UNIVERSITY of **SOUTH FLORIDA**

Board of Trustees
Academics and Campus Environment Committee

Tuesday, August 10, 2021

Trustees: Tim Boaz, Julia Cunningham, Oscar Horton, Les Muma, Melissa Seixas
USF Foundation Board Liaison: Debbie Sembler; *Provost and Executive Vice President*: Ralph Wilcox

A G E N D A

I.   Call to Order and Opening Remarks   Chair

II. Public Comments Subject to USF Procedure   Chair

III. New Business – Action Items

    a.   Approval of Previous Minutes for May 25, 2021   Chair

    b.   Tenure as a Condition of Employment   Sr. Vice Provost Dwayne Smith

    c.   Amendment to Regulation 6.0021 Student Code of Conduct   AVP Danielle McDonald

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

    e.   AISO 5-Year Evaluation Review & FIO Annual Report   Dir. Monty Graham

    f.   Adjustments to PBF Metrics 1, 8 & 10 (USF 2021 Accountability Plan)   Provost Ralph Wilcox

    g.   SUS Equity Report for USF   Interim VP Elizabeth Hordge-Freeman

IV. New Business – Information Items

    a.   Black Undergraduate Student Enrollment Initiative Update
                                     VP Dosal, Mr. Anddrikk Frazier, Dr. Lincoln Chandler

    b.   Faculty and Student Trustee Updates   Trustee Tim Boaz & Trustee Julia Cunningham

V.   Adjournment   Chair

APPEARANCES BEFORE THE BOARD

Individuals or group representatives, who desire to appear before the Board to address a subject within the Board's jurisdiction may submit their requests in writing at least three (3) days in advance to the Corporate Secretary, c/o Office of Board of Trustees Operations, 4202 E. Fowler Avenue, CGS401, Tampa, FL 33620, specifying the agenda item on which the requestor(s) wishes to comment.

Comments shall generally be heard at Board Committees. However, the President in consultation with the Chair will determine whether the item will be heard and when the item will be heard. There will be a three minute time limit on any presentation. The total time allotted for all comments shall not exceed fifteen minutes, unless approved by the Board Chair.

As permitted by section 286.0114, F.S., the Board Chair may decline to hear any matter that: does not relate to a particular agenda item; is not practicable for a particular meeting; is outside the Board's jurisdiction; or was made available for public comment at a prior committee meeting before the Board takes action.

The Chair may recognize any individual or representative of groups to address the Board.

In order to proceed with the essential business of the Board in an orderly manner, any individual or group representative who attempts to disrupt a Board meeting will be subject to appropriate action pursuant to law.

BOT e-mail address is board@usf.edu.

Per BOT Operating Procedures, Article VI, 03.06.2018

**Board of Trustees
Academics and Campus Environment Committee
Thursday, May 25,2021
Teams Meeting**

Prior to the state of the ACE committee meeting, Board of Trustees Chair Jordan Zimmerman welcomed everyone to the committee meetings. The Chair encouraged all Trustees to attend the Strategic Initiatives Teams workshop tomorrow to review the strategic renewal draft that everyone has worked so hard on. The Chair thanked everyone on their efforts. The strategic renewal draft will be presented at the BOT meeting scheduled on June 8th.

Chair Jordan Zimmerman also welcomed new student trustee member Julia Cunningham. The Chair looks forward to meeting former Trustee Claire Mitchell in person at the June 8th BOT meeting. He thanked her for the tremendous job navigating Student Government through the pandemic.

He then turned it over to COO Lechner. Sr. Vice President and COO David Lechner provided an update on a recent request for an RFI relating to the 700 acres encompassing the Claw Golf Course and the forest preserve. He shared that the uses of this property have not been re-examined in 50 years.   An advisory committee made up of faculty and students will review the informational responses. The committee will evaluate and discuss the criteria and best uses for the properties and make a recommendation to USF President Steve Currall for his review and consideration.

The ACE committee Chair Charles Tokarz called the meeting to order.

Vice President Cynthia Visot called the roll with the following Trustees in attendance.

Trustee Tim Boaz
Trustee Sandy Cunningham
Trustee Oscar Horton
Trustee Les Muma
Trustee Melisa Seixas – Will be an hour late.
Trustee Charles Tokarz

Chair Tokarz welcomed Trustee Julia Cunningham to her first ACE committee meeting and asked her to introduce herself.

Trustee and Student Body President Julia Cunningham shared that she is a psychology and political science major who is graduating next spring semester and has plans to attend law school. Trustee Cunningham is looking forward to accomplishing great things while serving on the Board of Trustees.

Chair Tokarz emphasized on behalf of the trustees, that her point of view and input from a student's perspective is valued.

Chair Tokarz commented that Provost Ralph Wilcox will provide an overview of the Summer B Session and the anticipated enrollment later in the meeting.

New Business - Action Items

FL 101 - Approval of Minutes – February 23, 2021, and April 13, 2021

Having no changes to the Minutes Chair CharlesTokarz asked for a motion to approve. Trustee Oscar Horton moved for approval with a second from Trustee Tim Boaz. The February 23rd and April 13th minutes were approved.

FL 102 - Approval of Faculty Nominations for Tenure

Chair Tokarz reported that this is the first year the Board will approve Tenure for a consolidated One USF.

USF President Steve Currall has certified that the nominations for tenure have met the requirements and conditions contained in the USF Regulations, Policies, and Procedures. He 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 9, 2021.

Vice Provost and Dean Dwayne Smith provided an overview of the process and presented FL 102. There is a combined list of 29 nominations. (Please see the ACE committee website for a list of nominees)

Trustee Oscar Horton had questions concerning the number of nominees then moved for approval which was seconded by Trustee Les Muma. FL 102 was approved.

FL 103 - Approval of Tenure as a Condition of Employment

Administrators such as the President, Provost, Deans, Chairs and senior faculty who are recruited to USF are normally awarded tenure as a condition of employment. These highly qualified individuals usually have earned tenure at their previous institutions, which makes them attractive candidates to the University of South Florida.

Vice President and Dean of USF Health Charlie Lockwood presented FL 103.   There is one nominee, Dr. Da-Zhi Wang from Harvard Medical School. Dr. Wang is a professor of Internal Medicine/Heart Institute. Vice President Lockwood provided an overview of Dr. Wang's Bio.

Trustee Tim Boaz commented on Dr. Wang being an impressive scholar and it being an honor for him to join the faculty at USF. Trustee Boaz asked Dr. Lockwood to provide an overview of the recruiting process of high magnitude scholars.

Trustee Tim Boaz moved for approval. It was seconded by Trustee Oscar Horton and FL 103 was approved.

FL 104 – Approval of New Degree Program B.S. Econometrics and Quantitative Economics

The proposed B.S. in Econometrics and Quantitative Economics degree program focuses on the applied aspects of economics including forecasting, program and business evaluation, benefit/cost analysis and impact analysis. The program is currently offered as a major under the General Economics CIP code which is a non-STEM CIP code.

College of Arts and Sciences Dean Eric Eisenberg presented FL 104.

Dean Eisenberg provided an overview of the new degree program. Dean Eisenberg commented that a rigorous demand analysis was completed; and USF will be the only institution in the State University System of Florida to offer a B.S. degree in Econometrics and Quantitative Economics.

BOT Chair Jordan Zimmerman congratulated Dean Eisenberg and his team on his presentation of the new degree program and commented that these types of programs are in popular demand and also needed in order to get students into high paying jobs.

Trustee Les Muma moved for approval with a second from Trustee Oscar Horton and FL 104 was approved. Trustee Muma commented that this program will be a great addition to USF.

New Business – Information Items

Kognito Training Review.

ACE Chair Charles Tokarz reported that the Board of Governors requested that all BOT members receive a brief on the Kognito training program.

Vice Presidents Paul Dosal and Angela Sklenka presented an overview of the training and USF's efforts to increase participation.

Vice President Dosal reported that Kognito training is an online module used to train all faculty and staff to recognize and act on signals of emotional distress in students. A power point was presented which highlighted the following:

- Background
- At Risk for University, College Faculty and Staff
- Presentation to the BOG, March 3, 2021
- Kognito Mental Health Literacy Training and Completion Rate

  Chair Charles Tokarz congratulated Vice President's Dosal and Sklenka and their teams for providing USF with the tools needed.   This is critical to our student success. The Chair also thanked Human Resources for making this training a high priority.

BOT Chair Jordan Zimmerman congratulated Vice Presidents Dosal, Sklenka and their staff on the outstanding dashboard development. Mental Health is a barrier to student success. Chair Zimmerman commented on the possibility of Kognito training becoming a part of the new employee orientation at USF.

Plans for Summer B/Fall Return to Campus

Chair Charles Tokarz congratulated Provost Ralph Wilcox, Dr. Glen Besterfield and the USF Admission staff on all campuses, on recruiting highly talented students.

Provost Ralph Wilcox announced that USF will begin to bring faculty, staff and students back to campus starting June 1st and have a full resumption of all services and activities by this fall August 23rd. The Provost provided a broad-based update on the plans for return.

Academic Affairs and Student Success: Plan for Resumption of On Campus Activities. A power point was presented which highlighted the following: (available on the website)

- SUS Announces 2021-22 Academic Year Plans
- Updated Covid-19 Guidance
- Return to Full On-Campus Operations
- College and Academic Support Unit Plans
- Supporting Student Success: On-Campus and Remotely
- Reconnecting Our Campus Community
- Supporting Faculty Success: On-Campus and Remotely
- New Faculty Orientation
- Admissions and Enrollment Updates
- Applications, Admits, Deposits: Summer/Fall 2021
- FTIC Goals
- FTIC Summer/Fall Summery
- FTIC FALL Student Profiles
- National Merit Scholars & Provost Scholar Programs
- Judy Genshaft Honors College
- Transfer Students, One USF
- Master's Students
- Summer/Fall Housing – Anna Hernandez provided an update.
- Doctoral Students
- Summer/ Fall Class Section & Seat Count
- Class Modalities

- Class Sections Offered by Modality, One USF
- Max Seat Count Offered by Modality, One USF

Provost Ralph Wilcox thanked all of the campus Deans and Regional Vice Chancellors who worked to provide plans for essential faculty and student support services. The Provost also commended Vice Provost Pritish Murkherjee, Associate Vice President Cindy DeLuca, Director Tim Henkle, Dean Todd Chavez, Dr.'s Cathy Caldwell and Brent Kemker, Director Tanya Vomacka, BLN Founder Anddrikk Frazier and Vice President Paul Dosal on their outstanding work.

Vice President Paul Dosal provided an update on the USF partnership with the Black Leadership Network. Dr. Dosal announced that consultant Dr. Chandler, would welcome the opportunity to speak at the next BOT meeting in August, to provide his recommendations to increase black student enrollment at USF in the Tampa Bay Region.

Trustee Oscar Horton had a question pertaining to the increasing black student enrollment numbers at the St. Petersburg campus.

Chair Jordan Zimmerman comments concerned a push for diverse enrollment at the St. Petersburg campus. He congratulated Provost Wilcox, Dean Glen Besterfield and their teams on their outstanding work. Chair Zimmerman questioned if there will be an isolation facility available on the USF campuses, should a student test positive for Covid-19.

Associate Vice President and Dean Danielle McDonald confirmed that there will be isolation spaces on the Tampa and St. Petersburg campuses.

Chair Zimmerman had questions concerning students coming back to the residence halls. The BOT Chair also had questions pertaining to employees fazing back into the work environment.

Human Resources Vice President Angie Sklenka commented on actions HR is taking to in order to help give USF the great consumer experience.

Trustee Will Weatherford commented on the impressive enrollment numbers, the quality and the diversity of students, the academic excellence and the Covid challenges. Trustee Weatherford also had questions about technology, hybrid and distance learning programing.

Faculty Success Initiative

Vice Provost Pritish Mukherjee provided an update on the Faculty Success Initiative. A power point was presented: A Strategic Holistic Approach. The Power point highlighted the following:

- Faculty Success – Institutional Context
- Strategic Framework for Faculty Success – Research Partnerships & Communication, Finances Infrastructure and Analysis, Access and Empowerment, Teaching and Learning
- Faculty Success Initiative Organizational Approach- Faculty Advisory Panel

- Summary of Progress
- Some Results So Far

Vice Provost Mukherjee thanked the Faculty Senate Leadership, SG President Tim Boaz and Vice President Jennifer Schneider for helping to ensure representation of the panels. Vice Provost Mukherjee also thanked the Regional Campus Chancellors Karen Holbrook and Martin Tadlock as well as all of the campus Deans for their invaluable nominations for panels. He thanked team members for chairing the panels including Deans Moez Limayem, Chris Garvin, Tom Frazier, Usha Menon, Charles Adams, Julie Serovich, Robert Bishop and Eric Eisenberg.

Vice Provost Mukherjee thanked his colleagues Dr.'s Kiki Caruson Cindy DeLuca, Paul Dosal Keith Anderson, Dwayne Smith and Eric Eisenberg, James Garey, Theresa Chisolm and Nick Trivunovich for their service as co-executive sponsors. A special thanks went out to Sarasota Manatee Regional Vice Chancellor Bret Kemker for his assistance in coordinating the with all three campuses.

Associate Vice President for Innovative Education Cindy DeLuca and Director for Innovative Teaching and Learning Tim Henkle provided information on the Faculty Success Initiatives - Center for Innovative Teaching and Learning (CITL). A power point was presented which highlighted the following:

- Center for Innovative Teaching and Learning
- A Centralized Unit that promotes both faculty success and academic transformation across our university
- Programs, Resources and Services

Trustee Melisa Seixas had questions concerning existing legacy salary and equities from the faculty standpoint and budget mitigations as it relates to non-tenured faculty.

Provost Wilcox made comments concerning the USF consolidation, working with the President, Finance team, Faculty Senate and Deans on equities, as well as stating that we are working to resolve some budget gaps within the university. Provost Wilcox commented on the concerning impact it has had.

Trustee Tim Boaz acknowledged that the budget issues are a concern and will rightfully be discussed in the Finance Committee meeting. This is an important consideration that must be kept in mind as we move forward. These are issues that he planned to provide in the faculty senate update.

Update from the Faculty Senate President

Faculty Senate President Tim Boaz provided a report to the ACE committee. His report focused on the following issues:

- Consolidation and virtual meetings
- The Corona Virus Pandemic and the impact on faculty surrounding it. A survey was done.
- Nearly all USF faculty have been vaccinated and eager to return to campus.
- Racial Justice – A Resolution was developed, approved, and forwarded to the administration encouraging to make it a part of the USF Mission. The Faculty Senate has had the pleasure of working with Senior Advisor to the President and Provost for Diversity and Inclusion Elizabeth Hordge Freeman.
- A Council on Racial Justice has been established.
- The USF Forest Preserve – A proposal for a Resolution passed encouraging the administration to commit to preserving the area.
- USF Budget Issues – Formed a budget committee. Worked with the College of Arts and Sciences to make provisions to mitigate negative plans surrounding tuition revenue and student success.. There are issues that remain unresolved.
- Budget cuts and the threat of layoffs.
- USF received $100 million in relief funds from the Federal Government.

On behalf of the entire faculty, Trustee Boaz expressed deep appreciation to the President, the leadership team and especially Dean Donna Petersen on the exceptional job directing the university during the pandemic and making sure the academic mission was met.

Trustee Boaz thanked Vice Provost Pritish Mukherjee for his work on the Faculty Success Initiative.

Update on from Student Government President

Trustee Julia Cunningham provided an update on Student Government. Her report focused on the following issues:

- Transitioning of the newly elected officials on all campuses
- Mental Health Resources
- Food Insecurity
- Supporting Student Organizations
- Green Energy

President Steve Currall thanked Faculty Senate President Tim Boaz for his comments and leadership in the Faculty Senate, and for setting a tone of collaboration and partnership during the vigorous discussions surrounding the budge process.

Chair Zimmerman made comments on the outstanding ACE committee meeting today. He commended Trustee Tim Boaz on his commitment to the Faculty Senate and congratulated the Student Success initiatives.

Having no further business Chair Charles Tokarz adjourned the ACE committee meeting.

Agenda Item: b.

USF Board of Trustees
August 10, 2021

Issue: Tenure Nomination as a Condition of Employment
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Proposed action: Approve Tenure as a Condition of Employment
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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.

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Strategic Goal(s) Item Supports:
> USF Strategic Plan 2013-2018, Goal II

Committee Review Date:
> Academic and Campus Environment Committee – **August 10, 2021**

Supporting Documentation Online (*please circle*): (Yes)   No
- Memorandum to Will Weatherford, Chair, USF Board of Trustees
- Tenure Nominations as a Condition of Employment
- Faculty Profiles

Prepared by: Dwayne Smith, Senior Vice Provost & Dean, Graduate Studies, 813-974-2267

UNIVERSITY of
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MEMORANDUM

DATE: August 10, 2021

TO: Will Weatherford, Chair

FROM: Rhea Law, Interim President

SUBJECT: Tenure as a Condition of Employment Nominations

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

Enclosures

Faculty Nominations for Tenure as a Condition of Employment
USF Board of Trustees Meeting – August 10, 2021

College	Name	Rank	Department/ School	Degree of Effort*	Previous Institution	Tenure at Previous Institution
Education	Dr. Anthony Rolle	Professor	Office of the Dean	1.0	University of Rhode Island	Yes
Morsani College of Medicine	Dr. Alexander Staruschenko	Professor	Molecular Pharmacology & Physiology	1.0	Medical College of Wisconsin	Yes
Nursing	Dr. Jennifer Kue	Associate Professor	Nursing	1.0	Ohio State University	Yes

*If less than 1.0 FTE

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

COLLEGE OF EDUCATION

A. ANTHONY ROLLE, PhD

Dr. Anthony Rolle joined the College of Education on July 29, 2021, as Dean of the College of Education and Professor in the Department of Educational Leadership & Policy Studies. Dr. Rolle has a Ph.D. in Educational Policy Studies from Indiana University (AAU), as well as a Master of Public Administration from the University of Washington (AAU). Dr. Rolle comes to USF from the University of Rhode Island where he served as Dean and Professor in the Feinstein College of Education & Professional Studies. He has also served as Professor and Chair, Department of Educational Leadership & Policy Studies, University of Houston, and Professor and Chair, Department of Educational Leadership & Policy Studies, University of South Florida. Dr. Rolle is a past President of the National Educational Finance Academy and past member of the academy's Board of Directors. He is also a past Distinguished Research Fellow at Shanghai Academy of Education Sciences, China. Dr. Rolle's research focuses on organizational productivity and public finance equity. He investigates relative measures of economic efficiency and applications of vertical concepts of equity to efficacy analyses of state education finance mechanisms. He is co-author of *Leading Schools in Challenging Times: Eye to the Future*, and he has published multiple book chapters in works published by high quality publishers such as Information Age Publishing, Routledge, and SAGE Publications. His research has also been published in peer-refereed articles in top tier journals such as *Journal of Education Finance* and *Peabody Journal of Education*. Dr. Rolle has also secured external funding through grants and contracts from the U.S. Department of Education, the Institute of Education Sciences, the National Education Association, the New Mexico Public Education Department, and the Florida Department of Education, among others. In his previous position, Dr. Rolle was active in community engagement, serving as the University of Rhode Island representative to the Greater Providence Chamber of Commerce, a member of the United Way of Rhode Island Board of Directors, and a member of the Rhode Island Teacher for America Board of Directors, 2018. The tenured faculty of the Department of Educational Leadership & Policy Studies, Department Chair, Interim Dean Dr. Judith Ponticell, Provost Ralph Wilcox and President Steven C. Currall (prior to his retirement) all concur on recommending Dr. Anthony Rolle for tenure at the rank of Professor.

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Tenure Nominations as a Condition of Employment

COLLEGE OF NURSING

<u>Jennifer Kue, PhD</u>

Dr. Jennifer Kue joined the USF Health, College of Nursing (CON) on May 14, 2021 as Associate Professor. Dr. Kue obtained her Ph.D. from the School of Public Health at Oregon State University in 2011 and joined us from the Ohio State University, College of Nursing where she was an Associate Professor with Tenure. Dr. Kue taught various courses across undergraduate and graduate programs, and she has developed and implemented courses in the country of Ethiopia, including those related to global health, scientific writing, health literacy, and program planning and evaluation. Dr. Kue mentored many undergraduate and graduate students (50+) of Medicine, Nursing (Ph.D. & DNP), Public Health, Healthcare Innovation, and Social Work. Furthermore, Dr. Kue secured a total of $2,934,505 grant to fund her research examining the influence of culture, refugee trauma, and intergenerational communication on cancer screening and health behavior. She successfully received awards from the National Cancer Institute (NCI), the American Cancer Society, the Center for Disease Control and Prevention, and the Robert Wood Johnson Foundation. She also received numerous internal funds from the Office of Outreach and Engagement and the Center for Clinical and Translational Science. Her current study, funded by the American Cancer Society (RSG-18-13401 CPHPS), tests the efficacy of a culturally tailored navigation intervention to increase breast and cervical cancer screening completion among Southeast Asian immigrant women. Dr. Kue has published 26 peer-reviewed articles and 1 book chapter. Her professional service includes both nursing and public health professions. She serves as the Vice President of the Board of Directors for the Asian and Pacific Islander Caucus for Public Health (APIC), an organization affiliated with the American Public Health Association. Dr. Kue served as a reviewer for federal and state grant applications and manuscripts for public health, nursing, and refugee studies journals. Her service for the University included serving as Faculty Advisor for the Global One Health initiative (GOHi) and Healthy Asian Youth – U. She also served as a college liaison on multiple, university-wide committees focused on global health. The CON APT Committee; Dr. Usha Menon, Dean of CON; Dr. Charles Lockwood, VP for USF Health; Provost Ralph Wilcox and President Steven C. Currall (prior to his retirement) all concur to recommend Dr. Kue for tenure at the rank of Associate Professor.

USF Board of Trustees Meeting – August 10, 2021

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Tenure Nominations as a Condition of Employment

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MORSANI COLLEGE OF MEDICINE

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Alexander Staruschenko, PhD

Dr. Staruschenko joined USF Health, Morsani College of Medicine (MCOM) on August 2, 2021 as Professor with the Department of Molecular Pharmacology & Physiology. He will also serve as Director for the Hypertension Research Kidney Center. Dr. Staruschenko is an international leader in molecular and cellular mechanisms of hypertension as well as kidney and cardiovascular diseases. He comes to USF from the Medical College of Wisconsin (MCW), Milwaukee, where he served as a tenured Professor with the Department of Physiology. He began his academic career as Assistant Professor at MCW and was promoted to Associate Professor and then full Professor. Dr. Struschenko serves as a Biomedical Laboratory Research Development/Clinical Science Research Development Non-Clinical Investigator with the Clement J. Zablocki VA Medical Center in Milwaukee. Dr. Staruschenko earned a PhD from the Institute of Cytology, Russian Academy of Sciences, St. Petersburg, Russia in 2003. He earned a Doctor of Science degree from the Institute of Cytology in 2010. Dr. Staruschenko completed a Research fellowship in Renal Physiology at the University of Texas Health Sciences Center at San Antonio, TX in 2006. He completed the Leadership Academy at the Medical College of Wisconsin, and the University of Wisconsin-Milwaukee Sheldon B. Lubar School of Business Executive Program in 2020. Dr. Staruschenko has secured extramural funding from both federal (NIH and VA) and private funding sources. He is currently the principal investigator on a $2,406,865 NIH/NHLBI R35 Outstanding Investigator Award, and a VA Merit Award. He currently has 12 extramural research awards totaling $5.5 million, and serves as PI on 10 of them. He is a successful mentor to students, and sits on numerous national societies, editorial boards, and multiple study sections of the NIH, VA, and DOD. The MCOM APT Committee; the Department of Molecular Pharmacology and Physiology Chair; Dr. Charles Lockwood, VP for USF Health; Provost Ralph Wilcox and President Steven C. Currall (prior to his retirement) all concur to recommend Dr. Staruschenko for tenure at the rank of Professor.

USF Board of Trustees Meeting – August 10, 2021

Agenda Item: c.

USF Board of Trustees
August 10, 2021

Issue: USF Emergency Regulation E-USF6.0021 Student Code of Conduct

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Proposed action: Amendment to Regulation 6.0021 Student Code of Conduct

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Executive Summary:

Formal adoption of the amendments incorporated in Regulation E-USF6.0021:

Regulation E-USF6.0021 was adopted as an Emergency Regulation under the Board of Governors Guidelines for Emergency Regulations (BOG Regulation and Development Procedures) to comply with the requirements set forth in *Florida Statute, Chapter No. 2021-159.*effective July 1, 2021. As required by the BOG Procedures, to transition the Emergency Regulation to a formal Regulation effective until amended or repealed, the University has followed the formal promulgation process which requires final approval by the University BOT. Upon USF BOT approval, the Emergency Regulation E-USF6.0021 will become University Regulation USF6.0021.

Financial Impact: N/A

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Strategic Goal(s) Item Supports: Goal One: Well-educated and highly skilled global citizens through our continuing commitment to student success.
BOT Committee Review Date: BOT ACE Committee: August 10, 2021
Supporting Documentation Online (*please circle*): <u>Yes</u>   **No**
Prepared by: Patsy Ciaccio, Office of the General Counsel, 813-974-1661

Student Code of Conduct Revisions
Fall 2021

Danielle McDonald, AVP/Dean of Students

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Summary of changes

*The Regulation was adopted as an Emergency Regulation July 1 to comply with the BOG requirements for implementing HB233.

- At this time, as per BOG Emergency Regulation process, the Regulation must complete the normal Promulgation which includes formal BOT approval.
- These changes will ensure consistency with USF Policy 0-004 and HB233.

*Technical Changes

- Grammar and typo changes
- Office name changes
- "under the jurisdiction of Policy 0.004" was updated to "under jurisdiction of Title IX of the Education Amendment of 1972".

Clarifications or additions to charges

- Sexual assault and sexual offenses updated to specify forcible rape, forcible sodomy, and forcible fondling which were under the umbrella of sexual assault (Policy 0.004)

- Separated charge of Sex Offenses, Non-Forcible of incest and statutory rape (Policy 0.004)

- Dissemination added to Unauthorized Access and/or Use (HB233)

Due Process and Notification

- Written Notice – specifies that written notice goes to the email address on file with the university (HB233)

- Official USF email address for students and on file with University for student organizations (HB233)

- If student is under 18, written notice is sent to parent or guardian (HB233)

- Students have the right to presumption that no violation occurred, and the burden of proof is on the university (HB233)

- Deadlines updated. Written notice sent no later than 10 days prior to formal hearing and 15 days for Title IX cases (BOG and HB233)

- Added that complainants may be noticed to attend informational meetings in certain cases

Advisors:

- Advisor definition updated to "accompany the party to meetings related to the Student Conduct Process" (HB233)

- Advisor allowed to be present at all aspects of the student conduct process, but not testify for the student.   (HB233)

- Expands advisor ability to cross examine in non-Title IX cases as well as Title IX cases. (HB233)

Witnesses

- Names provided 5 days prior to formal hearing

- Witness statements submitted at least 5 days prior to formal hearing

- Witness statements may not be solely relied upon for determining responsibility

Expungement Process Updates

- Clarified that expungement will only be considered if the student has only had one violation during their enrollment

- Provide guidance to those graduating prior to the one year timeline

- Clarified that any behavior related to sexual assault, harassment, stalking or sexual exploitation would not be eligible for expungement

- Any incident that occurred within the last 30 calendar days would not be eligible

Questions

UNIVERSITY of
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REGULATION

Number:	**E-USF6.0021**
Title:	**Student Code of Conduct**
Responsible Office:	**Student Success**

Date of Origin: 9-23-85   Date Last Amended: 8-14-20 (Amended)   Date Last Reviewed: 8-14-20

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3 *Effective Date and Changes to the Regulation: This Regulation E-USF6.0021 has been adopted as*
4 *an Emergency Regulation under the Board of Governors Guidelines for Emergency Regulations*
5 *(BOG Regulation and Development Procedures) to comply with recent Florida Statute, Chapter*
6 *No. 2021-159.*
7 *The Regulation E-USF6.0021 will replace USF6.0021 and will be effective July 1, 2021 for up to 90*
8 *days pending final adoption at the conclusion of the full promulgation period. The Regulation will*
9 *remain in effect until repealed or amended to respond to comments, new information and changing*
10 *conditions. Substantive amendments to the Regulation will be communicated through the*
11 *University's established promulgation process. (Policy 0-001 Regulation and Policy Development).*
12
13 **I.   PURPOSE AND INTENT**
14
15 Student Conduct and Ethical Development (further referred to as "SCED" (formerly SRR) supports the
16 goals, mission, values, and visions of the University of South Florida ("University" or "USF") by
17 promoting responsibility and adherence to the standards of behavior outlined in this Regulation
18 ("Student Code of Conduct" or "Code").
19
20 SCED collaborates with the USF community to advocate for a safe environment that promotes personal
21 accountability and supports student success. SCED facilitates educational opportunities through
22 meaningful interactions with students to encourage their academic, emotional, and professional
23 development. The goal of SCED is to create environments that empower students to engage as ethical
24 citizens in a diverse global society.
25
26 **II.   STATEMENT OF REGULATION**
27
28 The USF President has designated SCED, or designee, to administer and maintain this Regulation
29 ("Student Code of Conduct" or "Code"). The Student Code of Conduct describes standards of behaviors
30 that are counteractive to the goals and mission of the University and the process for how the University will

1

31 hold students and student organizations accountable to these standards of behavior.

32

III.   STANDARDS OF BEHAVIOR

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35 Students and student organizations are responsible for knowing the information, policies, and
36 procedures outlined in the Code. There is an expectation that students and student organizations adhere
37 to the following standards of behavior.

38
39

Commitment to Honor

41 The Code supports and seeks to put into practice the USF Commitment to Honor. As an ethical
42 community, USF is dedicated to the ideals of excellence in student development, academic learning,
43 scholarship, and research. Each member of this community is expected to accept and live these
44 commitments:

45   1. I resolve to maintain honor and integrity of the university community in pursuit of student
46   development, academic learning, scholarship and research.
47   2. I resolve to respect the dignity and intrinsic value of all persons.
48   3. I resolve to contribute to the progress and greater good of the community.
49   4. I resolve to strive for excellence and discovery for myself, others, and the University.

50

Academic Disruption

52 Disruptive students in the academic setting hinder the educational process. Instructors have the primary
53 responsibility for managing the classroom environment whether in person or online in accordance with
54 USF 3.025 Disruption of Academic Process. The Disruption of Academic Process Regulation provides
55 the steps an instructor may take to immediately address a student disrupting a class or academic setting
56 including restricting a student from class. If a student disrupts the classroom or academic setting, the
57 instructor should submit a report in writing using the Student Conduct and Ethical Development
58 Referral Form. References to "instructor" include course instructors, faculty, administrators, and staff.

59

Amnesty

61 *Medical*

62 The University encourages students to seek emergency medical assistance when faced with an alcohol
63 and/or drug-related emergency and in any situation where a reasonable person believes medical
64 treatment to be appropriate. Students who seek or receive emergency medical assistance for themselves
65 or students who seek assistance for another student experiencing an emergency related to the
66 consumption of alcohol and/or drugs may qualify for amnesty. Any student who qualifies for amnesty
67 under the USF 30-004 Medical Amnesty (Student Reporting) Policy, may not be charged with violations
68 of the Student Code of Conduct as those conduct violations relate to the consumption and/or   use of

2

69 alcohol and/or drugs. Although students who qualify for amnesty may be exempt from the Student
70 Conduct Process, they may be required to complete educational measures.
71
72 *Hazing*
73 A student may not be charged with a violation of the Code if the student establishes that, before medical
74 assistance or law enforcement arrived on the scene of the hazing event, the student rendered aid to the
75 hazing victim(s) and establishes all of the following:

76   1. The student was present at an event where, as a result of hazing, an individual appeared to need
77   immediate medical assistance.
78   2. The student was the first individual to call 911 or USF Police to report the need for immediate
79   medical assistance.
80   3. The student provided their own name, the address where the immediate medical assistance was
81   needed, and a description of the medical issue to the 911 or USF Police dispatcher at the time
82   of the call.
83   4. The student remained at the scene with the individual in need of immediate medical assistance
84   until such medical assistance or law enforcement arrived and that the student cooperated with
85   such personnel at the scene of the incident.

86 For more information about hazing and hazing amnesty, reference 6.0023 Prohibition of Hazing
87 Regulation.
88
89 **IV.   APPLICABILITY & AUTHORITY**
90
91 The University of South Florida is one institution with branch campuses. An incident will be referred to
92 the campus where the incident occurred or as designated by the director of SCED, or designee.
93
94 Students and student organizations are responsible for having read and abiding by the standards of
95 behaviors of the Code. The University reserves the right to make changes to the Code as necessary. The
96 most   updated   version   of   all   USF   policies   and   regulations   can   be   found   at
97 http://regulationspolicies.usf.edu.
98
99 The Code and Student Conduct Process apply to the behaviors of any student and student organization
100 regardless of location or forum that are inconsistent to the goals and mission of USF. This includes (1)
101 conduct that may present a danger or threat to the health and/or safety of students or others, (2) conduct
102 that adversely affects the University community and/or the pursuit of its mission, (3) and/or conduct
103 that violates state or federal laws. Students and student organizations are responsible for their guests and
104 may be held accountable for their guests' behavior.
105
106 The Student Conduct Process is educational and designed to address student and student organization
107 behavior; therefore, the University will address any alleged violations of the Code independently of any

3

108 criminal or civil court process. The Student Conduct Process may be carried out prior to, concurrently
109 with, or following civil or criminal proceedings. Determinations made or sanctions(s) imposed as a result
110 of the Student Conduct Process will not be subject to change because criminal charges were dismissed,
111 reduced, or resolved in favor of the charged student. The University is not required to postpone the
112 Student Conduct Process pending the outcome of any civil or criminal case. Student conduct cases that
113 may result in suspension or expulsion must be resolved prior to the awarding of any degree or certificate.

114 **V.   DEFINITION OF TERMS**

115

116 **Administrative Hold** – A restrictive hold placed on a student's record at any point in the Student

117 Conduct Process to assure compliance with sanctions or pending the resolution of conduct matters.

118 This hold may impact the ability of a student to register for courses, request academic transcripts, and

119 receive a degree and diploma.

120

121 **Advisor** – Any individual chosen by the charged student, student organization, and complainant to
122 accompany the party to meetings related to the Student Conduct Process. ~~and to advise the party on the~~
123 ~~process. For cases under the jurisdiction of Policy 0-004, an advisor will conduct cross-examination for~~
124 ~~the party at the Formal Hearing; further, the University will appoint an advisor to a party for the purpose~~
125 ~~of cross-examination if one is not chosen by the party.~~

126

127 **Charge(s)** – Alleged violation(s) of the Student Code of Conduct.

128

129 **Charged Student** – Any student who has allegedly violated the Student Code of Conduct. This term may
130 also refer to a student identified as a respondent as defined in USF Policy 0-004.

131

132 **Complainant** – Any individual who may have been the subject of sexual harassment, stalking, or
133 violence by the charged student. This may not be the individual who reported the violation(s). This term
134 may also refer to a student identified as a complainant as defined in USF Policy 0-004.

135

136 **Conduct Standing –** A student's status related to University conduct.

137

138 **Day** – A day when the University is open for regular business operations. This excludes Saturday,
139 Sunday, legal/University administrative holidays or when the campus is closed for business. For emailed
140 correspondence, the day of delivery is not included in a designated time period.

141

142 **Hearing Officer** – University official, as determined by the Director of SCED, or designee, authorized
143 to make decisions about alleged violations of the Student Code of Conduct.

144

145 **Impact Statement** – A written statement provided by the charged student and complainant that
146 explains how the incident has impacted their personal and educational experiences. These statements

4

147   may be considered in cases of alleged sexual harassment, stalking, and violence.

148

149   **Interim Suspension –** An immediate temporary separation from the University. Conditions may
150   include restriction from University premises and participation in academic endeavors, and/or other and
151   University-related activities. Interim suspensions will be expedited through the Student Conduct Process.

152

153   **May** – Is used in the permissive sense.

154

155   **Member of the University Community** – Any individual who currently employed by the University,
156   any student of the University, and any third party working on University premises or any participant in
157   a University-sponsored program or activity regardless of the location of the program or activity.

158

159   **Policy** – All written and published policies and regulations of the University. Reference USF Regulations
160   and Policies for specific policies and regulations.

161

162   **Preponderance of the Evidence** – The evidence/information presented supports the finding that it is
163   more likely than not that the conduct violation occurred. This standard is used in adjudicating all cases
164   through the Student Conduct Process.

165

166   **Student** – Student is an individual admitted, enrolled, or registered for any University course or program,
167   regardless of the medium of the course or program, or degree-seeking status, or when not enrolled or
168   registered for a particular term, who is eligible to enroll in future terms without seeking readmission. A
169   student who withdraws, is academically dismissed after allegedly violating the Student Code of Conduct,
170   or has a continuing relationship with the University is still considered a student. For the purpose of this
171   Regulation, the term "student" may be interchangeable with "student organization" when the term
172   "student organization" is not directly specified.

173

174   **Student Organization** – A student group that is officially registered or recognized by the University,
175   including, but not limited to, political groups, social groups, honor and professional societies, fraternities
176   and sororities, and sport clubs.

177

178   **Temporary Restrictions** – Actions that SCED may take upon receipt of an incident report or during the
179   Student Conduct Process. These actions may include, but are not limited to, interim suspension, a
180   removal from on-campus housing, no contact orders, restrictions from clubs, events, and organizational
181   activities, and/or restrictions from specific areas on University premises. Temporary restrictions may be
182   amended or lifted throughout the Student Conduct process.

183

184   **Transcript Overlay –** Notation on a student's academic transcript that states the student is not in good
185   conduct standing resulting from suspension or expulsion.

186

5

187   **University** –All campuses of the University of South Florida.

188

189   **University Activity or University Program** - Any function or event that is hosted, sponsored, or

190   organized by any University member when acting in their official capacity, group, or organization,

191   including but not limited to, student organizations. This includes, but is not limited to, coursework and

192   other academic activities, education abroad, field trips, retreats, social events, philanthropies, and

193   community service events.

194

195   **University Conduct Board** - A panel of faculty, staff, and students who have been trained to participate

196   in the adjudication of student conduct cases.

197

198   **University Official** – Any individual the University employs, contracts, or appoints to perform assigned

199   teaching, research, administrative, professional, or other responsibilities (e.g. faculty, staff,

200   administrators, student staff, USF Police).

201

202   **University Premises** – Any building or property owned or controlled by the University within the same

203   reasonably contiguous geographic area and used by the University in direct support of, or in a manner

204   related to, the University's educational purposes, including residence halls; and any building or property

205   that is within or reasonably contiguous to that previously described in this paragraph that is owned by

206   the University, but that is controlled by another individual, is frequently used by students, and supports

207   University purposes (e.g., a food or other retail vendor).

208

209   **Will** – Is used in the imperative sense.

210

211   **Witness** – An individual with direct knowledge about or involvement in an alleged violation of the

212   Student Code of Conduct.

213

214   **Written Notice** –Communication regarding the student conduct process sent to the charged student or

215   student organization, and in specific cases the complainant, by e-mail to their official University of South

216   Florida e-mail address, which will be SCED's primary means of communication with students. The

217   delivery of written notice through the official University email will constitute full and adequate notice

218   under the Code. Students are responsible for all communications delivered to their University email

219   address. Written notice to student organizations will be sent to the email address on file with the

220   University. If the student is under 18 years of age, written notice will be sent to the student's parent or

221   guardian.

222

223   **VI.**   **CONDUCT VIOLATIONS**

224

225   The behaviors outlined below are prohibited by this Regulation. The following conduct violations are

226   broadly defined and are not exhaustive in terms.

6

227

228 **Aiding and Abetting** - The prompting, facilitating or encouraging of others to violate standards of
229 behavior.

230

231 **Alcohol**

1. Possession or consumption of alcohol when under the legal drinking age as defined by Florida
    law.
2. Unlawful sale, distribution, and/or manufacturing of alcohol.
3. Public consumption and/or intoxication according to local ordinance.
4. Hosting or sponsoring a gathering at which the underage consumption of alcohol may or has
    occurred.
5. Control or operation of any mode of transportation while impaired by alcohol.
6. Use and/or possession of devices with the intent to use for rapid or excessive consumption of
    alcohol, including but not limited to funnels, ice luges, and beer bongs.
7. Possession and/or use of kegs, coolers, party balls and/or other common source containers.
8. Reporting to class, an organizational meeting or other University event that is specific to the
    educational mission while under the influence of alcohol.
9. Failure to abide by 30-023 Alcohol Policy and all University protocols, state, and federal laws
    regarding alcohol.

246

247 **Bribery** – Offering or accepting a bribe or inducement that would impinge upon or compromise the
248 integrity of academic work, student performance, or the unbiased and professional duty of faculty, staff,
249 or students of the University.

250

251 **Complicity** – To be associated with a violation of any University policy or regulation including, but not
252 limited to, failure to remove oneself from the area or incident where a violation is being committed or
253 attempted.

254

255 **Damage to Property** - Destruction or vandalism of University buildings or property, private property,
256 and/or personal property.

257

258 **Dating Violence –** Violence, on the basis of sex, committed by a person, who is in or has been in a
259 social relationship of a romantic or intimate nature with the complainant. The existence of such a
260 relationship shall be determined based on the complainant's statement and with consideration of the
261 length of the relationship, the type of relationship, and the frequency of interaction between the persons
262 involved in the relationship. For the purposes of this definition, dating violence includes, but is not
263 limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts
264 covered under the definition of domestic violence.

265

266 **Disruptive Conduct**

7

267   1. Actions and/or behaviors that disrupt, disturb, impair, or interfere with the processes and/or
268   functions of the University or the rights of members of the University community.
269   2. Actions and/or behaviors that disrupt, disturb, impair, or interfere with the academic
270   environment, and/or failure to abide by USF 3.025 Disruption of Academic Process.
271   3. Actions and/or behaviors that disrupt, disturb, impair, or interfere with the freedom of
272   movement and speech, and/or academic freedom of any member or guest of the University
273   community.
274   4. Actions and/or behaviors that disrupt, disturb, impair, or interfere with the student conduct
275   process.
276   5. Actions and/or behaviors that are disorderly, unruly, and/or disturb the peace.
277

278 **Domestic Violence –** Violence, on the basis of sex, committed by a current or former spouse or
279 intimate partner of the complainant, by a person with whom the complainant shares a child in common,
280 or by a person who is cohabitating with, or has cohabitated with, the complainant as a spouse or intimate
281 partner, or by a person similarly situated to a spouse of the complainant under the domestic or family
282 violence laws of the state of Florida, or by any other person against an adult or youth complainant who
283 is protected from that person's acts under the domestic or family violence laws of the state of Florida.
284 To categorize an incident as domestic violence, the relationship between the respondent and complainant
285 must be more than just two people living together as roommates. The people cohabitating must be
286 current or former spouses or have an intimate relationship.
287

288 **Drugs** -Includes, but is not limited to, any narcotic, central nervous system stimulant, hallucinogenic,
289 barbiturate, or other substance treated as such.

290   1. Misuse or illegal possession of a regulated or controlled substance.
291   2. Manufacturing, distributing, selling, or attempting to obtain any controlled substance that is
292   prohibited by law.
293   3. Un-prescribed use, possession, distribution, selling, or attempting to obtain any prescription
294   drug (one's own or another's) that is prohibited by laws.
295   4. Possession of paraphernalia used for the consumption and/or use of drugs that may include, but
296   not limited to bongs, hookahs, rolling papers, baggies, scales, and pipes.
297   5. Knowingly inhaling or ingesting a substance (e.g. nitrous oxide, glue, paint, etc.) that may alter
298   a student's mental state.
299   6. Control or operation of any mode of transportation while impaired by a regulated or controlled
300   substance.
301   7. Reporting to class, an organizational meeting or other University event that is specific to the
302   educational mission while under the influence of drugs.
303   8. Failure to abide by 0-610 Drug-Free Workplace Policy and all University protocols, state, and
304   federal laws regarding drugs.

8

305 **Failure to Comply** – Failure to comply with an official request or directive of a University Official
306 acting within the scope of their assigned duties. Failure to identify oneself or produce USF identification
307 upon request by a University Official.

308

309 **False Information**

310   1. Knowingly withholding related information or making a false or misleading oral or written
311   statement to the University and/or any University Official.
312   2. Unauthorized alteration, possession, purchase, forgery, or misuse of any document, record, or
313   instrument to be used as identification or as part of a request for support or excuse from
314   academic assignment or other University service. The University has the right to authenticate or
315   research the reliability of any document provided by a student.
316   3. Knowingly providing false or misleading information during proceedings under the Student
317   Code of Conduct, including knowingly submitting a false complaint for any University process.
318   4. Failure to provide complete and accurate responses to the prior conduct section of the
319   admissions application.

320 **Fire and Safety**

321   1. Inappropriate activation of any emergency warning equipment or the false reporting of any
322   emergency.
323   2. Removing, damaging, interfering, or tampering with any fire safety equipment (e.g. smoke
324   detectors, sprinklers, fire alarms).
325   3. Failure to evacuate during a fire alarm in any University facility or at any University event.
326   4. Engaging in action(s) that cause or attempt to cause a fire or explosion including but not limited
327   to the release of chemicals or substances that can cause harm to another individual's health.

328

329 **Gambling** – Engaging in or offering games of chance for the exchange of money or other gain that may
330 be in violation of Florida laws.

331

332 **Harassment** – Conduct that creates an unsafe, intimidating, or hazardous situation that interferes with
333 the ability of a student or employee to study, work, or carry out University functions and are not
334 protected by freedom of expression.

335   1. Repeated and/or severe aggressive behaviors, including bullying/cyber-bullying, that intimidate
336   or intentionally harm or control another individual physically or emotionally.
337   2. Failure to abide by 0-007 Diversity and Equal Opportunity: Discrimination and Harassment
338   Policy and all University protocols and federal/state laws regarding discrimination.

339 **Hazing** - Any action or situation that recklessly or intentionally endangers the mental or physical health
340 or safety of an individual(s) for purposes of initiation and/or admission into, or association with and/or
341 the perpetuation or furtherance of a tradition or ritual of any recognized student organization or non-
342 affiliated organization. The consent or permission of the individual(s) does not eliminate responsibility.

9

343   1. Hazing includes, but is not limited to pressuring or coercing an individual(s) into violating state
344   or federal laws; any brutality of a physical nature, such as whipping, beating, branding, exposure
345   to the elements, forced consumption of any food, liquor, drug, or other substance, or other
346   forced physical activity that could adversely affect the physical health or safety of an individual(s);
347   or any activity that would subject an individual(s) to extreme mental stress, such as sleep
348   deprivation, forced exclusion from social contact, forced conduct that could result in extreme
349   embarrassment, or other forced activity that could adversely affect the mental health or dignity
350   of an individual(s). Additionally, any hazing that results in permanent and/or serious bodily injury
351   or death.
352   2. Soliciting an individual(s) to commit or is actively involved in the planning of any act of hazing.
353   3. Failure to abide by 6.0023 Prohibition and Prevention of Hazing Regulation and all University
354   protocols, state, and federal laws regarding hazing.

355 **Health and Safety** – Conduct non-compliant with University policies, guidelines, or directives related to
356 the health and safety of the University community.

357 **Physical Violence**

358   1. Intentional touching or striking of an individual(s) against their will, or any action causing or
359   attempting to cause potential damage, injury, or harm. This includes, but is not limited to,
360   punching, slapping, scratching, or striking with one's body or with any object.
361   2. Unintentional touching or striking of an individual(s) against their will, or any action causing or
362   attempting to cause potential damage, injury, or harm that is with conscious disregard for
363   consequences.

364 **Residence Hall Policies** – Failure to abide by any policy or regulation governing University Housing
365 (e.g. rental agreement, Resident Handbook).
366

367 **Retaliation** – Words or action(s) taken against an individual because of the individual's participation in
368 a protected activity that would discourage a reasonable person from engaging in a protected activity.
369 Retaliation may include intimidation, threats, coercion, physical harm and/or adverse employment or
370 educational actions. Protected activity includes an individual's participation in the reporting, investigation,
371 and/or resolution of an alleged violation of the Student Code of Conduct. Additionally, protected activity
372 includes an individual's opposition to policies, practices and/or actions that the individual reasonably
373 believes are in violation of the Student Code of Code. Retaliation may be found even when an underlying
374 report made in good faith was not substantiated. Retaliation may be committed by the charged student,
375 the complainant, or any other individual or group of individuals.
376

377 **Sexual Assault (defined as Sex Offenses, Forcible) –** Any sexual act directed against another individual,
378 without the consent of the complainant, including instances in which the complainant is incapable of giving
379 consent.
380   Any sexual act directed against another individual, without the consent of the complainant,
381   including instances in which the complainant is incapable of giving consent.

10

382   1.   Forcible Rape: Penetration, no matter how slight, of the vagina or anus with any body part or
383   object, or oral penetration by a sex organ of another person forcibly or against that person's will
384   (non-consensually) or in instances in which the Complainant is incapable of giving consent.
385   2.   Forcible Sodomy: Oral or anal sexual intercourse with another person, forcibly or against
386   that person's will (non-consensually) or in instances in which the Complainant is incapable of
387   giving consent.
388   3.   Sexual Assault with an Object: The use of an object or instrument to penetrate, however
389   slightly, the genital or anal opening of the body of another person forcibly or against that
390   person's will or in instances in which the Complainant is incapable of giving consent.
391   4.   Forcible Fondling: The touching of the private body parts of another person (buttocks, groin,
392   breasts), for the purpose of sexual gratification, forcibly, or against that person's will (non-
393   consensually), or when the Complainant is incapable of giving consent.
394

395   1.   ~~Incest - non-forcible sexual intercourse, between individuals who are related to each other, within~~
396   ~~the degrees wherein marriage is prohibited by Florida law.~~
397   2.   ~~Statutory rape – non-forcible sexual intercourse, with an individual who is under the statutory~~
398   ~~age of consent as defined by Florida law.~~
399

400   **Sexual Exploitation –** Taking non-consensual or abusive sexual advantage of an individual for their
401   own benefit or for the benefit of anyone other than the individual being exploited, and that the conduct
402   does not otherwise constitute sexual harassment under this policy. Examples of sexual exploitation
403   include, but are not limited to:
404   1.   Sexual voyeurism (such as observing or allowing others to observe an individual undressing or
405   using the bathroom or engaging in sexual acts, without the consent of the individual being
406   observed).
407   2.   Invasion of sexual privacy.
408   3.   Taking pictures, videos, or audio recording of another in a sexual act, or in any other sexually-
409   related activity when there is a reasonable expectation of privacy during the activity, without the
410   consent of all involved in the activity, or exceeding the boundaries of consent (such as allowing
411   another individual to hide in a closet and observe sexual activity, or disseminating sexual pictures
412   without the photographed individual's' consent), including the making or posting of revenge
413   pornography.
414   4.   Prostituting another individual.
415   5.   Engaging in sexual activity with another individual while knowingly infected with human
416   immunodeficiency virus (HIV) or a sexually-transmitted disease (STD) or infection (STI),
417   without informing the other individual of the infection.
418   6.   Causing or attempting to cause the incapacitation of another individual (through alcohol, drugs,
419   or any other means) for the purpose of compromising that individual's ability to give consent to
420   sexual activity, or for the purpose of making that individual vulnerable to non-consensual sexual
421   activity.
422   7.   Misappropriation of another individual's identity on apps, websites, or other venues designed for
423   dating or sexual connections.

11

424   8.   Forcing an individual to take an action against their will by threatening to show, post, or share
425   information, video, audio, or an image that depicts the individual's nudity or sexual activity.
426   9.   Knowingly ~~solicitation~~ soliciting a minor for sexual activity.
427   10.   Engaging in sex trafficking,
428   11.   Creation, possession, or dissemination of child pornography.

430 **Sexual Harassment –** Conduct on the basis of sex/gender or that is sexual that satisfies one or more
431 of the following:
432   1.   Quid Pro Quo: A USF employee, conditions the provision of an aid, benefit, or service of the
433   University, on an individual's participation in unwelcome sexual conduct. Refer to Policy 0-004
434   Sexual Misconduct/Sexual Harassment.
435   2   Unwelcome conduct, determined by a reasonable individual, to be so severe, and pervasive, and
436   objectively offensive, that it effectively denies an individual equal access to the University's
437   education program or activity.

439 **Sex Offenses, Non-Forcible**
440   1.   Incest - non-forcible sexual intercourse, between individuals who are related to each other,
441   within the degrees wherein marriage is prohibited by Florida law.
442   2.   Statutory Rape– non-forcible sexual intercourse, with an individual who is under the statutory
443   age of consent as defined by Florida law.

444 **Stalking**- Engaging in a course of conduct directed at a specific individual that would cause a reasonable
445 individual to fear for the individual's safety, or the safety of others; or suffer substantial emotional
446 distress. For the purposes of this definition, course of conduct means two or more acts, including, but
447 not limited to, acts in which the charged student directly, indirectly, or through third parties, by any
448 action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to
449 or about an individual, or interferes with an individual's property. Reasonable person means a reasonable
450 person under similar circumstances and similar identities to the complainant. Substantial emotional
451 distress means significant mental suffering or anguish that may, but does not necessarily, require medical
452 or other professional treatment or counseling.

454 **Student Organization Misconduct** – Failure to abide by any University and/or department policy or
455 protocol governing the operation of student organizations, sport clubs, teams, etc.

457 **Technology** – Improper use of technology hardware or software including but not limited to
458 computers, e-mail, cell phones, video cameras, and drones.

459   1.   Unauthorized downloading or facilitating others to download copyrighted music, films, and
460   other documents without authorization.
461   2.   Non-consensual recording of wire, oral, or electronic communication acquired by any device
462   when such communication is uttered by an individual exhibiting an expectation that such

12

463   communication is not subject to interception under circumstances justifying such expectation
464   (i.e. an individual has a reasonable expectation of privacy).

465   3.   Failure to abide by Policy 0-502 Appropriate Use of Information Technology Resources.

466   4.   Failure to abide by Policy 6-036 Unmanned Aircraft (Drone) Operations.

467

468   **Theft** – Taking, attempting to take, or keeping in its possession property or services not belonging to the
469   individual.

470

471   **Threats of Violence** - A threat by word or act to do violence to an individual(s).

472

473   **Unauthorized Access and/or Use**

474   1.   Unauthorized access or entry to University facilities or any property of any member of the
475   University community without permission.
476   2.   Duplication or use of University keys or access cards without permission.
477   3. Accessing, duplicating, photographing, altering, disseminating, and/or misusing any University
478   material (including University intellectual property), files document or record, computer records,
479   software, data files, and similar entities owned or maintained by any member of the University
480   faculty, administration, staff or student body.
481   4. Misuse of the official University brand to include, but not limited to the logo, mark, monogram,
482   seal, or other graphic identity symbol.

483

484   **University Policy and/or Local Ordinance, State, or Federal Law (as determined by the**
485   **University)** – Failure to adhere or abide by policies, including but not limited to, local ordinance, state
486   law or federal law. Adjudicating by an outside entity is not a prerequisite to a determination of
487   responsibility by the University.

488   **Weapons, Firearms, or Explosive Devices** – The illegal possession, storage, use or sale of any
489   weapon (lethal or non-lethal), firearm, ammunition, or any incendiary, explosive or destructive device.
490   This includes, but is not limited to, fireworks, switchblade knives, air soft guns, dangerous chemicals,
491   corrosive and/or biological chemicals or agents as restricted by University policies and/or protocols.
492   This also covers any item used as a weapon to cause actual physical harm or threaten physical harm.
493   Reference Policy 6-009 Weapons on USF Property.

494

495   **VII.   STUDENT CONDUCT PROCESS**

496

497   **Filing an Incident Report**

498   A student and student organization's conduct may be reported to SCED by any individual or entity for
499   review of a potential conduct violation(s). A report may be submitted in writing using the designated
500   referral form. Currently the form is the Student Conduct and Ethical Development Referral Form.
501   Incident reports must be submitted within six (6) months following the incident or obtaining knowledge
502   about the incident, whichever is later. Exceptions to this filing time include, but are not limited to, cases

13

503   involving sexual harassment, dating violence, domestic violence, and stalking and may include other
504   extraordinary cases, as determined by the Director of SCED, or designee.

505

506   All reported information will be reviewed by the Director of SCED, or designee, to determine
507   appropriate next steps to include, but are not limited to, further fact gathering, issuance of charges,
508   referral to another department, or an information meeting to determine resolution of the report and
509   potential conduct violations.

510

Temporary Restrictions

511

512   Temporary restrictions may be issued to ensure a safe environment that promotes personal
513   accountability and supports student success. SCED can issue temporary restrictions to any student and
514   student organization involved in an incident, regardless of whether a determination of potential
515   violations has been made. These may include, but are not limited to, interim suspension, removal from
516   on-campus housing, no contact orders, restrictions from clubs, events, and organizational activities,
517   and/or restrictions from specific areas on University premises. The student and student organization
518   will receive written notice detailing the issued temporary restrictions.

519

520   The charged student's enrollment status will remain unchanged pending the outcome of a Formal
521   Hearing, except in cases of interim suspension. The hearing outcome will indicate if enrollment status
522   will be changed between written notice of outcome of a Formal Hearing and the conclusion of an
523   Appeal, if applicable.

524

Issuance of Charges

525

526   The Director of SCED, or designee, will review the incident report to determine if further fact gathering
527   is necessary or if sufficient information exists for the issuance of charges of violations of the Code. In
528   general circumstances, a review of the incident report will be completed to make a determination to issue
529   charges ~~or to conduct further fact gathering, if necessary,~~ within fifteen (15) days of receipt of the
530   incident report <u>unless further fact gathering is determined necessary by the Director of SCED, or</u>
531   <u>designee</u>.

532

533   If sufficient information exists, the student and student organization will receive written notice of
534   charges. The written notice will include date, time, and location of the Informational Meeting, as well as
535   the specific charges of violations of the Code, a brief description of the allegation(s), an invitation to
536   attend an informational meeting, and any other detail to prepare for the Student Conduct Process.

537

Informational Meeting

538

539   The charged student or student organization<u>, and in specific cases, complainant will</u> be invited to attend
540   an Informational Meeting with a Hearing Officer. An informational meeting is an opportunity for the
541   Hearing Officer to explain the Student Conduct Process, due process rights, allegations and charges, and
542   review all available information supporting the charges of violations of the Code. Following the

14

543 Informational Meeting, the Hearing Officer may collect additional relevant information regarding the
544 incident. The charged student or student organization, and in specific cases, complainant will receive
545 written notice of and be provided the reasonable opportunity to review any relevant information
546 gathered after the Informational Meeting prior to resolution. a Resolution Agreement or Formal Hearing.
547 This is a private meeting and will be closed to spectators, unless otherwise specified (e.g. advisor).

548

549 A student or student organization, and in specific cases, complainant has up to three (3) days after the
550 Informational Meeting to choose a resolution option. If the charged student or student organization fails
551 to select a resolution option, SCED will proceed with scheduling a Formal Hearing. The type of Formal
552 Hearing forum will be determined by the Director of SCED, or designee, based on the severity of
553 charges, information gathered, and/or possible sanctions (e.g. suspension/expulsion).

554

555 If the charged student or student organization, and in specific cases, complainant fails to attend or re-
556 schedule an informational meeting, they will have waived their opportunity to participate in an
557 Iinformational Mmeeting, and SCED will proceed with scheduling a Formal Hearing. The type of Formal
558 Hearing forum will be determined by the Director of SCED, or designee, based on the severity of charges
559 and/or possible sanctions (e.g. suspension or expulsion).

560

561 **Due Process Rights**

562

563 *Charged Student/Student Organization*

564 The charged student and student organization has the following rights during the Student Conduct
565 Process:

566   1. Written notice of the charges and allegations
567   2. A fair and impartial hearing.
568   3. The right to presumption that no violation occurred. The burden of proof is on the
569   University, and the standard of proof is the preponderance of the evidence.
570   4. To be accompanied by an advisor of their choice and expense throughout the Student
571   Conduct Process. For cases under the jurisdiction of Title IX of the Education
572   Amendments of 1972, the University will appoint an advisor for the purpose of cross-
573   examination during a Formal Hearing, if one is not chosen.
574   5. The opportunity to review all available information supporting the charges of violations of
575   the Code, including all known witnesses who have or may provide information prior to
576   resolution.
577   6. The opportunity to present relevant information and witnesses at the Formal Hearing.
578   7. To not provide self-incriminating testimony. Invoking the right against self-incrimination
579   will not be considered as a negative factor in the decision of the Hearing Officer or Hearing
580   Body.
581   8. The opportunity to question witnesses and in specific cases, complainants in accordance
582   with the Formal Hearing procedure.

15

583   9. To receive written notice of the outcome of the Formal Hearing within five (5) days of the
584   hearing.
585   10. To submit a written appeal (*See Appeal*).
586

587   *In addition to the above, a charged student has the following rights in cases of alleged sexual harassment, stalking, and*
588   *violence:*

589   1. The ability to request alternate arrangements for participation in the Formal Hearing via audio or
590   live-video from another location, and/or to participate in a manner that avoids direct contact
591   with the complainant as long as such participation does not infringe on the charged student's
592   right to question the complainant during the Formal Hearing or infringe on the implementation
593   of Formal Hearing procedure.
594   2. To submit a written impact statement in advance of the Formal Hearing.
595   3. To not have prior sexual history considered, except for the testimony offered by the complainant
596   or respondent about their shared sexual history that the panel deems relevant, when determining
597   if a conduct violation has occurred.

598   *Complainant*

599   A complainant has the following rights during the Student Conduct Process:

600   1. Written notice of the charge(s) and allegations.
601   2. A fair and impartial hearing.
602   3. To be accompanied by an advisor of their choice and expense throughout the Student Conduct
603   Process. For cases under the jurisdiction of Title IX of the Education Amendments of 1972Policy
604   0-004, the University will appoint an advisor for the purpose of cross-examination during a Formal
605   Hearing, if one is not chosen.
606   4. The opportunity to review all available information supporting the charges of violations of the
607   Code, including all known witnesses who have or may provide information prior to resolution.
608   5. The opportunity to present relevant information and witnesses at the Formal Hearing.
609   6. To not provide self-incriminating testimony. Invoking the right against self-incrimination will
610   not be considered as a negative factor in the decision of the Hearing Officer or Hearing Body.
611   7. The opportunity to question witnesses and the charged student in accordance to the Formal
612   Hearing procedure.
613   8. To receive written notice of the outcome of the Formal Hearing within five (5) days of the
614   hearing.
615   9. To submit a written appeal (*See Appeals*).
616   10. The ability to request alternate arrangements for participation in the Formal Hearing via audio or
617   live-video from another location, and/or participate in a manner that avoids direct contact with
618   the charged student as long as such participation does not infringe on the complainant's right to
619   question the charged student during the Formal Hearing or infringe on the implementation of
620   Formal Hearing procedure.
621   11. To submit a written impact statement in advance of the Formal Hearing.

16

622   12. To not have prior sexual history considered, except for the testimony offered by the complainant
623   or respondent about their shared sexual history that the panel deems relevant, when determining
624   if a conduct violation has occurred.

625   *Advisor*

626   The charged student, student organization, and in specific cases, complainant (unless the conduct
627   violation is under the jurisdiction of Title IX of the Education Amendments of 1972Policy 0-004) may be
628   accompanied by an advisor of their choice and expense throughout the Student Conduct Process with the
629   following guidelines:

630

631   1. The advisor cannot have a potential conflict of interest between the University and/or the case
632   or create an unreasonable conflict with the fair administration of the Student Conduct Process.
633   For example, the advisor cannot serve in any other role, including as a witness, an investigator,
634   decider of fact, hearing officer, member of a committee or panel convened to hear or decide the
635   charge or any appeal.
636   2. The advisor may be present to advise the student and may participate in all aspects of the
637   proceeding but shall not testify for the student. not speak on behalf of, present the case for,
638   serve as a witness, or otherwise participate directly in the Student Conduct Process. If the advisor
639   is an attorney an advocate or legal representative, they must adhere to the same guidelines as any
640   other advisor.
641   3. It is the student, student organization, and complainant's responsibility to make appropriate
642   arrangements for their advisor to accompany them throughout the Student Conduct Process.
643   The conduct process will not be delayed due to scheduling conflicts of the chosen advisor.
644   4. The advisor may be dismissed from the Student Conduct Process for failure to adhere to the
645   parameters of their role. This dismissal will not affect the process and all proceedings will
646   continue.

647

648   In cases under the jurisdiction of Title IX of the Education Amendments of 1972,Policy 0.004, the
649   charged student, student organization, and complainant may be accompanied by an advisor of their
650   choice* throughout the Student Conduct Process. The following pertains to the role of the advisor in
651   these specific cases.

652

653   The advisor must conduct cross-examination of the charged student, student organization, complainant,
654   and witness(es). If the charged student, student organization, or complainant does not have an advisor
655   of their choosing present at the Formal Hearing, the University shall appoint an advisor of the
656   University's choosing for the sole purpose of conducting cross-examination. The University cannot
657   guarantee the appointed advisor will be equal to the chosen advisor of the charge student, student
658   organization, or complainant. Specifically, should the charge student, student organization, or
659   complainant's chosen advisor be an attorney, the University is not obligated to appoint an advisor who
660   is an attorney. A party may reject the University's appointment of an advisor, but they may not proceed
661   without an advisor.

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662

663 If the party's advisor will not conduct the cross-examination , the University will appoint an advisor who
664 will do so thoroughly, regardless of the participation or non-participation of the advised party in the
665 hearing itself.

666

667 *Choosing an advisor who is also a witness in the Student Conduct Process creates potential for bias and conflict of interest.*
668 *A charge student, student organization, or complainant who chooses an advisor who is also a witness can anticipate the*
669 *issues of potential bias will be explored by the Hearing Officer/Hearing Body.*

670 **Resolution Options**

671 A student or student organization has the right to a resolution of any alleged violation of the Code
672 through the Student Conduct Process unless waived as outlined below. The Student Conduct Process
673 provides two resolution options. Cases involving allegations of sexual harassment, stalking, and violence
674 will be resolved by a Formal Hearing conducted by the University Conduct Board, consistent with state
675 and federal guidelines.

676

677 **Resolution Agreement**

678 (except in cases that could result in separation from the University) Available when the charged student
679 or student organization waives their right to a Formal Hearing and appeal, and requests that the Hearing
680 Officer, conducting the Informational Meeting, determine the findings and applicable sanctions. The
681 Hearing Officer reserves the right to collect additional relevant information to make an informed decision.
682 The meeting will not be audio-recorded, and the written outcome will serve as the official record of the
683 Resolution Agreement. The student or student organization will receive written notice of the Resolution
684 Agreement within five (5) days, except in the case of extraordinary circumstances. Written notice of the
685 Resolution Agreement will include the determination regarding responsibility for conduct violations and
686 applicable sanctions.

687

688 **Formal Hearing**

689 Formal Hearings include two types of forums 1) Administrative Hearing and 2) University Conduct
690 Board.

691

692 **Administrative Hearing** - Conducted by a single Hearing Officer who serves as the Hearing Body. If the
693 charged student elects an Administrative Hearing, the charged student waives their right to the University
694 Conduct Board.

695

696 **University Conduct Board (UCB)** – Conducted by a panel which serves as the Hearing Body. The
697 UCB consists of two (2) students and one (1) faculty or staff member. A non-voting Hearing Officer
698 will moderate the hearing and be excluded from deliberations. If the charged student elects a University
699 Conduct Board, the charged student waives their right to an Administrative Hearing.
700 The panel is selected from a pool of trained students, faculty, and staff who are members of the UCB.

18

701 UCB members go through a formal recruitment, selection, and training process facilitated by SCED.

702

703 **VIII.** <u>**FORMAL HEARING PROCEDURES**</u>

704

705 **Scheduling**

706 SCED will make a good-faith effort to schedule Formal Hearings around academic class schedules
707 considering the availability of individuals involved in the hearing procedures and the normal operations
708 of SCED.

709

710 **Hearing Notice**

711 The charged student or student organization will receive written notice no later than ten (10) days prior to
712 the date of the Formal Hearing. The written notice will include date, time, and location of the hearing,
713 as well as the specific charges of violations of the Code, a brief description of the allegation(s), names of
714 witnesses to be called by the University, a list of <u>available</u> information to be used in the hearing, an outline
715 of the Formal Hearing proceeding, and the name(s) of the Hearing Officer and Hearing Body. <u>In cases</u>
716 <u>involving sexual harassment, stalking, and violence, or under the jurisdiction of Title IX of the Education</u>
717 <u>Amendments of 1972, the charged student or student organization, and complainant</u> A complainant will
718 receive similar written notice <u>no later than fifteen (15) days prior to the date of the Formal Hearing.</u> , as
719 applicable.

720

721 **Witnesses and Relevant Information**

722 The charged student or student organization can request the participation of additional witness to
723 provide relevant information during a Formal Hearing. The charged student or student organization
724 must provide the names of additional witnesses at least three five (53) days prior to the hearing to the
725 Hearing Officer. Acceptance or denial of additional witnesses is at the discretion of the Hearing
726 Officer. Character witnesses or witnesses who cannot provide relevant information regarding the
727 specific incident will not be permitted to participate in the Formal Hearing.

728

729 The charged student or student organization, and in specific cases, complainant is responsible for
730 contacting and notifying additional witnesses they request to participate in the Formal Hearing. The
731 Formal Hearing shall not be delayed due to a scheduling conflict of the witness.

732

733 In the event a witness is unable to participate in the scheduled Formal Hearing, the witness may submit a
734 written statement at least three five (53) days prior to the hearing to the Hearing Officer for
735 consideration. A late witness statement submission will not be considered. <u>The charged student or</u>
736 <u>student organization has the opportunity to</u> review and <u>respond to the written statement and may offer</u>
737 <u>information to rebut the witness statement and other information presented at the Formal Hearing.</u> The
738 charged student or student organization must be provided an opportunity to respond to the written
739 witness statement. The inability of the charged student or student organization to question a witness
740 who has provided a written statement is not a violation of the charged student or student organization's

19

741 due process rights. ~~The charged student or student organization has the opportunity to review and~~
742 ~~respond to the written statement and may offer information to rebut the witness statement and other~~
743 ~~information presented at the Formal Hearing.~~ If a submitted statement is deemed relevant, it will be
744 considered, however may not be solely relied upon for determining responsibility by the Hearing
745 Officer/Hearing Body. ~~witness fails to attend the Formal Hearing, their written statement, should one~~
746 ~~exist, will be considered by the Hearing Body.~~ Additionally, for cases under the jurisdiction of Title IX
747 of the Education Amendments of 1972, ~~Policy 0.004,~~ ~~if a witness(es) fails to appear at the Formal~~
748 ~~Hearing, the hearing may be held in their absence,~~ any~~and the~~ witness's statements given prior to the
749 Formal Hearing will not be solely relied upon for determining responsibility by the Hearing
750 Officer/Hearing Body.

751

752 The charged student, student organization, or in specific cases, complainant has the opportunity to review
753 all relevant information to be used in the Formal Hearing supporting the charges of violations of the
754 Code at least ten (10) days prior to the hearing. Relevant records, exhibits, and written statements may
755 be submitted by the charged student or student organization for review and acceptance to the Hearing
756 Officer. Acceptance or denial of information is at the discretion of the Hearing Officer. Any information
757 the charged student, student organization, or in specific cases the complainant intends to use must be
758 submitted to SCED at least five (5) days prior the Formal Hearing, except in cases under the jurisdiction
759 of Title IX of the Education Amendments of 1972, ~~Policy 0.004,~~ in which the information must be
760 submitted at least ten (10) days prior to the Formal Hearing.

761

762 **Challenging Impartiality in a Formal Hearing**

763 The charged student or student organization may challenge the inclusion of any member of the Hearing
764 Body. The challenge must be submitted in writing to the Director of SCED and must detail an actual
765 bias (such as conflict of interest) that would significantly impact their right to a fair and impartial hearing.
766 The challenge must be submitted at least five (5) days prior to the Formal Hearing. The Director of SCED,
767 or designee, will review the challenge and make a final decision that is not appealable.

768

769 **Postponements**

770 Any request to postpone a Formal Hearing must be submitted in writing to the Director of SCED as
771 least five (5) days prior to the hearing. The request must state the reason(s) for the postponement. The
772 Director of SCED, or designee, will review the request and make a final decision. The University is not
773 required to postpone the Student Conduct Process pending the outcome of any civil or criminal case.

774 **Failure to Attend**

775 If a charged student, student organization and in specific cases, complainant fails to attend a scheduled
776 Formal Hearing, the hearing will occur, and an outcome will be made in their absence.

777

778 If a witness(es)/Complainant fail to appear, statements given prior to the Formal Hearing may be reviewed
779 at the Hearing in their absence; however, the statements may not be sufficient to determine a finding of

20

780   responsibility.

781

782   **General Principles of Formal Hearings**

783   The following general principles apply to all Formal Hearings regardless of hearing forum. The charged
784   student or student organization and in specific cases, complainant will receive information that outlines
785   the Formal Hearing proceeding prior to the hearing.

    1.   Formal Hearings are private and will be closed to spectators, unless otherwise specified (e.g.
787   advisor).

788   2.   The burden of proof in a Formal Hearing is on the University. The standard of proof is the
789   preponderance of the evidence. The finding of responsible or not responsible on the charges is
790   solely based on the information presented at a Formal Hearing.

791   3.   Formal Hearings, excluding deliberations, will be recorded by audio or video. The Formal
792   Hearing may only be recorded by the University and the recording will be the property of the
793   University.

794   4.   Formal Hearings are not subject to the formal rules of evidence and procedures governing
795   criminal and civil court proceedings.

796   5.   A charged student or student organization and in specific cases, complainant have the
797   opportunity to present relevant information.

798   6.   No irrelevant information, including character statements, should be discussed or considered in
799   the Formal Hearing.

800   7.   The Hearing Officer has the discretion to limit the number of witnesses whose testimony may be
801   redundant or not in dispute.

802   8.   The Hearing Officer may limit the length of testimony and may provide advice regarding the
803   scope, direction or tone of questioning.

804   9.   For cases under the jurisdiction of Title IX of the Education Amendments of 1972~~Policy 0.004~~,
805   all cross-examination of the charged student, student organization, complainant, and witnesses
806   must be conducted directly and orally by the individual's advisor. At the Formal Hearing, before
807   the charged student, student organization, complainant, or witness can respond to a question
808   posed by an advisor, the decision-maker(s) must first determine whether the question is relevant,
809   and if not, explain the basis for disallowing the question.

810   10.   Prior student conduct may only be considered in determining appropriate sanctions.

811   11.   In cases involving multiple charged students, information presented at a Formal Hearing may be
812   used in a related case as long as all Formal Hearing procedures contained within the Code are
813   satisfied.

814   12.   The Hearing Body will make a recommendation of the decision and sanctions to the Hearing
815   Officer. The Hearing Officer may adopt or modify the recommendation of the Hearing Body. If
816   the recommendation is not adopted, the Hearing Officer will include the reason for modifying
817   the recommendation in the Formal Hearing outcome letter.

818   13.   The charged student or student organization and in specific cases, complainant will receive
819   written notice of the formal hearing outcome within five (5) days of the Formal Hearing. The

21

820   formal hearing outcome will include the determination regarding responsibility for conduct
821   violations and applicable sanctions.

822   **Interim Suspension**

823   An interim suspension is an immediate temporary separation from the University. Conditions may
824   include restriction from University premises, participation in academic endeavors, and University-
825   related activities. Interim suspensions will be expedited through the Student Conduct Process.

826   An interim suspension may be imposed at the discretion of the Vice President for Student Success, or
827   designee, to ensure one or all of the following:

828   1. The safety and well-being of members of the USF community or preservation of USF
829   property;
830   2. The student's continued presence or the student organization's continued activities, or use of
831   privileges, is likely to pose an ongoing threat, disruption or interference with the normal
832   operation of USF.

833

834   When an interim suspension is imposed, the charged student or student organization will receive written
835   notice to attend a scheduled Informational Meeting with a Hearing Officer. The written notice will include
836   date, time, and location of the meeting, as well as the specific charges of violations of the Code, a brief
837   description of the allegation(s), the conditions of interim suspension, and any other detail to prepare for
838   the Student Conduct Process.

839

840   An Informational Meeting will occur (see Informational Meeting) and the Hearing Officer will review
841   available information to determine if the interim suspension will remain, be modified, or lifted. The
842   charged student or student organization will receive written notice <u>within</u> two (2) days after the
843   Informational Meeting regarding the status of interim suspension.

844

845   If the charged student or student organization fails to attend the Informational Meeting, they will have
846   waived their opportunity to participate in the Informational Meeting, and SCED will proceed with
847   scheduling a Formal Hearing. The type of Formal Hearing forum will be determined based on the
848   severity of charges and/or possible sanctions (e.g. suspension or expulsion).

849

850   If a charged student is placed on an interim suspension, but the charged student is subsequently found
851   not responsible for the conduct violation, the University must:

852   1. Correct any record of the change in enrollment status in the charged student's permanent
853   records, and report in a manner compliant with state and federal laws, and
854   2   Refund the charged student: a pro rata portion of any charges for tuition and out of-state fees, as
855   appropriate, if the temporary revocation or suspension of the charged student's ability to attend
856   classes lasts for more than ten (10) days.

857

858   In cases where the President determines that the health, safety, or welfare of the charged student or the

                                                                                                            22

859 University community is involved, a charged student's privileges within the University, including the
860 ability to attend classes or engage in University activities, may be suspended on an interim basis.
861

862 **IX.   BASIS FOR APPEAL AND APPEAL PROCESS**

863

864 The charged student or student organization and in specific cases, complainant may appeal in writing the
865 outcome of a Formal Hearing within five (5) days of the date of the Formal Hearing outcome letter. The
866 appeal must be in writing to the Dean of Students, or designee, and the burden of proof rests with the
867 individual or organization appealing to clearly demonstrate the basis for appeal.

868 **Basis for Appeal**

869 The basis for appeal includes:

870

871   1. A violation of due process rights or failure of the University to follow the Student Conduct
872   Process established in this Code that substantially affected the outcome.
873   2. The introduction of new information that was not available and could not be presented at the
874   time of the Formal Hearing. The individual appealing must demonstrate how the new
875   information could have substantially affected the outcome. The outcomes of a criminal or civil
876   case is not considered new information for the purpose of an appeal.
877   3. The severity of sanction(s) imposed was disproportionate to the responsible conduct violations.
878   Additionally, for cases under the jurisdiction of Title IX of the Education Amendments of
879   1972Policy 0.004:
880   The Title IX Coordinator, investigators, or Hearing Officer/Hearing Body had a conflict of
881   interest or bias for or against charged students or complainants generally or the specific charged
882   student, student organization, or complainant that affected the outcome.

883

884 An appeal is not a rehearing of the conduct case and will not be accepted simply because the individual is
885 dissatisfied with the outcome of the Formal Hearing.

886

887 **Appeal Process**

888 The Dean of Students, or designee, will serve as the Appellate Officer for all appeals of the Student
889 Conduct Process. The Appellate Officer will determine if there is sufficient information to substantiate
890 the basis for appeal. If so, the Appellate Officer may either deny the appeal, therefore upholding the
891 original outcome of the Formal Hearing, or do one of the following:

892

893 If the basis of the appeal is that there was a violation of due process rights or failure to follow the Student
894 Conduct Process which would have substantially affected the outcome, and the Appellate Officer accepts
895 the appeal, the Appellate Officer may request the case be remanded for a new Formal Hearing.

896

897 If the basis of the appeal is new information that could not be presented at the time of the Formal Hearing
898 which would have substantially affected the outcome, and the Appellate Officer accepts the appeal, the

23

899   Appellate Officer may request that the case be remanded for a new Formal Hearing.

900

901   If the basis of the appeal is the severity of sanction(s) imposed was disproportionate to the responsible

902   conduct violations, and the Appellate Officer accepts the appeal, the Appellate Officer may modify the

903   sanction(s).

904

905   For cases of sexual harassment, stalking, and violence, if the basis of the appeal is the Title IX

906   Coordinator, investigators, or Hearing Officer/Hearing Body had a conflict of interest or bias for or

907   against charged students or complainants generally or the specific charged student, student

908   organization, or complainant that affected the outcome, and the Appellate Officer accepts the appeal, the

909   charged student, student organization, or complainant, and in specific cases, the Title IX Coordinator,

910   investigators, and Hearing Officer/Hearing Body will be provided a copy of the submitted appeal and

911   permitted up to five (5) days to submit a response to the Appellate Officer, if applicable. The Appellate

912   Officer may request that the case be remanded for a new investigation, Formal Hearing, or modify the

913   sanction(s).

914

915   Except as required to explain the basis of new information, the review of an appeal is limited to the record

916   of the Formal Hearing and supporting documents.

917

918   The charged student or student organization or in specific cases, complainant will receive a written notice of

919   their appeal outcome within ten (10) days of receipt of the appeal, except in extraordinary circumstance

920   as determined by the Dean of Students, or designee. The appeal outcome is the final University decision

921   and there are no further internal University appeals.

922

923   A student may seek outside judicial review pursuant to Florida Rule of Appellate Procedure 9.190(b)(3) of a

924   final University decision. If a student seeks a review with the court, a copy of the petition must also be

925   officially served to the University of South Florida Office of the General Counsel at 4202 E. Fowler

926   Avenue, CGS 301, Tampa, Florida 33620-4301.

927

928   **X.   <u>SANCTIONS</u>**

929

930   Students and student organizations found responsible for conduct violations will be assigned sanctions.

931   Sanctions will be commensurate with the responsible conduct violations considering any mitigating

932   circumstances, including but not limited to the charged student or student organization's prior conduct

933   record. Assigned sanctions may include, but are not limited to:

934

935   **Alcohol and/or Substance Use Education Sanctions** - Online educational modules, assessments,

936   and/or meeting with a staff member. The charged student or student organization is responsible for any

937   associated fee(s).

938

24

939 **Assignments/Seminar/Workshops**: Requirement to attend, present, and/or participate in an in-
940 person or online, workshop, module, and/or seminar. Written research assignments, behavioral
941 reflection papers, or other educational activities may also be a requirement. These sanctions are intended
942 to provide a student with opportunities that achieve specific learning objectives such as engaging in
943 meaningful reflection on their behavior and the impact on others. The charged student or student
944 organization is responsible for any associated fee.
945
946 **Conduct Probation**: A specified period of time when the charged student or student organization is
947 considered not in good conduct standing with the University. Conduct probation may result in
948 restrictions of privileges and/or activities which may include, but are not limited to, being prohibited
949 from participating in study abroad, serving in specific student leadership roles (e.g. resident assistant,
950 student government). Conduct probation is a period of reflection on behavior and an opportunity to
951 demonstrate satisfactory citizenship. Further conduct violations while on conduct probation may impact
952 the severity of future sanctions.
953
954 **Deferred Suspension**: A specified period of time in which suspension is temporarily withheld pending
955 completion of other sanctions by a specified deadline and the demonstration of satisfactory citizenship.
956 A student or student organization on deferred suspension is considered not in good conduct standing
957 with the University. If the charged student or student organization fails to comply with assigned
958 sanctions, the student or student organization will no longer be on deferred suspension and will be
959 immediately suspended with no further appeal.
960
961 **Expulsion**: Permanent separation from the University. The student or student organization is
962 considered not in good conduct standing permanently with the University. The charged student and
963 student organization will not have the ability to return as a student or student organization at any point in
964 time. Expulsion may include a restrictive or no trespass order for all University premises. A transcript
965 overlay will be placed on the charged student's academic transcript and an administrative hold will be
966 permanently placed on the student's account. A record of expulsion will be maintained in the student's
967 permanent conduct file in Student Conduct and Ethical Development.
968 A student assigned this sanction may forfeit tuition, housing rent and fees, and other University fees. A
969 student will be withdrawn from classes and forfeit academic credit accordingly. Students living in
970 University Housing must contact Housing and Residential Education to determine the financial impact
971 of the cancelled contract.
972
973 **Housing Restriction:** A specified period of time in which a student is restricted from living in and/or
974 visiting all USF residential facilities (which may include dining halls), including the Greek Village. If
975 applicable, a student may be financially liable for any costs associated with the restriction from living in
976 on-campus housing as outlined in the Cancellation section of the University Student Housing Agreement
977 or Greek Housing Agreement.
978

25

979   **No Contact Order:** Official directive requesting a student refrain from making contact with another
980   individual(s). Contact may include communication by telephone, in writing, electronically, by third party,
981   or in person both on and off campus.
982

983   **Restrictions**: Specific loss of privileges that may limit participation in student activities and University
984   events or access and use of University premises (e.g. athletic teams, leadership positions, certain buildings
985   and/or locations).
986

987   **Restitution**: Requirement to reimburse the University and/or an individual for the damage, destruction,
988   or vandalism of University buildings or property, private property, and/or personal property. Restitution
989   will be limited to the actual cost of repair or replacement.
990

991   **Suspension**: Separation from the University for a specified period of time. The student or student
992   organization is considered not in good conduct standing during the period of suspension with the
993   University. The student or student organization will not have the ability to return as a student or student
994   organization until the end of the suspension. Suspension may include a restrictive or no trespass order
995   for all University premises. A transcript overlay will be placed on the student's academic transcript, and
996   an administrative hold will be placed on the student's account during the period of
997   suspension. A record of suspension will be maintained in the student's permanent conduct file in
998   Student Conduct and Ethical Development.
999

1000   A student affected by this sanction may forfeit tuition, housing rent and fees, and other University fees.
1001   A student will be withdrawn from classes and forfeit academic credit accordingly. Students living in
1002   University Housing must contact Housing and Residential Education to determine the financial impact
1003   of the cancelled contract.
1004

1005   **Written Reprimand** – An official notice of conduct that is not in accordance with the University's
1006   standards of behavior. Further conduct violations may impact the severity of future sanctions.
1007

1008

1009   **XI.   <u>AUXILIARY AIDS AND SERVICES</u>**
1010

1011   Students may request reasonable accommodations as required in Section 504 of the Rehabilitation Act
1012   and the Americans with Disabilities Act. The student must be registered with the USF Student
1013   <u>Accessibility Services</u> ~~s with Disabilities Services office~~ and notify SCED in writing a minimum of three
1014   (3) days prior to a meeting or hearing.
1015

1016   **XII.   <u>PARENTAL NOTIFICATION</u>**
1017

1018   The University considers the student the primary contact for University communications and may

26

1019 restrict communication to the student only. SCED has the discretion to inform any parent or legal
1020 guardian of a dependent student under the age of 21 (as provided in Parental Notification Policy 30-
1021 020) when their student has been found responsible for a conduct violation in regard to the use or
1022 possession of alcohol or a controlled substance. A student whose parents or legal guardian are to be
1023 notified will be informed prior to such notification and given the opportunity to initiate contact with
1024 their parents, if and when possible.
1025

1026 **XIII.** **CONDUCT RECORD MAINTENANCE AND RETENTION**
1027

1028 **Maintenance**
1029   1. Student and student organization conduct records are maintained in SCED.
1030   2. All student conduct records in all formats (paper, computer, audio, etc.) resulting in formal
1031   charges will be kept in compliance with General Records Schedule GS5, but not for less than
1032   seven (7) years from the date of the last incident that the charged student or student organization
1033   was involved in that resulted in conduct charges.
1034   3. If a student is suspended or expelled, a record of a violation of University regulations and/or
1035   policies will be permanently maintained in the student's or student organization's conduct file in
1036   SCED and a record of separation may be maintained in the Office of the Registrar.
1037   4. SCED maintains all student conduct records in accordance with the Family Education Rights
1038   and Privacy Act (FERPA). SCED will abide by all laws requiring privacy with regard to the
1039   Student Conduct Process. In addition, as FERPA does not protect the names of students

1040   found responsible for crimes of violence, including forcible sex offenses, or an alleged
1041   perpetrator of a non-forcible sex offense when the allegations support a finding that a student
1042   has committed a violation of the University's rules or policies, the University may be required to
1043   release that information upon a Chapter 119 public record request.
1044   5. A student may choose to sign a release form granting SCED staff permission to discuss
1045   information related to the Student's disciplinary file with any individual that the student
1046   designates. This form is available in SCED. Although this form may provide access to
1047   information to a third party, the student remains the primary responsible party for compliance.
1048   6. Any educational institution requesting conduct information about a current or former University
1049   student is required to submit the request in writing. If a non-educational agency is requesting
1050   information, those requests must include the signature of the student granting the release of
1051   information related to the student's conduct record.
1052   7. Transcripts of recorded hearings will not be prepared or provided by the University. In cases of
1053   external legal review that may require a transcript of a recorded hearing, the student or advisor
1054   may contact the Office of the General Counsel to arrange for the preparation of the written
1055   transcript by a court reporting service on the student's behalf and at the expense of the requestor.
1056   The court reporting service will provide the transcript to the Office of the General Counsel,
1057   which will perform a confidentiality review of the transcript and redact any confidential or
1058   exempt information pursuant to state or federal law. The requestor will be responsible for the

27

1059   cost of the transcript preparation and confidentiality review.

Retention

1061   1. Records resulting in an educational sanction of expulsion or suspension from the University will
1062   be permanently maintained in SCED.
1063   2. No personally identifiable record(s) will be kept after a record has been designated for
1064   destruction. Statistical data will be maintained but all information that would identify an
1065   individual is removed.
1066   3. All paper records will be destroyed by shredding or other similar process. Computer files will be
1067   modified in a manner so that only statistical data that cannot identify an individual is kept. Non-
1068   paper information (i.e. audio recordings) will be destroyed in a manner that will ensure that the
1069   information cannot be traced to any individual or any disciplinary case.

Record Expungement

1071   Record expungement allows a student conduct record on file with SCED to be sealed. This includes all
1072   information related to the student's documentation, investigation, hearing, and disposition. In general,
1073   when completing background check inquiries, expunged records will not be reported as an incident when
1074   the student was found responsible. The student will not need to report the record based on the
1075   language/definitions of the requesting institution or agency in a background check that the incident ever
1076   occurred. The record will still be used for federal, state, and local University reporting requirements but
1077   will not be associated with the student name or student ID.
1078

Eligibility

1080   If the student has only had one disciplinary incident during their enrollment, Aa request for expungement
1081   will be available for consideration:
1082

1083   1. One year after the resolution of a conduct case or in the last term of enrollment,
1084   2. All assigned sanctions have been successfully completed,
1085   3. An expungement has not previously granted, and
1086

1087   The conduct violation(s) did not:
1088   1. Cause personal injury.
1089   2. Cause significant property damage.
1090   3. Include a drug violation that could qualify as a felony charge in the legal system.
1091   4. Disrupt the orderly operation of the University.
1092   5. Violate the firearm, explosives, dangerous chemicals, and ammunition or weaponry regulations
1093   of the University.
1094   6. Involve behavior prohibited under Title IX of the Education Amendments of 1972, or any behavior
1095   related to sexual assault, sexual harassment, stalking, and/or sexual exploitation, no matter the
1096   location of incident Violate the Sexual Misconduct/Sexual Harassment policy.

28

1097   7.   Result in a suspension or expulsion.

1098   7.8. Occur within the last 30 calendar days.

1099

Petition Requirements

1101 A student meeting the eligibility requirements must submit their petition to the Dean of Students, or
1102 designee. The student must submit a signed statement explaining the justification for the request, a
1103 description of what occurred in the conduct incident, and what they learned from the incident. The
1104 statement must also include:

1105

1106   1.   Student's name

1107   2.   University identification number (U number)

1108   3.   E-mail address

1109   4.   Phone number

1110   5.   Date of incident

1111   6.   Incident report number

1112   6.7. Documentation of an application to graduate or a signed letter from the student's academic advisor
1113   stating the intent to graduate and a list of all remaining coursework.

1114

Process

1116 The Dean of Students, or designee, will review the statement, the conduct record, and any other
1117 pertinent information they choose to request and/or consider. The decision is at the discretion of the Dean
1118 of Students, or designee. The student will receive written notice regarding their petition within ten
1119 (10) days of receipt of petition. The decision of the Dean of Students, or designee, regarding the
1120 expungement of the conduct record is final and not appealable.

1121

XIV.   INTERPRETATION AND REVISION

1123

1124 This Regulation applies to all campuses of the University of South Florida; however, non-substantive
1125 procedural modifications to reflect the particular circumstances of each campus are permitted. Any
1126 questions about the interpretation of the Code should be directed to any of the following SCED offices.:
1127 https://www.usf.edu/student-affairs/student-conduct-ethical-development/about-
1128 us/contacts.aspxTampa campus:
1129   https://www.usf.edu/student-affairs/student-conduct-ethical-development/index.aspx
1130   St. Petersburg campus:
1131   https://www.stpetersburg.usf.edu/student-life/student-success-center/index.aspx
1132   Sarasota-Manatee campus:
1133   https://www.sarasotamanatee.usf.edu/campus-life/student- engagement/index.aspx

1134

1135 The University reserves the right to make changes to the Student Code of Conduct as necessary. The
1136 Code shall be reviewed periodically by a committee which shall include student representation under the

29

1137   direction of the Director of SCED.
1138
1139
1140
1141   *History–New 9-23-85, Formerly 6C4-6.021, Amended 5-27-92, 7-26-92, 12-2-92, 12-29-94, 4-11-99, 9-27-*
1142   *05, Formerly 6C4-6.0021 F.A.C., Amended 6-5-08, 6-25-09, 9-22-11, 12-02-13, 1-6-14 (technical), 6-23-14*
1143   *(technical), 5-14-15 (technical), 8-19-16 (technical), 9-28-18, 4-12-19 effective 5-6-19 (technical), 5-16-19*
1144   *(technical), 8-26-19 (technical), 6-2-20 (Amended), 8-14-20 (Amended)*
1145
1146   *Consolidation Amendments Effective: 7-1-20*
1147
1148   *Certification: USF certifies that it has followed the Florida Board of Governors Regulation Development Procedure and has*
1149   *a record of written notices, comments, summaries and responses as required.*
1150
1151

30

UNIVERSITY OF SOUTH FLORIDA

REGULATION

Number:	**E-USF6.0021**
Title:	**Student Code of Conduct**
Responsible Office:	**Student Success**
Date of Origin: 9-23-85	Date Last Amended: 8-14-20 (Amended) Date Last Reviewed: 8-14-20

1
2
3 ***Effective Date and Changes to the Regulation: This Regulation E-USF6.0021 has been adopted as***
4 ***an Emergency Regulation under the Board of Governors Guidelines for Emergency Regulations***
5 ***(BOG Regulation and Development Procedures) to comply with recent Florida Statute, Chapter***
6 ***No. 2021-159.***
7 ***The Regulation E-USF6.0021 will replace USF6.0021 and will be effective July 1, 2021 for up to 90***
8 ***days pending final adoption at the conclusion of the full promulgation period. The Regulation will***
9 ***remain in effect until repealed or amended to respond to comments, new information and changing***
10 ***conditions. Substantive amendments to the Regulation will be communicated through the***
11 ***University's established promulgation process. (Policy 0-001 Regulation and Policy Development).***
12
13 **I.   PURPOSE AND INTENT**
14
15 Student Conduct and Ethical Development (further referred to as "SCED" supports the goals, mission,
16 values, and visions of the University of South Florida ("University" or "USF") by promoting responsibility
17 and adherence to the standards of behavior outlined in this Regulation ("Student Code of Conduct" or
18 "Code").
19
20 SCED collaborates with the USF community to advocate for a safe environment that promotes personal
21 accountability and supports student success. SCED facilitates educational opportunities through
22 meaningful interactions with students to encourage their academic, emotional, and professional
23 development. The goal of SCED is to create environments that empower students to engage as ethical
24 citizens in a diverse global society.
25
26 **II.   STATEMENT OF REGULATION**
27
28 The USF President has designated SCED, or designee, to administer and maintain this Regulation
29 ("Student Code of Conduct" or "Code"). The Student Code of Conduct describes standards of behaviors
that are counteractive to the goals and mission of the University and the process for how the University will

1

30   hold students and student organizations accountable to these standards of behavior.

III.   STANDARDS OF BEHAVIOR

32

33   Students and student organizations are responsible for knowing the information, policies, and procedures
34   outlined in the Code. There is an expectation that students and student organizations adhere to the following
35   standards of behavior.

36

Commitment to Honor

38   The Code supports and seeks to put into practice the USF Commitment to Honor. As an ethical
39   community, USF is dedicated to the ideals of excellence in student development, academic learning,
40   scholarship, and research. Each member of this community is expected to accept and live these
41   commitments:

42   1.   I resolve to maintain honor and integrity of the university community in pursuit of student
43   development, academic learning, scholarship and research.
44   2.   I resolve to respect the dignity and intrinsic value of all persons.
45   3.   I resolve to contribute to the progress and greater good of the community.
46   4.   I resolve to strive for excellence and discovery for myself, others, and the University.

47

Academic Disruption

49   Disruptive students in the academic setting hinder the educational process. Instructors have the primary
50   responsibility for managing the classroom environment whether in person or online in accordance with
51   USF 3.025 Disruption of Academic Process. The Disruption of Academic Process Regulation provides
52   the steps an instructor may take to immediately address a student disrupting a class or academic setting
53   including restricting a student from class. If a student disrupts the classroom or academic setting, the
54   instructor should submit a report in writing using the Student Conduct and Ethical Development
55   Referral Form. References to "instructor" include course instructors, faculty, administrators, and staff.

56

Amnesty

58   *Medical*

59   The University encourages students to seek emergency medical assistance when faced with an alcohol
60   and/or drug-related emergency and in any situation where a reasonable person believes medical
61   treatment to be appropriate. Students who seek or receive emergency medical assistance for themselves
62   or students who seek assistance for another student experiencing an emergency related to the
63   consumption of alcohol and/or drugs may qualify for amnesty. Any student who qualifies for amnesty
64   under the USF 30-004 Medical Amnesty (Student Reporting) Policy, may not be charged with violations
65   of the Student Code of Conduct as those conduct violations relate to the consumption and/or   use of
66   alcohol and/or drugs. Although students who qualify for amnesty may be exempt from the Student
67   Conduct Process, they may be required to complete educational measures.

2

68

69 *Hazing*

70 A student may not be charged with a violation of the Code if the student establishes that, before medical
71 assistance or law enforcement arrived on the scene of the hazing event, the student rendered aid to the
72 hazing victim(s) and establishes all of the following:

73   1. The student was present at an event where, as a result of hazing, an individual appeared to need
74   immediate medical assistance.
75   2. The student was the first individual to call 911 or USF Police to report the need for immediate
76   medical assistance.
77   3. The student provided their own name, the address where the immediate medical assistance was
78   needed, and a description of the medical issue to the 911 or USF Police dispatcher at the time
79   of the call.
80   4. The student remained at the scene with the individual in need of immediate medical assistance
81   until such medical assistance or law enforcement arrived and that the student cooperated with
82   such personnel at the scene of the incident.

83 For more information about hazing and hazing amnesty, reference 6.0023 Prohibition of Hazing
84 Regulation.

85

86 **IV.**   **APPLICABILITY & AUTHORITY**

87

88 The University of South Florida is one institution with branch campuses. An incident will be referred to
89 the campus where the incident occurred or as designated by the director of SCED, or designee.

90

91 Students and student organizations are responsible for having read and abiding by the standards of
92 behaviors of the Code. The University reserves the right to make changes to the Code as necessary. The
93 most updated version of all USF policies and regulations can be found at
94 http://regulationspolicies.usf.edu.

95

96 The Code and Student Conduct Process apply to the behaviors of any student and student organization
97 regardless of location or forum that are inconsistent to the goals and mission of USF. This includes (1)
98 conduct that may present a danger or threat to the health and/or safety of students or others, (2) conduct
99 that adversely affects the University community and/or the pursuit of its mission, (3) and/or conduct
100 that violates state or federal laws. Students and student organizations are responsible for their guests and
101 may be held accountable for their guests' behavior.

102

103 The Student Conduct Process is educational and designed to address student and student organization
104 behavior; therefore, the University will address any alleged violations of the Code independently of any
105 criminal or civil court process. The Student Conduct Process may be carried out prior to, concurrently
106 with, or following civil or criminal proceedings. Determinations made or sanctions(s) imposed as a result

3

107 of the Student Conduct Process will not be subject to change because criminal charges were dismissed,
108 reduced, or resolved in favor of the charged student. The University is not required to postpone the
109 Student Conduct Process pending the outcome of any civil or criminal case. Student conduct cases that
110 may result in suspension or expulsion must be resolved prior to the awarding of any degree or certificate.

111 **V.   DEFINITION OF TERMS**

112 **Administrative Hold** – A restrictive hold placed on a student's record at any point in the Student

113 Conduct Process to assure compliance with sanctions or pending the resolution of conduct matters.
114 This hold may impact the ability of a student to register for courses, request academic transcripts, and
115 receive a degree and diploma.
116

117 **Advisor** – Any individual chosen by the charged student, student organization, and complainant to
118 accompany the party to meetings related to the Student Conduct Process.
119

120 **Charge(s)** – Alleged violation(s) of the Student Code of Conduct.
121

122 **Charged Student** – Any student who has allegedly violated the Student Code of Conduct. This term may
123 also refer to a student identified as a respondent as defined in USF Policy 0-004.
124

125 **Complainant** – Any individual who may have been the subject of sexual harassment, stalking, or
126 violence by the charged student. This may not be the individual who reported the violation(s). This term
127 may also refer to a student identified as a complainant as defined in USF Policy 0-004.
128

129 **Conduct Standing –** A student's status related to University conduct.
130

131 **Day** – A day when the University is open for regular business operations. This excludes Saturday,
132 Sunday, legal/University administrative holidays or when the campus is closed for business. For emailed
133 correspondence, the day of delivery is not included in a designated time period.
134

135 **Hearing Officer** – University official, as determined by the Director of SCED, or designee, authorized
136 to make decisions about alleged violations of the Student Code of Conduct.
137

138 **Impact Statement** – A written statement provided by the charged student and complainant that
139 explains how the incident has impacted their personal and educational experiences. These statements
140 may be considered in cases of alleged sexual harassment, stalking, and violence.
141

142 **Interim Suspension –** An immediate temporary separation from the University. Conditions may
143 include restriction from University premises and participation in academic endeavors, and/or other and
144 University-related activities. Interim suspensions will be expedited through the Student Conduct Process.
145

4

146   **May** – Is used in the permissive sense.

147

148   **Member of the University Community** – Any individual who currently employed by the University,
149   any student of the University, and any third party working on University premises or any participant in
150   a University-sponsored program or activity regardless of the location of the program or activity.

151

152   **Policy** – All written and published policies and regulations of the University. Reference USF Regulations
153   and Policies for specific policies and regulations.

154

155   **Preponderance of the Evidence** – The evidence/information presented supports the finding that it is
156   more likely than not that the conduct violation occurred. This standard is used in adjudicating all cases
157   through the Student Conduct Process.

158

159   **Student** – Student is an individual admitted, enrolled, or registered for any University course or program,
160   regardless of the medium of the course or program, or degree-seeking status, or when not enrolled or
161   registered for a particular term, who is eligible to enroll in future terms without seeking readmission. A
162   student who withdraws, is academically dismissed after allegedly violating the Student Code of Conduct,
163   or has a continuing relationship with the University is still considered a student. For the purpose of this
164   Regulation, the term "student" may be interchangeable with "student organization" when the term
165   "student organization" is not directly specified.

166

167   **Student Organization** – A student group that is officially registered or recognized by the University,
168   including, but not limited to, political groups, social groups, honor and professional societies, fraternities
169   and sororities, and sport clubs.

170

171   **Temporary Restrictions** – Actions that SCED may take upon receipt of an incident report or during the
172   Student Conduct Process. These actions may include, but are not limited to, interim suspension, a
173   removal from on-campus housing, no contact orders, restrictions from clubs, events, and organizational
174   activities, and/or restrictions from specific areas on University premises. Temporary restrictions may be
175   amended or lifted throughout the Student Conduct process.

176

177   **Transcript Overlay –** Notation on a student's academic transcript that states the student is not in good
178   conduct standing resulting from suspension or expulsion.

179

180   **University** –All campuses of the University of South Florida.

181

182   **University Activity or University Program** - Any function or event that is hosted, sponsored, or
183   organized by any University member when acting in their official capacity, group, or organization,
184   including but not limited to, student organizations. This includes, but is not limited to, coursework and
185   other academic activities, education abroad, field trips, retreats, social events, philanthropies, and

5

186   community service events.
187
188   **University Conduct Board** - A panel of faculty, staff, and students who have been trained to participate
189   in the adjudication of student conduct cases.
190
191   **University Official** – Any individual the University employs, contracts, or appoints to perform assigned
192   teaching, research, administrative, professional, or other responsibilities (e.g. faculty, staff,
193   administrators, student staff, USF Police).
194
195   **University Premises** – Any building or property owned or controlled by the University within the same
196   reasonably contiguous geographic area and used by the University in direct support of, or in a manner
197   related to, the University's educational purposes, including residence halls; and any building or property
198   that is within or reasonably contiguous to that previously described in this paragraph that is owned by
199   the University, but that is controlled by another individual, is frequently used by students, and supports
200   University purposes (e.g., a food or other retail vendor).
201
202   **Will** – Is used in the imperative sense.
203
204   **Witness** – An individual with direct knowledge about or involvement in an alleged violation of the
205   Student Code of Conduct.
206
207   **Written Notice** –Communication regarding the student conduct process will be sent to the charged student
208   or student organization, and in specific cases the complainant, by e-mail to their official University of South
209   Florida e-mail address, which will be SCED's primary means of communication with students. The
210   delivery of written notice through the official University email will constitute full and adequate notice
211   under the Code. Students are responsible for all communications delivered to their University email
212   address. Written notice to student organizations will be sent to the USF email address on file with the
213   University. If the student is under 18 years of age, written notice will be sent to the student's parent or
214   guardian.
215
216   **VI.   CONDUCT VIOLATIONS**
217
218   The behaviors outlined below are prohibited by this Regulation. The following conduct violations are
219   broadly defined and are not exhaustive in terms.
220
221   **Aiding and Abetting** - The prompting, facilitating or encouraging of others to violate standards of
222   behavior.
223
224
225

6

Alcohol

1. Possession or consumption of alcohol when under the legal drinking age as defined by Florida law.
2. Unlawful sale, distribution, and/or manufacturing of alcohol.
3. Public consumption and/or intoxication according to local ordinance.
4. Hosting or sponsoring a gathering at which the underage consumption of alcohol may or has occurred.
5. Control or operation of any mode of transportation while impaired by alcohol.
6. Use and/or possession of devices with the intent to use for rapid or excessive consumption of alcohol, including but not limited to funnels, ice luges, and beer bongs.
7. Possession and/or use of kegs, coolers, party balls and/or other common source containers.
8. Reporting to class, an organizational meeting or other University event that is specific to the educational mission while under the influence of alcohol.
9. Failure to abide by 30-023 Alcohol Policy and all University protocols, state, and federal laws regarding alcohol.

Bribery – Offering or accepting a bribe or inducement that would impinge upon or compromise the integrity of academic work, student performance, or the unbiased and professional duty of faculty, staff, or students of the University.

Complicity – To be associated with a violation of any University policy or regulation including, but not limited to, failure to remove oneself from the area or incident where a violation is being committed or attempted.

Damage to Property - Destruction or vandalism of University buildings or property, private property, and/or personal property.

Dating Violence – Violence, on the basis of sex, committed by a person, who is in or has been in a social relationship of a romantic or intimate nature with the complainant. The existence of such a relationship shall be determined based on the complainant's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition, dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

Disruptive Conduct

1. Actions and/or behaviors that disrupt, disturb, impair, or interfere with the processes and/or functions of the University or the rights of members of the University community.
2. Actions and/or behaviors that disrupt, disturb, impair, or interfere with the academic environment, and/or failure to abide by USF 3.025 Disruption of Academic Process.

7

266   3. Actions and/or behaviors that disrupt, disturb, impair, or interfere with the freedom of
267   movement and speech, and/or academic freedom of any member or guest of the University
268   community.
269   4. Actions and/or behaviors that disrupt, disturb, impair, or interfere with the student conduct
270   process.
271   5. Actions and/or behaviors that are disorderly, unruly, and/or disturb the peace.

272

273   **Domestic Violence –** Violence, on the basis of sex, committed by a current or former spouse or
274   intimate partner of the complainant, by a person with whom the complainant shares a child in common,
275   or by a person who is cohabitating with, or has cohabited with, the complainant as a spouse or intimate
276   partner, or by a person similarly situated to a spouse of the complainant under the domestic or family
277   violence laws of the state of Florida, or by any other person against an adult or youth complainant who
278   is protected from that person's acts under the domestic or family violence laws of the state of Florida.
279   To categorize an incident as domestic violence, the relationship between the respondent and complainant
280   must be more than just two people living together as roommates. The people cohabitating must be
281   current or former spouses or have an intimate relationship.

282

283   **Drugs** -Includes, but is not limited to, any narcotic, central nervous system stimulant, hallucinogenic,
284   barbiturate, or other substance treated as such.

285   1. Misuse or illegal possession of a regulated or controlled substance.
286   2. Manufacturing, distributing, selling, or attempting to obtain any controlled substance that is
287   prohibited by law.
288   3. Un-prescribed use, possession, distribution, selling, or attempting to obtain any prescription
289   drug (one's own or another's) that is prohibited by laws.
290   4. Possession of paraphernalia used for the consumption and/or use of drugs that may include, but
291   not limited to bongs, hookahs, rolling papers, baggies, scales, and pipes.
292   5. Knowingly inhaling or ingesting a substance (e.g. nitrous oxide, glue, paint, etc.) that may alter
293   a student's mental state.
294   6. Control or operation of any mode of transportation while impaired by a regulated or controlled
295   substance.
296   7. Reporting to class, an organizational meeting or other University event that is specific to the
297   educational mission while under the influence of drugs.
298   8. Failure to abide by [0-610 Drug-Free Workplace Policy](#) and all University protocols, state, and
299   federal laws regarding drugs.

300   **Failure to Comply** – Failure to comply with an official request or directive of a University Official
301   acting within the scope of their assigned duties. Failure to identify oneself or produce USF identification
302   upon request by a University Official.

303

8

304 **False Information**

305   1.   Knowingly withholding related information or making a false or misleading oral or written
306   statement to the University and/or any University Official.
307   2.   Unauthorized alteration, possession, purchase, forgery, or misuse of any document, record, or
308   instrument to be used as identification or as part of a request for support or excuse from
309   academic assignment or other University service. The University has the right to authenticate or
310   research the reliability of any document provided by a student.
311   3.   Knowingly providing false or misleading information during proceedings under the Student
312   Code of Conduct, including knowingly submitting a false complaint for any University process.
313   4.   Failure to provide complete and accurate responses to the prior conduct section of the
314   admissions application.

315 **Fire and Safety**

316   1.   Inappropriate activation of any emergency warning equipment or the false reporting of any
317   emergency.
318   2.   Removing, damaging, interfering, or tampering with any fire safety equipment (e.g. smoke
319   detectors, sprinklers, fire alarms).
320   3.   Failure to evacuate during a fire alarm in any University facility or at any University event.
321   4.   Engaging in action(s) that cause or attempt to cause a fire or explosion including but not limited
322   to the release of chemicals or substances that can cause harm to another individual's health.

323

324 **Gambling** – Engaging in or offering games of chance for the exchange of money or other gain that may
325 be in violation of Florida laws.

326

327 **Harassment** – Conduct that creates an unsafe, intimidating, or hazardous situation that interferes with
328 the ability of a student or employee to study, work, or carry out University functions and are not
329 protected by freedom of expression.

330   1.   Repeated and/or severe aggressive behaviors, including bullying/cyber-bullying, that intimidate
331   or intentionally harm or control another individual physically or emotionally.
332   2.   Failure to abide by 0-007 Diversity and Equal Opportunity: Discrimination and Harassment
333   Policy and all University protocols and federal/state laws regarding discrimination.

334 **Hazing** - Any action or situation that recklessly or intentionally endangers the mental or physical health
335 or safety of an individual(s) for purposes of initiation and/or admission into, or association with and/or
336 the perpetuation or furtherance of a tradition or ritual of any recognized student organization or non-
337 affiliated organization. The consent or permission of the individual(s) does not eliminate responsibility.

338   1.   Hazing includes, but is not limited to pressuring or coercing an individual(s) into violating state
339   or federal laws; any brutality of a physical nature, such as whipping, beating, branding, exposure
340   to the elements, forced consumption of any food, liquor, drug, or other substance, or other
341   forced physical activity that could adversely affect the physical health or safety of an individual(s);
342   or any activity that would subject an individual(s) to extreme mental stress, such as sleep

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343   deprivation, forced exclusion from social contact, forced conduct that could result in extreme
344   embarrassment, or other forced activity that could adversely affect the mental health or dignity
345   of an individual(s). Additionally, any hazing that results in permanent and/or serious bodily injury
346   or death.

347   2. Soliciting an individual(s) to commit or is actively involved in the planning of any act of hazing.

348   3. Failure to abide by 6.0023 Prohibition and Prevention of Hazing Regulation and all University
349   protocols, state, and federal laws regarding hazing.

350   **Health and Safety** – Conduct non-compliant with University policies, guidelines, or directives related to
351   the health and safety of the University community.

352   **Physical Violence**

353   1. Intentional touching or striking of an individual(s) against their will, or any action causing or
354   attempting to cause potential damage, injury, or harm. This includes, but is not limited to,
355   punching, slapping, scratching, or striking with one's body or with any object.

356   2. Unintentional touching or striking of an individual(s) against their will, or any action causing or
357   attempting to cause potential damage, injury, or harm that is with conscious disregard for
358   consequences.

359   **Residence Hall Policies** – Failure to abide by any policy or regulation governing University Housing
360   (e.g. rental agreement, Resident Handbook).

361

362   **Retaliation** – Words or action(s) taken against an individual because of the individual's participation in
363   a protected activity that would discourage a reasonable person from engaging in a protected activity.
364   Retaliation may include intimidation, threats, coercion, physical harm and/or adverse employment or
365   educational actions. Protected activity includes an individual's participation in the reporting, investigation,
366   and/or resolution of an alleged violation of the Student Code of Conduct. Additionally, protected activity
367   includes an individual's opposition to policies, practices and/or actions that the individual reasonably
368   believes are in violation of the Student Code of Code. Retaliation may be found even when an underlying
369   report made in good faith was not substantiated. Retaliation may be committed by the charged student,
370   the complainant, or any other individual or group of individuals.

371

372   **Sexual Assault (defined as Sex Offenses, Forcible)** – Any sexual act directed against another individual,
373   without the consent of the complainant, including instances in which the complainant is incapable of giving
374   consent.

375   1. Forcible Rape: Penetration, no matter how slight, of the vagina or anus with any body part or
376   object, or oral penetration by a sex organ of another person forcibly or against that person's will
377   (non-consensually) or in instances in which the Complainant is incapable of giving consent.

378   2. Forcible Sodomy: Oral or anal sexual intercourse with another person, forcibly or against that
379   person's will (non-consensually) or in instances in which the Complainant is incapable of giving
380   consent.

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381   3. Sexual Assault with an Object: The use of an object or instrument to penetrate, however
382   slightly, the genital or anal opening of the body of another person forcibly or against that person's
383   will or in instances in which the Complainant is incapable of giving consent.
384   4. Forcible Fondling: The touching of the private body parts of another person (buttocks, groin,
385   breasts), for the purpose of sexual gratification, forcibly, or against that person's will (non-
386   consensually), or when the Complainant is incapable of giving consent.
387

388 **Sexual Exploitation –** Taking non-consensual or abusive sexual advantage of an individual for their

389 own benefit or for the benefit of anyone other than the individual being exploited, and that the conduct
390 does not otherwise constitute sexual harassment under this policy. Examples of sexual exploitation
391 include, but are not limited to:
392   1. Sexual voyeurism (such as observing or allowing others to observe an individual undressing or
393   using the bathroom or engaging in sexual acts, without the consent of the individual being
394   observed).
395   2. Invasion of sexual privacy.
396   3. Taking pictures, videos, or audio recording of another in a sexual act, or in any other sexually-
397   related activity when there is a reasonable expectation of privacy during the activity, without the
398   consent of all involved in the activity, or exceeding the boundaries of consent (such as allowing
399   another individual to hide in a closet and observe sexual activity, or disseminating sexual pictures
400   without the photographed individual's' consent), including the making or posting of revenge
401   pornography.
402   4. Prostituting another individual.
403   5. Engaging in sexual activity with another individual while knowingly infected with human
404   immunodeficiency virus (HIV) or a sexually-transmitted disease (STD) or infection (STI),
405   without informing the other individual of the infection.
406   6. Causing or attempting to cause the incapacitation of another individual (through alcohol, drugs,
407   or any other means) for the purpose of compromising that individual's ability to give consent to
408   sexual activity, or for the purpose of making that individual vulnerable to non-consensual sexual
409   activity.
410   7. Misappropriation of another individual's identity on apps, websites, or other venues designed for
411   dating or sexual connections.
412   8. Forcing an individual to take an action against their will by threatening to show, post, or share
413   information, video, audio, or an image that depicts the individual's nudity or sexual activity.
414   9. Knowingly soliciting a minor for sexual activity.
415   10. Engaging in sex trafficking,
416   11. Creation, possession, or dissemination of child pornography.
417

418 **Sexual Harassment –** Conduct on the basis of sex/gender or that is sexual that satisfies one or more
419 of the following:
420   1. Quid Pro Quo: A USF employee, conditions the provision of an aid, benefit, or service of the

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421 University, on an individual's participation in unwelcome sexual conduct. Refer to Policy 0-004
422 Sexual Misconduct/Sexual Harassment.

423 2 Unwelcome conduct, determined by a reasonable individual, to be so severe, and pervasive, and
424   objectively offensive, that it effectively denies an individual equal access to the University's
425   education program or activity.

426

427 **Sex Offenses, Non-Forcible**

428 1. Incest - non-forcible sexual intercourse, between individuals who are related to each other,
429   within the degrees wherein marriage is prohibited by Florida law.

430 2. Statutory Rape – non-forcible sexual intercourse, with an individual who is under the statutory
431   age of consent as defined by Florida law.

432 **Stalking**- Engaging in a course of conduct directed at a specific individual that would cause a reasonable
433 individual to fear for the individual's safety, or the safety of others; or suffer substantial emotional
434 distress. For the purposes of this definition, course of conduct means two or more acts, including, but
435 not limited to, acts in which the charged student directly, indirectly, or through third parties, by any
436 action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to
437 or about an individual, or interferes with an individual's property. Reasonable person means a reasonable
438 person under similar circumstances and similar identities to the complainant. Substantial emotional
439 distress means significant mental suffering or anguish that may, but does not necessarily, require medical
440 or other professional treatment or counseling.

441

442 **Student Organization Misconduct** – Failure to abide by any University and/or department policy or
443 protocol governing the operation of student organizations, sport clubs, teams, etc.

444

445 **Technology** – Improper use of technology hardware or software including but not limited to
446 computers, e-mail, cell phones, video cameras, and drones.

447 1. Unauthorized downloading or facilitating others to download copyrighted music, films, and
448   other documents without authorization.

449 2. Non-consensual recording of wire, oral, or electronic communication acquired by any device
450   when such communication is uttered by an individual exhibiting an expectation that such
451   communication is not subject to interception under circumstances justifying such expectation
452   (i.e. an individual has a reasonable expectation of privacy).

453 3. Failure to abide by Policy 0-502 Appropriate Use of Information Technology Resources.

454 4. Failure to abide by Policy 6-036 Unmanned Aircraft (Drone) Operations.

455

456 **Theft** – Taking, attempting to take, or keeping in its possession property or services not belonging to the
457 individual.

458

459 **Threats of Violence** - A threat by word or act to do violence to an individual(s).

12

Unauthorized Access and/or Use

1. Unauthorized access or entry to University facilities or any property of any member of the University community without permission.
2. Duplication or use of University keys or access cards without permission.
3. Accessing, duplicating, photographing, altering, disseminating, and/or misusing any University material (including University intellectual property), files document or record, computer records, software, data files, and similar entities owned or maintained by any member of the University faculty, administration, staff or student body.
4. Misuse of the official University brand to include, but not limited to the logo, mark, monogram, seal, or other graphic identity symbol.

University Policy and/or Local Ordinance, State, or Federal Law (as determined by the University) – Failure to adhere or abide by policies, including but not limited to, local ordinance, state law or federal law. Adjudicating by an outside entity is not a prerequisite to a determination of responsibility by the University.

Weapons, Firearms, or Explosive Devices – The illegal possession, storage, use or sale of any weapon (lethal or non-lethal), firearm, ammunition, or any incendiary, explosive or destructive device. This includes, but is not limited to, fireworks, switchblade knives, air soft guns, dangerous chemicals, corrosive and/or biological chemicals or agents as restricted by University policies and/or protocols. This also covers any item used as a weapon to cause actual physical harm or threaten physical harm. Reference Policy 6-009 Weapons on USF Property.

VII. STUDENT CONDUCT PROCESS

Filing an Incident Report

A student and student organization's conduct may be reported to SCED by any individual or entity for review of a potential conduct violation(s). A report may be submitted in writing using the designated referral form. Currently the form is the Student Conduct and Ethical Development Referral Form.

Incident reports must be submitted within six (6) months following the incident or obtaining knowledge about the incident, whichever is later. Exceptions to this filing time include, but are not limited to, cases involving sexual harassment, dating violence, domestic violence, and stalking and may include other extraordinary cases, as determined by the Director of SCED, or designee.

All reported information will be reviewed by the Director of SCED, or designee, to determine appropriate next steps to include, but are not limited to, further fact gathering, issuance of charges, referral to another department, or an information meeting to determine resolution of the report and potential conduct violations.

13

499 **Temporary Restrictions**

500 Temporary restrictions may be issued to ensure a safe environment that promotes personal
501 accountability and supports student success. SCED can issue temporary restrictions to any student and
502 student organization involved in an incident, regardless of whether a determination of potential
503 violations has been made. These may include, but are not limited to, interim suspension, removal from
504 on-campus housing, no contact orders, restrictions from clubs, events, and organizational activities,
505 and/or restrictions from specific areas on University premises. The student and student organization
506 will receive written notice detailing the issued temporary restrictions.

507

508 The charged student's enrollment status will remain unchanged pending the outcome of a Formal
509 Hearing, except in cases of interim suspension. The hearing outcome will indicate if enrollment status
510 will be changed between written notice of outcome of a Formal Hearing and the conclusion of an
511 Appeal, if applicable.

512

513 **Issuance of Charges**

514 The Director of SCED, or designee, will review the incident report to determine if further fact gathering is
515 necessary or if sufficient information exists for the issuance of charges of violations of the Code. In general
516 circumstances, a review of the incident report will be completed to make a determination to issue charges
517 within fifteen (15) days of receipt of the incident report unless further fact gathering is determined necessary
518 by the Director of SCED, or designee.

519

520 If sufficient information exists, the student and student organization will receive written notice of
521 charges. The written notice will include date, time, and location of the Informational Meeting, as well as
522 the specific charges of violations of the Code, a brief description of the allegation(s), an invitation to
523 attend an informational meeting, and any other detail to prepare for the Student Conduct Process.

524

525 **Informational Meeting**

526 The charged student or student organization, and in specific cases, complainant will be invited to attend
527 an Informational Meeting with a Hearing Officer. An informational meeting is an opportunity for the
528 Hearing Officer to explain the Student Conduct Process, due process rights, allegations and charges, and
529 review all available information supporting the charges of violations of the Code. Following the
530 Informational Meeting, the Hearing Officer may collect additional relevant information regarding the
531 incident. The charged student or student organization, and in specific cases, complainant will receive
532 written notice of and be provided the reasonable opportunity to review any relevant information
533 gathered after the Informational Meeting prior to resolution. This is a private meeting and will be closed
534 to spectators, unless otherwise specified (e.g. advisor).

535

536 A student or student organization, and in specific cases, complainant has up to three (3) days after the
537 Informational Meeting to choose a resolution option. If the charged student or student organization fails
538 to select a resolution option, SCED will proceed with scheduling a Formal Hearing. The type of Formal

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539 Hearing forum will be determined by the Director of SCED, or designee, based on the severity of
540 charges, information gathered, and/or possible sanctions (e.g. suspension/expulsion).
541
542 If the charged student or student organization, and in specific cases, complainant fails to attend or re-
543 schedule an informational meeting, they will have waived their opportunity to participate in an
544 Informational Meeting, and SCED will proceed with scheduling a Formal Hearing. The type of Formal
545 Hearing forum will be determined by the Director of SCED, or designee, based on the severity of charges
546 and/or possible sanctions (e.g. suspension or expulsion).
547
548 **Due Process Rights**
549
550 *Charged Student/Student Organization*

551 The charged student and student organization has the following rights during the Student Conduct
552 Process:
553   1. Written notice of the charges and allegations
554   2. A fair and impartial hearing.
555   3. The right to presumption that no violation occurred. The burden of proof is on the
556   University, and the standard of proof is the preponderance of the evidence.
557   4. To be accompanied by an advisor of their choice and expense throughout the Student
558   Conduct Process. For cases under the jurisdiction of Title IX of the Education
559   Amendments of 1972, the University will appoint an advisor for the purpose of cross-
560   examination during a Formal Hearing, if one is not chosen.
561   5. The opportunity to review all available information supporting the charges of violations of
562   the Code, including all known witnesses who have or may provide information prior to
563   resolution.
564   6. The opportunity to present relevant information and witnesses at the Formal Hearing.
565   7. To not provide self-incriminating testimony. Invoking the right against self-incrimination
566   will not be considered as a negative factor in the decision of the Hearing Officer or Hearing
567   Body.
568   8. The opportunity to question witnesses and in specific cases, complainants in accordance
569   with the Formal Hearing procedure.
570   9. To receive written notice of the outcome of the Formal Hearing within five (5) days of the
571   hearing.
572   10. To submit a written appeal (*See Appeal).*
573
574 *In addition to the above, a charged student has the following rights in cases of alleged sexual harassment, stalking, and*
575 *violence:*
576   1. The ability to request alternate arrangements for participation in the Formal Hearing via audio or
577   live-video from another location, and/or to participate in a manner that avoids direct contact
578   with the complainant as long as such participation does not infringe on the charged student's

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579   right to question the complainant during the Formal Hearing or infringe on the implementation
580   of Formal Hearing procedure.
581 2. To submit a written impact statement in advance of the Formal Hearing.
582 3. To not have prior sexual history considered, except for the testimony offered by the complainant
583   or respondent about their shared sexual history that the panel deems relevant, when determining
584   if a conduct violation has occurred.

585 *Complainant*

586 A complainant has the following rights during the Student Conduct Process:

587 1. Written notice of the charge(s) and allegations.
588 2. A fair and impartial hearing.
589 3. To be accompanied by an advisor of their choice and expense throughout the Student Conduct
590   Process. For cases under the jurisdiction of Title IX of the Education Amendments of 1972, the
591   University will appoint an advisor for the purpose of cross-examination during a Formal Hearing,
592   if one is not chosen.
593 4. The opportunity to review all available information supporting the charges of violations of the
594   Code, including all known witnesses who have or may provide information prior to resolution.
595 5. The opportunity to present relevant information and witnesses at the Formal Hearing.
596 6. To not provide self-incriminating testimony. Invoking the right against self-incrimination will
597   not be considered as a negative factor in the decision of the Hearing Officer or Hearing Body.
598 7. The opportunity to question witnesses and the charged student in accordance to the Formal
599   Hearing procedure.
600 8. To receive written notice of the outcome of the Formal Hearing within five (5) days of the
601   hearing.
602 9. To submit a written appeal (*See Appeals*).
603 10. The ability to request alternate arrangements for participation in the Formal Hearing via audio or
604   live-video from another location, and/or participate in a manner that avoids direct contact with
605   the charged student as long as such participation does not infringe on the complainant's right to
606   question the charged student during the Formal Hearing or infringe on the implementation of
607   Formal Hearing procedure.
608 11. To submit a written impact statement in advance of the Formal Hearing.
609 12. To not have prior sexual history considered, except for the testimony offered by the complainant
610   or respondent about their shared sexual history that the panel deems relevant, when determining
611   if a conduct violation has occurred.

612 *Advisor*

613 The charged student, student organization, and in specific cases, complainant (unless the conduct
614 violation is under the jurisdiction of Title IX of the Education Amendments of 1972) may be accompanied
615 by an advisor of their choice and expense throughout the Student Conduct Process with the following
616 guidelines:

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617
618   1. The advisor cannot have a potential conflict of interest between the University and/or the case
619   or create an unreasonable conflict with the fair administration of the Student Conduct Process.
620   For example, the advisor cannot serve in any other role, including as a witness, an investigator,
621   decider of fact, hearing officer, member of a committee or panel convened to hear or decide the
622   charge or any appeal.
623   2. The advisor may be present to advise the student and may participate in all aspects of the
624   proceeding but shall not testify for the student. ,. If the advisor is an advocate or legal
625   representative, they must adhere to the same guidelines as any other advisor.
626   3. It is the student, student organization, and complainant's responsibility to make appropriate
627   arrangements for their advisor to accompany them throughout the Student Conduct Process.
628   The conduct process will not be delayed due to scheduling conflicts of the chosen advisor.
629   4. The advisor may be dismissed from the Student Conduct Process for failure to adhere to the
630   parameters of their role. This dismissal will not affect the process and all proceedings will
631   continue.
632

633   In cases under the jurisdiction of Title IX of the Education Amendments of 1972,, the charged student,
634   student organization, and complainant may be accompanied by an advisor of their choice* throughout the
635   Student Conduct Process. The following pertains to the role of the advisor in these specific cases.
636   The advisor must conduct cross-examination of the charged student, student organization, complainant,
637   and witness(es). If the charged student, student organization, or complainant does not have an advisor
638   of their choosing present at the Formal Hearing, the University shall appoint an advisor of the
639   University's choosing for the sole purpose of conducting cross-examination. The University cannot
640   guarantee the appointed advisor will be equal to the chosen advisor of the charge student, student
641   organization, or complainant. Specifically, should the charge student, student organization, or
642   complainant's chosen advisor be an attorney, the University is not obligated to appoint an advisor who
643   is an attorney. A party may reject the University's appointment of an advisor, but they may not proceed
644   without an advisor.
645

646   If the party's advisor will not conduct the cross-examination , the University will appoint an advisor who
647   will do so thoroughly, regardless of the participation or non-participation of the advised party in the
648   hearing itself.
649

650   *Choosing an advisor who is also a witness in the Student Conduct Process creates potential for bias and conflict of interest.
651   A charge student, student organization, or complainant who chooses an advisor who is also a witness can anticipate the
652   issues of potential bias will be explored by the Hearing Officer/Hearing Body.

653   **Resolution Options**

654   A student or student organization has the right to a resolution of any alleged violation of the Code
655   through the Student Conduct Process unless waived as outlined below. The Student Conduct Process
656   provides two resolution options. Cases involving allegations of sexual harassment, stalking, and violence

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657   will be resolved by a Formal Hearing, consistent with state and federal guidelines.

658

659   **Resolution Agreement**

660   (except in cases that could result in separation from the University) Available when the charged student
661   or student organization waives their right to a Formal Hearing and appeal, and requests that the Hearing
662   Officer, conducting the Informational Meeting, determine the findings and applicable sanctions. The
663   Hearing Officer reserves the right to collect additional relevant information to make an informed decision.
664   The meeting will not be audio-recorded, and the written outcome will serve as the official record of the
665   Resolution Agreement. The student or student organization will receive written notice of the Resolution
666   Agreement within five (5) days, except in the case of extraordinary circumstances. Written notice of the
667   Resolution Agreement will include the determination regarding responsibility for conduct violations and
668   applicable sanctions.

669

670   **Formal Hearing**

671   Formal Hearings include two types of forums 1) Administrative Hearing and 2) University Conduct
672   Board.

673

674   **Administrative Hearing** - Conducted by a single Hearing Officer who serves as the Hearing Body. If the
675   charged student elects an Administrative Hearing, the charged student waives their right to the University
676   Conduct Board.

677

678   **University Conduct Board (UCB)** – Conducted by a panel which serves as the Hearing Body. The
679   UCB consists of two (2) students and one (1) faculty or staff member. A non-voting Hearing Officer
680   will moderate the hearing and be excluded from deliberations. If the charged student elects a University
681   Conduct Board, the charged student waives their right to an Administrative Hearing.
682   The panel is selected from a pool of trained students, faculty, and staff who are members of the UCB.
683   UCB members go through a formal recruitment, selection, and training process facilitated by SCED.

684

685   **VIII. FORMAL HEARING PROCEDURES**

686

687   **Scheduling**

688   SCED will make a good-faith effort to schedule Formal Hearings around academic class schedules
689   considering the availability of individuals involved in the hearing procedures and the normal operations
690   of SCED.

691

692   **Hearing Notice**

693   The charged student or student organization will receive written notice no later than ten (10) days prior to the
694   date of the Formal Hearing. The written notice will include date, time, and location of the hearing, as well
695   as the specific charges of violations of the Code, a brief description of the allegation(s), names of witnesses
696   to be called by the University, a list of available information to be used in the hearing, an outline of the

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697 Formal Hearing proceeding, and the name(s) of the Hearing Officer and Hearing Body. In cases involving
698 sexual harassment, stalking, and violence, or under the jurisdiction of Title IX of the Education
699 Amendments of 1972, the charged student or student organization, and complainant will receive similar
700 written notice no later than fifteen (15) days prior to the date of the Formal Hearing.
701

702 **Witnesses and Relevant Information**

703 The charged student or student organization can request the participation of additional witness to
704 provide relevant information during a Formal Hearing. The charged student or student organization
705 must provide the names of additional witnesses at least five (5) days prior to the hearing to the Hearing
706 Officer. Acceptance or denial of additional witnesses is at the discretion of the Hearing
707 Officer. Character witnesses or witnesses who cannot provide relevant information regarding the
708 specific incident will not be permitted to participate in the Formal Hearing.
709

710 The charged student or student organization, and in specific cases, complainant is responsible for
711 contacting and notifying additional witnesses they request to participate in the Formal Hearing. The
712 Formal Hearing shall not be delayed due to a scheduling conflict of the witness.
713

714 In the event a witness is unable to participate in the scheduled Formal Hearing, the witness may submit a
715 written statement at least five (5) days prior to the hearing to the Hearing Officer for consideration. A
716 late witness statement submission will not be considered. The charged student or student organization
717 has the opportunity to respond to the written statement and may offer information to rebut the witness
718 statement and other information presented at the Formal Hearing. The inability of the charged student
719 or student organization to question a witness who has provided a written statement is not a violation of
720 the charged student or student organization's due process rights. If a submitted statement is deemed
721 relevant, it will be considered, however may not be solely relied upon for determining responsibility by
722 the Hearing Officer/Hearing Body. Additionally, for cases under the jurisdiction of Title IX of the
723 Education Amendments of 1972, any witness's statements given prior to the Formal Hearing will not be
724 solely relied upon for determining responsibility by the Hearing Officer/Hearing Body.
725

726 The charged student, student organization, or in specific cases, complainant has the opportunity to review
727 all relevant information to be used in the Formal Hearing supporting the charges of violations of the
728 Code at least ten (10) days prior to the hearing. Relevant records, exhibits, and written statements may
729 be submitted by the charged student or student organization for review and acceptance to the Hearing
730 Officer. Acceptance or denial of information is at the discretion of the Hearing Officer. Any information
731 the charged student, student organization, or in specific cases the complainant intends to use must be
732 submitted to SCED at least five (5) days prior the Formal Hearing, except in cases under the jurisdiction
733 of Title IX of the Education Amendments of 1972, in which the information must be submitted at
734 least ten (10) days prior to the Formal Hearing.
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737 **Challenging Impartiality in a Formal Hearing**

738 The charged student or student organization may challenge the inclusion of any member of the Hearing
739 Body. The challenge must be submitted in writing to the Director of SCED and must detail an actual
740 bias (such as conflict of interest) that would significantly impact their right to a fair and impartial hearing.
741 The challenge must be submitted at least five (5) days prior to the Formal Hearing. The Director of SCED,
742 or designee, will review the challenge and make a final decision that is not appealable.

743

744 **Postponements**

745 Any request to postpone a Formal Hearing must be submitted in writing to the Director of SCED as
746 least five (5) days prior to the hearing. The request must state the reason(s) for the postponement. The
747 Director of SCED, or designee, will review the request and make a final decision. The University is not
748 required to postpone the Student Conduct Process pending the outcome of any civil or criminal case.

749

750 **Failure to Attend**

751 If a charged student, student organization and in specific cases, complainant fails to attend a scheduled
752 Formal Hearing, the hearing will occur, and an outcome will be made in their absence.

753

754 If a witness(es)/Complainant fail to appear, statements given prior to the Formal Hearing may be reviewed
755 at the Hearing in their absence; however, the statements may not be sufficient to determine a finding of
756 responsibility.

757

758 **General Principles of Formal Hearings**

759 The following general principles apply to all Formal Hearings regardless of hearing forum. The charged
760 student or student organization and in specific cases, complainant will receive information that outlines
761 the Formal Hearing proceeding prior to the hearing.
762   1.   Formal Hearings are private and will be closed to spectators, unless otherwise specified (e.g.
763   advisor).
764   2.   The burden of proof in a Formal Hearing is on the University. The standard of proof is the
765   preponderance of the evidence. The finding of responsible or not responsible on the charges is
766   solely based on the information presented at a Formal Hearing.
767   3.   Formal Hearings, excluding deliberations, will be recorded by audio or video. The Formal
768   Hearing may only be recorded by the University and the recording will be the property of the
769   University.
770   4.   Formal Hearings are not subject to the formal rules of evidence and procedures governing
771   criminal and civil court proceedings.
772   5.   A charged student or student organization and in specific cases, complainant have the
773   opportunity to present relevant information.
774   6.   No irrelevant information, including character statements, should be discussed or considered in
775   the Formal Hearing.

20

776 7. The Hearing Officer has the discretion to limit the number of witnesses whose testimony may be
777 redundant or not in dispute.
778 8. The Hearing Officer may limit the length of testimony and may provide advice regarding the
779 scope, direction or tone of questioning.
780 9. For cases under the jurisdiction of Title IX of the Education Amendments of 1972, all cross-
781 examination of the charged student, student organization, complainant, and witnesses must be
782 conducted directly and orally by the individual's advisor. At the Formal Hearing, before the
783 charged student, student organization, complainant, or witness can respond to a question posed
784 by an advisor, the decision-maker(s) must first determine whether the question is relevant, and if
785 not, explain the basis for disallowing the question.
786 10. Prior student conduct may only be considered in determining appropriate sanctions.
787 11. In cases involving multiple charged students, information presented at a Formal Hearing may be
788 used in a related case as long as all Formal Hearing procedures contained within the Code are
789 satisfied.
790 12. The Hearing Body will make a recommendation of the decision and sanctions to the Hearing
791 Officer. The Hearing Officer may adopt or modify the recommendation of the Hearing Body. If
792 the recommendation is not adopted, the Hearing Officer will include the reason for modifying
793 the recommendation in the Formal Hearing outcome letter.
794 13. The charged student or student organization and in specific cases, complainant will receive
795 written notice of the formal hearing outcome within five (5) days of the Formal Hearing. The
796 formal hearing outcome will include the determination regarding responsibility for conduct
797 violations and applicable sanctions.

798 **Interim Suspension**

799 An interim suspension is an immediate temporary separation from the University. Conditions may
800 include restriction from University premises, participation in academic endeavors, and University-
801 related activities. Interim suspensions will be expedited through the Student Conduct Process.
802 An interim suspension may be imposed at the discretion of the Vice President for Student Success, or
803 designee, to ensure one or all of the following:

804 1. The safety and well-being of members of the USF community or preservation of USF

805 property;
806 2. The student's continued presence or the student organization's continued activities, or use of
807 privileges, is likely to pose an ongoing threat, disruption or interference with the normal
808 operation of USF.
809

810 When an interim suspension is imposed, the charged student or student organization will receive written
811 notice to attend a scheduled Informational Meeting with a Hearing Officer. The written notice will include
812 date, time, and location of the meeting, as well as the specific charges of violations of the Code, a brief
813 description of the allegation(s), the conditions of interim suspension, and any other detail to prepare for
814 the Student Conduct Process.

21

815

816 An Informational Meeting will occur (see Informational Meeting) and the Hearing Officer will review
817 available information to determine if the interim suspension will remain, be modified, or lifted. The
818 charged student or student organization will receive written notice within two (2) days after the
819 Informational Meeting regarding the status of interim suspension.

820

821 If the charged student or student organization fails to attend the Informational Meeting, they will have
822 waived their opportunity to participate in the Informational Meeting, and SCED will proceed with
823 scheduling a Formal Hearing. The type of Formal Hearing forum will be determined based on the
824 severity of charges and/or possible sanctions (e.g. suspension or expulsion).

825

826 If a charged student is placed on an interim suspension, but the charged student is subsequently found
827 not responsible for the conduct violation, the University must:

828   1. Correct any record of the change in enrollment status in the charged student's permanent
829   records, and report in a manner compliant with state and federal laws, and
830   2. Refund the charged student: a pro rata portion of any charges for tuition and out of-state fees, as
831   appropriate, if the temporary revocation or suspension of the charged student's ability to attend
832   classes lasts for more than ten (10) days.

833

834 In cases where the President determines that the health, safety, or welfare of the charged student or the
835 University community is involved, a charged student's privileges within the University, including the
836 ability to attend classes or engage in University activities, may be suspended on an interim basis.

837

838 **IX.   BASIS FOR APPEAL AND APPEAL PROCESS**

839

840 The charged student or student organization and in specific cases, complainant may appeal in writing the
841 outcome of a Formal Hearing within five (5) days of the date of the Formal Hearing outcome letter. The
842 appeal must be in writing to the Dean of Students, or designee, and the burden of proof rests with the
843 individual or organization appealing to clearly demonstrate the basis for appeal.

844 **Basis for Appeal**

845 The basis for appeal includes:

846

847   1. A violation of due process rights or failure of the University to follow the Student Conduct
848   Process established in this Code that substantially affected the outcome.
849   2. The introduction of new information that was not available and could not be presented at the
850   time of the Formal Hearing. The individual appealing must demonstrate how the new
851   information could have substantially affected the outcome. The outcomes of a criminal or civil
852   case is not considered new information for the purpose of an appeal.
853   3. The severity of sanction(s) imposed was disproportionate to the responsible conduct violations.
854   Additionally, for cases under the jurisdiction of Title IX of the Education Amendments of 1972.

22

855   4. The Title IX Coordinator, investigators, or Hearing Officer/Hearing Body had a conflict of
856   interest or bias for or against charged students or complainants generally or the specific charged
857   student, student organization, or complainant that affected the outcome.

858

859   An appeal is not a rehearing of the conduct case and will not be accepted simply because the individual is
860   dissatisfied with the outcome of the Formal Hearing.

861

862   **Appeal Process**

863   The Dean of Students, or designee, will serve as the Appellate Officer for all appeals of the Student
864   Conduct Process. The Appellate Officer will determine if there is sufficient information to substantiate
865   the basis for appeal. If so, the Appellate Officer may either deny the appeal, therefore upholding the
866   original outcome of the Formal Hearing, or do one of the following:

867

868   If the basis of the appeal is that there was a violation of due process rights or failure to follow the Student
869   Conduct Process which would have substantially affected the outcome, and the Appellate Officer accepts
870   the appeal, the Appellate Officer may request the case be remanded for a new Formal Hearing.

871

872   If the basis of the appeal is new information that could not be presented at the time of the Formal
873   Hearing which would have substantially affected the outcome, and the Appellate Officer accepts the
874   appeal, the Appellate Officer may request that the case be remanded for a new Formal Hearing.

875

876   If the basis of the appeal is the severity of sanction(s) imposed was disproportionate to the responsible
877   conduct violations, and the Appellate Officer accepts the appeal, the Appellate Officer may modify the
878   sanction(s).

879

880   For cases of sexual harassment, stalking, and violence, if the basis of the appeal is the Title IX
881   Coordinator, investigators, or Hearing Officer/Hearing Body had a conflict of interest or bias for or
882   against charged students or complainants generally or the specific charged student, student
883   organization, or complainant that affected the outcome, and the Appellate Officer accepts the appeal,
884   the charged student, student organization, or complainant, and in specific cases, the Title IX Coordinator,
885   investigators, and Hearing Officer/Hearing Body will be provided a copy of the submitted appeal and
886   permitted up to five (5) days to submit a response to the Appellate Officer, if applicable. The Appellate
887   Officer may request that the case be remanded for a new investigation, Formal Hearing, or modify the
888   sanction(s).

889

890   Except as required to explain the basis of new information, the review of an appeal is limited to the
891   record of the Formal Hearing and supporting documents.

892

893   The charged student or student organization or in specific cases, complainant will receive a written notice
894   of their appeal outcome within ten (10) days of receipt of the appeal, except in extraordinary

23

895 circumstance as determined by the Dean of Students, or designee. The appeal outcome is the final
896 University decision and there are no further internal University appeals.

897

898 A student may seek outside judicial review pursuant to Florida Rule of Appellate Procedure 9.190(b)(3) of
899 a final University decision. If a student seeks a review with the court, a copy of the petition must also be
900 officially served to the University of South Florida Office of the General Counsel at 4202 E. Fowler
901 Avenue, CGS 301, Tampa, Florida 33620-4301.

902 **X.   SANCTIONS**

903

904 Students and student organizations found responsible for conduct violations will be assigned sanctions.
905 Sanctions will be commensurate with the responsible conduct violations considering any mitigating
906 circumstances, including but not limited to the charged student or student organization's prior conduct
907 record. Assigned sanctions may include, but are not limited to:

908

909 **Alcohol and/or Substance Use Education Sanctions** - Online educational modules, assessments,
910 and/or meeting with a staff member. The charged student or student organization is responsible for any
911 associated fee(s).

912

913 **Assignments/Seminar/Workshops**: Requirement to attend, present, and/or participate in an in-
914 person or online, workshop, module, and/or seminar. Written research assignments, behavioral
915 reflection papers, or other educational activities may also be a requirement. These sanctions are intended
916 to provide a student with opportunities that achieve specific learning objectives such as engaging in
917 meaningful reflection on their behavior and the impact on others. The charged student or student
918 organization is responsible for any associated fee.

919

920 **Conduct Probation**: A specified period of time when the charged student or student organization is
921 considered not in good conduct standing with the University. Conduct probation may result in
922 restrictions of privileges and/or activities which may include, but are not limited to, being prohibited
923 from participating in study abroad, serving in specific student leadership roles (e.g. resident assistant,
924 student government). Conduct probation is a period of reflection on behavior and an opportunity to
925 demonstrate satisfactory citizenship. Further conduct violations while on conduct probation may impact
926 the severity of future sanctions.

927

928 **Deferred Suspension**: A specified period of time in which suspension is temporarily withheld pending
929 completion of other sanctions by a specified deadline and the demonstration of satisfactory citizenship.
930 A student or student organization on deferred suspension is considered not in good conduct standing
931 with the University. If the charged student or student organization fails to comply with assigned
932 sanctions, the student or student organization will no longer be on deferred suspension and will be
933 immediately suspended with no further appeal.

934

24

935 **Expulsion**: Permanent separation from the University. The student or student organization is
936 considered not in good conduct standing permanently with the University. The charged student and
937 student organization will not have the ability to return as a student or student organization at any point in
938 time. Expulsion may include a restrictive or no trespass order for all University premises. A transcript
939 overlay will be placed on the charged student's academic transcript and an administrative hold will be
940 permanently placed on the student's account. A record of expulsion will be maintained in the student's
941 permanent conduct file in Student Conduct and Ethical Development.
942 A student assigned this sanction may forfeit tuition, housing rent and fees, and other University fees. A
943 student will be withdrawn from classes and forfeit academic credit accordingly. Students living in
944 University Housing must contact Housing and Residential Education to determine the financial impact
945 of the cancelled contract.
946
947 **Housing Restriction:** A specified period of time in which a student is restricted from living in and/or
948 visiting all USF residential facilities (which may include dining halls), including the Greek Village. If
949 applicable, a student may be financially liable for any costs associated with the restriction from living in
950 on-campus housing as outlined in the Cancellation section of the University Student Housing Agreement
951 or Greek Housing Agreement.
952
953 **No Contact Order:** Official directive requesting a student refrain from making contact with another
954 individual(s). Contact may include communication by telephone, in writing, electronically, by third party,
955 or in person both on and off campus.
956
957 **Restrictions**: Specific loss of privileges that may limit participation in student activities and University
958 events or access and use of University premises (e.g. athletic teams, leadership positions, certain buildings
959 and/or locations).
960
961 **Restitution**: Requirement to reimburse the University and/or an individual for the damage, destruction,
962 or vandalism of University buildings or property, private property, and/or personal property. Restitution
963 will be limited to the actual cost of repair or replacement.
964
965 **Suspension**: Separation from the University for a specified period of time. The student or student
966 organization is considered not in good conduct standing during the period of suspension with the
967 University. The student or student organization will not have the ability to return as a student or student
968 organization until the end of the suspension. Suspension may include a restrictive or no trespass order
969 for all University premises. A transcript overlay will be placed on the student's academic transcript, and
970 an administrative hold will be placed on the student's account during the period of
971 suspension. A record of suspension will be maintained in the student's permanent conduct file in
972 Student Conduct and Ethical Development.
973
974 A student affected by this sanction may forfeit tuition, housing rent and fees, and other University fees.

25

975 A student will be withdrawn from classes and forfeit academic credit accordingly. Students living in
976 University Housing must contact Housing and Residential Education to determine the financial impact
977 of the cancelled contract.
978
979 **Written Reprimand** – An official notice of conduct that is not in accordance with the University's
980 standards of behavior. Further conduct violations may impact the severity of future sanctions.
981
982 ## XI.   AUXILIARY AIDS AND SERVICES
983
984 Students may request reasonable accommodations as required in Section 504 of the Rehabilitation Act
985 and the Americans with Disabilities Act. The student must be registered with the USF Student
986 Accessibility Services and notify SCED in writing a minimum of three (3) days prior to a meeting or
987 hearing.

988 ## XII.   PARENTAL NOTIFICATION
989
990 The University considers the student the primary contact for University communications and may
991 restrict communication to the student only. SCED has the discretion to inform any parent or legal
992 guardian of a dependent student under the age of 21 (as provided in Parental Notification Policy 30-
993 020) when their student has been found responsible for a conduct violation in regard to the use or
994 possession of alcohol or a controlled substance. A student whose parents or legal guardian are to be
995 notified will be informed prior to such notification and given the opportunity to initiate contact with
996 their parents, if and when possible.
997
998 ## XIII.   CONDUCT RECORD MAINTENANCE AND RETENTION
999

1000 **Maintenance**
1001   1. Student and student organization conduct records are maintained in SCED.
1002   2. All student conduct records in all formats (paper, computer, audio, etc.) resulting in formal
1003   charges will be kept in compliance with General Records Schedule GS5, but not for less than
1004   seven (7) years from the date of the last incident that the charged student or student organization
1005   was involved in that resulted in conduct charges.
1006   3. If a student is suspended or expelled, a record of a violation of University regulations and/or
1007   policies will be permanently maintained in the student's or student organization's conduct file in
1008   SCED and a record of separation may be maintained in the Office of the Registrar.
1009   4. SCED maintains all student conduct records in accordance with the Family Education Rights
1010   and Privacy Act (FERPA). SCED will abide by all laws requiring privacy with regard to the
1011   Student Conduct Process. In addition, as FERPA does not protect the names of students
1012   found responsible for crimes of violence, including forcible sex offenses, or an alleged
1013   perpetrator of a non-forcible sex offense when the allegations support a finding that a student

26

1014   has committed a violation of the University's rules or policies, the University may be required to
1015   release that information upon a Chapter 119 public record request.

1016 5. A student may choose to sign a release form granting SCED staff permission to discuss
1017   information related to the Student's disciplinary file with any individual that the student
1018   designates. This form is available in SCED. Although this form may provide access to
1019   information to a third party, the student remains the primary responsible party for compliance.

1020 6. Any educational institution requesting conduct information about a current or former University
1021   student is required to submit the request in writing. If a non-educational agency is requesting
1022   information, those requests must include the signature of the student granting the release of
1023   information related to the student's conduct record.

1024 7. Transcripts of recorded hearings will not be prepared or provided by the University. In cases of
1025   external legal review that may require a transcript of a recorded hearing, the student or advisor
1026   may contact the Office of the General Counsel to arrange for the preparation of the written
1027   transcript by a court reporting service on the student's behalf and at the expense of the requestor.
1028   The court reporting service will provide the transcript to the Office of the General Counsel,
1029   which will perform a confidentiality review of the transcript and redact any confidential or
1030   exempt information pursuant to state or federal law. The requestor will be responsible for the
1031   cost of the transcript preparation and confidentiality review.

1032 **Retention**

1033 1. Records resulting in an educational sanction of expulsion or suspension from the University will
1034   be permanently maintained in SCED.
1035 2. No personally identifiable record(s) will be kept after a record has been designated for
1036   destruction. Statistical data will be maintained but all information that would identify an
1037   individual is removed.
1038 3. All paper records will be destroyed by shredding or other similar process. Computer files will be
1039   modified in a manner so that only statistical data that cannot identify an individual is kept. Non-
1040   paper information (i.e. audio recordings) will be destroyed in a manner that will ensure that the
1041   information cannot be traced to any individual or any disciplinary case.

1042 **Record Expungement**

1043 Record expungement allows a student conduct record on file with SCED to be sealed. This includes all
1044 information related to the student's documentation, investigation, hearing, and disposition. In general,
1045 when completing background check inquiries, expunged records will not be reported as an incident when
1046 the student was found responsible. The student will not need to report the record based on the
1047 language/definitions of the requesting institution or agency in a background check that the incident ever
1048 occurred. The record will still be used for federal, state, and local University reporting requirements but
1049 will not be associated with the student name or student ID.

1050 *Eligibility*

1051 If the student has only had one disciplinary incident during their enrollment, a request for expungement

27

1052   will be available for consideration:

1053

1054   1. One year after the resolution of a conduct case or in the last term of enrollment,
1055   2. All assigned sanctions have been successfully completed,
1056   3. An expungement has not previously granted, and

1057

1058   The conduct violation(s) did not:
1059   1. Cause personal injury.
1060   2. Cause significant property damage.
1061   3. Include a drug violation that could qualify as a felony charge in the legal system.
1062   4. Disrupt the orderly operation of the University.
1063   5. Violate the firearm, explosives, dangerous chemicals, and ammunition or weaponry regulations
1064   of the University.
1065   6. Involve behavior prohibited under Title IX of the Education Amendments of 1972, or any behavior
1066   related to sexual assault, sexual harassment, stalking, and/or sexual exploitation, no matter the
1067   location of incident.
1068   7. Result in a suspension or expulsion.
1069   8.   Occur within the last 30 calendar days.

1070

1071   **Petition Requirements**

1072   A student meeting the eligibility requirements must submit their petition to the Dean of Students, or
1073   designee. The student must submit a signed statement explaining the justification for the request, a
1074   description of what occurred in the conduct incident, and what they learned from the incident. The
1075   statement must also include:

1076

1077   1. Student's name
1078   2. University identification number (U number)
1079   3. E-mail address
1080   4. Phone number
1081   5. Date of incident
1082   6. Incident report number
1083   7. Documentation of an application to graduate or a signed letter from the student's academic advisor
1084   stating the intent to graduate and a list of all remaining coursework.

1085

1086   **Process**

1087   The Dean of Students, or designee, will review the statement, the conduct record, and any other
1088   pertinent information they choose to request and/or consider. The decision is at the discretion of the Dean
1089   of Students, or designee. The student will receive written notice regarding their petition within ten
1090   (10) days of receipt of petition. The decision of the Dean of Students, or designee, regarding the
1091   expungement of the conduct record is final and not appealable.

28

1092
1093 **XIV.   INTERPRETATION AND REVISION**
1094
1095   This Regulation applies to all campuses of the University of South Florida; however, non-
1096   substantive procedural modifications to reflect the particular circumstances of each campus are
1097   permitted. Any questions about the interpretation of the Code should be directed to any of the
1098   SCED offices:https://www.usf.edu/student-affairs/student-conduct-ethical-development/about-
1099   us/contacts.aspxhttps://www.sarasotamanatee.usf.edu/campus-life/student-
1100   engagement/index.aspx
1101
1102 The University reserves the right to make changes to the Student Code of Conduct as necessary. The
1103 Code shall be reviewed periodically by a committee which shall include student representation under the
1104 direction of the Director of SCED.
1105
1106
1107
1108 *History—New 9-23-85, Formerly 6C4-6.021, Amended 5-27-92, 7-26-92, 12-2-92, 12-29-94, 4-11-99, 9-27-*
1109 *05, Formerly 6C4-6.0021 F.A.C., Amended 6-5-08, 6-25-09, 9-22-11, 12-02-13, 1-6-14 (technical), 6-23-14*
1110 *(technical), 5-14-15 (technical), 8-19-16 (technical), 9-28-18, 4-12-19 effective 5-6-19 (technical), 5-16-19*
1111 *(technical), 8-26-19 (technical), 6-2-20 (Amended), 8-14-20 (Amended).*
1112
1113 *Consolidation Amendments Effective: 7-1-20*
1114
1115 *Certification: USF certifies that it has followed the Florida Board of Governors Regulation Development Procedure and has*
1116 *a record of written notices, comments, summaries and responses as required.*
1117
1118

29

Agenda Item: d.

USF Board of Trustees
August 10, 2021

Issue: USF Textbook & Instructional Materials Affordability Annual Report
_____

Proposed action: Requires BOT approval and submission to the BOG by September 30, 2021
_____

Executive Summary: The "State University System of Florida Textbook & Instructional Materials Affordability Annual Report" documents USF's 1) compliance with the 45-day textbook adoption requirement, 2) General Education courses that do not require or recommend textbooks and instructional materials, 3) institutional policies relevant to the issue, and 4) efforts to reduce costs to students.

_____

Strategic Goal(s) Item Supports: Goal 1
BOT Committee Review Date: August 10, 2021
Supporting Documentation Online (*please circle*):   Yes   X   No
Prepared by: Alexander Neff, Director of Textbook Affordability Project

Textbook & Instructional Material Affordability Report

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

Alexander Neff, Director of the Textbook Affordability Project
Dwayne Smith, Sr. Vice Provost

DATA HIGHLIGHTS – USF

$22.31

COST PER CREDIT HOUR

UNIVERSITY OF SOUTH FLORIDA

SPRING 2021

$54.10

COST PER CREDIT HOUR

NATIONAL AVERAGE
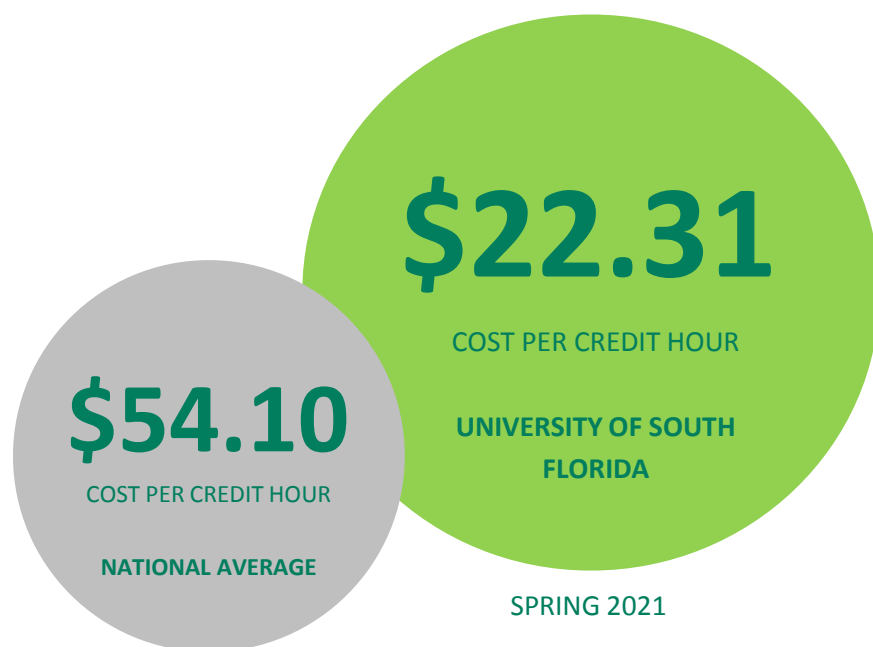
2020 Data Provided by
The College Board

USF TEXTBOOK ADOPTION COMPLIANCE

FALL 2020: 97.4%

SPRING 2021: 98.3%

(95% Compliance Requirement)

UNIVERSITY OF SOUTH FLORIDA

Benefits of Buy-In from Faculty

College of Behavioral & Community Sciences – Avg. Cost: $25.71

Aging Studies (GEY) – $40.60
Child & Family Studies (CFS) – $29.64
Communication Sciences & Disorders (CSD) – $19.11
Criminology (CJP) – $26.85
Mental Health Law & Policy (MHL) – $8.47
Social Work (SOK) – $25.08

TAP initiatives have continued to be successful at reducing costs due to all units across OneUSF working together, including academic departments, faculty, senior leadership, the bookstore, and TAP.

Average Textbook Cost Per Credit Hour Reductions

Fall 2020 – 8.9%

Spring 2021 – 5.8%

UNIVERSITY OF SOUTH FLORIDA

$31,145,672

CUMULATIVE SAVINGS 2010 TO DATE

Adopting Only the Lowest-cost Format

In most cases this means adopting the digital format of a book rather than print, though some books may only have lower-cost print formats (e.g. paperback or looseleaf).

Open Educational Resources

For high-enrollment courses, the adoption of OER can drastically reduce the financial burden on students, and the savings add up each semester.

Participating in Inclusive Access

Students who opt into an inclusive access program are billed for eligible materials directly through their student university accounts. Publishers and the bookstore are incentivized to lower their margins, leading to a lower price to students.

Utilize Library Resources

In many cases digital licenses of adopted materials can be purchased by the university library, allowing all students to access the ebook at no cost. TAP provides faculty with links to the Ebooks in the Classroom+ website when adopted materials are already owned by the USF Libraries or are available for purchase.

UPDATES & NEW INITIATIVES

- Affordability Counts

- TAP Dashboard

- Focused Scope of Textbook Recommendation Service

- Open Access Textbooks

- FALSC Textbook Affordability and Open Educational Resources
  Standing Committee
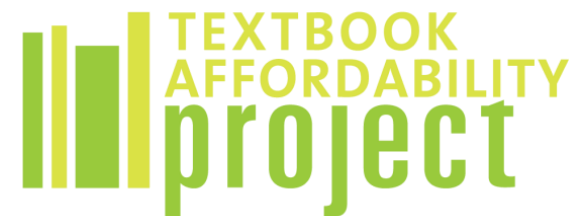
Textbook and Instructional Materials Affordability Annual Report

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, 2021.
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 2020 and Spring 2021

University Submitting Report:
University of South Florida

Date Approved by the University Board of Trustees:
8/24/21

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	190	Combination of the Above	
CGS2100	Computers In Business	47	Combination of the Above	
ENC1101	Composition I	178	Combination of the Above	
PSY2012	Intro to Psychological Science	92	Combination of the Above	
STA2023	Introductory Statistics I	82	Combination of the Above	
CHM2045	General Chemistry I	20	Combination of the Above	
PHY2053	General Physics I	30	Combination of the Above	
PHI2010	Introduction to Philosophy	78	Combination of the Above	
BUL3320	Law And Business I	42	Combination of the Above	
MAC1147	Precalc Algebra/Trigonometry	33	Combination of the Above	
BSC2010	Bio I - Cellular Processes	20	Combination of the Above	
ECO2013	Econ Princpl (Macroeconomics)	33	Combination of the Above	
MAC1105	College Algebra	56	Combination of the Above	
BSC1005	Biological Prin For Non-Majors	78	Combination of the Above	
HUM1020	Introduction to Humanities	61	Combination of the Above	
ECO2023	Microeconomic Principles	28	Combination of the Above	
QMB2100	Bus Economic Statistics I	26	Combination of the Above	
PSY3213	Research Methods in Psych	70	Combination of the Above	
SYG2000	Introduction to Sociology	37	Combination of the Above	
ENC3250	Professional Writing	106	Combination of the Above	
GEB4890	Strategic Mgmt/Decision Making	89	Combination of the Above	
BSC2085	Anatomy Phys I for Hlth Prof	10	Combination of the Above	
LIT2000	Introduction to Literature	91	Combination of the Above	
MUL2010	Music and Culture	15	Combination of the Above	
SPC2608	Public Speaking	71	Combination of the Above	
PHI1600	Introduction To Ethics	34	Combination of the Above	
MAC2233	Business Calculus	50	Combination of the Above	
ANT2410	Cultural Anthropology	36	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 2020	
Total Number of Course Sections Offered	*n* **=** 3903
Course Title(s) with No Cost to the Student for Course Materials	**Number of Section(s)**
Academic Foundations Seminar	9
Academic Transitions	2
Accounting Internship	2
Acquisition Of Knowledge	1
Acting I	3
ACTING THE SONG	1
Adaptive Team Leadership	1
Administration of ALFs	1
Adv Chinese Conversation I	1
Adv Illustration	1
Adv Investment Analysis/Mgmt	1
Adv Macroeconomic Theory	1
Adv Org Chem II: Physi-Org	1
Adv Program Design	1
Adv Undergrad Research Exp	2
Adv Video, Animation, Dig.Arts	2
Adv. Bacterial Genetics	1
Advanced Adv Creativity	1
Advanced Ceramics	2
Advanced Composition	1
Advanced Design Practicum	1
Advanced Drawing	2
Advanced Keyboard Skills	1

Advanced Laboratory	1
Advanced Marine Biology	1
Advanced Media Strategy	1
Advanced Painting	2
Advanced Printmaking	2
Advanced Public Relations	1
Advanced Receptive Voicing	1
Advanced Reporting	2
Advanced Rhetoric	1
Advanced Sculpture	1
Advertising Creativity	4
Advertising Management	1
Advertising Media Strategy	1
African Chiefdoms & States	1
Alternative & Renewable Energy	2
Alzheimer's Disease Management	1
American History I	7
Analysis Of Algorithms	2
Analyzing Culture and Media	1
Anat/Phys Lab I-Health Profs	4
Anatomy Phys I for Hlth Prof	1
Anatomy Phys II for Hlth Prof	1
Anatomy Physi Lab II Hlth Prof	2
Ancient Trade	1
Applied Data and Info Security	1
Applied Robotics	1
Applied Securities Analysis	1
Applied Statistics in Crime	1
Arc Freehand Drawing Methods	1
Architectural History I	1
Architectural Photography	1
Army Physical Readiness	1
Art and Art History Internship	2

Arts/Humanities Honors	14
Athletic Coaching Scient Prin	1
Audition Workshop for Actors	1
Automata Thry/Formal Languages	1
Automated Reasoning	1
Backstage Pass to Health Prof.	1
Ballet II	2
Ballet III	1
Ballet IV	1
Ballet Variations	1
Beaches/Coastal Environments	1
Beginning Ceramics	4
Beginning Drawing	8
Beginning Drawing Graphic Arts	1
Beginning Painting	5
Beginning Photography	4
Beginning Printmaking	5
Beginning Sculpture	4
Behavioral Health & the Family	1
Behavioral Hlthcare Field Exp	2
Biological Anthropology	2
Biological Anthropology Lab	1
Biological Prin For Non-Majors	1
Biology Internship	6
Biology Skills	1
Biomedical Engineering	1
Biomedical Ethics	3
Biostatistics in Society	2
Black Women in America	2
BME Lab II	2
Body Burn Bootcamp	2
Brain-Computer Interfaces	1
Brand Journalism	1

Broadcast News	2
Bus Analytics/IS Internship	1
Business Analytics	1
Calculus III	1
Capstone/Senior Project	1
Capture the Flag	2
Career Development in Psych	1
Careers in Public Health	1
Cell Biology	1
Cell Biology Laboratory	16
Chemical Engineering Lab I	4
Chemistry/Microbiology of Beer	1
Child & Adolescent Social Devl	1
Childhood Ed Intern Level I	2
Childhood Ed Intern Level III	7
Childhood Educ Intern Level II	2
Children's Issues Beh Health	1
Chinese Film	1
Choreography I	1
Choreography III	1
Classical Roots of Amer. Law	2
Climate Change	1
Climate Change and Environment	1
Clinical Education I	2
Clinical Education II	2
Clinical Education III	3
Clinical Laboratory	1
Cloud Computing for IT	1
CMOS-VLSI Design Lab	2
Coaching Core Methods	1
Cognitive Psychology	2
College Algebra	5
College Peer Health Education	1

Collegium Musicum	1
Comm Culture & Community	2
Communication & Visual Culture	1
Communication Ethics	1
Communication Senior Capstone	3
Community Internship	1
Community Practicum Mental Hlt	1
Community-Based Arts Practice	1
Comparative Law	2
Competing on Analytics	1
Complex Health Nursing I Clin	4
Complex Health Nursing II	2
Complex Health Nursing II Clin	13
Composition I	14
Composition II	3
Computational Geology	1
Computational Geometry	1
Computational Methods	1
Computational Physics	1
Computer Networks Lab for IT	2
Computers In Business	1
Concepts and Practices I	1
Concrete Construction Material	3
Conflict in the World	1
Connectomics	2
Contemp Performance Theory	1
Contemporary Health Science	2
Control of Mobile Robots	1
Co-Occurring Disorders	1
Cost Control Hospitality Ops	1
COVID-19 and the African Diasp	1
Creativity & Innovation in ENT	1
Criminal Rights/Procedures	1

Critical Issues in Cultural	1
Critical Issues in Public Hlth	12
Critical Thinking	1
Cryptography and Coding Theory	1
CSE Project	1
Cultural Anthropology	1
Cultural Studies & Pop Arts	1
CyS&IT Research Seminar	1
Dance Senior Seminar	1
Data and Security Analytics	1
Data Networking Communications	1
Database Design/Administration	2
Descriptive Astronomy	2
Design Practicum	1
Design Signs and Symbols	1
Determinative Bacteriology	1
Dev Health Professions Portfol	2
Developing Adaptive Leaders	1
Differential Geometry	1
Digital Drawing	3
Digital Health	1
Digital Marketing	4
Digital Media	1
Digital Media & Amer Society	1
Digital Modeling	2
Directed Internship Practicum	1
Directed Reading in Mass Comm	1
Directed Readng	1
Directed Research	3
Directed Research in Aging	1
Directed Studies	2
Directed Study	12
Directed Study - Modern	1

Directing I	1
Disaster by Design	1
Discovering Research in Psych	1
Drama-Special Topics	1
Drug Abuse Prevent/Treatment	1
Economic Geography	1
Economics of Business Strategy	1
Economics of Health	1
Ecosystem Ecology	1
EE Design 1	1
EE Design 2	1
Engineering Analysis	1
Enterprise Resource Plnng Sys	1
Env Policy and Sustainability	1
Environ Sci & Policy Seminar	2
Environmental Anthropology	1
Environmental Economics	1
Environmental Engineering Lab	4
Environmental Ethics	1
Environmental Field Methods	1
Environmental Issues	1
Environmental Law	1
Environmental Regulation	1
Environmental Sci Internship	1
Environmental Science Lab	6
ENVISION Sustain Communities	1
Envrnmt Science/Policy Project	2
ESOL Practicum	2
Essentials Geology Laboratory	3
Ethical Issues/Profess Conduct	2
Ethics and Power in Leadership	1
Exemplary Treatment Practices	1
Experimental Biology Lab	1

Experimental Design/Analysis	3
Expository Writing	6
Facilities Mgmt in Hospitality	1
Fact-Checking Elections	1
Feminist Media Studies	1
Field Experience I	1
Field Experience III	2
Field Work	2
Film and Culture	1
Fin. Modeling and Analytics	4
Final Intern Seminar	1
Finance Honors Thesis	1
Flex Elect & Thin-Film Solar	1
Flute Choir	1
Flute Major	5
Flute Principal	4
Food Politics	1
Formal Logic	1
Found of Evaluation & Research	1
Foundation PH Writing	3
Foundations of Cybersecurity	1
Foundations of Engineering Lab	9
Foundations of Food Safety	2
Fund of Digital Circuits Lab	3
Fundamental of Digital Circuit	1
Fundamentals of Ballet	1
Fundamentals Of Jazz Dance	1
Fundamentals of Modern Dance	1
Gender, Sex, & the Law	1
General Chemistry I	9
General Chemistry I Lab	7
General Chemistry II	3
General Chemistry II Lab	4

General Genetics Lab	3
General Microbiology Lab	17
General Physics I Laboratory	14
General Physics II Laboratory	5
General Physiology Lab	6
Geographic Perspectives Honors	12
Geography Colloquium	1
Geologic History of Florida	1
Geology Colloquium	1
Geology For Engineers	1
Geotechnical Engineering Lab	3
German Popular Music	1
GIS for Sustainability	1
Global Conservation	2
Global History since 1750	1
Global Leadership	1
Global/Multicul Persp in Ed	1
Gods, Heroes, and Monsters	1
Golf I	1
Graphic Design I	2
Great Performances on Film	1
Happiness and Well-Being	3
Health Information Systems Mgt	1
Health Scien. Internship	1
Heimat (Home) and Migration	2
History of Life	1
Hitler and Stalin	1
Hlth Asses Well Prev Ac LS Lab	2
Homeland Security	1
Honors Capstone	15
Honors Psych Seminar 2nd Sem	1
Honors Sem: Major Works/Issues	2
Honors Thesis	15

Hospitality Internship	1
Hospitality Speaker Series	1
Human Aspects of Cybersecurity	1
Human Histo&MolePathDisease	1
Human Sexual Behavior	1
Human Variation	1
Human-Computer Interfaces	2
Humanities Pro-Seminar	1
Ind Study in Computer Science	6
Independent Study	4
Independent Study for IT	1
Individual Research	2
Industry Internship	1
Industry Internship for IT	3
Indv Fitness/Wellness Program	1
Indv Research in Mass Comm	1
Infectious/Contagious Diseases	1
Info Systems Honors Thesis	1
Information Literacy	1
Innovative Team Leadership	1
Instructional Decision Making	1
Instrument Systems I	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	4
Intercultural Music/20th Cent	1
Interdis Knowledge & Learning	1
Interdisciplinary Inquiry	1
Intermed Inorganic Chem Lab	4
Intermediate Ceramics	3

Intermediate Draw Graphic Arts	2
Intermediate Drawing	6
Intermediate Laboratory	1
Intermediate Painting	6
Intermediate Photography	1
Intermediate Price Theory	1
Intermediate Printmaking	2
Intermediate Sculpture	1
Intern English Ed	1
Intern I: Mid School Math Ed	1
Intern Science Ed	1
Intern Social Science Ed	1
International Wealth/Power	1
Internship	6
Internship: Elementary Educ	2
Internship: Mathematics Ed	1
Internship: Music Education	1
Interpersonal Relationships	1
Interpreting II	1
Interpreting Practicum II	1
Intro Ambulatory Care Nursing	1
Intro Arch Design & Graphics	1
Intro Chem & Biomolecular Eng	1
Intro Comm Sciences/Disorders	1
Intro Digital Architecture	2
Intro Physical Geography Lab	1
Intro Research in BC Sciences	1
Intro to Architect Design II	2
Intro to Computer Programming	1
Intro to CSE Research Seminar	1
Intro to Databases for IT	3
Intro to Digital Architecture	1
Intro to Hadoop & Big Data	1

Intro to Hospitality & Tourism	1
Intro to Intelligence Studies	1
Intro to Mil & Vet Health	1
Intro to Political Theory	1
Intro to Psychological Science	9
Intro to Teaching Profession	2
Intro to Women's Studies	2
Introduction to Drug Discovery	1
Introduction to EOH	1
Introduction To Ethics	3
Introduction to Humanities	23
Introduction to Islamic Art &	1
Introduction to Literature	2
Introduction to Oceanography	2
Introduction to Philosophy	2
Introduction to Public Health	5
Introduction to Robotics	1
Introduction to Sociology	6
Introduction to Theatre	1
ISS Internship	1
Issues in Caribbean Religions	1
Issues in Feminism	1
Issues In Music	1
IT Security Systems	1
Italian Culture Through Film	1
Italian III	1
Jazz Chamber Ensemble	1
Jazz Theory & Improvisation I	1
Jews, Christians, Muslims	1
Junior Performance Project	1
Laboratory I	2
Laboratory II	1
Language, Culture & Film	1

Leadership & Personal Devl	1
Leadership Fundamentals	4
Learning Asst. Bio Diversity	1
Lect Contemporary Bio	1
Life & Health Insurance Prodct	1
Linear Controls Laboratory	3
Listening and Performance	2
Live Action Filmmaking	1
Lodging Management	1
MAKE: Hands-On Engr Design	1
Management Internship	1
Managing Information Resources	3
Marine Aquaculture	1
Marketing Management Problems	6
Marketing Research	3
Mass Spectrometry	1
Materials Selection	2
Mech Manufactuing Processes	2
Mechanical Engineering Lab II	4
Mechanics of Materials Lab	3
Medical and Applied Entomology	1
Medical Botany	1
Medical Sociology	3
MEMS I: Chem/Biomed Sensors	1
Microbio Undergrad Research	3
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
MMIC Design	1
Mobile Biometrics	1

Mobile/Personal Communication	2
Modern Biomedical Technologies	2
Modern Chinese I	3
Modern Chinese III	2
Modern Dance I	1
Modern Dance II	1
Modern Dance III	1
Modern Dance IV	1
Modern Judaism	1
Molecular Biology of the Gene	1
Movement for Actors	1
Moving Pictures: Locating the	1
Multidis Behavioral Healthcare	2
Music and Culture	1
Music Hist/Baroque And Classic	1
Natural Sciences Honors	7
Near Surface Geophysics	1
Neuroanatomy	1
New Media for Tech Comm	1
North American Archaeology	1
Northern Renaissance Art	1
Nurs Care Wom Child & Fam Clin	4
Occupational Health and Safety	2
Optimization	1
Organic Chemistry II	2
Organic Chemistry Lab I	4
Organic Chemistry Lab II	2
Orientation Health Professions	1
Overview PH Programs Policies	2
Packaging Design	1
Pat Cen Care Ess Nur Prac Lab	3
Peer Leading in Chemistry	3
People Analytics	2

Performance	2
Performance and Video	1
Personnel	1
Petrology	1
Photojournalism I	1
Phys Ed Pre-Intern: Secondary	1
Physical Activity Diverse Pops	1
Piano Major	2
Piano Principal	1
Planning for Emergencies	1
Political Leadership	1
Port Sustainability	1
Prac Exp Teacher Candidate Edu	4
Practical Chinese	1
Practical Politics: The	1
Preceptorship	4
Prejudice, Stigma & Race	3
Prev Cardiology Health Prof	1
Principles of Ecology	1
Principles of Ecology Lab	10
Principles of Envt'l Planning	1
Principles of Finance	2
Principles of Immunology	1
Pro Seminar: Psych of Religion	1
Pro Seminar: Psychology @ Work	1
Problem Solving for Defense	2
Problems in General Physics I	3
Problems in General Physics II	1
Process Dynamics and Control	1
Production Involvement I	6
Production Involvement II	3
Prof and Technical Editing	1
Prof Form Engineers 3	1

Professional Ethics	1
Professional Selling	4
Professional Seminar	1
Professional Success	2
Professional Writing	4
Prog on Massive Parallel Sys	1
Programming Concepts	1
Programming Concepts Mech Engr	2
Programming Design	1
Psych/Mental Hlth Nur Clinical	3
Psychological Statistics	3
Psychology of Juries	1
Psychology of Language	1
Psychology of Learning	1
Psychology of Religion	2
Pt Care: Ess Nur Prac Clinical	13
Pub Health/Pathog Microbiology	1
Public Health Emergencies	1
Public Health Nursing Clinical	4
Public Relations Research	1
Public Speaking	1
Race & Gender in Pop Film & TV	1
Racism in American Society	2
Radio Freq Microwave Measuremt	1
Read & Basic Skills Soc St	1
Real Estate Decision Making	1
Rehabilitation Engineering	2
Remote Sensing of Environment	1
Res Meth/Eth Iss in Beh Analys	1
Research in Community Settings	1
Research Methods in Geography	1
Research Mthds Crim Justice I	2
Robotics & AI	1

Robotics Process Automation	1
Russian Civilization	2
Scalability-Entreprenuer Firms	1
Schools and Society	4
Sci/Tech/Society Interaction	1
Science for all Students	2
Science in Cultural Context	1
Secure Coding	1
Sedimentary Rocks & Processes	1
Sel Top: Video/Anima/Dig Art	2
SEM: Sexual Violence	1
Sem:Cell and Molecular Biology	1
Seminar in Ethics	10
Seminar in Marine Biology	1
Seminar in Microbiology	1
Seminar in the Social Sciences	2
Senior Capstone for BSAS/BGS	4
Senior Choreography Project	1
Senior Mechanical Design	1
Senior Portfolio	1
Senior Project in Info Tech	2
Senior Project: Research	1
Senior Semester Math Education	1
Senior Seminar in Science Ed	1
Senior Thesis	1
Shakespeare For The Theatre	1
Soc of Childhood and Youth	1
Soc/Behavioral Sciences Honors	8
Social Media Mining	1
Social Psychology	2
Social Science Statistics	2
Social Work Data Management	2
Sociobiology	1

Software System Development	1
Software Testing	1
Span: Health in Hispanic World	1
Spanish for Bus & Intl Trade I	1
Spanish Linguistics	1
Spec Topics in Health Sciences	1
Spoken French Cultural Context	1
Sport as Performance	1
Spvsd Research in Computer Sci	4
Sr Sem in Interpreter Training	1
Sr Seminar in English Ed	1
ST: Adv Topics in Peer Leading	1
ST: Data Visualization	1
ST: Drone Videography	1
ST: Limnology	1
ST: Microbiological Research	1
ST: Multi-camera Field Prod	1
ST: Peer Leading in ChE	1
ST: Senior Seminar in Biology	1
ST: WUSF TV Newsbreak	1
ST:WUSF TV Newsbreak	1
Standards Based Education	1
Stellar Astronomy & Cosmology	2
Strategic Mgmt/Decision Making	10
Strategies for Veteran Success	1
Structural Geology & Tectonics	1
Studio Theatre Performance II	3
Supply Chain Management	2
Survey in Exercise Science	1
Sustainable Develop & Religio	1
Sustainable Energy	2
Teach Elem K-6 Social Studies	6
Teach Mthds Middle Grade Sci I	1

Teaching Foreign Languages	1
Teaching Mid Grades Social Sci	1
Teaching Social Science Themes	1
Tech for Leading & Learning	4
Tech/Prof Internship	2
Technical Theatre in Dance	1
Technical Theatre Lab I	2
Technical Theatre Lab II	2
Technical Theatre Lab III	2
Teleology	1
Tennis I	2
The American Presidency	2
The City	1
The Renaissance	1
The Teacher as Researcher	1
Theater and Culture	1
Theatre History I	1
Theory and Methods of History	1
Topics in Sculpture:	1
Translation from English & ASL	1
Transliterating	1
Transportation and Society	1
TV Production and Direction	2
Typography	2
Undergraduate Research	21
Undergraduate Seminar	2
Understanding Dance Experience	1
Understanding World Cultures	1
University Orchestra	1
University Success	1
Use of Chemical Literature	3
Vertebrate Zoology Laboratory	1
Video Storytelling	1

Video, Animation, Digital Arts	7
Viola Principal	1
Visual Design for Global Media	1
Visual Storytelling	1
Voice For Actors	1
War and Society	1
Weight Training	3
Wetland Environments	2
Wildlife Research Methods	1
Wind Ensemble	1
Winning with Analytics	1
Wireless Circuits/Systems Lab	4
Women and Social Action	1
Women, Environment, and Gender	1
Women's Studies Internship	1
Workforce & Leadership Dvlpmnt	3
World Dance Topics	1
World Religion Healthcare Prof	1
Writing For Radio and TV	3
Writing For The Theatre	1
Writing Lives	1
Writing Research Pub BCS	1
Writing Workshop	2
Written French Culture Context	1
Yoga	1
TOTAL	3903

Spring 2021	
Total Number of Course Sections Offered	*n* = 4053

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
About Face in the U.S.	1
Abstraction in Islamic Art	1
Academic Foundations Seminar	4
Academic Transitions	2
Accounting Internship	3
Acting I	2
Acting III	1
Addictive Tx with Special Popu	1
Admin Fitness/Wellness Centers	1
Adoles Lit Mid/Second Stu	1
Adv Chinese Conversation II	1
Adv Directed Study & Research	1
Adv Illustration	1
Adv Investment Analysis/Mgmt	1
Adv Organometallic Chemistry	1
Adv Program Design	1
Adv Topics in Peer Leading	1
Adv Undergrad Research Exp	3
Adv Video, Animation, Dig.Arts	2
Advanced Adv Creativity	1
Advanced ASL Discourse	1
Advanced Ceramics	1
Advanced Conducting	1
Advanced Cyber Security	1
Advanced Design Practicum	1
Advanced Drawing	1
Advanced Graphic Design	1
Advanced Inorganic Chemistry	1
Advanced Keyboard Skills	1
Advanced Laboratory	1
Advanced Media Strategy	1

Advanced Painting	1
Advanced Photography	1
Advanced Printmaking	1
Advanced Professional Selling	2
Advanced Public Relations	2
Advanced Receptive Voicing	1
Advanced Reporting	1
Advanced Sculpture	1
Advanced Typography	2
Advertising Creativity	2
Advertising Management	1
Affective Computing	1
African American Literature	1
Aggressive Hacking	1
AI in Cyber Physical Systems	2
Alcohol Drugs and Crime	1
Alzheimer's Disease Management	1
Am Lit From Begin to 1860	1
American Drama	1
American History II	9
Analysis Of Algorithms	1
Analyzing Culture and Media	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	6
Ancient Diets	1
Animal Behavior	1
Anselm	1
Applied Jazz Piano Major	1
Applied Jazz Piano Principal	1
Applied Research Methods	1
Applied Securities Analysis	1

Arc Freehand Drawing Methods	1
Architectural History II	1
Army Physical Readiness	1
Art and Art History Internship	3
Arts/Humanities Honors	8
Astrophysics Laboratory	1
Automata Thry/Formal Languages	1
Automation and Robotics	6
Backstage Pass to Health Prof	1
Bacterial Stress Responses	1
Ballet II	1
Ballet III	1
Ballet IV	1
Ballet Variations	1
Basic Marketing	1
Becoming a Spec Ed Teacher	1
Beginning Ceramics	2
Beginning Drawing	5
Beginning Painting	2
Beginning Photography	3
Beginning Printmaking	1
Beginning Sculpture	3
Behavioral Finance	2
Behavioral Health & the Family	1
Behavioral Hlthcare Field Exp	3
Bio I Cellular Processes Lab	5
Bioelectronics	2
Biological Anthropology	1
Biological Anthropology Lab	1
Biology Internship	5
Biomedical Engineering	1
Biomedical Ethics	2
Biomedical Physiology	1

Biophysical Chemistry	1
Biostatistics in Society	2
Black American Cinema	1
BME Industry Internship Exp.	1
BME Lab I	2
Brass Choir	2
Britain and Russia,	1
British History to 1688	1
Broadcast News	2
Bus Analytics/IS Internship	1
Bus Honors Professional Dev II	2
Business Mgmt in Aging Society	1
Buyer Behavior	2
Capstn Wtr Resources/Envr Dsgn	1
Capstone Struc/Geo/Matl Design	2
Capture the Flag	2
Career Development in Psych	1
Careers in Geology	1
Careers in Public Health	1
Categorical Data Analysis	1
Cave & Karst Geology	1
Cell Biology Laboratory	17
Chamber Singers	1
Chemical Engineering Lab II	4
Child/Adol Social Devel	1
Childhood Ed Intern Level III	2
Childhood Educ Intern Level II	9
Children's Issues Beh Health	1
China Today	1
Choral Methods	1
Choreography II	1
Choreography IV	1
Clarinet Major	2

Clarinet Principal	3
Classics of Judaism	1
Clinical Education II	2
Clinical Education III	3
Cloud Computing for IT	1
Coaching Core Methods	1
Coaching Practicum	1
Cognitive Psychology	2
College Algebra	4
College Peer Health Education	1
Collegium Musicum	1
Comm Culture & Community	2
Communication Senior Capstone	4
Community Internship	1
Community Practicum Mental Hlt	1
Community-Based Arts Practice	1
Competing on Analytics	1
Complex Health Nursing I Clin	13
Complex Health Nursing II	1
Complex Health Nursing II Clin	5
Computational Geology	1
Computational Methods	2
Computer Architecture Lab	2
Computer Networks Lab for IT	1
Computer System Design Lab	2
Computers In Business	2
Concepts and Practices II	4
Concrete Construction Material	3
Conflict in the World	1
Contemp Performance Theory	1
Contemporary Health Science	2
Contemporary Social Problems	4
Control of Mobile Robots	1

Conversation II	1
Co-Occurring Disorders	1
Coral Reef Ecology	1
Cost Control Hospitality Ops	1
COVID 19 and the Black Diaspor	1
Creative & Design Thinking	1
Creative Perf Chamber Ens II	1
Crisis Leadership in Disasters	1
Critical Issues in Public Hlth	13
Critical Issues in Reality TV	1
Critical Thinking	1
Cross Cultural Interactions in	1
Cross-cultural Communication	1
CSE Project	1
Cultural Anthropology	1
Cultures of Extremism	1
Dance Pedag:Secondary Cur Mths	1
Dance Pedagogy: Internship	1
Data Analysis for Practitioner	1
Data Analytics with R	2
Database Design/Administration	1
Decline & Fall of the Roman	2
Deep Sea Biology	1
Descriptive Astronomy	1
Design of Solar Power Plants	1
Design Practicum	1
Dev Health Professions Portfol	1
Differential Equations	1
Dig Sgnl Process Fld Progrmble	1
Digital Dinosaurs	1
Digital Drawing	2
Digital Health	1
Digital Identity	2

Digital Imaging	1
Digital Marketing	2
Digital Media	1
Digital Printmaking	1
Directed Internship Practicum	2
Directed Reading in Mass Comm	1
Directed Readings	2
Directed Readings in Aging	2
Directed Research	2
Directed Research in Aging	1
Directed Studies	2
Directed Study	10
Directed Study: Math Education	1
Directing I	1
Disaster by Design	1
Discovering Research in Psych	1
Disease Biology	1
Documentary Production	1
Double Bass Principal	2
Dystopia	1
Early Jewish Literature	1
East Asian Cinema	1
Economic Development	1
Economic Geography	1
Edu,Diversity,&Global Society	1
EE Design 1	1
EE Design 2	1
Elec Music-Analog Synthesis II	1
Elec Music-Digital Synthesis 2	1
Elect Music-Real-Time Perf II	1
Elementary Analytical Chem	2
EmbedSys	1
Env Policy and Sustainability	1

Environ Sci & Policy Seminar	2
Environmental Anthropology	1
Environmental Engineering Lab	3
Environmental Ethics	4
Environmental Field Methods	1
Environmental Hydrology	1
Environmental Issues	1
Environmental Law	1
Environmental Regulation	1
Environmental Sci Internship	2
Environmental Science Lab	6
Environmental Site Assessment	1
Envrnment/Occu Risk Analysis	1
Envrnmt Science/Policy Project	2
ESOL Practicum	1
Ethical Issues/Profess Conduct	4
Euphonium Principal	3
Europe	1
Exemplary Treatment Practices	1
Experimental Design/Analysis	3
Expl Cross-Cultural Diversity	1
Expository Writing	7
Facilities Mgmt in Hospitality	1
Fate and Transport	2
Field Experience II	1
Field Mthds Taphonomy	1
Field Prgm Gate Array Design	1
Field Work	2
Fin. Modeling and Analytics	3
Final Intern Seminar	1
Finance Honors Thesis	1
Finance Internship	1
Fitness/Wellness Internship	2

Florida Politics & Government	1
Flute Choir	1
Flute Major	3
Flute Principal	3
Food, Health and Culture	1
Formal Logic	1
Found of Evaluation & Research	2
Foundation PH Writing	3
Foundations of Cybersecurity	1
Foundations of Engineering Lab	7
Foundations of Food Safety	2
Foundations of Global Health	2
French Cinema	1
French IV	1
Fund of Digital Circuits Lab	3
Fundamental of Digital Circuit	2
Fundamentals of Ballet	1
Fundamentals Of Jazz Dance	1
Fundamentals of Modern Dance	1
General Chemistry I Lab	4
General Chemistry II	1
General Chemistry II Lab	6
General Physics I Laboratory	4
General Physics II Laboratory	13
General Physiology Lab	7
Geographic Perspectives Honors	12
Geography Colloquium	1
Geologic History of Florida	1
Geology Colloquium	1
Geology For Engineers	1
Geotech/Transportation Design	2
Geotechnical Engineering II	1
Germany Today	1

GIS for Sustainability	1
GIS Seminar - Web Mapping	1
Global Conservation	1
Global Env Perspectives	1
Global History since 1750	1
Global/Multicul Persp in Ed	1
God and the Bible	1
Gods, Heroes, and Monsters	1
Golf I	2
Graphic Design	2
Graphic Design: Senior Studio	1
Great Performances on Film	1
Greek and Roman Warfare	1
Green Engineering for Sustain	1
Guitar Applied/Studio	1
Hands-on Cyber Security	1
Hands-On DevOps	1
Health Info Sources/Services	1
Health, Ethnicity, and Aging	2
History of Life	1
History of Sports	1
History of the Deaf Community	1
Hlth Asses Well Prev Ac LS Lab	1
Honors Capstone	10
Honors Sem: Major Works/Issues	3
Honors Seminar	2
Honors Seminar in Pharmacy	1
Honors Thesis	4
Hospitality Internship	1
Hospitality Speaker Series	1
Human Sexual Behavior	1
Human-Computer Interfaces	2
Hydrogeology	1

Illustration I	1
Ind Study in Computer Science	15
Independent Research	3
Independent Study	10
Individual Research	5
Industrial Psychology	1
Industry Internship	9
Industry Internship for IT	1
Indv Research in Mass Comm	1
Info Systems Honors Thesis	1
Information Architecture	1
Information Behaviors	1
Instr. and Adapt. Technology	1
Instrumental Conducting	1
Integr Clinical Experience K-5	1
Integrated Final Internship	1
Integrated Internship 6-12	1
Integrated Mgmt Applications	4
Interactive Data Visualization	1
Interdis Knowledge & Learning	6
Interdisciplinary Inquiry	1
Intermed Inorganic Chem Lab	3
Intermediate Analysis I	1
Intermediate Ceramics	2
Intermediate Drawing	3
Intermediate Laboratory	1
Intermediate Painting	3
Intermediate Photography	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
International Organizations	1
International Terrorism	1
International Wine & Culture	1
Internship	21
Internship Crim Justice Majors	4
Internship in Deaf Studies	1
Internship in History	1
Internship in Humanities	1
Internship: Early Childhood	2
Internship: Elementary Educ	9
Internship: Mathematics Ed	1
Internship: Music Education	1
Interpreting III	1
Interpreting Practicum II	1
Intro Ambulatory Care Nursing	1
Intro Chem & Biomolecular Eng	2
Intro Comm Sciences/Disorders	1
Intro Digital Architecture	2
Intro Mathematical Economics	1
Intro Partial Diff Equations	1
Intro Physical Geography Lab	1
Intro to Architect Design II	2
Intro To Audiologic Rehab	2
Intro to Bioastronautics	2
Intro to Computer Programming	1
Intro to Databases for IT	2
Intro to Design Graphics	4
Intro to Environmental Science	1
Intro to Food	1
Intro to Hearing Science	1
Intro to Mil & Vet Health	1
Intro to Political Theory	1

Intro to Public Health GIS	1
Intro to Tactical Leadership	3
Intro to Women's Studies	5
Intro/Clin/Proc	1
Introduction to AI	1
Introduction to Beer Science	1
Introduction to Energy Policy	1
Introduction To Ethics	1
Introduction to Graph Theory	1
Introduction to Humanities	12
Introduction to Literature	2
Introduction to Oceanography	2
Introduction to Philosophy	1
Introduction to Public Health	5
Introduction to Sociology	7
Introductory Statistics I	5
Issues in Caribbean Religions	1
Italy during the Renaissance	1
Japanese Calligraphy	1
Japanese VI	1
Jazz Chamber Ensemble	1
Jazz Ensemble	1
Jazz Keyboard Skills	1
Jazz Percussion Major	2
Jazz Theory & Improvisation II	1
JPN Culture through your Lens	1
Jr. Performance	1
Laboratory I	3
Laboratory II	2
Lang Principles & Acquisition	1
Language Diction For Singers	1
Language Processing	1
Language, Culture & Film	1

Latina/o/x Media Studies	1
Leadership Fundamentals	3
Leadership in a Complex World	2
Leadership in Chg Environments	1
Leadership in Deaf Studies	1
Learning Assistant Bio Div	1
Learning in the Real World	1
Linear Controls Laboratory	3
Listening & Performance	1
Live Action Filmmaking	1
Lodging Management	1
Machine Learning	1
MAKE: Hands-On Engr Design	2
Malware Analysis & Rvrs Eng	1
Mammalogy Laboratory	2
Management Honors Thesis	1
Management Internship	1
Managing Information Resources	4
Marine Aquaculture	1
Marketing Honors Thesis	4
Marketing Management Problems	10
Marketing Research	2
Mech Manufactuing Processes	2
Mechanics of Materials Lab	3
Mechatronics for Innovation	1
Med. Eng. Design II	2
Media & Civil Rights Movement	1
Medical Bacteriology	1
Medical Botany	1
Medical Mycology	1
Medical Sociology	2
Medieval & Renaissance Phil	1
MEMS II	1

Meth of Teaching Eng: Pract	1
Meth Tch Eng: High School	1
Methods Chemical Investigation	1
Methods for Envi Poli Analysis	2
Microbio Undergrad Research	3
Microbiology Lab Hlth Prof	1
Mid Sch Math Ed Practicum II	1
Miscarriages of Justice	1
Modern Chinese II	3
Modern Chinese IV	2
Modern Chinese Lit in Transltn	1
Modern Dance I	1
Modern Dance II	1
Modern Dance III	1
Modern Dance IV	1
Modern Latin America	1
Movement for Actors	1
Multidis Behavioral Healthcare	1
Music and Culture	1
Music Hist/Baroque And Classic	1
Music Hist/Med And Renaissance	1
Music Hist/Romantic/20th Cent	1
Music Senior Seminar	1
Musical Theater Scene Study	1
Nanostruc/Matl-Sustainable Sys	1
Narrative Persp Exc: Cul & Eth	1
Natural Sciences Honors	7
New Media for Tech Comm	1
Newsbreak Editing & Soc Media	1
Numerical & Computer Tools II	4
Nurs Care Wom Child & Fam Clin	13
Occupational Health and Safety	1
Optical Product Technology	1

Organic Chemistry II	1
Organic Chemistry Lab I	2
Organic Chemistry Lab II	6
Organizational Communication	1
Outdoor Fitness	1
Parasitology	1
Pat Cen Care Ess Nur Prac Lab	1
Patterns of Criminal Behavior	1
Peer Leading in Chemical Eng	1
Peer Leading in Chemistry	2
Penetration Testing for IT	1
People Analytics	2
Percussion Ensemble	1
Percussion Major	2
Percussion Principal	3
Performance	2
Personality & Individual Diff	1
Philosophy Capstone Seminar	1
Philosophy of Mind	1
Photography	1
Phys Ed Pre-Intern: Elementary	1
Physical Chemistry Lab	1
Piano Major	1
Piano Principal	1
Plant, Soil, Microbial Interac	1
Politics of Developing Areas	1
Port Sustainability	1
Poverty and Self-Sufficiency	1
Prac Exp Teacher Candidate Edu	1
Practical Chinese	1
Precalc Algebra/Trigonometry	5
Preceptorship	15
Prejudice, Race & Stigma	1

Prejudice, Stigma & Race	2
Prejudice, Stigma, & Race	1
Prep for a Career in Geology	1
Prev Cardiology Health Prof	1
Principles Fracture Mechanics	1
Principles Naval Management II	1
Principles of Ecology	1
Principles of Ecology Lab	7
Principles of Finance	2
Principles of Immunology	1
Problems in Algebra Physics I	1
Problems in General Physics I	1
Problems in General Physics II	1
Process Dynamics and Control	2
Production Involvement I	2
Production Involvement II	2
Prof Form Engineers 2	1
Prof Form Engineers 3	1
Prof/Ethical Issues in Engr	2
Professional Ethics	1
Professional Practices	1
Professional Seminar	1
Professional Success	1
Professionalism in Crim and CJ	1
Prog for Social Media Analysis	1
Programming Concepts Mech Engr	1
Programming with Data	1
Promotional Video Production	1
Psych/Mental Hlth Nur Clinical	5
Psychology of Crime:Psych/Viol	1
Psychology of Juries	1
Psychology of Language	1
Psychology of Learning	1

Pt Care: Ess Nur Prac Clinical	4
Public Health Emergencies	1
Public Health Nursing Clinical	4
Public Relations Research	1
Public Speaking	1
Quantum Computing and Comm	1
Race and Crime	1
Radio & Podcasting	1
Reading French Lit & Culture	1
Real Estate Decision Making	1
Real Estate Internship	1
Regulatory & Clinical Ops	1
Research Methods in Geography	1
Research Mthds Crim Justice I	3
Resilience & COVID	1
Restaurant Management	1
Restaurant Operations	1
Restoration Ecology	1
Rhet Theory for Tech Comm	2
Robotics Process Automation	1
Russian Civilization	2
Scalability-Entrepreneur Firms	1
Schools and Society	2
Science for all Students	1
Science of Weight Management	1
SCM Capstone Project	1
Secondary Science Ed Mtds	1
Secure Hardware Design	1
Sedimentary Environments	1
Sel Top Theatre - BRIT Prog	1
Sel Top: Video/Anima/Dig Art	3
Sel Topics: Hate Groups in US	1
Sel Topics: The Bus of eSports	2

Sem: Sexual Violence	1
Sem:Cell and Molecular Biology	1
Sem:Contemp Issues in Policing	1
Seminar in Ethics	9
Seminar in Marine Biology	1
Seminar in Microbiology	1
Seminar in the Social Sciences	2
Senior Capstone for BSAS/BGS	3
Senior Choreography Project	1
Senior Mechanical Design	1
Senior Project in Info Tech	2
Senior Project: Portfolio	1
Senior Recital/Proj/Portfolio	1
Senior Semester Math Education	1
Senior Seminar	2
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
Silkscreen	1
Soc/Behavioral Sciences Honors	5
Social Media in Sport Mrkting	2
Social Psychology	3
Social Relationships	1
Social Science Statistics	2
Social Work Data Management	2
Software Devl Mobile Devices	1
Software Engineering	1
Southeastern U.S. Archaeology	1
Span. for Bus & Intl Trade II	1

Special Skills In Movement	1
Special Topics: Photo	1
Speech Disorders	2
Sport as Performance	2
Spvsd Research in Computer Sci	6
Sr Sem in Social Science Ed	1
Sr Seminar Early Childhood Ed	1
Sr Seminar in English Ed	1
ST: Coastal Archaeology.	1
ST: Data Visualization	1
ST: Herpetology	1
ST: Microbiological Research	1
ST: Topics in Food Comm.:	1
ST:Advanced Video Storytelling	1
Standards Based Education	1
Stellar Astronomy & Cosmology	2
Strat Com for Science	1
Strategic Mgmt/Decision Making	9
Strategies for Veteran Success	1
String Techniques	1
Structural Geology & Tectonics	1
Styles Of Acting	1
Survival Physiology	1
Sustainable Develop & Religio	2
Symbolic Computations in Math	1
Tactical Leadership Foundation	3
Teach Elem K-6 Social Studies	2
Teaching Critical & Creative	1
Teaching Social Science Themes	1
Tech for Leading & Learning	5
Tech/Prof Capstone	1
Tech/Prof Internship	2
Tennis I	2

The History of Blues and Rock	1
The Irish in America	1
The Self	1
The Seventeenth Century	1
The Teacher as Researcher	3
The Twentieth Century	1
Theater and Culture	1
Theatre History II	1
Time Series and Forecasting	1
Top: Intro to Law	1
Topics in Sculpture	1
Topics in the Social Sciences	1
TP: Tampa Bay Science & Policy	1
Trombone Major	2
Trombone Principal	4
Trustworthy Infrastructures	1
Tuba Major	3
Tuba Principal	1
TV Practicum: Florida Focus	2
TV Production and Direction	2
Twentieth Century Art	1
UG Comprehensive Exam	1
Undergrad Research Exp	1
Undergraduate Research	24
Undergraduate Seminar	2
Understanding Dance Experience	1
Understanding World Cultures	2
University Orchestra	1
University Pep Band/WintrGuard	1
University Singers	1
Use of Chemical Literature	3
User Engage & Mod News Cons	1
Video, Animation, Digital Arts	5

Vis Design for Global Media	1
Visual Cultures of the Middle	1
VLSI Testing	1
Voyages in Roman Imagination	1
War and Society	1
Weight Mngmnt:Fact vs Fiction	1
Weight Training	3
Wetland Environments	1
Wildlife Research Methods	1
Wind Ensemble	3
Winning with Analytics	1
Wireless Circuits/Systems Lab	4
Wireless Comm Lab	2
Women and Communication	2
Women and Politics	1
Women, Environment, and Gender	1
Women's Studies Internship	1
Workforce & Leadership Dvlpmnt	3
World Dance Topics	1
Writing for Performance	1
Writing For Public Relations	2
Writing For Radio and TV	1
Writing For The Theatre	1
Writing Lives	1
TOTAL	4053

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 2020	
Total Number of Course Sections Offered	***n* = 1546**
Course Title(s) that Required or Recommended Course Materials for Less than $20 per Credit Hour	**Number of Section(s)**
Advanced Keyboard Skills	1
Data Analytics	1
Digital Marketing	4
Happiness and Well-Being	3
Mobile Biometrics	1
Practical Chinese	1
Sustainable Develop & Religio	1
Vertebrate Zoology Laboratory	1
Academic Foundations Seminar	9
Academic Transitions	2
Accounting Internship	2
Acquisition Of Knowledge	67
Acting I	3
ACTING THE SONG	1
Adaptive Team Leadership	1
Administration of ALFs	1
Adv Chinese Conversation I	1
Adv Illustration	1
Adv Investment Analysis/Mgmt	1
Adv Macroeconomic Theory	1
Adv Org Chem II: Physi-Org	1
Adv Program Design	1

Adv Undergrad Research Exp							2
Adv Video, Animation, Dig.Arts							2
Adv. Bacterial Genetics							1
Advanced Adv Creativity							1
Advanced Ceramics							2
Advanced Composition							1
Advanced Design Practicum							1
Advanced Drawing							2
Advanced Laboratory							1
Advanced Marine Biology							1
Advanced Media Strategy							1
Advanced Painting							2
Advanced Printmaking							2
Advanced Public Relations							1
Advanced Receptive Voicing							1
Advanced Reporting							2
Advanced Rhetoric							1
Advanced Sculpture							1
Advertising Creativity							4
Advertising Management							1
Advertising Media Strategy							1
African American Literature							1
African Chiefdoms & States							1
Alternative & Renewable Energy							2
Alzheimer's Disease Management							1
Amer Sign Language Literature							1
American History I							7
Analysis Of Algorithms							2
Analyzing Culture and Media							1
Anat/Phys Lab I-Health Profs							4
Anatomy Phys I for Hlth Prof							1
Anatomy Phys II for Hlth Prof							1
Anatomy Physi Lab II Hlth Prof							2

Ancient Trade								1
Applied Data and Info Security								1
Applied Robotics								1
Applied Securities Analysis								1
Applied Statistics in Crime								1
Arc Freehand Drawing Methods								1
Archaeoastronomy								1
Archaeology								2
Architectural History I								1
Architectural Photography								1
Army Physical Readiness								1
Art and Art History Internship								2
Arts/Humanities Honors								14
Athletic Coaching Scient Prin								1
Audition Workshop for Actors								1
Automata Thry/Formal Languages								1
Automated Reasoning								1
Backstage Pass to Health Prof.								1
Ballet History								1
Ballet I								1
Ballet II								2
Ballet III								1
Ballet IV								1
Ballet Variations								1
Beaches/Coastal Environments								1
Beginning Ceramics								4
Beginning Drawing								8
Beginning Drawing Graphic Arts								1
Beginning German I								1
Beginning Painting								5
Beginning Photography								4
Beginning Printmaking								5
Beginning Reporting								1

Beginning Sculpture							4
Behavioral Health & the Family							1
Behavioral Hlthcare Field Exp							2
Biological Anthropology							2
Biological Anthropology Lab							1
Biological Prin For Non-Majors							1
Biology Internship							6
Biology Skills							1
Biomedical Engineering							1
Biomedical Ethics							3
Biostatistics in Society							2
Black Women in America							2
Blockbuster Film							1
BME Lab II							2
Body Burn Bootcamp							2
Brain-Computer Interfaces							1
Brand Journalism							1
Broadcast News							2
Bus Analytics/IS Internship							1
Bus Honors Professional Devl I							1
Business Analytics							1
Calculus III							1
Capstone/Senior Project							1
Capture the Flag							2
Career Development in Psych							1
Career Devl - Student Athletes							1
Careers in Public Health							1
Cell Biology							1
Cell Biology Laboratory							16
Cell Metabolism							1
Chemical Engineering Lab I							4
Chemistry/Microbiology of Beer							1
Child & Adolescent Social Devl							1

Child Development and Trauma							1
Childhood Ed Intern Level I							2
Childhood Ed Intern Level III							7
Childhood Educ Intern Level II							2
Children's Issues Beh Health							1
Chinese Film							1
Choreography I							1
Choreography III							1
Classical Roots of Amer. Law							2
Climate Change							1
Climate Change and Environment							1
Clinical Education I							2
Clinical Education II							2
Clinical Education III							3
Clinical Laboratory							1
Cloud Computing for IT							1
CMOS-VLSI Design Lab							2
Coaching Core Methods							1
Cognitive Psychology							2
College Algebra							5
College Peer Health Education							1
Collegium Musicum							1
Comm Culture & Community							2
Comm Skills for Health Prof							1
Communication & Visual Culture							1
Communication Ethics							1
Communication Senior Capstone							3
Community Internship							1
Community Practicum Mental Hlt							1
Community-Based Arts Practice							1
Comparative Law							2
Competing on Analytics							1
Complex Health Nursing I Clin							4

Complex Health Nursing II							2
Complex Health Nursing II Clin							13
Composition I							14
Composition II							3
Computational Geology							1
Computational Geometry							1
Computational Methods							1
Computational Physics							1
Computer Networks Lab for IT							2
Computer Tool Lab							1
Computers In Business							1
Concepts and Practices I							1
Concrete Construction Material							3
Conflict in the World							1
Connectomics							2
Contemp Performance Theory							1
Contemp Thinking in Astronomy							1
Contemporary Health Science							2
Control of Mobile Robots							1
Co-Occurring Disorders							1
Cost Control Hospitality Ops							1
COVID-19 and the African Diasp							1
Creative Non-Fiction							1
Creativity & Innovation in ENT							1
Criminal Rights/Procedures							1
Critical Issues in Cultural							1
Critical Issues in Public Hlth							12
Critical Thinking							1
Cryptography and Coding Theory							1
CSE Project							1
Cultural Anthropology							1
Cultural Studies & Pop Arts							1
CyS&IT Research Seminar							1

Dance Senior Seminar								1
Dante's Inferno								1
Data and Security Analytics								1
Data Networking Communications								1
Database Design/Administration								2
Descriptive Astronomy								2
Design Practicum								1
Design Signs and Symbols								2
Determinative Bacteriology								1
Dev Health Professions Portfol								2
Developing Adaptive Leaders								1
Differential Geometry								1
Digital Drawing								3
Digital Health								1
Digital Media								1
Digital Media & Amer Society								1
Digital Modeling								2
Directed Internship Practicum								1
Directed Reading in Mass Comm								1
Directed Readng								1
Directed Research								3
Directed Research in Aging								1
Directed Studies								2
Directed Study								12
Directed Study - Modern								1
Directing I								1
Disaster by Design								1
Discovering Research in Psych								1
Drafting and CAD I								1
Drama-Special Topics								1
Drones for Info Prof.								1
Drug Abuse Prevent/Treatment								1
Economic Geography								1

Economics of Business Strategy							1
Economics of Health							1
Ecosystem Ecology							1
EE Design 1							1
EE Design 2							1
Engineering Analysis							1
Enterprise Resource Plnng Sys							1
Entry Seminar							1
Env Policy and Sustainability							1
Environ Sci & Policy Seminar							2
Environmental Anthropology							1
Environmental Economics							1
Environmental Engineering Lab							4
Environmental Ethics							1
Environmental Field Methods							1
Environmental Issues							1
Environmental Law							1
Environmental Regulation							1
Environmental Sci Internship							1
Environmental Science Lab							6
ENVISION Sustain Communities							1
Envrnmt Science/Policy Project							2
ESOL Practicum							2
Essentials Geology Laboratory							3
Ethical Issues/Profess Conduct							2
Ethics and Power in Leadership							1
Evolution and Health							1
Exemplary Treatment Practices							1
Experimental Biology Lab							1
Experimental Design/Analysis							3
Expository Writing							8
Facilities Mgmt in Hospitality							1
Fact-Checking Elections							1

Female Experience in America							1
Feminist Media Studies							1
Fiction I							1
Fiction II							2
Field Experience I							1
Field Experience III							2
Field Work							2
Film and Culture							1
Fin. Modeling and Analytics							4
Final Intern Seminar							1
Finance Honors Thesis							1
First Aid							3
Flex Elect & Thin-Film Solar							1
Flute Choir							1
Flute Major							5
Flute Principal							4
Food Politics							1
Formal Logic							1
Found of Evaluation & Research							1
Foundation PH Writing							3
Foundations of Cybersecurity							1
Foundations of Engineering Lab							9
Foundations of Food Safety							2
Fund of Digital Circuits Lab							3
Fundamental of Digital Circuit							1
Fundamentals of Ballet							1
Fundamentals Of Jazz Dance							1
Fundamentals of Modern Dance							1
Gender, Sex, & the Law							1
General Chemistry I							9
General Chemistry I Lab							7
General Chemistry II							3
General Chemistry II Lab							4

General Genetics Lab								3
General Microbiology Lab								17
General Physics I Laboratory								65
General Physics II Laboratory								46
General Physiology Lab								6
Geographic Perspectives Honors								14
Geography Colloquium								1
Geologic History of Florida								1
Geology Colloquium								1
Geology For Engineers								1
Geotechnical Engineering Lab								3
German Popular Music								1
GIS for Sustainability								1
Global Conservation								2
Global History since 1750								1
Global Leadership								1
Global/Multicul Persp in Ed								1
Globalization & Technology								2
Gods, Heroes, and Monsters								1
Golf I								1
Graphic Design I								2
Great Performances on Film								1
Health Information Systems Mgt								1
Health Scien. Internship								1
Heimat (Home) and Migration								2
Hist Perspectives in Chem								1
Historical Methods & Materials								1
History of Life								1
Hitler and Stalin								1
Hlth Asses Well Prev Ac LS Lab								2
Homeland Security								1
Honors Capstone								15
Honors Psych Seminar 2nd Sem								1

Honors Sem: Major Works/Issues							2
Honors Thesis							15
Hospitality Internship							1
Hospitality Speaker Series							1
Human Aspects of Cybersecurity							1
Human Histo&MolePathDisease							1
Human Sexual Behavior							1
Human Variation							1
Human-Computer Interfaces							2
Humanities Pro-Seminar							1
Immigration History							1
Ind Study in Computer Science							6
Independent Study							4
Independent Study for IT							1
Individual Research							2
Industry Internship							1
Industry Internship for IT							3
Indv Fitness/Wellness Program							1
Indv Research in Mass Comm							1
Infectious/Contagious Diseases							1
Info Systems Honors Thesis							1
Information Literacy							1
Innovative Team Leadership							1
Instructional Decision Making							1
Instrument Systems I							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							4
Intercultural Health Comm							1
Intercultural Music/20th Cent							1

Interdis Knowledge & Learning							1
Interdisciplinary Inquiry							1
Intermed Inorganic Chem Lab							4
Intermediate Ceramics							3
Intermediate Draw Graphic Arts							2
Intermediate Drawing							6
Intermediate Laboratory							1
Intermediate Painting							6
Intermediate Photography							1
Intermediate Price Theory							1
Intermediate Printmaking							2
Intermediate Sculpture							1
Intern English Ed							1
Intern I: Mid School Math Ed							1
Intern Science Ed							1
Intern Social Science Ed							1
International Wealth/Power							1
Internship							6
Internship: Elementary Educ							2
Internship: Mathematics Ed							1
Internship: Music Education							1
Interpersonal Relationships							1
Interpreting II							1
Interpreting Practicum II							1
Intro Ambulatory Care Nursing							1
Intro Arch Design & Graphics							1
Intro Chem & Biomolecular Eng							1
Intro Comm Sciences/Disorders							1
Intro Digital Architecture							2
Intro Mathematical Economics							2
Intro Physical Geography Lab							1
Intro Research in BC Sciences							1
Intro to Architect Design II							2

Intro to Computer Programming							1
Intro to CSE Research Seminar							1
Intro to Databases for IT							3
Intro to Digital Architecture							1
Intro to Food							1
Intro to Forensic Science							1
Intro to Hadoop & Big Data							1
Intro to Hospitality & Tourism							1
Intro to Intelligence Studies							1
Intro to Mil & Vet Health							1
Intro to Political Theory							1
Intro to Psychological Science							9
Intro to Teaching Profession							2
Intro to Women's Studies							2
Introduction to Drug Discovery							1
Introduction to EOH							1
Introduction To Ethics							3
Introduction to Humanities							26
Introduction to Islamic Art &							1
Introduction to Literature							10
Introduction to Oceanography							2
Introduction to Philosophy							3
Introduction to Public Health							5
Introduction to Robotics							1
Introduction to Sociology							6
Introduction to Theatre							1
ISS Internship							1
Issues in Caribbean Religions							1
Issues in Feminism							1
Issues In Music							1
IT Security Systems							1
Italian Culture Through Film							1
Italian III							1

Jazz Chamber Ensemble							1
Jazz Theory & Improvisation I							1
Jews, Christians, Muslims							1
Judgment and Decision Making							1
Junior Performance Project							1
Laboratory I							2
Laboratory II							1
Lang & Cognitive Skills in ASL							1
Language, Culture & Film							1
Leadership & Personal Devl							1
Leadership Fundamentals							4
Learning Asst. Bio Diversity							1
Lect Contemporary Bio							1
Life & Health Insurance Prodct							1
Linear Controls Laboratory							3
Listening and Performance							2
Live Action Filmmaking							1
Lodging Management							1
MAKE: Hands-On Engr Design							1
Management Internship							1
Managing Information Resources							3
Marine Aquaculture							1
Marketing Management Problems							6
Marketing Research							3
Mass Spectrometry							1
Materials Selection							2
Mech Manufactuing Processes							2
Mechanical Engineering Lab II							4
Mechanics of Materials Lab							3
Medical and Applied Entomology							1
Medical Botany							1
Medical Sociology							3
Medieval and Early Modern Lit							1

Course							Count
MEMS I: Chem/Biomed Sensors							1
Mental Illness & Addiction							3
Microbio Undergrad Research							3
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
MMIC Design							1
Mobile/Personal Communication							2
Modern Biomedical Technologies							2
Modern Chinese I							3
Modern Chinese III							2
Modern Dance I							1
Modern Dance II							1
Modern Dance III							1
Modern Dance IV							1
Modern Judaism							1
Molecular Biology of the Cell							1
Molecular Biology of the Gene							1
Movement for Actors							1
Moving Pictures: Locating the							1
Multidis Behavioral Healthcare							2
Music and Culture							1
Music Hist/Baroque And Classic							1
Natural Sciences Honors							9
Near Surface Geophysics							1
Neuroanatomy							1
New Media for Tech Comm							1
North American Archaeology							1
Northern Renaissance Art							1
Nurs Care Wom Child & Fam Clin							4

Nutrition for Fitness & Sport							1
Occupational Health and Safety							2
Optimization							1
Organic Chemistry II							2
Organic Chemistry Lab I							4
Organic Chemistry Lab II							2
Orientation Health Professions							1
Overview PH Programs Policies							2
Packaging Design							1
Pat Cen Care Ess Nur Prac Lab							3
Peer Leading in Chemistry							3
People Analytics							2
Performance							2
Performance and Video							1
Personnel							1
Petrology							1
Photojournalism I							1
Phys Ed Pre-Intern: Secondary							1
Physical Activity Diverse Pops							1
Piano Major							2
Piano Principal							1
Planning for Emergencies							1
Political Leadership							1
Port Sustainability							1
Prac Exp Teacher Candidate Edu							4
Practical Politics: The							1
Preceptorship							4
Predictive Analytics							1
Prejudice, Stigma & Race							3
Prev Cardiology Health Prof							1
Principles of Ecology							1
Principles of Ecology Lab							10
Principles of Envt'l Planning							1

Principles of Finance							2
Principles of Immunology							1
Pro Seminar: Psych of Religion							1
Pro Seminar: Psychology @ Work							1
Problem Solving for Defense							2
Problems in General Physics I							3
Problems in General Physics II							1
Process Dynamics and Control							1
Production Involvement I							6
Production Involvement II							3
Prof and Technical Editing							1
Prof Form Engineers 3							1
Professional Ethics							1
Professional Selling							4
Professional Seminar							1
Professional Success							2
Professional Writing							6
Prog on Massive Parallel Sys							1
Programming Concepts							1
Programming Concepts Mech Engr							2
Programming Design							1
Psych/Mental Hlth Nur Clinical							3
Psychological Statistics							3
Psychology of Juries							1
Psychology of Language							1
Psychology of Learning							1
Psychology of Religion							2
Pt Care: Ess Nur Prac Clinical							13
Pub Health/Pathog Microbiology							1
Public Health Emergencies							1
Public Health Nursing Clinical							4
Public Relations Design							3
Public Relations Research							1

Public Speaking									1
Race & Gender in Pop Film & TV									1
Racism in American Society									2
Radio Freq Microwave Measuremt									1
Read & Basic Skills Soc St									1
Real Estate Decision Making									1
Rehabilitation Engineering									2
Remote Sensing of Environment									1
Res Meth/Eth Iss in Beh Analys									1
Research in Community Settings									1
Research Methods in Geography									1
Research Mthds Crim Justice I									2
Restaurant Operations									1
Robotics & AI									1
Robotics Process Automation									1
Russian Civilization									2
Scalability-Entreprenuer Firms									1
Schools and Society									4
Sci/Tech/Society Interaction									1
Science for all Students									2
Science in Cultural Context									1
Script Analysis									1
Secure Coding									1
Sedimentary Rocks & Processes									1
Sel Top: Video/Anima/Dig Art									2
SEM: Sexual Violence									1
Sem:Cell and Molecular Biology									1
Seminar in Ethics									12
Seminar in Marine Biology									1
Seminar in Microbiology									1
Seminar in the Social Sciences									2
Senior Capstone for BSAS/BGS									4
Senior Choreography Project									1

Senior Mechanical Design								1
Senior Portfolio								1
Senior Project in Info Tech								2
Senior Project: Research								1
Senior Semester Math Education								1
Senior Seminar in Science Ed								1
Senior Thesis								1
Shakespeare For The Theatre								1
Soc of Childhood and Youth								1
Soc/Behavioral Sciences Honors								9
Social Media								1
Social Media Mining								1
Social Psychology								2
Social Science Statistics								2
Social Work Data Management								2
Sociobiology								1
Software System Development								1
Software Testing								1
Span: Health in Hispanic World								1
Spanish for Bus & Intl Trade I								1
Spanish Linguistics								1
Spec Topics in Health Sciences								1
Spoken French Cultural Context								1
Sport as Performance								1
Spvsd Research in Computer Sci								4
Sr Sem in Interpreter Training								1
Sr Sem: Human Trafficking								1
Sr Seminar in English Ed								1
ST: Adv Topics in Peer Leading								1
ST: Data Visualization								1
ST: Drone Videography								1
ST: eHealth in the Digital Age								1
ST: Limnology								1

ST: Microbiological Research							1
ST: Multi-camera Field Prod							1
ST: Peer Leading in ChE							1
ST: Senior Seminar in Biology							1
ST: WUSF TV Newsbreak							1
ST:WUSF TV Newsbreak							1
Standards Based Education							1
Stellar Astronomy & Cosmology							2
Strategic Mgmt/Decision Making							10
Strategies for Veteran Success							1
Structural Geology & Tectonics							1
Studio Theatre Performance II							3
Supply Chain Management							2
Survey in Exercise Science							1
Sustainable Energy							2
Teach Elem K-6 Social Studies							6
Teach Mthds Middle Grade Sci I							1
Teaching Foreign Languages							1
Teaching Mid Grades Social Sci							1
Teaching Social Science Themes							1
Tech for Leading & Learning							4
Tech/Prof Internship							3
Technical Comm for Majors							1
Technical Theatre in Dance							1
Technical Theatre Lab I							2
Technical Theatre Lab II							2
Technical Theatre Lab III							2
Teleology							1
Tennis I							2
The American Presidency							2
The City							1
The Renaissance							1
The Teacher as Researcher							1

Theater and Culture								1
Theatre History I								1
Theory and Methods of History								1
Topics in Sculpture:								1
Traditional English Grammar								1
Translation from English & ASL								1
Transliterating								1
Transportation and Society								1
TV Production and Direction								2
Twentieth Century Art								1
Typography								2
Undergraduate Research								21
Undergraduate Seminar								2
Understanding Dance Experience								1
Understanding World Cultures								1
University Orchestra								1
University Success								1
Use of Chemical Literature								3
Video Storytelling								1
Video, Animation, Digital Arts								7
Viola Principal								1
Visual Design for Global Media								1
Visual Storytelling								1
Voice For Actors								1
War and Society								1
Weight Training								3
Wetland Environments								2
Wildlife Research Methods								1
Wind Ensemble								1
Winning with Analytics								1
Wireless Circuits/Systems Lab								4
Women and Communication								1
Women and Social Action								1

Course Title							Number
Women, Environment, and Gender							1
Women's Studies Internship							1
Workforce & Leadership Dvlpmnt							3
World Dance Topics							1
World Religion Healthcare Prof							1
Writing For Radio and TV							3
Writing For The Theatre							1
Writing Lives							1
Writing Research Pub BCS							1
Writing Workshop							2
Written French Culture Context							1
Yoga							1
						TOTAL	1546

Spring 2021	
Total Number of Course Sections Offered	*n* **=** 1843
Course Title(s) that Required or Recommended Course Materials for Less than $20 per Credit Hour	**Number of Section(s)**
Advanced Keyboard Skills	1
Digital Marketing	2
Ethics and Film	1
Practical Chinese	1
Restoration Ecology	1
Science of Weight Management	1
SCM Capstone Project	1
SCM Internship	1
Sustainable Develop & Religio	2
Systems of Oppression	1
19th-Century American Novel	1
20th Century Dance History	1
3D Animation	1

About Face in the U.S.								1
Abstraction in Islamic Art								1
Academic Foundations Seminar								4
Academic Transitions								2
Accounting Internship								3
Acquisition Of Knowledge								1
Acting I								2
Acting III								1
Addictive Tx with Special Popu								1
Admin Fitness/Wellness Centers								1
Adoles Lit Mid/Second Stu								1
Adv Chinese Conversation II								1
Adv Directed Study & Research								1
Adv Illustration								1
Adv Investment Analysis/Mgmt								1
Adv Organometallic Chemistry								1
Adv Program Design								1
Adv Topics in Peer Leading								1
Adv Undergrad Research Exp								3
Adv Video, Animation, Dig.Arts								2
Advanced Adv Creativity								1
Advanced ASL Discourse								1
Advanced Ceramics								1
Advanced Conducting								1
Advanced Cyber Security								1
Advanced Design Practicum								1
Advanced Drawing								1
Advanced Graphic Design								1
Advanced Inorganic Chemistry								1
Advanced Laboratory								1
Advanced Media Strategy								1
Advanced Painting								1
Advanced Photography								1

Advanced Printmaking							1
Advanced Professional Selling							2
Advanced Public Relations							2
Advanced Receptive Voicing							1
Advanced Reporting							1
Advanced Sculpture							1
Advanced Technology							1
Advanced Typography							2
Advertising Creativity							2
Advertising Management							1
Affective Computing							1
African American Literature							1
Aggressive Hacking							1
AI in Cyber Physical Systems							2
Alcohol Drugs and Crime							1
Alzheimer's Disease Management							1
Am Lit From Begin to 1860							1
American Drama							1
American History II							9
Analysis Of Algorithms							1
Analytical Tools for Economist							2
Analyzing Culture and Media							1
Anat/Phys Lab I-Health Profs							2
Anatomy Phys I for Hlth Prof							1
Anatomy Phys II for Hlth Prof							2
Anatomy Physi Lab II Hlth Prof							10
Ancient Diets							1
Ancient History I							1
Animal Behavior							1
Anselm							1
Applied Jazz Piano Major							1
Applied Jazz Piano Principal							1
Applied Research Methods							1

Applied Securities Analysis								1
Arc Freehand Drawing Methods								1
Archaeology								1
Architectural History II								1
Army Physical Readiness								1
Art and Art History Internship								3
Arts/Humanities Honors								18
Astrophysics Laboratory								1
Automata Thry/Formal Languages								1
Automation and Robotics								6
Backstage Pass to Health Prof								1
Bacterial Stress Responses								1
Ballet I								1
Ballet II								1
Ballet III								1
Ballet IV								1
Ballet Variations								1
Basic Biochemistry Laboratory								4
Basic Marketing								1
Becoming a Spec Ed Teacher								1
Beginning Ceramics								2
Beginning Drawing								5
Beginning German I								3
Beginning German II								3
Beginning Painting								2
Beginning Photography								3
Beginning Printmaking								1
Beginning Sculpture								3
Behavioral Finance								2
Behavioral Health & the Family								1
Behavioral Health Sys Delivery								1
Behavioral Hlthcare Field Exp								3
Bio I Cellular Processes Lab								5

Bioelectronics								2
Biological Anthropology								1
Biological Anthropology Lab								1
Biology Internship								5
Biomedical Engineering								1
Biomedical Ethics								2
Biomedical Physiology								1
Biophysical Chemistry								1
Biostatistics in Society								2
Black American Cinema								1
Black Feminisms								3
Black Women in America								1
BME Industry Internship Exp.								1
BME Lab I								2
Brass Choir								2
Britain and Russia,								1
British History to 1688								1
Broadcast News								2
Bus Analytics/IS Internship								1
Bus Honors Professional Dev II								2
Business Mgmt in Aging Society								1
Buyer Behavior								2
Calculus II								1
Capstn Wtr Resources/Envr Dsgn								1
Capstone Struc/Geo/Matl Design								2
Capture the Flag								2
Career & Prof in WGS								1
Career Development in Psych								1
Careers in Geology								1
Careers in Public Health								1
Categorical Data Analysis								1
Cave & Karst Geology								1
Cell Biology Laboratory								17

Chamber Singers								1
Chemical Engineering Lab II								4
Child Development and Trauma								1
Child/Adol Social Devel								1
Childhood Ed Intern Level III								2
Childhood Educ Intern Level II								9
Children's Issues Beh Health								1
China Today								1
Choral Methods								1
Choreography II								1
Choreography IV								1
Clarinet Major								2
Clarinet Principal								3
Classics of Judaism								1
Clinical Education II								2
Clinical Education III								3
Cloud Computing for IT								1
Coaching Core Methods								1
Coaching Practicum								1
Cognitive Psychology								2
College Algebra								4
College Peer Health Education								1
Collegium Musicum								1
Comm Culture & Community								2
Communication Senior Capstone								4
Community Internship								1
Community Practicum Mental Hlt								1
Community-Based Arts Practice								1
Competing on Analytics								1
Complex Health Nursing I Clin								37
Complex Health Nursing II								1
Complex Health Nursing II Clin								5
Computational Fluid Dynamics								1

Computational Geology								1
Computational Methods								2
Computer Animation								1
Computer Architecture Lab								2
Computer Networks Lab for IT								1
Computer System Design Lab								2
Computer Tool Lab								1
Computers In Business								3
Concepts and Practices II								4
Concrete Construction Material								3
Conflict in the World								2
Contemp Performance Theory								1
Contemp Thinking in Astronomy								1
Contemporary Health Science								2
Contemporary Social Problems								4
Control of Mobile Robots								1
Conversation II								1
Co-Occurring Disorders								1
Coral Reef Ecology								1
Cost Control Hospitality Ops								1
COVID 19 and the Black Diaspor								1
Creative & Design Thinking								1
Creative Non-Fiction								1
Creative Perf Chamber Ens II								1
Crisis Leadership in Disasters								1
Critical Issues in Public Hlth								13
Critical Issues in Reality TV								1
Critical Thinking								1
Cross Cultural Interactions in								1
Cross-cultural Communication								1
CSE Project								1
Cultural Anthropology								3
Cultures of Extremism								1

Dance Improvisation								1
Dance Pedag:Secondary Cur Mths								1
Dance Pedagogy: Internship								1
Data Analysis for Practitioner								1
Data Analytics with R								2
Database Design/Administration								1
Deaf Culture								2
Decline & Fall of the Roman								2
Deep Sea Biology								1
Descriptive Astronomy								1
Design of Solar Power Plants								1
Design Practicum								1
Dev Health Professions Portfol								1
Differential Equations								1
Dig Sgnl Process Fld Progrmble								1
Digital Dinosaurs								1
Digital Drawing								2
Digital Health								1
Digital Identity								3
Digital Imaging								1
Digital Media								1
Digital Printmaking								1
Directed Internship Practicum								2
Directed Reading in Mass Comm								1
Directed Readings								2
Directed Readings in Aging								2
Directed Research								2
Directed Research in Aging								1
Directed Studies								2
Directed Study								10
Directed Study: Math Education								1
Directing I								1
Disability Studies								1

Disaster by Design								1
Discovering Research in Psych								1
Disease Biology								1
Diverse Children's Literature								2
Documentary Production								1
Double Bass Principal								2
Drones for Info Prof.								1
Dystopia								1
Early Christian Cultures								1
Early Jewish Literature								1
Early Modern Logic								1
East Asian Cinema								1
Economic Development								1
Economic Geography								1
Edu,Diversity,&Global Society								1
EE Design 1								1
EE Design 2								1
eHealth in the Digital Age								1
Elec Music-Analog Synthesis II								1
Elec Music-Digital Synthesis 2								1
Elect Music-Real-Time Perf II								1
Elementary Analytical Chem								2
EmbedSys								1
Env Policy and Sustainability								1
Environ Sci & Policy Seminar								2
Environmental Anthropology								1
Environmental Engineering Lab								3
Environmental Ethics								4
Environmental Field Methods								1
Environmental Hydrology								1
Environmental Issues								1
Environmental Law								1
Environmental Regulation								1

Environmental Sci Internship								2
Environmental Science Lab								6
Environmental Site Assessment								1
Envrnment/Occu Risk Analysis								1
Envrnmt Science/Policy Project								2
ESOL Practicum								1
Ethical Issues/Profess Conduct								4
Euphonium Principal								3
Europe								1
Evolution and Health								1
Exemplary Treatment Practices								1
Experimental Design/Analysis								3
Expl Cross-Cultural Diversity								1
Expository Writing								7
Facilities Mgmt in Hospitality								1
Fate and Transport								2
Fiction I								1
Field Experience II								1
Field Mthds Taphonomy								1
Field Prgm Gate Array Design								1
Field Work								2
Fin. Modeling and Analytics								3
Final Intern Seminar								1
Finance Honors Thesis								1
Finance Internship								1
Fitness/Wellness Internship								2
Florida Politics & Government								1
Flute Choir								1
Flute Major								3
Flute Principal								3
Food, Health and Culture								1
Form and Technique of Poetry								1
Formal Logic								1

Found of Evaluation & Research								2
Foundation PH Writing								3
Foundations of Cybersecurity								1
Foundations of Engineering Lab								7
Foundations of Food Safety								2
Foundations of Global Health								2
French Cinema								1
French IV								1
French Revolution								1
Fund of Digital Circuits Lab								3
Fundamental of Digital Circuit								2
Fundamentals of Ballet								1
Fundamentals Of Jazz Dance								1
Fundamentals of Modern Dance								1
General Chemistry I Lab								4
General Chemistry II								1
General Chemistry II Lab								6
General Physics I Laboratory								52
General Physics II Laboratory								51
General Physiology Lab								7
Geographic Perspectives Honors								13
Geography Colloquium								1
Geologic History of Florida								1
Geology Colloquium								1
Geology For Engineers								1
Geotech/Transportation Design								2
Geotechnical Engineering II								1
Germany Today								1
GIS for Sustainability								1
GIS Seminar - Web Mapping								1
Global Conservation								1
Global Env Perspectives								1
Global History since 1750								1

Global/Multicul Persp in Ed							1
Globalization							1
Globalization & Technology							1
God and the Bible							1
Gods, Heroes, and Monsters							1
Golf I							2
Graphic Design							2
Graphic Design: Senior Studio							1
Great Performances on Film							1
Greek and Roman Warfare							1
Green Engineering for Sustain							1
Guitar Applied/Studio							1
Hands-on Cyber Security							1
Hands-On DevOps							1
Health Info Sources/Services							1
Health, Ethnicity, and Aging							2
Health, Illness, and Culture							1
Hist Perspectives in Chem							1
Historical Methods & Materials							1
History of Ireland							1
History of Life							1
History of Sports							1
History of the Deaf Community							1
Hlth Asses Well Prev Ac LS Lab							17
Honors Capstone							11
Honors Sem: Major Works/Issues							30
Honors Seminar							2
Honors Seminar in Pharmacy							1
Honors Thesis							13
Hospitality Internship							1
Hospitality Speaker Series							1
Human Anatomy & Physiology I							1
Human Sexual Behavior							1

Human-Computer Interfaces							2
Hydrogeology							1
Illustration I							1
Ind Study in Computer Science							15
Independent Research							3
Independent Study							10
Individual Research							5
Industrial Psychology							1
Industry Internship							9
Industry Internship for IT							1
Indv Research in Mass Comm							1
Info Systems Honors Thesis							1
Information Architecture							1
Information Behaviors							1
Instr. and Adapt. Technology							1
Instrumental Conducting							1
Integr Clinical Experience K-5							1
Integrated Final Internship							1
Integrated Internship 6-12							1
Integrated Mgmt Applications							4
Interactive Data Visualization							1
Intercultural Health Comm							2
Interdis Knowledge & Learning							6
Interdisciplinary Inquiry							1
Intermed Inorganic Chem Lab							3
Intermediate Analysis I							1
Intermediate Ceramics							2
Intermediate Drawing							3
Intermediate Laboratory							1
Intermediate Painting							3
Intermediate Photography							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
International Organizations								1
International Terrorism								1
International Wine & Culture								1
Internship								26
Internship Crim Justice Majors								4
Internship in Deaf Studies								1
Internship in History								1
Internship in Humanities								1
Internship: Early Childhood								2
Internship: Elementary Educ								9
Internship: Mathematics Ed								1
Internship: Music Education								1
Interpreting III								1
Interpreting Practicum II								1
Intro Ambulatory Care Nursing								1
Intro Chem & Biomolecular Eng								2
Intro Comm Sciences/Disorders								1
Intro Digital Architecture								2
Intro Mathematical Economics								1
Intro Partial Diff Equations								1
Intro Physical Geography Lab								1
Intro to Architect Design II								2
Intro To Audiologic Rehab								2
Intro to Bioastronautics								2
Intro to Computer Programming								1
Intro to Databases for IT								2
Intro to Design Graphics								4
Intro to Environmental Science								1
Intro to Food								1

Intro to Hearing Science								1
Intro to Mil & Vet Health								1
Intro to Political Theory								1
Intro to Public Health GIS								1
Intro to Tactical Leadership								3
Intro to Technical Theatre I								1
Intro to Women's Studies								5
Intro/Clin/Proc								1
Introduction to AI								1
Introduction to Beer Science								1
Introduction to Energy Policy								1
Introduction To Ethics								2
Introduction to Formal Logic								1
Introduction to Graph Theory								1
Introduction to Humanities								12
Introduction to Literature								7
Introduction to Oceanography								2
Introduction to Philosophy								1
Introduction to Public Health								5
Introduction to Sociology								7
Introductory Statistics I								5
Issues in Caribbean Religions								1
Italian Conversation								1
Italy during the Renaissance								1
Japanese Calligraphy								1
Japanese VI								1
Jazz Chamber Ensemble								1
Jazz Ensemble								1
Jazz Keyboard Skills								1
Jazz Percussion Major								2
Jazz Theory & Improvisation II								1
JPN Culture through your Lens								1
Jr. Performance								1

Laboratory I									3
Laboratory II									2
Lang Principles & Acquisition									2
Language Diction For Singers									1
Language Processing									1
Language, Culture & Film									1
Lasers and Applications									1
Latina/o/x Media Studies									1
Leadership Fundamentals									3
Leadership in a Complex World									2
Leadership in Chg Environments									1
Leadership in Deaf Studies									1
Learning Assistant Bio Div									1
Learning in the Real World									1
Linear Controls Laboratory									3
Listening & Performance									1
Literature and the Occult									1
Live Action Filmmaking									1
Lodging Management									1
Machine Learning									1
MAKE: Hands-On Engr Design									2
Malware Analysis & Rvrs Eng									1
Mammalogy Laboratory									2
Management Honors Thesis									1
Management Internship									1
Managing Information Resources									4
Marine Aquaculture									1
Marketing Honors Thesis									4
Marketing Internship/Practicum									1
Marketing Management Problems									10
Marketing Research									2
Materials Selection									1
Mech Manufactuing Processes									2

Mechanics of Materials Lab							3
Mechatronics for Innovation							1
Med. Eng. Design II							2
Media & Civil Rights Movement							1
Medical Bacteriology							1
Medical Botany							1
Medical Mycology							1
Medical Sociology							2
Medieval & Renaissance Phil							1
MEMS II							1
Mental Illness & Addiction							3
Meth of Teaching Eng: Pract							1
Meth Tch Eng: High School							1
Methods Chemical Investigation							1
Methods for Applied Statistics							1
Methods for Envi Poli Analysis							2
Microbio Undergrad Research							3
Microbiology Lab Hlth Prof							1
Mid Sch Math Ed Practicum II							1
Miscarriages of Justice							1
Modern Chinese II							3
Modern Chinese IV							2
Modern Chinese Lit in Transltn							1
Modern Dance I							1
Modern Dance II							1
Modern Dance III							1
Modern Dance IV							1
Modern Latin America							1
Molecular Biology Literature							2
Movement for Actors							1
Multidis Behavioral Healthcare							1
Music and Culture							1
Music Hist/Baroque And Classic							1

Music Hist/Med And Renaissance							1
Music Hist/Romantic/20th Cent							1
Music Senior Seminar							1
Musical Theater Scene Study							1
Nanostruc/Matl-Sustainable Sys							1
Narrative Persp Exc: Cul & Eth							1
Natural Hazards							1
Natural Sciences Honors							17
Neighborhood News Bureau							1
New Media for Tech Comm							1
Newsbreak Editing & Soc Media							1
Numerical & Computer Tools II							4
Nurs Care Wom Child & Fam Clin							37
Occupational Health and Safety							1
Optical Product Technology							1
Organic Chemistry II							1
Organic Chemistry Lab I							2
Organic Chemistry Lab II							6
Organizational Communication							1
Origins: Big Bang to Ice Age							1
Outdoor Fitness							1
Parasitology							1
Pat Cen Care Ess Nur Prac Lab							17
Patterns of Criminal Behavior							1
Peer Leading in Chemical Eng							1
Peer Leading in Chemistry							2
Penetration Testing for IT							1
People Analytics							2
Percussion Ensemble							1
Percussion Major							2
Percussion Principal							3
Performance							2
Personality & Individual Diff							1

Philosophy Capstone Seminar							1
Philosophy of Mind							1
Photography							1
Phys Ed Pre-Intern: Elementary							1
Physical Chemistry Lab							1
Piano Major							1
Piano Principal							1
Plant, Soil, Microbial Interac							1
Poetry II							1
Politics of Developing Areas							1
Port Sustainability							1
Poverty and Self-Sufficiency							1
Prac Exp Teacher Candidate Edu							1
Practical Guide to DFT							1
Precalc Algebra/Trigonometry							5
Preceptorship							63
Prejudice, Race & Stigma							1
Prejudice, Stigma & Race							2
Prejudice, Stigma, & Race							1
Prep for a Career in Geology							1
Prev Cardiology Health Prof							1
Principles Fracture Mechanics							1
Principles Naval Management II							1
Principles of Ecology							1
Principles of Ecology Lab							7
Principles of Finance							2
Principles of Immunology							1
Problems in Algebra Physics I							1
Problems in General Physics I							1
Problems in General Physics II							1
Process Dynamics and Control							2
Production Involvement I							2
Production Involvement II							2

Prof Form Engineers 2							1
Prof Form Engineers 3							1
Prof/Ethical Issues in Engr							2
Professional Ethics							1
Professional Practices							1
Professional Selling							4
Professional Seminar							1
Professional Success							1
Professionalism in Crim and CJ							1
Prog for Social Media Analysis							1
Programming Concepts Mech Engr							1
Programming with Data							1
Promotional Video Production							1
Pro-Sem: Olympic Games &							1
Psych/Mental Hlth Nur Clinical							5
Psychology of Crime:Psych/Viol							1
Psychology of Juries							1
Psychology of Language							1
Psychology of Learning							2
Pt Care: Ess Nur Prac Clinical							68
Public Health Emergencies							1
Public Health Nursing Clinical							20
Public Relations Research							1
Public Speaking							1
Quantum Computing and Comm							1
Race and Crime							1
Radio & Podcasting							1
Reading French Lit & Culture							1
Real Estate Decision Making							1
Real Estate Internship							1
Regulatory & Clinical Ops							1
Research Methods in Geography							1
Research Mthds Crim Justice I							3

Resilience & COVID								1
Restaurant Management								1
Restaurant Operations								1
Rhet Theory for Tech Comm								2
Robotics Process Automation								1
Roman Empire								1
Russian Civilization								2
Russian Lang/Culture/Film II								1
Scalability-Entrepreneur Firms								1
Schools and Society								2
Science for all Students								1
Scientific Writing and Present								1
Script Analysis								1
Secondary Science Ed Mtds								1
Secure Hardware Design								1
Sedimentary Environments								1
Sel Top Theatre - BRIT Prog								1
Sel Top: Video/Anima/Dig Art								3
Sel Topics: Hate Groups in US								1
Sel Topics: The Bus of eSports								2
Sem: Sexual Violence								1
Sem:Cell and Molecular Biology								1
Sem:Contemp Issues in Policing								1
Seminar in Ethics								10
Seminar in Marine Biology								1
Seminar in Microbiology								1
Seminar in the Social Sciences								2
Senior Capstone for BSAS/BGS								3
Senior Choreography Project								1
Senior Mechanical Design								1
Senior Project in Info Tech								2
Senior Project: Portfolio								1
Senior Recital/Proj/Portfolio								1

Senior Semester Math Education								1
Senior Seminar								2
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
Silkscreen								1
Small Bus Mgt Entreprenurship								2
Soc/Behavioral Sciences Honors								15
Social Media								1
Social Media in Sport Mrkting								2
Social Psychology								3
Social Relationships								1
Social Science Statistics								2
Social Work Data Management								2
Software Devl Mobile Devices								1
Software Engineering								1
Southeastern U.S. Archaeology								1
Span. for Bus & Intl Trade II								1
Special Skills In Movement								1
Special Topics: Photo								1
Speech Disorders								2
Sport as Performance								2
Spvsd Research in Computer Sci								6
Sr Sem in Social Science Ed								1
Sr Sem: Crime & Mental Health								1
Sr Sem: Inequalities & Crime								1
Sr Seminar Early Childhood Ed								1
Sr Seminar in English Ed								1
ST: Coastal Archaeology.								1

ST: Data Visualization								1
ST: Freelance Writing&Editing								1
ST: Geography of Florida.								1
ST: Herpetology								1
ST: Microbiological Research								1
ST: Topics in Food Comm.:								1
ST:Advanced Video Storytelling								1
Standards Based Education								1
Stellar Astronomy & Cosmology								2
Strat Com for Science								1
Strategic Mgmt/Decision Making								11
Strategies for Veteran Success								1
Stratigraphy & Paleontology								1
String Techniques								1
Structural Geology & Tectonics								1
Student Comm Agency								1
Student Consulting								1
Styles Of Acting								1
Survival Physiology								1
Symbolic Computations in Math								1
System on a Chip								2
Tactical Leadership Foundation								3
Teach Elem K-6 Social Studies								2
Teaching Critical & Creative								1
Teaching Social Science Themes								1
Team Dynamics								1
Tech for Leading & Learning								5
Tech/Prof Capstone								1
Tech/Prof Internship								2
Technical Theatre Lab I								2
Tennis I								2
The History of Blues and Rock								1
The Irish in America								1

The Self									1
The Seventeenth Century									1
The Teacher as Researcher									3
The Twentieth Century									1
Theater and Culture									1
Theatre History II									1
Theory and Methods of History									1
Time Series and Forecasting									1
Top: Intro to Law									1
Topics in Sculpture									1
Topics in the Social Sciences									1
TP: Tampa Bay Science & Policy									1
Traditional English Grammar									1
Translation from English & ASL									1
Trombone Major									2
Trombone Principal									4
Trustworthy Infrastructures									1
Tuba Major									3
Tuba Principal									1
TV Practicum: Florida Focus									2
TV Production and Direction									2
Twentieth Century Art									1
UG Comprehensive Exam									1
Undergrad Research Exp									1
Undergraduate Research									24
Undergraduate Seminar									2
Understanding Dance Experience									1
Understanding World Cultures									2
University Orchestra									1
University Pep Band/WintrGuard									1
University Singers									1
Use of Chemical Literature									3
User Engage & Mod News Cons									1

Venoms, Poisons, & Toxins							1
Video, Animation, Digital Arts							5
Vis Design for Global Media							1
Visual Cultures of the Middle							1
Visual Storytelling							1
VLSI Testing							1
Voyages in Roman Imagination							1
War and Society							2
Weight Mngmnt:Fact vs Fiction							1
Weight Training							3
Wetland Environments							1
Wildlife Research Methods							1
Wind Ensemble							3
Winning with Analytics							1
Wireless Circuits/Systems Lab							4
Wireless Comm Lab							2
Women and Communication							2
Women and Politics							1
Women, Environment, and Gender							1
Women's Studies Internship							1
Workforce & Leadership Dvlpmnt							3
World Dance Topics							1
Writing for Performance							1
Writing For Public Relations							2
Writing For Radio and TV							1
Writing For The Theatre							1
Writing Lives							1
						TOTAL	1843

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 has been a textbook affordability advocate and resource for USF students since 2010. TAP focused on strategies to drive reductions in textbook costs through fostering faculty engagement. This included etextbook pilots, surveys, student and faculty interviews, affordability initiatives, and a website dedicated to sharing the best practices and latest affordability news with faculty. In addition, TAP provided individualized information and 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; 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 2021, the TAP website and content has continually been improved to remain as an up-to-date, 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 Access Textbooks.

Since TAP's inception in 2010, it is estimated to have saved students over $31 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

frequently, and a collection of Florida statutes, Florida Board of Governors regulations, and USF regulations regarding textbook affordability.

Textbook Recommendation Service

For Fall 2020 and Spring 2021, TAP continued to review undergraduate textbook adoptions submitted to the USF Bookstore from the previous Fall 2019 and Spring 2020 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.

Moving forward with this initiative, TAP will begin to focus on specific departments each semester on a rotating basis to provide detailed and personalized recommendations and foster more affordability dialogue with departments.

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 2020 semester, a total of 938 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 973 individual course sections (294 unique courses) with cumulative enrollments of 44,949 students.

In the Spring 2021 semester, a total of 914 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 1,128 individual course sections (270 unique courses) with cumulative enrollments of 42,693 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 2021, the Chemistry department has saved their students over $5.8 million in learning material costs by utilizing open access materials.

Overall in the 2020-2021 academic year, tracked faculty usage of open access textbooks in their courses resulted in a collective savings of over $2.4 million for 7,736 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.

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 1,168 courses to the database from 746 unique instructors. The average cost per credit hour for the USF courses added to the database is $9.13.

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

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 Scholar Commons

Scholar 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 Scholar Commons. The publications within Scholar 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, Scholar Commons, where there are over 1,262,627 downloads or views of this content. Of those open access textbooks, seven were authored by USF faculty. Social Science Research: Principles, Methods, and Practices, written by USF faculty Dr. Anol Bhattacherjee, is the most downloaded publication on Scholar Commons with 1,062,569 current 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 2020, the USF Libraries spent $3,083 on unlimited access ebook licenses with a cost benefit of $404,417 for 6,363 students.

For Fall 2020, the USF Libraries spent $12,768 on unlimited access ebook licenses with a cost benefit of $808,331 for 12,692 students.

For Spring 2021, the USF Libraries spent $12,194 on unlimited access ebook licenses with a cost benefit of $717,984 for 11,317 students.

Overall for the past year, the Ebooks in the Classroom+ program was able to save 30,642 students a combined total of over $1.9 million for a cost basis of $28,045.

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 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:

Fall 2020 - Spring 2021 - Summer 2021
Inclusive Access: $1,522,375
Rental: $387,068
Used: $132,285
Digital: $974,647
Buyback: $14,221

Overall Savings: $3,030,698

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 over the last two years and saved students an $1.5 million in the last year.

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

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 that a submission is due. These email notices contain textbook adoption reports signlaing to the chair and faculty which courses in their department still did not have orders submitted. In addition, TAP continues constant contact with faculty and leadership throughout the year to provide support by answering material ordering questions, providing compliance information, and sharing future deadlines.

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

Fall 2020							Spring 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		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
8,507	8,379	98.50%	97	225	2.64%		8,755	8,684	99.19%	78	149	1.70%

**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 2020				
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
8507	2637	11144	23.66%	Late Added Courses, No

Spring 2021				
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
8755	1729	10484	16.49%	Late Added Courses, No

Agenda Item: e.

USF Board of Trustees
ACE Committee
August 10, 2021

Issue: Florida Institute of Oceanography (FIO) and Academic Infrastructure Support Organizations (AISO)

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Proposed action: Approval by USF Board of Trustees as the host institution of the FIO 20/21 Annual Report, AISO Renewal (Five Year Programmatic Evaluation Summary, Memorandum of Understanding (MOU), 2021-2025 FIO Strategic Plan).

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Executive Summary:

The Florida Institute of Oceanography (FIO) is seeking to renew its status as an AISO and host institution. The BOG Regulation 10.014 requires the Board of Trustees of the host institution or its designee to review and approve FIO's 20/21 Annual Report, AISO Renewal documents to include a Five-Year Programmatic Evaluation/Review Summary, Memorandum of Understanding (MOU), 2021-2025 FIO Strategic Plan prior to the BOG's review.

Financial Impact: None

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Strategic Goal(s) Item Supports:
BOT Committee Review Date:
Supporting Documentation Online (*please circle*):   (Yes)   No
Prepared by: C.Ngo for William (Monty) Graham, Director, Florida Institute of Oceanography (727) 553-3542

Florida Institute of Oceanography
Academic Infrastructure Support Organization

FIO AISO Renewal

William (Monty) Graham, PhD
Director
USF BOT ACE Committee
August 10, 2021

Enabling Excellence in Marine Science, Technology and Education
www.fio.usf.edu

Florida Institute of Oceanography
Academic Infrastructure Support Organization

In accordance with the SUS Board of Governors (BOG) Regulation 10.014, Academic Infrastructure Support Organizations (AISO). FIO's reporting requirements must be approved by the host institution's Board of Trustees before submitting to the BOG.

Requesting approval for the following:

1. Vote: AISO Renewal packet, documents include:
   - Five Year Programmatic Evaluation Summary
   - Memorandum of Understanding (MOU)
   - 2021-2025 FIO Strategic Plan

2. Vote: FIO FY 2020/21 Annual Report

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Florida Institute of Oceanography
Academic Infrastructure Support Organization

Vision and Mission Refinement
2021-2025

Vision — The Florida Institute of Oceanography will enable excellence in coastal and ocean science and education. To do so requires advancing science, technology and education through state-of-the-art infrastructure, multi-institutional and cross-disciplinary activities, information sharing, public private partnerships, diversity and inclusivity, and socially relevant programming.

Mission — The Florida Institute of Oceanography ensures sustained excellence in marine research and education through the advancement and availability of infrastructure, development of partnerships, and the enabling of outcomes that benefit the people of Florida. FIO serves as an enabler, facilitator and coordinator across academia, state and federal agencies, ocean science organizations and the private sector.

Core Values

- **Cooperation, Coordination and Participation** – of members to solve problems related to the coast and oceans and to facilitate education and training of marine scientists who reflect the diversity of Florida.

- **Collaboration and Communication** – among members to leverage the collective vast and deep expertise to benefit Florida in the context of a national and international conversation on critical issue and to communicate outcomes for the advancement of science-based decisions.

- **Transparency and Accountability** – in all interactions that support the members, member institutions and the State University System of Florida.

Enabling Excellence in Marine Science, Technology and Education
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Florida Institute of Oceanography
Academic Infrastructure Support Organization

Strategic Goals and Guiding Principles

The 2021-2025 Strategic Plan is organized into four Goal Areas that align to a revised structure for organizational responsibility: **Operations, Education Support, Research Support and Business Engagement**
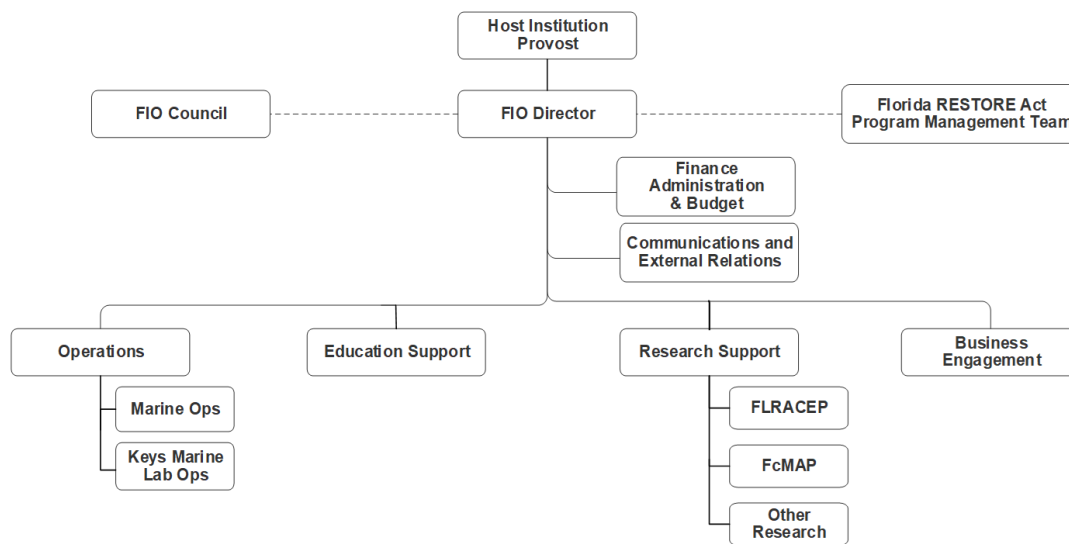
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Florida Institute of Oceanography
Academic Infrastructure Support Organization

Goal 1: Operations

1) Increase utilization rates of research vessels and KML

2) Develop and implement facilities modernization plans

3) Stabilize operations budgets through use of longer-term needs outlooks

4) Establish service centers within the auxiliary units to clarify and strengthen annual operating budgets

Goal 2: Supporting Education

5) Develop leadership and networking opportunities

6) Develop and coordinate specialized courses and training programs among member institutions

7) Work with non-SUS consortium members (e.g., aquaria, agencies) with educational and work programs

Goal 3: Supporting Research

8) Increase research collaborations and scholarly output among FIO Member institutions

9) Utilize convening power of FIO to host, virtually or in-person, development workshops

10) Implement 3 to 4 long-term, state-wide, research programs that FIO can support

Goal 4: Supporting Business Engagement

11) Broaden and incentivize participation of private sector

12) Work across the FIO Membership and other relevant organizations to identify and promote the development of maritime industry clusters.

13) Create a virtual or in-person Annual Industry Forum

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Florida Institute of Oceanography
Academic Infrastructure Support Organization

FY 2020-21 Annual Report

- **Administrative and Fiscal:**
  - Permanent Director, Dr. William (Monty) Graham, hired January 2021.
  - E&G Recurring funds $2.1M support daily operations
  - Carry forward $1M to support shipyard, SUS shiptime program

- **Operational Support:**
  - Reduced usage of facilities due to COVID-19
  - Days at Sea: R/V Weatherbird II -- 25.5 days; R/V Hogarth-- 55.5 days; supported 7 of 12 SUS
  - Keys Marine Lab-supported 43 user groups

- **Educational and Research Support:**
  - Florida RESTORE Act Center of Excellence Program awarded ~$2.4M in research projects
  - Coral rescue and restoration projects facilitated at KML
  - Deployed research vessels to support Piney Point water quality collections

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FLORIDA INSTITUTE OF OCEANOGRAPHY
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St. Petersburg, Florida 33701
Telephone: (727) 553-1100
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June 29, 2021

Provost Ralph Wilcox, PhD
University of South Florida
4202 E. Fowler Ave
Tampa, FL 33620

Dear Provost Wilcox,

In accordance with the Board of Governors Regulations 10.014, I am pleased to submit the AISO Renewal Evaluation, FIO Strategic Plan 2021-25, and 2020-21 Annual Report for the Florida Institute of Oceanography. The attached documents have been reviewed, approved and is considered in its final form with full support by the FIO Executive Committee and Council to move forward for review by the SUS Council of Academic Vice Presidents and the host institution's Board of Trustees.

Please let me know if you have any questions.

Best Regards,

William (Monty) Graham, PhD
Director
Florida Institute of Oceanography

cc:
Dr. Jim Fourqurean, FIO Chair, Florida International University

FLORIDA INSTITUTE OF OCEANOGRAPHY
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St. Petersburg, Florida 33701
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June 25, 2021

Dear Chancellor Criser and President Currall,

We are honored to present materials in support of the Florida Institute of Oceanography's request to continue supporting the Florida State University System (SUS) as an Academic Infrastructure Support Organization (AISO) under the Host Institution, the University of South Florida. As required by Florida law, an AISO is to conduct 5-year reviews along with renewed strategic and business plans that align with the strategic priorities of the Board of Governors (BOG) of the Florida State University System. We also highlight the alignment of the FIO Mission, Vision, and Core Values with our Host Institution, the University of South Florida (USF), to ensure that we have an organization that is fully integrated into the USF community with reach to all of Florida, the nation and global society.

As we enter the United Nations Decade of Ocean Science for Sustainable Development, there is no better time than now to reaffirm the great work and partnerships of the FIO consortium and the role that FIO plays in your own vision of global sustainability. FIO is proud to have contributed to the legacy and the future of USF, and your commitment to FIO is appreciated by all of our partners including the SUS members, non-SUS member institutions and organizations, state agencies and the private sector. FIO reflects the breadth and depth of the ocean science and education communities of Florida along with the $40 Billion maritime 'blue' economy it supports.

Accomplishing the mission of FIO is neither easy nor inexpensive. As an AISO, FIO provides "underlying technology, equipment, facilities, services, and resources for academic programs and research in the State University System of Florida." In the ocean environment, technology, equipment and facilities (like FIO's two research vessels and Keys Marine Laboratory) must be state-of-the-art, safely operated, and stringently maintained in order to provide faculty, researchers and students with access to an otherwise harsh and inaccessible environment.

We are proud to say that, even with the difficulties of a global pandemic that fundamentally impacted higher education, FIO is more in demand than ever. We look forward to implementing key strategic goals around operations, education support, research support, and business engagement support, with a focus on providing access to ocean environments. We know that understanding the sea requires being over, under, and on top of the sea.

The University of South Florida purchased the Research Vessel Weatherbird II in 2008 using a $1.3 million loan from the USF Foundation until legislative appropriations were available. In 2015, USF was instrumental in legislative appropriation, contracting and construction of the 78-foot Research Vessel W.T. Hogarth. In 2014, the SUS with USF in the lead, acquired the Keys Marine Laboratory on Long Key (Layton, FL) serving educational and science needs around critical coral reef ecosystems of the Florida Keys Reef Tract. Together, the contemporary replacement value of these assets is about $50 million, under the care and operational oversight of FIO.

The Florida Institute of Oceanography is far more than its physical facilities. FIO's staff, including vessel crew members, KML support staff and our administrative staff in St. Petersburg, provides for the coordination and facilitation of academic and research programs including SUS multi-institutional field-based courses, statewide and regional research partnerships, and advocacy at the local, state, national

and international levels. This is exemplified in our ongoing management of the Florida RESTORE Act Centers of Excellence Program (FLRACEP), which was created under federal law and has distributed more than $8 million to six Centers of Excellence within the Florida SUS. Additionally, FIO recently opened a Florida Coastal Mapping Program (FCMAP) office to support statewide coastal and ocean mapping priorities that require coordination across research universities, agencies, non-profits, and the private sector. FIO is well positioned to serve an even greater role as an enabler of excellence in marine science, technology and education through continued leadership and advocacy with groups such as the Gulf of Mexico University Research Collaborative, the Florida Ocean Alliance, Southeast Coastal and Ocean Observing Association, Gulf of Mexico Coastal Ocean Observing System, National (and Southern) Association of Marine Laboratories, and the Consortium for Ocean Leadership.
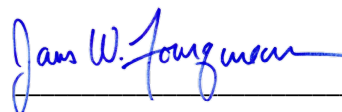
All of these achievements would not be possible without your support, the leadership and confidence of Provost Wilcox, the support of the USF College of Marine Science and the outstanding contributions of USF's General Counsel, Procurement services, Human Resources, and most importantly this past year, the USF COVID Task Force which provided incredible guidance to ensure FIO vessels and KML could continue at a reduced, but safe, level of operations. The USF team has been exemplary during Dr. Graham's recent hiring and transition under an otherwise difficult pandemic year. We look forward to strong partnerships as we plan for upgrades and improvements to KML and a projected replacement for the R/V Weatherbird II as it concludes its 45-year service to ocean science.

To conclude, thank you for your commitment to FIO and its mission to serve the SUS. We are pleased to say that USF has fulfilled its obligations under the previous Memorandum of Understanding as FIO's Host Institution. We recommend without hesitation to you, the USF Board of Trustees, the Council of Academic Vice Presidents, and the Board of Governors that USF continue serving as Host Institution under the proposed FIO Strategic Plan and Host Institution MOU in the attached AISO Renewal proposal.

Please let us know if you have any questions regarding this recommendation.

_____
William (Monty) Graham, PhD
Director
Florida Institute of Oceanography

_____
James Fourqurean, PhD
Chair, FIO Council
Florida International University

cc:
Dr. Ralph Wilcox, Provost Host Institution

Enclosures:
AISO Evaluation, FY20/21 Annual Report
MOU continuation, USF as the Host Institution
AISO Renewal Request
Strategic Plan 2021-2025

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Florida Institute of Oceanography (FIO)
Five Year Evaluation Summary for 2015-2020

In accordance with the Board of Governors Regulation 10.014 Academic Infrastructure and Support Organizations, a summary the Florida Institute of Oceanography's (FIO) five-year programmatic evaluation is described below.

A. **A determination of the organization's progress against defined goals and objectives within the context of the AISO's mission, the participating university missions, and the System's current Strategic Plan**

- Developed a Memorandum of Understanding (MOU) with Harte Research Institute of Texas A&M University-Corpus Christi to support joint research activities in the Gulf of Mexico (GoM) with NOAA, EPA, RESTORE Centers of Excellence and GOMURC. FIO provided the opportunity to establish and facilitate working relationship between FIO and HRI members to address the needs of GoM research and monitoring efforts.
- Established a collaboration with the Florida Aquarium, NOAA, Nova Southeastern University (NSU), FWRI, & MOTE to use its Keys Marine Laboratory's (KML) temperature-controlled seawater system to rescue fragments of Florida's threatened pillar corals and create a living genetic bank for future rescue efforts.
- Established a collaboration with NOS/NOAA Coral Health & Disease Program, NSU, and the Florida Aquarium to develop and test disease treatments in KML's seawater system to arrest the spread of stony coral tissue loss disease (SCTLD). Treatments were later FDA-approved for use in situ on all susceptible coral species.
- Established a collaboration with NOAA and FWC/FWRI partners to provide suitable seawater tanks for the Florida Coral Rescue Project. This project was an emergency response to the stony coral tissue loss disease outbreak to preserve the genetic diversity of 15 species of Florida's corals for future restoration.
- FIO's Marine Field Studies course, launched in May 2013, offered annually to undergraduate students in Florida. A cohort of about 20 students move between five-member institution campuses (FAU, FGCU, UNF, USF, and UWF) to experience a variety of marine habitats and ecosystems within the state. FIO enables and facilitates the experience through vessel support (USF session) and the Keys Marine Lab experience (FAU session).
- In 2019, FIO launched the first Graduate level Applied Methods In Fisheries Science course which was held over three weekends during the fall semester, connecting 12 students from 3 member institution campuses (FAU, UF, and USF) with various practical field methods utilizing a range of technologies for field evaluations of fish in estuarine and marine environments.

B. **An assessment of the return on investment of State dollars, if applicable;**

- FIO was designated as the Gulf Coast State Entity agent by the U.S. Department of Treasury for managing the research funding from the Florida Restore Act Centers of Excellence Program (FLRACEP). Since 2015, approximately $8M has been distributed to establish

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10 Centers of Excellence across the state of Florida, which funded 18 research projects (aimed at improving the health of the Gulf of Mexico) for researchers from six SUS institutions who received awards through a competitive process.

FIO continues to serve as the administrative agent for the next 10 years as a result of the Deepwater Horizon civil settlement. An additional $9M remains accessible for FIO to administer new/existing Centers of Excellence.

Center of Excellence (Awardees) *SUS institutions	Amount of Award
FIO to administer through FLRACEP	*$2,612,896.88*
University of Florida*	$1,557,350.11
University of South Florida*	$1,541,545.45
University of Central Florida*	$659,717.17
University of Miami	$624,152.44
Mote Marine Lab	$364,432.00
Nova Southeastern University	$321,672.64
Florida International University*	$319,816.15
University of West Florida*	$319,162.21
Florida State University*	$317,080.57
Sanibel-Captiva Conservation Foundation	$233,334.34

- Collaborations between local government and FIO members provided a cost-share of $3M with the state legislature to fund and build the R/V Bellows' replacement. FIO's research vessels provided accessibility to 1,673 students, 171 faculty, and 583 scientists/researchers from 11 SUS institutions since Fiscal Year 2015/2016.

- Over 181 journal publications have been produced with the assistance of FIO's infrastructure, authored by faculty members of SUS member institutions, since Fiscal Year 2015/2016, elevating Florida's status as a global hub of world-class oceanographic education and research. An average of 17 institutions a year used FIO's assets in support of published research articles.

C. **The need for continuation of the AISO;**

- FIO is a network of intellectual assets: People, Information and Infrastructure. State University System members and private marine research industries are strongly supportive of FIO as an AISO that continues to serve and empower investigators and students who, through their work, are committed to learning about, protecting and improving the marine and coastal environments in Florida.
- The state supported ship time program provides STEM-focused opportunities to undergraduate and graduate students to gain hands-on skills and experience working aboard a research vessel and at the Keys Marine Laboratory.
- Co-branding FIO with SUS assets, to centralize FIO as a coordinating and enabling body for Florida, that provides virtual and physical integration between marine science research and education, and with industry partners to support early career professionals.

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D. **Proposed changes in mission or organizational structure;**

- FIO's mission statement has been reworded for clarity but the intent has not changed: The Florida Institute of Oceanography ensures sustained excellence in marine research and education through the advancement and availability of infrastructure, development of partnerships, and the enabling of outcomes that benefit the people of Florida. FIO serves as an enabler, facilitator and coordinator across academia, state and federal agencies, ocean science organizations and the private sector.
- The organizational structure has been modified so that Operations, Education Support, Research Support, and Business Engagement Support align with areas of responsibility. New requests for positions (Academic Coordinator and Business Engagement Officer) are accompanied by both justification and a business plan to support them under the revised 5-year budget. The positions will be supported by E&G salary savings which are a result of converting operational crew salaries to appropriate auxiliary accounts under a service center model.
- Hire a Chief Scientist to provide technical scientific education and research information to stakeholders which will connect (and heighten) academic and research opportunities for SUS members with others across the Gulf of Mexico. This position is being funded under the Florida RESTORE Act Center of Excellence Program and will be expanded to meet FIO-wide needs.
- Finance Administration & Budgeting and Communications & External Relations Offices are elevated to the Director's Office as they provide overarching functions to FIO.

DI. **Recommendations for budget reduction or expansion.**

- Plan for a request to double the state appropriation that directly supports SUS institutions' usage of vessels and KML. Loss of FIO funding in the amount of $1.2M in FY 17/18 resulted in a significant reduction of facility access to the SUS Subsidized Ship and Keys Marine Lab time to SUS intuitions. It is important to note that 100% of any increased funding will be directed to supporting the SUS institutions with ship-time and KML access.
- No request is being made to increase the base budget of FIO's administration or line offices. The addition of Education Support and Business Engagement Officers will be funded by E&G salary savings.

DII. **Recommendations for status or location change, if applicable**.

USF has successfully fulfilled its role as the host institution, representing both the BOG and the SUS. FIO's progress that has been achieved over the last five years is based on the extensive contributions and services provided to FIO (General Counsel, Research and Innovation, Emergency Management, Compliance, and Facilities support, etc.) by USF's leadership from both its campuses. We firmly believe and recommend that USF continues as the host institution for FIO as it continues to advance the mission of the BOG.

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MEMORANDUM OF UNDERSTANDING (MOU) (Renewal)
Academic Infrastructure Support Organization Proposal (AISO)
The Florida Institute of Oceanography (FIO)
June 2021-2025

The Florida Institute of Oceanography Academic Infrastructure Support Organization, established in 2005 and governed by this MOU continues to identify the University of South Florida (USF) as the role of host university, with the support of participating State University System (SUS) and other institutions, for the operation of FIO, the approval of the State of Florida State University System Council of Academic Vice Presidents (CAVP), ratified by the presidents and chairs of the Boards of Trustees of the member institutions and approved by the BOG.

(a) AISO Renewal Request

The University of South Florida, in its capacity as the host university, and the participating universities hereby requests that the Florida Board of Governors (BOG) renew this proposal to extend the FIO AISO for an additional five years.

Vision

The Florida Institute of Oceanography will enable excellence in coastal and ocean science and education. To do so requires advancing science, technology and education through state-of-the-art infrastructure, multi-institutional and cross-disciplinary activities, information sharing, public private partnerships, diversity and inclusivity, and socially relevant programming.

Mission

FIO will have within its scope all aspects (research and education) of oceanography that affect the state of Florida. FIO will direct its focus on the entire coastal ocean, from the coastline to the deep ocean, thereby positioning itself to facilitate and support systems-wide scientific leadership within the SUS for the environmental stewardship of the state of Florida. The FIO mission is as follows:

> *The Florida Institute of Oceanography ensures sustained excellence in marine research and education through the advancement and availability of infrastructure, development of partnerships, and the enabling of outcomes that benefit the people of Florida. FIO serves as an enabler, facilitator and coordinator across academia, state and federal agencies, ocean science organizations and the private sector.*

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Core Values

Cooperation, Coordination and Participation – of members to solve problems related to the coast and oceans and to facilitate education and training of marine scientists who reflect the diversity of Florida.

Collaboration and Communication – among members to leverage the collective vast and deep expertise to benefit Florida in the context of a national and international conversation on critical issues and to communicate outcomes for the advancement of science-based decisions.

Transparency and Accountability – in all interactions that support the members, member institutions and the State University System of Florida.

(b) Identification of the host institution/fiscal agent and participating institutions/organizations.

USF serves as the host institution housing FIO at the College of Marine Science in St. Petersburg where the *R/V Hogarth* and the *R/V Weatherbird II* are home ported. FIO, as an AISO, will be overseen by the host institution's USF Board of Trustees. USF will administer the fiscal functions and provide other administrative support as required by FIO.

(c)Governance and organizational structure of the AISO and criteria for appointments to the advisory board or executive committee, including terms, roles, authority, and number of members.

FIO's 30 member institutions will include the State University System (as defined by Florida Statute Title XLVIII 1000.21 sec (6)). All twelve (12) SUS members are considered full members of FIO and must comprise at least fifty-one percent (51%) of the AISO voting membership and its executive committee, as applicable. The nine (9) non-state university full members of FIO who were grandfathered in, by consenting to and executing this MOU, include: Eckerd College, Florida Sea Grant College; University of Miami, Rosenstiel School of Marine and Atmospheric Science; Florida Department of Environmental Protection; Florida Fish & Wildlife Conservation Commission, Fish and Wildlife Research Institute; Florida Institute of Technology; Mote Marine Laboratory; Nova Southeastern University; and the Smithsonian Marine Station at Fort Pierce. Associate and affiliate membership was established for additional non-SUS organizations with a marine focus. Currently, there are eight (8) associate and one (1) affiliate members.

The membership shall include the FIO Council, the FIO Director and staff, standing committees to include the FIO Executive Committee; Ship and KML Advisory Committee, Nominating Committee, and Board of Visitors. Additional ad hoc or special committees may be formed by the Executive Committee with cooperation of the council to address particular issues and needs.

The **FIO Council** will consist of one (1) representative from each member organization and two (2) from the host institution appointed for a two (2) year term by its president, CEO, or his/her designee and who is an active member of the Florida coastal ocean research and education community. Member representatives may be reappointed, but shall not serve more than three (3) consecutive terms unless requested in writing by the appointing official. The foregoing notwithstanding, the second member appointed by the host institution may serve unlimited terms. Additionally, the FIO Director together

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with a representative of the BOG, will serve as non-voting *ex-officio* members. The FIO Council shall elect a Chair biennially from the membership and will meet at least once, in person, each year and by telephone conference as needed. Agendas for the meetings will be set by the Chair of the FIO Council in consultation with the FIO Director and approved by the Provost of the host institution.

The FIO Council may elect to its membership other institutions in the Florida ocean science education and research community that meet the criteria for membership approved by the FIO Council. Criteria for membership will address commitment to the support of shared use facilities; agreement to support legislative budget requests of the FIO as required to maintain and operate these facilities in a safe, efficient and cost-effective manner; commitment to attend all scheduled meetings of the FIO Council and FIO Executive Committee, if appropriate; and completion of assignments in a timely manner as agreed to by the FIO Council or FIO Executive Committee. Similarly, the FIO Council may elect to remove non-SUS member organizations for lack of participation.

The primary function of the FIO Council is advisory to the FIO leadership (the Provost of the host institution and the FIO Director) regarding:

- Development and maintenance of an effective SUS and statewide collaboration that will position FIO as a respected national leader in oceanographic research and education.
- Development and strengthening of networks that facilitate achievement of FIO's mission and goals.
- Policies and procedures involving members.
- Opportunities for efficiency and effectiveness improvements in research and education activities.
- Appropriateness and relevance of grant applications and programmatic research and education contracts.
- Strategic and operational plans.
- Alignment of FIO budget with strategic priorities.
- Adequacy of budget requests and identification of potential sources of revenue;
- Content for the Annual Report.
- Improvements identified by the BOT of the host university or its designee during its review of the Annual Report.
- Findings of the Programmatic Evaluation/Review and correction of weaknesses also identified during financial audits.

The FIO Executive Committee will consist of five (5) FIO Council members including the Council Chair and four elected members. The State University System institutions must comprise at least fifty-one percent (51%) of the Executive Committee and at least one (1) member of the FIO Executive Committee shall be from the host institution. The FIO Executive Committee will meet at least three times per year and provide administrative oversight of FIO in cooperation with the FIO Council and the Provost of the host institution. The Florida Board of Governors' representative, Past Council Chair and FIO Director will serve as a non-voting *ex officio* member on the FIO Executive Committee. Written reports of the items discussed and actions taken at meetings will be sent to the FIO Council via email and posted on the FIO website for the benefit of the FIO Council and interested parties.

The FIO Ship and KML Advisory Committee will consist of at least three (3) members, with at least one from the host institution, elected by the FIO Council and will work closely with the FIO Marine

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Superintendent and a member from KML (both serving as ex-officio members) to review requests and schedule awarded ship time, as appropriate.

This committee will assure that the research vessels can work efficiently in all of Florida's coastal ocean and surrounding waters (Straits of Florida, coastal Atlantic, Bahamas, Caribbean, northern Gulf of Mexico). The membership will reflect the geographical diversity of Florida.

Recognizing there are long transit times from the St. Petersburg-based port to Florida's east coast, efficient long-term planning, assisted and overseen by the FIO Ship and KML Advisory Committee, will assure that FIO members will have access to these vessels from Jacksonville to Pensacola. The host university and all participating universities agree to provide appropriate support to effectively manage the costs of vessel operation, maintenance, repair and scheduling. Should those vessels and KML not be available, FIO members will seek information on the availability of other research vessels and other marine laboratory around the state.

State-supported ship time and KML lab time are awarded through an annual competitive process with the goal of optimizing implementation of the established FIO mission and research goals. Faculty or research staff scientists associated with any of the FIO membership institutions may apply. The Ships and KML Advisory Committee will review proposals and make recommendations to the FIO Director for funding. Once the awardees are notified, the FIO Marine Superintendent and/or the KML Operations Manager will establish a tentative schedule. The state-supported ship/lab time will require a 10% cost-share (based on total value of award) by the member institutions receiving state-supported awards. Verification of funding will be provided no later than three months prior to sailing. The FIO Marine Superintendent will establish the schedule for the *R/V Weatherbird II* and the *R/V Hogarth* to assure maximum efficiency. Principle investigators should consult with the FIO Marine Superintendent and the Keys Marine Lab Operations Manager prior to completing proposal budgets to determine an appropriate assessment of needs. It is important to note that any principal investigator from any institution (private or public) in Florida or elsewhere can purchase time on the *R/V Weatherbird II* and *R/V Hogarth* as well as the Keys Marine Lab for legitimate scientific purposes. No single organization has exclusive use of these vessels and KML.

Nominating Committee will consist of three (3) non-Executive Committee Full Members appointed by the Executive Committee. The Nominating Committee will recommend candidates to the FIO Council to serve on the standing and ad hoc committees. The Nominating Committee will meet on an as needed basis to fill vacancies on the standing and ad hoc committees.

The FIO Board of Visitors will have five (5) to nine (9) members appointed by the host institution President, to include two (2) SUS Academic Vice Presidents and two (2) Research Vice Presidents, and others such as a mayor, a port director, an individual engaged in the tourism and restaurant industries, the High-Tech Corridor and a utility company. These appointments will be made in consultation with the FIO Council and the Council of Academic Vice Presidents (CAVP) and serve a three (3) year term to provide broad oversight to the FIO. Members may be reappointed, but shall serve no more than three (3) consecutive terms.

FIO Board of Visitors will serve as a valued resource to FIO by providing advice on best practices for optimizing the resources of FIO and member institutions; to identify strategic directions for potential cooperative programming; to interface with potential funding sources; and to represent FIO and the

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vital importance of oceanographic research to the broader community. The Board of Visitors will report to the Provost of the host institution.

By-Laws *(ad hoc committee)*
The FIO Bylaws and any proposed revisions shall be reviewed yearly. Council members shall submit any proposed revisions to the FIO Staff and Chair of the By-Laws Committee at least 30 days in advance of the FIO Council meeting. The Executive Committee and the Provost of the host institution shall review the proposed revisions prior to a full vote of the Council. Amendment of the Bylaws requires a two-thirds vote of the Council.

(d) A five-year budget projects the major sources of funding and expenditures.

A five-year continuing Business Operations Plan and Budget Forecast based upon current state appropriations and auxiliary earnings is presented in Appendix A.

(e) Guidelines for appointing, funding, supervising, and evaluating the AISO leadership position.

The FIO Director will be appointed by the Provost of the host institution in consultation with the FIO Executive Committee and will directly report to the Provost. The FIO Director will submit a FIO Annual Report, work plans, and operating budgets to the Provost. These documents will be reviewed by the Council prior to submission to the Provost. FIO Director may delegate operational supervision within FIO, as appropriate. The work plans will set annual performance objectives, with metrics, in at least the following areas:

- Increase in funds for at-sea research
- New funding sources captured to support new research initiatives
- Ship days fully utilized
- Degrees awarded in targeted areas with support of FIO
- Evidence of new high skilled, high wage jobs created with assistance from FIO
- Federal and total R&D awards/expenditures with assistance from FIO
- Student theses, dissertations completed with FIO assistance
- Educational workshops provided by FIO collaborators
- Publications by FIO members including faculty, researchers, and students as a result of FIO-enabled research
- Adherence to regulations/policies for safe and secure vessel operations (e.g. training sessions offered, copies of inspection certificates, copies of memos to personnel files, counseling sessions, safety seminars)

The FIO Director shall complete an Annual Report no later than September 1 of each year covering the previous fiscal year (July 1-June 30). The report shall include a summary of activities and accomplishments, provide actual expenditure and position data, and include a work plan for the current fiscal year [BOG regulation 10.014 (3) (a)]. Prior to its submission to the Chancellor, no later than October 31 of each year, the report will be distributed to members of the FIO Council for review and comment and will be approved by the Provost and BOT of the host institution.

The FIO Director or director-designated FIO staff will maintain active contact with FIO member institutions by visiting campuses, scheduling and conducting workshops, conducting needs assessments

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resulting in priority actions and providing advance knowledge of FIO activities to achieve the goals of the AISO. Under the FIO Director's guidance, the FIO staff has the primary responsibility for operation and maintenance of the vessels, implementation of the ship schedule, and support for Principle Investigators to achieve their research goals; coordination of the education components to achieve the education goals; maintenance of the FIO website; and support for grants and other services provided to member institutions. In the event of a vacancy in the FIO Director position, the host institution Provost shall appoint a search committee and will follow the customary search process of the host institution.

(f) Expectations for administrative and logistical support for the AISO, including expectations regarding reimbursement to the host University for the Direct Costs of administrative services rendered by the university to the AISO.

The host institution shall provide administrative and logistical support to FIO including, but not limited to, reasonable office space with directly related support services, utilities, insurance, personnel services, purchasing, financial, legal, government relations/ advocacy and physical plant services. In the event of any unforeseen or additional costs incurred, the host university and all member institutions agree to provide appropriate support. The budgetary and administrative practices of FIO shall conform to those of the host institution. FIO personnel may be eligible for consideration for appointment to faculty positions at the host institution or participating universities in conformity with established procedures.

All of the above conditions shall conform to all appropriate statutes and the rules and regulations of the BOG.

(g) Procedures for recommending increases/decreases in the appropriation of State funds for the AISO.

An effective FIO effort entails cohesive collaboration reaching throughout Florida. Support from the state legislature and the governor will be essential for achieving practical, positive and sustainable solutions to the coastal oceanographic problems that challenge Florida. Enabling the effective and continued achievement of FIO's goals and mission will enhance the quality of life for Floridians, attract and sustain tourism, provide oceanographic and educational leadership for the state and nation, and stimulate further economic development. Input will be sought broadly from member institutions and organizations interested in the goals of FIO. FIO will prepare state appropriations requests via the established Legislative Budget Request (LBR) process, to be submitted by the host institution in consultation with and on behalf of FIO, through the CAVP to the BOG and shall correspond to the State University System's five-year strategic plan.

(h) Specifications for the processing of Grants and Contracts, including the percentage of overhead funds to be returned to the AISO.

Contracts and grants proposed by FIO to external sponsors (with exception to the RESTORE Act funds) shall be process through the host institution's Division of Sponsored Research. Facilities and administrative costs (also referred to as overhead or indirect costs) will be charged using appropriate F&A rates as agreed and approved by the Host Institution President, Provost, Division of Sponsored Research and FIO Director or as otherwise negotiated for exceptions with the host institution (Appendix B). The host institution's earned facilities and administrative costs will be managed in accord with Florida Statute 1004.22(5) with any balances earned by FIO to be distributed in accord with the host institution's Research Initiative Account (RIA) practice for the given year.

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(i) Ongoing planning and operating expectations and criteria for the cyclic review of the AISO.

Planning and performance assessment shall take place every year on a five-year strategic planning cycle. All operations are to be included in the plan. Annual work plans will be developed to support each Strategic Plan component. Progress towards the goals will be assessed within the Annual Report and the annual evaluation of the FIO Director and in the Programmatic Evaluation/Review.

The minimum five-year Programmatic Evaluation/Review required for each AISO [BOG Regulation 10.0014(3)(b)2] will be conducted by the host institution, with the advice and input of the FIO Council and the FIO Board of Visitors and will include, at least:

- A determination of FIO's progress against the defined goals and objectives within the context of the FIO mission, the participating universities' missions, and the current BOG Strategic Plan.
- An assessment of the return on investment of state dollars.
- The need for continuation of the AISO.
- Proposed changes in the FIO mission or organizational structure.
- Recommendations for budget reductions or expansion.
- Recommendations for status or location change, if applicable.

The BOG, the CAVP, and/or the host institution may request a programmatic review outside of the cyclical review schedule. A copy of all review reports shall be provided to the CAVP to inform any budget related recommendations.

The conditions of termination of the AISO are included by reference to the BOG AISO regulations cited at 10.014(4)(a)(b)(c)(d).

(j) RESTORE Act.

In August 2014, U.S. Treasury Department released the Interim Final Rulemaking for the RESTORE Act. The Florida Institute of Oceanography was designated as the Gulf Coast State Entity responsible for administering and coordinating Florida's RESTORE Act Centers of Excellence Program (FLRACEP). RESTORE Act regulations, sub-part H, section §34.700, which is mandated to receive 2.5% of Trust Fund principal plus accrued interest, each of the five Gulf coast state entities will receive 0.5%.

Treasury required FIO to formulate a plan to monitor and minimize conflict of interest within FIO. To do so, several Memoranda of Understanding (MOUs, Appendix C) were executed by the FIO Director and USF, as the Host Institution. These MOU's are to ensure that all RESTORE Act activities are to be handled by the FIO Director, FLRACEP Program Director, FIO Budget Director and the FLRACEP Program Management Team. This plan guarantees that all real and perceived conflicts of interest are carefully monitored and minimized, which is necessary to ensure eligibility for all FIO members who wish to apply for and receive funds through the FLRACEP competitive process, approved by the U.S. Treasury Department.

The FLRACEP will include the following organizational elements:

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- **Program Office**: FIO will support the program office and host a Program Director and part time Coordinator (as needed) responsible for tasks defined in the Treasury's RESTORE Act Centers of Excellence Research Grants Program Guidelines.
- **Program Management Team**: An independent body that provides the FLRACEP guidance and engages in the development of program strategic plan, funding strategies, solicitation reviews and funding approval.
- **Science Review Panel:** The SRP is an ad hoc team responsible for technical review of grant proposals.
- **Partners:** Program partners to be engaged both informally and under formal agreements include, but are not limited to, other Gulf coast state entities and their CERGPs; other RESTORE Act components (sections 1603 and 1604); National Fish and Wildlife Foundation Gulf Environmental Benefit Fund; National Academies of Science Gulf Research Program; Natural Resources Damage Assessment and Restoration Program; Gulf of Mexico Research Initiative; North American Wetlands Conservation Act, Gulf Program Fund; Florida Department of Environmental Protection; Florida Fish and Wildlife Conservation Commission; Florida Gulf Coast Counties; and other programs that may be funded by future litigation or settlements.

Program Management Team (PMT) Governance:
The PMT members provide services in support of several on-going program tasks including:
- Strategy: Provide guidance on the program strategic plan, including review, feedback and approval of the annually updated plan. The FLRACEP Policies and Guidelines will be reviewed on an annual basis.
- Implementation: This role includes participation in competitive grants selection process; and includes final decisions about Letter of Intent responses, proposals selected for funding, and development of future Requests for Proposal topics.
- Progress Evaluation: Attend the all-hands meetings and intermediate progress reporting calls/ webinars; and review submitted progress reports including the annual report to the Gulf Coast Ecosystem Restoration Council and semi-annual reports to the Treasury's Office of Gulf of Mexico Restoration.

The PMT will consist of 7-8 experts, which may include the FIO Director. PMT members will have experience in business, program management, science and technology related to the program's mission and knowledge of the Gulf Coast Region. In order to avoid perceived conflicts of interest, PMT members are required to not compete for program grant funds and must complete the COI disclosure; elect a designated Chair annually who will work with the FLRACEP staff to facilitate all PMT meeting(s) and complete the tasks as described for the program. If the FIO Director holds a faculty position at a host institution, to ensure that FIO averts a conflict of interest and remains compliant with the RESTORE Act Standard Terms and Conditions, the following will apply to the FIO Director:

- Shall not participate in the selection of any PMT vacancies.
- May identify and recommend experts to participate in the science review panels. The PMT will review and vote to approve the recommendations.
- May not serve as the Chair of the PMT.
- Shall be recused from the proposal review and selection of FLRACEP sub awards to USF.

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The Florida Institute of Oceanography (FIO)
The State University's System (SUS) Commitment to Education and Research on Florida's
Coast Ocean Environments
Renewal of the Academic Infrastructure Support Organization (AISO)
2021-2025

Vision Statement

The Florida Institute of Oceanography will enable excellence in coastal and ocean science and education. To do so requires advancing science, technology and education through state-of-the-art infrastructure, multi-institutional and cross-disciplinary activities, information sharing, public private partnerships, diversity and inclusivity, and socially relevant programming.

Mission Statement

The Florida Institute of Oceanography ensures sustained excellence in marine research and education through the advancement and availability of infrastructure, development of partnerships, and the enabling of outcomes that benefit the people of Florida. FIO serves as an enabler, facilitator and coordinator across academia, state and federal agencies, ocean science organizations and the private sector.

Consistency with the Board of Governors' (BOG) Strategic Plan

Approved the by the Florida Board of Governors, the Florida Institute of Oceanography (FIO) was established in 2009 as an Academic Infrastructure Support Organization (AISO) by the State University System (SUS) Council of Academic Vice Presidents and was ratified by the presidents and chairs of the Board of Trustees of each member institution.

FIO's vision, mission, and goals of the AISO since the establishment remains aligned with the BOG's Strategic Plan[1] of the State University System of Florida as applied to issues and opportunities concerning Florida's ocean environment. The BOG adopted a new Strategic Plan through 2025[2] that provides guidance for the current FIO Strategic Plan 2021-2025. Importantly, the BOG's current Plan highlights new trends of demand and growth for higher education, but in the context of budgeting realities to support increased demand. The BOG emphasizes strategic investments especially in the Science, Technology, Engineering and Mathematics (STEM) fields as they are critical for leading Florida's next generation of innovators and entrepreneurs.

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[1] Adopted by the BOG on June 9, 2005; refreshed on November 6, 2014.
[2] Board of Governors, State University System of Florida. 2025 System Strategic Plan (Amended October 2019)

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The Mission of the State University System of Florida is guided by Article IX, Section 7 of the State Constitution of Florida. An important function of AISOs of the SUS addresses Section 7(d): "defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges, ensuring the well-planned coordination and operation of the system, and avoiding wasteful duplication of facilities or programs." Thus, FIO's mission and Strategic Plan not only align with the BOG's mission, but serve a crucial function in reducing "wasteful duplication" among the SUS members by providing ocean science and education infrastructure for the service of all.

"The mission of the State University System of Florida is to provide undergraduate, graduate and professional education, research, and public service of the highest quality through a coordinated system of institutions of higher learning, each with its own mission and collectively dedicated to serving the needs of a diverse state and global society."

FIO directly addresses the SUS mission by providing opportunities for students to gain direct experience in marine research, thus enhancing their competitive positions for jobs in marine research and industry; by providing the infrastructure that supports the research of marine science investigators throughout the state; and by developing collaborative academic and research programs that capitalize on the talent and resources of individual partner universities.

Access for students, faculty and research scientists to marine research facilities in the form of research vessels and the Keys Marine Laboratory i) enhances the recruitment and retention of talented professors; ii) attracts more high-ability Bachelor's, Master's and PhD students and results in more degrees awarded in related high-demand, high-skilled and high-wage targeted areas; iii) increases the interface with public and private employers of marine scientists leading to new job creation and economic growth; and, iv) fosters cooperation and collaborations that produce publications, awards, and recognition for the SUS as a national leader in coastal oceanographic education and research.

The BOG Strategic Plan also identifies goals that FIO Council members have identified as their goals to increase certain activities. As described in the Florida Institute of Oceanography: Member Survey and Recommendations, July 2015, members indicated that FIO should increase collaborations with their communities and businesses, impact economic development in the field of ocean sciences and work with partner universities and organizations to attract external funding for infrastructure and educational programs. The FIO Strategic Plan (2021-25) incorporates new and exciting approaches to supporting business engagement with Florida's $40B maritime "blue" economy and fully addresses each of the three Goal Areas identified in the BOG Strategic Plan:

Teaching & Learning is addressed through FIO's direct support of infrastructure enabling access for SUS faculty and students to have access to the ocean environment and to the Florida Keys Reef Tract. FIO's development of an education line office provides special attention to the needs of faculty and students using FIO resources and creates areas of responsibility of FIO senior leadership to support education objectives. Ultimately, the function of FIO is to enable SUS faculty, students and researchers with access to the sea and to state-of-the-art equipment so that research and scholarly production is accelerated. FIO continues to offer creative, multi-institutional course offerings and desires to expand this function. Moreover, FIO's expansion to include non-science disciplines such as Humanities, the Arts, and entrepreneurship, creates avenues for cross-disciplinary of students.

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Scholarship, Research, & Innovation is addressed through FIO's direct support of research by providing SUS faculty and researchers access to modern oceanographic equipment, research vessels and laboratories. While extramural research is not subsidized, FIO may use appropriated state funds to serve as a match when required by the sponsoring agency. The costs of research facilities to investigators is further reduced by maintaining redundancy across vessel crews and KML staff (avoiding more expensive short-term staffing and keeping overtime payouts to a minimum) and by maximizing the utilization rates (thus reducing the cost rates for everyone). In short, reducing costs for individual research projects increases funds available to support other aspects of the scientific innovation endeavor. FIO is also establishing a Line Office for Research Support under which major consortium-level research programs will be managed under a new FIO Chief Scientist. These will include science management and coordination of the Florida RESTORE Act Center of Excellence Program and the new Florida Coastal Mapping Program Office.

Community & Business Engagement is addressed through the creation of a new Business Engagement Support Line Office under a Business Engagement Coordinator. This office will leverage the power of the FIO consortium to create connectors between the SUS marine research community, government, non-governmental entities, the private sector and entrepreneurship across Florida. FIO will work in collaboration with the Florida Ocean Alliance (FOA) to use those existing private sector networks to the benefit of both organizations' missions. FIO is a member of FOA, and FOA membership is pending FIO Council approval in June 2021.

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The Importance of Infrastructure Support

The citizens of Florida are entering a period of intense need for ocean scientists, coastal managers, and fisheries specialists. While the pandemic of 2020-21 showed us new ways to train students using a virtual environment, it has also reinforced the need for experiential learning and research opportunities in marine settings. The need for ocean research and education infrastructure is greater in 2021 than it has been in any year prior. FIO, under its new Strategic Plan, will continue to expand partnering opportunities to increase utilization and access to FIO infrastructure for all of the SUS members under the AISO mission.

FIO manages two large research vessels for seagoing research and education, shared-use facilities such as the Keys Marine Laboratory, and a pool of specialized equipment (e.g., autonomous underwater vehicles, observing platforms and sensors). These facilities, in sum, reflect approximately $50M value in infrastructure if they were to be replaced with the 2020 USD.[3] The fully utilized[4] annual operating costs for FIO infrastructure is $5M.

FIO infrastructure is more than monetized value of the physical facilities. Total lifetime infrastructure costs have three interconnected financial elements: Acquisition and Start-Up, Operation and Maintenance (O&M), and End-Of-Cycle Replacement. Significant overlap often occurs among these phases and thus, the realized expenses are never constant from fiscal year-to-year. While the purpose of an AISO is to provide SUS institutions access to common facilities to reduce "wasteful duplication", this can only be accomplished with a business model that i) identifies and acquires the right infrastructure, ii) creates a portfolio of funding streams to operate and maintain the infrastructure, iii) plans for the eventual replacement at the end of infrastructure's useful life.

Scientific research, and the training or engagement of students in science, is inherently expensive because of the specialized facilities and equipment required. Ocean science is even more expensive because of the facilities, the exposure to those facilities to a constant and corrosive environment, and the reality that these facilities, especially marine laboratories in the southeast United States, are increasingly vulnerable to storms and the long-term risks of climate change and sea level rise.

Research Vessels *Weatherbird II* and *Hogarth*

FIO maintains and operates the 40-year old *R/V Weatherbird II*, a 118' vessel capable of extended research cruises accommodating up to 15 scientists, and the 3-year old *R/V Hogarth,* a 78' vessel designed for shorter duration trips with modern capabilities suited for seafloor mapping and remotely operated vehicle deployments. The *R/V Hogarth* was built with much appreciated funding from the Florida Legislature and return on that investment continues to increase even following the 2020-21 pandemic.

Research vessel demand in the southeast US region (centered in Florida, expanding into Gulf of Mexico, Caribbean and Atlantic south of North Carolina) is currently met by three classes of vessels: smaller coastal vessels similar to *R/V Hogarth* operating at $7,500 per day, mid-sized vessels similar to *R/V Weatherbird II* operating at $10,000-$15,000 per day, and larger regional class vessels operated by the federal government above $25,000 per day. Privately owned vessels do maintain contracts for

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[3] Estimated as full replacement value from current insurance coverage accounting for 2020 construction costs.
[4] Based on 310 operating days for vessels, and 50% overnight stays and 80% seawater system usage at KML.

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scientific purposes but these vessels are generally about 35% more expensive to lease, are licensed and operated differently under USCG rules, and are not permanently equipped with the scientific instrumentation of the academic research fleet.

Currently, there is one other coastal class vessel in Florida, the *R/V Apalachee* (Florida State University), and as many as 10 other small vessels operating around various institutions outside of Florida. As a purpose-built, state-of-the-art coastal research vessel, the *R/V Hogarth* is in demand for AISO support at a rate 2-3x higher than can currently be met based on current year requests from SUS members. The price point for the *R/V Hogarth* is competitive, and the market continues to bear a revenue stream outside of the AISO subsidized support that meets approximately 50% of the vessels annual auxiliary operating budget.

There are three other mid-sized vessels in the operating southeast US/Gulf operating area: The *R/V Walton Smith* (University of Miami) and the *R/V Pelican* (Louisiana Universities Marine Consortium) are operated by the National Science Foundation, and the *R/V Point Sur* (University of Southern Mississippi). Currently, there is no regional or global class vessel homeported in the operating area, but these classes of vessels transit from northeast homeports to conduct large-scale oceanographic research. The *R/V Weatherbird II*, like *Hogarth*, receives 2-3x more AISO support than can be provided, and the outside market continues to be strong for *Weatherbird II* to offset most of its annual auxiliary operating budget.

Future Needs: The future of oceanographic research vessel capacity in the US southeast, Gulf of Mexico and Caribbean is on the verge of dramatic change. In 2024, a new 200' Regional Class Research Vessel will be commissioned to service the region at an estimated $25,000 per day and owned by the National Science Foundation. To accommodate the new vessel for NSF, *R/Vs Pelican* and *Point Sur* will be retired by the end of 2023. The *R/V Walton Smith* will be 30 years old at the end of this decade with no plans for a replacement. Thus, there is a shift from less expensive, mid-sized oceanographic vessels to fewer (only one planned) but more expensive, regional class vessels. This will leave a capability and price-point gap over the next 3-10 years that is currently being filled by the aging *R/V Weatherbird II*.

Keys Marine Laboratory

The principal function of KML is to serve the academic research community of the SUS, and this is accomplished by 1) field trips supporting undergraduate and graduate programs across the state and region, 2) research support for a number of projects requiring access to the rich coral reef-seagrass-mangrove complex ecosystems surrounding KML, and 3) state-of-the-art seawater systems for the culture and experimentation of corals and other organisms needed for the long term survival and recovery of these critically threatened and endangered species.

The majority of KML's facilities were built between 1950 – 1970 and have reached their intended maximum useful life. These facilities are built at-grade which is a maximum of 4' above sea level which makes the KML facilities especially vulnerable to sea level rise and inundation from storm driven tide, wind and flooding rains. The KML facilities are not sustainable without near-term funding to elevate and modernize the main laboratories, increase the capacity to serve a growing student population, and to stabilize bulkheads against an onslaught of increased storm activity across the Florida Keys. The Keys Marine Laboratory is a centerpiece of Florida's commitment to recovery and restoration of coral reefs, yet this showcase facility is threatened by the very environmental changes it is intended to understand. In addition, short-term housing is the bottleneck for KML utilization by visiting faculty, students and

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researchers. The current pandemic has highlighted the increased appetite for experiential learning at facilities like KML, and the facility is turning away groups because of lack of short-term housing. Finally, we anticipate creating a facilities hub for both state (e.g., FWC/FWRI and DEP) and federal (e.g., NOAA and USGS) partnerships that could be housed at KML with space expansions.

Infrastructure Upgrade and Support Requests

FIO is at a critical point for meeting its mission to advance and make available the infrastructure needed by its SUS membership. Three key requests will be made over upcoming legislative cycles to ensure the long-term access to oceanographic vessels and the Keys Marine Laboratory:

1) By end of CY 2023, secure funds for the replacement of *R/V Weatherbird II* with a vessel of similar operating class and cost. FIO will submit a Legislative Budget Request through the Host Institution to support the purchase and refit of an existing vessel (anticipated total cost of $8M).

2) Request an additional $1.3M annually to FIO as a recurring LBR. These funds will go entirely to fund SUS utilization of research vessels and KML, and will increase AISO utilization of FIO infrastructure from 25% at present to a minimum 50%, with remaining operating costs supported through research grants and other external vessel contracts.

3) Working through the Host Institution, FIO will develop a Keys Marine Laboratory upgrade plan to elevate and harden facilities against storms and inundation while expanding capacity for SUS and other FIO consortium members to include state and federal agencies, non-profits, and industry partners working toward the same goals of conservation and restoration science in the Florida Keys. Anticipated costs for new research, core administrative, and lodging facilities will be around $32M with partnership investments sought between state, federal, and private sources.

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Funding Sources to Support Operating Expenses

FIO receives appropriated funds from the Florida State Legislature through the Host Institution, University of South Florida (USF), under an MOU with USF. Under the current appropriation, FIO covers about 25% of the auxiliary operating budgets for the two research vessels and the Keys Marine Laboratory. In the next legislative cycle, FIO will submit a recurring LBR of $1.3M annually to increase AISO support of infrastructure to 50% so that it aligns with the mandated minimum 50% representation of FIO Executive Council by SUS members. This increase would ensure not only the majority rule by SUS members, but the majority utilization of the infrastructure.

FIO has greatly appreciated the support from the Florida Legislature and its Host Institution, USF, which provides numerous in-kind services. State appropriations increased between 2009-2015, especially with two significant LBRs supporting operations. The loss of a recurring LBR ($1.2M annually) in FY 2017-18 greatly impacted FIO's ability to meet SUS requests for access to vessels and KML. FIO looks forward to the support of the Council of Academic Vice Presidents (CAVP) as it requests a recurring LBR of $1.3M to restore FIO's ability to fund the SUS requests for vessel and KML access.

To meet the other 50% of the annual operating budget, FIO relies on a portfolio of revenue from state and federal research grants and contracts, including grants originating from FIO that support the FIO Mission, and contracts with for-profit and non-profit private sector. Specifically, two grant-funded offices exist within FIO to support long-term research needs of Florida.

Florida Restore Act Center of Excellence (FLRACEP) Office. In August 2014, U.S. Treasury Department released the Interim Final Rulemaking for the RESTORE Act. The Florida Institute of Oceanography was designated as the Gulf Coast State Entity responsible for administering and coordinating Florida's RESTORE Act Centers of Excellence Program. The Treasury required FIO to formulate a plan to monitor and minimize conflict of interests within FIO. To do so, several Memoranda of Understanding (MOUs, Appendix C) were executed by the FIO Director and USF, as the Host Institution. These MOU's are to ensure that all RESTORE Act activities are to be handled by the FIO Director, FLRACEP Program Director, FIO Budget Director and the FLRACEP Program Management Team without any conflicts of interest.

Florida Coastal Mapping Program (FCMaP) Office. In May 2021, with FIO Executive Committee support, FIO opened the FCMaP Office to support the goals of state and federal agencies for the purpose of mapping Florida's coastline and seafloor in support of disaster preparedness and response, climate and sea level impacts, resource utilization and management, and other applications requiring high-resolution seafloor information. This effort aligns with the National Ocean Mapping, Exploration and Characterization (NOMEC) Plan and several mapping agreements such as USF's cooperative agreement for mapping with the National Oceanic and Atmospheric Administration and the University of Florida's FLRACEP Center of Excellence for ocean mapping. The Terms of Reference identifying members and responsibilities for the FCMaP Science and Technology Advisory Committee are provided in Appendix D.

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Florida Institute of Oceanography
Strategic Plan 2021-2025

"Enabling Excellence in Marine Science, Technology and Education"

The Florida Institute of Oceanography (FIO) developed its third-generation strategic plan following a 10-year period of growth and, at times, contraction of activities. The first strategic plan (2010-15) focused on developing an organizational framework that emphasized education, research, outreach, communication, networking and collaboration. The goals were expansive and focused on developing a broad membership to share responsibilities for infrastructure assets. The second strategic plan (2015-20) was built on the successes of membership expansion from the earlier plan. That plan took a more comprehensive member-focused approach to identify key areas of focus along with a metrics-oriented plan to assess success. The current strategic plan (2021-2025)[5] maintains the track of the 2015-20 plan in that it relies on data from the 2015 Member Survey. The stated goals and Key Performance Indicators have been updated, aligned to areas of responsibility, and introduce a vision to embrace a modern, diverse and inclusive society. FIO maintains its course as an enabler, facilitator and coordinator of the State University System's core membership along with the growing participation of Associate and Affiliate members representing the breadth and depth of Florida's coastal and ocean-focused community, environmental needs and economy.

To form the basis for the current strategic plan, the FIO Director, FIO Leadership Team, and FIO Council[6] conducted an internal assessment to generate a set of five Guiding Principles:

- FIO will advance its mission through safe, efficient and effective operation of FIO facilities and vessels.

- FIO will position itself for success by promoting a data-priority culture.

- FIO will identify, acquire and support "state-of-the-art" technologies and platforms to keep the SUS institutions at the national and international forefront of ocean science and education.

- FIO will advocate for informed ocean and coastal stewardship of Florida's coastal and ocean resources.

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[5] The Years 2020-21 were incorporated into the previous strategic plan due to changes in FIO leadership and the COVID-19 pandemic. The current strategic plan will be over a four-year cycle to return the planning cycle to its original intent.
[6] The current FIO Director assumed the position in January 2021, assembled and mobilized leadership, and worked with FIO Council and Executive Committee to assess status, trends and performance in context of current and projected needs.

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- FIO will extend the scientific, social and economic reach of the consortium through broad stakeholder, multi- and trans-disciplinary initiatives. This will include activities that increase diversity, equity, inclusiveness and social justice.

FIO Mission Refinement

The Vision, Mission and Strategic Plan of FIO must reinforce the Strategic Priorities of the Board of Governors of the State University System (SUS) of Florida[7] as well as the Principles of Community and Strategic Plan of the host institution, the University of South Florida[8]. In previous FIO strategic plans, the emphasis has been on *directly* supporting: "Teaching & Learning" and "Scholarship, Research, & Innovation." However, "Community & Business Engagement" was largely under-represented in planning. The current FIO Strategic Plan recognizes the importance and incredible opportunities around Florida's ~$40 Billion maritime 'blue' economy[9]. Therefore, attention has been given to extending the economic reach of the consortium through community, state, regional, national and international activities that ultimately benefit Florida's economy and workforce. FIO leverages the power of its consortium membership and its growing stakeholder relationships to both *directly* and *indirectly* support all of the SUS Board of Governors' Strategic Priorities.

GOALS	EXCELLENCE	PRODUCTIVITY	STRATEGIC PRIORITIES
TEACHING & LEARNING	Strengthen Quality & Reputation of Academic Programs & Universities	Increase Degree Productivity & Program Efficiency	Increase the Number of Degrees Awarded Within Programs of Strategic Emphasis
SCHOLARSHIP, RESEARCH, & INNOVATION	Strengthen Quality & Reputation of Scholarship, Research, & Innovation	Increase Research Activity & Attract More External Funding	Increase Commercialization Activity
COMMUNITY & BUSINESS ENGAGEMENT	Strengthen Quality & Recognition of Commitment to Community & Business Engagement	Increase Community & Business Engagement	Increase Community & Business Workforce

In addition to Board of Governors' Strategic Areas, FIO maintains continuity with the core principles and goals of the host institution. The University of South Florida's Principles of Community further emphasize the connectedness of people, education, innovation, and the prosperity through commitments to Excellence with Equity, Diversity with Inclusion, Freedom with Responsibility, Dialogue with Respect, and, Transparency and Accountability. The host institution's Goals include, to:

1. Promote the lifelong success of well educated, highly skilled, and adaptable alumnae/alumni who lead enriched lives, are engaged citizens and thrive in a dynamic global market.
2. Conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.

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[7] State University System Board of Governors, Strategic Plan 2012-2025.
[8] https://www.usf.edu/president/principles-of-community/index.aspx
[9] Florida Ocean Alliance (2020). "Securing Florida's Blue Economy: A Strategic Plan for Florida's Oceans and Coasts."

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3. Be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.
4. Provide a safe, inclusive and vibrant community for learning, discovery, creative activities and transformative experiences enabled through adaptive design of physical, social and digital environments.
5. Practice continuous visionary planning and sound management throughout USF to ensure a strong and sustainable financial base, and to adapt proactively to emerging opportunities in a dynamic environment.

Further refinement of the FIO Mission for 2021-2025 incorporates the need for a sustainable future that extends beyond the sciences and into the realm of those who indirectly benefit from ocean and coastal science that contribute to a healthy and sustainable environment.

Diversity, Equality, Inclusiveness and Social Justice

The previous FIO Strategic Plans and Missions were developed outside the context of a role for FIO in the national conversation around social inequalities and injustice. FIO recognizes that the sciences, ocean and coastal sciences in particular, have lacked diversity. This has led to a lack of diversity in thought and perspective in the ocean and coastal sciences, a lack of connectedness to environmentally vulnerable communities, and a loss of talent for innovation and prosperity. FIO is in a position to reverse trends by connecting the incredibly talented and diverse pool of SUS students and faculty mentors with like-minded non-SUS stakeholders. The new FIO Mission reflects the need for socially relevant programs to meet the needs of a diverse Florida populace connected to the sea.

Mission

The Florida Institute of Oceanography ensures sustained excellence in marine research and education through the advancement and availability of infrastructure, development of partnerships, and the enabling of outcomes that benefit the people of Florida. FIO serves as an enabler, facilitator and coordinator across academia, state and federal agencies, ocean science organizations and the private sector.

Vision

The Florida Institute of Oceanography will enable excellence in coastal and ocean science and education. To do so requires advancing science, technology and education through state-of-the-art infrastructure, multi-institutional and cross-disciplinary activities, information sharing, public private partnerships, diversity and inclusivity, and socially relevant programming.

Core Values

Cooperation, Coordination and Participation – of members to solve problems related to the coast and oceans and to facilitate education and training of marine scientists who reflect the diversity of the State of Florida and the nation.

Collaboration and Communication – among members to leverage the collective vast and deep expertise to benefit Florida in the context of a national and international conversation on critical issues and to communicate outcomes for the advancement of science-based decisions.

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Transparency and Accountability – in all interactions that support the members, member institutions and the State University System of Florida.

Tag Line

"Enabling Excellence in Marine Science, Technology and Education"

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Strategic Goals, Objectives, and Key Performance Indicators (KPIs)

The 2021-2025 Strategic Plan is organized into four broad goals that align to a revised structure for organizational responsibility: Operations, Education, Research, and Finance. This reorganization is critical as it creates a mechanism for organizational responsibility and accountability. The functions of communications and FIO member relations are elevated to a Communications Office at the Administrative (Director's) Level of the organization. This move recognizes the overarching importance of what was previously characterized as "Information" and "People" and will be the responsibility of a redefined FIO Communications Officer.

This Strategic Plan utilizes Key Performance Indicators (KPIs) rather than metric-based reporting. The use of KPIs follows SMART (Specific, Measurable, Attainable, Relevant, Timely) methodology as a means of not only tracking performance (as in metric-based methods) but also providing timely information that can be used to adjust the plan.

Substantive Changes from 2015-2020 Strategic Plan

- Updated FIO Mission to be consistent with current SUS member needs and not only provide for the availability of infrastructure, but also for the advancement of FIO infrastructure to prepare for anticipated requirements.
- Updated Vision Statement to encompass the role that FIO should have in fostering diversity, inclusivity and social environmental justice as part of its enabling capacity.
- Aligning the four core goals of: Infrastructure, Education, Research, and Business Engagement with Leadership Team Areas of Responsibility that are mapped to a revised organizational structure. This is critical for assigning, tracking and assessing activities to meet objectives.
- Elevate Communications & External Relations and Finance Administration & Budgeting Offices to the Director's office as they provide overarching functions to FIO. This better reflects the function of transparency, accountability, information sharing and communication within FIO.
- Establish an Education Support Office to facilitate the development of FIO-sponsored educational programs in collaboration with SUS and other members as identified in the 2015-20 Plan and to develop processes to work among SUS institutions for grade and tuition distribution. An Education Support Office will coordinate and facilitate in designing, delivering and assessing consistency in policies and procedures when multiple institutions are participating.
- Establish a Research Support Office to foster coordination of large, multi-institutional, public private partnerships and other research-oriented opportunities. FIO's infrastructure depends on the success of the collaborations among the FIO membership.
- Establish a Business Engagement Office to facilitate interactions, including R&D, industry clusters, government agencies, and workforce pipelines to support Florida's ocean-based economy.
- Expanding SUS Subsidized Ship-time and Keys Marine Laboratory (KML) utilization to include integrative programming that includes nontraditional disciplines such as humanities, business, and social sciences when they may benefit from these facilities and support the FIO Mission.

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Goal 1: Operations

FIO will provide for the safe, efficient and effective operation of research vessels and the Keys Marine Laboratory. The Marine Superintendent of vessels and the Director of the Keys Marine Laboratory will plan for, coordinate and execute the efficient use of the members' expertise and resources to facilitate and support the research of scientific investigators and students, engage external contractual opportunities, and provide opportunities for community outreach. FIO will work with members to increase participation of underrepresented groups across Florida, operationally support programs that promote and engage underrepresented students in FIO supported activities, and facilitate entrance into the ocean-related workforce.

While the FIO vessels, scientific equipment pool and KML are the primary physical assets available through FIO, member institutions also have a wide array of facilities and equipment that can be utilized (and possibly co-branded) by the FIO membership. FIO will maintain an inventory of substantive marine research and education infrastructure and will enter into agreements with members and other key stakeholders when FIO might assume an active role in the management or operations of these facilities and equipment.

The most pressing needs for operational sustainability of FIO is i) the replacement of the 40+ year old *R/V Weatherbird II*, ii) elevating, hardening and modernizing the core education, science and administrative facilities at the Keys Marine Laboratory, iii) increasing overnight lodging capacity at KML to increase utilization rates, and iv) establishing a budgetary process for the auxiliary units that clarify expense and revenue streams and allow for an understanding of the true necessary financial support from the state to operate FIO assets. These priorities require deliberate, yet urgent, discussion and business planning (that is already underway).

FIO Council Responsibilities: Communicate opportunities to constituent faculty and students; maintain a Vessel and KML Committee to review and rank subsidized opportunities; support the use of FIO facilities through grants and contracts; minimize overlapping and competing efforts; enhance FIO's position to manage or operate member assets with co-branding opportunities.

Objectives and KPIs

Objective 1: Increasing utilization rates of research vessels and KML through targeted communications and marketing, development of new agency agreements to supporting direct access of facilities (e.g., during emergencies and environmental crises), improved industry relationships, and new investments for facilities operations by the state.
KPIs: Utilization rates of facilities by FIO members; requests for subsidized use by SUS members; agreements with agencies in place; funds supporting FIO operations received.

Objective 2: Develop and implement facilities modernization plans, including a replacement plan for the *R/V Weatherbird II* and an infrastructure plan to elevate and harden KML core facilities and increase lodging capacity at KML.
KPIs: Plans developed to include business models, projected return on investment, project scoping and design elements; implementation of plans with project management procedures in place.

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Objective 3: Stabilize operations budgets through use of longer-term needs outlooks, scheduling procedures and programming support for Education and Research Support Offices.
KPIs: Reservations and requests over out-years.

Objective 4: Establish service centers within the auxiliary units to clarify and strengthen annual operating budgets for vessels, KML and a scientific equipment pool.
KPIs: Service centers established.

Business Model and Timeline: The core function of FIO is to provide access to and financial support for modern facilities for its SUS constituents. The new structure for tracking expenses and revenues within the individual auxiliary units will allow FIO to understand the actual costs of these units and to improve budget planning and funding requests (both base budget realignments and recurring and non-recurring Legislative Budget Requests). This financial model for operations will be in effect by end of CY2021 so that requests for support of SUS subsidized activities can be fully implemented by FY 2022-23, following legislative requests through the host institution.

A complete understanding of facilities operating expenses and revenues will also guide decisions for an *R/V Weatherbird II* replacement and KML facilities upgrades as these rely on a clearer picture of finances than currently available. User needs assessments for all operating facilities are being developed and will be complete and available for the host institution and FIO Council review during Q1 of CY 2022. At present, a *Weatherbird II* replacement plan should be completed by end of CY 2022 with acquisition and operationalization of replacement vessel by Q2 of CY2023. A KML facilities upgrade plan will be complete by Q2 of CY 2022 with funding requests in place by end of CY 2022 and construction starting by end of CY 2023.

The current utilization rate of vessels and KML by the SUS institutions[10] has been a result of a thin operational budget. The combined state base funding, auxiliary earnings and indirect return cover a large portion of the overall operating budget leaving little mobility to increase support to the SUS members. It is imperative that FIO doubles the facilities utilization rate to meet the SUS' faculty and student demand.

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[10] Over period of FYs 2017-20, FIO has committed funds from the state appropriation to support SUS activities totaling about 25% of the operations of vessels and KML. The remaining 75% of the operational budgets for vessels and KML are from grants and contracts. The goal is to have 50% of vessel and KML operations derived from state support to meet SUS requests.

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Goal 2: Supporting Education

FIO will provide a venue, either physical or virtual, for offering collaboratively developed, multi-institutional, cross-disciplinary, and experiential curricula that would benefit from a partnership approach due to logistics, finances, and participation. FIO will seek and provide resources and value-added opportunities for educational programs for students at all levels of higher education, sustain and build upon existing educational programs, and promote new programs and partnerships that expand FIO's role in marine science throughout Florida and the nation. FIO will use its networking capacity to help its members develop national and international leaders in the marine and coastal sciences.

A newly created FIO Education Coordination Officer will identify, plan for, implement and coordinate educational activities with faculty and instructors, including processes needed to manage tuition and fees, resource instructional positions, distribute grades or assessments, centralize communications and expectations, serve as the contact for disability accommodations, and coordinate facilities and travel for students and instructors.

FIO Council Responsibilities: Communicate opportunities and work with students and instructors at member institutions for entry; grow and expand the Marine Field Studies and the Applied Methods in Fisheries Science courses through participation; identify and communicate ideas and plans for new courses; provide institutional solutions to problems and barriers to implementation; enhance FIO's position to offer marine and coastal educational opportunities that serve the SUS needs at a greater level than the member institution can provide alone.

Objectives and KPIs

Objective 5: Develop leadership and networking opportunities among the SUS' students and early career faculty and researchers such as a cohort-based professional development program, creating a clearinghouse site for student internship opportunities, hosting virtual and in-person job fairs to connect students and graduates with the marine industry in Florida.
KPIs: Internship placement; Job placement and prospective employer connections; Participation in and feedback from development workshops.

Objective 6: Develop and coordinate specialized courses and training programs among member institutions in order to increase participation by students and maximize efficiency for SUS member institutions in areas such as marine technology, mapping and charting, K-12 teacher training in the ocean sciences, and other courses as identified by the FIO Council.
KPIs: FIO-managed courses offered; Student participation; SUS institutions represented.

Objective 7: Work with non-SUS consortium members (e.g., aquaria and agencies) with educational and work programs to provide experiential educational opportunities and internships for SUS students.
KPIs: Internship and student work placement; Experiences offered and received.

Business Model and Timeline: As an AISO, the focus of support for infrastructure is based on utilization of the SUS membership for academic needs. The model FIO is establishing expands to include and emphasize FIO-coordinated curricula. The current structure focuses on member-coordinated courses, but this model relies on distributed management. It would be most effective and efficient to manage tuition and grade distribution (and other academic resourcing such as disability accommodation)

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through FIO using an Education Coordination Office. In turn, the Academic Coordinator will work with the host institution for academic processing needs (such as credit transfers) and with the host institution bursar's office to manage tuition and fee recovery, as needed, to hire instructors and cover other course expenses. An academic programming plan will be generated by Q2 of CY 2022 and an Academic Coordinator will be hired in Q2 of 2022 to implement the plan. The position will be supported using both E&G funding and tuition recovery from FIO-coordinated courses.

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Goal 3: Supporting Research

FIO will provide a venue, either virtual or physical, for coordinating and managing multi-institutional, cross-sector, or public private partnership research programming that would benefit from the breadth of expertise and the ability to coordinate and manage large, complex research programs of its consortium. FIO will seek and provide resources and value-added opportunities for research, sustain and build upon existing programs, and promote new programs and partnerships that expand FIO's role in marine science throughout Florida and the nation. The benefit to FIO as an AISO is increased stability in operational support through extramural funds, increased return of indirect funds ('overhead') funds to support FIO research administrative staffing, and increased access to FIO facilities for our FIO members.

Funded by the existing Florida Center of Excellence Research Grants Program (FLRACEP) a newly created Chief Science Officer will identify, plan, implement and coordinate research activities with faculty and researchers across the FIO membership. The position will connect science initiatives between the FIO members and other Gulf of Mexico states' representatives and will elevate FIO's profile in the Gulf. The Chief Science Officer will coordinate activities with the host institution's sponsored research office and other relevant research entities across the FIO membership to ensure adequate award management, sub-contracting, compliance and reporting.

Objectives and KPIs

Objective 8: Increase research collaborations and scholarly output among FIO Member institutions (SUS and non-SUS, industry, non-profit) competing for large, multi-institutional awards.
KPIs: Numbers of submissions, awards, products (e.g., scientific papers, theses, dissertations, datasets)

Objective 9: Utilize convening power of FIO to host, virtually or in-person, development workshops on targeted scientific issues that require multi-institutional participation, public private partnerships, or other mechanisms suited to the FIO Mission.
KPIs: Number of workshops and proposals arising from workshops; Numbers and diversity of organizations participating in research development workshops.

Objective 10: Implement 3 to 4 long-term research programs that FIO can support, a multi-institutional public private partnership, or other collaborative opportunities that will directly support FIO's infrastructure.
KPIs: Utilization rates of FIO facilities under large research programs managed by FIO.

Business Model and Timeline: This Goal Area is currently being developed using the existing Florida RESTORE Act Center of Excellence Program (FLRACEP) funded by the Department of Treasury as part of the Deepwater Horizon penalties settlement. A Chief Scientist for FLRACEP will be hired using these funds by October 2021. It is anticipated that the FIO Chief Scientist will transition efforts to other large research program administrations as extramural funds permit and as staffing to support these programs increases. A portion of the Chief Scientific Officer's salary will be derived from returned indirect funds from the host institution's research office and that portion will support general administrative responsibilities. Additional large FIO-wide research programming may include Defense Advanced Research Programs Agency (DARPA) *Reefense* Program, submitted April 2021, and a newly established Florida Coastal Mapping Program office (Summer 2021).

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Goal 4: Supporting Business Engagement

FIO will provide a venue, either virtual or physical, for integrating marine and coastal research and education with business and economic development entities across the state. A newly created FIO Business Development Officer effort will be built into the existing base funding as operational crew salaries are shifted to the appropriate auxiliaries. The position will coordinate with host and member institutions to promote expertise and capacity and to foster connections across the ocean science and technology industry with other like-minded organizations. The Business Development Officer will also identify and communicate workforce needs of our industry members to the FIO membership. FIO will develop and maintain an inventory of subject matter experts among the membership that can be queried for industry partnership development. FIO will serve as a clearinghouse for member academic/training programs that are pipeline programs to key industry partners or ocean industry clusters.

Objectives and KPIs

Objective 11: Broaden and incentivize participation of private sector Affiliate members in FIO's Consortium.
KPIs: Number and diversity of Industry Affiliate Members

Objective 12: Work across the FIO Membership and other relevant organizations to identify and promote the development of maritime industry clusters. FIO members and interests will be central to industry clusters and will serve the needs of R&D and workforce training.
KPIs: Florida ocean industry clusters are identified, geographically mapped, and related to FIO member distributions.

Objective 13: Create a virtual or in-person Annual Industry Forum to bring scientists, policy makers, agencies, industry and non-profits into non-adversarial discussions about sustainable use of Florida's coasts and oceans.
KPIs: Track numbers and diversity of participants, utilization of reports and publications presented, and policy/regulatory decisions that reference the industry-science forums.

Business Model and Timeline: This Goal Area is not considered a primary AISO Mission, and currently does not have funds support to establish a Business Engagement Officer. FIO will develop the Goal Area strategy over CY 2021-22, secure financial support, funds and participants by aligning with partner(s) (e.g., FIO Membership's Colleges of Business, Florida Ocean Alliance) by end of CY 2022. The intent is to secure a part-time FIO Business Engagement Officer in CY 2023 and implement activities in CY 2024. FIO will submit an LBR to fund the costs of this Goal Area with support from partnering organizations and industry members in 2022 legislative cycle.

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Executive Office Administrative Goals

Finance Administration and Budgeting

FIO Responsibilities: Coordinate all aspects of finance and budgeting in a deliberate and transparent manner that improves effectiveness and efficiency of FIO's administrative functions and Goal Area activities. This should include:

- Monitor and analyze operating performance (cash flow, growth rate, obligations etc.). Inform stakeholders (Council and host institution) how FIO investments are being optimized (ROI) to support members.
- Establish service centers aligned with auxiliaries support for vessels, Keys Marine Lab, and science operations.
- Review resource utilization for efficiencies and effectiveness for short and long-term sustainability.
- Ensure long-term customer satisfaction through regular surveys, potentially generating referral business growth and customer retention.

Communications and External Relations

FIO Responsibilities: Coordinate communications strategies within the FIO core community, across the consortium membership, and to outside stakeholders to promote the activities and value of FIO in meeting its stated mission and goals. This should include:

- Manage communications approaches (newsletters, e-blasts, social media) that directly target existing and potential user bases, associate and affiliate members, and legislative offices regarding the value proposition of FIO and its physical and intellectual assets.
- Develop and implement a DEI strategy with member institutions for the purpose of engagement with external stakeholders, identify and meet the needs of a diverse and inclusive ocean science and education community, and connect minority students with research, educational and employment opportunities.
- Conduct and distribute regular and timely reports on FIO activities and utilization by FIO members.
- Maintain an institutional database that tracks member utilization for effective planning and resourcing of SUS support.

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Florida Institute of Oceanography
2021-2025 Strategic Plan
Key Objective and Performance Indicators

		Alignment with BOG	Objective	Key Performance Indicator
Goals	Operations	**Business Engagement**: Strength Quality, Recognition, increase Business and Workforce	Increasing utilization rates of research vessels and KML through targeted communications and marketing, development of new agency agreements to supporting direct access of facilities (e.g., during emergencies and environmental crises), improved industry relationships, and new investments for facilities operations by the state.	Utilization rates of facilities by FIO members; requests for subsidized use by SUS members; agreements with agencies in place; funds supporting FIO operations received.
			Develop and implement facilities modernization plans, including a replacement plan for the *R/V Weatherbird II* and an infrastructure plan to elevate and harden KML core facilities and increase lodging capacity at KML.	Plans developed to include business models, projected return on investment, project scoping and design elements; implementation of plans with project management procedures in place.
			Stabilize operations budgets through use of longer-term needs outlooks, scheduling procedures and programming support for Education and Research Support Offices.	Reservations and requests over out-years.
			Establish service centers within the auxiliary units to clarify and strengthen annual operating budgets for vessels, KML and a scientific equipment pool.	Service centers established
	Supporting Education	**Teaching & Learning**: Productivity-Increase Degree & Program	Develop leadership and networking opportunities in collaboration with SUS institutions for students and early career faculty and researchers such as a cohort-based professional development program, creating a clearinghouse site for student	Internship placement; Job placement and prospective employer connections; Participation in and feedback from development workshops.
			Develop and coordinate specialized courses and training programs in partnership with member institutions in order to increase participation by students and maximize efficiency for SUS institutions in areas such as marine technology, mapping and charting, K-12 teacher training in the ocean sciences, and other courses as identified by the FIO Council.	FIO-managed courses offered; Student participation; SUS institutions represented.
			Work with non-SUS consortium members (e.g., aquaria, agencies) to develop, promote and deliver educational and work programs to provide experiential educational opportunities and internships for SUS students.	Internship and student work placement; experiences offered and received.
	Supporting Research	**Scholarship, Research & Innovation**: Strengthen Quality, Increase Research Productivity	Increase research collaborations and scholarly output among FIO Member institutions (SUS and non-SUS, industry, non-profit) competing for large, multi-institutional awards.	Numbers of submissions, awards, products (e.g., scientific papers, theses, dissertations, datasets)
			Utilize the convening power of FIO to host, virtually or in-person, development workshops on targeted scientific issues that require multi-institutional participation, public private partnerships, or other mechanisms suited to the FIO Mission.	Number of workshops and proposals arising from workshops; numbers and diversity of organizations participating in research development workshops.
			Implement 3 to 4 long-term research programs that FIO can support, a multi-institutional, public private partnership, or other collaborative opportunities that will directly support FIO's infrastructure.	Utilization rates of FIO facilities under large research programs managed by FIO.
	Supporting Business Engagement	**Community & Business Engagement**: Strength Quality & Commitment to Community Business and Workforce	Broaden and incentivize participation of private sector Affiliate members in FIO's Consortium.	Number and diversity of Industry Affiliate Members.
			Work across the FIO Membership and other relevant organizations to identify and promote the development of maritime industry clusters. FIO members and interests will be central to industry clusters and will serve the needs of R&D and workforce training.	Florida ocean industry clusters are identified, geographically mapped, and related to FIO member distributions.
			Create a virtual or in-person Annual Industry Forum to bring scientists, policy makers, agencies, industry and non-profits into non-adversarial discussions about sustainable use of Florida's coasts and oceans.	Track numbers and diversity of participants, utilization of reports and publications presented, and policy/regulatory decisions that reference the industry-science forums.

Appendix A: Business Operations & 5-yr Budget Forecast

FLORIDA INSTITUTE OF OCEANOGRAPHY
Business Operations Summary

Background

The Florida Institute of Oceanography (FIO) will provide affordable vessel platforms, and marine lab support to FIO member organizations, state, federal, and non-governmental entities that are aligned with FIO's objectives and mission. FIO's platforms include the *R/V Weatherbird II*, the *R/V W.T. Hogarth* and the *Keys Marine Laboratory* (KML).

Service centers will support and be in alignment with each of the auxiliary units (*R/V Weatherbird II*, the *R/V W.T. Hogarth* and the *KML)*. Operational billing rates will be reviewed, validated or updated on an annual basis for each of the auxiliary units. Expenditures and revenue will be monitored, reconciled and audited in a timely manner to ensure compliance; internal billing forms will be utilized to ensure goods and or services are provided and must be accepted by users prior to invoicing.

Additional revenue support may be allocated by the Florida Legislature and will be utilized to fund the SUS program which is awarded to member institutions through a competitive process which requires a 10% match from the successful grantee. FIO will provide, based on a competitive, peer review process, a no-cost basis to successful applicants from FIO member institutions under the SUS Subsidized Ship/Lab-time Program.

Service Center(s): Research Vessels and Keys Marine Laboratory

The research vessels and marine laboratory operations are dependent upon revenue earned from auxiliary operations associated with chartering fees. Rates will be reviewed annually and may change to ensure alignment with other similar operations to maintain competitiveness; FIO Council must review and approve any increase rates for the membership and provide a reasonable amount of notice prior to significant rate changes.

1. Chartered ship time is available to all academic institutions (faculty and researchers), state and federal agencies and commercial (non-governmental) organizations that meet FIO and the host institution's mission.
   - A fee schedule with daily rates will be published online. Anticipated FY20/21 daily rates for the *R/V Weatherbird II* to be at $11,500 per day and $7,500 for the *R/V W.T. Hogarth* per day.
   - Daily rates are based on a 24-hour operation day and are inclusive, unless identified otherwise. In addition, rates are not prorated or adjusted for number of passengers or transit vs. station time.

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- Other billable services are available à la carte for specialized equipment and needs (see fee schedule).
- FIO members must agree to the Chartering Agreements and submit them.
- Charge allowable direct costs, as appropriate.

2. The Keys Marine Lab is located in the heart of the Florida Keys and offers a wide range of resources including, but not limited to, short and long-term housing, a fleet of small captained vessels, classroom/meeting rooms with audio/video capabilities, wet and dry labs, state-of-the-art Seawater Systems, and other equipment as needed for researchers to conduct courses or research.
   - Each KML user is expected to fill out and return the Facilities Use Request Form (FURF) prior to scheduling time at KML.
   - Liability Release Waivers are required for all KML visitors
   - KML's rate sheet identifies (available online) the services offered at the facility.
   - Charge allowable direct costs, as appropriate.

In addition to chartering vessels and marine laboratory facilities, FIO runs a competitive ship and lab time competition, which allows the SUS institutions and its full membership opportunities to access FIO's infrastructure through designated funding, made available by state legislative funding for the program. The competition is contingent upon available funds provided by the Florida State Legislative.

3. The SUS Ship/Lab-time Program for vessel and KML usage will be awarded to member institutions through a peer-review process.
   - Awards are based on competitive proposals released and submitted to FIO.
   - Total awarded days are based on funds allocated by the Florida Legislature and daily operational costs (fuel, food, repairs, maintenance etc.).
   - FIO must support 155+ days annually across all facilities (R/V Weatherbird II, R/V Hogarth and Keys Marine Lab) to meet the state-supported SUS utilization target rate of 51%.
   - Successful awardees from the program are required to pay 10% of the value awarded. The match value will be utilized to support operational costs and will be held in a separate auxiliary, to be distributed only with approval from the FIO Director or designee.

Reserves:
A portion of the earnings generated from vessel and marine lab operations will be set aside to support unforeseen facility expenditures.

1. FIO is required to maintain a reserve of $250,000 to cover unforeseen emergency repairs at KML. The reserves will be placed in an FIO 00HOLD account and is accessible to FIO upon request and approval by the Host Institution (USF). Accessibility of current reserves will follow the same process.

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2. FIO should maintain a minimum of $150,000 in its Carry Forward and also be held in the 00HOLD and continue to build a reserve in order to plan for future repairs and maintenance issues of scientific equipment, shipyard costs and other needs to support the research vessels.
3. Cash generated from the auxiliaries can be used for repairs and maintenance.

Future Markets:

Major research programs in the Florida/Atlantic/Gulf of Mexico/Caribbean region are underway or under development at the state and federal levels and will provide additional market opportunities. The following are some examples:

1. As of April 2021, approximately $9.1M from the Gulf Coast Restoration Trust Fund Allocations available through the FLORIDA RESTORE Act Centers of Excellence Program to fund Florida priority areas in the Gulf Coast Region.
2. Opportunities to leverage the RESTORE Act funding under the Florida Direct Components non-construction activities for research and other projects.
3. Florida Mapping Program (FCMaP) hosted and operated under FIO, collaborations with Center for Ocean Mapping and Innovative Technologies (COMIT), a cooperative agreement launched by the National Oceanic and Atmospheric Administration (NOAA), Office of Coast Survey.
4. Coral Reef Restoration research (FWRI and cooperating universities and institutions).
5. Additional opportunities to expand operations in the greater Caribbean Sea with an appropriate vessel.
6. Collaborations with BOEM, Navy and other federal agencies.

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Florida Institute of Oceanography
Proposed 5-Yr Budget Forecast
2021-2025

| | 2021-2022 | | | | 2022-2023 | | | | 2023-2024 | | | | 2024-2025 | | | | 2025-2026 | | | |
| | | Cost Centers | | | | Cost Centers | | | | Cost Centers | | | | Cost Centers | | | | Cost Centers | | |
	State Support (E&G)	Hogarth	Weatherbird	Keys Marine Lab	State Support (E&G)	Hogarth	Weatherbird	Keys Marine Lab	State Support (E&G)	Hogarth	Weatherbird	Keys Marine Lab	State Support (E&G)	Hogarth	Weatherbird	Keys Marine Lab	State Support (E&G)	Hogarth	Weatherbird	Keys Marine Lab
Auth.Operating Budget																				
Base Allocations (E&G)	$2,227,321	-	-	-	$2,798,279				$2,798,279				$2,798,279				$2,798,279			
SUS Program	($118,045)	-	-	-	($1,300,000)				($1,300,000)				($1,300,000)				($1,300,000)			
SUS Program Off-Set		$45,235	$48,000	$25,000		$553,000	$840,000	$45,000		$680,000	$624,000	$44,500		$680,000	$624,000	$44,500		$680,000	$624,000	$44,500
Operating Revenue	$0	$1,387,500	$1,725,000	$175,000	$0	$1,068,976	$1,681,476	$180,412		$1,218,976	$1,393,976	$185,992		$1,406,476	$1,393,976	$191,744		$1,406,476	$2,026,476	$197,675
Est. Total Auth.Op. Budget	$2,109,276	$1,432,735	$1,773,000	$200,000	$1,498,279	$1,621,976	$2,521,476	$225,412	$1,498,279	$1,898,976	$2,017,976	$230,492	$1,498,279	$2,086,476	$2,017,976	$236,244	$1,498,279	$2,086,476	$2,650,476	$242,175
Auth. Expenditure Budget																				
Salaries	$1,477,603	$245,632	$199,618	$30,000	$989,652	$496,976	$449,582	$30,928	$989,652	$504,566	$455,750	$31,884	$989,652	$512,384	$462,103	$32,870	$989,652	$520,436	$468,647	$33,887
Fringes	$541,673	$73,690	$59,885	$9,000	$260,582	$149,093	$134,874	$9,278	$260,582	$151,370	$136,725	$9,565	$260,582	$153,715	$138,631	$9,861	$260,582	$156,131	$140,594	$10,166
Travel	$20,000	$4,000	$4,000	$5,000	$20,000	$4,124	$4,124	$5,155	$20,000	$4,251	$4,251	$5,314	$20,000	$4,383	$4,383	$5,478	$20,000	$4,518	$4,518	$5,648
Telecomm.	$20,000	$85,000	$85,000	$10,000	$20,000	$87,629	$87,629	$10,309	$20,000	$90,339	$90,339	$10,628	$20,000	$93,133	$93,133	$10,957	$20,000	$96,013	$96,013	$11,296
Services	$25,000	$389,500	$529,500	$55,000	$25,000	$419,500	$1,104,500	$56,701	$25,000	$708,000	$529,500	$58,455	$25,000	$729,897	$545,876	$60,263	$25,000	$752,471	$562,759	$62,126
Material & Supplies	$25,000	$205,838	$243,100	$55,000	$25,000	$189,588	$241,800	$56,701	$25,000	$189,588	$241,800	$58,455	$25,000	$195,452	$249,278	$60,263	$25,000	$201,496	$256,988	$62,126
Est. Total Auth. Exp. Budget	$2,109,276	$1,003,660	$1,121,103	$164,000	$1,340,234	$1,346,909	$2,022,509	$169,072	$1,340,234	$1,648,114	$1,458,365	$174,301	$1,340,234	$1,688,963	$1,493,404	$179,692	$1,340,234	$1,731,066	$1,529,520	$185,249
Cost Center OH		$130,476	$145,743	$21,320	$0	$175,098	$262,926	$21,979		$214,255	$189,587	$22,659	$0	$219,565	$194,143	$23,360		$225,039	$198,838	$24,082
Reserves*	$0	$0	$0	$0	$158,045				$158,045				$158,045				$158,045			
Est. Ending Op. Balance	$ -	$298,600	$506,153	$14,680	$0	$99,968	$236,041	$34,361	$0	$36,607	$370,023	$33,532	$0	$177,947	$330,429	$33,193	$0	$130,371	$922,118	$32,843

Note:
inflation rate applied to each yr.
Admin fee for operating cost centers
*Reserves from E&G used for
vessesl, KML unticipated
costs (for facilities, post-
hurricanes, shipyards, major

Salaries/Fringes distributed
from E&G to appropriate
supporting Service Centers

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Appendix B: USF-DSR & FIO Reduced Indirect Costs Agreement

FLORIDA INSTITUTE OF OCEANOGRAPHY
830 First Street South
St. Petersburg, Florida 33701
Telephone: (727) 553-1100
Fax: (727) 553-1109

February 25, 2015

Re: USF-DSR & FIO Reduced Indirect Costs Agreement

Dear President Genshaft, Provost Wilcox and Dr. Sandberg;

Thank you all for taking the time last Friday, February 20th to discuss the role of FIO as a statewide Academic Infrastructure Support Organization (AISO) and particularly the Indirect Cost Rate(s) concerns raised by some members.

It is my understanding from our conversation, as the Host Institution, the University of South Florida, its Division of Sponsored Research in Tampa (USF/DSR) and the Florida Institute of Oceanography (FIO) have agreed to a reduced Indirect Cost Rate of 10% for FIO submitted proposals and contracts. FIO will work with DSR on proposal and/or contract submissions to the appropriate funding agencies to ensure FIO proposals, contracts and practices meet the required application guidelines set by granting agencies.

USF's commitment to support FIO with a reduced Indirect Cost rate for FIO is greatly appreciated as it will allow FIO to enable the maximization of valuable resources to be directed to oceanographic research and education as envisioned by the Florida State Legislature and the Florida Board of Governors (BOG).

Thank you for your continued support.

Sincerely,

William T. Hogarth, Ph.D.
Director
Florida Institute of Oceanography
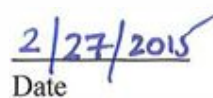
Appendix B: USF-DSR & FIO Reduced Indirect Costs Agreement

Concurrent:

_____   3/14/15
Judy Genshaft   Date
USF System President

_____   2/27/2015
Dr. Ralph Wilcox   Date
Provost & Executive Vice President
of Academic Affairs

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UNIVERSITY OF
SOUTH FLORIDA

Memorandum Of Understanding Between The University Of South Florida Board Of Trustees And The Florida Institute Of Oceanography Regarding Roles and Responsibilities for Centers of Excellence Research Grant Program

The University of South Florida Board of Trustees ("USF"), a Public Body Corporate of the State of Florida, and the Florida Institute of Oceanography ("FIO"), a State University System Academic Infrastructure Support Organization for the State of Florida currently hosted by USF and established by Florida Board of Governors Regulation 10.014, hereby enter into this Memorandum of Understanding ("MOU") to clarify their respective roles and responsibilities under the Resources and Ecosystems Sustainability, Tourist Opportunities, and Revived Economies of the Gulf Coast States Act of 2012 ("RESTORE Act").[1] As evidenced by the signatures below, the following paragraphs are understood and agreed to by USF and FIO.

1. The RESTORE Act establishes a Gulf Coast Restoration Trust Fund in the Treasury of the United States, which is funded by civil penalties arising from the 2010 *Deepwater Horizon* oil spill. RESTORE Act funds collected by the Department of the Treasury ("Treasury") will be paid out in several defined areas, including the establishment of Centers of Excellence Research Grant Programs ("CERGP") in the five Gulf Coast states affected by the oil spill. The RESTORE Act designates FIO as Florida's Gulf Coast State Entity to carry out the CERGP for the State of Florida.

2. FIO is hosted by USF pursuant to sec. 1004.33 (5) (b), Florida Statutes, which requires USF, as FIO's host institution, to provide administrative services to FIO, including but not limited to, support for accounting, legal, banking, audit, payroll and general grants

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[1] Academic Infrastructure and Support Organizations (AISOs) provide underlying technology, equipment, facilities, services, and resources for academic programs and research in the State University System of Florida. Such organizations must be approved by the Board of Governors (BOG) and may use "Institute" or "Center" in their names. Although each AISO's operational budget shall remain in the base of its host institution, the BOG may consider additional budget requests accompanied by recommendations, positive or negative, from the State University System Council of Academic Vice Presidents (CAVP).
10.014 (1): Academic Infrastructure and Support Organizations
http://www.flbog.edu/documents_regulations/regulations/10_014_Academic_Infrastructure_and_Suuport_Org.pdf

administration. Pursuant to Florida Board of Governors Regulation 10.014, FIO's purpose is to provide scientific expertise in support of Florida's state-wide ocean science education and research programs. Neither the Florida Board of Governors nor the Florida Legislature intended for FIO to have an extensive administrative infrastructure, but instead to obtain needed services from its host institution. This structure has been in place for decades and was in place at the time the RESTORE Act was enacted and Treasury regulations regarding the RESTORE ACT were finalized.

3. This MOU shall serve as an internal delegation that will permit FIO to become the Authorizing Official to submit CERGP applications utilizing its unique Dun and Bradstreet D-U-N-S Number. The delegation will also permit FIO to accept awards under the CERGP. CERGP funds will be deposited in a unique USF account and segregated from other USF funds and only accessible by FIO, absent good faith allegations by USF of incompetence or misconduct on the part of FIO. All decisions regarding the disbursement of CERGP funds shall reside exclusively with FIO and shall be made pursuant to FIO's established processes for carrying out its functions as the Gulf Coast Entity for the State of Florida under the RESTORE Act.

4. USF and FIO shall cosign all required certifications and assurances, and agree to the terms and conditions, that are required of Treasury's RESTORE Act grant recipients as a condition of receiving a grant. These certifications, assurances, and terms and conditions shall be reviewed according to USF's standard processes, which includes review by USF's Office of the General Counsel and USF-ORI.

5. USF will not participate in the execution of external scientific review of prospective subawards. Rather, FIO's CERGP Management Team will make the final award of CERGP subawards following external scientific review. USF will not review, revise or restrict FIO's decisions regarding the award and disbursement of RESTORE Act funds provided that USF, in its reasonable discretion, determines that funds are not subject to abuse or mismanagement by FIO. Consistent with its long established practice, USF will not direct FIO's day-to-day operations and decision-making, including but not limited to, all programmatic decisions regarding CERGP, absent documented misconduct or incompetence on behalf of FIO.

6. FIO agrees to assume primary responsibility for compliance with the RESTORE Act and funds received. FIO also agrees to be the primary point of contact with Treasury regarding CERGP, but FIO may designate or refer matters to appropriate administrative divisions within USF in response to requests from Treasury or from Treasury's Office of Inspector General for RESTORE Act award information or documentation.
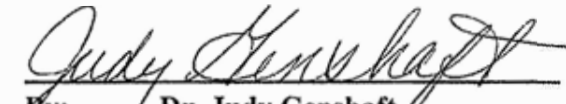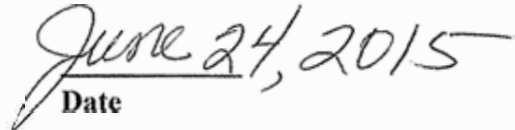
Notwithstanding the foregoing, FIO and USF shall be jointly and severally liable for compliance with CERGP requirements.

7. FIO and USF understand that Treasury will rely upon this MOU in evaluating FIO's application for an award under Section 1605 of the RESTORE Act.
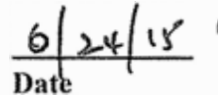
BY THEIR DULY AUTHORIZED SIGNATURES BELOW, THE PARTIES HEREBY ENTER INTO THIS MOU:
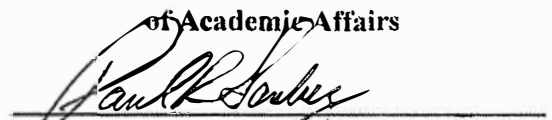
For the UNIVERSITY OF SOUTH FLORIDA
BOARD OF TRUSTEES:
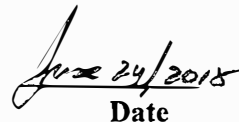
By: Dr. Judy Genshaft   June 24, 2015
Position: President, USF System   Date
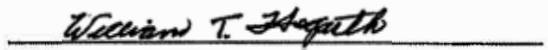
By: Dr. Ralph Wilcox   6/24/15
Position: Provost & Executive Vice President   Date
            of Academic Affairs
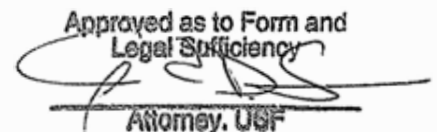
By: Dr. Paul R. Sanberg   June 24/2015
Position: Senior Vice President for Research,   Date
            Innovation & Economic Development

For the FLORIDA INSTITUTE OF OCEANOGRAPHY:

By: Dr. William T. Hogarth   6/24/15
Position: Director, Florida Institute of Oceanography   Date

Approved as to Form and
Legal Sufficiency

Attorney. USF

USF/FIO RESTORE ACT Funding pg. 3

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Appendix D: FCMaP Science and Technical Advisory Committee (draft)

25 May 2021

Florida Coastal Mapping Program (FCMaP)
Science and Technical Advisory Committee
Terms of Reference

These Terms of Reference (the ''TOR") establish roles and responsibilities of a Science and Technical Advisory Council (the "STAC") for the Florida Coastal Mapping Program (the "FCMaP") which is managed within the Florida Institute of Oceanography (the "FIO"). The role of the STAC is to provide diverse and expert advice on priorities for mapping, exploration, and characterization of Florida's coastal waters and seafloor and those oceanic environments adjacent and relevant to coastal Florida. The STAC will also provide advice to the FCMaP Office on the advancement of new mapping technologies and provide for avenues to communicate the findings of mapping, exploration and characterization products to stakeholders. The STAC shall have no binding authority for the expenditures of funds allocated to support the FCMaP or FCMaP Office.

The mission of FCMaP is to facilitate, enable, and coordinate the collection and dissemination of accessible, high-resolution seafloor data of Florida's coastal waters in support of infrastructure, benthic habitat mapping, restoration projects, resource management, emergency response, and coastal resiliency and hazard studies for the citizens of Florida`.

To further this mission, the Science and Technical Advisory Council (STAC) is established for the purpose of coordinating across Federal and Florida state agencies, and other stakeholders, to build a comprehensive understanding of Florida's seafloor. The STAC shall have a designated Chair and Co-Chairs selected by the STAC membership. The Chair's role is to coordinate and facilitate FCMaP STAC activities (regular meetings, workshops) and serve as the STAC Point of Contact (POC) for communication with the FCMaP Office and other related groups such as NOAA Cooperative Institutes and Centers. The Co-Chairs shall conduct the business of the Chair in the Chair's absence. The Chair and Co-Chairs shall serve two-year terms at which point the designated persons will be evaluated and the STAC shall reach consensus on the designees for the next term. STAC agency members may rotate out as deemed appropriate by the agency and the current activities being undertaken by FCMaP. The STAC shall establish all other Rules pertaining to STAC functions.

Membership of the STAC shall, at a minimum, include representatives from the following entities:

- Florida Department of Environmental Protection
- Florida Department of Transportation
- Florida Division of Emergency Management
- Florida Fish and Wildlife Conservation Commission
- Florida Institute of Oceanography
- National Oceanic and Atmospheric Administration
- United States Army Corps of Engineers
- United States Bureau of Ocean Energy Management
- United States Geological Survey

P a g e 1 | 2

Appendix D: FCMaP Science and Technical Advisory Committee (draft)

25 May 2021

The STAC will have the responsibility to:

1. Collaborate with and advise the FCMaP Office in support of the FCMaP mission.

2. Work with the FCMaP Office to develop a 5-year strategic plan for mapping and future prioritization updates.

3. Provide guidance on FCMaP Policies and Procedures including data quality, standards, discoverability and access.

4. Be an effective vehicle for communication among agencies to create a consistent message on mapping priorities and other operationalized activities under the FCMaP Office.

5. Participate in a FCMaP stakeholder community for coastal and ocean mapping in the State of Florida; and

6. Review and provide feedback to the FCMaP Office's Requests for Proposals.

Florida Coastal Mapping Program
Science and Technical Advisory Council

Chair: Cheryl Hapke, University of South Florida St Petersburg, College of Marine Science
Co-Chair: Rene Baumstark, FL Wildlife Conservation Commission FL Fish & Wildlife Institute
Co-Chair: TBD

Florida State Agency Members

- Department of Environmental Protection
  – TBD
- Department of Environmental Protection, Florida Geological Survey
  – Jon Arthur
- Department of Transportation
  - Brett Wood
- Division of Emergency Management
  - Jason Ray
- Fish and Wildlife Conservation Commission
  – Rene Baumstark
- Florida Institute of Oceanography
  – Monty Graham

Federal Agency Members

- National Oceanic and Atmospheric Administration
  - Ashley Chappell
  - Paul Turner
- U.S. Army Corp of Engineers
  - Jennifer Wozencraft
  - Clay McCoy
- U.S. Bureau of Ocean Energy Management
  – Jeff Reidenauer
- U.S. Geological Survey
  - Xan Fredericks

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Hosted by the University of South Florida

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                        ┌──────────────────────┐
                        │ Host Institution     │
                        │ Provost              │
                        └──────────┬───────────┘
┌──────────────┐        ┌──────────┴───────────┐        ┌──────────────────────┐
│ FIO Council  │- - - - │ FIO Director         │- - - - │ Florida RESTORE Act  │
└──────────────┘        └──────────────────────┘        │ Program Management   │
                                                         │ Team                 │
                                                         └──────────────────────┘
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- Finance Administration & Budget
- Communications and External Relations

| Operations | Education Support | Research Support | Business Engagement |

Operations:
- Marine Ops
- Keys Marine Lab Ops

Research Support:
- FLRACEP
- FcMAP
- Other Research
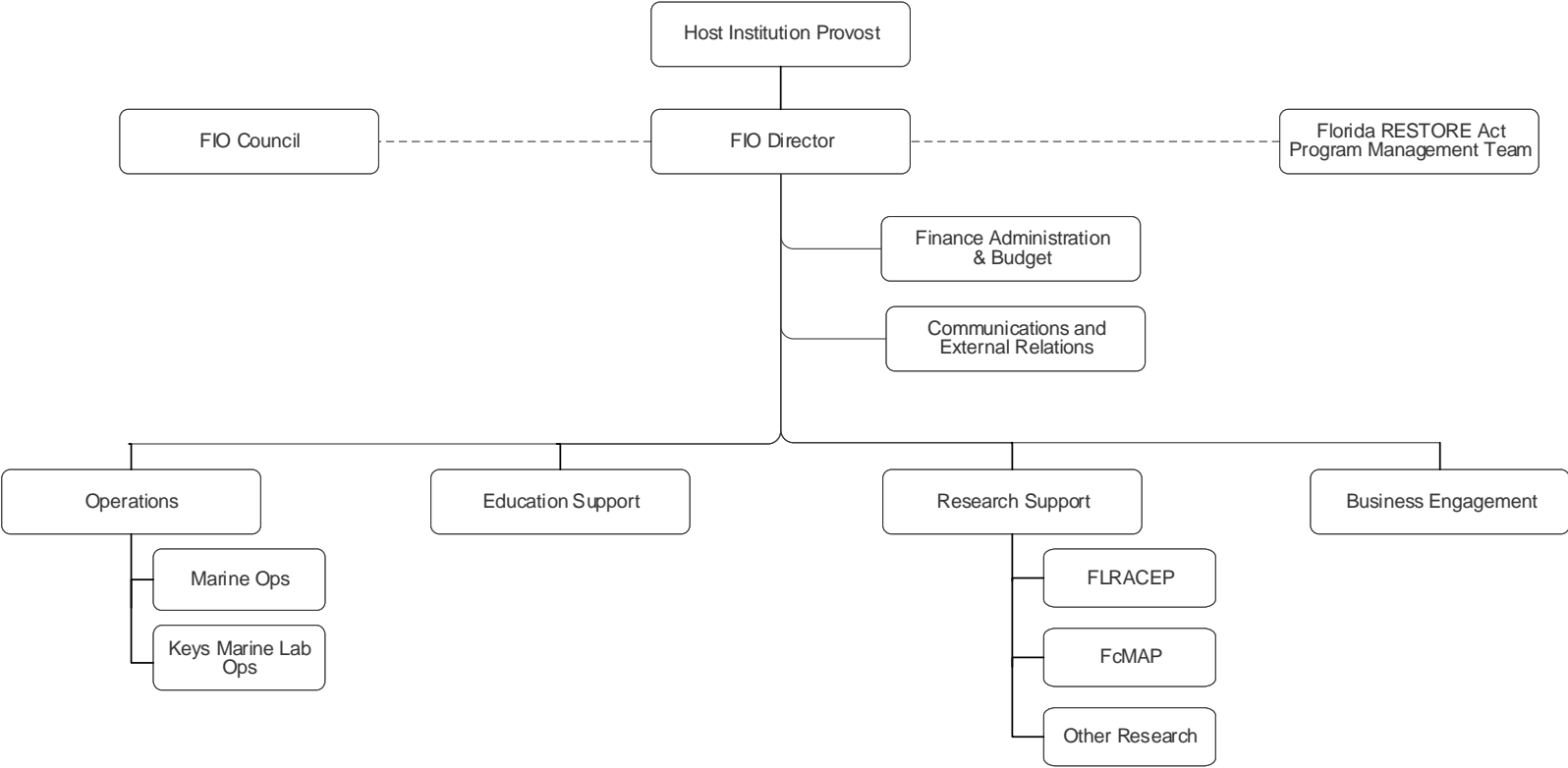
Propose Organizational structure
2021-2025

FLORIDA INSTITUTE OF OCEANOGRAPHY

Fiscal Year 2020-2021

Annual Report

Date of Submission to Chancellor, Florida Board of Governors:………………………………………………………….November 2021
Reviewed and Approved by Host Institution Board of Trustees:………………………………………………………….August 24, 2021
Reviewed by Council of Academic Vice Presidents:……………………………………………………………………………July 2021
Date of Submission to Host Institution Provost:…………………………………………………………………………………June 29, 2021
Date of Approval by FIO Council:………………………………………………………………………………………………………June 25, 2021
Date of Submission for review by FIO Council:…………………………………………………………………………………June 15, 2021

For additional information on the Florida Board of Governors, Florida Institute of Oceanography and its Host Institution, the University of South Florida, please visit:

Florida Board of Governors, www.flbog.edu
University of South Florida, Host Institution, www.usf.edu
Florida Institute of Oceanography, www.fio.usf.edu

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FIO 2020/2021 Annual Report

Table of Contents

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View from the Bridge

Greetings,

Assuming a leadership role for a different organization is always a challenge and joining FIO as its director in January was no exception. The learning curve was steep but with the support from Provost Wilcox, Dr. Garey, the FIO Council and staff, I feel confident in the progress we have made during the last few months.

I am proud to say that, even with the difficulties of the COVID-19 pandemic that fundamentally affected higher education, FIO is more in demand than ever. From working with our Consortium to provide an effective response to the wastewater leak of Piney Point to vessel upgrades to building a more robust subsidized program for the SUS, FIO has remained both fluid and buoyant.

We look forward to implementing key strategic goals around operations, education support, research support, and business engagement support, with a focus on providing access to state-of-the-art technology, equipment and facilities while enabling excellence in marine science to the community.

While COVID has a been a challenge for FIO and the marine industry, the enclosed FIO Annual Report for FY20/21 outlines a few exciting coastal endeavors, missions, and collaborations we have been involved with over the past year. I am excited for what the future holds for FIO, its members, and the state of Florida.

Sincerely,

William (Monty) Graham, PhD
Director

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Governance of FIO as an AISO

Established by the Board of Governors (BOG) in 2009 and supported by the SUS Council of Academic Vice Presidents (CAVP), FIO serves the State University System (SUS) by Supporting Excellence in Marine Science, Technology and Education through infrastructure, programs, information and people to its member institutions across Florida.

In November 2018, the BOG revised the AISO regulation 10.014 Academic Infrastructure and Support Organizations, which FIO is mandated to follow. A change in the FIO's By-laws now reflect the following: 'The FIO Executive Committee will consist of five (5) full Council members including the Council Chair and four elected members. **State University System institutions must comprise at least fifty-one percent (51%) of the executive committee and** at least one member of the FIO Executive Committee shall be from the host institution.'

- Eckerd College
- Florida Atlantic University*
- Florida Department of Environmental Protection
- Florida Agricultural and Mechanical University*
- Florida Fish & Wildlife Conservation Commission, Fish and Wildlife Research Institute
- Florida Gulf Coast University*
- Florida Institute of Technology
- Florida International University*
- Florida Polytechnic University*
- Florida Sea Grant
- Florida State University*
- Mote Marine Laboratory
- New College of Florida*
- Nova Southeastern University
- Smithsonian Marine Station
- University of Central Florida*
- University of Florida*
- University of Miami
- University of North Florida*
- University of South Florida*
- University of West Florida

Since 2010, FIO's membership has grown to include Associate and Affiliate members whose missions align with FIO and the BOG.

- Clearwater Marine Aquarium
- Hubbs-Seaworld Research Institute
- Jacksonville University
- Roffer's Ocean Fishing Forecasting Services, Inc.
- Sanibel-Captiva Conservation Foundation
- SRI St. Petersburg
- St. Petersburg College
- The Florida Aquarium
- University of South Florida-St. Petersbu

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Administration & Finance

Budget Overview

FIO had recurring operating funds of $2.1M at the onset of FY 20/21, which included personnel support and day-to-day operational costs. Additionally, a total of $1M was available to carry forward to this fiscal year to support activities. The funds also included a reimbursement to FIO by FEMA for expenditures that supported the Keys Marine Laboratory (KML) post Hurricane Irma.

From the $1M, FIO was able to maintain a $400,000 reserve from the carry-forward balance for unforeseen expenditures, however, carry-forward funds have been dwindling and a reduced amount is anticipated to be available for operational support in the coming fiscal year. The "carry forward account" supported large expenditures, including $370,000 supporting the shipyard-based maintenance and repairs for the R/V Weatherbird along with additional expenditures in order for the research vessels to be "mission-ready".

The COVID-19 pandemic caused a reduction in FIO's revenue stream, which normally offsets some of the operational expenses incurred by the auxiliary accounts. FIO has submitted documentation to the USF leadership for potential support that may be available through the CARES Act (CRRSAA) relief. The pandemic ultimately halted the busiest season for marine research but staff have seized the opportunity to perform preventative maintenance on both the vessels. A demand for research vessels usage will be on the rise as COVID restrictions ease.

At KML, staff have been working diligently on the National Science Foundation (NSF) seawater project highlighted in this report. Working with Fish & Wildlife Research Institute (FWRI), the Fish & Wildlife Commission (FWC) Coral Tank Farm Expansion at KML is in progress with a completion deadline in the fall.

Personnel Overview

- The search for FIO's Director concluded January 4, 2021. Dr. William (Monty) Graham was hired. Acting Director, Dr. James Garey, returned to his full time role as Vice Provost.
- October 2020, based on funding challenges, two crew members were laid off; a deck hand on the R/V Weatherbird II and Assistant Engineer on the R/V Hogarth.
- The impact of these furloughs was magnified when the captain of the R/V Hogarth resigned, coupled with the administrative release of the first mate of the R/V Weatherbird II.
- KML's Sr. Biological Scientist resigned and the position's duties were redistributed.
- Temporary and relief crew have been recruited to support the waterfront vacancies.

A detailed organizational chart provided in Appendix A.

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Facilities

Infrastructure & Operations

FIO spent the last two quarters of 2020 repairing the research vessels' "busting rust" and paint while conducting additional maintenance that is typically not attempted during what is normally a busy season for research cruises. In addition, the new Marine Superintendent, Bill Walsh, was hired after a 30-year stint with the United States Coast Guard. Bill's first task was to develop guidelines on operational safety amidst the COVID-19 pandemic. After months of formulating procedures based on guidance provided by USF's COVID Task Force, UNOLs, the America Bureau of Shipping and the Coast Guard, FIO commenced research vessel (R/V) operations in July 2020. Initially, students were not permitted to sail and cruises were launched with fewer personnel than normal. FIO's Host Institution, the University of South Florida (USF) has since eased up COVID restrictions and currently, both the R/V Hogarth and R/V Weatherbird II are permitted to carry students, though the R/V Weatherbird II is operating below maximum capacity. During the pandemic, many state university ship users were not able to sail due to their organizations' travel restrictions or their respective missions could not be accomplished in accordance with FIO's COVID policy.

FIO is currently operating in a modified phase II which allows the R/V Hogarth to operate with a full crew and accommodate a full science party, whereas the R/V Weatherbird II is limited to 6 crew and 7 science party members. This difference in science party capacity is due to the different HVAC systems on each vessel. The R/V Hogarth's system is a traditional system that exchanges air, but the R/V Weatherbird II is a type of chilling system that cools existing air without exchanging it for fresh air.

Initially, all cruises conducted during the height of the COVID pandemic were guided by the FIO COVID plan but in December, the USF COVID Task Force began to review each cruise as part of the USF Travel process. For non-USF organizations, FIO submits the required documents to the aforementioned Task Force. This has been an overall seamless and timely process. In order to ensure this continues, FIO requires that all ship users submit cruise plan requests and COVID Task Force requests within 30 days of sail time.

Thankfully, vaccinations are on the rise and COVID cases continue to decline, but for now the USF COVID Task Force requires that all members of the science party (regardless of vaccination status) continue to be PCR tested for COVID within 7 days of their confirmed sail date.

Amidst the pandemic, FIO coordinated vessel support for the Piney Point plant wastewater spill, which included the deployment of the R/V Weatherbird II to collect samples around the outflowing water released from Piney Point's former fertilizer processing plant. Scientists from the USF's College of Marine Science (CMS) and University of West Florida (UWF) worked with FIO to collect data to help Florida's science community assess the potential long-term impacts of the release. Drs. Kristen Buck and Steve Murawski led USF's research efforts, measuring water quality and examining habitats on-site while collecting samples for laboratory analysis. This rapid deployment allowed FIO to provide researchers with a rare opportunity to gather data that could be used to inform an effective response along with mitigation actions.

Samples of the data were also shared with researchers from the Fish and Wildlife Research Institute (FWRI), Eckerd College and Florida State University (FSU). The data and samples collected will help provide a scientific basis for understanding the long-term impacts of nutrient pollution and its contribution to issues like Harmful Algal Blooms (HAB).

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In January 2021, FIO began to see a rise in ship users' interest to sail. To date, FIO has completed 81 days at sea in FY 20/21 and billed nearly $469,400.

Table 1 - Ship Users and Revenue FY 20/21

Ship User	Days at Sea	Vessel	Estimate	Month
USF - CMS – Weisberg	3	Weatherbird	$ 26,400.00	Aug-21
FWRI - Garrett-Buck	3	Weatherbird	$ 26,400.00	Sep-21
USF - CMS – Weisberg	0.5	Weatherbird	$ 5,500.00	Sep-20
WHOI-Buck	3	Hogarth	$ 20,100.00	Sep-20
USF - CMS Luther	0.5	Hogarth	$ 3,375.00	Sep-21
USF - CMS Herbert - SUS	4	Hogarth	$ 2,680.00	Oct-20
USF- CMS – Murawski	4	Hogarth	$ 20,335.00	Nov-20
USF- CMS – Murawski	6	Hogarth	$ 47,800.00	Feb-21
USF - CMS – Murawski	5	Weatherbird	$ 44,050.00	Feb-21
CMS – Murawski	4	Hogarth	$ 30,000.00	Feb-21
FIU - Grissom - SUS	3	Hogarth	$ 2,250.00	Mar-21
USF - CMS – Weisberg	1	Weatherbird	$ 11,000.00	Mar-21
Adhikari - FIU - SUS	7	Hogarth	$ 5,250.00	Mar-21
Piney Point	3	Weatherbird	$ 33,000.00	Mar-21
USF - CMS – Muraski	6	Hogarth	$ 63,300.00	Apr-21
Boswell - SUS	4	Hogarth	$ 3,000.00	May-21
USF - CMS - Weisberg - SUS	4	Weatherbird	$ 4,400.00	May-21
FWRI - Garrett-Buck	5	Weatherbird	$ 55,000.00	Jun-21
USF - CMS - Judkins - SUS	1	Weatherbird	$ 1,100.00	Jun-21
FIT – Wood - SUS	6	Hogarth	$ 4,500.00	Jun-21
FIT – Wood	8	Hogarth	$ 60,000.00	6/1/21
	81		$ 469,440.00	

The next Fiscal Year is looking promising as FIO has scheduled 158 days at sea through March 2022 with an expected billing of $1,356,000. This upward trend in vessel reservations is expected to continue.

Table 2 - FY 21/22 Vessel Reservations & Anticipated Revenue

Ship User	Days at Sea	Vessel	Estimate	Month
USF - CMS – Murawski	6	Weatherbird	$ 77,000.00	Aug-20
Heil - Mote	10	Weatherbird	$ 110,000.00	Dec-21
HDR-DOD	38	Weatherbird	$ 328,000.00	Aug-21
Woods Hole Inst	10	Weatherbird	$ 105,000.00	Oct-21
NOAA	10	Hogarth	$ 75,000.00	Oct-21
Univ Washington	7	Hogarth	$ 100,000.00	Aug-21
Univ Washington	14	Weatherbird	$ 100,000.00	Sep-21
CMS-Buck	6	Weatherbird	$ 66,000.00	Aug-21
CMS - Law	2	Hogarth	$ 15,000.00	Jul-21
URI - Kovac	16	Hogarth	$ 120,000.00	Mar-22
CMS - Muraski	45	Hogarth	$ 337,500.00	Various

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Below, the graphs show vessel usage going back to FY 16/17 and the impact the COVID-19 pandemic had on operations and revenue:

Cruise Days Completed & Forecasted by Year

Cruise Days Completed by Year

Vessel Billing

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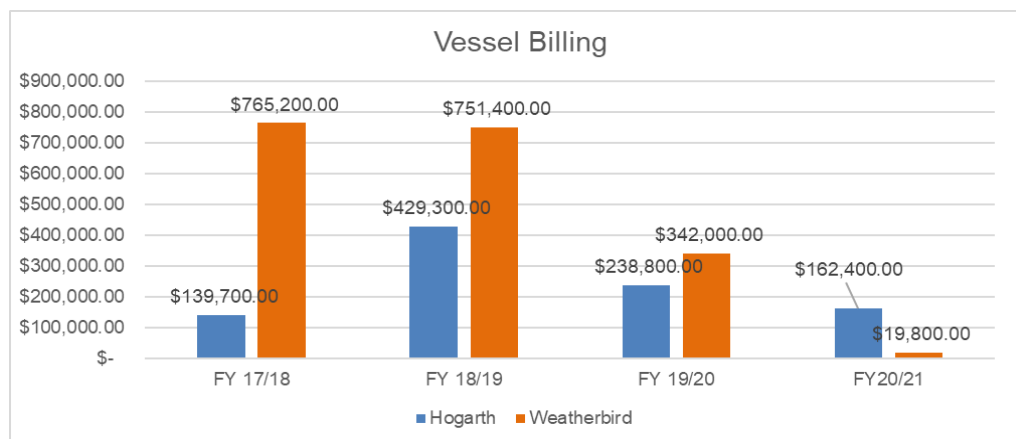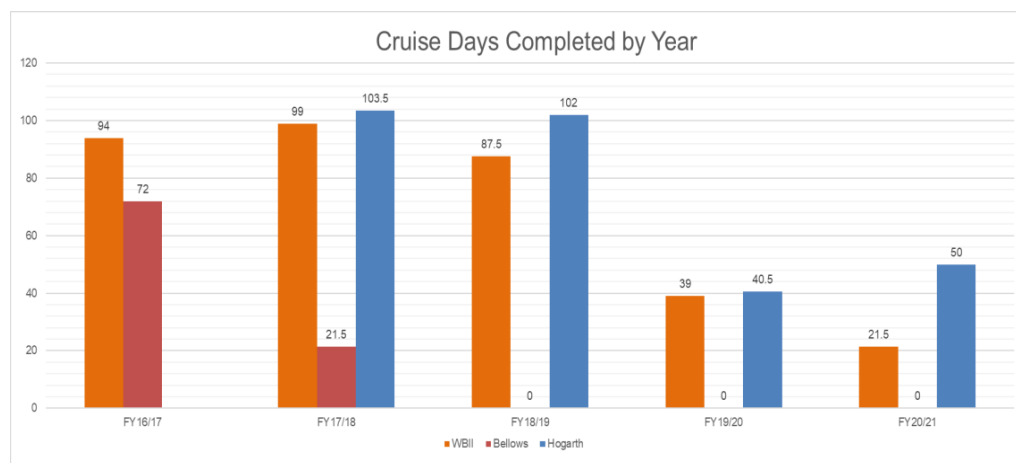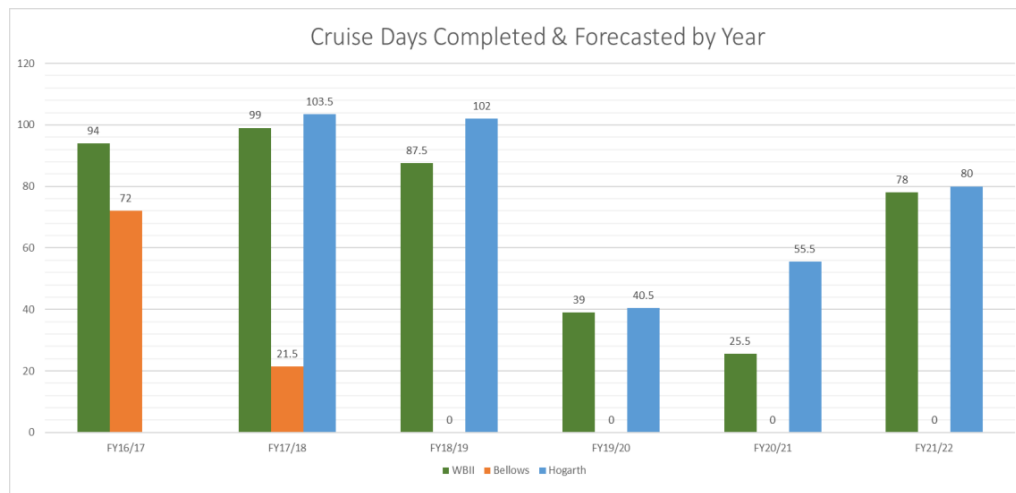
Vessel Updates

R/V Hogarth

FIO staff are currently working through several issues on the R/V Hogarth. FIO continues to make efforts to address the following items:

- Degradation of stainless engine room piping due to excessive corrosion.
- Aft pilot house controls; helm, throttle, and thruster controls not positioned for safe winch operations.
- Galley exhaust system not capable of exchanging air when cooking.
- Hydraulic system updates and troubleshooting to accommodate the Dynamic Positioning (DP) system. This has included testing and the rebuilding of all major components (pumps, valves, relief valves, etc) required to allow the DP system to take proper control of the bow thruster.
- Dynamic positioning system – engineering review completed & implementation pending review/ estimate by local shipyard.

R/V Weatherbird II

A Digital Ship

At a time when people can access almost anything and contact almost anyone around the world with the touch of a few buttons from a device in their pocket, FIO's research vessels are capable of only basic browsing, email and light video use. The ability to provide internet access at sea since FY 17/18 to present has cost FIO nearly $382,000 on browsing speeds akin to dial up speeds, a staggering cost that FIO has absorbed as a part of our operational cost.

Tables 3 & 4 - R/V Weatherbird & Hogarth Data Expenses
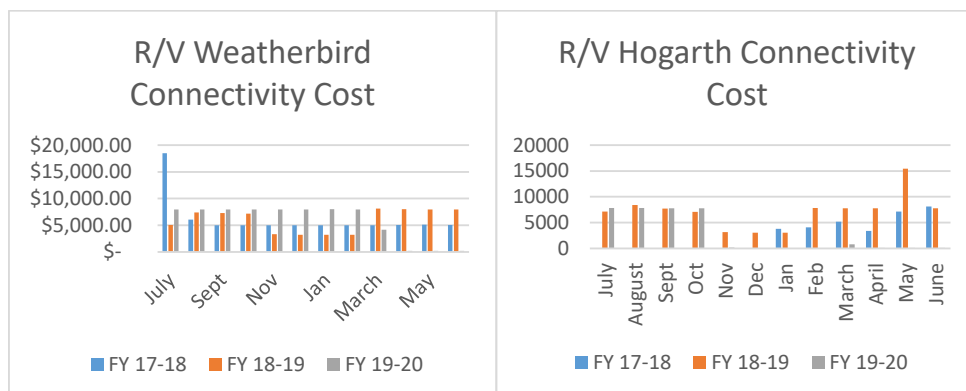
Further illustrating the fragility of the vessels' connectivity and capability, the R/V Weatherbird II's internet satellite system experienced a casualty, its second major issue in the past 4 years. This was not completely unexpected as the system is 12 years old and is comprised of components harvested from a decommissioned FIO research vessel, the R/V Bellows. As user expectations and science mission connectivity require more

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robust and ubiquitous connectivity at sea, FIO is preparing to provide more reliable and affordable connectivity. Most video call software uses about 500 kbps (3.75 MB/minute) for a one-way (standard definition) call and as much as 1.8 Mbps (13.5 MB/s) for a one-way high-definition video call. For a two-way video call, there is double the data usage, which is a total of 7.25 MB/minute minimum, 27 MB/minute maximum. In order to support internet needs at sea FIO is exploring two connectivity options.

Aging Vessel - Possible Next Step

The R/V Weatherbird II is quickly approaching 40 years of age, which is the age at which even well-maintained vessels are decommissioned due to rising costs and increased frequency of necessary repairs. Despite the R/V Weatherbird II's age, FIO's lifetime investment of nearly $2.3M has netted $6M in revenue but for research vessels, it is especially challenging to be state-of-the-art when a vessel and most of its science equipment are antiquated. This past January, the R/V Weatherbird II was expected to be in the shipyard for 10 days, but the vessel remained there for an additional 37 days due to significant metal corrosion in one of the aft ballast tanks. As FIO reviewed past maintenance issues and their associated costs, it became apparent that steel replacement has accounted for nearly $320,000 of expenditures during the 2019 and 2021 shipyard maintenance periods. In addition, overall maintenance costs have increased by 154% over the past 5 years, a cost indicative of the age of the R/V Weatherbird II. Years of corrosive salt water and wind, not to mention constant use, takes its toll.

The next major milestone for the R/V Weatherbird II is the 5-year American Bureau of Shipping (ABS) inspection on behalf of U.S. Coast Guard regulations, which is scheduled to take place within the next two years. ABS inspectors have frankly indicated that this inspection will be more thorough than previous inspections due to the vessel's age and condition; retaining the ABS certificate will be a challenge, if not impossible. Though FIO can operate a vessel without the ABS certification, the lack of certification will likely cause already expensive insurance rates to rise and could tarnish FIO's commitment to sustaining the safest at sea operations possible.

To ensure FIO is able to maintain an oceangoing presence in the Gulf of Mexico, FIO is researching numerous options to replace the R/V Weatherbird II. Over the next several months, FIO will begin the process of evaluating ship users' needs by conducting surveys and a comprehensive analysis led by the FIO Ship User Committee.

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Keys Marine Laboratory

Infrastructure

Tropical Storm Eta passed directly over Keys Marine Laboratory (KML) in October of 2020 then strengthened to a category 4 hurricane. While no local evacuation was announced, staff prepared for heavy rains and sustained tropical force winds (39-73 mph) throughout the Keys for several days. The laboratory escaped unscathed with no damages.

Despite COVID-19 related closures, work force and construction delays, and supply chain disruptions, work has continued on the 2019 NSF award for infrastructure upgrades and improvements to the aging bay water system. The old 'Shallows' seawater pond has been repaired, resurfaced, and deepened to promote mesocosm-level research and equipment testing. A second degassing tower will supply water to new concrete reservoirs (6,000-gal capacity) to provide temperature-controlled seawater to an additional 30 new shaded experimental tanks that complement the 30 current bay system tanks.

An additional expansion project to fully maximize the current well seawater system has been funded by a partnership with FWC/FWRI. Construction is underway to add fifteen new experimental tanks (3,600-gal volume) adjacent to the existing tanks for the new Coral Tank Farm. These tanks will be used for coral restoration efforts for the Florida Reef Tract in the near future.

Research

KML has contributed to student success through use of dorms, vessels, seawater system, and staff support. Graduate level support included one Master's student (Clemson University) and four PhD students (FSU & UF). These students and associated assistants and faculty members were offered access to KML during the COVID phased re-opening to continue their educational and research goals.

The KML facility has also enabled multiple research activities throughout the year, providing access to dorms, vessels, dry lab space, and the seawater system. Even while at limited capacity, dorms were utilized by several research groups including sawfish tagging and monitoring (FSU), fish microbiome research (Alabama State University & Woods Hole). Day Access to KML supported ongoing materials testing (Atlas) and oceanographic monitoring (USF). Multiple coral restoration projects were facilitated by KML's state-of-the-art seawater system (Florida Aquarium, FWC/FWRI Coral, FWC/FWRI Restoration Ecology, I.CARE).

Additional notable projects conducted at the lab:

- NOAA/FWC - Coral rescue
- FWRI - Coral restoration project
- I.CARE – Staging area for coral restoration
- Sikkel University of Alabama – Cleaner fish microbiome; collaboration with Woods Hole
- FL Aquarium - Coral restoration
- Atlas - Materials testing

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Usage

Tables 5-8 - KML Usage & User Demographics FY 19/20 vs. 20/21

	Dorm Use + Day Access				Dorm Use			Day Access		
	Total # groups	Total # people	# SUS	SUS frequency	# groups	# people	# nites	# groups	# people	# days
FY19/20	75	331	8	25	39	183	1022	34	148	516
FY20/21	44	159	7	20	21	116	1367	23	43	1227

KML demographics	Undergrad	Graduate (Masters & PhD)	Faculty/Researcher	Total users
FY19/20	109	60	161	330
FY20/21	52	46	112	210

Fiscal Year	# FIO members	FIO frequency	# SUS	SUS frequency	# groups or organizations
FY19/20	4	47	8	25	75
FY20/21	4	29	7	19	43

	total # vessel days			total # people		
	snorkel trips	dive trips	Total days	snorkelers	divers	Total people
FY19/20	34	28	62	228	59	287
FY20/21	25	62	109	215	128	343

Dorms

Since reopening in July 2020 (Phase 1) from the COVID-19 emergency closure, KML has housed 116 visiting researchers and students for a total of 1367 nights. Twenty one individual groups included seven different SUS universities. During Phase 1, KML dorms and vessels operated at 25% capacity and groups were limited to research and graduate students only, with a maximum of five per group. KML housed three research groups (9 people for 84 nights) which included one SUS university (table 9). KML transitioned to Phase 2 in July 2020 through the remainder of the fiscal year with 50% capacity in dorms and on vessels, allowing research and education groups but limited to a maximum ten people per group.

Table 9 - Dorm Usage, FY 20/21

Dorm Use	# groups	# SUS	# people in dorms				# nights
			undergrad	graduate	faculty/researcher	total people	
Phase 1	3	1	0	3	6	11	86
Phase 2	18	6	50	31	25	101	1281
FY 2020-21	21	7	50	34	31	112	1367

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Day Access

COVID protocols also applied to Day Access groups, which allowed the use of KML vessels and the sea water system when dorms were unavailable. In this way, KML was able to support the continuation of projects for 23 research groups which impacted 43 users (1227 user-days), including 11 graduate students, during the phased COVID reopening (table 10).

Table 10 - Day Access to KML Facilities, FY 20/21

Day Access	# groups	# SUS	# people on site				# user-days
			Undergrad	graduate	faculty/researcher	total	
Phase 1	3	0	0	2	4	6	246
Phase 2	20	0	0	9	23	37	981
FY 2020-21	**23**	**0**	**0**	**11**	**27**	**43**	**1227**

Vessel Use & AAUS Diving at KML

KML vessel use typically averages 115 days on the water per year, including snorkeling and AAUS diving activities. With limited capacity during FY2020-21, a total of 109 day trips for 26 groups were conducted, including 21 snorkel trips and 74 dive trips (table 11). Operating at 25% vessel capacity during Phase 1, two research groups from SUS universities scheduled six vessel days. Vessel capacity increased to 50% during Phase 2 (Oct 2020) which allowed for small education-oriented groups. Twenty four additional groups scheduled vessel use, including four undergraduate education classes.

Table 11 - Vessel Use and Activities, FY 20/21

KML Vessel Use	# groups	# SUS	# people on vessels		# vessel days	
			# snorkelers	# divers	# snorkel days	# dive days
Phase 1	2	2	0	4	0	6
Phase 2	24	5	21	7	6	25
FY 2020-21	26	7	215	128	21	74

KML's state-of-the-art well-sourced seawater system is typically utilized by 30-40 different groups each year, including graduate and senior research projects, land-based coral spawning, and coral restoration projects. The KML seawater system was deemed 'essential life support' for the ongoing FWC/NOAA Coral Rescue Project and continued to operate during the COVID closure. All other projects, however, were cancelled. Phase 1 Reopening in July 2020 allowed three small research groups access to the seawater system, including the completion of a Clemson University Master's project. With nineteen tanks available (ranging from 40-gal to 1000-gal volumes), the system operated at 46% capacity during Phase 1 (table 12). The transition to Phase 2 in October 2020 allowed eight additional groups access to the seawater system which included coral restoration projects (FWC/FWRI and I.CARE), fish microbiome research (Alabama State University and Woods Hole), and coral thermal tolerance studies (Northeastern University and Coral Restoration Foundation). In May 2021, KML's seawater system facilitated and enabled the multi-partner reef-wide outplanting and coral restoration

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experiment, temporarily housing over 5000 coral colonies (FWC, DEP, Mote, Nova, FAU, CRF, U Miami, Reef Renewal).

Tables 12 & 13, Seawater System Use, Capacity, and Revenue

KML SW System Use	# groups	# SUS	People using SW System		SW Use	
			# grad students	# researchers	# tank-days	% capacity
Phase 1	3	0	2	4	776	46%
Phase 2	8	1	13	19	3095	55%
FY 2020-21	11	0	15	23	3871	54%

FY2020-21 SW System Use Capacity

gross: $55,410
net: $31,410

Phased COVID Reopening --->

Legend: % capacity — gross revenue ···· operating
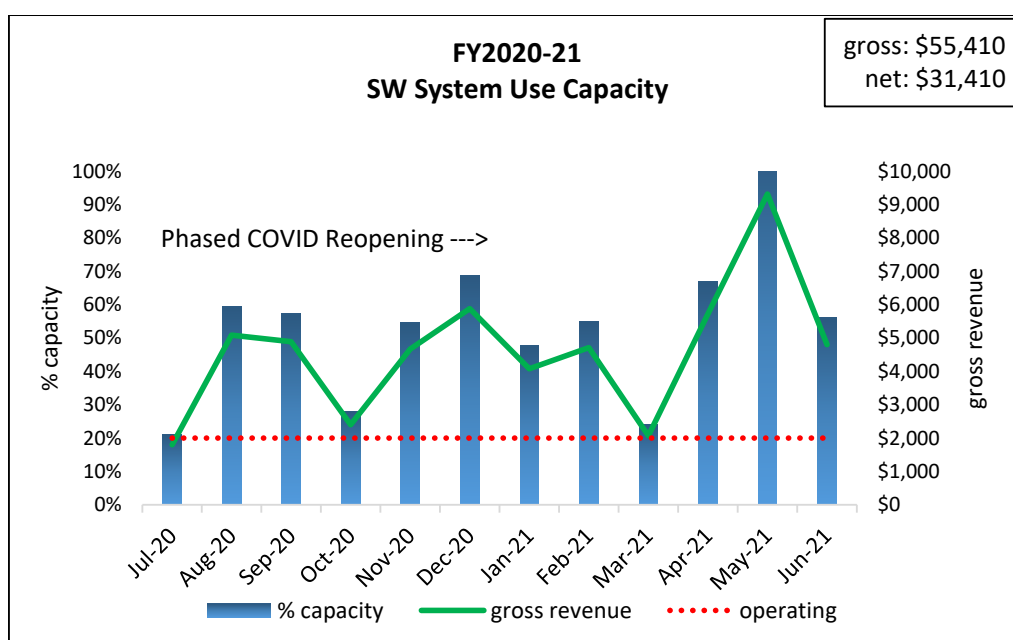
Seawater System Updates

The Keys Marine Laboratory seawater system has figured prominently this year in coral restoration projects.

1. The State of Florida Coral Rescue project which began in 2019, has established strong collaborations with FWC, NOAA, and Association of Zoos & Aquariums (AZA). This project was an emergency response to the Stony Coral Tissue Loss Disease (SCTLD) outbreak ravaging the reef and focused on collecting 50-200 replicates of 15 susceptible reef-building coral species ahead of the rapidly advancing disease line. KML's seawater system was used as a transition facility as corals were relocated to land-based AZA-approved nurseries across the country to preserve the genetic diversity of the reef.
2. The genetic rescue of the threatened and now locally extinct pillar coral (*Dendrogyra cylindrus*) began at KML in January 2016, creating a living genetic bank for preservation of this unique species. Multiple

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collaborations, including NOAA/NOS, Florida Aquarium, Nova University, FWC/FWRI, Mote Marine Lab, Frost Museum, Coral Restoration Foundation, and Reef Renewal, allowed for the preservation of this species for future restoration efforts. This became the pilot project and proof-of-concept for the larger Florida Coral Rescue project.

3. In May 2021, the KML seawater system was the focal collection and distribution point for 5,000 corals in a multi-partner coral out-planting pilot study, coordinated by FWC/FWRI. Outplanting efforts spanned the entire Florida Reef Tract from Martin County to Key West. Partners included FAU at Harbor Branch, Nova Southeastern University, University of Miami, Coral Restoration foundation, Reef Renewal, and Mote Marine Laboratory. Florida Fish & Wildlife Conservation Commission secured state funding and established a partnership with KML (Fall 2020) to expand capacity of the existing seawater system for future coral restoration. The expansion project will fully maximize the current seawater system and is expected to be complete in September 2021.

Programs

Subsidized Ship Time

Due to COVID-19, all of the subsidized State University System (SUS) ship time awarded for FY 19/20 was cancelled as students were not permitted to get underway. In an effort to honor FIO's commitment to the SUS awardees, FIO made the decision to carry forward all awards to FY 20/21 with the caveat that all ship days are used by the end of the current fiscal year. The decision to carry over the SUS subsidized days was challenging due to several factors, including the R/V Weatherbird II's long and costly shipyard stay, challenges commissioning the R/V Hogarth's dynamic positioning system, and reduced staffing due to budget cuts and resignations. Despite these respective challenges, 44 subsidized SUS days were scheduled with 11 of them cancelled (5 due to COVID & 2 due to mechanical issues on R/V Hogarth). 33 subsidized ship days were completed in support of 94 undergraduates and 29 graduate students from 7 of our 13 SUS institutions.

FY 21/22 Request for Proposals was released on April 8, 2021; 25 proposals were received from 10 SUS institutions. The Ship User Committee and the FIO Director are working together to review the proposals and determine how many subsidized days will be awarded. This number is expected to be lower than previous years due to FIO's limited budget, but the organization remains hopeful that it will be postured to support more SUS days in the coming fiscal years.

FIO Engineering Day(s)

General Eligibility: All SUS member organizations are encouraged to request to utilize this time at sea within the following guidelines:

1) The desired mission can coincide but shall not detract from FIO training and readiness needs.
2) No special or custom accommodations will be allowed.
3) Use of the ship time is on an "as is" basis based on vessel configuration and in close proximity to the cruise's intended location or track.

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4) Ship users must adhere to the FIO COVID-19 pandemic plan, which may include COVID testing and/ or limits to science party capacity.

Terms and Conditions: Each ship time request must meet the below criteria mentioned and be approved by the Marine Superintendent. Term and conditions outside of these parameters require approval by the FIO Director.

1) Cruises are generally of short duration (e.g. 8 hours), and shall not hinder FIO's primary training or maintenance objectives.
2) Engineering ship time does not include food or other provisions or use of vessel berthing areas.
3) No overtime will be incurred by FIO staff.
4) Paid ship time and Engineering Days cannot be combined.

Process: Each quarter, FIO will release a FIO Training Plan and the Marine Superintendent will solicit proposals for the day(s) deemed available. Potential ship users should respond within 2 days of the request. Repeat requests for Engineering Days will be considered but FIO's goal is to facilitate participation across the entire SUS.

Marine Field Studies Course: Multi-institutional Effort

In its 8th year (would be 9th if 2020's course wasn't canceled due to COVID-19), the multi-institutional, 5-week summer course hosted by FIO had fifteen undergraduate students enrolled from the Florida SUS system. The course is focused on field study techniques in a variety of marine habitats. Starting in May in Jacksonville, the class is worth 3 - 4 credits (depending on institution) and taught by professors at University of North Florida (UNF), Florida Atlantic University (FAU), Florida Gulf Coast University (FGCU), University of South Florida (USF) and University of West Florida (UWF) who serve as the courses' instructors, respectively, for a week each. The instructors are subject matter experts in different marine science subjects and lead the students in a variety of independent and team-based research methods focused on fisheries and species, habitat analysis, water quality, and much more.

The FIO Marine Field Studies Course is targeted toward sophomore and junior level undergraduate students at the five host institutions mentioned above. FIO is looking to expand participation in 2022 by marketing the course to all Florida SUS institutions and potentially rotating host institutions.

RESTORE Act/ FLRACEP PROGRAM

The Florida RESTORE Act Centers of Excellence Program (FLRACEP), established by the Gulf Coast States Act of 2012, is administered by FIO. With funds managed by the US Department of Treasury, projects awarded through the FLRACEP to Florida institutions emphasize ecosystem monitoring, coastal fisheries analysis, and mapping in the Gulf of Mexico.

FIO continues to serve as the administrative agent for the next ten years as a result of the Deepwater Horizon civil settlement. In May 2021, FIO successfully closed out the first award with the US Treasury. In total since 2015, FIO established ten Centers of Excellence across the State of Florida and approximately $8M was

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distributed and funded eighteen research projects of which six SUS institutions received awards through the competitive process.

An additional $9M remains accessible for FIO to administer to new/existing Centers of Excellence.

Center of Excellence (Awardees) *SUS institutions	Amount of Award
FIO- to administer FLRACEP	*$2,612,896.88*
University of Florida*	$1,557,350.11
University of South Florida*	$1,541,545.45
University of Central Florida*	$659,717.17
University of Miami	$624,152.44
Mote Marine Lab	$364,432.00
Nova Southeastern University	$321,672.64
Florida International University*	$319,816.15
University of West Florida*	$319,162.21
Florida State University*	$317,080.57
Sanibel-Captiva Conservation Foundation	$233,334.34

Outreach & Communications

Oceans Day 2021

Due to the COVID-19 pandemic and travel restrictions, exhibits for *Oceans Day 2021 – Restoring and Growing Florida's Blue Economy* were suspended in March and will resume early 2022. FIO instead spent the valuable time focusing on supporting state institutions' research needs and assisting with coastal permissions and seafaring medical clearances. The organization is looking to sponsor and host a morale-boosting, public awareness FIO member event in 2022 aimed at networking with marine industry and higher education professionals while engaging with Florida legislators. A successful event will enhance relationships among the FIO Consortium, private marine and fishery industry partners, and Florida-based marine allies.

St. Petersburg Science Festival *2020*

The St. Pete Science Fest went virtual in 2020 due to in-person restrictions stemming from the Pandemic. FIO hosted a livestream presentation focused on research vessel capabilities (including a virtual 360-degree tour of the R/V Hogarth), recent mission highlights, and "life at sea". The presentation lives on the St. Pete Science Fest website and its Youtube channel.

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FIO staff engage with students tuning into the St. Pete Science Fest

Social Media

Closing out FY 20/21, FIO's Facebook account has 1,752 followers (an increase of 116 users over the previous FY) and FIO's posts were seen by an estimated 28,105 people (Facebook Page Insights, n.d.). FIO's Twitter page saw a substantial increase in followers as well over the past year, @FIOTweet picked up 98 new followers.

With over 1.2 billion users worldwide and nearly 55% of users between the ages of 18-34 (Statista Instagram Age Distribution, n.d.), Instagram is a medium previously only utilized by the Keys Marine Laboratory. A vessel-focused page was developed in spring of 2021 and will feature short video clips (highlights, montages, Q&A's) spotlighting FIO's research support efforts. Launched in March 2021, @fio_stpete already has more than 150 followers.

Newsletters

Two newsletters went out to FIO's mailing list with highly successful open rates. In the fall of 2020, a mailer focused on resumed operations was opened by nearly 53% of the mailing list recipients (approximately 1,050 readers). The organization also sent out a newsletter in January 2021 centered on the hiring of Dr. Graham as FIO's director and KML's seawater system expansion. That mailer saw a 36% open rate; the standard open rate for mailers is about 17% (Constant Contact , n.d.).

Targeted Legislator Outreach

In an effort to engage more with Florida's state legislation and educate "freshman legislators" on FIO's strategic use of taxpayer dollars in addition to topical and timely coastal issues, FIO Communications has developed an internal policy regarding legislator releases. The organization has developed contact databases for each of the states' representatives, by county, and is sending periodic spotlights and research cruise/laboratory highlights to legislators representing constituents and institutions that are using FIO's resources and infrastructure.

FIO Attribution & Credit

FIO developed a policy for ship and laboratory users that requires crediting FIO in media interviews and any published content, online or print. The organization has found a disparity in publications crediting FIO's

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support over the years so this policy should address that issue. All ship users are now required to sign said policy prior to boarding a vessel or utilizing KML.

FIO In The News

FIO was featured prominently in a number of high-profile articles and media reports:

- [Florida Institute of Oceanography Names New Director](#)
- [Five things that happened while you planned a socially distanced Thanksgiving](#)
- [Innovation District's 'smart city' projects take center stage](#)
- [With The Biden Administration At Work, What Does That Mean For The Gulf of Mexico?](#)
- [Long-term Plan for Piney Point: County Votes to Inject Treated Phosphate Wastewater into Aquifer](#)
- [USF scientists launch first Piney Point research cruise](#)
- [Scientists Studying Potential Effects on Tampa Bay from Piney Point Discharge](#)
- [A Piney Point disaster will happen again. Will the Tampa Bay area be ready to respond?](#)
- [USF scientists announce initial findings from Piney Point research effort](#)
- [Reef-wide Outplanting of Corals Susceptible to Stony Coral Tissue Loss Disease Begins](#)

Membership Highlights

Piney Point's Impact: Collaborative Effort Underway to Study Water Quality

FIO deployed its research vessel, the R/V Weatherbird II, to collect samples around the outflowing water released from Piney Point's former fertilizer processing plant. Scientists from the University of South Florida College of Marine Science (USF CMS) are working with FIO support to collect data that will ultimately help scientists understand the long-term impacts of the release.

"While the current circumstances in Tampa Bay are unfortunate, I am grateful that the State of Florida has invested in our research vessels and support personnel. FIO is always prepared to bring the best ocean scientists in the nation to the front lines of environmental issues," said Dr. William "Monty" Graham, Director of FIO.

A team of biologists, chemists, and environmental specialists will depart Wednesday out of Bayboro Harbor onboard the R/V Weatherbird II, a 118-foot research vessel that was instrumental in studying the impact of the Deepwater Horizon oil spill. Drs. Kristen Buck and Steve Murawski will lead USF's research efforts, measuring water quality and examining habitats on-site while collecting samples for laboratory analysis.

"Rapid deployments like this one provide us with an unprecedented opportunity to get out there and provide the science necessary to inform an effective response, as well as any necessary mitigation efforts, so that we can safeguard our vulnerable coastal resources," said Dr. Tom Frazer, dean of the USF CMS.

The data will be available to support the state's effort to address the environmental impacts of the Piney Point reservoir release. Samples will also be shared with researchers from the Fish and Wildlife Research Institute, Eckerd College and Florida State University. The scientists are using this event as a means to understand natural ecological processes and how they respond to a sudden release of nutrients and to changes in water

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chemistry. The information will be used as a scientific basis for understanding long-term impacts of nutrient pollution on important issues like Harmful Algal Blooms.

Florida International University: Course Takes Students to Sea on FIO's Research Vessel

Florida International University's (FIU) 2021 Oceanography-at-Sea course (OCB4005C) was launched in 2013 and is aimed at providing undergraduate students an immersive, hands-on experience developing and executing a research project at sea. In early March, following strict COVID safety guidelines, Associate Professor and Assistant Director of Coastlines and Oceans in FIU's Institute of Environment, Dr. Heather Bracken-Grissom, led a team of 8 students on a 4-day trip onboard the Florida Institute of Oceanography's (FIO) Research Vessel, the R/V Hogarth, to collect samples in Tampa Bay and the eastern Gulf of Mexico.

Using dredges, otter trawls, bongo nets, and plankton nets, the students successfully collected specimens to measure and observe for their individual projects. Sampling was very biodiverse with an abundance of plankton, fish, and crustaceans enabling students to observe the vast biodiversity in the area while comparing nearshore species to offshore species. Dr. Bracken-Grissom was also able to collect samples that contribute to a National Science Foundation (NSF) Environmental Biology Grant Study designated to reconstruct the crab "tree of life". Several times while in transit, a pod of dolphins danced in the vessel's wake, highlighting to the students the variety of life that call the Gulf of Mexico home. As the weather took a turn and the seas became rough, the FIU cohort and FIO's crew held strong and continued to sample diligently. "Our collections from this trip include a few new representative species to add to the Florida International Crustacean Collection, and many other specimens will be used for local outreach and downstream molecular work"! The crew was very helpful in setting and retrieving the gear throughout the entirety of the trip. Overall, we had an amazing time and are very grateful to FIU, FIO, and everyone involved who made this trip possible!" exclaimed Dr. Bracken-Grissom.

Click here to read about Dr. Bracken-Grissom's scope of work and see testimonials from students regarding the Oceanography-at-Sea course.

Florida Institute of Technology: Utilizes R/V Hogarth for Ocean Engineering Students in the Keys and Dry Tortugas

In late May, the R/V Hogarth departed from Bayboro Harbor for Key West on a two-week long FIO State University System (SUS) Subsidized educational cruise with Professor Stephen Wood and Ocean Engineering students from the Florida Institute of Technology (FIT). Dr. Wood was focused on teaching data collection at sea, shipboard deployment techniques on a variety of instruments and sensors, and much more. The cohort participated in a number of these enriched learning experiences on their way to Key West where another group of FIT Ocean Engineering students enrolled in the Marine Field Projects Course (OCE 4911, 12, and 13) joined Dr. Wood and the Hogarth Crew on the cruise back to St. Petersburg.

R/V Weatherbird II Supports Coastal Ocean Monitoring and Prediction System's Diving

In June, the R/V Weatherbird II supported researchers and divers (and a graduate student) from the University of South Florida College of Marine Science Coastal Ocean Monitoring and Prediction System (COMPS). The team stopped at various locations along the West Florida Shelf to conduct water sampling (through diving and CTD + nutrient sensory deployment), red tide monitoring, and to train researchers enhanced diving

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techniques. They also made a few stops along the way to check on buoys and extract data. To learn more about the COMPS program, visit http://comps.marine.usf.edu/

<u>University of South Florida</u>: Echosounders Recalibrated with Scientists

In December 2020, the R/V Hogarth and scientists from USF's CMS calibrated echosounders, which is a type of sonar used to determine the depth of the seafloor and locate objects and fish in the water, in Tampa Bay. To accomplish this, the R/V Hogarth transited to the St. Petersburg Bay Reef, an area that is slightly deeper than the rest of the shallow Bay. Though shallow in comparison to areas where FIO typically conducts calibrations, the area is deep enough to calibrate the vessel's SIMRAD EK80 echosounders and the "EKMini" echosounder installed in one of USF's autonomous underwater gliders, which can transit hundreds of miles of ocean over several months without human operation. Each of these sounders can provide valuable water column information like estimating the biomass of fish swimming below.

Eddie Hughes, Co-Chief Scientist (background, left), and Andrew Warren, FIO Ship Operations, do a bit of puppeteering of the wires holding the calibration sphere while Captain Brendon Baumeister looks on.

CMS article - A Puppet Show on a Chilly COVID-safe Calibration Cruise? | USF College of Marine Science

This successful event was the impetus for the development of an "Engineering Day" program that will provide Florida SUS members with equal access to short duration cruises (one day). These days are programmed in FIOs training and maintenance calendar and budget and are awarded at no cost to the SUS user. The Engineering Day Program is positioned to not only allow FIO crew to hone their skills at sea and maintain/test equipment, but also play an important role in building and nurturing partnerships among member institutions.

<u>R/V Weatherbird II 3D Scanning</u>

In January 2021, a team from the University of South Florida's (USF) Access 3D Lab (Laura Harrison, Director and Steven Fernandez, Research Assistant Professor in the School of Public Affairs) carried out a terrestrial lidar survey of the R/V Weatherbird II while it was in dry dock at the Port of Tampa. (SEE APPENDIX B)

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APPENDIX A: FIO Organizational Chart
as of 3/2021

Florida Institute of Oceanography

Hosted by the University of South Florida

Florida Board of Governors

Host Institution
University of South Florida (USF)
President
Steven Currall, Ph.D.

USF
Host Provost
Ralph Wilcox, Ph.D.

FIO Advisory Council

FLRACEP Program
Cam Ngo, Interim Program
Director

Florida Institute of Oceanography
William (Monty) Graham, Ph.D.
Director

Keys Marine Lab (KML)
Cynthia Lewis
Assistant Director

Administrative & Finance
Cam Ngo
Assistant Director/Budget Director

Education and Outreach
Coordinator
Christopher Sharp

Bayboro Operations
Marine Superintendent/Assist Director
William Walsh

Sr. Biological Scientist
William Ferrell

Sr. Biological Scientist
Joshua Farmer

Sr. Biological Scientist
Thomas Bartlett

Maintenance Technician
J.R. Jones

Science Team

KML
Operations Manager/Fiscal Mgr
Lisa Tipsword

Fiscal &
Business Specialist
Lieu Huynh

Shore Support

Crew

Marine Operations Manager
Robert Walker

Marine Operations Specialist
Shawn Denman

Research Engineer/Marine Tech
Andrew Warren

Marine Captain
Brendon Baumeister

Mate (Asst. Capt.)
Cody Carnathan

Chief Marine Engineer
William Rhodes

Chief Marine Engineer
Hayden Wiley

Assistant Marine Engineer
Brian Kealy

Marine Deckhand/Cook
Grady Smith

last updated 3/2021

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APPENDIX B: R/V Weatherbird II 3D Scanning

By Laura Harrison, Ph.D, RPA, Director of USF Access 3D Lab

They accomplished a complete scan of the R/V Weatherbird II using three terrestrial laser scanners that captured up to 976,000 points per second, with a range of 0.6m to 150m (S150) or 330m (X330). The scanners are equipped with a built-in camera with 70-megapixel resolution, GPS, a compass, an altimeter, and a tilt sensor. The result of the scan is a colorized 3D point cloud dataset with maximum distance accuracy of +/- 2mm. Both scanners were calibrated to industry standards by the manufacturer in October 2019.

Terrestrial lidar scans of ships are rare, because the scanners must be completely stationary to capture accurate dimensional data of fixed surfaces. Although the Weatherbird was in dry dock in January 2021, the dock itself was a large floating platform rather than stable and secure dry land. The movement of the dry dock, although slight, caused aberrations in a small number of 3D scans. Therefore, it was necessary to implement a processing workflow that combined automated processing with manual registration. These processes allowed for the creation of a final colorized 3D point cloud dataset that offers an accurate representation of the R/V Weatheribird II and meets 3D metrology industry standards for quality and precision.
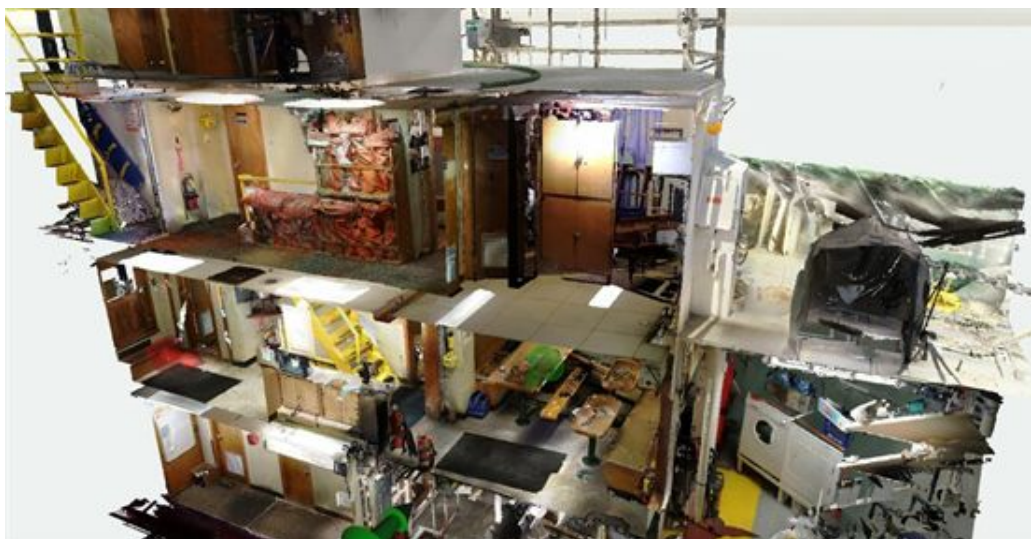
View of the 3D point cloud showing a cross-section of the R/V Weatherbird II.

The terrestrial laser scanning of the R/V Weatherbird II provides comprehensive documentation of the entire vessel as it appeared in January 2021. The dataset generated meets recommended standards for accuracy. Over time it will offer researchers and vessel personnel an opportunity to make observations, measurements and drawings of the vessel and its components that can be used to assist in maintenance and the fabrication of new parts, and presents myriad opportunities for outreach to the general public and the development of interactive outreach projects such as virtual tours and virtual reality/augmented reality applications. The

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digital assets themselves, including registered point clouds, orthophotos, and overview maps, are archived with the at the University of South Florida's Access 3D Lab."

R/V Weatherbird II
January 12-19, 2021
Orthophoto Generated from Faro Focus Terrestrial Laser Scanner
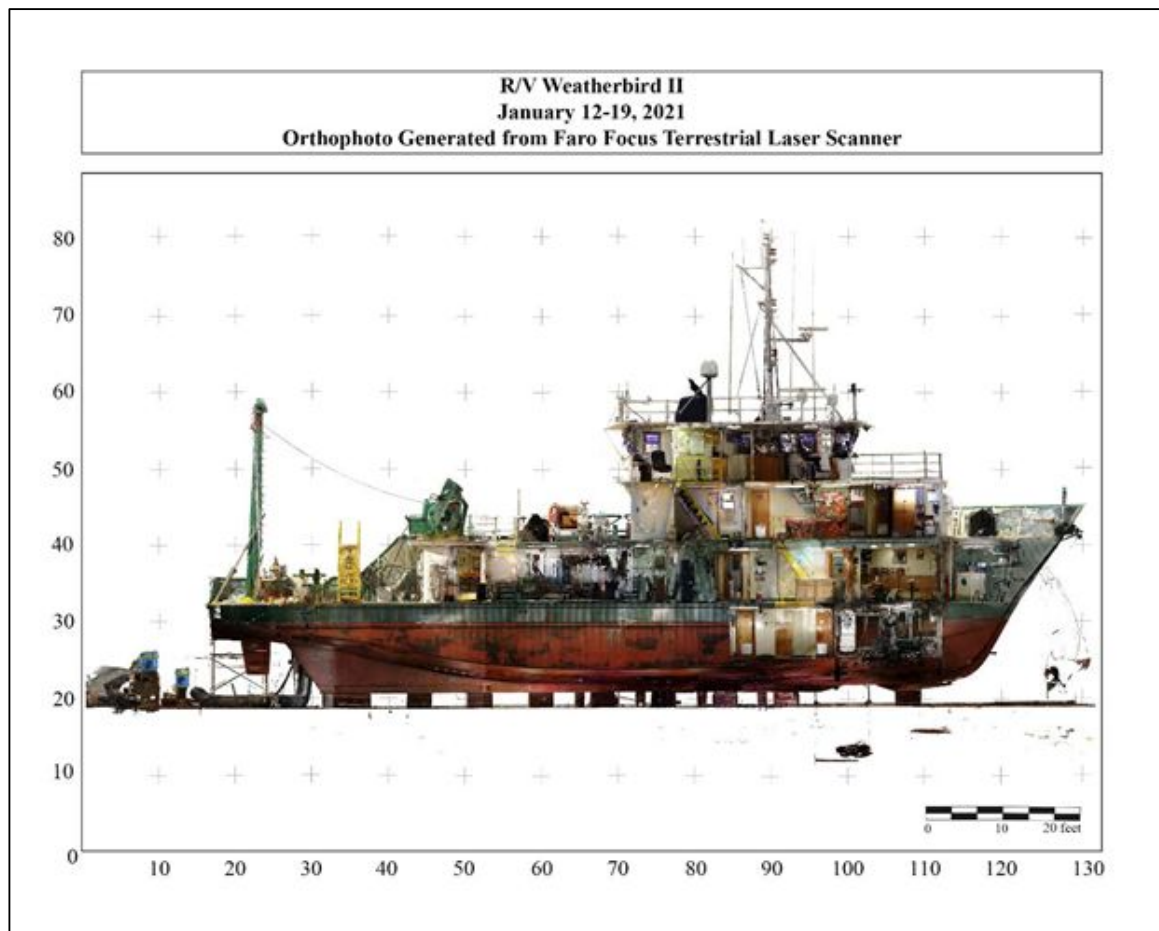
Side-view orthophoto cross section looking from the starboard toward the port side of the ship.

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APPENDIX C: FIO Operating Budget Summary

FIO 20/21 EOY Projections
E&G and Carry Forward Operating Summary
As of May 15, 2021

Operating Category	E&G Authorized Budget	E&G Actual Expenditures	E&G Projected EOY Operating 6/30/2020	CarryForward Authorized Budget	CarryForward Actual Expenditures	CarryForward Projected EOY Operating 6/30/2020	Total Authorized Budget	Total Actual Expenditures	Total Projected EOY Operating 6/30/2020
88021- STAFF	$1,259,604	$968,202	$228,402	$0	$0	$0	$1,259,604	$968,202	$228,402
88022- FACULTY	$217,999	$105,587	$91,412	$0	$0	$0	$217,999	$105,587	$91,412
88027- FRINGE - MATCHING	$541,673	$407,634	$108,039	$0	$0	$0	$541,673	$407,634	$108,039
88029- OTHER BENEFITS	$15,000	$6,255	$8,690	$6,310	$0	$6,310	$21,310	$6,255	$15,000
88032- OPS - OTHER	$0	$32,284	-$32,284	$0	$0	$0	$0	$32,284	-$32,284
88100- TRAVEL	$5,000	$2,290	$1,295	$10,000	$0	$10,000	$15,000	$2,290	$11,295
88200- TELEPHONE & TELECOMMUNICATIONS	$2,501	$2,695	-$194	$11,352	$0	$11,352	$13,853	$2,695	$11,158
88250- CONTRACTUAL SERVICES	$5,000	$117	$4,884	$30,000	$3,756	$12,130	$35,000	$3,872	$17,014
88400- COMPUTER RELATED - MATERIAL, S	$5,000	$7,084	-$2,185	$10,000	-$9,822	$19,822	$15,000	-$2,737	$17,637
88420- MATERIAL, SUPPLIES & EQUIP OTH	$24,000	$3,144	-$7,545	$36,000	$15,564	$20,436	$60,000	$18,708	$12,891
88500- UTILITIES, WASTE & FUEL	$1,000	$0	$1,000	$0	$0	$0	$1,000	$0	$1,000
88510- REPAIRS/MAINTENANCE/RENOVATION	$10,000	$0	$10,000	$186,185	$284,550	-$130,457	$196,185	$284,550	-$120,457
88700- RISK MANAGEMENT INSURANCE	$5,000	$0	$5,000	$25,000	$0	$25,000	$30,000	$0	$30,000
88800- OTHER OPERATING EXPENSES	$10,000	$26,440	-$32,304	$158,382	$6,677	$151,705	$168,382	$33,117	$119,401
88900- OCO PURCHASES	$40,000	$0	-$23,420	$75,000	$0	$17,668	$115,000	$0	-$5,753
88997- BUDGET REDUCTION RESERVES	$0	$0	$0	$400,000	$0	$400,000	$400,000	$0	$400,000
88028- OTHER SALARY	$0	$0	$0	$0	$0	$0	$0	$0	$0
Grand Total	**$2,141,777**	**$1,561,732**	**$360,790**	**$948,229**	**$300,726**	**$543,965**	**$3,090,006**	**$1,862,457**	**$904,755**

reserves required

*estimated thru June 30th

FEMA- Irma reimbursement made to FIO expens.

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FIO 20/21 EOY Projections
Auxiliary Operations Summary
As of May 15, 2020*

Auxiliary Type	Beginning Cash Balance 7/1/2020	Actual Revenue*	Actual and Encumbered Expenditures	Est. FYE Balance 6/30/2020
MS Weatherbird II Aux	$ 74,576	$ 209,102	$ 332,187	$ (48,509)
FL Institute of Oceanography	$ 88,600	$ 16,764	$ -	$ 105,364
Keys Marine Lab Aux**	$ (1,294)	$ 253,772	$ 124,102	$ 128,376
Hogarth Aux	$ 40,024	$ 195,500	$ 221,000	$ 14,524
Total				$ 199,755

*Auxiliary Revenue impacted by COVID-19

**KML received a contract from FWRI to expand seawater system during COVID

Agenda Item: f.

USF Board of Trustees
ACE Committee
August 10, 2021

Issue: 2021 SUS Accountability Plan – Revision to USF future goals for PBF Metrics 1,8 and 10

_____

Proposed action: Approval of revisions to the 2021 USF Accountability Plan goals for PBF Metrics 1, 8, and 10 to the levels approved in the 2020 USF Accountability Plan

_____

Executive Summary:
On April 13, 2021, USF BOT approved the 2021 Accountability Plan, including future goals for all metrics included in the plan. All universities were provided to adjust goals, and USF did make some slight modifications. After discussion at the June 22, 2021 BOG Strategic Planning Committee meeting, the USF Accountability Plan was approved pending further consideration by the USF BOT of future goals for PBF Metrics 1 and 10. USF leadership also recommends revisions to one additional metric, PBF Metric 8.

Financial Impact:
The data reported in the SUS Accountability Plans serve as a core set of metrics being utilized by the BOG to reward excellence or improvement (e.g., Performance Based Funding, Preeminence), thus the role of the Board of Trustees in reviewing and approving the University of South Florida Accountability Plan, as well as ensuring the plan is aligned with its strategic direction, has a direct impact on the amount of funding that could be allocated to the university.

_____

Strategic Goal(s) Item Supports: All
Committee Review Date: 8/10/2021
Supporting Documentation Online (*please circle*):   <mark>Yes</mark>   No
Prepared by: Dr. Valeria Garcia *on behalf of* Provost Ralph Wilcox

2021 USF Accountability Plan

Adjustments to PBF Metric Goals

Presentation to the USF BOT ACE Committee, August 10, 2021

Ralph C. Wilcox, Provost & Executive Vice President

UNIVERSITY of SOUTH FLORIDA

Background for Proposed Action

USF BOT approved the *2021 Accountability Plan,* including future goals for Metrics 1 and 10 (April 13, 2021)

<u>Source</u>: USF 2021 Accountability Plan approved by BOT, April 3, 2021

1. Percent of Bachelor's Graduates Enrolled or Employed ($25,000+)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	69.6	70.0	70.4	71.6	71.8	.	.	.	.	.
APPROVED GOALS	66.8	70.5	70.5	71.4	72.8	73.1	74.0	74.5	75.0	.
PROPOSED GOALS	.	.	.	.	.	73	74	74	75	75

10. BOT Choice: Six-Year Graduation Rate [Full- & Part-time students]

	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25
ACTUAL	66.4	68.8	71.2	73.2	73.1	.	.	.	.	.
APPROVED GOALS	66.7	70.0	69.0	71.3	74.0	74.5	75.0	75.5	76.0	.
PROPOSED GOALS	.	.	.			74	75	76	76	77

Motion approved by the Florida Board of Governors' Strategic Planning Committee, Governor Timothy M. Cerio, Chair (June 22, 2021)

"To approve the 2021 accountability plans excluding those sections of the plans that require any additional… review or… approval… and that the committee accepts the out-year portions of the plans for the following institutions… and the University of South Florida subject to PBM 1 and 10 which we're not going to approve today [and] that the university will take back to their board of trustees for further consideration."

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UNIVERSITY of SOUTH FLORIDA

PERFORMANCE FUNDING MODEL - SUS POINT & PLACEMENT													
PBF Assessment Year	Source/ Timeframe	FAMU	FAU	FGCU	FIU	FL Poly	FSU	NCF	UCF	UF	UNF	USF	UWF
2021 (Year 8)	Total Points	79	89	82	97	83	88	64	87	87	77	94	83
	SUS Ranking	10th	3rd	9th	1st	7th (tied)	4th	12th	5th (tied)	5th (tied)	11th	2nd	7th (tied)
2020 (Year 7)	Total Points	73	85	88	88		85	87	89	90	83	94	82
	SUS Ranking	9th	6th (tied for 6th)	4th (tied for 4th)	4th (tied for 4th)		6th (tied for 6th)	5th	3rd	2nd	7th	1st	8th
2019 (Year 6)	Total Points	70	86	81	87		88	67	88	95	78	92	94
	SUS Ranking	9th	6th	7th	5th		4th (tied for 4th)	10th	7th	1st	8th	3rd	2nd
2018 (Year 5)	Total Points	72	84	75	90		86	75	77	93	68	86	86
	SUS Ranking	10th	6th	8th (tied for 8th)	2nd		3rd =	9th (tied for 8th)	7th	1st	11th	3rd =	5th (tied for 3rd)
2017 (Year 4)	Total Points	65	72	66	68		81	75	78	95	58	84	82
	SUS Ranking	10th	7th	9th	8th		4th	6th	5th	1st	11th	2nd	3rd
2016 (Year 3) * *BOG changed from 50 point scale to 100 point scale	Total Points	65	84	67	76		68	59	84	82	56	79	57
	SUS Ranking	8th	1st/2nd	7th	5th		6th	9th	1st/2nd	3rd	11th	4th	10th
2015 (Year 2)	Total Points	26	37	38	37		36	35	39	44	36	42	37
	SUS Ranking	11th	5th/6th/7th	4th	5th/6th/7th		8th/9th	10th	3rd	1st	8th/9th	2nd	5th/6th/7th
2014 (Year 1)	Total Points	29	24	30	34		33	25	34	42	29	37	21
	SUS Ranking	7th/8th	10th	6th	3rd/4th		5th	9th	3rd/4th	1st	7th/8th	2nd	11th

USF Office of Decision Support

Source: USF Office of Decision Support

SUS History & Current Performance on PBF

2021 is Year 8 of the Performance-Based Funding Model.

USF is the only SUS institution that has not fallen out of the Top 4 since the introduction of PBF (4th in 2016).

All universities were invited to adjust goals in light of COVID-19 and we had no reason to believe we would be an outlier.

3

PBF Proposed Goals vs. Approved Goals, 2020 and 2021 Accountability Plans

	1 Employed/ Enrolled	2 Median Wages	3 Cost to Student	4 4-yr Grad Rate	5 Progress Rate	6 Bachelor PSE	7 Access Rate	8A Grad PSE	8B Freshmen Top 10%	10 BOT Choice
FAMU										
FAU										
FGCU										
FIU										
FPOLY										
FSU										
NCF										
UCF										
UF										
UNF										
USF										
UWF										
LOWERED	3	1	0	1	3	1	4	3	1	3
INCREASED	1	3	8	5	0	2	1	3	1	3
SAME	8	8	4	6	9	9	7	4	0	6

Goals Lowered 20   Goals Increased 27   Remained the Same 61

Source: Presentation to BOG Strategic Planning Committee re: *2021 Accountability Plans*, 6/22/21

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USF PBF 2022 Proposed Goals vs. Approved Goals vs. Actual Performance

	Score on Excellence
	Score on Improvement

	PBF Metric	BOG 10-POINT EXCELLENCE BENCHMARK	PBF Model 2021 GOALS	PBF Model 2021 Actual Performance	Earned Points	PBF Model 2022 PRIOR YEAR (PY) Goals	PBF Model 2022 PROPOSED Goals	Change in PY and PROPOSED Goals	PROPOSED Goals Against Actual Performance
			2018-19	2018-19		2019-20	2019-20		
1	Percent Bachelor's Graduates Enrolled or Employed ($25,000+) and/or Continuing their Education, One Year After Graduation	72.8%	72.8%	71.8%	9	73.1%	73.0%	- 0.1	1.2% ⬆
			2016-20	2016-20		2017-21	2017-21		
4	Four-Year Graduation Rate for First-time-in-College (FTIC) Students *(New Metric #4 as of AP 2018)*	50%	61.8%	60.9%	10	64.1%	61.0%	-3.1%	0.1% ⬆
			2019-20	2019-20		2020-21	2020-21		
5	Academic Progress Rate	90%	90.3%	89.9%	9	90.8%	88.0%	-2.8%	-1.9% ⬇
			FALL 2019	FALL 2019		FALL 2020	FALL 2020		
7	University Access Rate	42%	42.2%	38.0%	9	42.2%	40.0%	-2.2%	2.0% ⬆
			2019-20	2019-20		2020-21	2020-21		
8	Graduate Degrees Awarded within Areas of Strategic Emphasis	60%	73.8%	71.4%	10	73.8%	72.0%	-1.8%	0.6% ⬆
	Board of Trustees Choice Metric:		2014-20	2014-20		2015-21	2015-21		
10	Six-Year FTIC Graduation Rate (Full- and Part-time) *(Metric #4 up through AP 2017; New Metric #10 as of AP 2020)*	74%	74.0%	73.1%	9	74.5%	74.0%	-0.5%	0.9% ⬆

Source: USF Office of Decision Support

5

Recommended Action

Revise USF's *2021 Accountability Plan* goals for Metrics 1, 8 and 10 to the levels approved in the *2020 Accountability Plan.*

1. Percent of Bachelor's Graduates Enrolled or Employed ($25,000+)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ACTUAL	69.6	70.0	70.4	71.6	71.8	.	.	.	.	.
APPROVED GOALS	66.8	70.5	70.5	71.4	72.8	73.1	74.0	74.5	75.0	.
PROPOSED GOALS	.	.	.	.	.	73	74	74	75	75
REVISED GOALS	.	.	.	.	.	73.1	74.0	74.5	75.0	75.0

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	74.6	74.8	73.3	72.2	71.4	.	.	.	.	.
APPROVED GOALS	74.0	74.1	75.2	73.6	73.8	73.8	73.8	74.5	75.0	.
PROPOSED GOALS	.	.	.	.	.	72	72	73	73	73
REVISED GOALS	.	.	.	.	.	73.8	73.8	74.5	75.0	75.0

10. BOT Choice: Six-Year Graduation Rate [Full- & Part-time students]

	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25
ACTUAL	66.4	68.8	71.2	73.2	73.1	.	.	.	.	.
APPROVED GOALS	66.7	70.0	69.0	71.3	74.0	74.5	75.0	75.5	76.0	.
PROPOSED GOALS	.	.	.	.	.	74	75	76	76	77
REVISED GOALS						74.5	75.0	75.5	76.0	77.0

Source: USF 2021 Accountability Plan approved by BOT, April 3, 2021

6

Agenda Item: g.

USF Board of Trustees
August 10, 2021

Issue: Florida Equity Report

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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 10, 2021
Supporting Documentation Online (*please circle***):**   Yes   No
Prepared by: Elizabeth Hordge-Freeman, Ph.D., Interim Vice President of Institutional Equity

Equity Report

2019-2020: Highlights

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

Elizabeth Hordge-Freeman, Ph.D. | August 10, 2021
Interim Vice President for Institutional Equity

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SOUTH FLORIDA

2

Undergraduate Enrollment

USF (Fall Race & Ethnicity,Gender IPEDS Methodology)

Trends in Admissions Yield Rate
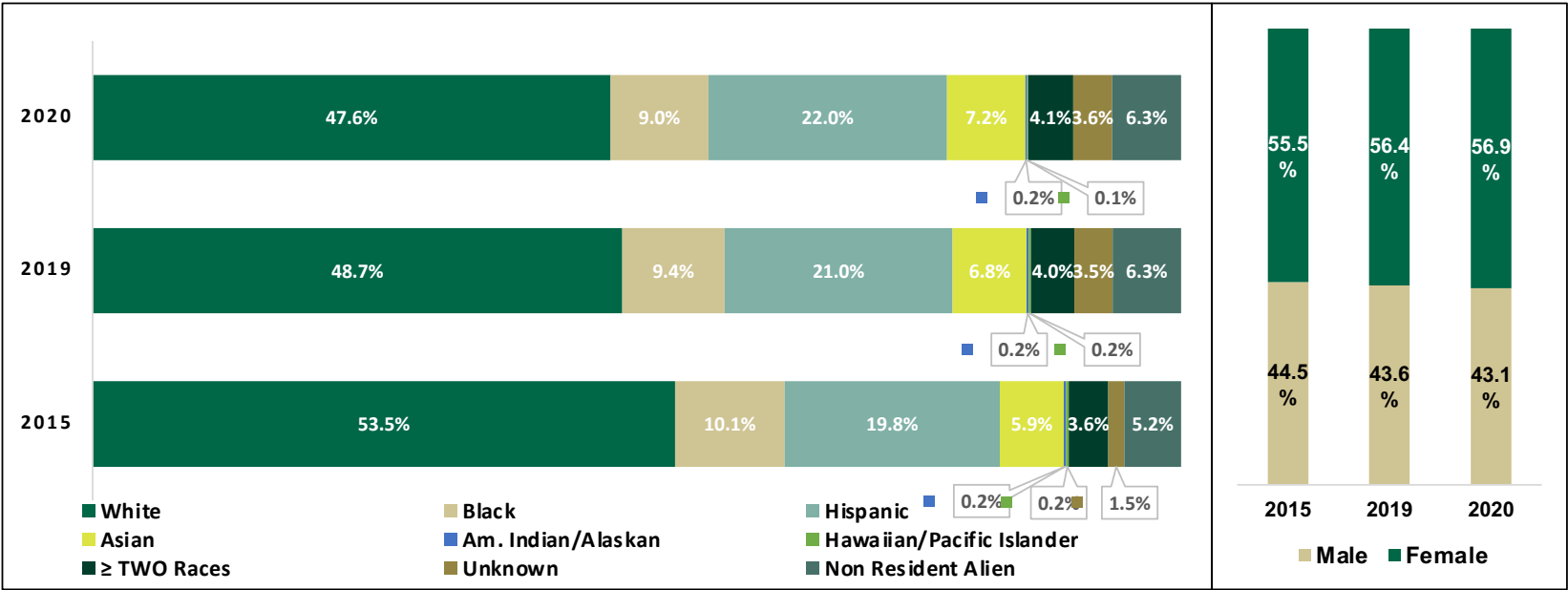
White	**Black**	**Hispanic**
Asian	**Am. Indian/Alaskan**	**Hawaiian/Pacific Islander**
≥ TWO Races	**Unknown**	**Non Resident Alien**

Male **Female**

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

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First Time in College Enrollment

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

Year	White	Black	Hispanic	Asian	≥ TWO Races	Unknown	Non Resident Alien	Hawaiian/Pacific Islander	Am. Indian/Alaskan	Unknown (callout)
2020	47.7%	6.7%	22.5%	9.7%	4.7%		5.5%	0.1%	0.1%	3.0%
2019	50.4%	7.0%	19.8%	9.2%	4.9%		5.6%	0.1%	0.1%	2.8%
2015	53.0%	8.3%	21.1%	7.3%	4.5%		4.2%	0.2%	0.1%	1.3%

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

Male / Female

Year	Male	Female
2015	41.7%	58.3%
2019	41.1%	58.9%
2020	41.2%	58.8%
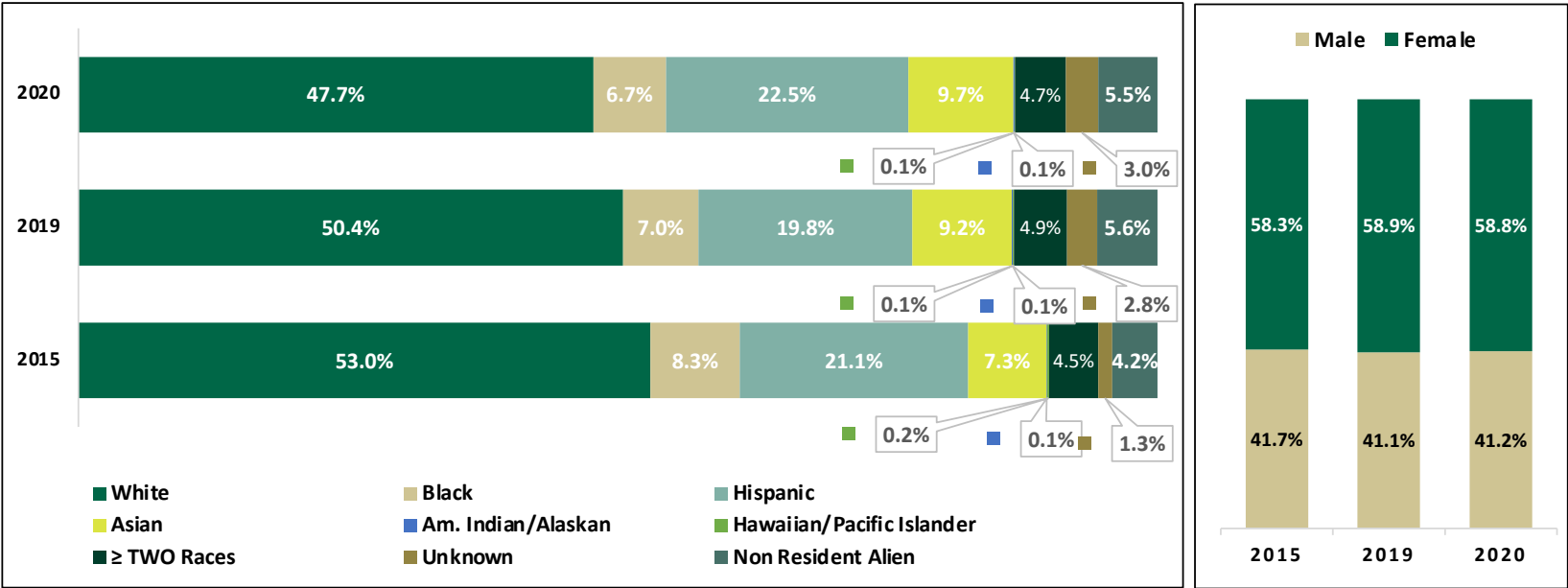
See Equity Report Part III, Table 1a for Full-Time FTIC, 2020, 2019, 2015,
IPEDS Fall Enrollment Methodology by Race/Ethnicity and Gender *as provided by the Office of Decision Support*

Full-Time Transfers Enrollment
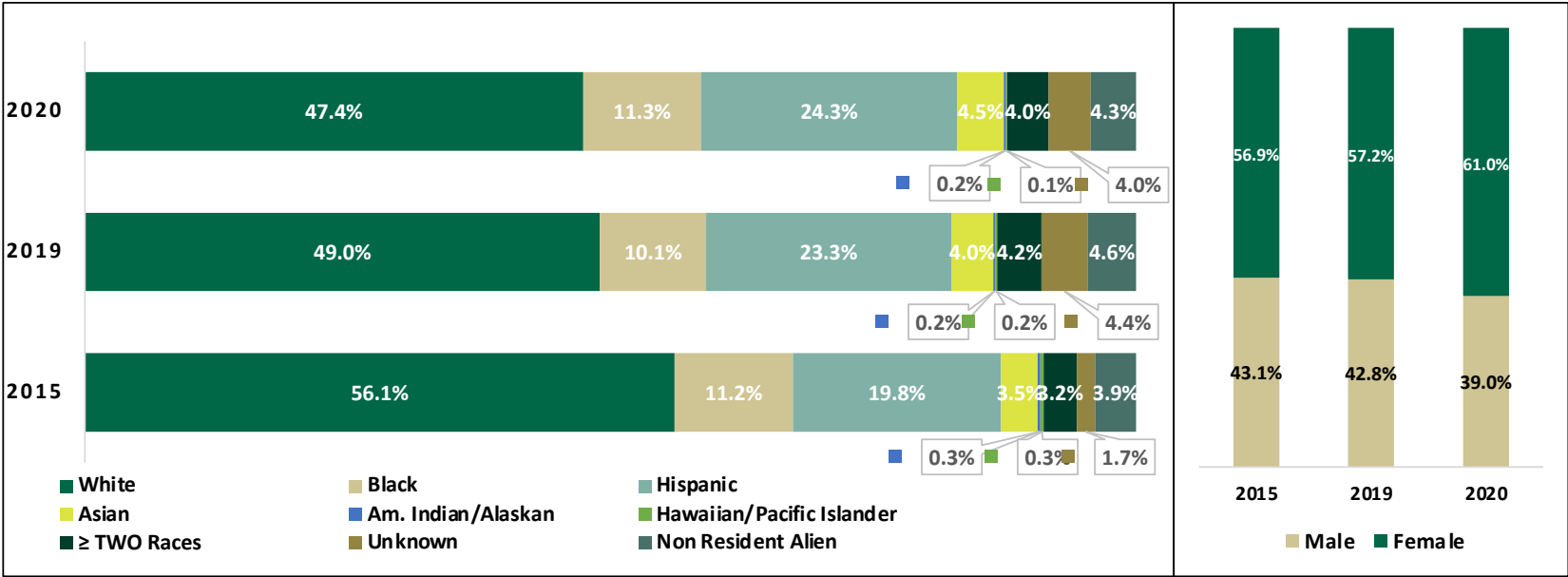
USF (Fall Race & Ethnicity, Gender IPEDS Methodology)

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

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UNIVERSITY of SOUTH FLORIDA

5

Graduate Enrollment

USF (Fall Race & Ethnicity, Gender IPEDS Methodology)

Year	White	Black	Hispanic	Asian	≥ TWO Races	Unknown	Non Resident Alien	Am. Indian/Alaskan	Hawaiian/Pacific Islander
2020	49.2%	8.0%	13.5%	6.5%		4.5%	15.7%	0.1%	0.1%
2019	49.1%	8.1%	11.8%	6.7%		3.6%	18.5%	0.2%	0.1%
2015	51.5%	7.8%	10.8%	6.2%		3.3%	18.1%	0.2%	0.1%

2020: 2.2%, 2019: 2.0%, 2015: 2.0%

Gender:
Year	Male	Female
2015	43.1%	56.9%
2019	40.4%	59.6%
2020	39.1%	60.9%

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

UNIVERSITY of SOUTH FLORIDA
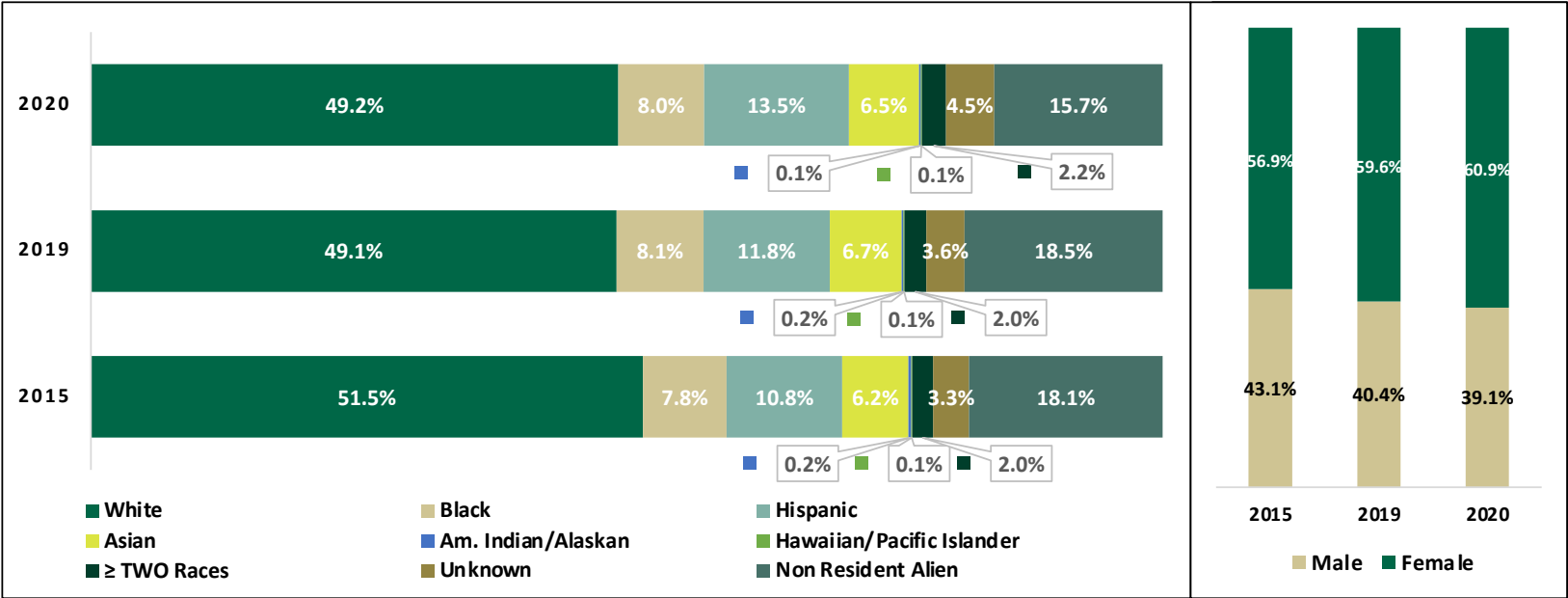
FTIC Retention and 6-year Graduation

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

Cohort	White	Black	Hispanic	Asian	Am. Indian/ Alaskan	Hawaiian/Pacific Islander	≥ TWO Races	Unknown	Non Resident Alien	FTIC 1-Yr Rate
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%	71.4%	88.8%	86.8%	91.9%	**90%**
2017	88.3%	90.5%	88.6%	95.6%	50.0%	100%	87.7%	89.3%	91.6%	**89%**

6- Year FTIC Graduation Rate by race

2012
- White 70.6%
- Black 70.3%
- Hispanic 73.3%
- Asian 78.9%

2013
- White 72.4%
- Black 73.7%
- Hispanic 72.4%
- Asian 78.4%

2014
- White 72.8%
- Black 75.2%
- Hispanic 70.4%
- Asian 86.4%

■ White ■ Black ■ Hispanic ■ Asian

6-YEAR FTIC GRADUATION RATE

2012-18
- Male 65.8%
- Female 75.9%

2013-19
- Male 69.6%
- Female 76.7%

2014-20
- Male 67.8%
- Female 78.0%

■ Male ■ Female
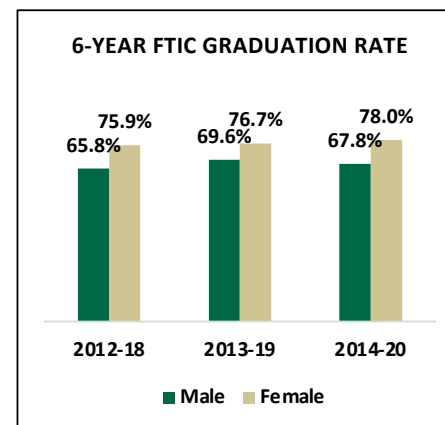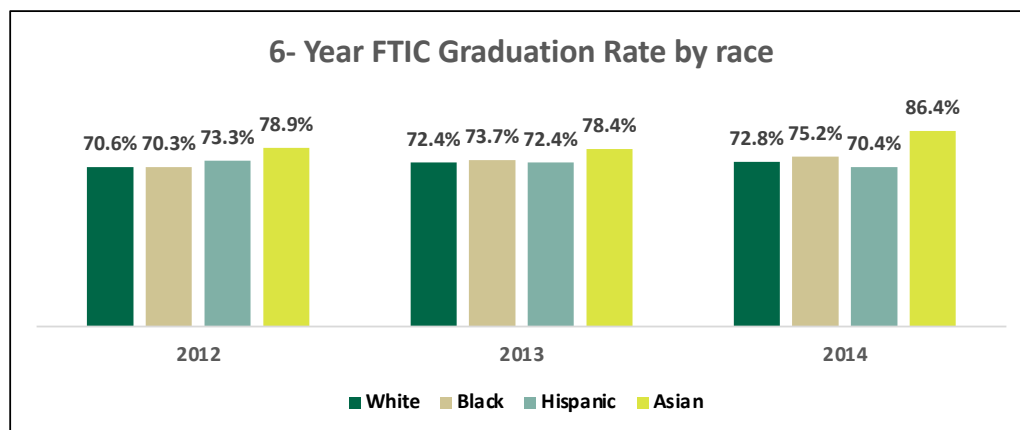
See Equity Report Part III, Tables 3a for Retention of Full-Time FTIC, 2017, 2018, 2019 Cohorts.
IPEDS Fall Enrollment Methodology as provided by the Office of Decision Support

One USF Faculty and Administration

Faculty

- Two or More 3.80%
- Unknown, 2.80%
- Non Resident Alien 4.60%
- Hispanic 5.40%
- Asian 13.10%
- Black 5.10%
- White 64.90%

Administration
(Directors and above)

- Two or More 5.00%
- Non Resident Alien…
- Hispanic 6.10%
- Asian 5.90%
- Black 7.80%
- White 74.00%
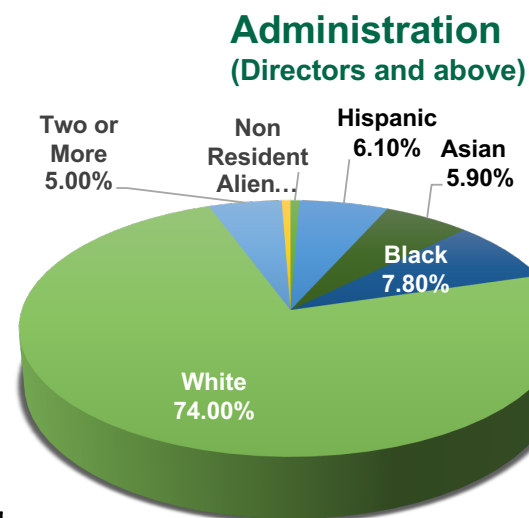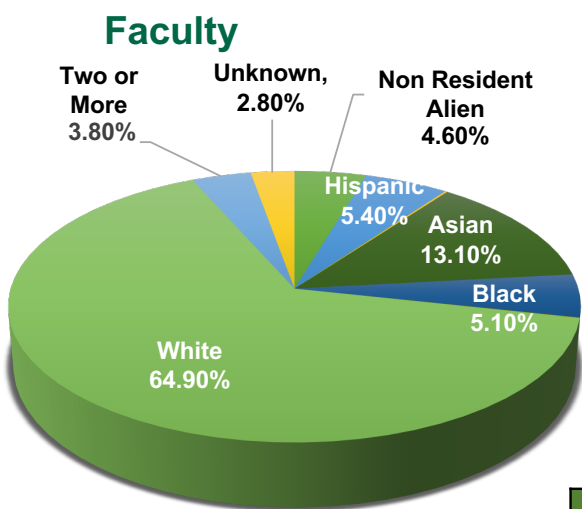
2020 Faculty and Administrators		
	Faculty	Admin
Female	46%	48%
Male	54%	52%
TOTAL	**100%**	**100%**

7

One USF Faculty Comparison (UF, FSU, & UCF)

■ White ■ Black ■ Hispanic ■ Asian ■ Hawaiian/Pacific Islander ■ > TWO Races ■ Non Resident Alien

	White	Black	Hispanic	Asian
UNIVERSITY OF SOUTH FLORIDA	65.38%	4.78%	5.68%	13.51%
UNIVERSITY OF FLORIDA	70.20%	4.13%	6.99%	11.63%
FLORIDA STATE UNIVERSITY	71.36%	5.02%	5.20%	11.30%
UNIVERSITY OF CENTRAL FLORIDA	68.17%	4.13%	7.45%	14.84%

2019 IPEDS Human Resources Data
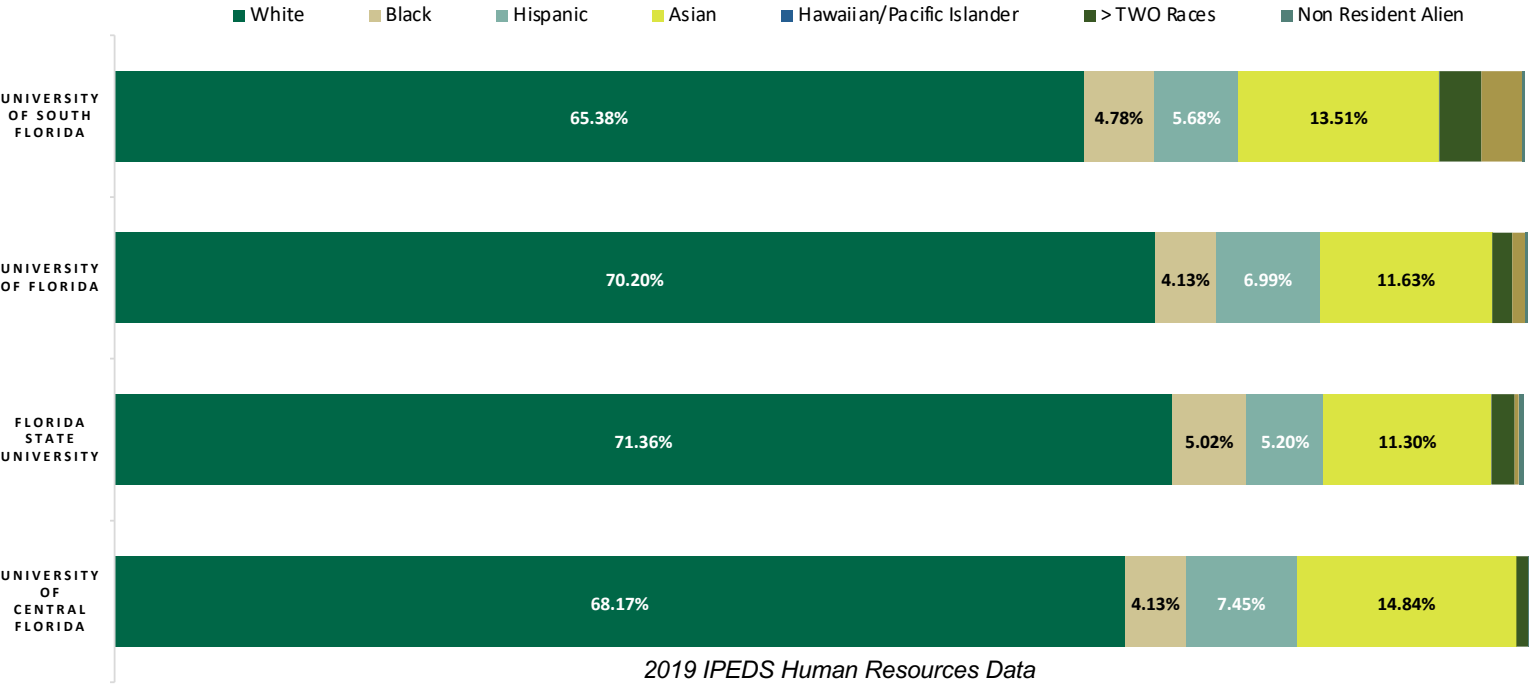
Beyond the Metrics: Strategies & Recommendations

I. Institutional Strategy and Priorities

II. Student Access, Recruitment, Retention, and Experience

III. Faculty/Staff Recruitment, Retention, and Advancement

IV. Cross-unit Collaboration

IV. DARE Dashboard

Diversity, Anti-Racism & Equity (DARE) Dashboards

Anti-Racism / Who We Are / DARE Dashboards / Dashboards Overview

DASHBOARDS OVERVIEW

STUDENT DATA

FALL ENROLLMENTS	DEGREES AWARDED
Data reflect the IPEDS methodology for Fall enrollments and includes full-time and part-time students. Nonresident Alien includes people who are not citizens or permanent residents of the United States.	Data reflect the IPEDS methodology for Completions/Degrees Awarded by the university. Nonresident Alien includes people who are not citizens or permanent residents of the United States.
Enrollments Dashboard	Degrees Awarded Dashboard

FTIC RETENTION RATES	FTIC GRADUATION RATES
Data reflect the IPEDS methodology for the percent of the fall full-time cohort from the prior year that re-enrolled at the institution as either full- or part-time in the current year. Nonresident Alien includes people who are not citizens or permanent residents of the United States.	Data reflect the IPEDS methodology for the six-year graduation rate of the subcohort of full-time, first-time (FTIC) students seeking a bachelor's or equivalent degree. Nonresident Alien includes people who are not citizens or permanent residents of the United States.
Retention Rates Dashboard	Graduation Rates Dashboard

STUDENT EXPERIENCE
Data reflect the responses to select questions from various surveys administered to USF students. All responses are reported at the aggregate level to protect the identity of the students.
Student Experience Dashboards

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2021 Florida Equity Report

This is a draft for the ACE meeting to be held on August 10, 2021

University of South Florida

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Florida Equity Report:
Enrollment, Sex Equity in Athletics, and Employment
Report Year: 2021

Data Year: July 2019 – June 2020

Approved by:

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

Approved by:

_____ Date _____
Rhea Law, Interim President, USF

Submitted by:

_____ Date _____
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2021 Florida Equity Report | University of South Florida

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2020 Florida Educational Equity Act Report
University of South Florida
Year 2019-2020

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 Governor 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, Inclusion and Equal Opportunity (DIEO) 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, USF Health, and Athletics. Prior to submission, the data were reviewed by the Executive Committee for data integrity, the Academic and Campus Environment Committee of the Board of Trustees 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:

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The University of South Florida's First Time in College (FTIC) enrollment of underrepresented students increased to 43.7% from 41.1% in the previous year. The gender composition remained relatively consistent with women representing 59.3% of FTIC students and men representing 40.7%. USF's transfer enrollment increased proportionally for all underrepresented racial and ethnic groups. The proportion of female transfers represented an all-time high of 62.2% of the transfer population up from 59.9% last year. In the 2019-2020 year, the overall six-year graduation rate at USF was 73.7%, which is the same rate as last year. 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 has recognized the 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 student 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, there have been increasing gains in the enrollment of Hispanic students but declines in Black student enrollment. As these two groups represent the largest groups of racial and ethnic minorities, 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 outnumbered the proportion of men.

In the previous 2018-2019 Equity Report, we identified opportunities for improvement with regards to Academic Programs. We articulated the need to "continue to address gender disparities, which exist across all racial and ethnic groups" and "intensify efforts to recruit and enroll under-represented minority students." We are pleased to have met both goals, as evidenced by our initiatives. This year, we propose goals that focus less on effort on more on outcomes that illustrate how we have advanced our equity goals.

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.

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 56% of the 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 38.1% of the athletic scholarships, while men receive 61.9%.

Goal for 2020-2021: Our goal is to increase the availability of funding for female student-athletes and to review the salary equity for all sports.

Employment Presentation (Part V)

Overall, the total number of **tenured faculty** slightly increased from the year 2019 to the 2020 year (from 805 to 853 faculty). Of tenured faculty, Black faculty and those identifying as Two or More Races showed the greatest proportional gains over the past year, with their numbers increasing by 16% and 28%, respectively. There was also an increase in the number of tenured faculty over the past five years with notable gains being made by faculty in two groups: Asian faculty (29% increase), and faculty identifying as Two or More Races (1050% increase). The number of Hispanic faculty has decreased over the past five years by 19%, though the number increase by 9% from 2019 to 2020. Tenured faculty who are women represent 36% of all tenured faculty in 2020, while men represented 64%. Women are significantly underrepresented as tenured faculty. This has remained relatively unchanged since last year, but it represents a 2% increase from five years ago.

Among **tenure-track faculty**, USF experienced a 29% decrease of tenure-track faculty between Fall 2019 and Fall 2020 due to a reduction in hiring (COVID-19 related). All major racial categories experienced a decline during this period. However, Hispanic faculty experienced the greatest decline: a 50% decline compared to last year and a 64% decline in numbers when compared to 2015. Overall, the number of tenure-track faculty decreased by 35% over the past five years. These decreases are observed across all major racial categories except for Black faculty. This group showed modest gains over the span of five years (6% increase); however, it decreased by 15% over the past year. The most notable observation is that over the past five years, the number of faculty who identify as Two or More Races increased by 300%. Women are underrepresented as they represent 47% of tenure-track faculty, which is a number that has declined 2% since 2015.

The number of **non-tenure earning faculty** in 2019-2020 has experienced a 26% increase when compared to the 2015 numbers. These trends are reflected across all racial and ethnic groups except among Hispanic faculty. Notably, the number of faculty identifying with Two or More Races increased from 1 in Fall 2015 to 47 in Fall 2020, which represented a 4700% increase. Hispanic faculty experienced the highest percentage of decline both over last year (6% decline) and over the past five years (21% decline). Women represent 55% of non-tenure earning faculty, which is a number that has increased by 2% since 2015.

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, but the proportion of Black faculty remains very low. 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. 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 2020-2021: 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.

In terms of **Executive/Administrative/Managerial,** USF decreased the numbers of employees in this category between Fall 2020 (476) and Fall 2015 (397). In comparison to five years ago, Black managers increased by 61% and those identifying as Two or More Races increased by 2300% (from 1 to 24 employees). Hispanics increased by 4% during this same period. From Fall 2019 to Fall 2020, Black managers increased by 9% and those identifying with Two or More increased by 41%, while Hispanics decreased by 22% and Asians declined by 3%. Women represented 48% of managers, which is a 2% decrease from five years ago.

Goal 2020-2021: USF should increase the overall proportional representation of managers that identify as female and/or a member of an underrepresented racial and ethnic group. In 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 48% 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.

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. We have already begun to develop the Diversity, Anti-Racism, and Equity (DARE) Dashboards, which are performance dashboards designed to complement the Equity Report. The DARE dashboards will establish 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 will allow us to set goals and track our progress related to diversity, inclusion, and equity. The metrics included in the DARE dashboard will include many of the measures included in the Equity report and other subjective

measures of experience that are also fundamental to equity. This will be further highlighted in next year's report.

Protected Class Representation in the Tenure Process (Part VII)
Of the faculty who applied for tenure, 90% percent were granted tenure. In all, out of 27 faculty who were granted tenure, twelve were women, eleven were from underrepresented racial and ethnic groups, and five were both women and members of an underrepresented racial/ethnic groups. Beyond considering who receives tenure once the application is submitted, USF should use data analytics to determine the frequency with which 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 low diversity and representation on the committee. There is some (very little) participation of white women on committees, but far less engagement of underrepresented racial and ethnic group members. During the 2019-2020 year, The College of Arts and Sciences, as well as the College of Behavioral and Community Sciences included no racial and ethnic group members on their university tenure and promotion committees and, in many cases, only one white woman. The College of Education tended to have the most diverse representation from women and members of underrepresented racial and ethnic minority groups. While female and faculty from underrepresented racial and ethnic groups are involved in the tenure process, the University of South Florida must develop practices to ensure diverse faculty participation in Promotion and Tenure Committees.

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

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).

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

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	166	140	2	225	497	1	1058	108	66	2263
Women	143	235	3	313	747	3	1598	155	99	3296
Total Fall 2020	309	375	5	538	1244	4	2656	263	165	5559
Category % of Total Fall 2020	6%	7%	0%	10%	22%	0%	48%	5%	3%	100%
Total FTIC Fall 2015	199	394	3	347	997	10	2524	215	64	4753
Category % of Total Fall 2015	4%	8%	0%	7%	21%	0%	53%	5%	1%	100%
Percentage Change in number from Fall 2015 to Fall 2020	-1%	2%	0%	-2%	-1%	0%	5%	0%	-2%	0%

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

A review of USF's First Time in College (FTIC) Enrollment data for 2020-2021 reveal that underrepresented racial and ethnic groups comprise 43.7% of the FTIC population. This is a slight increase from the previous year at 41.1%. The FTIC student enrollment increased from 2015 to 2020 by 17%, from 4,753 to 5,559 students. The gender representation is consistent with data from the previous year.

The 43.7% of the FTIC student population is comprised of various racial and ethnic groups including Black (6.7%), American Indian/Alaskan Native (0.1%), Asian (9.7%), Hispanic (22.4%), Native Hawaiian/Other Pacific Islander (0.1%), and Two or more (4.7%). White students represented 47.8%, Non-Resident Alien students represented 5.6%, and students identifying as Unknown represented 3.0% of USF's FTIC fulltime students during fall 2020 enrollment.

The FTIC Enrollment data indicated both increases and decreases in the student population from 2015 to 2020. Data in the following student groups revealed Non-Resident Alien increased by 55.3% (199 to 309), America Indian/Alaskan Native increased by 66.7% (3 to 5), Asian increased by 55% (347 to 538), Hispanic increased by 24.8% (997 to 1,244), and two or more

increased by 22.3% (215 to 263). Two populations experienced decreased enrollment, Black decreased by 4.8% (394 to 375) and Native Hawaiian/Other Pacific Islander decreased by 60% (10 to 4).

All categories showed an increase in proportional representation except Black students and Native Hawaiian/Other Pacific Islander students. Our goal to increase the enrollment of underrepresented groups is designed to address this pattern.

Opportunities for growth:
In order to address what we have observed as increasing declines in Black student enrollment, we plan to explore the barriers to Black student enrollment. We will also review our admissions application and determine where we may be losing potential admitted students. This would benefit all students and have a particularly positive impact on Black student applicants. In addition, we are considering expanding the Guaranteed Admissions Pathway Program (GAPP programs), whereby our Admissions Offices will work more closely with local high schools in order to increase our visibility in schools that have high proportions of high achieving underrepresented students. Finally, we have been engaged in conversations about how to develop a holistic admission review process. Once students are admitted to USF, we believe more innovative approaches to admissions yield, including call campaigns and targeting marketing material may also be beneficial. We hope to see the results of these efforts reflected in next year's Equity Report.

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 2020	61	206	2	93	482	2	813	59	81	1119	680	1799
Category % of Total Fall 2020	3%	11%	0%	5%	27%	0%	45%	3%	5%	62%	38%	100%
Total Fall 2015	46	179	1	67	375	2	945	49	24	953	734	1688
Category % of Total Fall 2015	3%	11%	0%	4%	22%	0%	56%	3%	1%	56%	43%	100%
Category % Change from 2015 to 2020	-1%	-1%	0%	-1%	-5%	0%	11%	0%	-3%	-6%	6%	0%

Source: Student Instruction File. Full-time students.

For the 2020-2021 academic year, the USF Full-time Transfer student population included a proportion that was 62.2% female and 37.8% male. This percentage of transfer students indicated a significant transition in gender diversity, with a decrease of male students from 2015 to 2020 by 7.4% (734 to 680).

Data comparison from 2015 to 2020 in the following racial and ethnic student groups revealed increases in Non-Resident Alien by 32.6% (46 to 61), Black 15.1% (179 to 206), American Indian/Alaskan Native by 100% (1 to 2), Asian by 38.8% (67 to 93), Hispanic by 28.5% (375 to 482), and Two or more races by 20.4% (49 to 59). Data also revealed a significant decrease in White students by 14% (945 to 813). The data represented a total increase in transfer student enrollment from 2015 to 2020 by 6.6% (1,688 to 1,799).

Opportunities for growth:
The profile of our transfer students is significantly different than the profile of our FTIC students. While there has been a decline in FTIC enrollment for Black students and only slight increases in enrollment each year for most other underrepresented groups, there are significant and increasing representation of underrepresented groups among the transfer population. We plan to create new programs that bolster our transfer student pipeline program which includes developing closer ties with our local community colleges, including Hillsborough Community College, State College of Florida, St. Petersburg College. These programs are in the process of being discussed, but we hope to launch them and report results in next year's report.

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 2019 Cohort	304	381	8	504	1077	8	2743	264	155	3209	2235	5444
Category % of Total	6%	7%	0%	9%	20%	0%	50%	5%	3%	59%	41%	100%
Enrolled Fall 2020	277	363	6	477	996	7	2485	241	146	2959	2039	4998
Retention Rate	91%	95%	75%	95%	92%	88%	91%	91%	94%	92%	91%	92%

The overall retention rate for USF FTICs after one year was 92%, which was a slight increase from the previous year (90.5%). The overall retention rates for females and males increased. Specifically, for female students, the retention rate was 92%, which was an increase from the previous year 90.7%. For male students, the retention rate was 91%, which was a slight increase from the previous year 90.1%.

For the second consecutive year, Black students were retained at a higher rate (95%) than the overall retention rate. For Fall 2020, Non-Resident Alien students were retained at 91%, America Indian/Alaskan Native students were retained at 75%, Asian students were retained 95%, Hispanic students were retained at 92.%, Native Hawaiian/Other Pacific Islander students were retained at 88%, and Two or more retained at 91%. White students were retained at 90.6% and students identified as Unknown were retained at 94%.

Opportunities for growth:
The retention data remained relatively unchanged from the previous academic year. Given our success with student retention and, in the context of COVID-19, our goal is to seek to sustain our nationally ranked trajectory of success with retention. Our efforts to sustain academic performance have been supported by government funding that provides financial support for qualifying students across all years, with an important impact on retention from year one to year two.

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
2014-20 Cohort	180	435	8	374	893	10	2467	212	53	2643	1990	4632
Category % of Total	4%	9%	0%	8%	19%	0%	53%	5%	1%	57%	43%	100%
Number of Graduates within 6 yrs from cohort	142	327	6	323	629	6	1797	141	41	2062	1350	3412
Percent Graduated	79%	75%	75%	86%	70%	60%	73%	67%	77%	78%	68%	74%
Number Still Enrolled in 6th Year from cohort	142	341	6	329	648	6	1854	145	42	2102	1411	3513
Percent Retained	79%	78%	75%	88%	73%	60%	75%	68%	79%	80%	71%	76%

The overall graduation rate for USF after six years was 74%, which remains unchanged from the previous year. While female graduation rates increased respectively from the previous year 76.7% to 78%, male graduation rates decreased respectively from 69.6% to 68%. The gender gap continues to exist as females graduated at a rate of 78%, while males graduated as a rate of 68%.

With regard to racially and ethnically diverse students, three student categories exceeded the overall USF 6-year graduation goal of 77%, Non-Resident Alien (79%), Asian (86%), and Unknown (77%). The majority of the other categories did not meet the graduation goal of 77%, including Black (75%), American Indian/Alaskan Native (75%), Hispanic (70%), Native Hawaiian/Other Pacific Islander (60%), White (73%), and Two or more (67%).

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 continues to leverage predictive analytics to identify students who need extra support to succeed.
- Case management, or care management at USF is utilized to identify and track the appropriate level of care for students who are: (1) Persisting students who only needed to utilize the traditional campus resources; (2) At-risk students needing more intensified monitoring and intentional resources; and (3) High-risk students who needed a care team to provide immediate and urgent interventions to resolve issues quickly.
- Academic Advocates continue to promote undergraduate student persistence, progression, and completion in support of key strategic University goals and measures by removing barriers to academic success and supporting a timely progression to graduation. This is accomplished by working with students individually who are in academic distress to review their options, and collaborate with academic departments, colleges and university personnel to improve retention and progression to graduation.
- The Persistence Committee continues to meet biweekly to assist the academic advocates with additional information about students in their curricular and co-curricular environments, by providing feedback regarding interventions and next steps, affecting needed changes to problematic policies, procedures and systems.

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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 2019-20										
Male	312	347	10	269	756	10	2115	138	126	4083
Female	248	686	12	395	1332	10	3052	223	201	6159
Total	560	1033	22	664	2088	20	5167	361	327	10242
Category % of Total	5%	10%	0%	6%	20%	0%	50%	4%	3%	100%
AY 2018-19										
Male	263	321	9	288	805	4	2106	123	111	4030
Female	247	649	10	373	1254	7	3065	210	164	5979
Total	510	970	19	661	2059	11	5171	333	275	10009
Category % of Total	5%	10%	0%	7%	21%	0%	52%	3%	3%	100%
AY 2014-15										
Male	135	676	10	219	339	10	2184	94	61	3728
Female	93	1052	13	272	638	19	3224	162	90	5563
Total	228	1728	23	491	977	29	5408	256	151	9291
Category % of Total	2%	19%	0%	5%	11%	0%	58%	3%	2%	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 2019-2020 academic year was 10,242, which was a slight increase from the previous year (10,009). 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 2014-2015 academic year, USF increased the total number of Bachelor's degrees awarded by approximately 10.2% in 2019-2020 (9,291 to 10,242). The number of degrees awarded to racially and ethnically diverse students was as follows: Black 10% (1,033), America Indian/Alaskan Native 0% (22), Asian 6% (664), Hispanic by 20% (2,088), Native Hawaiian/Other Pacific Islander 0% (20), Two or more 4% (361), Non-Resident Alien 5% (560) and Unknown 3% (327). There was a slight decrease in degrees awarded to White students 50% (5,167) in comparison to the previous year 52% (5,171).

While comparisons to the previous year revealed only slight changes in proportional representation, compared to the 2014-2015 year, greater declines in degrees awarded were observed for Black students (from 19% to 10.1%) and White students (from 58% to 50%). In contrast, significant increases in degrees awarded were observed for NRA (from 2% to 5%), Asians (5% to 6%), Hispanics (11% to 20%), and Two or more races (from 3% to 4%).

Opportunities for growth:
We recognize the close connection between declining undergraduate enrollment of Black students and the striking declines in Bachelor's degree attainment. Our opportunities of growth are closely tied to the strategies to increase Black student recruitment through access at the high school and community college level. Among our largest racial/ethnic group, Hispanic students are attaining Bachelor's degrees in increasing numbers: the proportion of Bachelor's degrees has doubled over the past five years. This signals the importance of renewed efforts to create access

for this community and provide appropriate resources on campus to support student success. Moreover, as we continue to increase the overall number of students that are graduating each year, we should closely examine whether under-represented groups are attaining degrees in areas of strategic interest, STEM fields, and across diverse disciplines.

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 2019-20										
Male	437	84	1	61	167	0	587	21	35	1393
Female	289	188	3	111	266	4	1057	47	64	2029
Total	726	272	4	172	433	4	1644	68	99	3422
Category % of Total	21%	8%	0%	5%	13%	0%	48%	2%	3%	100%
AY 2018-19										
Male	570	88	1	67	158	1	592	16	29	1522
Female	321	180	2	94	262	1	1028	69	53	2010
Total	891	268	3	161	420	2	1620	85	82	3532
Category % of Total	25%	8%	0%	5%	12%	0%	46%	2%	2%	100%
AY 2014-15										
Male	303	118	2	52	78	9	620	19	27	1228
Female	214	224	2	83	187	8	1137	37	45	1937
Total	517	342	4	135	265	17	1757	56	72	3165
Category % of Total	16%	11%	0%	4%	8%	1%	56%	2%	2%	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 2019-2020 academic year was 3,422, which was a slight decrease from the previous year (3532). Of the degrees awarded, 59.2% were earned by female students and 40.8% 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 2019-2020 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% (272), America Indian/Alaskan Native 0% (4), Asian 5% (172), Hispanic by 13% (433), Native Hawaiian/Other Pacific Islander 0% (4), Two or more 2% (68), Non-Resident Alien 21% (726) and Unknown 3% (99). Non-Resident alien students (21%) experienced a 4% decrease in comparison to the 2018-19 year. White students (48%) experienced 2% increase in comparison to the 2018-19 year, which is 46%. A comparative analysis of M.A. degree awardees from five years ago revealed an overall increase in the proportion of students who identify as NRA, Asian, Hispanic, and Unknown race. Those who identify as Black, White, and American Indian/Alaskan Native experienced slight declines over the same five-year period.

The trends in M.A. degree attainment among underrepresented groups are notable. Hispanic students represented 22% 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. At the same time, the proportion of M.A. degree attainment among Hispanics increased by more than 50% over the past five years.

Sharp declines in the enrollment of Black M.A. awardees mirror declines that have been observed at the undergraduate level.

<u>Opportunities for growth:</u>
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 are collaborating 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 those 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. Additionally, the provision of addition financial aid to Master's students might also improve the significant decreases in enrollment among Black students and support the degree attainment of all students.

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 2019-20										
Male	77	8	0	6	18	0	76	4	2	191
Female	31	20	0	13	17	0	108	7	10	206
Total	108	28	0	19	35	0	184	11	12	397
Category % of Total	27%	7%	0%	5%	9%	0%	46%	3%	3%	100%
AY 2018-19										
Male	58	11	0	10	6	0	83	1	1	170
Female	34	14	0	10	14	0	126	1	4	203
Total	92	25	0	20	20	0	209	2	5	373
Category % of Total	25%	7%	0%	5%	5%	0%	56%	1%	1%	100%
AY 2014-15										
Male	43	9	0	2	12	0	78	0	4	148
Female	27	9	0	10	14	0	108	1	4	173
Total	70	18	0	12	26	0	186	1	8	321
Category % of Total	22%	6%	0%	4%	8%	0%	58%	0%	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 2019-2020 academic year was 397, which was a slight increase from the previous year (373). Of the degrees awarded, 51.9% were earned by female students and 48.2% were earned by male students, which represented a slight increase in male representation over the previous year. Across all racial and ethnic groups (excluding NRA), women earned a greater proportion of doctoral degrees than men. The most significant gender differences within racial and ethnic categorizations were among African Americans and Non-Resident Aliens (NRA). We found that 71% of all Black doctoral awardees were Black women, and 71% of all NRA doctoral awardees were men. Among Hispanic students, there is near parity between doctoral awards for men (51%) and women (49%). Hispanic students are also the only group of domestic students for which the proportion of male awardees surpasses that of female awardees.

In the 2019-2020 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 7% (28), America Indian/Alaskan Native 0% (0), Asian 5% (19), Hispanic by 9% (35), Native Hawaiian/Other Pacific Islander 0% (0), Two or more 3% (11), Non-Resident Alien 27% (108) and Unknown 3% (12). Hispanic students and those identifying as two or more races showed significant gains in comparison to AY 2018-2019.

The proportion of Hispanic doctoral degrees awardees increased by more than 50% in comparison to the 2018-2019 year (an increase from 20 to 35). Moreover, the raw numbers of doctoral degree awardees who identify as two or more races increased by five-fold (from 2 to 11 doctoral awardees). With regards to other racial and ethnic groups, the proportion of White graduates dropped by 10% (from 56% to 46%) and the proportion of Black, American

Indian/Alaskan Native, and Native Hawaiian/Pacific Islander, remained unchanged from the previous year. When considering the five-year comparison, both Black and Asian students experienced a slight 1% decrease in their proportional representation. White students experienced a 12% decrease in proportional representation.

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. In December 2019 year, the Office of the Provost produced a Graduate and Professional Student Success Workshop report. Specific recommendations that emerged in the Graduate Student Success Council included 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 metrics assessing graduation and career progress of graduates. As these recommendations were made in 2019, the upcoming Equity Report should provide an evaluation of our progress with implementing these recommendations.

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 2019-20										
Male	1	3	0	24	18	0	77	5	16	144
Female	0	23	0	37	29	1	116	6	19	231
Total	1	26	0	61	47	1	193	11	35	375
Category % of Total	0%	7%	0%	16%	13%	0%	51%	3%	9%	100%
AY 2018-19										
Male	0	7	2	40	13	1	78	2	16	159
Female	0	25	2	37	21	1	113	3	18	220
Total	0	32	4	77	34	2	191	5	34	379
Category % of Total	0%	8%	1%	20%	9%	1%	50%	1%	9%	100%
AY 2014-15										
Male	0	5	0	27	12	N/A	70	0	8	122
Female	0	13	0	30	13	N/A	87	2	13	158
Total	0	18	0	57	25	N/A	157	2	21	280
Category % of Total	0%	6%	0%	20%	9%	N/A	56%	1%	8%	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 2019-2020 academic year was 375 which was a slight decrease from the previous year (379). Of the degrees awarded, 61.6% were earned by female students and 38.4% were earned by male students, which represented a slight increase in female representation over the previous year.

Among those graduating with a First Professional Degree, an increase was shown for Hispanics and those identifying as Two or More Races. The proportion of Hispanic students earning professional degrees increased by 38% over the prior year. Similarly, while the raw numbers are small, those identifying as Two or more races, increased from five to 11 professional awardees. Decreases were shown for Black students (slight 1% decrease) and Asian students (21% drop over the previous year), while White students gained 2 graduates (1%) over the previous year.

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 Workshop 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 rapid growth in the proportion of professional degrees awarded to Hispanic students is indicative that we are increasingly viewed as an appealing destination for Hispanic students, and we anticipate this market continuing to grow. Therefore, we should remain proactive about supporting the success of these students. We also plan to monitor the decreases in Asian student enrollment, while also working to strengthen our recruitment of underrepresented groups, including Black and Hispanic students.

Part III D. Student Services

Student Services at USF is required to conduct 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. 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 Council on Academic Advising (CAA) serves as the primary mechanism for representation, communication, coordination, and education for the undergraduate academic advising community across the University of South Florida's three campuses. The council has six sub-committees to engage in high priority activities within the community, including the Multi-Cultural Academic Advising Council (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".

The 2020-2021 academic year was an active one for MCAAC. The Council organized several well-attended virtual events offered throughout the Fall and Spring semesters including:
- **July 16, 2020: "Voice of the People on Race & Justice"** - This forum allowed students to express their perspectives and voices on issues related to race and justice.
- **August 6, 2020: "Voice of the People Lunch & Learn"** – This event explored the basics of allyship including answering questions about what allyship means, what resources are available, and how advisors can better support our students and colleagues of color.
- **October 16, 2020: "How to Overcome Your Biases While Advising Students"** – This workshop helped advisors become more self-aware when guiding students of different cultures and backgrounds on academic and career success.
- **December 10, 2020: "Developing Advising Competence for Diverse Student Populations"** – This workshop provided information and modelled approaches for working with underrepresented students and those from different cultures.
- **March 19, 2021: "International Women's Day: Highlighting USF's Unsung Heroes"** – This event highlighted uplifting stories and dialogue in honor of International Women's Day.
- **May 6, 2021: "Operating on Autopilot in the Midst of Political Tension"** – With the collaboration with support from the Counseling Center, this session discussed the impact of tragedies such as police violence and hate crimes on mental health.

Finally, in February 2021, MCAAC distributed the sub-committee's first newsletter, which corresponded with Black History Month, to profile the accomplishments of lesser-known scholars and artists of African descent.

With a centralized academic advising model on two of the campuses, academic advising on these campuses has been enhanced through the use of technology and strategic initiatives to help address the needs of the students on these campuses.

In alignment with the BOG's DEI memo, the virtual events that we organized over the 2019-2020 academic year illustrate how we are actively engaged in two of the four critical components of the memo. These areas include fostering opportunities for listening and feedback processes, while also supporting learning and training processes. Given the success of these events and our desire to promote an inclusive USF, our goal is to continue providing opportunities for virtual engagement in order to contribute to the exchange of knowledge between academic advisors on all campuses. We should also produce assessment tools to gauge the extent to which participants report that these sessions are beneficial.

Enhanced Advising through Technology

During fall 2019, Archivum, a student success dashboard and online academic advising scheduling system was expanded across campuses. The system provides advisors real-time information on a student's academic profile (GPA, academic standing, hours earned/attempted) to assess the student's academic success and level of support needed to meet progression and on-time graduation. Advisors review and discuss the various key success indicators as displayed on the student's dashboard. This information is also accessible to the student. Through the use of on-time data, students and advisors are able to discuss areas in need of improvement and identify key resources to help meet academic and personal goals. The Archivum advising appointment scheduling system improved students' ability to make in-person or online appointment from any computer or mobile device. This new tool became a critical component to empower students to access Academic Advising Services remotely during the COVID-19 global pandemic. These services as part of the services offered through our coordinated Office of Academic Advocacy reflect our proactive approach to promote equity across our campuses.

Online Learning and Instructional Services

With support from the faculty in Online Learning and Instructional Technology Services (OLITS) Services, Academic Advising developed a series of instructional videos to assist students with the registration process. These interactive videos were designed with the student in mind and to address the many questions they have as they navigate various USF systems for course selection and registration. Advising shared this information through their social media platform, website, and via e-mail to address students' questions in a timely manner without needing to make an advising appointment. Some topics include: How to use Degreeworks (degree audit system) to search for a class, add/drop a course, verify your student schedule, and use schedule planner tool, to name a few. The instructional videos were well received by both student, advisors, and staff. Students reported that they found them to be very useful. Other departments across campus, including the Registrar, Compass Peer Advocates, and Residence Life, shared the instructional videos on their own websites or through their communication campaigns for students (department newsletters, e-mails).

Communications

In collaboration with the Registrar, Academic Advising provided feedback to University Communications to develop a comprehensive marketing campaign to increase early registration for all students. Marketing materials and a social media campaign were developed and featured throughout the university and specific spaces (student center, dining halls, residence halls) to promote on-time registration. To support the "Register On-Time" campaign, Academic Advising sent timely e-mails and social media posts to specific student cohorts (i.e., graduating seniors in their last term not yet registered) to encourage students to meet with an academic advisor and finalize course registration, internship, and or post-secondary to career transition plans. The "Register On-Time" campaign proved to be an effective way to engage students in the registration process. Our online communication was a vital strategy due to the pandemic, but some of these virtual strategies will continue to be beneficial in the upcoming academic year.

Tracking Finish in Four
Academic Advising continues to support 4-year degree completion through timely review of student progress indicators. Advisors review specific cohort registration activity through the analysis of discrepancy between the student's schedule planner (courses recommend each term by an advisor for 4-year completion) versus what the actual student registration. In some cases, such discrepancies increase time to completion as students enroll in courses that may delay their graduation, increase excess hours, and overall cost of education. When a discrepancy occurs, the advisor contacts each student to discuss their academic plan and make the necessary changes to remain on a 4-year graduation path.

Increased Online Drop-in Advising Hours
During the spring 2020 semester, students faced significant academic and personal challenges during the global pandemic. The health concerns forced the institution to quarantine and work/study fully online. In addition to the pandemic, the effects of national protests due to social injustice and unrest, loss of jobs, food insecurities, and other difficulties brought forth additional challenges on campus. Academic Advising became a significant lifeline for many students as they tried to remain focused on achieving their academic goals. Many times, students contacted their advisor to help understand extensive and ever-changing information provided by the university in an effort to navigate through the challenges of the pandemic. The start of the pandemic was also the beginning of the institution's peak registration season. Therefore, our Advising team made sure to remain accessible to students by increasing online drop-in days by 50% over an extended period of time as well as continuing to provide scheduled advising appointments.

Admission to Academic Program

The Outreach and Access Unit 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 backgrounds, the Outreach and Access Unit the University of South Florida continues to develop and execute strategies and programs to attract students from historically underserved communities. Although there are some challenges to increasing and enhancing the presence of historically marginalized populations as undergraduate students at USF, the Outreach and Access

unit has strategically designed recruitment materials specifically for these audiences; and focused admission recruitment efforts in schools and school districts with a high concentration of students from underrepresented backgrounds.

Targeted Outside Collaborations
There are various programs and initiatives that USF Admissions has partnered with in order to promote the recruitment and admission of underrepresented students.

The Ron Brown Scholar Program (RBS)
RBS is an innovative college access and navigational tool with the potential to reach thousands of African American high school students. In an effort to target high-achieving Black students, the Outreach & Access unit collaborated with RBS as an Educational Partner in 2019-20 and 2020-21 and has committed to this continued partnership for 2021-2022, and beyond.

College Board Recognition Program (CBRP)
In the past, USF has rewarded National Hispanic Scholar (NHS) who excelled on their PSAT/NMSQT and in their classrooms. USF recognizes students with the NHS by recognizing them with the Tradition of Excellence National Hispanic award, which grants $5,000 per year ($20,000 over 4 years). In 2020-21, College Board expanded the CBRP to include National African American and National Indigenous programs. With this expansion, USF is able to incentivize high achieving and underrepresented students to enroll at USF by awarding all CBRP scholars with the $5,000 per year Tradition of Excellence award.

Advancement Via Individual Determination (AVID)
AVID is a nonprofit organization that focuses on assisting schools shift to a more equitable, student-centered approach to close the opportunity gap, and to help more schools 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 were able to visit USF and engage in a University Life Session presentation, followed by a campus tour. In the Fall of 2019, USF hosted 57 Hillsborough County schools and 2,280 Hillsborough County students. Due to the pandemic, this on campus initiative had to be paused, with plans to resume AVID on-campus days in Fall 2021.

Targeted Campus Partnerships
The USF Office of Admissions campus partnerships include Upward Bound (UB), College Reach Out Program (CROP), Student Support Services (SSS), College Assistance Migrant Program (CAMP) and Advising Financial Literacy Objective and Training (AFLOAT). The campus partnerships provide specific services which include:

- Priority consideration beyond the published priority deadline
- Targeted communication via 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 UB and CROP TRIO-based programs are provided the above listed services.

Student Support Services (SSS)
In partnership with the SSS program, the Office of Admissions ensures that applicants for SSS are prioritized based on SSS criteria. This includes academic criteria as established at BOG minimums and are not subject to USF admissions profile grids.

Below are the admissions metrics for SSS over the past 2 years:

Term	Admits	Enrolled
Summer 2020	159	97
Summer 2021	151	69*

  * Registration is in-progress.

USF also launched a similar program to SSS at the USF St. Petersburg campus in summer 2020. For Summer 2021, the USF St. Petersburg campus anticipates enrollment of 15 students with a target of 25 students in future years.

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 CAMP criteria. This includes academic criteria established at BOG minimums and are not subject to USF admissions profile grids.

Below are the admissions metrics for CAMP over the past 2 years:

Term	Admits	Enrolled
Summer 2020	34	21
Summer 2021	36	14*

  * Registration is in-progress.

It is notable that slightly more than 60% of both CAMP and SSS admitted students ultimately enroll at USF. This yield is nearly two times higher than the yield rate for students admitted through traditional venues.

Marketing Materials
The Office of Admissions has enhanced marketing materials focused on recruiting a diverse student body. This includes:
- New Outreach and Access website:
  https://www.usf.edu/admissions/freshmen/admission-information/outreach-and-access/
- Diversity email campaign focused on students of color

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 the last year includes:

All Campuses	2019-20
Total Clinic Visits	37215
Average Daily Visits	144
Individuals Served	14568
Insurance	
No Insurance	30%
USF Insurance	17%
Private Insurance	53%
Ethnicity	
African American	11%
Hispanic*	18%
Asian	13%
American Indian	0%
Caucasian	45%
Unknown	13%
International students	N/A

Club and Intramural Athletics

Clubs

USF has more than 700 registered student clubs and organizations. These clubs and organizations provide opportunities for students to learn about great campus events, gain leadership skills, and connect with valuable members of the campus and surrounding communities.

The Centers for Student Involvement, Leadership and Civic Engagement, and Multicultural Affairs focus on cultivating an environment in which every student at USF will be engaged in transformational experiences. Their mission is to provide educational, cultural, and social

programs to students and the USF community to foster experiences that create interculturally mature global citizens who are prepared to thrive in diverse environments. These experiences will lead to lifelong learning, personal growth, and connection to the university, that will help develop students into leaders who will be prepared to make a positive difference in the world.

The following programs and resources that focus on creating an inclusive and diverse campus community.

iBuddy
iBuddy is a free 9-week program that takes place during the Fall and Spring semesters. The program partners international and domestic students from all campuses to increase cultural awareness and build lasting friendships through a series of campus events and social programs. The iBuddy program enhances and encourages out of classroom student engagement that assists participants in becoming global citizens.

Intercultural Student Leadership Conference
The Intercultural Student Leadership Conference (ISLC) is designed to strengthen the engagement and retention of underrepresented students at the University of South Florida by providing inspiration, co-curricular connections, and campus resources to support their path to success.

Multicultural Resource Library
The Office of Multicultural Affairs seeks to provide resources to increase education and knowledge of diversity and multiculturalism. The Multicultural Resource Library provides books, CDs, DVDs, and magazines that are available at no cost to students.

Safe Zone Training
The USF Safe Zone Training Program is the institutionally recognized Lesbian, Gay, Bisexual, Transgender/Trans+, and Queer/Questioning (LGBTQ+) diversity training program. The Safe Zone Training Program educates future leaders and the USF community on support for the LGBTQ+ community by promoting understanding and inclusivity through interactive conversations and activities by certifying supportive Allies to promote understanding and advocacy.

UndocuALLY
Modeled after UndocuALLY training at other institutions of higher education, this training was created to educate the USF community on the history, relevant legislation, and current realities of the undocumented community. This training strives to cultivate a more supportive environment for undocumented students in higher education and the University of South Florida.

Unity Council
The Multicultural Unity Council's mission is to unite multicultural student organizations and leaders while connecting with the university at large. This is accomplished through the promotion of inclusiveness and the engagement in cultural education, informative communication, collaborative programming, and personal and professional development.

Intramural Athletics

The Recreation and Wellness educational experience is enhanced and enriched through diverse health and wellness programs. Recreation and Wellness creates on-campus opportunities for students, faculty, and staff to engage by providing various programs, services, and first-class facilities for USF members to enjoy physical activity in a safe learning and supportive environment.

Campus Recreation is one of the largest departments of student employees with approximately 70% who identified as female and 30% who identified as male across the campuses. Regarding race, those who identified as White were the highest percentage of student employees. The student participation in Campus Recreation facilities and activities represents approximately 37% females and 63% males.

Areas of growth will include focusing on more female participation in all areas of Campus Recreation, increasing male student employees, and increasing the diversity of the student employees to better represent the University demographics. Campus Recreation will also focus on increased awareness by providing a safe culture for those that may be gender non-binary or gender non-conforming.

Student Financial Assistance

The Office of Financial Aid (OFA) is committed to policies and practices that increase access to higher education and support retention and progression to graduation. OFA responsibly and effectively administers over $480 million in financial aid dollars to qualified students, and also provides information and tools to promote college access and affordability, particularly to first-generation and underrepresented students. OFA complies with the National Association of Student Financial Aid Administrators Code of Conduct and are guided by the USF Strategic Plan as it relates to Student Success.

- Much of the work accomplished by OFA this past year resulted from the unanticipated receipt of over $27.5 million in Federal CARES/CRRSAA funds. In addition to block grants automatically awarded to students with unmet financial need, an Archivum application was launched in collaboration with USF IT to quickly identify students who were experiencing financial hardships due to additional COVID related expenses or reduction in family income. Over 8,300 students were helped with these federal dollars.

- In fall 2020, USF enrolled an undergraduate population that was 33% Pell Grant eligible, demonstrating the institutions commitment to economically disadvantaged students. The financial aid awarding policies in support of these students resulted in graduation rates at or just below the rate for non-Pell eligible students, a distinction that sets USF apart from most institutions.

- In fall 2020, the We Got U-SF program was launched to provide students financial support to enroll full-time at USF. Over $15.4 million was distributed to over 21,600 students.

- The Financial Education Office was launched in April 2013 to provide a broad range of financial topics relevant to students during college and after their USF experience. To date for FY21, 336 financial coaching sessions were conducted, and 189 students completed the online student loan exit counseling process. The Bulls-2-Bulls Education program, a peer coaching program has been particularly successful at providing guidance about how students can decrease their loan debt.

  Continued assistance was provided to 27 families of entering out of state students to help them understand the process of paying for their students' education.

  All 77 students in the entering summer class from Student Support Services were required to participate in mandatory financial wellness coaching. Participation in these coaching sessions provides students from underrepresented populations the basic information they need in order to successfully apply for financial aid, pay their institutional charges and minimize their student loan debt.

  The services offered on the St. Petersburg campus, previously called AFLOAT, have been integrated with the Tampa campus office, re-branded, and services and programs expanded, and these programs have also been launched on the Sarasota-Manatee campus.

- Get Started Website: OFA maintains a college planning website with information and tools for students and their families, especially those who view cost as a barrier in achieving a college degree. The website provides quick links to a number of college planning resources including, step-by-step financial aid process, information on high school planning nights coordinated by the Hillsborough County School District, and other college planning resources. Professional staff from OFA conducts many of these sessions. OFA created videos (FAFSA Step By Step, Financial Aid 101, Orientation videos for First Year and Transfer) to help students navigate and understand the financial process. Videos are also available to guide students through filing the FAFSA and using USF's OASIS student system.

- Cost Calculator: The Cost Calculator is provided to families at district financial aid high school nights, Office of Admissions events, and New Student Orientation. The calculator is also available in Spanish. OFA is focused on increased awareness of the online calculator for students and families to use in determining the cost of attending USF. OFA recently launched a step-by-step video to help students and families self-serve in using the tool which is embedded in the calculator.

- TEAMS Virtual Counseling: Due to COVID, the self-service computer stations located on the campuses, in the lobby of the offices, had to be removed. In order to continue helping students navigate various websites to apply for and locate financial aid offered to them, OFA transitioned to virtual counseling sessions via TEAMS. This allowed the office to maintain an aspect of face-to-face service for students who needed additional help.

- Outreach Programs & Services: OFA develops and participates in many outreach programs and services throughout the year to assist students and their families in establishing realistic financial plans for achieving a college education through planning, budgeting and applying early for financial aid, including orientation sessions. OFA participates in numerous events during the year hosted by the Office of Undergraduate Admissions. These events include students who have indicated an interest in attending USF or have already been admitted.

- Events, both in person and virtual, help to support the efforts of the admissions and yield staff, as well as community partners, such as LEAP. LEAP provides grants to states to assist them in providing need-based grants and community service work-study assistance to eligible postsecondary students.

- Summer Access Programs: OFA provides financial aid and financial education presentations to students in the Student Support Services (TRIO) and Upward Bound/College Reach Out. Students in these programs are from underrepresented populations. Assistance was also provided to these students through FAFSA help sessions in the OFA lobby.

  Staff members serve on the Persistence Committee with a focus on ensuring that eligible freshmen who started at USF in summer/fall 2020 are able to continue their enrollment for fall 2021.

  OFA is an integral member of the Archivum Case Management system, providing individualized assistance to students who are at risk of not persisting and/or graduating.

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 Admission's application process, is 59% female and 41% male. Self-reported race/ethnicity data of the residential population identifies reveals the following:

- 55% (2,132) White
- 19% (724) Hispanic
- 10% (367) Black
- 3% (121) Non-resident Alien
- 6% (219) Asian
- 4% (173) Two or more races
- 3% of residents chose not to report on their race and ethnicity (105)
- > 1% American Indian/Alaskan Native and Native Hawaiian or Pacific Islander (9)

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 is coordinated through Human Resources, Career Services, and Financial Aid. The recruitment of student employees is managed through two platforms: Careers@USF and Handshake. Access to all job postings including student employment positions is provided to students upon their first day of class in the Handshake platform.

Student Employment and these 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.

Student Employment is open to all current students and postings provide opportunities for internships, Co-op, part-time, and full-time jobs. Students will need to have requested the Federal Work Study (FWS) options to their Financial Aid package in order to qualify for FWS funded student employment positions. These options are used at all USF campuses and Career Services staff are trained in the use of the platform, sign a user agreement and comply with: FERPA laws, NACE Principles (National Association of Colleges and Employer (NACE) Professional Standards), and NCDA Code of Ethics.

Student employment on campus also makes significant contributions to their overall success. Student Success is a significant employer to student employees with approximately 62% who identified as female and 38% identified as male. The racial/ethnic composition of student employees include 17% Asian, 22% Black, 21% Hispanic, 38% White and approximately 1% for all other populations.

During the Covid-19 pandemic, student employees were eligible to work from home for any of the jobs that could be transitioned to a virtual environment.

Educational and Work Environment
USF provides a rigorous academic curriculum that is comprehensive, strategic, competitive, and intentional 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, academic advocates, and health and wellness, all making significant contributions to the student learning outcomes. While academic success is important, the out of classroom learning experiences are equally important.

The university offers valuable out of class opportunities, which support the personal growth and development of our students through engagement, leadership, wellness and student employment. Student Success also focuses on the co-curricular by creating dynamic learning experiences in an inclusive community. These experiences build the personal, social, civic, leadership, cultural, physical, character and intellectual development of the students.

USF is committed to providing the right resources, at the right time to ensure all students, faculty and staff are successful. Embracing the practice of equal rights and opportunities for all USF community members in academics and employment, the university complies with Title I of the Americans with Disabilities Act 1990, Title VII of the Civil Rights Act of 1964, The Equal Pay Act of 1963, Age in Discrimination in Employment Act of 1967, Section 501 of the Rehabilitation Act of 1973, Civil Rights Act of 1991, The Genetic Information Nondiscrimination Act of 2008.

Student Success continues to partner with the various institutional stakeholders in providing the right educational, employment, and co-curricular experiences and resources that augment student success and help prepare students for success beyond college.

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.

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: Academic Program Reviews:
Overall Effectiveness of Equity in Enrollment (Section E)

Upon arrival to USF in 2019, President Steve Currall assembled a taskforce to develop what we now refer to as the USF Principles of Community. Among the many values espoused by these principles include 'Diversity with Inclusion' and 'Equity with Excellence,' which drive our efforts to promote inclusive excellence across our three campuses and in the broader community. These values have been particularly valuable in our efforts to expand access for students. Below we outline notable programs and partnerships with outcomes that reflect our overall effectiveness of equity in admissions and enrollment.

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

Initially, we identified nine (9) GAPP high schools to pilot our GAPP 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, USF added eight (8) more GAPP high schools in the local 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 2 years:

Term	Applications	Admits
Summer/Fall 2020 (8 GAPP schools)	836	359
Summer/Fall 2021 (8 GAPP Schools)	867	417
Summer/Fall 2021 (17 GAPP schools)	1397	653

Some improvements in the GAPP planned for the class of 2022 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 partnership with principal and guidance counselors.

In addition to collecting data on the admission rates of GAPP students, future analysis should include the yield rate of these students to determine the extent to which these students ultimately enroll at USF.

Diversity Immersive Visitation Experience (DIVE)
In an effort to generate interest among the talented underrepresented student populations while increasing the diversity of the USF applicant pool, the USF Office of Admissions Outreach & Access unit developed the Diversity Immersive Visitation Experience (DIVE). DIVE is a three-day/two-night residential program housed at the Tampa campus. Over the course of three days, students will gain access to workshops that include: SAT Prep, Applying to College, Financial Aid, Academic Mindset, Campus Involvement, and much more. Students that complete the application for DIVE and are invited to participate in the program, will have all costs associated with food, housing, and possibly transportation (for out of state students) sponsored by USF Admissions. Some highlights:

- The first DIVE program was scheduled June 16-18, 2020, with a targeted attendance ranging between 75-100 students. Due to the pandemic, the program was offered in a virtual setting in August 2020.
- The 2021 version of DIVE is also scheduled as a virtual program from July 13-15, 2021.
- In late 2021, the Office of Admissions will start preparations to host the program on-campus in upcoming years.

College Preview Day
The College Preview program is designed for prospective students, grades 10th-12th from historically underserved/underrepresented and first-generation populations. During College Preview Day, students are equipped with the knowledge and tools necessary to understand the college admission process in addition to participating in programming on financial aid, exploratory majors, campus tour, and a question-and-answer session with a diverse student panel. College Preview Day is currently being expanded to all USF campuses.

FUSE
Fuse is a transfer program between the University of South Florida and eight Florida State Colleges. This program encourages timely completion of both the A.A. and Bachelors' degrees while academic advisors at all partner schools, and USF advisors monitor the process to ensure students meet the necessary requirements to enroll at a USF System institution. The FUSE program provides a pathway for all students, especially those from underrepresented groups. In addition to FUSE, the USF St. Petersburg campus offers similar programs, Community Scholars (CS) and Pinellas Access to Higher Education (PATHe).

The increases in transfer student enrollment (Part III, Table 2 – Florida Community College A.A. Transfers) that has been observed for nearly underrepresented racial and ethnic groups can be attributed, in part, to the success of the outreach programs targeting transfer students.

Community Scholars
The Community Scholars program is a pathway program to the USF St. Petersburg campus designed to convert previously denied Freshman applicants into admissible, lower-level transfer students. Students start their college experience at a regionally accredited institution for one semester as a full-time student and then seamlessly transition to the USF St. Petersburg campus as a fully matriculated student. Students that complete the program's initial requirements receive a one-time $1,000 transfer scholarship. This program is offered to non-remedial, previously denied USF St. Petersburg campus first-year students throughout the U.S. who reside outside of Pinellas County.

PATHe – Pinellas Access to Higher Education
The Pinellas Access to Higher Education (PATHe) initiative is a collaborative partnership for Pinellas County residents, established between St. Petersburg College and the University of South Florida St. Petersburg campus. The program provides equitable access to higher education to all students and offers K-12 students a wide variety of options with the most efficient pathways for post-secondary education, including scholarship opportunities. In order to support these efforts, PATHe offers a variety of programming opportunities, including its signature event "Discover Your PATHe."

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 the Hillsborough, Sarasota-Manatee and Pinellas County. Closer attention to 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 our goal is to 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 this expanded services would 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 it will 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 2019-2020 academic year:

- In fall 2019, USF admitted its most academically accomplished and largest freshman class with a GPA of 4.13 and ACT score of 29.
- USF ranked one of the 'Best Value' universities according to the *Princeton Review*.
- U.S. News and World Reports recognized USF as the fastest-rising university because of its national rankings.
- In 2019, USF received the HEED (Higher Education Excellence in Diversity) Award which recognizes U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion.
- In 2019, USF recognized as a finalist in the Seal of Excelencia award which recognizes institutions that have implemented strong programs and initiatives that reflect a commitment to serving Latino students.
- The National Oceanic and Atmospheric Administration (NOAA) rated USF as the top institution in the nation in awarding marine science PhD degrees to Hispanic/Latino and African-American/Black students, and number two for master's degrees.
- In 2019, USF was recognized with the American Council on Education/Fidelity Investments Award for Institutional Transformation, a recognition of USF's commitment to student success.
- In 2018, the *Journal of Black Higher Education* recognized USF for being one of the top two undergraduate institutions that feed the greatest number of Black students to medical school. Our current 2019-2020 trajectory related to professional medical degrees illustrate that we have worked to maintain and build our commitment to these students.

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 difference between the university's female undergraduate enrollment ratio for the 2019-20 academic year was 56%. The university's male undergraduate enrollment was 44%. The female athlete participation ratio was 45%. The male athlete participation ratio was 55%. The disparity in roster size is -6.1% for females. Some of the disparity is due to the cancelled seasons due to COVID.	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 38.1% of the athletic scholarship funds and the male athletes 61.9% 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. The disparity of aid is -6.4% for the female athletes. This is slightly lower than the rate last year.	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.	

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. We have recently hired a new Head Track & Field coach for the 2019-20 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 70 qualified student tutors. 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, 2019-2020

Table 3. Student Athletes by Gender, 2019-20

	Male	Female	Total
Number	257	251	508
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 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.

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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 2020	25	37	1	132	35	1	589	23	10	310	543	853
Number, Fall 2019	18	32	2	122	32	0	574	18	7	289	516	805
1YR Percentage Change	39%	16%	-50%	8%	9%	N/A	3%	28%	43%	7%	5%	6%
Number, Fall 2015	13	38	3	102	43	0	602	2	0	274	529	803
5YR Percentage Change	92%	-3%	-67%	29%	-19%	N/A	-2%	1050%	N/A	13%	3%	6%
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) Sysem.

As evident in Table 1, the number of tenured faculty increased at USF from Fall 2019 to Fall 2020, across all major racial and ethnic categories, except American Indian/Alaskan Native. Black faculty and those identifying as Two or More Races showed the greatest proportional gains, 16% and 25% increases, respectively. The increase in the number of tenured faculty in 2020 compared to Fall 2015 is 48, with notable gains being made by faculty who are Non-Resident Aliens (92% increase), Asian (28% increase), and those reporting Two or More Races (1050% increase). Steep declines in Hispanic and American Indian/Alaskan Native tenured faculty (over the past five years) necessitate intentional efforts to restore those numbers. Women represent 36% of all tenured faculty in 2020, while men represented 64%. This has remained relatively unchanged since last year. However, over the last five years, the proportion of female tenured faculty increased more than male during this time, increasing their proportional representation.

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 2018 report on 52 peer institutions including USF, Public Association of American Universities (AAU), Public AAU Prospects and SUS Research Institutions, USF was ranked 17/52 for the percentage of overall minority faculty. Within this group, USF was ranked in the following way: Black faculty (10/52), for Hispanic faculty (12/52), American Indian/Alaskan Native (36/52), Asian (18/52), Native Hawaiian/Pacific Islander (16/52), Two or more races (1/52). 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 faculty members.

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 2020	35	17	0	31	8	0	110	8	6	102	113	215
Number, Fall 2019	45	20	0	54	16	0	149	9	8	137	164	301
1YR Percentage Change	-22%	-15%	N/A	-43%	-50%	N/A	-26%	-11%	-25%	-26%	-31%	-29%
Number, Fall 2015	57	16	1	50	22	0	183	2	0	161	170	331
5YR Percentage Change	-39%	6%	-100%	-38%	-64%	N/A	-40%	300%	N/A	-37%	-34%	-35%
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) Sysem.

USF experienced a 29% decrease of tenure-track faculty between Fall 2019 and Fall 2020 due to a reduction in hiring. All major racial and ethnic categories experienced a decline, as did the numbers of males and females. Reductions in male and female faculty were relatively similar. However, Hispanic faculty experienced the greatest decline: a 50% decline compared to last year and a 64% decline in numbers when compared to 2015. Asian faculty also declined in comparison to last year (43%) and five years prior (38%) Since fall 2015, the university has experienced a five-year decrease of 35% in tenure-track faculty, a decrease shown across all major racial categories except for modest gains by Black faculty. The most pronounced change is among faculty that identified as Two or More Races which increased by 300%. Women represent 47% of tenure-track faculty, which is a number that has declined 2% since 2015.

Opportunities for growth:

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 2020	35	50	2	103	66	0	615	47	38	523	433	956
Number, Fall 2019	38	47	1	105	70	1	630	32	40	530	434	964
1YR Percentage Change	-8%	6%	100%	-2%	-6%	-100%	-2%	47%	-5%	-1%	0%	-1%
Number, Fall 2015	45	35	1	68	84	0	525	1	1	406	354	760
5YR Percentage Change	-22%	43%	100%	51%	-21%	N/A	17%	4600%	3700%	29%	22%	26%
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) Sysem.

There was a minor decrease in Non-Tenure Earning Faculty from Fall 2019 to Fall 2020, and a 26% increase when compared to the 2015 year. While no racial group showed a particularly significant decline, Black faculty and, in particular, those identifying with Two or More Races increased by 6% and 47%, respectively. Overall, there has been a significant increase in non-tenure earning faculty compared with Fall 2015, a fact reflected in all major racial and ethnic categories, except Hispanic. The proportion of Hispanic faculty in non-tenure earning positions decreased by 21% over the past five years. Of particular note, the number of faculty identifying with Two or More Races increased from 1 in Fall 2015 to 47 in Fall 2020 (a 4700% increase). Likewise, faculty not reporting their race increased over this time period from 1 to 38. The proportional representation of females increased in this category during this period, as well. Women represent 55% of non-tenure earning faculty, which is a number that has increased by 2% since 2015.

Opportunities for growth:

We should continue to pursue opportunities to recruit non-tenure earning faculty. Across all groups, except NRA and Hispanic faculty the five-year percentage change has been rising. We should ensure that non-tenured faculty have opportunities for promotion within their ranks as part of our retention strategy. Attention should be given to the observation that while there is substantial representation of underrepresented groups among non-tenure earning faculty, these same trends are not evident among tenured faculty. Best practices recommend that we closely monitor trends of non-tenured faculty, in order to cultivate a space where women and racial and ethnic minorities have equal access to both tenure and non-tenured faculty appointments.

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 2020	3	37	0	28	29	0	352	24	3	229	247	476
Number, Fall 2019	4	34	0	29	37	0	332	17	3	221	235	456
1YR Percentage Change	-25%	9%	N/A	-3%	-22%	N/A	6%	41%	0%	4%	5%	4%
Number, Fall 2015	2	23	0	25	28	0	317	1	1	197	200	397
5YR Percentage Change	50%	61%	N/A	12%	4%	N/A	11%	2300%	200%	16%	24%	20%
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) Sysem.												

USF experienced an increase in the numbers of employees in this category between Fall 2019 and Fall 2020, as well as between Fall 2015 and Fall 2020. Over the past five years, increases of note are shown for Black managers (61% increase), and those identifying as Two or More Races (increasing from 1 to 24 employees or 2300%). Hispanics increased by 4% during this same period. From Fall 2019 to Fall 2020, Black managers show an increase of 9% as do those identifying with Two or More Races (41%), but Hispanics show a decrease by 22%.

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 48% 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. While representation of women and racial and ethnic groups has increased over the last five years, there is significant work to be done to bring representation among our leaders into closer parity with our student demographics and the broader community. Consideration of comparative standards suggests USF should focus on female, Hispanic, Black, American Indian/Native Alaskan, and Native Hawaiian/Other Pacific Islander managers, who are represented at levels that are lower than our peer data.

Attention to trends over the last year also reveals declines in Hispanic executive/administrative/managerial representation, which suggests that stronger recruitment and retention efforts would be beneficial and would support our student success initiatives. This effort would also 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.

Part VI. Florida Equity Report
University of South Florida

Guidelines from the Board of Governors require that the **areas of achievement** from last year (2018-2019) be compared with the **areas of improvement** from the current year (2019-2020). 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: 2019-2020

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 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, and faculty 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 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. Our Equity report next year should reflect the impact of those findings on access, recruitment, and enrollment. 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.

Faculty Success

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 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.

Athletics

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.

Pursuant to the Board of Governors request, below are the **areas of achievement** from last year (2018-2019) compared with the **areas of improvement** for the current year (2019-2020):

Areas of <u>Improvement</u> Pertaining to Academic Services, Programs, and Student Enrollment (This year: 2019-2020)	Achievement Report for Areas of <u>Improvement</u> Pertaining to Academic Services, Programs, and Student Enrollment Identified (Identified Last Year: 2018-2019)
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):** One USF has continued its efforts to close the retention and graduation rate gaps by race and ethnicity (as well as by socio-economic status) and has been successful at	**These are the Areas of Achievement as listed on page 36 of the 2018-2019 USF Equity Report:** "While One USF has made great strides in closing graduation rate gaps by race and ethnicity, a significant gender gap continues to exist in the six-year graduation rate. Male students graduate at 69.7% while female students graduate at 76.7%. While this gap of 7.1% has

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doing so. However, a significant gender gap continues to exist in the six-year graduation rate: Male students graduate at 67.8% while female students graduate at 78.0%. This represents a 10.2% gap that has widened over last year's difference of 7.1%. We should continue to address gender disparities, which exist across all racial and ethnic groups as it relates to access, retention and graduation. Our goal is to intensify efforts to recruit with the goal of increasing under-represented minority students. In particular, the proportion of Black FTIC students has declined from 8.3% (2015) to 6.7% (2020), while the numbers of other underrepresented groups have experienced gains or remained stable. Black transfer student enrollment dropped only 0.1% over the same period, signaling that the overall undergraduate decline can be addressed through more aggressive recruitment efforts and a more comprehensive university-wide effort to attract transfers. Indeed, transfer student enrollment was elevated for all underrepresented racial and ethnic groups, which suggests that an expansion of our transfer outreach to those who live within the seven-county area would be beneficial. Overall, our Hispanic student undergraduate 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 which could qualify USF to be categorized as a Hispanic-Serving Institution status. As this population grows, continued investments in increasing faculty diversity and equity, including among Hispanic faculty and other racial and ethnic groups will be critical.

Graduate Enrollment (MA, doctoral and professional): Racial and ethnic minorities are underrepresented in MA, doctoral and professional degree program, which is most pronounced for Black and Hispanic students. As it relates to graduate programs, there is a relatively low proportion of Hispanic students in M.A. programs, especially when compared to their representation in undergraduate programs. There may be opportunities to develop stronger pipeline programs to facilitate the enrollment and recruitment of Hispanic students and other underrepresented students into graduate programs. Further promotion of the McKnight Fellowship program

narrowed thanks to focused efforts over the past three years, One USF will continue to address gender disparities, which exist across all racial and ethnic groups. One USF will intensify efforts to recruit and enroll under-represented minority students, recognizing that black FTIC student enrollment declined 2.4% over from 2014 to 2019. Black transfer student enrollment dropped only 0.7% over the same period, signaling that the decline can be addressed through more aggressive recruitment efforts and a more comprehensive university-wide effort to make USF a more attractive destination for Black students."

Results: The goals that we established last year did not include specific outcomes, but rather, they focused on efforts. In this way, we did meet our goal to "intensify" efforts and "continue to address" gender disparities. This is best represented by the number of our high school visits, establishment of a GAPP program, additional outreach programs and expansion of our transfer programs. The 2019-2020 goals are more outcome oriented.

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would help support recruitment of women and underrepresented students.

Significant gains for Hispanic students are already evidenced by their increased professional degree attainment (38% increase in professional degree attainment over last year). In terms of graduate and professional programs, across all under-represented groups, closer attention not only to degree attainment, but to the areas in which degrees are earned will help ensure that there is equity in degree attainment across disciplines. For Black students, their declining enrollment at the undergraduate level corresponds with their relatively low representation in graduate programs, as well. Significant strides in professional degrees awarded to Hispanic students and students who identify as Two or more races serve as a promising indicator of our momentum in terms of the potential for graduate student diversity with excellence.

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Areas of Improvement Pertaining to Gender Equity in Athletics (This Year)	Achievement Report for Areas of Improvement Pertaining to Employment (Identified Last Year)
Goal for 2020-2021: Our goal is to increase the availability of funding for female student-athletes and to review the salary equity for all sports. Currently, female athletes receive 38.1% of athletic scholarships and male athletes receive 61.9% of the scholarship funds. **Gender Equity in Athletics:** 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 tier to another tier 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 three years with the initial focus	**Areas of Achievement as listed on page 36 of the 2018-2019 USF Equity Report:** "The majority of the department's competition seasons were cancelled due to COVID-19, but prior to that the department had two fall sport teams in their respective NCAA tournaments. The department also hired two new coaches in Football and Volleyball; with a female in the Head Volleyball coach position." **Results:** We have not yet added additional sports nor have we reached parity with scholarships, but the opportunities for growth that were listed this year as "ongoing" continue to be pursued as we transition over the next three years.

on identifying and implementing the most impactful program(s) for our university.	
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 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. Doing so, would be in alignment with our stated goal of increasing recruitment of faculty who are women and from underrepresented racial and ethnic groups.	**These are the Areas of Achievement as listed on page 36 of the 2018-2019 USF Equity Report:** "2018-19 was a particularly successful year for females and minority faculty in the tenure and promotion process. All female and minority candidates considered for tenure during the year were successful and earned tenure and promotion to Associate Professor. Also, among all candidates considered for promotion to Full Professor, female and minority candidates were successful at a rate greater than their white male counterparts. Thus, the number of tenured and senior faculty at the university who have "come up through the ranks" continues to grow and contribute to the diversity of the university. Because of anticipated reductions in state funding during the coming year, it is unlikely that **One USF will be engaged in hiring many new faculty, especially those whose positions are intended to be full-time and continuing.** To the extent that some hiring is pursued, the university will continue, and seek to enhance, its efforts at diversifying the applicant pools, thus increasing the likelihood of minority and female faculty hiring. As the demographics of the new hires for Fall

Strategies for faculty recruitment:
The USF Office of the Provost organized a **Faculty Success Workgroup** in 2019 made a series of recommendations to support faculty diverse including: future programming and mentorship from senior scholars, attention to equitable service demands, and assessments of advancement to full professor, and pathways to leadership positions as a critical aspect of faculty success. A university-wide mentorship program that builds on the model of the **National Center for Faculty Development and Diversity** was also recommended. Each department should also re-evaluate and update tenure and promotion guidelines in order to promote transparency, equity, and alignment with institutional DEI goals. The USF St. Petersburg campus has a postdoctoral program targeting minority Ph.D. graduates which has led to faculty hires that promote diversity. Finally, closely tied to transparency with accountability is the importance of leveraging data to better understand the experience of faculty. The **COACHE survey data** (collected last year) should be used to capture faculty perceptions of equity and inclusion on campus. Performance dashboards should be leveraged to set goals and track progress towards DEI metrics and outcomes. The DARE (Diversity, Anti-Racism and Equity) dashboards includes DEI metrics and provides greater clarity about institutional DEI goals and outcomes. Created in fall 2020, the DARE dashboards will be discussed in next year's Equity Report.

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. USF

2020 show, some progress has been made in this regard, but focus and intentionality are important to be retained and enhanced. As well, funds that might have otherwise been dedicated to new hiring will likely have to be utilized for the retention of high achieving faculty who may be recruited by institutions that are better financially situated. This will be especially true for minority faculty and females in field where they are underrepresented."

Results: Over the last year, the percentage of tenured faculty increased by 6%, tenure-track faculty decreased by 29%, and non-tenure track faculty decreased by 1%. These numbers can largely be attributed to the challenges of COVID-19. Hispanic faculty experienced the most significant impact in terms of declining numbers over the past year.

should consider broadening the Target of Opportunity program to include non-faculty. This same program should be re-evaluated in order to ensure that Chairs, departments and supervisors understand how this program can be used to increase the diversity of the staff, including managers. Additional collaboration with the broader Tampa Bay community (job fairs, community career forums, etc.) is an important aspect of developing the pipelines for recruitment of diverse staff and managerial personnel. Finally, Human Resources has considered reformulating USF's online presence and landing page in order to create a more user-friendly and positive experience for potential employees.	

PART VII. PROTECTED-CLASS REPRESENTATION IN THE TENURE PROCESS

Table 1. Protected-Class Representation in the Tenure Process, 2019-2020

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
MALES					
American Indian or Alaskan Native					
Asian	2		1		1
Black or African American	2				2
Hispanic	2				2
Native Hawaiian/Other Pacific					
Two or More Races					
White	9				9
Other, Not Reported	1				1
Total Male (Include Other, Not Reported)	**16**	**0**	**1**	**0**	**15**
FEMALES					
American Indian or Alaskan Native					
Asian	4				4
Black or African American	1		1		
Hispanic	1				1
Native Hawaiian/Other Pacific					
Two or More Races					
White	8		1		7
Other, Not Reported					
Total Female (Include Other, Not Reported)	**14**		**2**		**12**
GRAND TOTAL	**30**		**3**		**27**

LEGEND:

APPLIED: Faculty whose names have been submitted for tenure review.

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 granted

There were a total of thirty (30) individuals who were considered for tenure during the 2019-2020 academic year. Of those, 27 (90%) were granted tenure. Of those not recommended, there was 1 Asian male, 1 Black female, and 1 White female. Overall, 11 of 13 (85%) of non-White candidates were recommended for tenure while 12 of 14 (86%) female candidates were recommended. These numbers suggest that overwhelmingly faculty who apply for USF are successful.

<u>Opportunities for growth:</u>

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 women who are also racial and ethnic minorities as 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. There should be a systematic effort 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 2019-2020

Table 1: Promotion and Tenure Committee Composition, AY 2019-20

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													7	1			7	1
Cell Biology, Microbiology, & Molecular Biology																		
Chemistry																		
Communication													7	1			7	1
Economics													8	1			8	1
English													8	1			8	1
History																		
Humanities & Cultural Studies													7	1			7	1
Integrative Biology													8	1			8	1
Mathematics & Statistics													8	1			8	1
Philosophy																		
Physics													8	1			8	
Psychology													7	1			7	1
Religious Studies																		
School of Geosciences													7	1			7	1

School of Information																		
School of Interdisciplinary Global Studies												7	1			7	1	
School of Public Affairs																		
Women's & Gender Studies												7	1			7	1	
World Languages																		
Zimmerman School of Advertising & Mass Communications												7	1			7	1	
Behavioral & Community Sciences																		
Communication Sciences & Disorders												1	2			1	2	
Criminology																		
Mental Health Law & Policy												1	5			1	5	
Muma College of Business																		
Finance																		
Information Systems/ Decision Sciences																		
Marketing		1			1							4				5	1	
Education																		

Department															
Educational & Psychological Studies								1				3		0	4
Leadership, Counseling, Adult, Career & Higher Education (LCACHE)				1				1		1	1			2	2
Teaching & Learning				1						1	2			2	2
Engineering															
Civil & Environmental															
Computer Science & Engineering				1						4	1			5	1
Electrical Engineering				1			1			3				5	0
Mechanical Engineering				1			1			3	1			5	1
Marine Science				1						5	2			6	2
The Arts															
School of Art & Art History								1		4	1			4	2
School of Music								1		5				5	1
USF Libraries															
Library Student Services															
Research & Instruction															
Special Collections	1									2	2			2	3
St. Petersburg Campus															

Arts & Sciences													3	2			3	2
Business																		
Education																		
Sarasota-Manatee Campus																		
Business	1												2	2			3	2
Hospitality & Tourism Leadership																		
Liberal Arts & Social Sciences					1								1	3			1	4
Science & Math																		
Morsani College of Medicine																		
Dermatology																		
Family Medicine	1			2	2								6	4			9	6
Internal Medicine	1			2	2								6	4			9	6
Medical Education	1			2	2								6	4			9	6
Molecular Medicine	1			2	2								6	4			9	6
Molecular Pharmacology and Physiology	1			2	2								6	4			9	6
Neurology																		
Neurosurgery																		
Obstetrics & Gynecology	1			2	2								6	4			9	6

Department																
Oncologic Sciences																
Orthopaedics & Sports Medicine	1				2	2						6	4		9	6
Pathology and Cell Biology	1				2	2						6	4		9	6
Pediatrics	1				2	2						6	4		9	6
Physical Therapy & Rehab Sciences	1				2	2						6	4		9	6
Psychiatry & Behavioral Neurosciences	1				2	2						6	4		9	6
Radiology	1				2	2						6	4		9	6
Surgery	1				2	2						6	4		9	6
Urology	1				2	2						6	4		9	6
Nursing	N/A															
Pharmacy																
Pharmaceutical Sciences																
Pharmacotherapeutics and Clinical Research		1			1	1						1	1		2	3
Public Health												5	3		5	3

Our goal has been 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 represent by 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, for the College of Arts & Sciences, there were no racial and ethnic minorities on the university committees and only a very small number of women. The low representation of women and racial and ethnic minorities is by no means limited to CAS. However, it has been highlighted because it is our largest college.

Some Colleges have experienced success with ensuring the diversity of their committees, and this is likely linked to the overall diverse representation of their faculty. 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 should elaborate a plan to ensure that we have sufficient diversity on each committee. Important to consider is that until we increase the recruitment and advancement of women and faculty members from racial and ethnic minority groups, this will continue to be a challenge. Currently, there are no university guidelines related to ensuring gender, race, and/or ethnicity in terms of representation on this committee. 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 Counter-Offer, 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. The university has made the following adjustment to reach equity in the named categories: Counter Offers - $108,297; Retention - $29,410, Internal Salary Inequity - $113,837; Market Equity - $607,477; Market Adjustment - $73,120. These adjustments total $932,142. 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.

In 2019-2020, President Currall articulated the importance of initiating a Salary Equity Analysis. The goal of the analysis was to engage in a systematic review of salary inequity and identify wage gaps across the university. The proposed timeline for this salary equity was as follows:

- Fall 2020: Announcement of the constitution of the Salary Equity Taskforce
- January 2021: Initiation of the Salary Equity Taskforce Deliberations
- Summer 2021: Submission of the Salary Equity Taskforce recommendations to the President
- Fall 2021: Completion of the Salary Equity Analysis and discuss plans for future action.

The Salary Analysis is ongoing and progress will be reported as part of next year's Equity report. As part of our future plans, we will continue to support counter-offers and retention packages for faculty, when possible. Additionally, future investments in human resources infrastructure will 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 the Student Success efforts, along with specific 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 4 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 **$270,250.00.** 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 **$62,505.00**. 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 evaluation of President Currall is conducted by the USF Board of Trustees. Per 3.6 of President Currall's contract for July 1, 2019-June 30, 2024:

> "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."

In September 2020, The USF Board of Trustee Chair, Jordan Zimmerman, recognized the President for his successful efforts at leading the university through significant challenges related to the COVID-19 pandemic and the consolidation process. As it related to diversity, equity, and inclusion, one element included in the President's self-evaluation were updates related to the establishment of the Principles of Community document, which includes 'Excellence with Equity' and 'Diversity with Inclusion.' Commentary from the Board Chair during discussions of the President's progress emphasized USF's success with eliminating the achievement gap between racial and ethnic minorities and among Pell-grant and non-Pell grant students. Board Chair Zimmerman noted that USF's ability to ensure equitable outcomes in retention and graduation as a point of pride that has been sustained under President Currall's leadership.

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. Collaborative efforts that involve the Office of Supplier Diversity, Office of Human Resources, the Office of the Provost, and the Office of Admissions will be critical to addressing 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 to the Office of Diversity, Inclusion, and Equal Opportunity, which historically been an essential partner in ensuring compliance to state and federal laws, could ensure that both compliance and 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 the previous administration, 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 is fall 2020.

Across the university, there are a variety of 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. We will further leverage these assessments to promote the strategic planning to support diversity, equity, and inclusion. An important recommendation is for the Office of the Provost to work more intentionally to provide opportunities for Deans, Vice Provosts, and Vice Presidents to receive structured feedback and support for goal-setting and implementation related to diversity, equity and inclusion. This process should be linked to decisions about budgetary allocation to ensure that established goals can be supported. Designated funds to support the recruitment and retention of faculty hires is especially critical to the support and hires of underrepresented faculty. The Office of the Provost might also consider providing an incentive structure for the 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. Next year, our goal is to have established a more systematic evaluation of all top administrators and report on the extent to which their efforts have contribute to our overall equity goals.

Appendix A

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 hat coordinated the data required for this report:

USF Diversity, Inclusion and Equal Opportunity: Elizabeth Hordge-Freeman, Michelle Madden, and Corey Posey
USF Office of Decision Support: Terri Chisolm, Valeria Garcia, Shabnam Mehra, and Xiaoying Liu
USF Office of Student Success: Carmen Goldsmith, Paul Dosal, Patti Helton, and Terranai Ovathanasin
USF Office of Faculty Success: Dwayne Smith and Rosie Lopez
USF Health: Dr. Haywood Brown
USF Athletics: Marquita Armstead and Joel Londrigan

Appendix 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.

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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.

B. In the summary of institutional progress, include examples of goals met or unmet; initiatives and achievements; and best practices (successful/innovative programming) for 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

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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.

disproportionate enrollment or identification of an area for improvement. Each university 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. <u>Student Services</u> 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.

USF / BLN Student Pathways Committee Summary

BOT ACE Committee - August 10, 2021

UNIVERSITY of SOUTH FLORIDA

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The committee was a diverse and inclusive mix of campus and community leaders

- Paul Dosal, Ph.D., (Committee Co-Chair)
Vice President, **USF Student Success**

- Carmen Goldsmith, PhD, (Executive Assistant)
Manager, Male Student Success & Strategic Initiatives,
USF Student Success

- Anddrikk Frazier, (Committee Co-Chair)
President/CEO, **Integral Energy**
Co-Founder, **USF Black Leadership Network**

- Braulio Colon, (Funding Sponsor/Community Partner)
VP, *Florida Student Success*, **Helios Education Foundation**

USF Admissions
- Creah Demps, *Admissions Recruiter/Advisor*
- Glen Besterfield, PhD - *Dean and Associate VP*

USF Institute for Black Life
- Fenda Akiwumi, Ph.D., *Director*

USF Student Government
- Alexis Roberson, *Asst Director, Diversity & Wellness*

USF Student Success
- Laura Zuppo, *Interim Regional Asst Vice Chancellor,
Enrollment Planning & Management (St. Pete campus)*

USF Foundation
- Jay Stroman, *CEO*

Helios Education Foundation
- Kirsten Schmitz, *Director, Student Success Initiatives*

Hillsborough County Public Schools
- Monica Verra-Tirado, Ed.D., *Chief, Equity and Diversity*

LEAP Tampa Bay
- Chuck Tiernan, *Senior Director*

Pinellas County Schools
- Lewis Brinson, Ed.D, *Minority Achievement Officer*

St. Petersburg College
- Luz Randolph, Ed.D, *Executive Director, Development*

Tampa Metropolitan Area YMCA
- Matt Mitchell, *President/CEO*

The opportunity: Apply USF Principles of Community in collaboration with regional equity goals

"We affirm the value of diversity, individual dignity, equity, and our common humanity. Diversity of lived experiences, thought, and values enriches our lives and our whole university community."

- **USF Principles of Community, "Diversity with Inclusion"**

"People of color…. do not appear to be able to access the same opportunities as the White, Non-Hispanic population, and this situation is relatively worse in Tampa Bay than it is in the other peer metros."

- **2020 Regional Equity Report, Tampa Bay Partnership**

Our focus: Strengthening local pathways to (and through) USF for Tampa Bay's Black HS graduates

Since 2000, the likelihood of Black college age

Student Access Index*, 2000 vs. 2017

■ 2000 ■ 2017
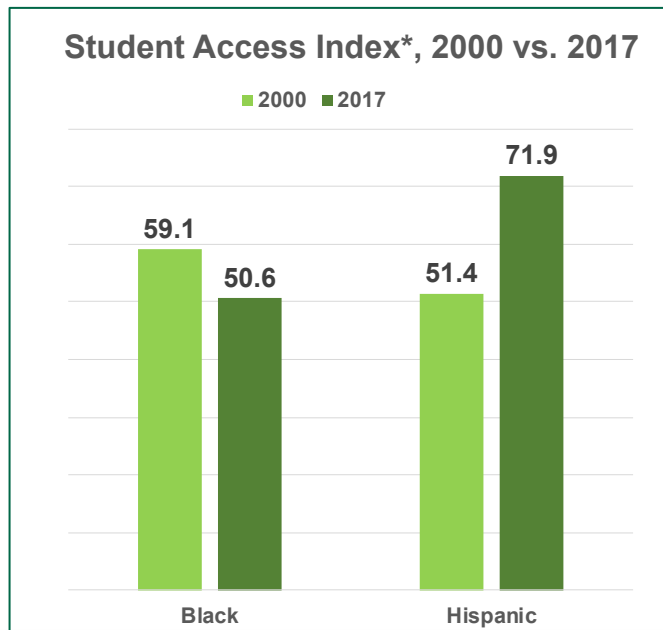
*Student Access reflects representation in enrollment vs FL college-age population

Recent trends confirm a net decline in freshman enrollment for local Black students
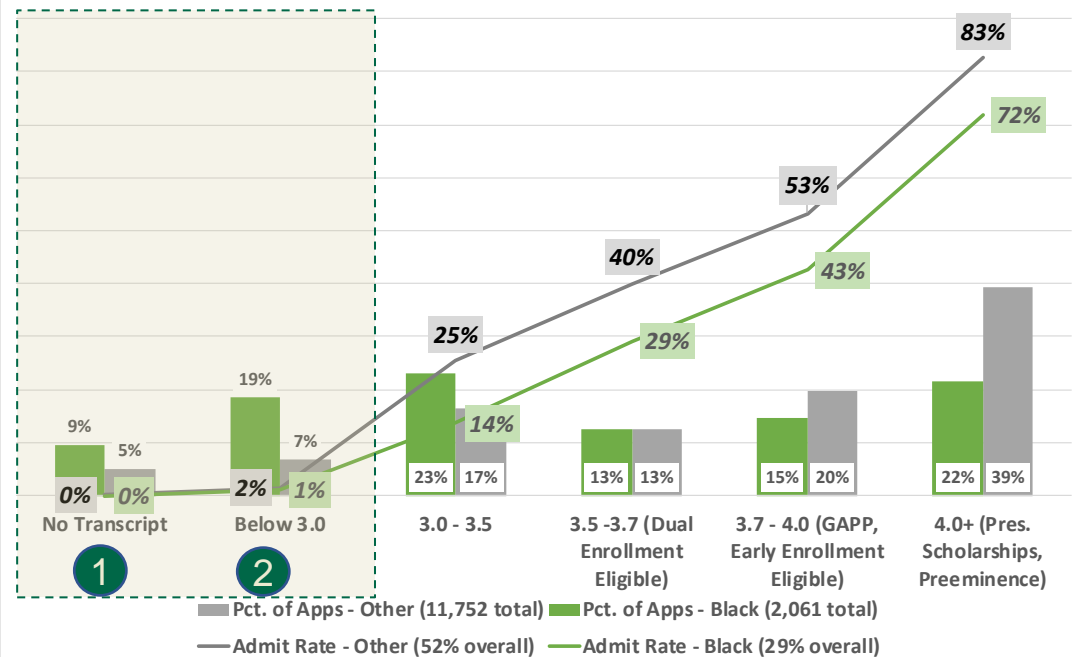
Black Freshman Admissions (in-state), 2017 vs. 2020

Academic Year	2017 - 18	2020 - 21	Net Change		Net Change (excl. Black)
Applicants	3,401	2,547	-25%		-9%
Admits	1,307	994	-24%		-3%
Enrollments	431	379	-12%		7%

Statewide Trend (2017 to 2021)	Black		excl. Black
Pct of Applicants admitted	37%		61%
Pct of Admits who enrolled	34%		35%

Tampa Bay Region (2019-2020)	Black		excl. Black
Pct of Applicants admitted	29%		52%
Pct of Admits who enrolled	45%		44%

Locally, the work revealed opportunities to work with community districts and partners to boost application completion and college readiness

Black HS graduates from Tampa Bay were twice as likely to:

1 **Have a missing transcript,** which would automatically make a student ineligible for admission

2 **Submit a weighted GPA below 3.0,** which can indicate a lack of college readiness and/ or a need for additional post-secondary options / supports

Regional 2019-2020 Applications by Weighted GPA, Admit Rate (Black Students vs. Other Groups)
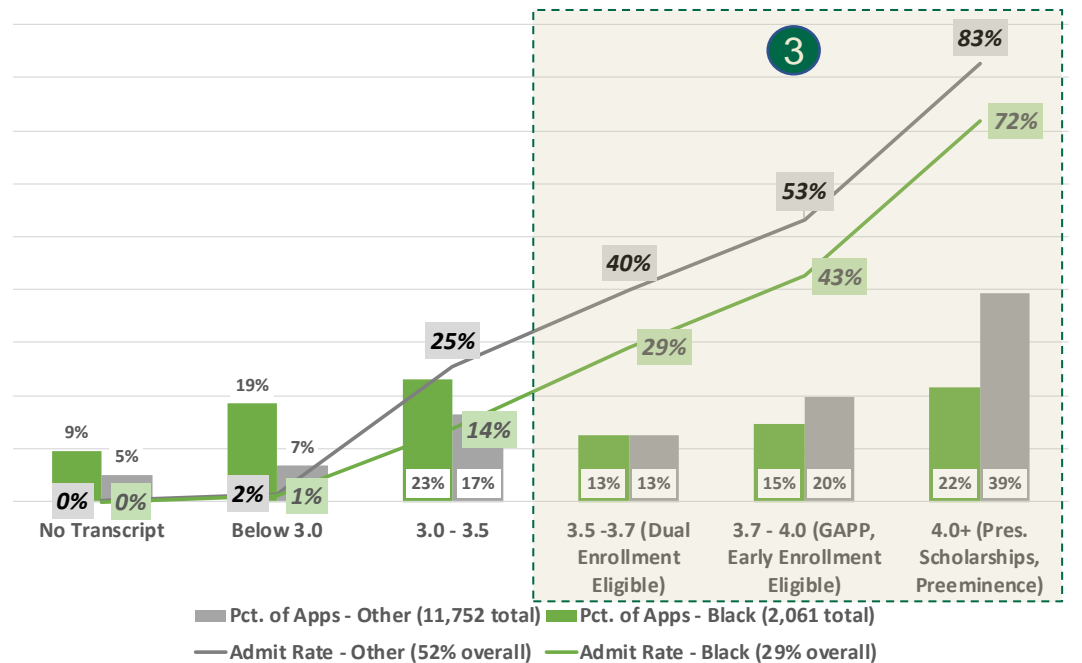
Pct. of Apps - Other (11,752 total)   Pct. of Apps - Black (2,061 total)
Admit Rate - Other (52% overall)   Admit Rate - Black (29% overall)

The work also prompted a closer look at the application review process and diversifying USF pathways and scholarships

Controlling for GPA, admission rates were consistently lower for Black HS graduates

- Within GPA bands, **ACT/SAT scores were lower,** on average, for Black students
- Black applicants are less likely to meet **BOG Preeminence criteria** for weighted GPA and test scores, due to less exposure to honors-level curricula and supports in high school
- ③ Applicants with **GPA above 3.5** are eligible for early enrollment and presidential scholarships; currently, Black students are underrepresented in these programs

Regional 2019-2020 Applications by Weighted GPA, Admit Rate (Black Students vs. Other Groups)

Chart data points:

GPA Band	Pct. of Apps - Other	Pct. of Apps - Black	Admit Rate - Other	Admit Rate - Black
No Transcript	5%	9%	0%	0%
Below 3.0	7%	19%	2%	1%
3.0 - 3.5	17%		25%	14%
3.5 - 3.7 (Dual Enrollment Eligible)	13%	13%	40%	29%
3.7 - 4.0 (GAPP, Early Enrollment Eligible)	20%	15%	53%	43%
4.0+ (Pres. Scholarships, Preeminence)	39%	22%	83%	72%

(3.0 - 3.5 Pct. of Apps - Black: 23%)

Legend:
- Pct. of Apps - Other (11,752 total)
- Pct. of Apps - Black (2,061 total)
- Admit Rate - Other (52% overall)
- Admit Rate - Black (29% overall)

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The incoming USF class reflects an overall increase in local students admitted and enrolled

Black Freshman Admissions, Tampa Bay region, 2019-20 vs. 2021-22

Academic Year	2019-20	2021-22	Net Change		Net Change (excl. Black)
Applicants	2,061	2,125	3%		-3%
Admits	592	783	32%		10%
Enrollments	266	374	41%		12%

Freshman Conversion and Yield

Black Students	2019-20	2021-22	Net Change
Pct of Applicants admitted	29%	37%	+8
Pct of Admits who enrolled	45%	48%	+3

excl. Black students	2019-20	2021-22	Net Change
Pct of Applicants admitted	52%	59%	+7
Pct of Admits who enrolled	44%	44%	-

Despite a dip in applications received from Tampa Bay students from two years ago, a revised approach to the application review, supplemented by a campus-wide calling campaign for admitted students contributed to a substantial increase in local Black students admitted and enrolled for this Fall

Beyond admissions, committee members have also identified current and future opportunities to support and sustain progress

Committee members have seized existing opportunities to lead and collaborate…	While identifying key recommendations for driving future impact

College of Behavioral and Community Sciences (BCS): Committee members served as panel reviewers on a joint BCS and CDC of Tampa research study concerning racial challenges impacting Black students

Office of Student Success (OSS) : Secured USF as the Florida designee for a 7-year, $35M federal GEAR-UP grant to promote college readiness and attendance in the Tampa Bay region. OSS has also submitted a 5-year, $2.25M proposal to build supports for students entering USF during Summer term

Collaboration with St Petersburg College: Committee members from USF and Helios served concurrently on an SPC-led work with Black males in Pinellas County, furthering the opportunity for collaboration and coordinated outreach to local school districts

- **Engage local students earlier to promote readiness and awareness:** Expansion of Preview Day to middle school; Collaboration with district, LEAP Tampa Bay to promote test prep, early enrollment
- **Ongoing review of admissions process:** Elevating GPA as a predictor of college readiness; prior discipline review process; revising scholarship outreach to attract more diversity in scholarship (e.g., Tradition of Excellence)
- **Aligning existing diversity and retention efforts:** Connecting strategic plan goals to the actions proposed and sponsored by various USF groups (BLN, Black Student Union, DIEO, IBL, Faculty Senate, etc.)
- **Sustained Board support and institutional governance:** Standing review (scorecard) tracking USF, regional outcomes with respect to local college readiness, enrollment, retention, and graduation.

Given multiple, significant institutional changes, the committee, with proper support, is well poised to facilitate and stabilize a variety of ongoing efforts

In the past 12 months, USF has:

- Consolidated into a single campus, reconciling admissions practices and requirements of three previously, separately accredited institutions (**July 2020**)

- Established a research fund to support multidisciplinary studies of systemic racism (**July 2020**)

- Restructured leadership and scope of the university's Diversity, Inclusion, and Equity Office **(March 2021)**

- Approved a ten-year strategic plan, identifying 11 core commitments and engaging hundreds of hours of USF community input **(June 2021)**

Over the last six months, the committee has:

- Engaged student success leadership from multiple campuses to understand best practices that can be adapted to other campuses / communities

- Collaborated with a grant recipient on soliciting study participants and evaluating qualitative data

- Hosted the current Interim Vice President for Institutional Equity to align data collection efforts within and outside of the University

- Developed a shared repository of committee presentations, resources, and supporting data that can serve as an ongoing source of community input

Questions

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