



Board of Trustees Academics and Campus Environment Committee

Monday, November 22, 2021
Time: 9:00am
Microsoft Teams Virtual Meeting

Trustees: Chair Oscar Horton; Tim Boaz, Julia Cunningham,
Lauran, Monbarren, Rick Piccolo, 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 Oscar Horton
- II. Public Comments Subject to USF Procedure Chair Oscar Horton
- III. New Business – Action Items
 - a. Approval of Previous Minutes Chair Oscar Horton
 - i. [August 10, 2021](#)
 - b. [Tenure as a Condition of Employment](#) Senior Assoc. Vice President Haywood Brown
 - c. [Degree Program Productivity Report and Proposed Terminations](#) Vice Provost Theresa Chisolm
 - d. [Career Readiness: Career Hub Update](#) Vice Provost & Regional Vice Chancellor Brett Kemker,
Interim Executive Director Cynthia Gravino
- IV. New Business – Information Items
 - a. [Faculty Tenure: An Overview](#) Provost Ralph Wilcox and
Senior Vice Provost Dwayne Smith
- V. Adjournment Chair Oscar Horton

USF Board of Trustees
ACE COMMITTEE Meeting
August 10, 2021
Meeting Minutes

In attendance

Trustee Oscar Horton (Chair)

Trustee Tim Boaz

Trustee Julia Cunningham

Trustee Les Muma

Trustee Melissa Seixas

Chair Oscar Horton reported that there were no requests for public comments.

New Business - Action Items

a. Approval of the May 25, 2021 Minutes

Having no changes to the minutes, Chair Oscar Horton asked for a motion to approve the May 25, 2021 meeting minutes. Trustee Les Muma moved for approval with a second from Trustee Tim Boaz and item a. The May 25th meeting minutes were approved.

b. Approve Tenure Nominations as a Condition of Employment

Sr. Vice Provost Dwayne Smith Presented.

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

Sr. Vice Provost Dwayne Smith reported on three highly accomplished USF Professors and Dean.

1. Dr. Anthony Rolle – Dean and Professor College of Education

2. Dr. Alexander Staruschenko – Morsani College of Medicine
3. Dr. Jennifer Kue – College of Nursing

Chair Horton questioned the possibility of not hiring the accomplished professors if not approved for tenure by the ACE Committee. If approved, the nomination then goes before the full Board as a consent agenda item for approval.

Trustee Oscar Horton asked for a motion to approve. Trustee Les Muma motioned to approve with a second from Trustee Tim Boaz and item b. The Approval of Tenure nominations as a condition of employment was approved.

c. Amendment to Regulation 6.0021 Student Code of Conduct

AVP /Dean of Students Danielle McDonald Presented.

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, 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.

AVP Dean of Students Danielle McDonald provided a power point presentation- Student Code of Conduct Revisions Fall 2021. The power point highlighted the following:

- Summary of Changes
- Clarifications or Additions to Charges
- Due Process and Notification
- Advisors
- Witnesses
- Expungement Process Updates

ACE Committee Chair Oscar Horton had questions concerning the Code of Conduct for students across the State University System.

Chair Oscar Horton asked for a motion of approval; which was given by Trustee Les Muma with a second from Trustee Tim Boaz and item c. The Amendment to Regulation 6.0021 Student Code of Conduct was approved.

d. USF Textbook & Instructional Materials Affordability Annual Report

USF Library Dean Todd Chavez and Director of the Textbook Affordability Project, Alexander Neff presented.

This requires BOT approval and submission to the BOG by September 30, 2021. 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.

A power point presentation was presented – Textbook and Instructional Material Affordability Report. The power point highlighted the following:

- Data Highlights USF
- Benefits of Buy-In from Faculty
- \$31,145,672 Cumulative Savings 2010 To Date
- Updates and New Initiatives

Trustee Les Muma questioned if all Florida SUS institutions had similar Textbook Affordability Projects. He also questioned USF rankings in dollars saved in comparison to the other Florida Universities.

Mr. Neff commented that all Florida SUS Institutions are required to provide a report on textbook affordability to the BOG. The Board of Governors is working on a proposed metric to standardize the savings.

Chair Horton made comments on cost reduction and questioned what USF has done to make a significant change. Digital books made a significant difference in cost reduction.

Provost Ralph Wilcox made comments that there had been an enormous number of students who have not purchased books, and because of that, it impacted their learning. Today, with this initiative and reduced costs, more students have access and can afford textbooks.

The Provost congratulated Mr. Chavez, Mr. Neff, their teams, and the faculty on their success on this very important initiative.

Chair Oscar Horton asked for a motion to approve which was made by Trustee Les Muma. It was seconded by Trustee Tim Boaz and item d. The USF Textbook & Instructional Materials Affordability Annual Report was approved.

e. AISO 5-Year Evaluation Review and FIO Annual Report

Dr. William Monty Graham, Director of the Florida Institute of Oceanography Presented.

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), and 2021- 2025 FIO Strategic Plan prior to the BOG's review.

A power point presentation was provided – Florida Institute of Oceanography, Academic Infrastructure Support Organization. The Power point highlighted the following:

- FIO Academic Infrastructure Support Organization
- FIO AISO - Vision and Mission Refinement 2021 – 2025
- Strategic Goals and Guiding Principles
- 4- Goal Areas-1. Operations 2. Supporting Education 3. Supporting Research
4. Supporting Business Engagement
- FIO AISO – 2020-21 Annual Report

Chair Oscar Horton questioned if this is a break-even business then asked for examples of what FIO and AISO are doing as it relates to diversity and inclusion.

Dr. Graham commented that FIO is in the process of discussing the receipt the nation's only underrepresented minority serving vessel. Working with the MSI partners, the vessel would serve the entire Gulf of Mexico, the Caribbean and the Southeastern United States.

Chair Horton asked for a motion to approve, which was made by Trustee Les Muma, with a second from Trustee Tim Boaz and item e. AISO 5 Year Evolution Review as well as the FIO Annual Report was approved.

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

Provost Ralph Wilcox presented.

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 an opportunity 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.

A power point was provided which highlighted the following areas of modifications.

- Background for Proposed Action
- SUS History & Current Performance on PBF
- PBF Proposed Goals vs. Approved Goals 2020 and 2021 Accountability Plans
- USF PBF 2022 Proposed Goals vs. Approved Goals vs. Actual Performance
- Recommended Action

Trustee Tim Boaz commented on the established Goals. He also had questions pertaining to the adjustment of goals and circumstances five years out.

The Provost commented favorably on the talented team in the Department of Decision Support who track USF goals on almost a daily basis.

BOT Chair Will Weatherford made comments on the incredible performance metrics, which has allowed USF to distinguish itself from other SUS universities. Chair Weatherford thanked Provost Ralph Wilcox and his team on their success in their role of helping to raise the bar, setting high benchmarks, and assisting the University of South Florida in becoming a Preeminent University.

Trustee Tim Boaz commented on a metric pertaining to the Number of Degrees in Areas of Strategic Emphasis. His comments were that increasing its percentage isn't necessarily a good thing in the future.

Provost Wilcox commented on striking the right balance and meeting the needs of our workforce across Tampa Bay and throughout the State of Florida. We have a responsibility to lift all our programs, departments, and colleges to optimal levels of performance; however, we will keep an eye on this metric as we plan for the future.

ACE Committee Chair Oscar Horton asked for a motion to approve. Trustee Tim Boaz moved for approval with a second from Trustee Les Muma and item f. Adjustments to PBF Metrics 1, 8 & 10 (USF 2021 Accountability Plan) was approved.

g. USF SUS Equity Report

Interim Vice President for Institutional Equity, Elizabeth Hordge-Freeman presented.

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.

A power point was provided – USF Equity Report 2019- 2020 Highlights. The power point highlighted the following:

- Undergraduate Enrollment
- First Time in College Enrollment
- Full -Time Transfers Enrollment
- Graduate Enrollment
- FTIC Retention and 6-Year Graduation
- One USF Faculty and Administration
- One USF Faculty Comparison (UF, FSU, & UCF)
- Beyond the Metrics: Strategies and Recommendations

Trustee Oscar Horton made comments that USF is holding steady in numbers in all categories as it relates to the Equity Report. He asked Vice President Hordge-Freeman what do we want to accomplish in the next 5 years?

Vice President Hordge-Freeman explained that outcome specific goals were never articulated as it relates to the Equity Report. With the support of the BOT, and using benchmark data, we're provided with an opportunity to make comparisons and can articulate more specific goals.

Trustee Tim Boaz is in favor of using methodology to determine the appropriate goals for the Equity Report; he also commented on administrative positions that focus on equity.

BOT Chair Will Weatherford said that it was a great presentation, however, it's hard to know where we should set the bar until we know what the facts are. By having this report we will be able to measure, compare, set goals and hold ourselves accountable to those standards.

USF General Counsel Gerard Solis, used emphasis on the word goals. The Accountability Plan and Equity Reports all have goals. That's what we will strive towards. This is part of our institutional values.

Chair Horton commended Vice President Hordge-Freeman on a good and comprehensive presentation. He suggested that we get the Equity Report back on the agenda in the near future.

There was more discussion relating to possibly adding the Equity Report to the USF Dashboard in the future.

Chair Oscar Horton asked for a motion to approve. Trustee Les Muma moved for approval with a second Trustee Tim Boaz and item g. 2021 USF SUS Equity Report was approved.

New Business - Information Items

a. Black Undergraduate Student Enrollment Initiative Update

Vice President for Student Success Paul Dosal presented. This Initiative began in December 2020 when the HELIOS Education Foundation provided USF with a grant to engage in a strategic enrollment planning project designed to boost black student enrollment from the Tampa Bay area. The Office of Student Success partnered with Mr. Anddrikk Frazier of the Black Leadership Network, submitted a proposal, and initiated the process.

The Initiative update was given by President and CEO Integral Energy and Co-Founder of Black Leadership Network, Anddrikk Frazier, and External Strategy Consultant and Researcher Dr. Lincoln Chandler.

Dr. Lincoln Chandler presented a power point -- USF/BLN Student Pathways Committee Summary. The power point highlighted the following:

- The Committee was a diverse and inclusive mix of campus and community leaders

- The Opportunity: Apply USF Principles of Community in collaboration with regional equity goals
- Our Focus: Strengthen local pathways to (and through) USF for Tampa Bay's black HS Graduates.
- Locally the work revealed opportunities to work with community districts and partners to boost application completion and college readiness.
- The work also prompted a closer look at the application review process and diversifying USF pathways and scholarships.
- The incoming USF class reflects an overall increase in local students admitted and enrolled.
- Beyond admissions, committee members have also identified current and future opportunities to support and sustain progress.
- Given multiple significant institutional changes, the committee, with proper support, is well poised to facilitate and stabilize a variety of ongoing efforts.

Dr. Chandler commented that there have been a lot of different institutional changes in the past twelve months. We have been able to accommodate and support these transitions in a meaningful way.

BLN Co-Founder Anddrikk Frazier asked that the Board and the USF Foundation continue to support its work as they move forward. To move forward we must set up realistic goals and benchmarking.

Trustee Oscar Horton questioned if there was a change in the incoming class of black students this semester.

Vice President for Student Success Paul Dosal made comments that the USF Calling Campaign had a tremendous impact on all three campuses in attracting black students.

Trustee Tim Boaz commented that there were questions and concerns as to what would happen to enrollment as we move into consolidation. Trustee Boaz commented that this is manageable, and we should be able to move forward and make progress on this issue.

Vice President Dosal made comments that we want to keep this enrollment initiative a priority for USF. We want to continue to search and acquire new resources and pursue new funding opportunities as well as institutional commitment.

Chair Oscar Horton expressed an interest in making this initiative more formal.

Provost Ralph Wilcox commented that we have an opportunity to build upon the strategic plan that the BOT has approved. The Provost also made comments on the importance of fundraising.

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

Agenda Item: III.b

USF Board of Trustees
December 7, 2021

Issue: Tenure Nomination as a Condition of Employment

Proposed action: Approve Tenure as a Condition of Employment

Executive Summary:

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

Financial Impact:

Strategic Goal(s) Item Supports:

USF Strategic Plan 2013-2018, Goal II

BOT Committee Review Date:

Academic and Campus Environment Work Group – **November 22, 2021**

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

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

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



MEMORANDUM

DATE: December 7, 2021
TO: William 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 – December 7, 2021

College	Name	Rank	Department/ School	Degree of Effort*	Previous Institution	Tenure at Previous Institution
Morsani College of Medicine	Yao Yao, PhD	Associate Professor	Molecular Pharmacology & Physiology	1.0	University of Georgia	Yes
Morsani College of Medicine	Robert Bossarte, PhD	Professor	Psychiatry & Behavioral Neurosciences	1.0	West Virginia University	Yes
College of Nursing	Cheedy Jaja, PhD	Associate Professor	N/A	1.0	University of South Carolina	No *

*Dr. Jaja was tenured Professor at Highline College, Des Moines, Washington 1998-2008

*If less than 1.0 FTE

**University of South Florida
Tenure Nominations as a Condition of Employment****3****MORSANI COLLEGE OF MEDICINE****Yao Yao, PhD**

Dr. Yao joined USF Health, Morsani College of Medicine (MCOM) on August 2, 2021 as Associate Professor with the Department of Molecular Pharmacology & Physiology. Dr. Yao is an international leader in cerebrovascular biology and the pathogenesis of stroke and neurodegenerative diseases. Dr. Yao has made several groundbreaking findings in the area of stroke research. He comes to USF from the College of Pharmacy, University of Georgia where he most recently served as Associate Professor with tenure. He began his academic career as Assistant Professor at the University of Minnesota College of Pharmacy in 2015. Dr. Yao earned a PhD at Stony Brook University in 2011. He completed a post-doctoral fellowship at The Rockefeller University, Laboratory of Neurobiology and Genetics in 2015. He also holds a Master's of Science degree in Pharmacology from Sichuan University, Sichuan, China. Dr. Yao has a strong grant funding, and publication record that began during his doctoral and post-doctoral training. Dr. Yao has published more than 50 journal articles, and currently is the PI on five NIH grants. He has been the invited speaker at numerous national and international conferences. He is the peer reviewer for several American Heart Association and NIH study sections, and serves as Associate Editor and sits on several prestigious journal editorial boards. Dr. Yao has been the recipient of many honors and awards including the Provost International Travel award, and the STaR Young Investigator Award at University of Georgia, and the American Heart Association's Stroke Basic Science Award. Dr. Yao has taught and mentored undergraduate students, doctoral, and post-doctoral students and has served on 21 graduate student advisory committees. The MCOM APT Committee; the Department of Molecular Pharmacology and Physiology Chair; Dr. Charles Lockwood, VP for USF Health; Provost Ralph Wilcox; and Interim President Rhea Law all concur to recommend Dr. Yao for tenure at the rank of Associate Professor.

**University of South Florida
Tenure Nominations as a Condition of Employment****2****MORSANI COLLEGE OF MEDICINE****Robert Bossarte, PhD**

Dr. Bossarte joined USF Health, Morsani College of Medicine (MCOM) on November 8, 2021 as Professor with the Department of Psychiatry & Behavioral Neurosciences. Dr. Bossarte is an accomplished researcher with an established national and international reputation for his work in suicide risk and prevention. He comes to USF from West Virginia University where he served as Associate Professor with tenure in the Departments of Behavioral Medicine and Psychiatry, Epidemiology, and Sociology. Prior to his tenure at West Virginia University, he held Assistant and Associate Professor positions at the University of Rochester School of Medicine and Dentistry, and at the TH Chan School of Public Health, Harvard University. Dr. Bossarte earned a PhD degree in Sociology at the University of Notre Dame in 2004. He holds a Master of Arts degree in Comparative Sociology from Florida International University. Dr. Bossarte has been awarded more than \$19.5 million in external funding as PI, and currently serves as PI and Co-I on several active NIH and VA grants. He has authored or co-authored more than 125 peer-reviewed articles in prestigious journals. Dr. Bossarte has received numerous awards for his research achievements including the Secretary's Award for Distinguished Service from the US Department of Health and Human Services, the Pfizer Award from the American Foundation for Suicide Prevention, and the Foreign Service Award, the Crisis Response Award, and Achievement Award from the US Public Health Service. He has led workshops and national presentations for suicide interventions for veterans and adolescents. Dr. Bossarte has mentored numerous graduate and doctoral students, and has taught courses on epidemiology for public health, data analysis, and global public health perspectives. The MCOM APT Committee; the Department of Psychiatry & Behavioral Neurosciences; Dr. Charles Lockwood, VP for USF Health; Provost Ralph Wilcox; and Interim President Rhea Law all concur to recommend Dr. Bossarte for tenure at the rank of Professor.

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

1

COLLEGE OF NURSING**Cheedy Jaja, PhD, MPH, MSN, MN, MA, PMHNP-BC, APRN, FAAN**

Dr. Cheedy Jaja joined the College of Nursing (CON) in Fall of 2021, at the rank of Associate Professor. He obtained a Ph.D. from Florida Atlantic University in 2001 focused on public policy and public administration and began his program of research and scholarship focusing on sickle cell disease pain, pharmacogenetics, and health care equity in 2008. Over the last two years alone, Dr. Jaja secured a total of \$1,182,681 in NIH research funding. These awards are currently being transferred to USF and are instrumental to increase the CON's Blue Ridge and US News & World Report rankings—both key metrics for the CON and the University at large. Dr. Jaja has published over three dozen scholarly publications, and two book chapters, most as first author; 25 are peer reviewed (15 papers; 10 abstracts). National recognition includes a prestigious Translational Science Research Presentation Award from the NIDDK, Sigma Theta Tau Honor Society of Nursing's Excellence in Nursing Research Award, and the Sickle Cell Healthcare Advocate of the Year Award. He is a Sickle Cell Disease Expert Consultant for the National Anemia Working Group. As a highly accomplished nurse educator and scientist, Dr. Jaja received tenure at Highline College, Des Moines, Iowa in 2002. The CON Tenure and Promotion Committee concluded that he has exceeded the criteria for teaching, research, and service to achieve tenure at the CON. While he did not have tenure during his most recent appointment at the University of South Carolina, his record has improved significantly while at South Carolina, easily justifying his nomination for tenure here. He is the recent recipient of two NIH grants as principal investigator and was inducted into the American Academy of Nursing (an honor held by less than 1% of nurses). Importantly, Dr. Jaja's tenure will address key components of USF CON's strategic plan as well as local needs. First, he fills an urgent need for faculty given the critical nursing shortage in Florida. Second, as an African American male, a demographic profile notably lacking in the nursing profession, he is well-poised to inspire, attract, and mentor diverse nursing students, another key goal for CON and USF. Third, a board certified psychiatric/mental health nurse practitioner, he is uniquely qualified to help USF respond to community calls to reopen our Psychiatric Mental Health nurse practitioner master's in 2023. In sum, Dr. Jaja's eminent scholarship, teaching and service overwhelmingly exceed the USF College of Nursing's rigorous requirements for tenure on appointment at the rank of Associate Professor. This nomination has been reviewed and endorsed by the offices of Vice President Charles Lockwood, Provost Ralph Wilcox, and President Rhea Law.

Agenda Item: III.c

USF Board of Trustees
December 7, 2021

Issue: Degree Productivity

Proposed action: Information Item

Executive Summary:

Annual Report on Degree Productivity.

Related Action Items for termination of degree programs are:

- 13.1004 Education/Teaching of the Gifted and Talented – Master’s
- 13.1013 Education/Teaching of Individuals with Autism– Master’s
- 51.2314 Rehabilitation Science – Research Doctorate

Financial Impact: No financial impact.

Strategic Goal(s) Item Supports: Goal 1: To promote the lifelong success of well educated, highly skilled, and adaptable alumnae / alumni who are life-long learners, lead enriched lives, contribute to the democratic process, are engaged community citizens, and thrive in a dynamic global market.

BOT Committee Review Date: 11/22/2021 ACE

Supporting Documentation Online (please circle):

Yes

No

- Degree Program Productivity 2021 Report.pptx
- Academic Program Productivity Report: All Programs.pdf
- Academic Program Productivity Report: Responses for R-Y Programs.pdf

Prepared by: Theresa Chisolm, Ph.D., Vice Provost for Strategic Planning, Performance & Accountability

Degree Productivity Annual Review

For Summer 2016-Spring 2021

Academic & Campus Environment Committee

November 22, 2021

Theresa Chisolm, Ph.D.

Vice Provost - Strategic Planning, Performance, & Accountability



Principles of Degree Program Review

- Ongoing, systematic, and rigorous **internal review of degree programs every seven years**, or as aligned with specialized accreditation ([FL BOG Regulation 8.015](#) and [USF Policy 10-062](#)), tracking:



Degrees



Enrollments



Placements



Employment



Earnings

- Degree Productivity Review:**
 - Periodic BOG & Annual Internal Review
 - Balancing Degree Productivity Data
 - Across level/type;
 - General Education needs;
 - Research productivity; and
 - Workforce/industry needs

Total Number of Degrees over the Most Recent Five Year-Period		
Degree Level	BOG Threshold	USF Threshold
Bachelor's	30	45
Master's	20	30
Doctoral	10	15

Terminated Degree Programs

Last Five Academic Years (AY 2016-17 to AY 2020-21)

n = 21

Program	Date	Program	Date
Undergraduate (n = 11)		Masters (n = 9)	
05.0102 American/United States Studies/Civilization (T)	Fa 2016	05.0102 American/United States Studies/Civilization (T)	Fa 2016
16.0901 French Language and Literature (T)	Fa 2016	13.1315 Reading Teacher Education (SM)	Su 2017
16.0501 German Language and Literature (T)	Fa 2016	09.0401 Journalism (T)	Fa 2017
16.0902 Italian Language and Literature (T)	Fa 2016	14.0101 Engineering, General (T)	Sp 2018
16.0402 Russian Language and Literature (T)	Fa 2016	52.1501 Real Estate (T)	Sp 2019
16.0905 Spanish Language and Literature (T)	Fa 2016	51.3804 Nurse Anesthesia (T)	Sp 2019
16.1200 Classics and Classical Languages, Literatures, and Linguistics, General (T)	Fa 2016	09.0401 Journalism (SP)	Su 2020
52.0201 Business Administration and Management, General (SP)	Su 2017	13.0101 Education, General (SM)	Su 2020
13.1210 Early Childhood Education and Teaching (SM)	Su 2017	13.1201 Adult and Continuing Education and Teaching (T)	Fa 2020
11.0103 Information Technology (SM)	Su 2020	Doctorate (n = 1)	
52.0601 Business/Managerial Economics (SP)	Su 2020	14.0101 Engineering, General (T)	Su 2018

Note: Terminations prior to July 1, 2020 were at the campus level. BOG Historical Degree Inventory (10/20/20210 shows Tampa campus terminations only.

Campus Legend: T=Tampa; SP=St. Petersburg; SM=Sarasota-Manatee

New Degree Programs

Last Five Academic Years (AY 2016-17 to AY 2020-21)

n = 20

Name	Implemented	Name	Implemented
Undergraduate (n = 12)		Masters (n = 5)	
16.0101 World Languages & Culture (T)	Fa 2016	26.1307 Conservation Biology (SP)	Fa 2017
09.0900 Integrated Public Relations & Advertising (T)	Fa 2018	09.0903 Advertising (T)	Fa 2018
52.1701 Risk Management/Insurance (SM)	Fa 2018	13.0501 Learning Design & Technology (T)	Fa 2018
14.0501 Biomedical Engineering (T)	Sp 2019	52.0203 Supply Chain Management (T)	Fa 2019
27.0304 Mathematics: Computational & Applied (SP)	Sp 2019	51.1505 Marriage and Family Therapy (One USF)	Fa 2020
11.1003 Cybersecurity (T)	Fa 2019		
30.3301 Sustainability Studies (SP)	Fa 2019	Doctoral (n = 3)	
52.0203 Supply Chain Management (T)	Fa 2019	16.0102 Linguistics & Appl. Lang. Studies (T)	Fa 2016
26.0406 Cell and Molecular Biology (One USF)	Su 2020	51.2212 Behavioral & Community Sciences (T)	Fa 2017
26.1302 Marine Biology (One USF)	Su 2020	11.0401 Big Data Analytics (One USF)	Fa 2020
52.0804 Personal Financial Planning (One USF)	Su 2020		
11.0401 Information Science (One USF)	Fa 2020		

Note: Two additional undergraduate programs were added Fall 2021:

14.1401 Environmental Engineering

45.0603 Econometrics and Quantitative Economics

Campus Legend: T=Tampa; SP=St. Petersburg; SM=Sarasota-Manatee

Two Reports

Academic Program Productivity Report: All Programs

Academic Program Productivity Report: Responses for R-Y Programs

CIP Code	CIP Code Title	Degree Level	Total Degrees Awarded Su 2016-Sp 2021	Productivity Status	Program of Strategic Emphasis
College of Arts and Sciences					
03.0104	Environmental Science	Bachelor's	650	●	STEM
		Master's	74	●	STEM
04.0301	Urban & Regional Planning	Master's	45	●	
05.0107	Latin American Studies	Master's	21	●	GLOBAL

CIP Code	CIP Code Title	Degree Level	Total Degrees Awarded Su 2016-Sp 2021	Fall 2021 Enrollment	Productivity Status	Program of Strategic Emphasis	2021 Comments
College of Arts and Sciences							
05.0107	Latin American Studies	Master's	21	4	●	GLOBAL	The program had two unexpected changes in the past two years that caused a loss of momentum. The director appointed in 2018 left for another university in 2020 and the new Director, who is quite passionate about the area, was appointed during the pandemic. The College has added a third graduate stipend to the program and transitioned the recruiting and admissions process to the Director of the Institute for the Study of Latin America and the Caribbean, who is reorganizing the curriculum and promoting faculty involvement. The College is interested in having a thriving program in this important area and once the faculty have developed the projected organization, we will support the program with additional resources for participating faculty and departments.
05.0201	African-American/Black Studies	Bachelor's	26	8	●	GLOBAL	With the renewed energy around improving diversity and promoting anti-racism, enrollments in Africana Studies undergraduate courses have been very strong. The faculty are well positioned to champion these causes and have also created popular new courses around these topics. They are in the process of updating their website to demonstrate success of Africana Studies majors in business and law. They are planning a video working with Innovative Education about Africana Studies to be shared in all AFA courses. They believe that with their renewed efforts to recruit and promote the career opportunities, the number of students enrolled in the program will increase.

Thresholds Based on Total Degrees Awarded Over Five-Year Period	
BOG Performance Threshold: Baccalaureate = 30; Masters = 20; Doctoral = 10	
USF Performance Threshold: Baccalaureate = 45; Masters = 30; Doctoral = 15	
●	Does not meet USF or Florida BOG productivity thresholds for degrees awarded
●	Does not meet USF productivity thresholds for degrees awarded
●	Meets USF and BOG productivity thresholds for degrees awarded

Summary of Results

Level	Red	Yellow	Total	Program of Strategic Emphasis Area					Year over Year Enrollments			
				Education	GAP	Global	Health	STEM	Increase	Equivalent	Decrease	
Bachelor's	1 (1%)	2 (2%)	90			1	2			2	1	
Master's	6 (6%)	11 (10%)	105	5	1	1		3		4	9	4
Doctorate	1 (2%)	2 (4%)	50					1		1	2	
Totals	8 (3%)	15 (6%)	245	5	1	2	2	4		5	13	5

- 61% of the 23 R/Y productivity programs are Strategic Emphasis (PSE)
- Only 5 programs had decreases in enrollments year-to-year; remaining 18 are on track to increase degree productivity
- Greatest challenge is for Master's degree programs

Recommended Actions

- **Termination of two low productivity Master's programs:**
 - 13.1004 Special Education, Gifted
 - 13.1013 Autism Spectrum Disorder and Severe Intellectual Disabilities
- **BOT to recommend to BOG the termination of one Ph.D. program:**
 - 51.2314 Rehabilitation Sciences



University of South Florida

Academic Program Productivity Report

Fall 2021




Includes:

**Degrees Awarded for Academic Years
Summer 2016 - Spring 2021**

Thresholds Based on Total Degrees Awarded Over Five-Year Period

BOG Performance Threshold: Baccalaureate = 30; Masters = 20; Doctoral = 10

USF Performance Threshold: Baccalaureate = 45; Masters = 30; Doctoral = 15

	Does not meet USF or Florida BOG productivity thresholds for degrees awarded
	Does not meet USF productivity thresholds for degrees awarded
	Meets USF and BOG productivity thresholds for degrees awarded

Report Produced by:

Office of Decision Support - Academic Planning

November 22, 2021

CIP Code	CIP Code Title	Degree Level	Total Degrees Awarded Su 2016-Sp 2021	Productivity Status	Program of Strategic Emphasis
College of Arts and Sciences					
03.0104	Environmental Science	Bachelor's	650	●	STEM
		Master's	74	●	STEM
04.0301	Urban & Regional Planning	Master's	45	●	
05.0107	Latin American Studies	Master's	21	●	GLOBAL
05.0201	African-American/Black Studies	Bachelor's	26	●	GLOBAL
05.0207	Women's Studies	Bachelor's	59	●	
		Master's	22	●	
09.0101	Speech Communication and Rhetoric	Bachelor's	1,240	●	GAP ANALYSIS
		Master's	20	●	GAP ANALYSIS
		Doctorate - R	34	●	GAP ANALYSIS
09.0102	Mass Communication/Media Studies	Bachelor's	984	●	
		Master's	73	●	
09.0499	Journalism, Other	Master's	73	●	
09.0702	Digital Communication and Media/Multimedia	Bachelor's	191	●	STEM
09.0900	Integrated Public Relations & Advertising	Bachelor's	276	●	GAP ANALYSIS
09.0903	Advertising	Master's	5	New (Fa 2018)	GAP ANALYSIS
11.0401	Information Science/Studies	Bachelor's	2	New (Fa 2020)	STEM
		Master's	97	●	STEM
16.0101	World Languages & Cultures	Bachelor's	211	●	GLOBAL
16.0102	Linguistics	Master's	53	●	GLOBAL
		Doctorate - R	2	New (Fa 2016)	GLOBAL
16.0901	French Language and Literature	Master's	19	●	
16.0905	Spanish Language and Literature	Master's	31	●	GLOBAL
23.0101	English Language and Literature General	Bachelor's	1,047	●	
		Master's	46	●	
		Doctorate - R	40	●	
23.1302	Creative Writing	Master's	43	●	
23.1303	Professional, Technical, Business, and Scientific Writing	Bachelor's	84	●	
24.0101	Liberal Arts and Sciences/Liberal Studies	Master's	95	●	
24.0103	Humanities/Humanistic Studies	Bachelor's	87	●	
25.0101	Library and Information Science	Master's	442	●	
26.0101	Biology/Biological Sciences, General	Bachelor's	2,443	●	STEM
		Master's	87	●	STEM
26.0102	Biomedical Sciences, General	Bachelor's	3,307	●	STEM

CIP Code	CIP Code Title	Degree Level	Total Degrees Awarded Su 2016-Sp 2021	Productivity Status	Program of Strategic Emphasis
26.0406	Cell/Cellular and Molecular Biology	Bachelor's	0	New (Su 2020)	STEM
		Doctorate - R	28	●	STEM
26.0503	Medical Microbiology and Bacteriology	Bachelor's	172	●	STEM
		Master's	27	●	STEM
26.0911	Oncology and Cancer Biology	Doctorate - R	24	●	STEM
26.1302	Marine Biology and Biological Oceanography	Bachelor's	0	New (Su 2020)	STEM
26.1307	Conservation Biology	Master's	14	New (Fa 2017)	STEM
26.1399	Ecology, Evolution, Systematics and Population Biology, Other	Doctorate - R	12	●	STEM
270101	Mathematics, General	Bachelor's	217	●	STEM
		Master's	34	●	STEM
		Doctorate - R	48	●	STEM
27.0304	Computational and Applied Mathematics	Bachelor's	0	New (Sp 2019)	
27.0501	Statistics, General	Bachelor's	136	●	STEM
		Master's	42	●	STEM
30.0101	Biological and Physical Sciences	Bachelor's	46	●	STEM
30.3301	Sustainability Studies	Bachelor's	0	New (Fa 2019)	STEM
38.0101	Philosophy	Bachelor's	123	●	
		Master's	17	●	
		Doctorate - R	40	●	
38.0201	Religion/Religious Studies	Bachelor's	49	●	
		Master's	23	●	
40.0501	Chemistry, General	Bachelor's	352	●	STEM
		Master's	21	●	STEM
		Doctorate - R	85	●	STEM
40.0601	Geology/Earth Science, General	Bachelor's	161	●	STEM
		Master's	35	●	STEM
		Doctorate - R	29	●	STEM
40.0801	Physics, General	Bachelor's	174	●	STEM
		Master's	32	●	STEM
		Doctorate - R	58	●	STEM
42.0101	Psychology, General	Bachelor's	3,547	●	
		Master's	53	●	
		Doctorate - R	79	●	
42.2813	Applied Psychology	Master's	46	●	
44.0401	Public Administration	Master's	118	●	

CIP Code	CIP Code Title	Degree Level	Total Degrees Awarded Su 2016-Sp 2021	Productivity Status	Program of Strategic Emphasis
45.0101	Social Sciences, General	Bachelor's	773	●	
45.0201	Anthropology	Bachelor's	405	●	
		Master's	72	●	
		Doctorate - R	81	●	
45.0601	Economics, General	Bachelor's	807	●	
		Master's	74	●	
		Doctorate - R	15	●	
45.0603	Econometrics and Quantitative Economics	Bachelor's	0	New (Fa 2021)	STEM
45.0701	Geography	Bachelor's	105	●	
		Master's	15	●	
45.0799	Geography, Other	Doctorate - R	25	●	
45.0901	International Relations and Affairs	Bachelor's	492	●	GLOBAL
		Doctorate - R	22	●	GLOBAL
45.1001	Political Science and Government, General	Bachelor's	897	●	
		Master's	42	●	
45.1101	Sociology	Bachelor's	310	●	
		Master's	20	●	
		Doctorate - R	17	●	
51.1005	Clinical Lab Science/Medical Technology/Technologist	Bachelor's	37	●	HEALTH
54.0101	History, General	Bachelor's	615	●	
		Master's	52	●	
		Doctorate - R	17	●	
College of Behavioral and Community Sciences					
30.1101	Gerontology	Bachelor's	69	●	HEALTH
		Master's	29	●	HEALTH
		Doctorate - R	17	●	HEALTH
42.2814	Applied Behavior Analysis	Master's	254	●	
		Doctorate - R	19	●	
43.0103	Criminal Justice/Law Enforcement Administration	Master's	124	●	
44.0000	Human Services	Bachelor's	418	●	
		Master's	73	●	
44.0701	Social Work	Bachelor's	412	●	
		Master's	595	●	
		Doctorate - R	7	●	

CIP Code	CIP Code Title	Degree Level	Total Degrees Awarded Su 2016-Sp 2021	Productivity Status	Program of Strategic Emphasis
45.0401	Criminology	Bachelor's	1,940	●	
		Master's	75	●	
		Doctorate - R	19	●	
51.0202	Audiology/Audiologist	Doctorate - R	69	●	HEALTH
51.0204	Audiology/Audiologist and Speech-Language Pathology/Pathologist	Bachelor's	1,496	●	HEALTH
		Master's	334	●	HEALTH
		Doctorate - R	17	●	HEALTH
51.0701	Health/Health Care Administration/Management	Bachelor's	39	●	HEALTH
51.1505	Marriage & Family Therapy/Counseling	Master's	0	New (Fa 2020)	HEALTH
51.2212	Behavioral & Community Sciences	Doctorate - R	3	New (Fa 2017)	HEALTH
51.2310	Vocational Rehabilitation Counseling/Counselor	Master's	190	●	HEALTH
Muma College of Business					
11.0104	Informatics	Doctorate - R	0	New (Fa 2020)	STEM
11.0501	Computer Systems Analysis/Analyst	Master's	786	●	STEM
31.0504	Sport and Fitness Administration/Management	Master's	119	●	
52.0101	Business/Commerce, General	Bachelor's	1,349	●	
		Master's	131	●	
52.0201	Business Administration and Management, General	Bachelor's	568	●	
		Master's	1,494	●	
		Doctorate - R	130	●	
52.0203	Supply Chain Management	Bachelor's	8	New (Fa 2019)	STEM
		Master's	0	New (Fa 2019)	STEM
52.0301	Accounting	Bachelor's	1,608	●	GAP ANALYSIS
		Master's	396	●	GAP ANALYSIS
52.0701	Entrepreneurship/Entrepreneurial Studies	Bachelor's	76	●	
		Master's	218	●	
52.0801	Finance, General	Bachelor's	2,201	●	GAP ANALYSIS
		Master's	311	●	GAP ANALYSIS
52.0804	Financial Planning & Services	Bachelor's	1	New (Su 2020)	GAP ANALYSIS
52.0901	Hospitality Management	Bachelor's	191	●	
		Master's	44	●	
52.1101	International Business/Trade/Commerce	Bachelor's	331	●	GLOBAL
52.1201	Management Information Systems, General	Bachelor's	893	●	STEM
52.1401	Marketing/Marketing Management, General	Bachelor's	1,868	●	GAP ANALYSIS
		Master's	210	●	GAP ANALYSIS

CIP Code	CIP Code Title	Degree Level	Total Degrees Awarded Su 2016-Sp 2021	Productivity Status	Program of Strategic Emphasis
52.1499	Marketing, Other (Advertising)	Bachelor's	64	●	
52.1701	Risk Management & Insurance	Bachelor's	12	New (Fa 2018)	GAP ANALYSIS
College of Education					
13.0301	Curriculum & Instruction	Master's	368	●	EDUCATION
		Specialist	61	●	EDUCATION
		Doctorate - R	282	●	EDUCATION
13.0401	Educational Leadership & Administration, General	Master's	344	●	
		Specialist	25	●	
		Doctorate - R	24	●	
13.0501	Educational/Instructional Technology	Master's	29	New (Fa 2018)	STEM
13.1001	Special Education & Teaching, General	Bachelor's	79	●	EDUCATION
		Master's	88	●	EDUCATION
13.1004	Education/Teaching of the Gifted and Talented	Master's	16	●	EDUCATION
13.1013	Education/Teaching of Individuals with Autism	Master's	32	●	EDUCATION
13.1101	Counselor Education/School Counseling & Guidance Services	Master's	140	●	EDUCATION
13.1202	Elementary Education & Teaching	Bachelor's	759	●	EDUCATION
		Master's	160	●	EDUCATION
13.1206	Teacher Education, Multiple Levels	Bachelor's	318	●	EDUCATION
13.1210	Early Childhood Education & Teaching	Bachelor's	99	●	EDUCATION
13.1213	Science, Technology, Engineering, and Mathematics (STEM) Educational Methods	Master's	21	●	EDUCATION
13.1305	English/Language Arts Teacher Education	Bachelor's	161	●	EDUCATION
		Master's	65	●	EDUCATION
13.1306	Foreign Language Teacher Education	Master's	7	●	EDUCATION
13.1311	Mathematics Teacher Education	Bachelor's	103	●	EDUCATION
		Master's	24	●	EDUCATION
13.1314	Physical Education Teaching & Coaching	Bachelor's	202	●	EDUCATION
		Master's	66	●	EDUCATION
13.1315	Reading Teacher Education	Master's	86	●	EDUCATION
13.1316	Science Teacher Education/General Science Teacher Education	Bachelor's	47	●	EDUCATION
		Master's	32	●	EDUCATION
13.1317	Social Science Teacher Education	Bachelor's	122	●	EDUCATION
		Master's	17	●	EDUCATION
13.1320	Trade & Industrial Teacher Education	Master's	31	●	EDUCATION
13.1401	Teaching English as a Second or Foreign Language/ESL language	Doctorate - R	34	●	EDUCATION
31.0505	Kinesiology & Exercise Science	Master's	82	●	STEM

CIP Code	CIP Code Title	Degree Level	Total Degrees Awarded Su 2016-Sp 2021	Productivity Status	Program of Strategic Emphasis
42.2805	School Psychology	Master's	53	●	EDUCATION
		Doctorate - R	36	●	EDUCATION
College of Engineering					
11.0101	Computer and Information Sciences, General	Bachelor's	665	●	STEM
11.0103	Information Technology	Bachelor's	556	●	STEM
		Master's	65	●	STEM
11.0701	Computer Science	Master's	249	●	STEM
11.1003	Cybersecurity	Bachelor's	1	New (Fa 2019)	STEM
14.0501	Bioengineering and Biomedical Engineering	Bachelor's	16	New (Sp 2019)	STEM
		Master's	82	●	STEM
		Doctorate - R	17	●	STEM
14.0701	Chemical Engineering	Bachelor's	638	●	STEM
		Master's	40	●	STEM
		Doctorate - R	17	●	STEM
14.0801	Civil Engineering, General	Bachelor's	532	●	STEM
		Master's	245	●	STEM
		Doctorate - R	42	●	STEM
14.0901	Computer Engineering, General	Bachelor's	269	●	STEM
		Master's	43	●	STEM
		Doctorate - R	69	●	STEM
14.1001	Electrical and Electronics Engineering	Bachelor's	405	●	STEM
		Master's	605	●	STEM
		Doctorate - R	86	●	STEM
14.1401	Environmental/Environmental Health Engineering	Bachelor's	0	New (Fa 2021)	STEM
		Master's	67	●	STEM
		Doctorate - R	20	●	STEM
14.1801	Materials Engineering	Master's	70	●	STEM
14.1901	Mechanical Engineering	Bachelor's	973	●	STEM
		Master's	177	●	STEM
		Doctorate - R	37	●	STEM
14.3501	Industrial Engineering	Bachelor's	348	●	STEM
		Master's	177	●	STEM
		Doctorate - R	18	●	STEM
15.1501	Engineering/Industrial Management	Master's	233	●	STEM

CIP Code	CIP Code Title	Degree Level	Total Degrees Awarded Su 2016-Sp 2021	Productivity Status	Program of Strategic Emphasis
Patel College of Global Sustainability					
30.3301	Sustainability Studies	Master's	390	●	STEM
Office of Graduate Studies					
43.0303	Critical Infrastructure Protection	Master's	607	●	STEM
College of Marine Science					
40.0607	Oceanography Chemical and Physical	Master's	46	●	STEM
		Doctorate - R	45	●	STEM
Morsani College of Medicine					
26.1103	Bioinformatics	Master's	38	●	STEM
26.1201	Biotechnology	Master's	54	●	STEM
26.9999	Biological and Biomedical Sciences, Other	Master's	1,257	●	STEM
		Doctorate - R	70	●	STEM
51.0912	Physicians Assistant Studies	Master's	116	●	HEALTH
51.0913	Athletic Training/Trainer	Master's	137	●	HEALTH
51.1201	Medicine	Doctorate - P	834	●	HEALTH
51.2308	Physical Therapy/Therapist	Doctorate - P	252	●	HEALTH
51.2706	Medical Informatics	Master's	395	●	HEALTH
College of Nursing					
51.3801	Registered Nursing/Registered Nurse	Bachelor's	2,575	●	HEALTH
		Master's	1,192	●	HEALTH
51.3808	Nursing Science	Doctorate - R	20	●	HEALTH
51.3818	Nursing Practice	Doctorate - P	241	●	HEALTH
Taneja College of Pharmacy					
51.2099	Pharmacy, Pharmaceutical Sciences, and Administration, Other	Master's	65	●	HEALTH
51.2001	Pharmacy	Doctorate - P	369	●	HEALTH
College of Public Health					
51.0000	Health Sciences ¹	Bachelor's	4,648	●	HEALTH
51.0701	Health/Health Care Administration/Management	Master's	68	●	HEALTH
51.2201	Public Health, General	Bachelor's	1,341	●	HEALTH
		Master's	1,044	●	HEALTH
		Doctorate - R	107	●	HEALTH
51.2299	Public Health, Other	Master's	87	●	HEALTH

CIP Code	CIP Code Title	Degree Level	Total Degrees Awarded Su 2016-Sp 2021	Productivity Status	Program of Strategic Emphasis
College of The Arts					
04.0201	Architecture	Master's	184	●	STEM
04.0401	Environmental Design/Architecture	Master's	26	●	STEM
13.1312	Music Teacher Education	Bachelor's	94	●	EDUCATION
		Master's	34	●	EDUCATION
50.0301	Dance, General	Bachelor's	76	●	
50.0409	Graphic Design	Bachelor's	99	●	GAP ANALYSIS
50.0501	Drama and Dramatics/Theatre Arts General	Bachelor's	154	●	
50.0701	Art/Art Studies, General	Bachelor's	218	●	
50.0702	Fine/Studio Arts, General	Bachelor's	177	●	GAP ANALYSIS
		Master's	51	●	GAP ANALYSIS
50.0703	Art History Criticism and Conservation	Bachelor's	61	●	
		Master's	24	●	
50.0901	Music, General	Doctorate - R	10	●	
50.0903	Music Performance, General	Bachelor's	57	●	
		Master's	124	●	
50.9999	Visual and Performing Arts, Other	Bachelor's	90	●	
Office of Undergraduate Studies					
24.0101	Liberal Arts & Sciences	Bachelor's	1,051	●	

DRAFT

University of South Florida

Academic Program Productivity Report: Comments

Fall 2021

Includes:



Degrees Awarded for Academic Years

Summer 2016 - Spring 2021

Thresholds Based on Total Degrees Awarded Over Five-Year Period

BOG Performance Threshold: Baccalaureate = 30; Masters = 20; Doctoral = 10

USF Performance Threshold: Baccalaureate = 45; Masters = 30; Doctoral = 15

	Does not meet USF or Florida BOG productivity thresholds for degrees awarded
	Does not meet USF productivity thresholds for degrees awarded

Report Produced by:

Office of Decision Support - Academic Planning

November 22, 2021

Academics & Campus Environment Committee - New Business - Action Items

CIP Code	CIP Code Title	Degree Level	Total Degrees Awarded Su 2016-Sp 2021	Fall 2021 Enrollment	Productivity Status	Program of Strategic Emphasis	2021 Comments
College of Arts and Sciences							
05.0107	Latin American Studies	Master's	21	4	●	GLOBAL	The program had two unexpected changes in the past two years that caused a loss of momentum. The director appointed in 2018 left for another university in 2020 and the new Director, who is quite passionate about the area, was appointed during the pandemic. The College has added a third graduate stipend to the program and transitioned the recruiting and admissions process to the Director of the Institute for the Study of Latin America and the Caribbean, who is reorganizing the curriculum and promoting faculty involvement. The College is interested in having a thriving program in this important area and once the faculty have developed the projected organization, we will support the program with additional resources for participating faculty and departments.
05.0201	African-American/Black Studies	Bachelor's	26	8	●	GLOBAL	With the renewed energy around improving diversity and promoting antiracism, enrollments in Africana Studies undergraduate courses have been very strong. The faculty are well positioned to champion these causes and have also created popular new courses around these topics. They are in the process of updating their website to demonstrate success of Africana Studies majors in business and law. They are planning a video working with Innovative Education about Africana Studies to be shared in all AFA courses. They believe that with their renewed efforts to recruit and promote the career opportunities, the number of students enrolled in the program will increase.
05.0207	Women's Studies	Master's	22	11	●		Women's and Gender studies has a small, but robust, program with growing enrollment over the past three years. While the pandemic slowed the progress of students this past year, based on the graduation applications for this year, the number of degrees awarded looks to return to the 4-5 per year which keeps them at or above the BOG requirements. The addition of a new faculty member this coming year will also help with more student mentoring support.
09.0101	Speech Communication and Rhetoric	Master's	20	10	●	GAP ANALYSIS	The master's program has been kept intentionally small as the majority of the resources are allocated to the larger Ph.D. program. However, the program courses overlap the courses for the Ph.D. and it has been an important feeder program for the Ph.D. Furthermore, enrollment in the master's has increased to 10 each of the past two years. This enrollment will yield 7-9 degrees or more awarded per year and thus maintain BOG required productivity.
16.0901	French Language and Literature	Master's	19	9	●		With stable enrollment of 8-9 students over the past several years, except for 2020 the first year of the pandemic, which resulted in only five students. The enrollment has rebounded to 9 students this past year. The program post-pandemic is expected to continue degree production of 4-6, which will keep it at or above the BOG minimum.
26.0503	Medical Microbiology and Bacteriology	Master's	27	5	●	STEM	This program has been popular with INTO students whose enrollments dropped during the pandemic. The program has also made some curricular changes that will allow students to graduate in two years, which is especially attractive to the international group. Coupled with more marketing of the degree, we expect the enrollment and degree productivity to rebound and remain above the BOG minimums.
26.1399	Ecology, Evolution, Systematics and Population Biology, Other	Doctorate - R	12	32	●	STEM	This once again vibrant program is almost back at full faculty strength with the hiring of several new assistant professors replacing retiring faculty and those lured away to other institutions. With 4 applications for graduation already this fall, the degree productivity will stay well above the BOG minimums and should begin again to increase.
38.0101	Philosophy	Master's	17	0	●		Default degree for strong Ph.D. program. Very few students admitted directly to master's as Ph.D. is the focus. The program has begun providing Ph.D. students who meet requirements to complete their master's degree on the way, which will begin to increase the number of masters degrees awarded.
38.0201	Religion/Religious Studies	Master's	23	12	●		Enrollments in the master's program continue to be strong with 17 and 12 enrollees over the past two years respectively. Department's shift to a focus on two areas, religion and conflict and religion and health, are paying off in student interest. With 2 applications for graduation already this fall, the program looks to easily maintain degree productivity above the BOG minimum.
40.0501	Chemistry, General	Master's	21	5	●	STEM	Default degree for strong Ph.D. program. Very few students admitted directly to masters as Ph.D. is the focus.
45.0701	Geography	Master's	15	5	●		After a loss of faculty and some extended illness, we have stabilized the GIS program, which is the big draw for the Geography Master's program. The new faculty have energized the program and should begin to once again draw a larger cadre of students from the very large undergraduate program. The fact that graduates are highly employable will also help increase enrollments

Academics & Campus Environment Committee - New Business - Action Items

CIP Code	CIP Code Title	Degree Level	Total Degrees Awarded Su 2016-Sp 2021	Fall 2021 Enrollment	Productivity Status	Program of Strategic Emphasis	2021 Comments
45.1101	Sociology	Master's	20	10	●		The enrollments were somewhat lower at 10-11 students than in previous non-pandemic years. With improving conditions and more aggressive recruitment by the Department, we expect the numbers to rebound this year back to the 12-15 range. This would maintain degrees produced at 40 more per year.
51.1005	Clinical Lab Science/Medical Technology/Technologist	Bachelor's	37	67	●	HEALTH	The number of internships at hospitals with medical technology degree accreditation limits the degrees granted per year to about 10. All those achieving degrees are employed in high-value, high paying medical technology positions. The degree productivity is sustainable well above the BOG minimum of 30 per five years.
College of Behavioral and Community Sciences							
44.0701	Social Work	Doctorate - R	7	6	●		The Ph.D. program reopened in Fall 2018, and requires a minimum of two years of coursework. One student is expected to be in candidacy status in Spring 2022. Fall 2020 and Fall 2021 cohorts are progressing through their required coursework in the Ph.D. program.
51.0701	Health/Health Care Administration/Management	Bachelor's	39	12	●	HEALTH	Enrollment in this program was building and discussions were beginning on how to better market this program to incoming undergraduates. We had an especially large number of long-term care administration interns in the spring semester of 2020, a promising sign. The pandemic then shut down nursing homes for several months. All the interns were allowed to complete their internships, so they could get their degrees, largely due to the cooperation of our nursing home partners, who have shown their commitment to this program and other USF projects. However, the pandemic had an especially detrimental effect on nursing homes and their reputations - one that we believe will abate. This program remains an important one that offers promising career opportunities and relatively high starting salaries (\$70K+) for students. We have seen an exponential increase in Aging Sciences minors, some of whom have interest in this program. We are also marketing GEY 3503, which should further help with enrollment. Finally, we plan to make the LTC program accredited in the future.
College of Education							
13.1004	Education/Teaching of the Gifted & Talented	Master's	16	5	●	EDUCATION	The College has decided to terminate this degree program, effective Fall 2022.
13.1213	Science, Technology, Engineering, and Mathematics (STEM) Educational Methods	Master's	21	3	●	EDUCATION	With USF's consolidation, there is an increased emphasis on marketing and recruitment for this program.
13.1306	Foreign Language Teacher Education	Master's	7	7	●	EDUCATION	The coordinator of the program retired. The College has appointed a new coordinator who is focusing on marketing and recruitment of the program.
13.1311	Mathematics Teacher Education	Master's	24	9	●	EDUCATION	The College is reimagining the Secondary Education M.A.T. programs and will work to consolidate the programs into one Secondary Education program. The first phase of this initiative is the consolidation of the undergraduate Secondary Education areas into one degree program. The second phase will emphasize the consolidation of the graduate programs into one master's Secondary Education program.
13.1317	Social Science Teacher Education	Master's	17	13	●	EDUCATION	The College is reimagining the Secondary Education M.A.T. programs and will work to consolidate the programs into one Secondary Education program. The first phase of this initiative is the consolidation of the undergraduate Secondary Education areas into one degree program. The second phase will emphasize the consolidation of the graduate programs into one master's Secondary Education program.

Academics & Campus Environment Committee - New Business - Action Items

CIP Code	CIP Code Title	Degree Level	Total Degrees Awarded Su 2016-Sp 2021	Fall 2021 Enrollment	Productivity Status	Program of Strategic Emphasis	2021 Comments
College of the Arts							
04.0401	Environmental Design/Architecture	Master's	26	2	●	STEM	<p>After a Covid-driven rush of applicants in the summer and fall of 2020, the MUCD program enrollment has fallen off due to multiple reasons. The increase in 2020 was motivated by uncertainty in the architectural job market at the onset of the pandemic. Currently, a robust and well-paying market has temporarily reduced the number of internal candidates.</p> <p>In response the School of Architecture & Community Design has implemented the following actions which have been or will be implemented this year:</p> <ul style="list-style-type: none"> • Faculty involved with both the MUCD program, and the Florida Center for Community Design & Research (the school's research arm) will offer a series of virtual and in-person meetings to discuss the dual degree opportunity for current students. • The Florida Center's grant and contract work offers graduate teaching assistantship opportunities for MUCD students. • SACD will embark on a virtual advertising/recruiting drive on social media platforms and popular search engines. New SACD personnel have already been tasked with this effort. • The SACD has established a site on the St. Petersburg campus with its Urban Design Lab, housed in Harbor Hall, as a satellite space for the Florida Center. • International student recruiting vis-à-vis the USF INTO program had noticeably dropped during the pandemic. We expect this to grow in the coming semesters. • SACD has added personnel to assist with the day-to-day administration and advising of the MUCD program. • The program structure and course offerings have been revised within the bounds of the existing curriculum and access to more faculty is woven into this plan. • We are considering altering the time to degree from 45 to 33-36 credit hours. • In spring 2022 we will host the 2022 Spring Symposium on Urban Practices featuring six USF SACD graduates who have pursued a career in urban design. The six practitioners will offer a range of insights into the opportunities available to Urban and Community Design degree graduates.
50.0703	Art History Criticism and Conservation	Master's	24	11	●		<p>Strategic Actions that have led to recent increased enrollment include:</p> <ul style="list-style-type: none"> • Introduction of the qualifying paper as an option to the traditional M.A. Thesis; • Reduction of standard time in the M.A. program to two years from two and a half or three years; • Increased recruitment efforts and student funding; • Faculty productivity and international visibility play a major role in our recruitment efforts; • Strategic Initiatives to be implemented to further support degree productivity: <ul style="list-style-type: none"> ◦ Investigate the opportunity for future development of a museum/curatorial studies track within the M.A. program; ◦ Hire permanent contemporary art historian; contemporary is in high demand among prospective students; ◦ Consider transferring a faculty member from the St. Petersburg campus to the Tampa campus Art History program. This would increase our offerings and help in recruitment of prospective students. • Additional notes: <ul style="list-style-type: none"> ◦ The pandemic negatively impacted numbers of out-of-state applicants and the numbers of those out-of-state applicants accepting offers of enrollment. ◦ We have had a temporary instructor in the position of contemporary art history for the last three years, reducing ranked faculty teaching in the M.A. program to only four.

Academics & Campus Environment Committee - New Business - Action Items

CIP Code	CIP Code Title	Degree Level	Total Degrees Awarded Su 2016-Sp 2021	Fall 2021 Enrollment	Productivity Status	Program of Strategic Emphasis	2021 Comments
50.0901	Music General	Doctorate - R	10	20	●		<p>With enrollments slowly trending up, and with the recognition that many of our students are working full time and enrolled part time, the Music Education faculty held a late Summer 2021 retreat and agreed to propose some major revision to the School of Music's Ph.D. program. These revisions include:</p> <ol style="list-style-type: none"> 1. The program will be more music-focused, catering more to students with musical backgrounds (as opposed to mixed and broad education backgrounds) by moving two of the three required EDF courses from the College of Education to the School of Music and in this way, music becomes the focus of educational statistical analyses. Furthermore, we are making these two courses 3 credit hours instead of 4, which is in-line with the direction that the EDF courses are taking. The change will bring a slight increase in SCH to the School of Music. 2. Due to the reduction of the two courses from 4 to 3 credits hours, previously mentioned, and the earlier credit hours reduction of 1 credit in the third EDF course, we will propose a new 3 credit hour course in Creativity. This will prepare doctoral students to move from a traditional teacher-centered music teaching mode to a more open-ended learner-centered mode. Historically, creativity has been noted but not practiced widely in the field. This will prepare students to serve as leaders in this field. 3. The program will add an online option for outstanding students who are at a distance. We have received numerous inquiries about such an option, especially in recent years, but we have been unable to offer it. This would allow us to reach those excellent potential applicants who inquire about the program from afar but are not ready to make a physical move to Tampa. This change should help increase the number of students and graduates in the program. 4. The program will provide more opportunities for peer learning, collaboration, and faculty support. Additionally, the program will re-align all MUE courses, so that first- and second-year students will take all except two courses together, which will provide the opportunity and encouragement for students to collaborate more on their research projects. 5. The School of Music will soon start a search to hire a new Ethnomusicologist faculty member. This hire will bring additional possibilities for students interested in a Ph.D. program. <p>With the major revisions highlighted above, we are confident that the program will serve more students, improve its quality, and prepare students to be leaders in the future.</p>

Agenda Item: III.c

USF Board of Trustees
December 7, 2021

Issue: Proposed Termination

Proposed action: Degree Program Termination

Executive Summary: Proposed termination of the Master's in Education/Teaching of the Gifted and Talented in CIP Code 13.1004

The degree program proposed for termination has shown degree productivity levels below the Board of Governor's thresholds. The current continuing students and those students enrolled in Spring 2022 will be provided an opportunity to complete the program. No faculty or staff will be impacted by the recommendation for termination. As per BOG Regulation 8.012 and USF Regulation 3.038, USF's University Board of Trustees (BOT) has the responsibility and authority to approve termination of degree programs at the bachelor's, master's, advanced master's, and specialist levels.

It is requested that the USF BOT approve the termination of the Master's degree program in CIP 13.1004 Education/Teaching of the Gifted and Talented.

Financial Impact: No financial impact.

Strategic Goal(s) Item Supports: Goal 1. To promote the lifelong success of well educated, highly skilled, and adaptable alumnae / alumni who are life-long learners, lead enriched lives, contribute to the democratic process, are engaged community citizens, and thrive in a dynamic global market.

BOT Committee Review Date: November 22, 2021

Supporting Documentation Online (please circle):

Yes

No

- BOG Termination Form for CIP 13.1004 Master's

Prepared by: Theresa Chisolm, Ph.D., Vice Provost for Strategic Planning, Performance & Accountability



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

INSTITUTION: University of South Florida

PROGRAM NAME: Education/Teaching of the Gifted and Talented

DEGREE LEVEL(S): M
(B., M., Ph.D., Ed.D., etc.)

CIP CODE: 13.1004
(Classification of Instructional Programs)

ANTICIPATED TERMINATION TERM: Fall 2022
(First term when no new students will be accepted into the program)

ANTICIPATED PHASE-OUT TERM: Summer 2024
(First term when no student data will be reported for this program)

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

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

The enrollment for this program has been low the last several years. After consultation with faculty, we have determined that termination is the best option forward.

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

The program is offered on the Tampa campus. We do not anticipate that termination of the program will have any effect on enrollment or on the reallocation of resources.

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

Five students remain in the program; the program takes two years to complete by following the schedule of courses. Thus, students enrolled as of Fall 2021 can complete the program by Spring 2024. We will notify students and counsel them one-on-one once we receive termination approval.

Faculty have been involved in discussions about termination since Spring 2021 and are aware of the intent to terminate the program. One faculty member has effort toward this program and will continue to put effort toward the other programs offered in the Department.

- 4. Please provide the date when the teach-out plan was submitted to SACSCOC. Include a copy of the notification letter with your submission.**

The teach-out plan was submitted to SACSCOC on October 27, 2021.

- 5. Provide data (and cite sources) on the gender and racial distribution of students in and faculty affiliated with the program. For faculty, also list the rank and tenure status of all affected individuals.**

According to the College's Office of Accountability and Assessment, there are currently five students in the M.A. in Gifted, all of whom are White females.

There is one tenured professor who is a White female who has effort toward this program and will continue to put effort toward the other programs offered in the Department.

6. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students in the program.

We do not anticipate any negative impact on students because those students currently enrolled in the program will be taught out.

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

This termination request is for a master's program and not a bachelor's program.

DocuSigned by:
Elizabeth Shannessy-Dedrick
5C98282DF35D45D...
Requestor/Initiator

10/19/2021
Date

DocuSigned by:
Elizabeth Hordge-Freeman
419F635D8EEF4F1...
Signature of Campus EO Officer

10/26/2021
Date

DocuSigned by:
R Anthony Rolle
D9F3261D234F40F...
Signature of College Dean

10/26/2021
Date

DocuSigned by:
Ralph Wilcox
959D8089677C491...
Signature of President or Vice President
for Academic Affairs

11/2/2021
Date

Signature of Chair of the
Board of Trustees

Date

Date Approved by the Board of Trustees



Teach-out Plan for the M.A. Program in Special Education, Gifted in the College of Education

Overview:

This two-year program currently enrolls five students, and one student has been admitted into the program for the Spring of 2022. Since this is a two-year program it is expected that all students will complete the program no later than the Spring of 2024. Students who need additional time to complete their M.A. degree program will be allowed to earn an M.A. in Exceptional Student Education. All credits earned while enrolled in the M.A. in Special Education, Gifted will transfer into the M.A. in Exceptional Student Education.

Closure Date:

Students will no longer be admitted into the program after August 8, 2022.

Explanation of how affected parties – students, faculty, and staff – will be informed of the impending closure:

Faculty have been involved in discussions about termination of this program since the Spring of 2021 and are aware of the intent to terminate this low enrollment program. Students will be notified when the program closure is approved by the University of South Florida's Board of Trustees, after which they will receive one-on-one counseling to assure that they successfully complete the program. No staff will be affected by the termination of this program.

Explanation of how all affected students will be helped to complete their programs of study with minimal disruption or additional costs:

A schedule of courses was created that will allow all students to complete their program of study with minimal disruption and no additional costs no later than the Spring of 2024.

Will students subject to the teach-out plan incur additional charges or other expenses because of the teach-out? If so, how will students be notified?

Students subject to the teach-out plan will incur no additional charges or other expenses because of the teach-out.

Has a teach-out agreement been executed with other institutions? If so, attach signed agreement.

A teach-out agreement is not needed. The University of South Florida has the capacity to teach-out all students in the program.

How will faculty and staff be redeployed or helped to find new employment?

No staff will be affected by the termination of this program. One faculty member currently teaches in this program. She is a tenured professor who will teach in the other programs offered by the Department, so she will not be affected by the termination of this program.

OFFICE OF THE PROVOST AND EXECUTIVE VICE PRESIDENT

University of South Florida | 4202 E. Fowler Ave., CGS 401 | Tampa, FL 33620-6100
813-974-2154 | Fax: 813-974-5093 | usf.edu/provost

Agenda Item: III.c

USF Board of Trustees
December 7, 2021

Issue: Proposed Termination

Proposed action: Degree Program Termination

Executive Summary: Proposed termination of the Master's in Education/Teaching of Individuals with Autism (CIP Code 13.1013)

The degree program proposed for termination has shown degree productivity levels below USF's threshold. The current continuing students and those students enrolled in Spring 2022 will be provided an opportunity to complete the program. No faculty or staff will be impacted by the recommendation for termination. As per BOG Regulation 8.012 and USF Regulation 3.038, USF's University Board of Trustees (BOT) has the responsibility and authority to approve termination of degree programs at the bachelor's, master's, advanced master's, and specialist levels.

It is requested that the USF BOT approve the termination of the Master's degree program in CIP 13.1013 Education/Teaching of Individuals with Autism.

Financial Impact: No financial impact.

Strategic Goal(s) Item Supports: To promote the lifelong success of well educated, highly skilled, and adaptable alumnae / alumni who are life-long learners, lead enriched lives, contribute to the democratic process, are engaged community citizens, and thrive in a dynamic global market.

BOT Committee Review Date: November 16, 2021

Supporting Documentation Online (*please circle*):

Yes

No

- BOG Termination Form Masters CIP 13.1013

Prepared by: Theresa Chisolm, Ph.D., Vice Provost for Strategic Planning, Performance & Accountability



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

INSTITUTION: University of South Florida

PROGRAM NAME: Education/Teaching of Individuals with Autism

DEGREE LEVEL(S): M **CIP CODE** 13.1013
(B., M., Ph.D., Ed.D., etc.) (Classification of Instructional Programs)

ANTICIPATED TERMINATION TERM: Fall 2022
(First term when no new students will be accepted into the program)

ANTICIPATED PHASE-OUT TERM: Summer 2024
(First term when no student data will be reported for this program)

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

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

Due to sustained low enrollment in the program, the faculty recommend termination of the program.

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

The program is offered on the Tampa campus. We do not anticipate that termination of the program will have any effect on enrollment or on the reallocation of resources.

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

Twelve students are enrolled in the master's program. The students will be provided a timeline for the remaining courses for the upcoming semesters will be scheduled, such that they may complete the program of study by Spring 2024. Students will be notified and counseled one-on-one, once the termination is approved.

The three faculty members associated with this program will continue to put effort toward other programs offered in the Department. Faculty have been involved in the termination discussions since spring 2021 and are aware of the intent to terminate.

4. Please provide the date when the teach-out plan was submitted to SACSCOC. Include a copy of the notification letter with your submission.

The teach-out plan was submitted to SACSCOC on October 27, 2021.

5. Provide data (and cite sources) on the gender and racial distribution of students in and faculty affiliated with the program. For faculty, also list their rank and tenure status of all affected individuals.

The College's Office of Accountability and Assessment provided data on students' gender and racial distribution. Of the twelve students enrolled, three are Black, one is Hispanic, one is Non-Resident Alien, and seven are White. All twelve are female.

Faculty teaching in the program also teach in other programs in the Department, and include one Black female who is a tenured professor, one White male who is a tenured professor, and one White female instructor. These three faculty members will continue to put effort toward other programs offered in the Department.

6. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students in the program.

We do not foresee any negative impact of the closure of the program on faculty or students in the program.

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

This termination request is for a master's program and not a bachelor's program.

DocuSigned by:
Elizabeth Shaunessy-Dedrick 10/19/2021
5C992B2F56B46D...
Requestor/Initiator _____ Date

DocuSigned by:
Elizabeth Hodge-Freeman 10/26/2021
14DF69ED8EEF4F1...
Signature of Campus EO Officer _____ Date

DocuSigned by:
R Anthony Rolle 10/26/2021
D8F3261D234F40F...
Signature of College Dean _____ Date

DocuSigned by:
Ralph Wilson 11/2/2021
959DB009077C491...
Signature of President or Vice President
for Academic Affairs _____ Date

Signature of Chair of the
Board of Trustees _____ Date

Date Approved by the Board of Trustees



Teach-out Plan for the M.A. Program in Autism Spectrum Disorder and Severe Intellectual Disabilities in the College of Education

Overview:

This two-year program currently enrolls twelve students, and eleven students have been admitted into the program for the Spring of 2022. Since this is a two-year program it is expected that all students will complete the program no later than the Spring of 2024. Students who need additional time to complete their M.A. degree program will be allowed to earn an M.A. in Exceptional Student Education. All credits earned while enrolled in the M.A. in Autism Spectrum Disorder and Severe Intellectual Disabilities will transfer into the M.A. in Exceptional Student Education.

Closure Date:

Students will no longer be admitted into the program after August 8, 2022.

Explanation of how affected parties – students, faculty, and staff – will be informed of the impending closure:

Faculty have been involved in discussions about termination of this program since the Spring of 2021 and are aware of the intent to terminate this low enrollment program. Students will be notified when the program closure is approved by the University of South Florida's Board of Trustees, after which they will receive one-on-one counseling to assure that they successfully complete the program. No staff will be affected by the termination of this program.

Explanation of how all affected students will be helped to complete their programs of study with minimal disruption or additional costs:

A schedule of courses was created that will allow all students to complete their program of study with minimal disruption and no additional costs no later than the Spring of 2024.

Will students subject to the teach-out plan incur additional charges or other expenses because of the teach-out? If so, how will students be notified?

Students subject to the teach-out plan will incur no additional charges or other expenses because of the teach-out.

Has a teach-out agreement been executed with other institutions? If so, attach signed agreement.

A teach-out agreement is not needed. The University of South Florida has the capacity to teach-out all students in the program.

How will faculty and staff be redeployed or helped to find new employment?

No staff will be affected by the termination of this program. Faculty teaching in the program include two tenured professors and one instructor, who also teach in other programs offered by the Department. They will not be affected by the termination of this program.

OFFICE OF THE PROVOST AND EXECUTIVE VICE PRESIDENT

University of South Florida | 4202 E. Fowler Ave., CGS 401 | Tampa, FL 33620-6100
813-974-2154 | Fax: 813-974-5093 | usf.edu/provost

Agenda Item: III.c

USF Board of Trustees
December 7, 2021

Issue: Proposed Termination

Proposed action: Degree Program Termination

Executive Summary: Proposed termination of the Ph.D. in Rehabilitation Sciences, CIP Code 51.2314.

The program was suspended for new admissions in Spring 2019 due to the resignation of several key faculty members. There are currently no students enrolled in the program and faculty have not been recruited for the program. Per BOG Regulation 8.012 and USF Regulation 3.038, USF's Board of Trustees (BOT) has the responsibility and authority to recommend termination of degree programs at the professional and doctoral level to the State University System of Florida's Board of Governors (BOG).

It is requested that the USF BOT recommend termination of the Ph.D. degree program in CIP 51.2314 Rehabilitation Sciences to the B

Financial Impact: No financial impact.

Strategic Goal(s) Item Supports: Goal 1. To promote the lifelong success of well educated, highly skilled, and adaptable alumnae / alumni who are life-long learners, lead enriched lives, contribute to the democratic process, are engaged community citizens, and thrive in a dynamic global market.

BOT Committee Review Date: November 16, 2021

Supporting Documentation Online (please circle):

Yes

No

- BOG Academic Termination form for PhD CIP 51.2314

Prepared by: Theresa Chisolm, Ph.D., Vice Provost for Strategic Planning, Performance & Accountability



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

INSTITUTION: University of South Florida

PROGRAM NAME: Rehabilitation Science

DEGREE LEVEL(S): Ph.D.
(B., M., Ph.D., Ed.D., etc.)

CIP CODE: 51.2314
(Classification of Instructional Programs)

ANTICIPATED TERMINATION TERM: Spring 2022
(Note that the program was suspended Spring 2019)
(First term when no new students will be accepted into the program)

ANTICIPATED PHASE-OUT TERM: Spring 2022
(First term when no student data will be reported for this program)

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

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

The Ph.D. in Rehabilitation Science is being terminated because of the loss of key faculty members who were charged with leadership and teaching within the Ph.D. program.

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

The program was offered through the Morsani College of Medicine on the USF Tampa campus. The program was suspended in Spring 2019, and currently no students are enrolled in the program. Thus, the termination will have no negative impact on enrollment, enrollment planning, or the reallocation of resources.

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

There are no students enrolled in the program and key faculty who were charged with leadership and teaching within the program left and have not been replaced.

- 4. Please provide the date when the teach-out plan was submitted to SACSCOC. Include a copy of the notification letter with your submission.**

Effective Spring 2019, USF suspended the Ph.D. in Rehabilitation Science due to the departures of key faculty who were charged with leadership and teaching within the program and the fact that no students were enrolled in the program. Once the suspension went into effect, USF did not enroll students in the program. In addition, USF was in the midst of becoming a new institution in the eyes of SACSCOC and the new institution did not intend to offer the program. USF did not notify SACSCOC of the suspension, because in 2019, SACSCOC did not require notification of suspensions. It was not until SACSCOC overhauled its Substantive Change Policy in 2020 that SACSCOC formally defined suspensions as terminations and began requiring accredited institutions to submit teach-out plans prior to suspending a program.

- 5. Provide data (and cite sources) on the gender and racial distribution of students in and faculty affiliated with the program. For faculty, also list the rank and tenure status of all affected individuals.**

There are currently no faculty associated with the program and no students enrolled in the program.

6. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students in the program.

There is no negative impact because there are no students enrolled in the program and no faculty are associated with the program.

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

The termination request is for a research doctorate program and not a baccalaureate program.

DocuSigned by:
Douglas Haladay
090E916A237D464...
Requestor/Initiator

11/1/2021
Date

DocuSigned by:
Elizabeth Hordge-Freeman
118F03ED0EEF4F1...
Signature of Campus EO Officer

11/2/2021
Date

DocuSigned by:
Charles Lockwood
C70F300027F2400...
Signature of College Dean

11/2/2021
Date

DocuSigned by:
Ralph Wilcox
930D5000077C491...
Signature of President or Vice President
for Academic Affairs

11/2/2021
Date

Signature of Chair of the
Board of Trustees

Date

Date Approved by the Board of Trustees

Agenda Item: III.d

USF Board of Trustees
December 7, 2021

Issue: House Bill 1261 Section 2. Section 1006.75 Requirements

Proposed action: Implement proposed actions to meet the requirements of HB 1261, Section 2. Section 1006.75, Florida Statutes - State University Career Planning and Information

Executive Summary: Requirement for student registration holds, career readiness training module, and dashboard.

Action Item – seeking BOT approval of proposed plan.

Financial Impact: No financial impact anticipated.

Strategic Goal(s) Item Supports: Goal 1: To promote the lifelong success of well-educated, highly skilled, and adaptable alumnae / alumni who are life-long learners, lead enriched lives, contribute to the democratic process, are engaged community citizens, and thrive in a dynamic global market.

BOT Committee Review Date: November 22, 2021

Supporting Documentation Online (please circle):

Yes

No

Document submitted

Prepared by: Brooke Deen – Executive Administrative Specialist to Dr. Paul Dosal

CAREER READINESS

CAREER HUB UPDATE

Brett E. Kemker, Ph.D.
and Cynthia Gravino
November 7, 2021



CS/HB 1261 (2021)

1006.75 | State university career planning and information Section (3a) Requirements

Requires the adoption of procedures that require incoming undergraduate students connect with career planning, coaching and related programs during the first academic year of the student's enrollment.

To lift the hold and register for classes, each student must:



Register with the university's career center



Complete a **career readiness training module** provided by the career center



Be directed to the **dashboard** established in subsection (1)



Affirmatively indicate that he or she has been provided with the information required under this paragraph and is aware of the employment and wage prospects for his or her declared major.



Requirement 1

Register with the University's Career Center

Proposed Action

Student registration with the Career Center has been implemented through electronic registration in Handshake. The Handshake registration is conducted via the New Student Orientation.

Summary

- Students receive an individual Handshake registration/access at the completion of New Student Orientation
- This registers the student with the Career Center as well as provides the student with access to:
 - Review and apply to jobs on the jobs board
 - Register for attendance at employer events and career fairs
 - Sign up for participation in career literacy workshops



Requirement 2

Complete a Career Readiness Training Module

Proposed Action

Student registration will be implemented utilizing script from IT to identify students

Students matches trigger an automatic hold and registration into the Career Readiness Module.

Students' individual "U" number will enable tracking between the Registrar's office and the Career Services office.

Summary

- (Requirement 2 is mapped in the logic module).
- Full functionality will be completed by August 2022
- A unique hold (CS) will be generated, and the hold will automatically be lifted once students have completed the Career Readiness Module

Career Readiness Module in Canvas

Career Services provides inclusion/exclusion criteria for students to IT

IT builds out script/coding to generate registration holds based on criteria

Students that match required parameters trigger an automatic hold. The hold triggers automatic registration into the Career Readiness module.

Completion of the Career Readiness Module is confirmed by signing the Affirmation Statement in Canvas platform.

Completion of the Affirmation Statement signals Career Readiness Module completion; this triggers Banner to release the registration hold on student account



Requirement 3

Be directed to the dashboard established in subsection (1)

Proposed Action

Students will be directed to the Dashboard being developed by the Board of Governors within the Career Readiness Module and throughout all Career Literacy programming offerings.

Summary

- The Office of Decision Support (ODS) has been providing updates on the timeline and progress the BOG is making with the development of the dashboard.
- Career Services administration has been included with ongoing planning meetings with ODS to ensure compliance



Requirement 4

Affirmatively indicate students have been provided information required under this paragraph and is aware of employment and wage prospects for declared major

Proposed Action

Registration hold placed on student records until completion of Career Readiness Module, and affirmatively indicate students have been provided direction to dashboard and career planning resources

Summary

- Career Readiness Module and Career Literacy Programming will provide students with information and resources on employment and wage prospects for their declared major
- Once completed, affirmation statement must be confirmed by the student

Implementation of Fla Statute 1006.75



Significant Benefit

We can now connect all incoming students with the Career Hub as soon as they arrive

- Ensures they understand **resources available to them**
- Ensures they have access to the **career decision making tools** early
- Creates a **gateway for students** to enter additional career readying activities

With this strong foundation, students will build lifelong relationships with our office!



Agenda Item: IV.a

USF Board of Trustees
December 7, 2021

Issue: Issues Involving Tenure

Proposed action: Approve Issues Involving Tenure

Executive Summary:

Provost Ralph Wilcox and Senior Vice Provost Dwayne Smith will discuss the concept of tenure in higher education. Topics to be briefly presented will include what tenure is and is not, why it is important at present, who is eligible for tenure and how it is obtained, how many faculty achieve tenure, what proportion of the faculty are tenured/tenure-track, and how high levels of performance by tenured faculty is maintained.

Financial Impact: n/a

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

BOT Committee Review Date:

Academic and Campus Environment Work Group – **November 22, 2021**

Supporting Documentation Online (please circle): Yes No

- Faculty Tenure in Higher Education: Frequently Asked Questions
- Faculty Tenure: An Overview

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

Faculty Tenure: An Overview

Academics and Campus Environment Committee
USF Board of Trustees

November 22, 2021



WHAT IS TENURE & WHAT IS IT NOT?

WHAT IS TENURE?

- Tenure is a status earned by faculty after a period of demonstrated and sustained performance excellence at the university, or upon hire with a record of performance excellence that qualifies them for this status.
- Tenure assures faculty members rights to due process designed to protect them from being terminated due to internal or external political interference because of their academic position on matters of controversy and/or areas of their research. It is essential to the promotion of intellectual freedom and viewpoint diversity.
- A scholar with tenure has a contractual right to be terminated only with just cause.

WHAT IS IT NOT?

- Tenure must be earned and is not a guarantee of lifetime employment. The employment of tenured faculty can be terminated for just cause.
- While providing due process, tenure is not absolute protection from employment consequences due to illegal or unethical misconduct, or for non-performance of assigned duties.

WHY IS TENURE IMPORTANT?

- The purpose of tenure is to protect academic freedom, foster broad intellectual pursuits and viewpoint diversity, and promote rigorous and challenging educational and learning environments. Tenure also provides an incentive to talented professionals who may otherwise be lured away by more lucrative jobs in business and industry.
- Tenure is essential to the free, unfettered exchange of intellectual and scientific ideas that historically has made the United States a world leader in creativity and innovation.
- Tenure is an established and expected part of the academic environment in which the best and brightest university professors seek to be employed. Every major university in the United States awards tenure.
- Any university without tenure is at a significant competitive disadvantage in hiring and retaining the top professors from across the nation and around the world.

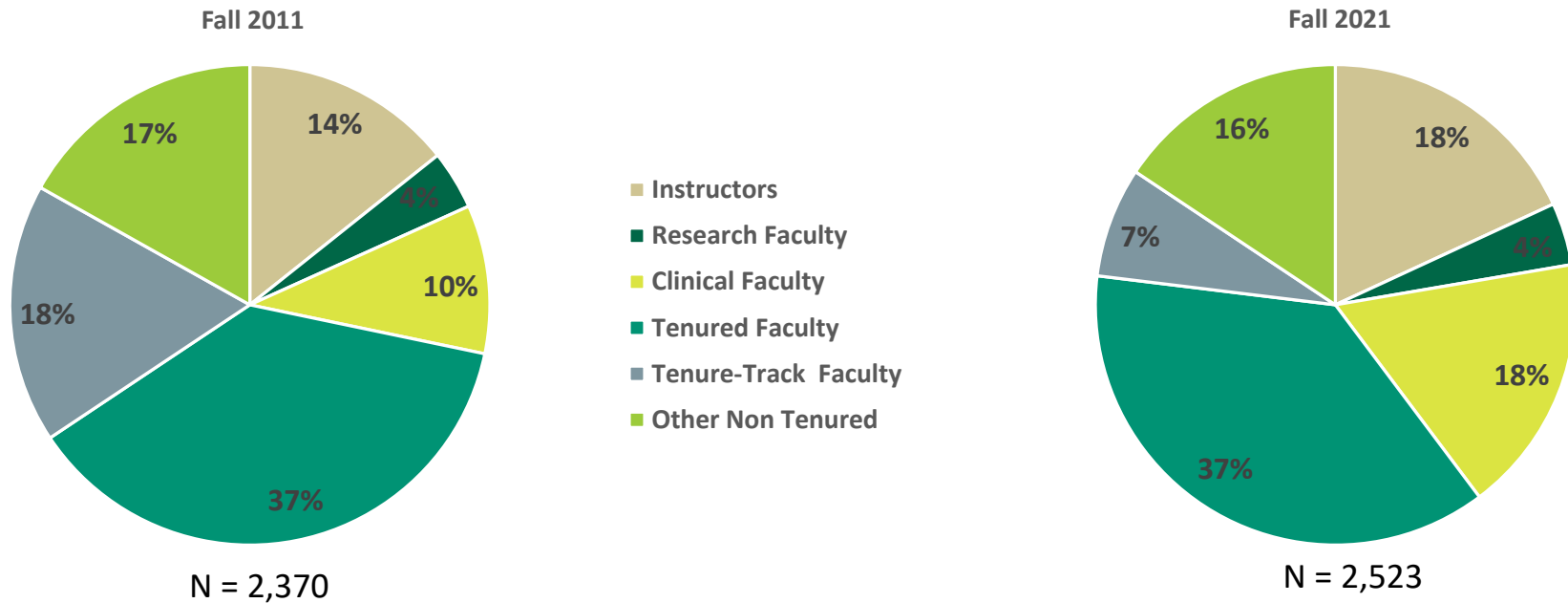
WHO IS ELIGIBLE & HOW DOES A FACULTY MEMBER EARN TENURE?

- A specific set of faculty positions at USF are designated as tenure earning. Professors occupying tenured or tenure-earning positions are expected to demonstrate high and sustained levels of achievement in teaching, research, and various areas of service.
- Tenure-earning faculty members undergo a rigorous and sustained process of evaluation at multiple independent levels throughout their probationary period. Not all candidates on the tenure-track are recommended for, or are awarded, tenure.
- At the end of the probationary period, the culminating process (usually spanning a period of nine months and including both internal and external reviews) results in a recommendation on the awarding of tenure. Successful candidates must be recommended by the President and approved by the Board of Trustees.
- Alternatively, individuals with records of significant accomplishment may be hired into the university at advanced rank with tenure. They must meet, or preferably exceed, the scholarly record of faculty members holding the rank to which they are being appointed.

HOW MANY USF FACULTY EARN TENURE? AN ANALYSIS OF ASSISTANT PROFESSOR COHORTS 2011-2015 (N = 202)

Outcome	Percentage
Earned tenure	50.0%
Not yet tenured	8.4%
Denied tenure	4.0%
Non-renewed before tenure decision	4.5%
Left for another job because of tenure concerns	2.5%
Took position at another Research 1 University	15.8%
Took position at another non-Research 1 University/College	5.9%
Resigned and transitioned to a non-academic job (agency, industry)	5.5%
Resigned for personal reasons, no immediate job, usually family-related	3.5%

WHAT PROPORTION OF USF FACULTY HAVE EARNED TENURE?



HOW DOES USF ENSURE HIGH & SUSTAINED LEVELS OF PERFORMANCE FOLLOWING THE AWARD OF TENURE?

- Faculty members who have earned tenure are evaluated on an annual basis. These systematic annual appraisals of assigned duties form the basis of the “Sustained Performance Evaluation” that determines a professor’s eligibility for salary enhancements and, if at the rank of Associate Professor, for future promotion to Full Professor.
- At USF, the “Sustained Performance Evaluation” is codified in Article 10.3.B of the *University of South Florida – United Faculty of Florida Collective Bargaining Agreement*. Consistent performance below satisfactory in one or more areas of assigned duties shall lead to the implementation of a performance improvement plan. Unsuccessful efforts at meeting the expectations of a performance improvement plan can lead to termination for just cause.
- USF is considering whether the current process for comprehensive periodic review of tenured faculty should be revisited and possibly revised.

In Pursuit of Excellence:

Our Best Years Are to Come



UNIVERSITY of
SOUTH FLORIDA