6% since 2016). Men make up 51% of tenure-track faculty, a number that has increased by 0.6% since 2016).

Opportunities for growth:
Based on national standards, we should improve our recruitment of tenure-track faculty who are women and who identify as Black, American Indian/Native Alaskan, Hispanic, and Native Hawaiian Pacific Islander. Declines in Hispanic faculty may necessitate innovative recruiting and retention strategies. In addition to documenting the number of tenure-track professors, we plan to invest in opportunities that support recruitment in and progression through the tenure-track. As we recover from the COVID-19 crisis, attention should be paid to how we can ensure that women and underrepresented racial and ethnic minority groups are recruited into tenure-track positions. Upcoming faculty search, hiring, and pipeline processes should be used to address these disparities. These will be detailed in the Areas of Improvement (Part VI).

Table 3. Category Representation – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities

Table 3. Category Representation – Non-Tenure-Earning Faculty _or_ Faculty at Non-Tenure Granting Universities												
INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2021	44	46	3	115	60	0	603	63	32	532	434	966
Number, Fall 2020	35	50	2	103	66	0	615	47	38	523	433	956
1YR Percentage Change	26%	-8%	50%	12%	-9%	#DIV/0!	-2%	34%	-16%	2%	0%	1%
Number, Fall 2016	25	38	1	71	61	1	534	24	19	414	360	774
5YR Percentage Change	76%	21%	200%	62%	-2%	-100%	13%	163%	68%	29%	21%	25%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

The number of non-tenure earning faculty in 2020-2021 has experienced a 25% increase when compared to the 2016 numbers. These trends are reflected across all racial and ethnic groups except among Hispanic faculty, who decreased by 2% since last year. Notably, the number of faculty identifying with Two or More Races increased by 163% since 2016. Hispanic faculty experienced the highest percentage of decline both over last year (9% decline) and over the past five years (2% decline). Women represent 55% of non-tenure earning faculty, which is a number that has increased by 2% since 2016.

Opportunities for growth:
We should continue to pursue opportunities to recruit non-tenure earning faculty. Across all groups over the past five years, except NH/OPI and Hispanic faculty, the percentage change has been rising. Using national standards, we should recruit non-tenured faculty who identify as Black, Hispanic, and Native Hawaiian Pacific Islander. At the same time, we should ensure that non-tenured faculty have opportunities for promotion within their ranks as part of our retention strategy. Moreover, women and racial and ethnic minorities are more likely to be non-tenured faculty which means they occupy faculty positions that may be more vulnerable. While there is substantial representation of underrepresented groups among non-tenure earning faculty, these same trends are not evident among tenured or tenure-track faculty. Best practices recommend that we closely monitor trends of non-tenured faculty, in order to cultivate a climate wherein women and racial and ethnic minorities have equal access to both tenure and non-tenured faculty appointments. The declining proportions of Hispanic faculty at all levels require coordinated efforts to address this disparity.

Table 4. Category Representation – Executive/Administrative/Managerial

Table 4. Category Representation – Executive/Administrative/Managerial												
INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2021	2	38	0	26	19	0	350	33	2	237	233	470
Number, Fall 2020	3	37	0	28	29	0	352	24	3	229	247	476
1YR Percentage Change	-33%	3%	#DIV/0!	-7%	-34%	#DIV/0!	-1%	38%	-33%	3%	-6%	-1%
Number, Fall 2016	2	19	0	27	23	0	323	10	2	197	209	406
5YR Percentage Change	0%	100%	#DIV/0!	-4%	-17%	#DIV/0!	8%	230%	0%	20%	11%	16%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

USF experienced decreases in the numbers of Executive/Administrative/Managerial employees between Fall 2021 (470) and Fall 2016 (406). In comparison to five years ago, Black managers increased by 100% and those identifying as Two or More Races increased by 230%. Hispanics decreased by 17% during this same period. From Fall 2020 to Fall 2021, Black managers increased by 3% and those identifying with Two or More Races increased by 38%, while Hispanics decreased by 34% and Asians declined by 7%. Women represented 50.4% of managers, which is a 1.9% increase from five years ago.

Opportunities for growth:

Given our diverse student population and location in a diverse, urban community, it is important that under-represented groups are present in executive/administrative/managerial roles. Our review of comparative national standards for management occupations allows us to determine that women should represent 55% of managers, but they represent 50% at USF. Comparative peer data about Asian managers reveals they should represent 4.4% of managers, and they represent about 6% of USF's managers. Given comparative standards, our focus should include female, Hispanic, Black, American Indian/Native Alaskan, and Native Hawaiian/Other Pacific Islander, which are represented at levels that are lower than our peer data.

Attention to trends over the last year also reveals significant declines in Hispanic executive/administrative/managerial representation, which suggests that stronger recruitment and retention efforts would be beneficial. Accelerated efforts to address these declines would be in alignment with the Board of Governors' DEI memo recommendations related to talent acquisition. National best practices recommend the establishment of leadership academies or programs at USF that identify promising leaders from underrepresented groups and provide them

with the opportunity to gain the skills necessary to assume leadership roles. Given broader regional demographics, the low proportion of Hispanic managers appears to be a sharp misalignment that should be proactively addressed through collaborations between Human Resources, DEI, and senior leadership.

Part VI. Areas of Improvement and Achievement

Guidelines from the Board of Governors require that the **areas of achievement** from last year (2019 – 2020) be compared with the **areas of improvement** from the current year (2020 – 2021). A description of the areas of achievement is provided, as well as a table that represents comparisons over the past year related to student enrollment, faculty recruitment, managerial representation, and athletics.

Areas of Achievement: 2020 – 2021

Student Success

We have continued to advance Student Success by maintaining a graduation and retention rate that reflects our elimination of gaps across racial and ethnic groups. In 2020, for the second consecutive year, Black and Asian FTIC students had the highest retention from year 1 to year 2. We have also been successful at recruiting transfer students especially those who are members of underrepresented groups. Specifically, the composition of our transfer population is much more representative of our diverse population, offering greater opportunity for the enrollment of a more inclusive student body. For all levels of undergraduate education, the proportion of women exceeded the proportion of men in terms of enrollment.

Overall, our current undergraduate Hispanic student population is 21% percent. As we continue to recruit high-achieving Hispanic students, including National Hispanic Scholars, we will likely reach 25% in the coming years. This would potentially permit USF to be considered a Hispanic-Serving Institution status. Given the growth of the Hispanic population and our successes at enrolling these students in increasing proportions each year, continued investments in specific academic programs, support services, faculty and staff recruitment will be critical. In addition to undergraduate enrollment, significant strides are evident in the awarding of professional degrees to Hispanic students and students who identify as Two or more races. These rising numbers suggest that USF is on a trajectory of growth that will continue to diversify the campus.

In addition to the new programs and initiatives thoroughly outlined in the Part III, Section, D, we are working to continue to increase access to USF for Black students. In fall 2021, the Office of Student Success received a Helios grant to work with the USF Black Leadership Network and consultant, Dr. Lincoln Chandler, to identify barriers to Black student access and recruitment. Recommendations from Dr. Chandler include continuing the Office of Student Success outreach programs previously mentioned in Part III, Sections A,B, and C; expanded outreach to area middle schools, including partnerships with local community based organizations to increase awareness of USF; full-day guidance counselor event at local Title 1 schools; establish a data-sharing agreement with local school districts to promote college readiness to top 25% of first and second year high school students; emphasize FAFSA completion and financial aid instruction and awareness for potential students; continue to de-emphasize standardized test scores and focus on high school GPA during admissions evaluation; develop partnership programs for the Institute on Black Life (IBL) and local state colleges to promote IBL to prospective students; expand IBL across all campuses to create similar events throughout OneUSF; create and measure a sense of belonging for Black students at USF; examine and evaluate recruitment, training, and

retention policies and processes through an Equity lens; require ongoing DEI training for all staff and faculty. In short, USF should consider providing additional assistance to current entities that support Black student enrollment, matriculation, persistence, and graduation. Towards that end, over the past year USF has greatly expanded its outreach programs to middle and high schools, institutionalized calling campaigns, developed closer ties to high school guidance counselors, offered SAT/ACT preparation courses, and greatly expanded its collaborations with community organizations.

Faculty Success
In 2020-2021, 97% of those faculty members who applied for tenure received it. In terms of candidates for tenure, male candidates (63.3%) exceeded women (36.6%) by a significant margin. Only one candidate, a white woman, did not receive tenure, and this was due to deferral, not denial. Of the 29 faculty members earning tenure this year, 19 were white, 7 were Asian, 2 were Hispanic, and 1 was Black.

The primary methods of promoting diversity/inclusion among faculty was making all search committees aware of best practices in enhancing diversity in recruiting, the use of Target of Opportunity hiring (hiring without searches) when opportunities arose, the Provost office reviewing applicant pool demographics and requiring descriptions of explicit efforts made to diversity applicant pools, and placing an emphasis on aggressively advertising faculty positions in outlets that were determined to be directed to minority faculty audiences. This is in addition to the salary adjustment strategies captured in the figures provided in the Budget Plan (Part IX of this report). In addition, individual departments have established "pipeline programs" with minority-serving institutions to enhance the likelihood of having minority candidates apply for positions in their departments. We will continue to review tenure and promotion guidelines across the Colleges in order to promote transparency and equity and ensure equitable faculty assignments. This is consistent with the USF Principle of Community value of Transparency with Accountability.

The USF Faculty Senate constituted a Council on Racial Justice that solidified a commitment to diversity, inclusion, equity, and justice from the faculty. The council has reviewed aspects of faculty research, faculty awards, and student curriculum to identify opportunities for furthering principles of diversity, equity, and inclusivity in these areas.

In Fall 2020, USF launched a research initiative and offered grants to faculty to support 23 research projects that address anti-blackness and systemic racism. This **$500,000** fund from the provost's office and the research and innovation office is overseen by the USF Research Task Force on Understanding and Addressing Blackness and Anti-Black Racism in our Local, National, and International Communities.

Athletics
Experience and number of coaches available in the women's programs are comparable to their male counterparts. This assessment is currently determined to be equitable. No new head coaches were hired during the 2020-21 academic year. USF is actively working to explore the possibilities of expanding options for women's sports.

Pursuant to the Board of Governors request, below are the **areas of achievement** from last year (2019-2020) compared with the **areas of improvement** for the current year (2020-2021):

Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment (This year: 2020-2021)	Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified (Identified Last Year: 2019-2020)
Goals for 2020-2021: Increase the proportion of under-represented students at all levels including undergraduate (FTIC and Transfer), graduate, and First Professional Degree programs. **Undergraduate Enrollment (FTIC and Transfer):** We addressed the decline in enrollment and realized increases in the majority of all racial and ethnic student populations. Specific outreach programs included a calling campaign where administrators, faculty, and staff reached out to admitted students from underrepresented populations to address any concerns or questions they might have had as they finalized their college decisions. USF also administered the Guaranteed Admissions Pathway Program (GAPP), designed to strengthen university-community engagement while increasing admissions opportunities for students of underserved populations. We reviewed our admissions application process and adjusted outreach strategies to increase enrollment of underrepresented students. The Admissions Offices worked more closely with local high schools to increase visibility in schools with high achieving underrepresented students and hosted events virtually and some in person to reengage in the admissions process. Once students were admitted to USF, we were more strategic in our approaches to admissions yield, which included calling campaigns by various university and community stakeholders, including the Presidential African American Advisory Council, the Presidential Latin Community Advisory Council, along with university faculty and staff, which contributed to the increases in enrollment. Additional targeting materials focused on these respective communities were also	**These are the Areas of Achievement as listed on page 50 of the 2019-2020 USF Equity Report:** "We have continued to advance Student Success by maintaining a graduation and retention rate that reflects our elimination of gaps across racial and ethnic groups. In 2019, Black and Asian FTIC students had the highest retention from year 1 to year 2. We have also been successful at recruiting transfer students especially those who are members of underrepresented groups. Specifically, the composition of our transfer population is much more representative of our diverse population, and this offers opportunity for the enrollment of a more diverse population. For all levels of undergraduate education, the proportion of women exceeded the proportion of men in terms of enrollment. Overall, our current undergraduate Hispanic student population is 22% percent. As we continue to recruit high-achieving Hispanic students, including National Hispanic Scholars, we will likely reach 25% in the coming years. This would potentially permit USF to be considered a Hispanic-Serving Institution status. Given the growth of the Hispanic population and our successes at enrolling these students in increasing proportions each year, continued investments in specific academic programs, support services, faculty and staff recruitment will be critical. In addition to undergraduate

beneficial. These initiatives will continue with the goal of increased participation from respective stakeholders.

Graduate Enrollment (MA and Professional): At the graduate level, intentional efforts to cultivate a graduate student pipeline program to facilitate the move of underrepresented students, especially Black and Hispanic students, from undergraduate studies to M.A. studies would be beneficial. We continue to collaborate with our local and external community partners including our Presidential Advisory Councils (PACs), such as the USF Latin Community Advisory Council, and external stakeholders to build these relationships. Additionally, closer relationships with donors that comprise our Latino Scholarship Program could also offer opportunities for mentorship that would allow us to achieve parity related to proportional representation in our M.A. programs in comparison to the bachelor's program. Similarly, for women and racial and ethnic minorities, we plan to work closely with existing PACs to achieve similar goals. Currently, the student mentorship program that exists between the Black Faculty and Staff Association, Black Leadership Network, and the Latino Scholarship Program provides a model that could be scaled up to benefit all underrepresented groups.

Specific graduate student success initiatives for 2020 – 2021 include issuing guidance on holistic admissions processes to all programs from the Graduate Council, the creation of a robust mentoring program to build relationships and foster wellness among graduate students, and the hiring of a media design specialist to asst with developing a more expansive web presence and the creation of a clearinghouse for graduate fellowships and other financial aid opportunities.

Graduate Enrollment (Doctoral):
Overall, the proportional representation of women and racial and ethnic minorities in doctoral degree programs has been stable. The historically low representation of Black and Hispanic students, especially relative to their overall population size, continues to be an area of concern. Specific recommendations that emerged from our most recent Graduate Student Success Council report included the development of a Graduate Student

enrollment, significant strides are evident in the awarding of professional degrees to Hispanic students and students who identify as Two or more races. These rising numbers suggest that USF is on a trajectory of growth that will continue to diversify the campus.

In addition to the new programs and initiatives thoroughly outlined in the Part III, Section, D, we are working to continue to increase access to USF for Black students. In fall 2020, the Office of Student Success applied for and received a Helios grant to work with the USF Black Leadership Network and consultant, Dr. Lincoln Chandler to identify barriers to Black student access and recruitment. If successful, any initiatives proposed through this program could be extended to support greater access among other under-represented student groups. Overall, potential future efforts might focus on earlier outreach programs (middle school and high school), calling campaigns, closer ties to high school guidance counselors, SAT/ACT preparation courses, and additional collaborations with community organizations. We plan to apply for federal funding to support the development of programming that focuses on the recruitment and retention of students of color."

Success dashboard to provide PhD placement data to all colleges and PhD programs, the creation of a robust mentorship program, re-evaluation of Admissions practices, development of more expansive web presence, a clearinghouse of graduate fellowships/financial aid, and metrics assessing graduation and career progress of graduates. As these recommendations were made in 2019 just prior to onset of the Covid-19 era, this caused an extended delay in implementing or facilitating these programs. Additionally, USF found itself facing significant budget issues as well as enrollment and pending graduate-level enrollment challenges, causing a reassessment of issues demanding prioritized attention. Moving forward, the university intends to revisit these previous recommendations and determine which ones to pursue, with a goal of maximizing return on any investment necessary to achieve the desired results of greater diversity at the doctoral degree level.	

Areas of Improvement Pertaining to Gender Equity in Athletics (This Year)	Achievement Report for Areas of Achievement Pertaining to Equity in Athletics (Identified Last Year)
Goal for 2020-2021: Our goal is to increase athletic participation for female students, roster management for all sports, scholarship allotments for female student-athletes, and a review of salary equity for all sports. **Gender Equity in Athletics:** The university is in the process of transitioning from the substantial proportionality prong to the accommodation of interest and abilities prong. In taking this step, the university is actively gathering data and evaluating opportunities that meet the interests of our current student body population. The focus of this effort is to identify and implement new intercollegiate sports programs to increase the number of competitive participation opportunities for female student-athletes within the next three years. **Results:** USF's female undergraduate enrollment for the 2020-21 academic year was 57%. The university's male undergraduate enrollment was 43%. The female athlete participation ratio was 48.6%. The male athlete participation ratio was 51.4%. Female athlete participation percentage increased from 45% the previous year.	**Areas of Achievement as listed on page 50 of the 2019-2020 USF Equity Report:** Most of the department's competition seasons were cancelled due to COVID-19, but prior to that the department had sports teams in their respective NCAA tournaments. We have hired a new track and field coach, and we are actively working to explore the possibilities of expanding options for women's sports.
Areas for Improvement Pertaining to Employment Identified (This Year)	**Achievement Report for Areas of Improvement Pertaining to Employment (Identified Last Year)**
Goal for 2020-2021 (faculty): USF should increase the number of under-represented tenured, tenure-track faculty, and non-tenure earning faculty who identify as female, Black, American Indian/Alaskan Native, Hispanic, and Native Hawaiian/Other Pacific Islander. **Tenure-track faculty recruitment:** USF should prioritize tenure-track faculty positions with a goal of	**These are the Areas of Achievement as listed on page 36 of the 2019-2020 USF Equity Report:** In 2019-2020, 90% of those faculty members who applied for tenure received it. In terms of candidates for tenure, the proportion of women and men was

recruiting high performing faculty members who are women and members of underrepresented racial and ethnic groups. Our goal is to enhance efforts to both diversify the applicant pools and cultivate the type of long-lasting relationships with institutions and organizations that can consistently attract underrepresented faculty to our campuses. This involves a transition toward a more relationship-based approach in our pursuit of talent acquisition. In addition to faculty recruitment, funds should be allocated to advance the retention of high achieving faculty especially minority faculty and females in fields where they are underrepresented (including and extending beyond STEM fields).

Pre-tenure attrition: While the faculty tenure statistics are promising, closer attention should be paid to faculty attrition before application to tenure to ensure that underrepresented group members are not exiting USF before even applying for tenure. By doing so, we would be in alignment with our stated goal of increasing recruitment of faculty who are women and from underrepresented racial and ethnic groups. To this end, ODEI are actively researching pre-tenure attrition with the goal of increasing tenure-track faculty retention.

Strategies for faculty recruitment:
The Office of Graduate Studies offers the McKnight Doctoral Fellowship, a program designed for underrepresented minorities, with a total value of $303,621 for the 2020-2021 year. In addition, the Provost's Office spent $11,500 to send several URM faculty members to the McKnight conference last year that was held in Tampa.

USF also offers the Sloan/University Center of Exemplary Mentoring program, which is designed for graduate student recruitment with channeling toward academic careers. This program is supported by a grant from the Sloan Foundation, with an additional $19,000 from the College of Engineering to support participation.

USF offered several start-up packages for new faculty. In 2020 – 2021 a total of $193,000 was committed to start-up packages for URM and female candidates.

virtually the same (14/30 versus 16/30). Of those candidates who did not receive tenure were one Asian man, one Black woman, and a white woman. This was a relatively successful year for females and minority faculty in the tenure and promotion process.

The primary methods of promoting diversity/inclusion among faculty was making all search committees aware of best practices in enhancing diversity in recruiting, the use of Target of Opportunity hiring (hiring without searches) when opportunities arose, the Provost office reviewing applicant pool demographics and requiring descriptions of explicit efforts made to diversity applicant pools, and placing an emphasis on aggressively advertising faculty positions in outlets that were determined to be directed to minority faculty audiences. This is in addition to the salary adjustment strategies captured in the figures provided in the Budget Plan (Part IX of this report). In addition, individual departments have established "pipeline programs" with minority-serving institutions to enhance the likelihood of having minority candidates apply for positions in their departments. We will continue to review tenure and promotion guidelines across the Colleges in order to promote transparency and equity and ensure equitable faculty assignments. This is consistent with the USF Principle of Community value of Transparency with Accountability.

The Office of Diversity, Equity, and Inclusion (ODEI) was restructured to remove compliance and allow the office to focus on equity initiatives, including employee recruitment and retention. To enhance our hiring practices, the USF team compiled national data regarding STEM faculty applicant pools. With the information related to available applicants on a national scale, our team has been able to rethink traditional hiring strategies to expand the pool; for example, are post-doc positions a requirement to be hired? An important, and sometimes challenging, aspect of proposing changes to the hiring processes requires developing relationships with faculty hiring committees. ODEI has been actively working to develop relationships with these bodies to enhance hiring efforts.

Goal of 2020-2021 (staff): USF should increase the overall proportional representation of managers that identify as female and/or a member of underrepresented racial and ethnic groups (listed above).

Strategies for staff recruitment:
There are several areas of improvement for staff including leadership/mentorship programs that target underrepresented groups and provide them with opportunities to gain leadership experience. Professional development opportunities (and funding) are also recommended to promote the advancement of underrepresented groups into managerial positions. The Office of Diversity, Equity, and Inclusion is currently working on a program with Human Resources to improve long-term employment and growth opportunities for mid-level staff positions across OneUSF. USF continued its collaboration with the broader Tampa Bay community (job fairs, community career forums, etc.) in an effort to strengthen pipelines for recruitment of diverse staff and managerial personnel, with a concerted effort to recruit Hispanic and African American candidates.

PART VII. PROTECTED-CLASS REPRESENTATION IN THE TENURE PROCESS

Table 1. Protected-Class Representation in the Tenure Process, 2020-2021

Table 1. Protected-Class Representation in the Tenure Process, 2020-21

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
MALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian	6	0	0	0	6
Black or African American	0	0	0	0	0
Hispanic	0	0	0	0	0
Native Hawaiian/Other Pacific	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	13	0	0	0	13
Other, Not Reported	0	0	0	0	0
Total Male (Include Other, Not Reported)	**19**	**0**	**0**	**0**	**19**
FEMALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian	1	0	0	0	1
Black or African American	1	0	0	0	1
Hispanic	2	0	0	0	2
Native Hawaiian/Other Pacific	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	6	0	0	1	5
Other, Not Reported	1	0	0	0	1
Total Female (Include Other, Not Reported)	**11**	**0**	**0**	**1**	**10**
GRAND TOTAL	**30**	**0**	**0**	**1**	**29**

LEGEND:

APPLIED: Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated (or provide explanation).

WITHDRAWN: Faculty who withdrew from tenure consideration after applying for review.

DENIED: Faculty for whom tenure was denied during the review process.

NOMINATED: Faculty for whom tenure is being recommended by the University

A total of 30 individuals were considered for tenure during the 2020-2021 academic year. Of those, 29 (97%) were granted tenure, with one white female deferring. All ten non-White candidates were recommended for tenure while 10 of 11 (91%) female candidates were recommended. These numbers suggest overwhelmingly that faculty who apply for USF are successful.

Opportunities for Growth:

There are several opportunities for growth related to the tenure process and representation of protected classes. Overall, once faculty apply for tenure at USF, the data clearly illustrate that they have a high probability of achieving it. However, the numbers in the Table above also reflect our relatively low proportion of racial and ethnic minorities who are tenure candidates. In order to strengthen the number of faculty who are applying for and receiving tenure, more attention to the faculty recruitment and retention process is necessary. Moreover, these data do not provide information about faculty attrition prior to the application process. USF is currently undertaking efforts to understand the reasons for faculty attrition, which might include an evaluation of our exit interview process for faculty.

PART VIII. PROMOTION AND TENURE COMMITTEE COMPOSITION

Table 1. Promotion and Tenure Committee Composition, AY 2020-2021

Table 1: Promotion and Tenure Committee Composition, AY 2020-21																	
Type of Committee	Black or African American		American Indian/Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Committee																		
Arts & Sciences																		
Anthropology	0	1							0	2			8	8			8	11
Cell Biology, Microbiology, & Molecular Biology					1	2							4	4			5	6
Chemistry					5	0			1	0			7	1			13	1
Communication					1	0							1	2			2	2
Economics					1	1			1	1			5	1			7	3
English	0	1			0	1			1	1			8	14			9	17
History													6	1			6	1
Humanities & Cultural Studies																		
Integrative Biology													2	3			2	3
Mathematics & Statistics																		
Philosophy																		
Physics																		
Psychology									0	1			2	2			2	3

Religious Studies															
School of Geosciences	1	1			2	1					8	2			11	4
School of Information	1	0			1	1		0	1		3	1			5	3
School of Interdisciplinary Global Studies	1	1			1	0					7	4			9	5
School of Public Affairs															
Sociology	1	1						0	1		4	7			5	9
Women's & Gender Studies															
World Languages															
Zimmerman School of Advertising & Mass Communications	0	1			1	0					1	3			2	4
Behavioral & Community Sciences															
Communication Sciences & Disorders															
Criminology															
Mental Health Law & Policy															
Education															
Childhood Education/Literacy Program	0	1			0	1		1	0		2	5			3	7
Curriculum, Instruction and Learning	0	1			0	1					4	7			4	9
Educational & Psychological Studies	0	1			2	2		1	2		6	6			9	11

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	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18
Language Literacy Exception EDD, Exceptional Education and Physical Education	0	1			0	1			1	0			3	4			4	6
Leadership, Policy & Lifelong Learning													1	1			1	1
Engineering																		
Chemical, Biological, & Materials Engineering			1	0	3	0			1	1			4	0			9	1
Civil & Environmental Engineering	0	1			1	0			1	0			4	2			6	3
Computer Science & Engineering					6	1			2	0			6	1			14	2
Electrical Engineering	0	1			7	1			1	0			11	0			19	2
Industrial and Management Systems Engineering																		
Mechanical Engineering																		
Medical Engineering																		
Marine Science					1	0			1	0			10	6			12	6
Morsani College of Medicine																		
Dermatology					1	0							1	0			2	0
Family Medicine									0	1			1	2			2	2
Internal Medicine					2	1							5	1			7	2
Medical Education	1	0			1	1							0	2			2	3
Molecular Medicine																		

Department														
Molecular Pharmacology and Physiology	1	0			2	1				3	0			6	1
Neurology	1	0								2	2			3	2
Neurosurgery					1	0				2	2			3	2
Obstetrics & Gynecology	1	0								8	6			9	6
Oncologic Sciences					1	0				4	2			5	2
Orthopaedics	0	1								3	1			3	2
Pathology					1	0				1	3			2	3
Pediatrics					1	1	2	0		0	1			3	2
Physical Therapy					1	0				2	1			3	1
Plastic Surgery										3	0			3	0
Psychiatry										2	3			2	3
Radiology															
Surgery					1	0				5	1			6	1
Urology										3	0			3	0
Muma College of Business															
Kate Tiedeman School of Business and Finance	1	0			5	2				6	1			12	3
Lynn Pippenger School of Accountancy	0	1			2	0	1	1		3	4			6	6
School of Hospitality & Tourism Management										1	1			1	1
School of Information					9	1				10	3			19	4

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Systems & Management										
Nursing			0	2	1	1	2	15	3	18
Pharmacy										
Pharmaceutical Sciences			2	1					2	1
Pharmacotherapeutics and Clinical Research	0	1	0	1			0	1	0	3
Public Health			1	0			4	3	5	3
The Arts										
School of Architecture & Community Design							2	1	2	1
School of Music			1	1			7	0	8	1
School of Art & Art History										
School of Theatre and Dance	0	1	0	1	0	1	3	2	3	5
USF Libraries			1	0			0	1	0	1

Our goal is to ensure that faculty on tenure and promotion committees, although varying considerably across different disciplines, represent the diversity of our faculty. Our faculty continue to become more diverse and as we grow and utilize intentional strategies as mentioned in Part V. This process will continue to accelerate. The information regarding Promotion and Tenure committee composition within the tenure process can be seen in the charts above representing each institutional unit.

Opportunities for Growth:

It is important that university committee members who are deliberating on tenure cases reflect the diversity of our tenure candidates. As indicated in the chart above, USF has made significant improvements in the diversity of its tenure and promotion committees, however, there is still significant room for improvement. During the past academic year, the overall composition of tenure and promotion committees was 59% male and 41% female committee membership, a dramatic improvement over 2019-2020. Unfortunately, the demographic constituency remained overwhelmingly homogenized, with white professors making up 70% of all tenure and promotion committee members university wide. While our university reporting guidelines require that the demographic information of all tenure and promotion committee members be included in each tenure and promotion file, we continue to work towards institutionalizing a plan to ensure that we have sufficient diversity on each and every committee. Until USF increases the recruitment and advancement of women and faculty members from underrepresented minority groups, this issue will continue to be a challenge. There remain no university guidelines related to ensuring gender, race, and/or ethnicity representations in tenure and promotion committees. Faculty indicate their racial and ethnic background on the tenure and promotion documents, but there are no clear guidelines about how that information will be used. We recommend efforts to establish guidelines in the governance documents to achieve equitable representation.

PART IX. Other Requirements

A. The Budget Plan

In accordance with state and federal law, Authority: Section 7(d), Art. D. Fla. Const; History: New 11-4-10, we include below our budget plan to support the attainment of the university's equity goals related to Employment Equity and Student Success:

Employment Equity is managed through the Division of Human Resources. Equity is evaluated and achieved through Counteroffer, Retention, Internal Equity, and Market Equity increases. Salary increases which are not due to new hires, promotions, or mandated raise processes fall under the broad category of Special Pay Increases (SPI's). Such increases are proposed by managers to meet distinctive, case-by-case circumstances. Additional information regarding SPI's can be found at https://usfweb.usf.edu/human-resources/resources/showfile/1/20. During the 2020 – 2021 year the University of South Florida made the following adjustment to reach equity in the named categories: Counteroffers - $210,071.00; Retention - $0, Internal Salary Inequity - $22,194.00; Market Equity - $33,499.49; Market Adjustment - $0. These adjustments total $265,764.49. Employment Equity is evaluated, and adjustments are made annually. The goal for the university is to continue to evaluate and adjust salaries accordingly and address salary inequity, where possible. Note that both the COVID-19 pandemic and a new collective bargaining unit had significant effects on USF's ability to enact pay raises during this period.

In Fall of 2020 President Currall announced the constitution of the Salary Equity Taskforce, whose purpose was to conduct a systematic review of salary inequity and identify wage gaps across the university. In Fall 2021 USF's Salary Equity Analysis was completed and the Taskforce submitted its recommendations to President Law based on the data received. Full details of this project will be included in next year's Equity Report. USF will continue to leverage its salary equity data to support our ability to identify, recruit, and retain employees through the establishment of a robust talent acquisition and retention program

In addition to employment equity, the following programs, initiatives, and offices reflect how Student Success efforts, along with targeted support from the USF Foundation, promote student success and equity. The dollar amounts are high level estimates of the funding allocated to the AVP unit for those initiatives.

Within Undergraduate Studies, our budget consists of approximately $**2,250,000** to support our Office of Academic Advocacy, the use of Predictive Analytics to predict first-year persistence, and TRIO programs (SSS, Upward Bound, and College Reach-Out Program).

As part of the Office of the Dean of Students (DOS) and Support Services, our budget consists of approximately **$1,000,000.** The Dean of Students (DOS) Office is focused on the following areas: Advocacy, Leadership Development, Involvement, Civic Engagement, Multiculturalism, Diversity, & Inclusion, and Responsible Community Behaviors. The most direct investment in equity and inclusion is through the Office of Multicultural Affairs (OMA). OMA coordinates

educational, cultural, and social programs to foster experiences which create interculturally mature global citizens who are prepared to thrive in diverse environments. OMA promotes intercultural dialogue, awareness, advocacy, and diversity, while helping students understand and appreciate a multitude of identities. Some of the programs and training includes iBuddy (International Buddy Program), Intercultural Student Leadership Conference, Safe Zone training, UndocuALLY training, and the Multicultural Community, which is a coalition of multicultural student organizations that fosters cross-cultural relationships. These programs have been previously described in the Student Services section (Part III D) of the Equity report.

As part of the Office of Admissions, our budget consists of approximately **$1,500,000**. The most significant and valuable investment is in the History of Achievement Award, a scholarship that recognizes select students who have achieved above average academic records in high school while facing significant socioeconomic, educational, cultural, or personal challenges. The University will award approximately 150 scholarships per year at $2000 per year award for four years, for a total of $300,000 annually. The budget is also used to support the GAPP and College Preview Day, previously described in the Student Services section (Part III D) of the Equity report.

As part of the USF Foundation, we support the Latino Scholarship Program with a budget of **$284,143.00.** The USF Latino Scholarship is a university-wide, undergraduate (incoming freshman or junior level transfer) scholarship designed to assist USF in achieving and sustaining the education benefits of diversity and increasing the number of USF students interested in issues affecting the Latino community and/or likely to give back to the Latino community after graduation. Students must graduate from an accredited high school or community college in Hillsborough, Pinellas, Polk, Manatee, Pasco, Hernando, or Sarasota County. Strong consideration will be given to students who are: fluent in Spanish; first generation in their family to attend college; from diverse ethnic background.

Finally, the budget for Black Leadership Network (BLN) Scholarships totals **$87,242.00**. The Black Leadership Network is a partnership-based group founded in 2016 focused on engaging the community and enhancing the educational and leadership opportunities for scholars engaged in the Black Leadership Network at the University of South Florida. The scholarship funds student scholarships and programs that focus on life skills, professional development, and mentoring.

B. President's Evaluation

The Presidential Evaluation was last conducted in September of 2020 by the USF Board of Trustees on Dr. Currall. Per 3.6 of President Currall's contract for July 1, 2020 – June 30, 2021:

> "On or before September 30 of each contract year, Dr. Currall shall initiate the evaluation process for the period that began on July 1 of the previous contract year and ended on June 30 of the same by submitting to the Board Chair and Governance Committee a self-appraisal of the President's performance during said period. This appraisal shall address performance related to each of the goals and objectives determined for July I through June 30 of the previous contract year.
>
> At a special or regularly scheduled Board meeting after the President has submitted this self-appraisal the Board shall evaluate Dr. Currall's performance for the previous contract year (July 1 through June 30) based on achievement of the mutually agreed upon specified goals and objectives and other mutually agreed criteria. To aid the Board in its performance review, the President agrees to furnish such oral and written reports as may be requested by the Board Chair or Governance Committee Chair."

On July 19, 2021, President Currall announced his retirement from the University of South Florida effective August 1, 2021. On August 2, 2021, Rhea Law was appointed Interim President. Due to the abrupt and unexpected nature of this leadership change, a Presidential Evaluation was not conducted by the Board of Trustees in September 2021 for inclusion in this report.

There remain opportunities for improvement across the university. As it relates to diversity, equity, and inclusion, the Board positively evaluated student outcomes and success. Future attention to staff and faculty outcomes by the Board of Trustees would ensure that their evaluation includes the full scope of the areas of interest highlighted in this report. Headed by the Office of Diversity, Equity, and Inclusion, USF is collaborating on efforts that involve the Office of Supplier Diversity, Office of Human Resources, the Office of the Provost, and the Office of Admissions to address critical challenges related to the enrollment of racial and ethnic minorities at all levels, engagement with diverse suppliers, and recruitment, retention, and advancement of underrepresented faculty and staff. Additional attention has been given to the Office of Diversity, Equity, and Inclusion to help ensure that proactive measures are taken to support enrollment efforts and support an inclusive campus for protected classes and underrepresented groups. Moreover, the creation of a mechanism to clarify data-informed priorities and provide this information more regularly and transparently would ensure that equity, as represented in this report, is supported throughout the university.

C. Top Administrator's Evaluations

In prior administrations, the President's direct reports were evaluated with regards to diversity, equity, and inclusion. To support the consistent use of these assessments, the current administration is planning an updated evaluation tool to be completed by the president's direct reports (many of whom are Vice Presidents). These self-evaluations will be completed in

advance of the individual's scheduled annual review. Responses to these self-assessments should drive the performance appraisal process and clarify opportunities for improvement. The timeline for the implementation of an updated assessment tool for direct reports was fall of 2020, however, due to Dr. Currall's resignation as President of USF, no evaluation of senior leadership took place that year. Under President Law's tenure, a new Senior Leadership Performance Review was initiated beginning in fall of 2021, with Key Performance Indictors tied directly into USF's Strategic Plan, and include the following: How has each leader been successful? How have they contributed to USF's Strategic Plan? How have they embraced USF's core values of inquiry, innovation, integrity, and inclusion? How have they shown value-based leadership? What are the ways senior leaders have contributed to USF's core commitments related to diversity, equity, and inclusion?

Across the university, there are a variety of additional performance assessment tools that have been used to evaluate the performance of top administrators as it relates to diversity, equity, and inclusion. The Office of Provost consistently distributes a self-assessment to College Deans, Vice Provosts, and Vice Presidents wherein they are asked to report on their progress and areas of opportunities for growth in their respective departments. Administrative colleagues are also offered the opportunity to provide feedback to the provost about the leadership of their colleagues. These reports have been consistently included as part of the performance appraisal process. The Office of Diversity, Equity, and Inclusion continues to leverage these assessments to support the university's diversity, equity, and inclusion efforts that are a key part of our strategic plan. A primary goal is for the Office of the Provost to institutionalize a structured feedback program for Deans, Vice Provosts, and Vice Presidents to support goal setting and support for diversity, equity, and inclusion initiatives at USF. This process should be linked to decisions about budgetary allocation to ensure that established goals can be supported. We continue to advocate for designated funds to support the recruitment and retention of faculty hires, especially for those who identify as women and for underrepresented groups. The Office of the Provost should also consider creating an incentive structure for academic and institutional units that are able to articulate and implement DEI goals.

There are several top administrators who produce annual reports of their achievements and display them visibly online. We recommend that an area of opportunity is for all Deans to create an annual report that highlights agreed upon metrics connected to diversity, equity, and inclusion. Finally, each year, through the College Review process, facilitated by the Office of Decision Support and Office of the Provost, Deans are provided a wealth of data to assess important metrics over the past year and facilitate their planning. We recommend that the College Review process expand to include metrics that specifically highlight opportunities for growth connected to diversity, equity, and inclusion.

As a best practice, all future assessment tools and guidance for top administrators should be data-informed and include information about personnel hires/attrition/promotion, use of diverse suppliers, student enrollment, unit climate, salary equity, and composition of leadership team, among related metrics. We continue to advocate for the systematic evaluation of all top administrators to include evidence to the extent to which their efforts have contributed to USF's overall equity goals.

Appendices
A. 2022 Equity Report Contributors

The USF Equity Report has been compiled through a collaborative process involving numerous academic and institutional units including team leads across our three campuses of Tampa, St. Petersburg, and Sarasota-Manatee. Below, we outline the individuals and key units who coordinated the data required for this report:

USF Office of Diversity, Equity, and Inclusion: Elizabeth Hordge-Freeman, Kevin Jones, Michelle Madden, Clara Buie, and Lynnette Barrett
USF Office of Decision Support: Terri Chisolm, Valeria Garcia, Shruti Kumar, and Xiaoying Liu
USF Office of Student Success: Carmen Goldsmith, Patti Helton, Teeranai Ovathanasin
USF Office of Faculty Success: Dwayne Smith and Rosie Lopez
USF Athletics: Lee Butler
USF Office of the General Counsel: Gerard Solis and Joel Londrigan
USF Chief of Staff, Office of the President: Paige Beles Geers

B. Florida Equity Report Guidelines
Enrollment, Sex Equity in Athletics, and Employment

The annual Florida Equity Report from each state public university must include information as required by Regulation 2.003 Equity and Access on the institution's progress in implementing strategic initiatives and performance related to equity and access as they pertain to academic services, programs, and student enrollment; equity in athletics; and employment. The Enrollment and Employment reports focus on women and members of specified race/ethnic protected classes. Prior to Summer 2010, the race/ethnic classes were Black (B), non-Hispanic; Hispanic (H); Asian/Pacific Islander (A/PI); and American Indian/Alaska Native (AI/AN) and beginning Summer 2010, the classes were Black or African American (B); Hispanic (H); Asian (A); Native Hawaiian or Other Pacific Islander (NH/OPI); American Indian/Alaska Native (AI/AN); and Two or More Races (≥ Two). [1] These guidelines represent elements of the reports that must be completed, at a minimum. Each university is expected to utilize whatever additional measurements and goals needed to describe progress to achieve equity.

Cover

A. <u>Certification of Annual Approval Date by the University's Governing Board (or Designee).</u> Provide the date and format for the governing board (or designee) approval.[2] Date certification may be in the form of written confirmation from the equity officer following the governing board's approval vote or following written approval by the governing board's designee.[3] The signature of the university president is required, serving as approval of report results and plans.
B. Following the cover, a <u>Table of Contents</u> may be included.

Executive Summary and/or Description of Plan Development

The Executive Summary should be 3-5 pages in length and provide highlights of progress the institution is making on the equity plans designed for Academic Programs, Gender Equity in Athletics, Employment, Promotion & Tenure, and Other Requirements.
  A. The Description of Plan Development describes the process used to prepare the reports. Included in this narrative are applicable discussions with responsible administrators, feedback from reviewing committees, sources utilized for data, or other appropriate components.
  B. In the summary of institutional progress, include examples of goals met or unmet; initiatives and achievements; and best practices (successful/innovative programming) for

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[1] IPEDS terminology for protected classes was utilized.
[2] Formats might include: regular meeting; scheduled conference-call meeting; delegated approval to a particular subcommittee or designee; or other processes acceptable to the Florida Board of Governors.
[3] If the institution's Board of Trustees (BOT) retains approval of the Florida Equity Report, it is understood that its approval may not have been made by the deadline for this report, in which case the signature of the university's equity officer on the cover page will be acceptable until such time as the Board of Governors is advised that appropriate approval has been secured. Such advisement shall include the date of BOT approval of the Florida Equity Reports for the subject year. Each university is responsible for retaining formal documentation of the approval when it becomes available.

the areas of Student Enrollment/Retention/Graduation, Faculty and Administrative employment, and Athletics.

C. Budget Plan:

    a. In a concise summary describe how the university deployed its resources to accomplish Employment Equity goals.

The Board office will use the information in each institution's executive summary and data tables, to compose a consolidated SUS system-wide equity report.

Review of Policies and Procedures

A. <u>Review of Policies and Procedures.</u> Identify updated/new policies and procedures that are specifically formulated to ensure equity. Annually update the webpage links or provide copies of policies that relate to equity.

B. Include <u>Documentation of Non-Discrimination Policy.</u> Reprint in each annual document a copy of the policy adopted by the institution's BOT. Note the date of original approval. Include in these narrative procedures to notify campus affiliates and non-affiliates about the policy and the procedures for accessing it.

Academic Program Reviews

A. In the Academic Program Reviews section, as many as eight (8) areas of review are required of each university with programs at the specified levels. These annual analyses display enrollment at these eight levels for the protected class students (female and the applicable protected class race/ethnic codes). In addition, they display the official total including white, non-resident alien, and not reported.[4] Universities not offering programs at one or more levels should key the charts with zeroes to present a complete report. Measures of equity are:

First Time in College Enrollment, Previous Academic Year (AY)
Florida State College System A.A. Transfers, Previous AY
Retention of Full-time FTICs Entering Previous AY, After One Year
Graduation Rate of Full-Time FTICs After Six Years
Bachelor's Degrees Awarded, Previous AY
Master's Degrees Awarded, Previous AY
Doctoral Degrees Awarded, Previous AY
First Professional Degrees Awarded, Previous AY

B. An analysis of the information shall be prepared annually by each university using the results of the above charts. Include in each narrative an identification of the standard for disproportionate enrollment or identification of an area for improvement. Each university

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[4] This total will be supplied from the university's IPEDS report. Charts in TAB 3 will display the complete line from IPEDS including all reporting categories. Charts 1-8 will display percentage representation, calculated by formula on the table, for females and the four protected race/ethnic categories.

shall report its definition of "disproportionate" or "area for improvement" for each level offered at that institution.

Examples of definitions to identify disproportion include "the 80% rule," standard deviations, or other appropriate measures. A university might identify an "area for improvement" as "retention of [specific protected class] at a rate equal to at least 80% of the highest retention rate."

Another example of goals set for improvement might be "increase by 0.2% per year" or "admission of protected class students at a rate exceeding representation in the national pool of bachelor's degree recipients from doctoral-granting universities in the prior data year."

C. Using its own definition, each university shall identify areas for improvement in a period no longer than three years. This narrative section shall include goals established and the programs and timeline to achieve the goals.

D. Student Services require periodic review by the institution to determine compliance with equity laws and regulations. Non-discrimination on the basis of race, color, national origin, sex, religion, age, disability, marital status, veteran status or any other basis protected by law is required. Those services include:

1. Academic Advising
2. Admission to Academic Program[5]
3. Health Services
4. Club and Intramural Athletics (report on sex equity only)[6]
5. Student Financial Assistance
6. Housing
7. Student Employment
8. Educational and Work Environment
9. Personnel

Each university shall design and conduct a review of the Student Service areas listed in 1-9 above. The review shall take the form of a self-assessment and may follow models established under other laws, guidelines, or requirements. Such models may include appropriate reviews performed as part of a Title IX update, annual reporting process or institutional effectiveness assessment.

The report of this procedural review shall, at a minimum, include the website address(es) used, titles of documents used, and statement of results of the area reviews. Copies of documents are to be maintained by each university.

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[5] The universities shall define the "Academic Program" as admission to undergraduate status and admission to graduate status.
[6] Each university is required to provide its detailed report on intercollegiate athletics pursuant to Regulation 2.003 in the following section.

E. Each university shall evaluate the university's overall effectiveness in enrollment equity in the reporting year. Consider accolades, statistical achievement, climate surveys and other documentation to be added. Identify areas for improvement in the following year and the programs and timetable to achieve the improvement.

Gender Equity in Intercollegiate Athletics

This report responds to requirements of paragraph (4) of Regulation 2.003 dealing with equity in intercollegiate athletics. Each university is required to develop a plan for sex equity in athletics. The plan must include consideration of sex equity in the areas listed below.

A. Each university shall prepare an annual update to the Florida Equity Report related to sex equity in intercollegiate athletics. The university shall include a description of the findings followed by an assessment of equity. If areas for improvement are identified, the programs and timetable for achieving improvement shall be specified. The following areas are required in the assessment:
    1. Sports offerings
    2. Participation rates, by sex, compared with full-time undergraduate enrollment by sex. (Percentages of participation rates in athletics are to be broken out by sex, and their sum is to equal 100%. The percentage of total university undergraduate enrollment is to be broken out by sex, and the sum is to equal 100%.)
    3. Availability of facilities, defined as locker room, practice and competitive facilities
    4. Scholarship offerings for athletes
    5. Funds allocated for:
        a) The Athletic Program as a Whole
        b) Administration
        c) Travel and Per Diem Allowances
        d) Recruitment
        e) Comparable Coaching
        f) Publicity and Promotion
        g) Other Support Costs
    6. Provision of equipment and supplies
    7. Scheduling of games and practice times
    8. Opportunities to receive tutoring
    9. Compensation of coaches and tutors
    10. Medical and training services
    11. Housing and dining facilities and services

B. Each university shall identify areas for improvement from the previous year's update which included a timetable for improvement in this data year. Each university shall specify the extent to which those sex equity goals have been accomplished.

Each university shall evaluate the effectiveness of the university's programs in sex equity in athletics in the reporting year. Consider accolades, statistical achievement, climate surveys, correction of areas for improvement for prior years, and other documentation to be added.

Identify areas for improvement in the following year and the programs and timetable to achieve the improvement.

C. Each university shall check one basis below for assuring that it is in compliance with the Florida Equity Report:

___ accommodation of interests and abilities
___ substantial proportionality
___ history and practice of expansion of sports

The annual review of compliance may be satisfied by processes implemented under other laws, guidelines, or requirements. Those might include campus Title IX reviews, the NCAA recertification process, analysis of the EADA, and other standard reports. The report of this procedural review shall include the website address(es) used and titles of documents used to assess compliance in each of the areas. Copies are to be maintained by each university.

Employment Representation

The guidelines for the employment section of the Florida Equity Report measure achievement of remedying underutilization of women and minorities, as applicable, in senior-level administrative positions and by faculty rank and/or tenure status. The guidelines for this section may be fulfilled by appropriate analyses completed for university Affirmative Action Plans or other required reports.

Each university shall report race and sex representation within:

1. Category Representation: Tenured instructional faculty
2. Category Representation: Tenure-track instructional faculty
3. Category Representation: Faculty not on tenure track instructional **or** faculty employed at a non-tenure-granting university
4. Category Representation: Management Occupations

(NOTE: IPEDS replaced the Executive/Administrative/Managerial grouping with Management Occupations in Fall 2012.)

Using all information, evaluate the effectiveness of the university's programs in employment equity this reporting year. Consider accolades, statistical achievement, climate surveys, and other documentation.

Areas of Improvement/Achievement

Each university shall establish areas of improvement, at a minimum, for the following components:

A. Each university shall describe strategies used to address areas for improvement that were identified using comparable national standards. These may include targeted application of funding outlined in the budget plan required by paragraph (7) of Regulation 2.003 or programs listed in such documents as the Affirmative Action Plan, Institutional Effectiveness Plan, or Strategic Plan.

B. Each university's report should identify programmatic descriptions and the designated measure of effectiveness describing annual improvements and achievements from the previous year. New areas for improvement for the current report should be included in the report, but achievements on current year areas of improvements will not be addressed until the next year's report.

Protected-class Representation in the Tenure Process

Representation of females and protected class minorities within the tenure process at each stage shall be documented. Each university is required to address: (1) disparities identified from comparing protected-class success rates to the success rates for the majority race, and (2) disparities identified from comparing the success rates of females to the success rate of males. Include in the narrative a description of the university's guidelines for equitable assignments for instructional faculty.

Promotion and Tenure Committee Composition

Each university is required to report the racial and sex composition of committees reviewing recommendations at each transaction level.

Other Requirements

A. The Budget Plan required by paragraph (7) of Regulation 2.003 is designed to accomplish Employment Equity goals. Describe how the university deployed its resources to do so. Link the results to a discussion of goals achieved and areas for improvement. Establish timetables for achieving selected goals the following year.

B. President's Evaluation. Each university President may be evaluated on the results of the Florida Equity Reports. Describe the process at the university for accomplishing this evaluation, if required, as well as this year's results.

C. Top Administrators' Evaluations. Top administrators may have equity accomplishments evaluated in their annual performance appraisals. Describe the process at the university for accomplishing these evaluations, if required, as well as this year's results.

Agenda Item: iii.e

USF Board of Trustees
September 6, 2022

Issue: BOT for BOG submission of Civil Discourse actions

_____

Proposed action: BOT approval of implementation report

_____

Executive Summary:

At the January 2022 Board of Governors meeting, the Board approved recommendations from the Strategic Planning Committee relative to civil discourse. The Board's recommendations are designed to ensure a climate of free expression and civil discourse on each university campus according to the principles outlined in the State University System Free Expression Statement and the Board of Governors' Civil Discourse Final Report. The following report includes how the University of South Florida (USF) has implemented the Board's recommendations and identifies the key groups/individuals involved, critical milestones, and expected timelines for future actions as we continue to advance our commitment to free expression and civil discourse.

Financial Impact:

_____

Strategic Goal(s) Item Supports: 1,2, & 4
BOT Committee Review Date: August 23, 2022
Supporting Documentation Online (*please circle*): Yes   No
Prepared by: Tanya Vomacka, Assistant Vice President, Strategic Initiatives
            & Communications
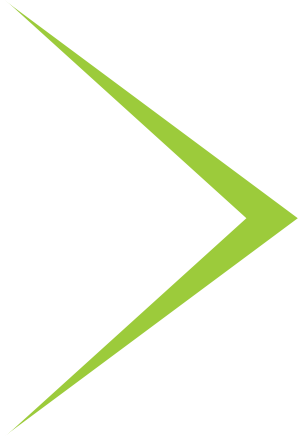
USF IMPLEMENTATION:

Florida Board of Governors
Civil Discourse Recommendations
October 3, 2022

UNIVERSITY of
SOUTH FLORIDA

EXECUTIVE SUMMARY

At the January 2022 Board of Governors meeting, the Board approved recommendations from the Strategic Planning Committee relative to civil discourse. The Board's recommendations are designed to ensure a climate of free expression and civil discourse on each university campus according to the principles outlined in the State University System Free Expression Statement and the Board of Governors' Civil Discourse Final Report. The following report includes how the University of South Florida (USF) has implemented the Board's recommendations and identifies the key groups/individuals involved, critical milestones, and expected timelines for future actions as we continue to advance our commitment to free expression and civil discourse.

The University of South Florida affirms our commitment to free expression and civil discourse. This commitment aligns with our purpose, to be a community of scholars united in the pursuit of knowledge in an atmosphere of tolerance and freedom. As we continue to strengthen our commitment to foster a climate of free expression, our university actions will focus on the following core principles as indicated in our approved strategic plan:

- Commitment to our core values of inquiry, innovation, integrity, and inclusion through collegiately, collaboration, academic freedom, and viewpoint diversity;

- Institutional commitment to rigorous debate and open exchange of ideas, diligent opinions, and philosophies, grounded in the principles of civil discourse and professional responsibility;

- Reinforce the academic environment as a 'marketplace of ideas';

- Provide objective evidence grounded in research, scholarship, and inquiry;

- Clearly articulate expectations of a college learning environment through orientation, onboarding, syllabi, and university activities; and

- Continue to promote a culture of civil discourse through the actions of university leadership, faculty, staff, and students.

Recommendations outlined in this report represent actions taken up to this point and those slated to be implemented in the coming academic year. As an institution of higher education, we recognize that a culture of civil discourse is an ongoing iterative process and will continue to explore best practices and innovative ideas for the years to come.

RECOMMENDATION 1:

Leadership at each university will operationalize the Board's commitment to open-minded and tolerant civil discourse by promoting, supporting, and regularly evaluating adherence to the principles set forth in the Board's Statement of Free Expression and cultivating a culture of civil discourse in all campus interactions, including academic, administrative, extracurricular, and social dealings.

The following recommendations are actions the university will take to affirm the Board of Governors' commitment to open-minded and tolerant civil discourse and the principles outlined in the State University System Free Expression Statement.

Key groups/Individuals Involved	Strategies	Timelines
Rhea Law, President and CEO	Formed a university-wide workgroup to implement the Board of Governors' civil discourse recommendations.	Charged 5/18/22.
A workgroup comprised of Faculty, Staff, Students, and University Leadership	Reviewed Board of Governors' recommendations and best practices to provide President and University Leadership with guidance and strategies to operationalize and further promote civil discourse at USF.	Submit a full status report to President Law on 8/5/22.
Eric Eisenberg, Interim Provost & Executive Vice President	Provided an update to the USF Board of Trustees to review and approve university recommendations.	Academics and Campus Environment Committee will meet and review recommendations on 8/23/22.
Rhea Law, President and CEO	Present full report and recommendations for approval by the USF Board of Trustees.	USF Board of Trustees will meet and review recommendations on 9/6/22.

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RECOMMENDATION 2:

The Board of Governors recommends that each university's Accountability Plan and Strategic Plan include a specific endorsement of the Board's Statement of Free Expression, as well as a clear expectation for open-minded and tolerant civil discourse throughout the campus community. The Board of Governors will include similar statements and principles in its Strategic Plan for the State University System.

Action completed.

RECOMMENDATION 3:

Leadership of each university board of trustees, faculty senate, and student government annually review and endorse the Board's Statement of Free Expression and commit to the principles of civil discourse." NOTE: The first review should be completed during the 2022-2023 academic year.

Key groups/Individuals Involved	Strategies	Timelines
USF Board of Trustees	Statement Endorsed	The USF Board of Trustees met and endorsed the statement at the meeting on 3/8/22.
USF Student Government	USF Student Government will review a resolution to endorse the Board's Statement of Free Expression.	The USF Student Government meets on 9/9/22 and will consider a resolution to endorse the Board's Statement of Free Expression.
USF Faculty Senate	A faculty senate-designated workgroup is currently reviewing the statement and will make a recommendation to the Faculty Senate Executive Committee and Faculty Senate for action.	The faculty senate workgroup will bring forward a recommendation in September 2022.

RECOMMENDATION 4:

Each board of trustees conducts a thorough review of current student orientation programs, student codes of conduct, and employee policies and procedures to ensure consistency with the Board of Governors Statement of Free Expression, the principles of free speech and civil discourse, and compliance with section 1004.097, Florida Statutes.

The Board of Trustees Academics and Campus Environment Committee met on May 31, 2022, and reviewed current student orientation programs, student codes of conduct, and employee policies and procedures to ensure consistency with the Board of Governors Statement of Free Expression, the principles of free speech and civil discourse, and compliance with section 1004.097, Florida Statutes.

Key groups/Individuals Involved	Strategies	Timelines
New Student Orientation Dean of Students Dean of Graduate Studies	Student Orientation Program Review: • Implemented a new civil discourse orientation module for all new students. • Expanded audience to include graduate student orientation. • Incorporated the Board's Statement of Free Expression into parent orientation.	Completed May 2022 and implemented in summer 2022. We will continue to revise and refine orientation programs as needed based on feedback and assessment.
Dean of Students General Counsel Student Conduct office Students Housing Staff Facilities Staff Board of Trustees	Reviewed relevant policies and regulations related to students and events: • Reviewed all relevant policies across the university (i.e., USF Policy 6-028, USF Regulation 3.025, Student Code of Conduct, Housing policy). • Reviewed Foundation for Individual Rights and Expression (FIRE) ratings for the university as recommended by the Board of Governors.	Review completed May 2022. Additional changes and edits will be submitted to the USF Board of Trustees for approval as needed to be implemented during the coming year.
Human Resources	Employee Policies and Procedures Review: • Added a link to the Board's Statement of Free Expression as an important employee resource. Employee Orientation Revisions: • Includes a module on "USF Culture" with the Board's Statement of Free Expression.	Completed and implemented May 2022.

RECOMMENDATION 5:

Beginning in the 2022 presidential evaluation and contract renewal cycle, as a part of a president's evaluation, the Chair of the Board of Governors will consult with the board of trustees chair to review the university's campus free speech climate, including adherence to the principles outlined in the Board's Statement of Free Expression, the occurrence and the resolution of any issues related to the university's compliance with substantiated violations of section 1004.097, Florida Statutes, and the implementation of best practices promoting civil discourse.

Action completed.

RECOMMENDATION 6:

University academic, student affairs, and administrative leaders review student orientation programming, student codes of conduct, and employee personnel policies and procedures to ensure that they contain clear and unambiguous support for the Board's Statement of Free Expression, and the principles of free speech and civil discourse and that they comply with section 1004.097, Florida Statutes. NOTE: This recommendation may be included in the plans to implement Recommendation 4 above.

An internal review of the items mentioned in this recommendation has been conducted and is included under 'Recommendation 4'. This progress has been communicated to the Board of Trustees Academics and Campus Environment Committee and will be included in the presentation to the USF Board of Trustees for approval.

Program reviews referenced in Recommendation 4 were initial milestones, a commitment to freedom of expression and civil discourse is central to higher education and additional reviews will be conducted annually to meet the needs of the campus community and to ensure compliance with Section 1004.097, Florida Statutes.

RECOMMENDATION 7:

Implementing the best practices outlined on pages 6 and 7 of the attached report based on the Board's review of university programs and initiatives that effectively promote and support civil discourse. For each best practice implemented, or to be implemented, include a timeline.

Key groups/ Individuals Involved	Best Practices	Strategies	Timelines
Orientation Dean of Graduate Studies Dean of Students Human Resources	Instill the importance of civil discourse, academic freedom, and free speech from day one, utilizing student and employee orientation sessions, public assemblies, and official university documents and communications.	Implemented a civil discourse orientation module for students, graduate students, and parents and families.	The module was completed in May 2022 and implemented in summer 2022. We will continue to revise and refine orientation programs as needed based on feedback and assessment.
Students Faculty First Amendment Forum (student organization)	Schedule and host ongoing, campus-wide forums, dialogues, and debates on various issues and perspectives to promote open discussion, understanding, and learning opportunities	First Amendment Forum (student organization) holds civil discussions, events, and workshops. The Event Support Team supports the success of events and free expression on all USF campuses. Members of the team are often seen at on-campus protests, vigils, demonstrations, and programs with speakers with controversial material or other risk factors. Constitution Day is an annual on-campus event, themes for fall 2022 are still being discussed, and past events have emphasized principles of the U.S. Constitution, values-based civic leadership, common purpose, and action as conscientious and engaged citizens.	Initial launch in August 2022 and will continue in alignment with fall and spring semester activities.
University Leadership Students USF Event Support Team Dean of Students	Foster intellectual diversity by encouraging university leadership to: (1) promote viewpoint diversity and open-minded discussion and debate, and (2) highlight and enforce policies that prohibit programming that excludes participation based on race or ethnicity.	University Leadership members are available to present at faculty, staff, and student meetings to strengthen academic commitment and practices related to civil discourse and dialogue facilitation.	Initial launch in August 2022 and will continue in alignment with fall and spring semester activities.

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University Leadership Dean of Students General Counsel	Avoid disinvitations by developing clear, viewpoint-neutral policies and procedures governing the invitation and accommodation of campus speakers.	Human Resources materials, USF policies, and USF regulations have been reviewed and revised to articulate the university's commitment to free speech and academic freedom.	The initial procedure review was completed in May 2022, and we anticipate an annual review to gather feedback and incorporate additional revisions.
University Leadership Human Resources	Provide targeted educational and professional development opportunities for university administrative employees to reinforce free expression and open-minded debate norms.	Preliminary changes supporting free expression have been made and Human Resources will continue to explore enhancements to employee orientation and further address civil discourse consistent with the Board's statement.	Initial launch in May 2022 and will continue in alignment with fall and spring semester professional development activities.
Faculty Faculty Senate University Leadership	Encourage faculty to establish and maintain a learning environment in their classrooms and offices that supports open dialogue and the free expression of all viewpoints and create processes to evaluate the strength of such environments.	Faculty resources for these topics are also available through the Faculty Success website and Faculty Focus Newsletter. New Faculty Orientation will include resources and discussion around facilitating open discussion and free expression in their courses and learning experiences with students. These strategies are also part of ongoing faculty development programs that include workshops and learning resources centered on inclusive teaching practices. The university developed guidance to summarize key points of Florida House Bill 7 (the "Individual Freedom Act") to strengthen best practices related to open dialogue and free expression.	Initial launch in August 2022 and will continue in alignment with fall and spring semester faculty activities.

USF IMPLEMENTATION:

Florida Board of Governors
Civil Discourse Recommendations

October 3, 2022

UNIVERSITY of
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USF Implementation:
BOG Civil Discourse Recommendations

ACE Committee Meeting, August 23, 2022

Dr. Eric Eisenberg

Interim Provost & Executive Vice President

UNIVERSITY of SOUTH FLORIDA

USF Core Principles

- Commitment to our core values of inquiry, innovation, integrity, and inclusion through collegiately, collaboration, academic freedom, and viewpoint diversity;

- Institutional commitment to rigorous debate and open exchange of ideas, diligent opinions, and philosophies, grounded in the principles of civil discourse and professional responsibility;

- Reinforce the academic environment as a 'marketplace of ideas';

- Provide objective evidence grounded in research, scholarship, and inquiry;

- Clearly articulate expectations of a college learning environment through orientation, onboarding, syllabi, and university activities; and

- Continue to promote a culture of civil discourse through the actions of university leadership, faculty, staff, and students.

USF Implementation

- January 2022, the Board of Governors approved recommendations from the Strategic Planning Committee relative to civil discourse, the recommendations outline specific actions to promote a climate of free expression and civil discourse on each university campus.

- In response, President Law formed a university-wide workgroup of faculty, staff, and student representatives to address the BOG recommendations and strengthen our commitment and efforts in fostering a climate of free expression.

- This presentation and the accompanying report provide University actions taken to date, including key groups/individuals involved and next steps toward advancing our commitment to free expression and civil discourse.

- **Action Requested**: BOT approval of USF Implementation of Civil Discourse Recommendations in advance of BOG submission on October 3, 2022.

Recommendation 1

Leadership at each university **will operationalize the Board's commitment to open-minded and tolerant civil discourse** by **promoting**, **supporting**, and regularly evaluating adherence to the principles set forth in the Board's Statement of Free Expression and cultivating a culture of civil discourse **in all campus interactions**, including academic, administrative, extracurricular, and social dealings.

Key groups/Individuals Involved	Strategies	Timelines
Rhea Law, President and CEO	Formed a university-wide workgroup to implement the Board of Governors' civil discourse recommendations.	Charged 5/18/22.
A workgroup comprised of Faculty, Staff, Students, and University Leadership	Reviewed Board of Governors' recommendations and best practices to provide President and University Leadership with guidance and strategies to operationalize and further promote civil discourse at USF.	Submit a full status report to President Law on 8/5/22.
Eric Eisenberg, Interim Provost & Executive Vice President	Provided an update to the USF Board of Trustees to review and approve university recommendations.	Academics and Campus Environment Committee will meet and review recommendations on 8/23/22.

Recommendation 2

The Board of Governors recommends that **each university's Accountability Plan** and **Strategic Plan include** a specific **endorsement of the Board's Statement of Free Expression**, as well as **a clear expectation for open-minded and tolerant civil discourse** throughout the campus community. The Board of Governors will include similar statements and principles in its Strategic Plan for the State University System.

Action completed.

Recommendation 3

Leadership of each **university board of trustees**, **faculty senate**, and **student government annually review** and **endorse the Board's Statement of Free Expression** and commit to the principles of civil discourse." NOTE: The first review should be completed during the 2022-2023 academic year.

Key groups/Individuals Involved	Strategies	Timelines
USF Board of Trustees	Statement Endorsed	The USF Board of Trustees met and endorsed the statement at the meeting on 3/8/22.
USF Student Government	USF Student Government will review a resolution to endorse the Board's Statement of Free Expression.	The USF Student Government meets on 9/9/22 and will consider a resolution to endorse the Board's Statement of Free Expression.
USF Faculty Senate	A faculty senate-designated workgroup is currently reviewing the statement and will make a recommendation to the Faculty Senate Executive Committee and Faculty Senate for action.	The faculty senate workgroup will bring forward a recommendation in September 2022.

Recommendation 4

Each **board of trustees conducts a thorough review of current student orientation programs**, student **codes of conduct**, and **employee policies and procedures** to ensure consistency with the Board of Governors Statement of Free Expression, the principles of free speech and civil discourse, and compliance with section 1004.097, Florida Statutes.

Key groups/Individuals Involved	Strategies	Timelines
New Student Orientation Dean of Students Dean of Graduate Studies	Student Orientation Program Review: • Implemented a new civil discourse orientation module for all new students. • Expanded audience to include graduate student orientation. • Incorporated the Board's Statement of Free Expression into parent orientation.	Completed May 2022 and implemented in summer 2022. We will continue to revise and refine orientation programs as needed based on feedback and assessment.
Dean of Students General Counsel Student Conduct office Students Housing Staff Facilities Staff Board of Trustees	Reviewed relevant policies and regulations related to students and events: • Reviewed all relevant policies across the university (i.e., USF Policy 6-028, USF Regulation 3.025, Student Code of Conduct, Housing policy). • Reviewed Foundation for Individual Rights and Expression (FIRE) ratings for the university as recommended by the Board of Governors.	Review completed May 2022. Additional changes and edits will be submitted to the USF Board of Trustees for approval as needed to be implemented during the coming year.
Human Resources	Employee Policies and Procedures Review: • Added a link to the Board's Statement of Free Expression as an important employee resource. Employee Orientation Revisions: • Includes a module on "USF Culture" with the Board's Statement of Free Expression.	Completed and implemented May 2022.

Recommendation 5

Beginning in the 2022 presidential evaluation and contract renewal cycle, **as a part of a president's evaluation**, the **Chair of the Board of Governors will consult with the board of trustees chair to review the university's campus free speech climate, including adherence to the principles outlined in the Board's Statement of Free Expression**, the occurrence and the resolution of any issues related to the university's compliance with substantiated violations of section 1004.097, Florida Statutes, and the implementation of best practices promoting civil discourse.

Action completed.

Recommendation 6

University academic, student affairs, and administrative leaders review student orientation programming, student codes of conduct, and employee personnel policies and procedures to ensure that they contain clear and unambiguous support for the Board's Statement of Free Expression, and the principles of free speech and civil discourse and that they comply with section 1004.097, Florida Statutes. NOTE: This recommendation may be included in the plans to implement Recommendation 4 above.

An internal review of the items mentioned in this recommendation has been conducted and addressed in 'Recommendation 4'.

Recommendation 7

Implementing the best practices outlined on pages 6 and 7 of the BOG report based on the Board's review of university programs and initiatives that **effectively promote and support civil discourse**. For each best practice implemented, or to be implemented, include a timeline.

Best Practices	Strategies	Timelines
Instill the importance of civil discourse, academic freedom, and free speech from day one, utilizing student and employee orientation sessions, public assemblies, and official university documents and communications.	Implemented a civil discourse orientation module for students, graduate students, and parents and families.	The module was completed in May 2022 and implemented in summer 2022. We will continue to revise and refine orientation programs as needed based on feedback and assessment.
Schedule and host ongoing, campus-wide forums, dialogues, and debates on various issues and perspectives to promote open discussion, understanding, and learning opportunities	• First Amendment Forum (student organization) holds civil discussions, events, and workshops. • The Event Support Team supports the success of events and free expression on all USF campuses. Members of the team are often seen at on-campus protests, vigils, demonstrations, and programs with speakers with controversial material or other risk factors. • Constitution Day is an annual on-campus event, themes for fall 2022 are still being discussed, and past events have emphasized principles of the U.S. Constitution, values-based civic leadership, common purpose, and action as conscientious and engaged citizens.	Initial launch in August 2022 and will continue in alignment with fall and spring semester activities.
Foster intellectual diversity by encouraging university leadership to: (1) promote viewpoint diversity and open-minded discussion and debate, and (2) highlight and enforce policies that prohibit programming that excludes participation based on race or ethnicity.	University Leadership members are available to present at faculty, staff, and student meetings to strengthen academic commitment and practices related to civil discourse and dialogue facilitation.	Initial launch in August 2022 and will continue in alignment with fall and spring semester activities.

Recommendation 7 *(cont.)*

Best Practices	Strategies	Timelines
Avoid disinvitations by developing clear, viewpoint-neutral policies and procedures governing the invitation and accommodation of campus speakers.	Human Resources materials, USF policies, and USF regulations have been reviewed and revised to articulate the university's commitment to free speech and academic freedom.	The initial procedure review was completed in May 2022, and we anticipate an annual review to gather feedback and incorporate additional revisions.
Provide targeted educational and professional development opportunities for university administrative employees to reinforce free expression and open-minded debate norms.	Preliminary changes supporting free expression have been made and Human Resources will continue to explore enhancements to employee orientation and further address civil discourse consistent with the Board's statement.	Initial launch in May 2022 and will continue in alignment with fall and spring semester professional development activities.
Encourage faculty to establish and maintain a learning environment in their classrooms and offices that supports open dialogue and the free expression of all viewpoints and create processes to evaluate the strength of such environments.	• Faculty resources for these topics are also available through the Faculty Success website and Faculty Focus Newsletter. • New Faculty Orientation will include resources and discussion around facilitating open discussion and free expression in their courses and learning experiences with students. These strategies are also part of ongoing faculty development programs that include workshops and learning resources centered on inclusive teaching practices. • The university developed guidance to summarize key points of Florida House Bill 7 (the "Individual Freedom Act") to strengthen best practices related to open dialogue and free expression.	Initial launch in August 2022 and will continue in alignment with fall and spring semester faculty activities.

USF Next Steps

- The University of South Florida affirms our commitment to free expression and civil discourse. This commitment aligns with our purpose, to be a community of scholars united in the pursuit of knowledge in an atmosphere of tolerance and freedom.

- As an institution of higher education, we recognize that a culture of civil discourse is an ongoing process, and we will continue to explore best practices and innovative ideas.

- As part of that continued effort, members of the Provost's office will continue to work with university leadership (including President Law and her cabinet, audit and compliance, the office of general counsel, deans and department chairs, faculty senate leadership, student government, and other key stakeholders) to promote continued alignment with our core principles and adherence to BOG recommendations and state law.

Agenda Item: iii.f

USF Board of Trustees
September 6, 2022

Issue: Specialized Admissions

Proposed action: Approval
_____

Executive Summary:

Specialized Admissions status allows the University to establish additional criteria for admission to undergraduate programs. An institution may seek specialized admissions status for an undergraduate program if the program meets one of the below criteria, as outlined in BOG Regulation 8.013.

- Limited Resources
- Minimal Skills
- Accreditation Requirements

The Florida SUS Board of Governors may approve specialized admissions status, upon request by the University's Board of Trustees.

Approval by USF's Board of Trustees is requested for specialized admissions status for the following four undergraduate degree programs:

1. 14.0501 Bioengineering and Biomedical Engineering
2. 50.0301 Dance, General
3. 50.0409 Graphic Design
4. 51.3801 Registered Nursing/Registered Nurse

Financial Impact: None

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Strategic Goal(s) Item Supports: Goal One - Student Success at USF and Beyond
BOT Committee Review Date: August 23, 2022
Supporting Documentation Online (*please circle*): (Yes)   No
Prepared by: Theresa Chisolm, Ph.D., Vice-Provost Strategic Planning, Performance & Accountability

Specialized Admissions

- 14.0501 Bioengineering and Biomedical Engineering
- 50.0301 Dance, General
- 50.0409 Graphic Design
- 51.3801 Registered Nursing/Registered Nurse

Academics & Campus Environment Committee

August 23, 2022

Theresa Chisolm, Ph.D, Vice Provost Strategic Planning, Performance & Accountability

Cynthia Brown Hernandez, Director, Office of Decision Support

Robert Bishop, Ph.D., Dean, College of Engineering

Chris Garvin, M.F.A., Dean, College of The Arts

Usha Menon, Ph.D., RN, FAAN, Dean, College of Nursing

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BOG Regulation 8.013 Specialized Admissions

- **Specialized Admissions** (formerly referred to as **Limited Access**) status allows the University to establish additional criteria for admission into undergraduate programs that must be approved by USF's Board of Trustees (BOT) and subsequently by the SUS Board of Governors (BOG).

- **Changes in BOG Regulation approved June 2022**
  - Clarifies that institutions must regularly review admission criteria to make sure *equitable access* is provided to qualified students.
  - Clarifies that there are two *situations where additional admission criteria may be applied* to undergraduate degree programs *without having specialized admissions status:*
    - Minimum grade performance for specific prerequisite courses
    - When Florida statute requires specific admission requirements

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Criteria for Seeking Specialized Admission

Criteria	Description	Duration of Status
Limited Resources	The number of students who meet all the requirements for admission into the university and to the program are in excess of available resources such as: space, equipment, or other instructional facilities; clinical facilities; required student-faculty ratios; fiscal or other resource limitations.	4 years maximum
Minimal Skills	The undergraduate program is of such nature that applicants must demonstrate, through an audition or submission of a portfolio, that they possess the minimum skills necessary for them to benefit from the undergraduate program.	5 years maximum
Accreditation Requirements	If the undergraduate program is accredited by a national, state, regional, or programmatic body that imposes requirements or limitations that necessitates the use of additional admissions criteria, the undergraduate program must also meet the criteria outlined above to be considered for specialized admissions status.	4 years for limited resources 5 years for minimal skills

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# of USF Programs with Limited Access Status Fall 2022 14	# of USF Programs Requesting Specialized Admissions Fall 2023 4

- Seeking USF BOT approval to request *Specialized Admissions Status* for 4 undergraduate degree programs:

  - 14.0501 Bioengineering and Biomedical Engineering
  - 50.0301 Dance, General
  - 50.0409 Graphic Design
  - 51.3801 Registered Nursing/Registered Nurse

- If approved, the requests will be forwarded to the SUS BOG
  - Requests will be considered by the SUS BOG (November 2022/March 2023) for Fall 2023 implementation

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14.0501 Bioengineering and Biomedical Engineering

- **Criterion for Specialized Admissions:** Limited Resources

- **Rationale for Specialized Admissions:**
  - Highly Specialized BME Lab limited to 100 Students
    - USF's Institutional Space Committee is in the process of planning an expansion of the BME lab space

  - Limited Faculty Resources
    - Commitment to add two tenure-track faculty each year for four years

Presented by: Robert Bishop, Ph.D., Dean, College of Engineering

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50.0301 Dance, General

- **Criterion for Specialized Admissions:** Minimal Skills

- **Rationale for Specialized Admissions:**
  - Dance requires that students demonstrate, through an audition, that they possess the minimum skills or talents to benefit from instruction in the program.

  - Students audition for entrance into the program and are assessed for foundational movement skills in Ballet and Modern Dance that will set them up for success in advancing through the program and graduating in a timely manner.

Presented by: Chris Garvin, M.F.A., Dean, College of The Arts

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50.0409 Graphic Design

- **Criterion for Specialized Admissions:** Minimal Skills

- **Rationale for Specialized Admissions:**
    - Graphic Design requires students to demonstrate that they possess the minimal skills in visual design in order for them to benefit from instruction in the program.

    - Students submit a portfolio of art and design works for consideration of admission to the program. They are assessed for foundational skills in design, composition, color, typography, contrast, balance, proportion, rhythm, pattern, space, movement, variety, and unity.

Presented by: Chris Garvin, M.F.A., Dean, College of The Arts

7

UNIVERSITY of SOUTH FLORIDA

51.3801 Registered Nursing/Registered Nurse

- **Criterion for Specialized Admissions:** Limited Resources

- **Rationale for Specialized Admissions:**
    - Limited number of available clinical training sites, faculty, and availability of simulation space and equipment

        - Continuing to expand opportunities for clinical training sites
            - Procurement of clinical sites with at least master's prepared clinical faculty continues to be a challenge

        - Will continue to increase the number of faculty and expand USF's simulation space over the next five years

Presented by: Usha Menon, Ph.D.,RN, FAAN, Dean, College of Nursing

8

STATE UNIVERSITY SYSTEM OF FLORIDA

Board of Governors, State University System of Florida
Specialized Admissions Status
Initial Approval Request Form
In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of South Florida

DEGREE PROGRAM: Dance, General

CIP CODE: 50.0301   **Effective Academic Year:** AY 2023/2024

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

    Yes, the request is for the entire degree program.

2. Which criteria for specialized admissions status does the program meet?

    ☐ Limited Resources (if approved, the status will last a maximum of four years)

    ☒ Minimal Skills (if approved, the status will last a maximum of five years)

    ☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide the rationale for why the program meets the criteria selected above.
    *   If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
    *   If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

    The undergraduate program in Dance requires that students demonstrate, through an audition, that they possess the minimum skills or talents to benefit from instruction in the program. Students audition for entrance into the Dance program and are assessed for foundational movement skills in Ballet and Modern Dance that will set them up for success in advancing through the program and graduating in a timely manner.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☒ Not applicable.

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

Placement at the intermediate level (Level 1) in both Ballet and Modern techniques is through audition. Auditions are open to prospective freshmen and transfer students. Faculty and advisors discuss the various transfer pathways with FCS transfer AA students who audition for the program and place into the program with adequate movement skills in Ballet and Modern Dance to enable timely graduation.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

   The Dance program has a high percentage of white, female students. In 2021, the percentage of females was 88% and the percentage of males was 12%. Racial breakdown in 2021 was 66% White, 10% Black, 11% Hispanic, 2% Asian, 3% Two or More Races, and 5% not reported. These demographics are likely impacted by both the high academic admissions standards of USF and the audition requirement, which assesses minimal skills in specific dance forms for entry.

   In 2020, approximately 50 percent of the students who were admitted into USF, but who were not accepted into the Dance program, identified as non-white. In 2022, 28 percent of the students who were admitted into USF, but who were not accepted into the Dance program, identified as non-white.

   A goal of the program is to broaden the racial demographic by more targeted recruitment within high schools with BIPOC dance students who would be likely to succeed in the program and possess the minimal skills requirement.

   Another goal is to more strategically recruit talented male dancers through offering scholarship support.

   Diverse representation in the form of faculty and guest artists is also important in order to attract a diverse body of students. Within the program, efforts have already been implemented to address the diversity characteristics of our guest artists/guest choreographers to further create more diverse representation with respect to gender, race, ability, sexual orientation and other aspects of diversity within yearly departmental programming.

   Finally, curricular efforts are underway to re-examine the ways in which diversity and inclusion is promoted within course content, materials, structure, and activities.

Required Signatures

Merry Lynn Morris

Requestor/Initiator   8/2/2022

Date

christopher garvin

Signature of College Dean   8/5/2022

Date

Tricia Penniecook

Signature of Campus EO Officer   8/9/2022

Date

Signature of Provost   8/9/2022

Date

Signature of Chair of the   **Date**
Board of Trustees

Date Approved by the Board of Trustees

STATE UNIVERSITY
SYSTEM OF FLORIDA

Board of Governors, State University System of Florida
Specialized Admissions Status
Initial Approval Request Form
In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of South Florida

DEGREE PROGRAM: Graphic Design

CIP CODE: 50.0409   **Effective Academic Year:** AY 2023/2024

1.   Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

     Yes, the request is for the entire degree program.

2.   Which criteria for specialized admissions status does the program meet?

     ☐ Limited Resources (if approved, the status will last a maximum of four years)

     ☒ Minimal Skills (if approved, the status will last a maximum of five years)

     ☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3.   Provide the rationale for why the program meets the criteria selected above.
     • If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
     • If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

     The undergraduate program in Graphic Design requires students to demonstrate that they possess the minimal skills in visual design in order for them to benefit from instruction in the program. Students submit a portfolio of art and design works for consideration of admission to the program. Students should demonstrate they can perform at a successful level after admission. They are assessed for foundational skills in design, composition, color, typography, contrast, balance, proportion, rhythm, pattern, space, movement, variety, and unity that will set them up for success in advancing through the program and graduating in a timely manner.

4.   If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

     The Graphic Design degree program is recognized by the Board of Governors as a Program of Strategic Emphasis (PSE) in the GAP Analysis category. As a PSE, increasing

program resources will not impact the minimal skills needed for admission into the program enabling students to be successful. This is a talent and technology-based professional field in which its students must possess minimum skills both professionally and academically to be successful. The resources in place offer the skills for those who meet the portfolio requirement.

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

   Admission to the B.F.A. in Graphic Design is by program faculty approval of students' submitted portfolios. In addition, a 3.25 GPA on all common course prerequisite; minimum grade of C- in each common course prerequisite; 2.5 overall GPA; portfolio review

   Applications for USF admission and faculty review of the portfolio are open to all, including from any Florida university, state college, and/or community college. For students transferring to USF with a FCS AA, the program's undergraduate advisor and at least one faculty member discuss the various transfer pathways with those students to enable a timely graduation.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

   The Graphic Design program has a high percentage of female students. In Spring 2022, forty-two students were enrolled in the "post-portfolio program": 36 females and 6 males.

   Fifty percent of the students are White; approximately 25% Hispanic; approximately 7% Asian and "two or more races", each; and nearly 5% Black.

   Through faculty hiring, visiting designers, exhibitions, professional mentors, and staff/advisors, the program will work to enhance its commitment to gender diversity through visits to local and regional high schools that can broaden the visibility of diverse males in the field.

Required Signatures

Wallace Wilson

Wallace Wilson
75613E4537C14C9...

Requestor/Initiator

8/2/2022

Date

christopher garvin
81369DE47E0E470...

Signature of College Dean

8/5/2022

Date

Tricia Pennicook
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Signature of Campus EO Officer

8/9/2022

Date

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Signature of Provost

8/9/2022

Date

Signature of Chair of the
Board of Trustees

Date

Date Approved by the Board of Trustees

Form Updated May 2022

STATE UNIVERSITY SYSTEM OF FLORIDA

Board of Governors, State University System of Florida
Specialized Admissions Status
Initial Approval Request Form
In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of South Florida

DEGREE PROGRAM: Biomedical/Medical Engineering

CIP CODE: 14.0501   **Effective Academic Year:** AY 2023/2024

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

    Yes, the request is for the entire degree program.

2. Which criteria for specialized admissions status does the program meet?

    ☒ Limited Resources (if approved, the status will last a maximum of four years)

    ☐ Minimal Skills (if approved, the status will last a maximum of five years)

    ☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide the rationale for why the program meets the criteria selected above.
    - If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
    - If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

    The University of South Florida's (USF) undergraduate Biomedical Engineering (BME) program has higher student demand than available resources. Highly specialized labs are required to deliver the critical BME courses and research opportunities but current lab facilities are limited.

    Since BME is one of the fastest growing areas within Engineering, we expect the number of BME applicants to continue to grow at USF.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

    The University is starting the fourth year of a seven-year plan to increase the number of tenure-track BME faculty by two additional faculty each year. This expansion will provide additional faculty to teach courses and provide research opportunities.

USF is in the process of planning expansion of its existing Medical Engineering/BME space in the Interdisciplinary Sciences Building (STEM) Building. This planned expansion includes enlargement of the highly specialized BME student labs used for critical lab and senior capstone courses.

Additional BME lab areas and increased numbers of tenure-track faculty will provide more opportunities for expansion of the undergraduate BME program.

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

For students to be successful in this highly technical program, USF will implement the following program admission requirements:

- 3.5 GPA for all common course prerequisites:
    - Calculus I
    - Calculus II
    - Calculus III
    - Differential Equations
    - Calculus-based Physics I with Lab
    - Calculus-based Physics II with Lab
    - General Chemistry I with Lab
    - General Chemistry II with Lab
    - Biology I with Lab
- Minimum grade of C in each common prerequisite;
- No more than two attempts on each of the common prerequisites;
- Minimum 2.0 overall GPA; completion of departmental application.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

Race/Ethnicity	Enrolled	Percentage
Asian	32	13%
Black	17	7%
Hispanic	46	19%
Native Hawaiian or Other Pacific Islander	1	1%
Non-Resident Alien	48	20%
Not-Reported	8	3%
Two or More Race	8	3%
White	83	34%
Total	243	

Gender	Enrolled	Percentage
Female	124	51%
Male	119	49%
Total	243	

Source: USF EIS Cubes Enrollment Data AY 21/22

The College of Engineering continues to be committed to engaging underrepresented and minority high school students into Engineering programs. The College engages routinely with teachers, students and parents in Title I schools to attract students from diverse racial, ethic and socio-economic backgrounds. BME faculty work closely with the College's coordinator of minority student recruitment to actively recruit underrepresented minority students

Form Updated May 2022

Required Signatures

Robert Frisina

DocuSigned by:
E474B3E3C3D34B3...

Requestor/Initiator

8/10/2022

Date

Robert Bishop

DocuSigned by:
A85534E3F037430...

Signature of College Dean

8/11/2022

Date

Tricia Penniecook

DocuSigned by:
9CB1FDD97F9947D...

Signature of Campus EO Officer

8/11/2022

Date

DocuSigned by:
152440B4FFD040D...

Signature of Provost

8/11/2022

Date

Signature of Chair of the
Board of Trustees

Date

Date Approved by the Board of Trustees

STATE UNIVERSITY
SYSTEM OF FLORIDA

Board of Governors, State University System of Florida
Specialized Admissions Status
Initial Approval Request Form
In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

INSTITUTION: University of South Florida

DEGREE PROGRAM: Nursing/Registered Nurse

CIP CODE: 51.3801   **Effective Academic Year:** AY 2023/2024

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

    Yes, the request is for the entire degree program.

2. Which criteria for specialized admissions status does the program meet?

    ☒ Limited Resources (if approved, the status will last a maximum of four years)

    ☐ Minimal Skills ((if approved, status will last a maximum of five years)

    ☒ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide the rationale for why the program meets the criteria selected above.
    *   If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
    *   If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

    The USF College of Nursing is requesting specialized admissions status due the limited number of available clinical training sites, limited number of faculty, and limited access and availability of simulation space and equipment to support the current demand for admission to our baccalaureate degree program. The market demand and interest for applications to our baccalaureate nursing degree program is expected to remain very high over the next three to five years. While we are continuing to expand opportunities for clinical training sites, procurement of clinical sites with master's prepared clinical faculty continues to be a challenge. We will continue to increase the number of faculty and expand our simulation space over the next five years. However, we do not expect the resources will be adequate to meet the demand for unrestricted admissions into our baccalaureate nursing degree program.

The Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency responsible for the accreditation of USF's College of Nursing. CCNE accredits both baccalaureate and graduate nursing programs. CCNE Standard III, key element III-H. (Page 16) requires the college to provide clinical practice experiences that enable student to integrate new knowledge and demonstrate attainment of program outcomes, foster interprofessional collaborative practice. The CCNE Standard II, key element II-E. (Page 11) requires the University to provide faculty-to-student ratios adequate for supervision and evaluation and to meet or exceed the requirements of regulatory agencies and professional nursing standards and guidelines. (https://www.aacnnursing.org/CCNE-Accreditation/Accreditation-Resources/Standards-Procedures-Guidelines)

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

   The USF College of Nursing is continuing to expand the baccalaureate nursing program to meet the workforce demands for nurses in Florida. We expect to offer additional admissions into to our baccalaureate program over the next five years through the investment of additional resources provided by State.

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program

   - Completed program application;
   - Minimum 3.20 cumulative GPA on all undergraduate work;
   - Completion of common prerequisites courses with a minimum grade of C in each course;
   - Completion of General Education requirements;
   - Participation in a formal interview with the College of Nursing faculty;
   - Completion of the University's foreign language entrance requirement (FLENT).

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

Race/Ethnicity	Enrolled	Percentage
Asian	38	7%
Black	45	9%
Hispanic	111	21%
Non-Resident Alien	9	2%
Not-Reported	13	3%
Two or More Race	29	6%
White	273	53%
Total	518	

Gender	Enrolled	Percentage
Female	454	88%
Male	64	12%
Total	518	

*Source: USF EIS Cubes Enrollment Data CY2022

We are currently using a holistic admissions process and will continue to enhance this process to recruit a diverse student population.

Required Signatures

DocuSigned by:

Alan Todd

04E58971B7C44C0...

Requestor/Initiator

8/10/2022

Date

DocuSigned by:

Usha Menon

548818A82BDD41B...

Signature of College Dean

8/10/2022

Date

DocuSigned by:

Tricia Pinniccook

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Signature of Campus EO Officer

8/10/2022

Date

DocuSigned by:

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Signature of Provost

8/10/2022

Date

Signature of Chair of the
Board of Trustees

Date

Date Approved by the Board of Trustees

Agenda Item: iii.g

USF Board of Trustees
September 6, 2022

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.   Johns Hopkins All Children's Hospital will partner with USF College of Nursing to provide access to its simulation laboratory center to support the needs of our Accelerated Second-Degree students on the St. Petersburg campus. Additional simulation equipment will need to be purchased to support adult high-fidelity simulation activities within their simulation center. Johns Hopkins All Children's Hospital funds will be used to purchase additional simulation equipment, provide space and time for USF St. Petersburg nursing students to use the simulation center, and contribute to staff support to manage simulation operations and expand teaching hours. The matching LINE funds will allow the College of Nursing to expand access to clinical learning and simulation-based educational activities for St. Pete students and decrease the reliance on high-fidelity activities on the Tampa campus.

2.   The Moffitt Cancer Center will partner with USF College of Nursing to provide funds to purchase simulation equipment to support high-fidelity adult simulation activities at our simulation laboratory on the Tampa Campus. Reciprocally, these funds will also be used to allow nurses in the Moffitt residency program to train using the same simulation equipment in space at the USF College of Nursing. The latter helps meet additional intent of the LINE funding to assist with recr4eueitment and retention of nurses at the healthcare partner organization. The matching LINE funds will allow the College of Nursing to expand access to oncology-based and adult simulation training.

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

Program Cost:
Total cost for simulation equipment, staff support, and laboratory space = $751,911
LINE contribution (dollar for dollar match) = $391,856
Healthcare partner contribution = $391,856 ($31,800 in kind support)

LINE Proposal: **Moffitt Cancer Center & USF College of Nursing**

Program Cost:
Total cost for the simulation equipment and space = $164,000
LINE contribution (dollar for dollar match) = $82,000
Healthcare partner contribution = $82,000

_____

Strategic Goal(s) Item Supports:
Goal 1: Student success at USF and beyond
Goal 3: Partnerships and engagement with local, national, and global impact
Goal 5: A strong, sustainable, and adaptable financial base

BOT Committee Review Date: August 23, 2022

Supporting Documentation Online (*please circle*):   Yes   No
Prepared by: Usha Menon, Dean, College of Nursing

Linking Industry to Nursing Education (LINE)

Presented by Dean Usha Menon

August 2, 2022

USF Health College of Nursing

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 June 1 and proposals due July 29th.

- The Board of Governors will award funding based on the merit of each proposal received.

USF Health
College of Nursing

WHERE NURSING TRAILBLAZERS BELONG.

2

USF Nursing & Moffitt Cancer Center

Program Cost:

- Total cost for the simulation equipment and space = $164,000
- LINE contribution (dollar for dollar match) = $82,000
- Moffitt Cancer Center contribution = $82,000

How USF plans to use the funds:

- Increase access to high-quality simulation education activities for students on the Tampa campus.

- New training for students in the care of oncology patients through simulation focused training.

- Develop bi-directional seamless clinical and transition to practice opportunities for students and Moffitt nurse residents through shared space and experiential activities.

3

USF Nursing & Moffitt Cancer Center

How the funds will support USF's Nursing Program:

- The funds will bring contemporary high-fidelity equipment into our SIM lab for use by all students across campuses.

- Provision of an immersive and dynamic teaching-learning environment that replicates clinical scenarios in the lab.

- Allows for decreased reliance on clinical placements at healthcare partner organizations.

4

USF Nursing & Johns Hopkins All Children's Hospital

Program Cost:

- Total cost for simulation equipment, space, & staff = $751,911
- LINE contribution = $391,856
- Johns Hopkins All Children's Hospital = $391,856

How USF plans to use the funds:

- Provide St. Petersburg campus nursing students with access to contemporary and high-fidelity simulation training.

- Reduce costs associated with adding duplicate high-fidelity simulation space and equipment on USF St. Petersburg campus.

- 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.

5

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.

- The funding will increase access to simulation education and reduce the demand on our healthcare partners in providing clinical training opportunities for the increased number of students.

- Develop bi-directional seamless clinical and transition to practice opportunities for students and JHACH nurse residents through shared space and experiential activities.

- Additional staff hired to support SIM operations allows JHACH to expand access on nightshift, thus adding to open clinical spots for USF students. students able to train at the JHACH campus.

- Reduce costs associated with adding duplicate high-fidelity simulation space and equipment on USF St. Petersburg campus.

6

Next Steps

- **Present for approval to ACE & Board of Trustees in August – September**

- **Board of Governors to consider all applications in September-October**

USF Health
College of Nursing

WHERE NURSING TRAILBLAZERS BELONG.

7

Agenda Item: iv.2

USF Board of Trustees
September 6, 2022

Issue: USF's Physical Therapy Licensure Passage Rates

_____

Proposed action: N/A

_____

Executive Summary:

Senior Vice President of USF Health Charles Lockwood and Associate Vice President Javier Cuevas will discuss the status of USF's Physical Therapy Licensure Passage Rates. Topics to be briefly presented include historical pass rates presented in the 2022 USF Accountability Plan, annual student performance relative to benchmark, mitigation strategies being used to improve student exam outcomes and current internal data predictive of future pass rates.

Financial Impact: N/A

_____

Strategic Goal(s) Item Supports: Goal 1 – Student Success
BOT Committee Review Date: August 23, 2022
Supporting Documentation Online (*please circle*): Yes   No
Prepared by: Javier Cuevas

Institution: University of South Florida School of Physical Therapy & Rehabilitatic

Include pre-licensure physical therapy programs only for cohorts that started in 2016, 2017, or 2018.

Cohort Starting Term (A)	Cohort Starting Year (B)	Cohort Program Name and Degree Level [Include pre-licensure physical therapy programs only] (C)
Fall	2016	Doctor of Physical Therapy (DPT) Degree
Fall	2017	Doctor of Physical Therapy (DPT) Degree
Fall	2018	Doctor of Physical Therapy (DPT) Degree

THIS TAB IS FOR FAMU & USF ONLY

Cohort Program Type [Include pre-licensure physical therapy programs only] {e.g. traditional, accelerated, other} (D)	Program 6-digit CIP [format as xx.xxxx] (E)	Total # new student slots available for this cohort (F)	Total # applications submitted for this cohort (G)	Total # qualified applicants from column G for this cohort (H)	Total # students from column H accepted for this cohort (I)	Total # students from Column I who enrolled in the program for this cohort (J)
Traditional	51.2308	45	1301	235	114	45
Traditional	51.2308	49	1420	618	125	49
Traditional	51.2308	47	1188	448	148	47

Total # graduates within the normal timeline of your program for this cohort (i.e. three years for traditional programs) (K)	Total # program graduates at any time up to June 30, 2022 for this cohort (L)	Total # program graduates who took the NPTE once for this cohort (M)	Total # program graduates who passed the NPTE after taking exam once for this cohort (N)	Total # program graduates who took the NPTE twice for this cohort (O)	Total # program graduates who passed the NPTE after taking exam twice for this cohort (P)	Total # program graduates who took the NPTE three or more times for this cohort (Q)
38	40	40	37	3	2	0
38	41	41	38	3	3	0
43	43	43	37	6	4	2

Total # program graduates who passed the NPTE after taking exam three or more times for this cohort (R)	Average total student loan debt of any type for graduates from this cohort (S)	Average total student loan debt of any type for non-graduates from this cohort (T)	Comments [Please provide any context, comments, narrative, or explanations related to the cohort in this row, if needed.] {Optional} (U)
0	$82,483.85	$64,838.25	Numbers reported here only include those who started with this cohort. 1 student did not retake the NPTE after their second failed attempt (reason unknown). The graduating class for this cohort (Class of 2019) ultimately consisted of 48 students, 45 from this starting cohort (2016) & 3 students who were decelerated.
0	$83,445.74	$27,163.00	Numbers reported here only include those who started with this cohort. The graduating class for this cohort (Class of 2020) ultimately consisted of 50 students, 49 from this starting cohort (2017) & 1 student who was decelerated.
2	$77,518.93	$42,127.00	Numbers reported here only include those who started with this cohort. The graduating class for this cohort (Class of 2021) ultimately consisted of 50 students, 47 from this starting cohort & 3 students who were decelerated.

USF School of Physical Therapy & Rehabilitation Sciences
Performance Improvement Plan to Address NPTE First-Time Pass Rates

August 2, 2022

**USF**Health
Morsani College of Medicine
School of Physical Therapy & Rehabilitation Sciences

EXECUTIVE SUMMARY

In 2021, the USF Doctor of Physical Therapy (DPT) student performance on the National Physical Therapy Exam (NPTE) resulted in a first-time pass rate that fell one percentage point below the national average (Table 1). Consequently, this has impacted the three-year average that is reported in the Annual Accountability Plan submitted to the State University System of Florida's Board of Governors (Table 2). USF DPT students have consistently performed at or above national averages for first time licensure pass rates, except for 2021. Despite this performance, we are encouraged to see that in 2021 USF DPT students' mean scale score exceeded the national average (669.2 versus 666.7) for the first time since 2017. It is important to note that our accrediting body, the Commission on Accreditation in Physical Therapy Education (CAPTE) expects *ultimate pass rates (not first time) to be at least 85%, averaged over two years* and that our ultimate pass rates have exceeded national averages for 5 of the past 6 years (Table 2). However, given the negative trend and our commitment to excellence, we have performed a root cause analysis and have established an ongoing plan to address this deficit.

Table 1. First Time NPTE Pass Rates

	2016	2017	2018*	2019	2020	2021
First Time Pass Rate USF (mean score)	95% (696.8)	98% (681.1)	91% (656.9)	91% (652.1)	91% (658.7)	87% (669.2)
First Time Pass Rate US (mean score)	93% (679.7)	93% (678.5)	91% (671.7)	91% (669.7)	91% (673.7)	88% (666.4)
Ultimate Pass Rate USF	100%	100%	100%	97.6%	100%	100%
Ultimate Pass Rate US	99.2%	99.3%	99.1%	99.4%	98.8%	96.9%
* New NPTE blueprint						

Table 2. Three-Year NPTE First-Time Pass Rates

MULTI-YEAR	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26
PHYSICAL THERAPY	95	94	93	90	89	93	93	93	93	93
US Average	92	92	92	91	90	.	.	.	.	.

Source: USF 2022 Annual Accountability Plan

USF School of Physical Therapy & Rehabilitation Sciences

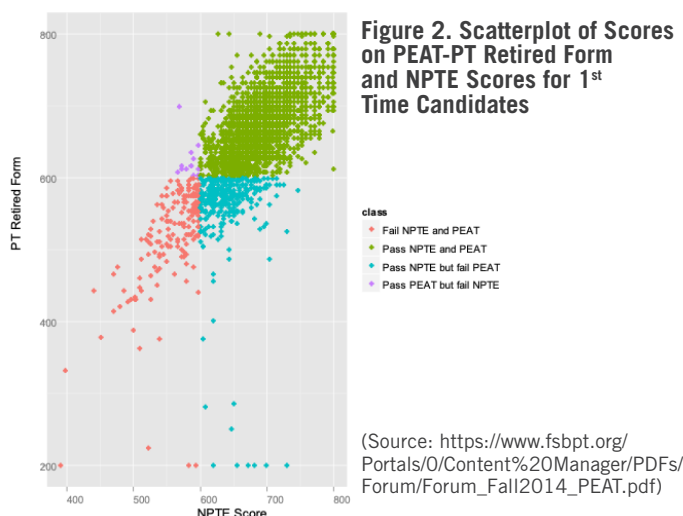## Performance Improvement Plan to Address NPTE First-Time Pass Rates

August 2, 2022

USFHealth

Morsani College of Medicine
School of Physical Therapy
& Rehabilitation Sciences

▶ CHALLENGES

As part of our root-cause analysis, we have recognized several challenges. It takes time to implement curricular change and culture, however a new school director started in 2020 and has begun to address these issues. In addition, a three-year running average is used to assess DPT program performance, rather than a one-year average, which permits a single score to have an impact over multiple years. In addition, due to a small class size, the performance of a single student has a significant impact on the overall pass rate. For example, this past year, two students missed a passing score of 600 with a 599. Had both students passed, the first-time pass rate for USF Physical Therapy would have been 91%, which would have been well above the national average. Furthermore, the COVID-19 pandemic had a significant impact on national first-time pass rates (falling below 90%) and USF student performance followed this national trend. This effect of the pandemic is likely responsible in the observed drop in both the national and USF annual and three-year rolling averages.

▶ MITIGATION STRATEGIES

As shown in Figure 1, the USF DPT program initiated a plan to improve student performance, including more rigorous admissions processes, curricular revision, and enhanced test preparation. Evidence for the success of these strategies includes an improvement in mean NPTE scores. We expect first-time pass rates to follow.

Figure 1. Improvement Plan Timeline
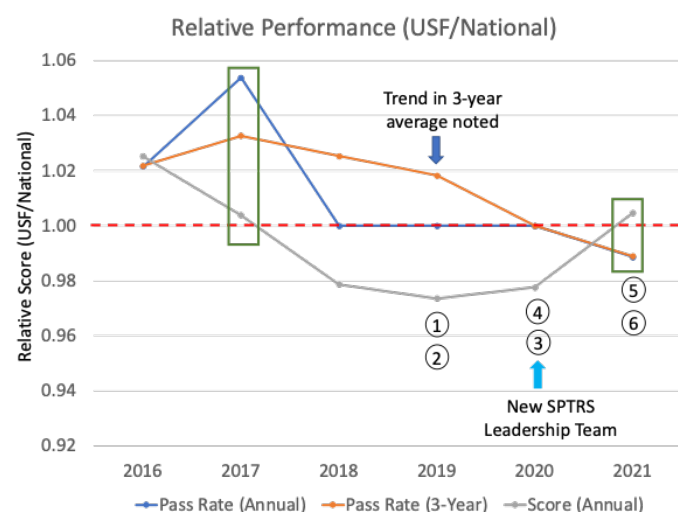
1. PEAT Practice exam requirement started.
2. GRE requirement started with evaluation of Class of 2022.
3. Provided additional NPTE test preparation resources (TrueLearn Physical Therapy and Scorebuilders BaseCamp).
4. Comprehensive curriculum revision initiated.
5. Focus on lowest quartile of PEAT scorers started after NPTE mean score improves for Class of 2021 but first-time pass rate does not increase.
6. Faculty completed NPTE item writing workshop (question writing, better understanding of exam content).

Improved Admissions Screening Processes

In 2019, a new admissions process was implemented with the addition of a GRE requirement for the **graduating Class of 2022**. Scores in GRE verbal and quantitative sections (GRE_V, GRE_Q) have been identified as reliable measures for assessing and projecting a physical therapy candidate's academic potential during the admission screening process.[1] Thus, one of our strategies for improving outcomes is evaluating student scores in this examination. Our matriculant GPAs and GRE scores remain well above the national average for students admitted to DPT programs (Table 3). It is important to note that our *U.S. News & World Report's* National Ranking increased from 79 to 49 this past year, which should continue to attract more qualified applicants.

USF School of Physical Therapy & Rehabilitation Sciences

Performance Improvement Plan to Address NPTE First-Time Pass Rates

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Table 3. USF DPT Admissions Data										
Year	2017	2018	2019	2020	2020 National Average	2021	2021 National Average	2022	2023	2024
GPA Overall	3.64	3.69	3.7	3.76	3.57	3.77	3.43	3.73	3.72	3.73
GPA Science	3.47	3.58	3.56	3.65	3.41	3.66	3.4	3.64	3.62	3.63
GRE_Q	41	51	37	39	48	49	46	49	48	52
GRE_V	41	47	40	47	54	61	54	61	58	55
GRE_W	45	56	50	54	58	62	58	63	60	63
% with GRE	75	78	80	71		65		100	100	100
	*GRE-Not Required, student self-report					*GRE-Required				

Curricular Revisions

The NPTE includes clinically focused questions from the cardiovascular & pulmonary (CVP), musculoskeletal, nervous, integumentary, and other systems. Prior to our curriculum revision, our students were spending approximately 25% of their total credit hours on basic science content, which was more than double that of peer institutions, while we had less focus on physical therapy clinical practice. The NPTE emphasizes physical therapy diagnostic examination, evaluation, differential diagnosis, prognosis, and interventions. We pursued and received CAPTE approval for a comprehensive curricular revision in April 2020 and implemented this revision in the Fall 2020, which first impacted the **graduating Class of 2023**. (Appendix. Curricular Plan.) This revision focused on increasing student preparation in each of the clinical and content areas with a focus on identified weaknesses (e.g., Cardiovascular and Pulmonary; Foundations for Evaluation, Differential Diagnosis, & Prognosis) from past NPTE performance. As part of the revision, the DPT program adopted the top 10 textbooks identified by the Federation of State Boards of Physical Therapy (FSBPT) that are referenced during the development of NPTE items. In addition, our remediation policies were strengthened while our minimum passing scores were increased from 70 to 75% for each course throughout the curriculum.

Enhanced NPTE Preparation

In 2019, we initiated a practice exam (Practice Exam & Assessment Tool (PEAT): https://www.fsbpt.org/Secondary-Pages/Educators/Prepare-Candidates-for-NPTE/Practice-Exam-Assessment-Tool-PEAT) and providing additional test-preparation resources (e.g., Scorebuilders Basecamp: https://basecamp-sb.com). The PEAT is a timed, computer-based, multiple-choice practice exam developed by the FSBPT for NPTE candidates. Many PEAT questions are retired NPTE items, and it is a strong predictor of students' NPTE performance (Figure 2). Data show that 99.3% of students who pass the PEAT with a score of 600 or higher go on to pass the NPTE.

Figure 2. Scatterplot of Scores on PEAT-PT Retired Form and NPTE Scores for 1st Time Candidates

class
- Fail NPTE and PEAT
- Pass NPTE and PEAT
- Pass NPTE but fail PEAT
- Pass PEAT but fail NPTE

(Source: https://www.fsbpt.org/Portals/0/Content%20Manager/PDFs/Forum/Forum_Fall2014_PEAT.pdf)

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These practice exams are given during Spring of Year 2 and Fall of Year 3 (prior to clinical education experiences). If students do not meet a competency threshold score on the practice exam, they must complete a structured remediation to progress in the program. These exams are part of a course to allow for structured remediation and progression. We have raised the threshold each year since its inception in 2019 with a planned threshold of 600 for the Spring of Year 2 for the **graduating Class of 2022**.

Since implementing the PEAT and continually raising the threshold for program progression starting with the graduating Class of 2020, we have seen a steady increase in mean PEAT scores from 531 to 621 between 2020 to 2022 (Figure 3). In addition, the percentage of students scoring < 550 has diminished significantly (Figure 4). We have continued our mandatory licensure review course at the end of our program which provides a structured review and facilitates consolidation and mastery of critical core content. In 2021, we added TRUELEARN (https://truelearn.com/npte-physical-therapy-exam/) a physical therapy exam test bank to our student resources. TRUELEARN has 950+ NPTE practice questions that are mapped to the NPTE-content outline. Students from the Class of 2021 using the TRUELEARN Platform performed above the national average at the 80th percentile. These practice questions will help familiarize students with the exam format, increase their knowledge base and decrease negative factors such as test anxiety.

Figure 3. Mean Scale Scores
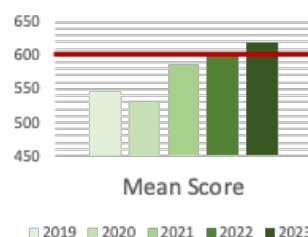
Figure 4. Year 2 DPT PEAT Performance Breakdown
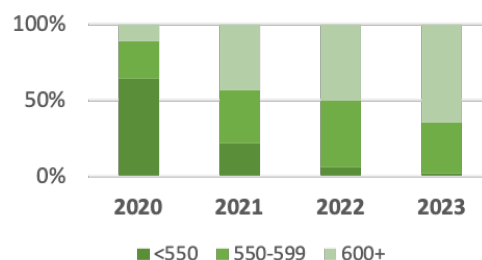
◣ ADDITIONAL STRATEGIES IMPLEMENTED IN 2022

NPTE Preparation
Passing scores for the Class of 2023 Spring PEAT exam were maintained at 600, while expectations for their 3rd year PEAT will be raised to 650. Previous strategies had an impact on mean scores for the graduating Class of 2021, however, upon further reflection, students in the bottom quartile continued to be at risk for failing the NPTE the first time. Therefore, we shifted our strategy to focus on advising to address the performance of those within the bottom quartile. Students in the Class of 2022 who have been identified as at risk for first time NPTE failure were required to re-take the PEAT with a score over 600 and meet with their advisors and complete a structured learning plan. Structured learning plans include test preparation and were required as part of their terminal clinical education experiences. Furthermore, Class of 2022 graduates will be offered additional PEAT practice exams following graduation to assist in their preparation for the October 2022 NPTE.

Faculty Development
Four faculty attended the Federation of State Board of Physical Therapy's (FSBPT) NPTE Workshop for Education on January 21-23, 2022 (https://www.fsbpt.org/Secondary-Pages/Educators/Educators-Workshops) complementing the "TherapyEd Strategies for Success in PT School" webinar that our DPT students and faculty attended on November 18, 2021 (https://www.therapyed.com/npte-exam/for-faculty/). The FSBPT workshop

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assists faculty in preparing our students to be successful on the PEAT which is taken in the Spring of their 2nd year and Fall of their 3rd year, and NPTE. The objectives of this workshop were to enable faculty to write better multiple-choice items that follow the same format as the NPTE as well as:

- Statistically analyze their test questions to determine if they are well written
- Understand how the NPTE is developed from content outline through scoring
- Assist in preparing our students for the test administration experience
- Interpret and use our school pass rate reports

The faculty were selected based on their expertise and to ensure coverage of the key areas of the NPTE Blueprint, e.g., Musculoskeletal, Neurologic, Acute Care. These areas include concepts related to pathology, examination, interventions, as well as safety and professional considerations. Additionally, these faculty teach concepts related to the areas in the Foundational Science courses. Based on this workshop, these faculty provided an "in-house" workshop and serve as trainers/mentors for those faculty who did not attend the FSBPT workshop (Aug 3, 2022).

Program Review
In the Fall 2022 the USF Health Office of Faculty and Academic Affairs will carry out a comprehensive assessment of the USF DPT program to: 1) identify any aspect of the program that may be contributing to the noted decrease in student performance on the NPTE, and 2) make specific recommendations that could help reverse the trend. The evaluation will be led by Dr. Javier Cuevas, Associate Vice President of Faculty and Academic Affairs, USF Health, who has previous experience in carrying out this type of academic review.

SUMMARY

Our goal is to meet, and ultimately exceed, the US national average for first time pass rate on the NPTE. For the past five years, the annual first-time licensure pass rates for USF Health's DPT students have been at or above national averages for every year, except for 2021. Despite this lower pass rate, the mean exam score for USF DPT students in 2021 exceeded the national average for the first time since 2017. *It is important to note that our two-year ultimate pass rate has ranged between 98.8 to 100% since 2015, which far exceeds the CAPTE requirement of 85%.* In our pursuit of excellence, starting in 2019 the School of Physical Therapy & Rehabilitative Sciences identified opportunities and initiated a plan to improve student performance, including curricular revision, enhanced test preparation, and more rigorous admissions processes. These changes will not be fully realized until the graduation of the Class of 2022. Students from this class will start taking the NPTE in October 2022. The improvement in *mean* NPTE scores for classes that only **partially** benefitted from these changes (i.e. Classes of 2020 and 2021) serves as evidence for the success of the initial strategies. Furthermore, in 2022, we have provided additional faculty development to focus on tactics to improve our student preparation for the NPTE, particularly students performing poorly in the PEAT practice exam. These efforts will not be fully realized until the graduation of the Class of 2023. While we anticipate that these actions will result in a positive change in the trajectory of performance for our licensure passage rates on the NPTE, it should be noted that data reported in the Accountability Plan reflect a 3-year rolling average. Given the rolling average, combined with the fact that **the implementation of the changes will only be fully in effect for Accountability Plan reporting once our class of 2023 cohort of students graduates**, we anticipate an immediate reversal of the annual first-time pass rates trend with a slower, but persistent, improvement in the 3-year rolling average.

[1] Kume, J., Reddin, V., & Horbacewicz, J. (2019). Predictors of Physical Therapy Academic and NPTE Licensure Performance. Health Professions Education, 5(3), 185-193.

USF Doctor of Physical Therapy: Licensure Pass Rates

Presented to:
USF Board of Trustees Academic & Campus Environment Committee

Charles Lockwood, MD, MHCM

Javier Cuevas, PhD

Douglas Haladay, PT, DPT, PhD, MHS

August 23, 2022

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KPI-14: Professional Licensure & Certification Exam Pass Rates: Physical Therapy

Three-Year Rolling Average

MULTI-YEAR	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26
PHYSICAL THERAPY	95	94	93	90	89	93	93	93	93	93
US Average	92	92	92	91	90	.	.	.	.	.

Source: USF 2022 Accountability Plan

Annual Results		2016	2017	2018*	2019	2020	2021
First Time Pass Rate	USF	95%	98%	91%	91%	91%	87%
	National	93%	93%	91%	91%	91%	88%
Mean score (800)	USF	696.8	681.1	656.9	652.1	658.7	669.2
	National	679.7	678.5	671.7	669.7	673.7	666.4

New National Physical Therapy Exam (NPTE) Blueprint

2

Mitigation Strategies

Initiated a plan in 2019 to improve student performance:

I. More rigorous admissions processes

(1) GRE requirement for admissions

II. Enhanced test preparation.

(2) Practice Exam & Assessment Tool (PEAT)

(3) Additional NPTE test preparation resources

(5) Faculty completed NPTE item writing workshop

III. Curriculum revisions

(4) Increased focus on clinical content and reasoning

IV. Focus on student success

(6) Increased focus on lowest quartile of PEAT scorers

Relative Performance (USF/National)

Trend in 3-year average noted

New SPTRS Leadership Team

Pass Rate (Annual) — Pass Rate (3-Year) — Score (Annual)

3
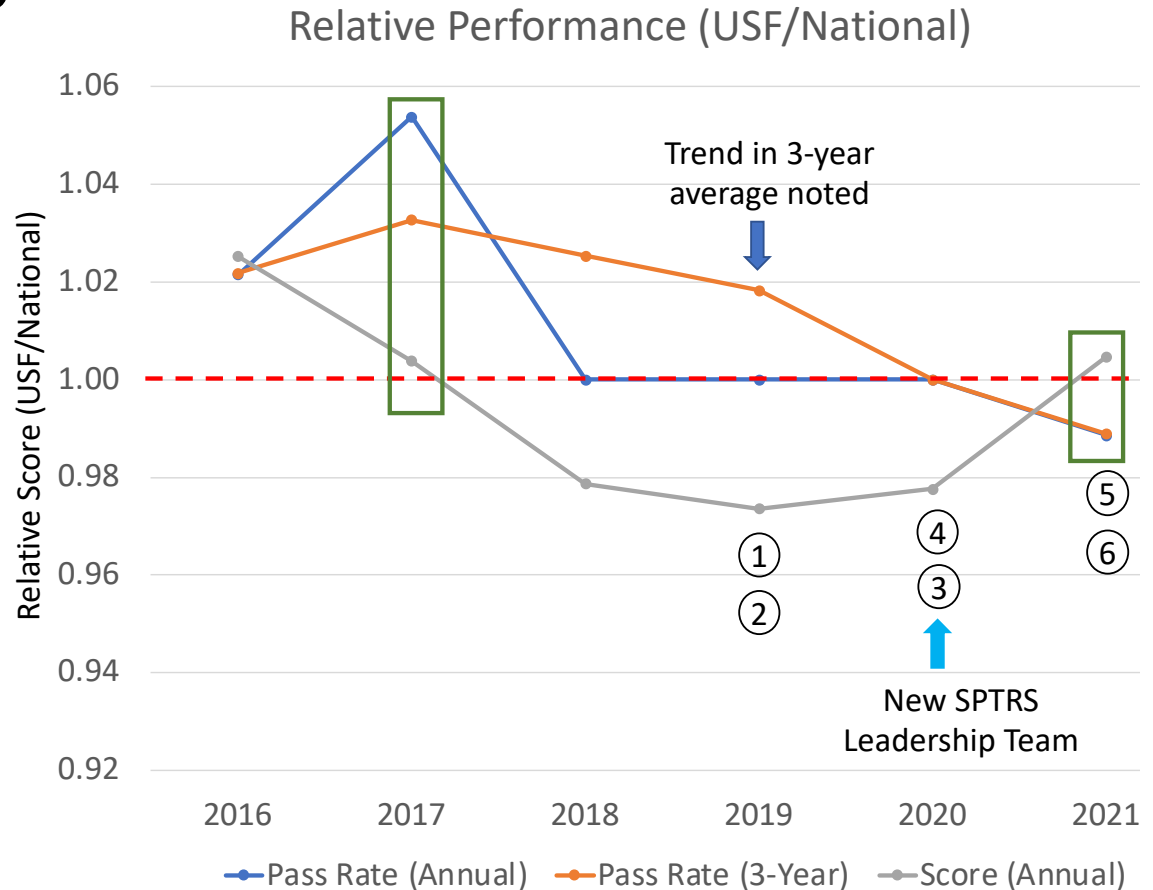
Mitigation Strategies Impact Timeline

	2019	2020	2021	2022	2023
Practice Exam & Assessment Tool (PEAT)	🟨 Partial	🟩 Full	🟩 Full	🟩 Full	🟩 Full
GRE requirement for admissions				🟩 Full	🟩 Full
Additional NPTE test preparation resources			🟨 Partial	🟩 Full	🟩 Full
Curriculum revisions			🟨 Partial (hatched)	🟨 Partial (hatched)	🟩 Full
Increased focus on lowest quartile of PEAT scorers				🟨 Partial	🟩 Full
Faculty completed NPTE item writing workshop					🟨 Partial

Partial benefit 🟨

Full benefit 🟩

4

Mitigation Strategies

USF 2nd Year Academic PEAT Trends: Predicting Success

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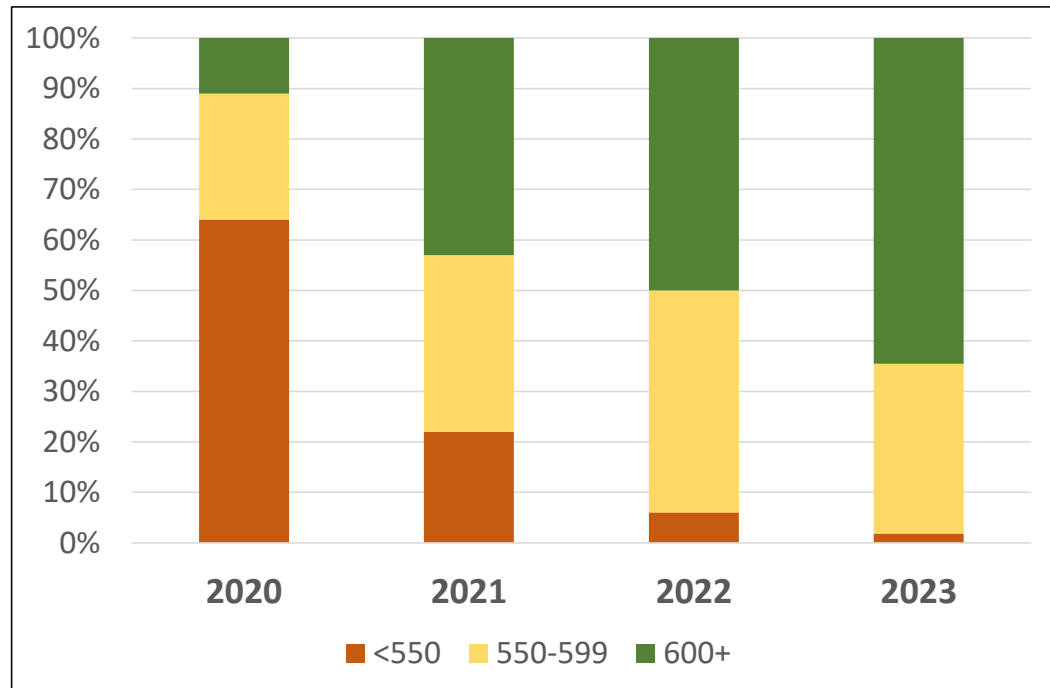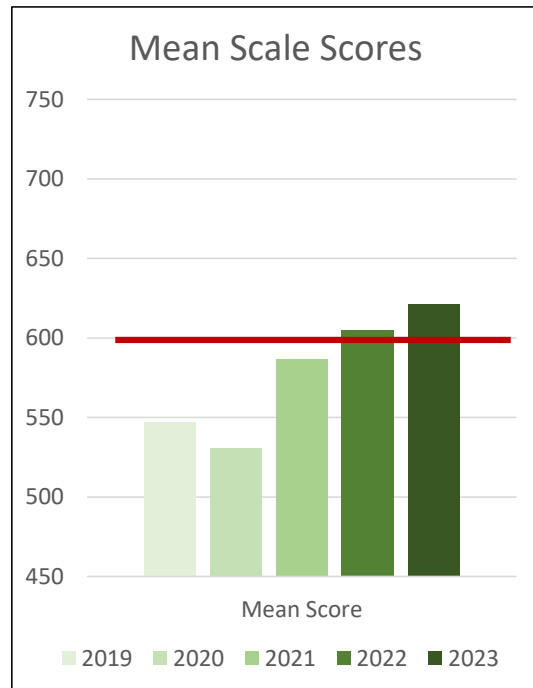
Mitigation Strategies

Implementation of our strategies will only be fully in effect when the Class of 2023 graduates.

Next Steps

01	02	03	04	05
Continue Supporting Test Prep Resources	Continue PEAT assessment and further develop predictive model •Raise 3rd year bar to 650	Continued commitment from faculty/course directors (MC Items and textbook emphasis)	Continue with individualized advising with emphasis on bottom quartile	Continue with Quality Improvement Process to identify additional opportunities to improve scores

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Questions?

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Agenda Item: iv.b

USF Board of Trustees
August 23, 2022

Issue: Name, Image & Likeness

_____

Proposed action: None

_____

Executive Summary:

Student-athlete name, image, and likeness (NIL) has become the forefront issue for intercollegiate athletics programs over the course of the last 12 months. With it comes various compliance issues associated not only with NCAA policy, but state law. This discussion will provide an overview of the NIL landscape and dive into the specific compliance aspects associated with student-athletes pursuing NIL opportunities at USF.

_____

BOT Committee Review Date: n/a
Supporting Documentation Online (*please circle*):   Yes   No
Prepared by: Joel Londrigan, Senior Associate General Counsel

UNIVERSITY of SOUTH FLORIDA

MEMORANDUM

To: University of South Florida Board of Trustees

From: Joel Londrigan - Senior Associate General Counsel, University of South Florida

         Clint Speegle - Partner, Lightfoot, Franklin & White

Date: August 16, 2022

Re: Name, Image, & Likeness

NAME, IMAGE, & LIKENESS OVERVIEW

As an institution, we are committed to winning the right-way. Our intent is to provide our athletics teams with every permissible competitive advantage to produce a winning product, develop our student-athletes both on and off the field, and enable our student-athletes to capitalize on the opportunities that exist. Allowing student-athletes the opportunity to exploit their name, image, and likeness ("NIL") through opportunities such as promotional appearances, the promoting of third-party products and services, and autograph signings, play an important role in enabling the institution to attract and retain top-tier talent. The purpose of this memorandum is to provide the University of South Florida's Board of Trustee's with information regarding NIL activities to ensure that the institution complies with all applicable laws and rules while maximizing positive outcomes for its student-athletes.

I.   BACKGROUND OF NIL

Florida's NIL law became effective on July 1, 2021. Simultaneously, NCAA policy changed to allow all student-athletes to receive compensation for use of their NIL. Over the course of the next year, NIL rapidly evolved, including the creation of NIL collectives to pool money from boosters to provide NIL opportunities to student-athletes. Collectives have gathered significant media coverage as some schools have accused others of "buying" student-athlete's commitments to an institution. Other stories have emerged of boosters, while not specifically requiring a student-athlete to attend an institution to partake in an NIL deal, creating such onerous conditions for the NIL contract that the only plausible option is for the student-athlete to attend the school supported by the booster.

In June 2022, the NCAA, perceiving that NIL deals were drifting from the original intent of authorizing such opportunities, issued additional guidance addressing the role of boosters (as

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well as collectives) in the recruiting process. In its clarified guidance, the NCAA reinforces the ideal that institutional employees, boosters, and other third parties, should not involve themselves in recruiting a prospective student-athlete ("PSA") to a particular institution. Institutions that condone such conduct will be subject to an NCAA enforcement action.

II.   FLORIDA LAW VS. NCAA BYLAWS

Generally, Section 1006.74, Florida Statutes and FL. BOG Regulation 6.022 control the NIL opportunities for University of South Florida ("USF") student-athletes. Under the law:

- USF student-athletes may earn compensation for use of NIL, provided that:
    1. Such compensation must be within fair market value;
    2. Compensation may not be provided in exchange for athletics performance or to attend USF; and
    3. Compensation may only be provided to a student-athlete by a third-party unaffiliated with USF.
- USF may not adopt any rule, regulation, or standard that "prevents or unduly restricts" a student-athlete from earning compensation for NIL nor may NIL compensation affect the student-athlete's grant-in-aid or athletic eligibility.
- USF, any entity whose purpose is to support or benefit USF or its athletics program, or any officer, director, or employee of USF or a supporting entity may not compensate current or prospective student-athletes for NIL.
- USF may not prevent or unduly restrict a student-athlete from obtaining professional representation by an athlete agent or attorney engaged for the purpose of securing compensation for the use of her or his name, image, or likeness.

Under the NCAA's NIL framework, when state law is silent, the NCAA's rules are authoritative, if they do not conflict with the state law. Relevant portions of NCAA legislation include:

- A representative of USF's athletics interest ("booster") is, in part, defined as an individual, independent agency, corporate entity (e.g., apparel or equipment manufacturer) or other organization who is known (or who should have been known) by USF's executive or athletics administration to have participated in or to be a member of an agency or organization promoting USF's intercollegiate athletics program or to

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assist or to have assisted in providing benefits to enrolled student-athletes or their family members. NCAA Bylaw 13.02.15.

- Once booster status is triggered, it remains indefinitely. NCAA Bylaw 13.02.15.1.

Importantly, under the NCAA's NIL framework, entities and persons involved in NIL activities, such as collectives, while not traditionally considered boosters by the institution may be deemed as such by the NCAA. In other words, if USF is aware of a collective and that collective participates in impermissible activities, then USF could be subject to traditional NCAA sanctions. The NCAA's guidelines specifically address the following:

- Boosters and NIL collectives warranting booster status (collectively, "NIL Entities") may not communicate with a prospective student-athlete ("PSA") for a recruiting purpose or to encourage the PSA's enrollment at a particular institution;

- A NIL Agreement between a PSA and NIL entities cannot be contingent on initial or continued enrollment at a particular institution;

- Institutional personnel may not facilitate arrangements or communications between a PSA and NIL entities, nor may they communicate with a PSA on behalf of NIL entities.

- NIL agreements must be based on an independent, case-by-case analysis of the value that each student-athlete brings to an NIL agreement, as opposed to providing compensation or incentives for enrollment decisions, athletic performance, achievement, or team membership.

III.   RECOMMENDED INSTITUTIONAL POLICIES AND PROCEDURES

To minimize the risk of USF running afoul of NCAA legislation and Florida state law, the institution needs to take steps to ensure (1) that appropriate individuals (student-athletes, institutional personnel, and NIL entities) are educated on the issues and (2) have programs in place to monitor NIL activities.

A.   **Establish Clear Expectation of Permissible NIL**

Institutional policy establishes clear expectations regarding NIL activities. The framework provides the ability for student-athletes to pursue NIL opportunities while ensuring that appropriate limitations are followed:

Permissible Scope of NIL Agreements

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"NIL agreements must be based on an independent, case-by-case analysis of the value that each athlete brings to an NIL agreement as opposed to providing compensation or incentives for enrollment decisions (e.g., signing a letter of intent or transferring), athletic performance (e.g., points scored, minutes played, winning a contest), achievement (e.g., starting position, award winner) or membership on a team." NCAA May 2022 NIL Guidance. Although USF cannot prevent or restrict a student-athlete from entering into an NIL agreement, the institution guidelines are intended to provide protections for student-athletes with respect to NCAA bylaws and Florida law while limiting institutional liability and protecting the USF brand. The following prohibitions on NIL activities are supported by Florida law or NCAA regulation, or could arguably be construed under Florida law as a permissible restraint:

- Conflicts with academic, athletics department, or team-related activities;.
- Are contingent upon initial or continuing enrollment at USF;
- Conflicts with the terms of a current USF contract;
- Negatively impacts or reflects adversely on USF or its Department of Athletics, including, but not limited to, bringing about public disrepute, contempt, embarrassment, scandal, ridicule, or otherwise negatively impacting the reputation or the moral or ethical standards of USF or its Department of Athletics;
- Involves any of the following: tobacco companies, alcoholic beverage companies, sellers or dispensaries of controlled substances, marijuana/CBD, adult entertainment businesses, athletic performance enhancing drugs, and business engaged in gambling activities; and
- Extends beyond the student-athlete's participation in an USF athletic program.

Further, the following restrictions are placed on NIL activities:

- The use of any USF related marks and logos, color scheme, team or player photographs and videos, any and all design aspects of the official uniform requires that those rights be secured only through cobranding opportunities with current licensees or through a written agreement or written permissions granting specific rights from USF;
- Student-athletes are not permitted to sell, autograph, exchange for anything of value, or provide to anyone their apparel, shoes, gear, or equipment that was issued by USF's

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athletics department (e.g., jerseys, gloves, workout shorts and shirts, practice and competition shoes, helmets, bats, sticks, balls, warmups, etc.).

- Use of USF facilities or grounds for any NIL activities requires prior authorization from USF. Commercial film or photography requires additional approval from the USF Athletics Communications & Broadcasting and University Communications & Marketing. Authorized use may necessitate additional requirements, including certification of insurance, licensing or location production agreements, payment of applicable rental fees, etc.

Institutional Role

The institution's role in NIL is supportive only. USF and its personnel cannot:

- Provide professional services related to a student-athlete's NIL activities;
- Compensate a student-athlete; or
- Identify or secure NIL opportunities for a student-athlete unless the service is available to the general student population.

Additionally, institutional personnel may not organize, facilitate, or arrange a meeting between a NIL entity and a PSA or facilitate communications between a NIL entity and a PSA.

B.   Development of a Robust Educational Program

Athletics rules education has traditionally been targeted at athletics staff, student-athletes, and, to a much less extent, boosters. In this new paradigm, rules education must be expanded to include additional booster education as well as providing rules education to the entire USF community. Key components of the institution's internal NIL education program include:

- Student-athlete education regarding permissible NIL activities;
- Permissible and impressible communications between institutional personnel and boosters.
- Use of agents for securing NIL agreements, and impacts of impermissible use of agents.

While booster education will emphasize that:

- Recruiting conversations between a booster (or a NIL entity that has triggered booster status) and a PSA are not permissible if the conversation is to encourage enrollment at a particular institution.

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- NIL entities are precluded from engaging in recruiting activities on behalf of USF or providing benefits to prospective student-athletes.

C.   NIL Clearing House/INFLCR

Pursuant to Florida law, a USF student-athlete must disclose any NIL contract to the institution in a manner designated by the institution. To fulfill this role as well to ensure that NIL contracts are permissible under Florida law and NCAA legislation, USF Athletics established an NIL clearing house through a partnership with INFLCR, a leading NIL software provider. The process requires student-athletes to disclose the details of each NIL deal as well as attest that the deal is in compliance with USF Athletics' NIL Policy and Florida law. It is important to note that this is component of state law and is not an approval process. However, the function of the institution's NIL clearing house includes a review of the terms of the NIL deal to verify compliance with rules and regulations, particularly the NCAA's May 2022 guidance.

D.   Financial Literacy

Pursuant to Florida law, USF must conduct a financial literacy and life skills workshop, consisting of five (5) hours of instruction at the beginning of the student-athlete's first and third academic years. The workshop shall, at a minimum, include information concerning financial aid, debt management, and recommended budgets based on the current academic year's cost of attendance. The workshop shall also include information on time management skills necessary for success as a student-athlete and available academic resources. The workshop may not include any marketing, advertising, referral, or solicitation by providers of financial products or services. Other components of the financial literacy program should include:

- Financial Aid – Eligibility for Pell Grant and all other forms of need-based financial aid could be impacted by receipt of NIL compensation.

- Tax Implications – NIL activities may have personal tax implications. These obligations are dependent upon individual circumstances and may require consultation with a tax professional.

- Visa – NIL activities can impact the immigration status of an international student-athlete. International student-athletes should consult with the USF Office of International Services or an immigration attorney before entering into an NIL compensation agreement to protect against any potential immigration issues.

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IV.   **CONCLUSION**

NIL is a rapidly evolving area of the intercollegiate athletics environment. Additional clarification from the NCAA will continue until national-level laws are implemented regulating the space. The framework outlined in this memorandum is destined to change, and USF must be quickly adaptable to maintain competitiveness and to benefit its student-athletes.

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USF ATHLETICS
NAME, IMAGE, AND LIKENESS (NIL) POLICY

In accordance with <u>Section 1006.74, Florida Statutes</u> and <u>Board of Governor's regulation 6.002</u>, a student-athlete at the University of South Florida (USF) may use their name, image, and likeness to promote their athletically and non-athletically related business activities (e.g., products, services, camps clinics, personal appearances) so long as the student-athlete does not receive any compensation in exchange for their athletic performance or attendance at USF and such compensation is provided by a third-party unaffiliated with USF.

Earning compensation from their NIL itself will not affect a student-athlete's grant-in-aid or athletic eligibility. Such grant-in-aid, including cost of attendance, will not be revoked or reduced as a result of an athlete earning compensation or obtaining professional representation related to their NIL activities.

A student-athlete's promotion of a business activity may include a reference to the student-athlete's involvement in intercollegiate athletics and a reference to USF, but may not use USF's marks. Student-athletes may participate in co-branded opportunities with USF's marks only when the marks are used by contracted licensees or sponsors of USF. Any use of the USF's name, marks, or symbols must be in accordance with <u>USF policy 0-215</u>.

If a student-athlete chooses to reference USF and/or their involvement in intercollegiate athletics at USF, they must include a disclaimer that the views expressed or services provided are theirs alone and not those of the University of South Florida or USF Athletics (e.g. "opinion are my own," "opinions = own," "opinions = own ≠USF," etc.).

Student-athletes cannot enter into a contract or transaction that associates the university name and/or marks with products or services that are competitive to USF's exclusive sponsors in conflict with a university contract (e.g. Coca-Cola, adidas) or that involve alcohol, tobacco products, e-cigarettes or any other type of nicotine delivery device, a seller or dispensary of marijuana or any controlled substance, anabolic steroids or other <u>NCAA recognized performance enhancing substance</u>, sports betting, casino gambling, or an adult entertainment business.

A student-athlete who enters into a contract or transaction for compensation for the use of their name, image, or likeness shall disclose the contract or transaction to USF through INFLCR within 5 days.

A student-athlete may not enter into a contract or transaction for compensation related to the use of their NIL for a duration that extends beyond their participation in an intercollegiate athletic program at USF.

An entity whose purpose includes supporting or benefitting USF or its athletic programs (e.g. a university direct-support organization), or an officer, director, or employee of USF or such entity may not compensate or cause compensation to be directed to athletes at USF for their NIL.

USF ATHLETICS
NAME, IMAGE, AND LIKENESS (NIL) POLICY

- All student-athletes at USF are entitled to obtain professional representation by an athlete agent or attorney engaged for the purpose of securing compensation for the use of their NIL. An athlete agent or attorney representing any of the athletes at USF must have a valid license to practice in accordance with state law.

- USF will provide annual financial literacy and life skills workshops for student-athletes. The workshops will provide for a minimum of five hours and include information on financial aid, debt management, time management, budgeting, and academic resources available to USF student-athletes.

- International student-athletes attending USF on a visa could affect their immigration status if they enter into contracts or transactions related to business activities in the United States. International student-athletes should seek guidance the USF Office of International Services prior to participating in any NIL related activities.

- Pell Grant or need based financial aid could be impacted based on compensation from Name, Image and Likeness. Those questions should be directed to the USF Office of Financial Aid.

- The use of USF Athletics facilities is subject to prior approval of USF Athletics in its sole discretion and requires proof of appropriate insurance and a fully executed licensing agreement.

- Violations of state law and/or university policy may lead to legal action and/or referral to the Office of Student Conduct & Ethical Development for disciplinary action.

South Florida Athletics // Name, Image, & Likeness (NIL) Policy   2

Transaction Type	Transaction Date	Cost	Payment Type
Other	5/28/2022	$100.00	Product/Equity
Social Media	5/18/2022	$20.00	Cash
Public Appearance	5/2/2022	$170.00	Cash
Social Media	4/24/2022	$50.00	Product/Equity
Social Media	3/22/2022	$75.00	Product/Equity
Social Media	3/10/2022	$100.00	Cash
Social Media	3/8/2022	$137.00	Cash
Representation Disclosure	3/7/2022	$0.00	Product/Equity
Social Media	3/4/2022	$50.00	Product/Equity
Social Media	3/1/2022	$40.00	Product/Equity
Social Media	2/23/2022	$259.00	Product/Equity
Social Media	2/13/2022	$1,000.00	Cash
Social Media	2/6/2022	$45.00	Product/Equity
Representation Disclosure	1/20/2022	$0.00	Product/Equity
Social Media	1/15/2022	$450.00	Cash
Social Media	1/13/2022	$30.00	Product/Equity
Social Media	1/10/2022	$50.00	Cash
Social Media	1/9/2022	$30.00	Cash
Social Media	1/7/2022	$0.00	Cash
Social Media	1/7/2022	$0.00	Cash
Social Media	12/28/2021	$80.00	Product/Equity
Camps and Lessons	12/20/2021	$560.00	Cash
Social Media	12/18/2021	$200.00	Product/Equity
Social Media	12/17/2021	$30.00	Product/Equity
Social Media	12/6/2021	$30.00	Product/Equity
Social Media	12/6/2021	$50.00	Cash
Camps and Lessons	12/4/2021	$50.00	Cash
Camps and Lessons	11/22/2021	$50.00	Cash
Social Media	11/19/2021	$40.00	Product/Equity
Social Media	11/16/2021	$45.00	Product/Equity
Camps and Lessons	11/14/2021	$50.00	Cash
Social Media	11/11/2021	$45.00	Product/Equity
Social Media	11/11/2021	$0.00	Cash
Social Media	11/9/2021	$0.00	Product/Equity
Social Media	11/6/2021	$15.00	Product/Equity
Social Media	11/4/2021	$200.00	Cash
Social Media	11/1/2021	$40.00	Cash
Social Media	10/29/2021	$10.00	Product/Equity
Camps and Lessons	10/28/2021	$50.00	Cash
Social Media	10/23/2021	$10.00	Cash
Social Media	10/22/2021	$50.00	Product/Equity
Camps and Lessons	10/21/2021	$50.00	Cash
Social Media	10/18/2021	$100.00	Product/Equity
Other	10/18/2021	$210.05	Cash
Social Media	10/15/2021	$30.00	Product/Equity
Other	10/15/2021	$287.00	Cash
Social Media	10/14/2021	$104.00	Cash
Camps and Lessons	10/12/2021	$50.00	Cash
Social Media	10/12/2021	$89.00	Product/Equity