



Board of Trustees

Tuesday, September 8, 2020
Microsoft Teams Meeting - 9:30 AM – 12:30 PM
A G E N D A

- I. Call to Order and Comments** Chair Jordan Zimmerman
- II. President's Report** President Currall
- III. [WOW! Presentation](#) – Information Technology Leadership during Pandemic**
VP for Information Technology Sidney Fernandes

IV. New Business – Action Items (Minutes and Consent)

- a. FL 101 – Approval of Minutes** Chair Zimmerman
 - 1. [June 2, 2020](#)
 - 2. [June 9, 2020](#)
 - 3. [August 19, 2020](#)

- b. Consent Agenda (FL 102 – FL 113)** Chair Zimmerman

(BOT committee representatives may address approved items listed below. UFF representative may address any item that relates to terms and conditions of in-unit faculty employment.)

Board members should notify the Assistant Corporate Secretary of any items they wish to be pulled from the Consent Agenda 48 hours prior to the meeting. Items pulled will be discussed and voted on separately after the remainder of the consent agenda is approved.

Governance Committee Approved Items

FL 102 – [Approval of President's Goals](#)

FL 103 – [Approval of DSO Board Member for USF Institute of Applied Engineering](#)

FL 104 – [Approval of DSO Board Members for USF Foundation](#)

FL 105 – [Approval of DSO Board Members for USF Research Foundation](#)

FL 106 – [Approval of Sarasota-Manatee Campus Board Members](#)
Academics and Campus Environment Committee Approved Items

FL 107 – Approval of Tenure as a Condition of Employment

FL 108 – Approval of Textbook & Instructional Materials Affordability Annual Report

FL 109 – Approval of USF 2020 SUS Equity Report

Audit and Compliance Committee Approved Items

FL 110 – Approval of Revised Compliance & Ethics Charter

FL 111 – Approval of Revised Compliance & Ethics Program Plan

FL 112 – Approval of FY21 Internal Audit Work Plan

Finance Committee Approved Items

FL 113 – Approval of Fixed Capital Outlay Budget

c. New Business – Action Items (FL 114 – FL 116)

FL 114 – Approval of DSO Board Members for Finance Corporation Fell Stubbs

FL 115 – Approval of Ratify the 2020-2023 CBA between the USF Board of Trustees and Service Employees International Union (SEIU) Craig Dawson

FL 116 – Approval of 2020-21 Carryforward Spending Plan Nick Setteducato

V. New Business – Informational Items

a. Enrollment Update Provost Wilcox

VI. BOT Roundtable Discussion Chair Zimmerman

VII. Adjournment Chair Zimmerman

USF Board of Trustees

Full Board Meeting
Tuesday, June 2, 2020
Microsoft Teams
9:30 a.m.
Unofficial Minutes

Chair Jordan Zimmerman convened and welcomed everyone to the regular June meeting of the USF Board of Trustees.

Vice President Cynthia Visot called the roll with all present.

Trustee Sandy Callahan
Trustee Mike Carrere
Trustee Stephanie Goforth
Trustee Michael Griffin
Trustee Oscar Horton
Trustee Deanna Michael
Trustee Claire Mitchell
Trustee Les Muma
Trustee John Ramil
Trustee Byron Shinn
Trustee Charles Torkarz
Trustee Nancy Watkins
Trustee Jordan Zimmerman

Public Comments

There were public comments concerning utilization of black-owned businesses at USF and requests for a disparity study made by the following:

Joe Robinson, Jonathan Graham, Alan Green, Representative Dianne Hart, and Representative Wengay Newton

WOW! Supplier Diversity Annual Update

Assistant Vice President Terry Daniel provided an update on the Office of Supplier Diversity Program. A power point was presented which covered issues on:

- Purpose of USF Office of Supplier Diversity
- Spend Data
- Spend Summary -Direct Spend Classification and Spend Reports
- Procurement - Competed Opportunities – January 2019 – January 2020
- Economic Impact of USF Office of Supplier Diversity

- Strategies to grow African-American, Asian-Pacific and Native American Suppliers

Ms. Daniel noted that additional milestones and highlights of the Supplier Diversity program has been included in the Trustee members packages. She made five recommendations to the Board for consideration:

1. Require Deans, Directors and all USF major colleges and administrative departments to report their quarterly diverse business spending by category directly to the USF Office of Supplier Diversity.
2. Include supplier diversity on the President's Cabinet meeting agenda for updates. A score card will be provided by the Office of Supplier Diversity outlining performances of colleges and administrative departments.
3. Establish a one quote requirement to ensure that at least one diverse owned firm is considered for all purchases between \$25,000 up to \$74,999.99.
4. For every opportunity \$75,000 and above, mandate that there must be a designated place in a voting capacity on a selection committee and negotiation team for a member of Supplier Diversity staff. In addition, for every contract over \$1 million require the direct contracted partner to participate in our tier two utilization program. This initiative should also include USF Health and Athletics.
5. Compete specific areas of USF Spend especially in facilities and construction to diverse suppliers only.

Chair Jordan Zimmerman requested that President Currall and his team meet with Ms. Daniel and her team, to discuss the goals and objectives; and to create a plan for further growth at USF in a more responsible way.

President Currall reaffirmed USF's commitment to the Office of Supplier Diversity and has plans to examine, follow up and take action, on each of the goals and recommendations that were provided.

President's Report

President Currall provided a power point which covered recent accomplishments and key highlights:

- First in Florida – Highest score among other SUS in Performance Based Funding; first for percentage of Bachelor's Degrees and Graduate Degrees awarded in programs of strategic emphasis; achieved the highest possible rating for four year graduation rates; among the top three universities for student placement in employment or graduate school one year after graduation.
- A successful year – As of June 2nd, nearly \$107 million in total gifts, including in-kind and commitments. The President commended Interim VP Noreen Segrest.
- Spring Commencement – first ever virtual commencement for all three campuses; nearly 7500 degrees were awarded; 43 students with a perfect 4.0; 272 students were veterans. There were 15,000 views on YouTube. President Currall commended Paige Geers and Travis Miller on a job well done.

- Consolidation – Our three separately accredited institutions will consolidate on July 1, 2020.
- Principles of Community – Earlier this spring, our Principles of Community was introduced.
- Research Park Building – Groundbreaking was in March for the first new building in the Research Park since 2005.
- Graduate Program Rankings – 18 USF programs are in the top 100 of *U.S. News and World Report*'s 2021 rankings.
- Leader in Innovation – New patent rankings were released this week. The President commended USF Sr. Vice President for Research and Innovation Paul Sanberg. USF is in the Top 10 U.S. Public Universities by number of patents in 2019.
- COVID – 19: USF Impact
- Remote Instruction – Together with USF faculty and staff, Innovation Education and Information Technology transitioned more than 5200 courses to remote instruction in March. President Currall commended Provost Ralph Wilcox and his team and Vice President for Information Technology Sidney Fernandes and his team.
- Research – We have invested nearly \$685,000 in a new Rapid Response Research Grants program.
- Clinical Trials – In connection with TGH, USF health researchers are exploring a range of medications and treatment protocols that could impact the disease at a symptoms level for patients and at the cellular level of the virus.
- Nasal Swabs – Over the span of one week in March, USF Health, working with a leading 3D printing company and New York's largest healthcare provider, developed a 3D printed nasal swab,
- Face Shields – Based on input from health care professionals, a college of Engineering lab was converted into a space for manufactured face shields,
- COVID -19 Fundraising efforts – Consolidated total of \$855,258
- Meeting student needs –Created the USF United Support Fund to help students meet critical needs, including paying rent, buying groceries or covering unexpected educational expenses.
- Student foods pantries on all three campuses have continued to experience high demands.
- USF Heroes – We launched USF Heroes to recognize faculty, staff and students for their contributions to the community in helping those affected by COVID-19.
- Assisting Business Professionals – Muma College of Business offered the online "Post Crises Leadership" certificate course to assist business professionals.
- USF in the News – Over the last five months, local national and international news media have relied on our medical, public health and business experts among others for perspectives regarding COVID-19. Altogether USF has been featured in nearly 4,700 Coronavirus stories in local and national media. The President commended USF Health Sr. Vice President Dr. Charles Lockwood and Dean of the College of Public Health Dr. Donna Petersen.

An award – winning video to show gratitude to our health care providers was shared. *A Dose of Gratitude is an animated video* produced by Professor Wallace Wilson along with other

faculty, students and Alumni from the College of the Arts. Comments in the video were inspired by Provost Ralph Wilcox and Sr. Vice President of USF Health, Charles Lockwood.

Chair Zimmerman commended President Currall and his leadership team on all the incredible work they do for student success.

New Business – Action Items (Minutes and Consent)

FL 101 – Approval of Minutes

March 10, 2020
March 30, 2020
April 16, 2020
May 7, 2020

Having no changes to the minutes, Chair Zimmerman asked for a motion to approve. Trustee Stephanie Goforth moved for approval with a second from Trustee Charles Tokarz and the Minutes were approved unanimously.

Consent Agenda (FL 102 –117)

Trustee Charles Tokarz presented on behalf of the ACE committee. Trustee Tokarz reported that President Currall recommended 30 USF faculty members, across all three campuses for tenure. The ACE Committee recommended approval on all items.

ACE Committee Approved Items

- FL 102 - Faculty Nominations for Tenure, Tampa
- FL 103 - Tenure as a Condition of Employment, Tampa
- FL 104 - Faculty Nominations for Tenure, St. Petersburg
- FL 105 - Faculty Nominations for Tenure, Sarasota-Manatee
- FL 106 – Degree Program Termination, M.A. Adult Education
- FL 107 – Revisions to USF Regulation 3.007: Degree Requirements
Baccalaureate/Undergraduate
- FL 108 – Revisions to USF Regulation 6.0021: Student Code of Conduct
- FL 109 – Revisions to USF Regulation 3.027: Academic Integrity of Students
- FL 110 – Supplemental Educational Plant Survey

Vice Chair Les Muma reported on behalf of the Governance Committee. The Governance Committee unanimously recommended approval on all items.

Governance Committee Approved Items

- FL 111 – Approve USF Institute of Applied Engineering (IAE) Bylaws Revisions
- FL 112 – Approval of USF Health (HSSO) Bylaws Revisions & Approval of Board of Directors
- FL 113 - Approval of Alumni Association Board of Directors
- FL 114 – Approval of Reappointments of Current Campus Board Members
- FL 115 – Approval of Florida Center for Students with Unique Abilities Grant Application
located on the St. Petersburg Campus

Chair Zimmerman reported on behalf of the Finance Committee. The Finance Committee unanimously recommended approval on both items.

Chair Zimmerman announced that he is stepping down as Chair of the Finance Committee and will oversee all committees. Trustee Michael Griffin will serve as the new Chair of the Finance Committee.

Trustee Nancy Watkins had questions concerning the governing documents pertaining to the position of Chair of the Finance Committee.

General Counsel Gerard Solis reported that the verbiage was changed in the governing documents.

Finance Committee Approved Items

FL 116 - 2020-21 Continuation Operating Budget

FL 117 - DSO 2020-21 Annual Financial Plans

UFF President Dr. Arthur Shapiro commented on the difficulties of switching to online teaching. Dr. Shapiro is impressed with all of USF's accomplishments.

Dr. Shapiro commented on a memorandum of understanding (MOU) that went out to faculty members and the administration relating to the COVID pandemic. In its contents, the memo acknowledged teaching from home due to the risk factors and had comments pertaining to the status of tenure faculty members.

Chair Zimmerman asked for a motion to approve the consent agenda. Trustee Mike Carrere moved for approval with second from Trustee Byron Shinn.

New Business – Action Items

FL 118 New Board Appointments for the St. Petersburg campus

President Currall asked General Counsel Gerard Solis to provide an overview of the campus board transition at the St. Petersburg campus.

Mr. Solis presented FL 118 – New Board Appointments for the St. Petersburg campus.

Seven residents of Pinellas County to serve 4-year staggered terms on the Campus Board of the University of South Florida St. Petersburg. A member of the Board of Trustees of the University of South Florida who resides in Pinellas County shall jointly serve as a member of the Board of Trustees and as chair of the campus board. The chair of the faculty senate or the equivalent and the president of the student body of the campus shall serve as ex officio members.

Reappointment

Lawrence Hamilton is a current member of the USFSP Campus Board and is eligible for reappointment. He is an Executive Coach and Adjunct Faculty member with the Center for Creative Leadership affiliate at Eckerd College and a Senior Consultant with living HR, Inc.

New Appointments

Debbie Nye Sembler is a former member of the USF Board of Trustees and former chair of the USF St. Petersburg Campus Board. She also served on the USF Consolidation Task Force. Debbie is an active supporter of educational and civic causes across the Tampa Bay community.

Scott Goyer has spent his career serving the YMCA. Since 2000, he has served as President/CEO of the YMCA of the Suncoast. The YMCA of the Suncoast is a nine-operating unit, \$31 million association, serving over 100,000 men, women and children per year in Central and North Pinellas, West Pasco, Hernando and Citrus Counties.

Chair Zimmerman shared that the new appointments are effective July 2, 2020.

Trustee Stephanie Goforth commented that USF is privileged to have the new and reappointed individuals to the campus boards.

Chair Zimmerman asked for a motion to approve, Vice Chair Les Muma moved for approval with a second from Trustee Stephanie Goforth.

Chair Zimmerman commented that the Sarasota-Manatee campus is currently working on campus board selections and will make recommendations at a future meeting. FL 118 was approved unanimously.

FL 119 – Five-Year Capital Improvement Plan (2021-22/2025-26)

Sr. Vice President for Business and Financial Strategy David Lechner presented FL 119. A 2021/2022 Five Year Capital Improvement Plan power point was presented which highlighted:

- Agenda
- The Purpose – BOG requires a prioritized list of capital projects by July 1
- Point System for PECO Funding – Methodology
- Prioritization List of Capital Improvement Projects (CIP)
- Judy Genshaft Honors College
- Remodel Bio Science Facility Research Lab (BFS)
- ENR and ENG Remodel
- Academic STEM Facility (SM)
- Oceanographic & Environmental Sciences (OES) & Research Teaching Facility (SP)
- Remodel MHF To Relocate University Police
- Capital Improvement Trust Fund (CITF) Projects
- CIP Transmittal Letter (DRAFT) – Changes from Last Year Capital Improvement Plan
- Next Steps – Approve CIP Pan

Trustee Stephanie Goforth moved for approval, with a second from Trustee Byron Shinn and FL 119 was approved unanimously.

FL 120 – USF Regulation 4.0102 Tuition and Fees

Provost Ralph Wilcox presented. An Amended Regulation was included in the Trustees packets.

The amendment will align USF tuition rates to a single rate of tuition and fees for all USF students initiating enrollment on or after Summer 2020 and a progression to alignment for students enrolled prior to Summer 2020. The amendment is being considered in order for USF to operate as a singly accredited institution after July 1, 2020 in accordance with Florida Statutes. The changes standardize for the newly consolidated USF the fees already in place today at the same rates charged to most USF students during the 2019-2020 Fall and Spring Semester.

Chair Zimmerman commented that USF leadership has been in careful consultation with all stakeholder groups and has gone to great lengths to provide a fair and transparent plan for aligning tuition and fees over time without impacting students who are currently enrolled at any of our campuses. This alignment pertains to any student enrolled on all USF campuses beginning September 2020.

Trustee Mike Carrere moved for an approval with a second from Trustee John Ramil and FL 120 was approved unanimously.

Chair Zimmerman thanked Provost Wilcox and his team for his leadership and dedication to student success.

FL 121 – Energy Performance Savings Contract

Mr. Lechner and Interim Vice President for Administrative Services Chris Duffy provided an overview.

Several major components of chilled and hot water systems at the Central Plant have failed or are at the end of life. These systems need to be modernized to provide reliable air conditioning and heating for research and academic facilities, residence halls, and other facilities. Due to the lack of PECO deferred maintenance funding, Facilities Management is proposing to fund the project using ESPC methodology outlined in Florida Statute 489.145. Cost savings gained via reduced Utilities bills will fund the project in its entirety.

Mr. Lechner is requesting approval from the Board of Trustees to do a feasibility study.

A power point was provided which highlighted:

- A new approach to Central Plant Deferred Maintenance and Modernization
- The Objectives – Why and How

- Public Education Capital Outlay (PECO) Projects – Preliminary Selection Group FY 2020-21
- Central Plant (CPT) – Overview
- Central Plant (CPT) was built in 1960 and is the sixth building built on the Tampa campus
- Central Plant – Current Status
- Hot water system -3 Steam Boilers
- Energy Saving Performance Contract (ESPC)
- Central Plant (ESPC) - \$11 M
- Project Scope – Project Benefits
- Funding Method – Energy Savings Performance Contract (ESPC)
- What is an “ESPC”?
- Particulars of this Project
- The Board Process from this point
- Request Approval to Obtain “Investment Grade Energy Audit”

President Currall commented that it’s important we continue to make appropriate investments in maintaining our infrastructure.

Trustee John Ramil made comments concerning the tremendous improvements with this type of equipment over the years. He also commented on being cautious when selecting the entities that will do the audit and ESPC contract.

Trustee Michael Griffin had questions concerning single procurements in bundled projects and state contracts that may be available.

Trustee Mike Carrere had questions concerning the use of our centralized system and USF being cost conscious.

Chair Zimmerman said that all audit bids should be discussed with Trustee John Ramil first.

Trustee Oscar Horton moved for an approval with a second from Trustee Mike Carrere and FL 121 was approved unanimously.

FL 122 – Police Benevolent Association (PBA) Contract

Craig Dawson, Assoc. General Counsel presented.

The University of South Florida and the PBA reached a tentative agreement on a successor CBA on March 11, 2020. The prior 2016-2019 CBA expired on June 30, 2019. The new contract would be effective upon ratification by both parties and would expire on February 28, 2023. The Board’s standard voting requirements apply to ratification. (USF Board of Trustees Operating Procedures, Article II., F.-G.).

Trustee Mike Carrere moved for approval with a second from Byron Shinn and FL 122 was approved unanimously.

FL 123 – TGH-USF Enhanced Affiliation

General Counsel Gerard Solis presented.

He discussed:

- The original Agreement
- The current Agreement
- Meaningful consultation with the Board of Governors
- Reasons and Risks
- Duration of the Deal
- Three reasons for the change in duration
- Transfer of UMSA

1. Certain legal realities were introduced that align with USF priorities, protecting sovereign immunities for USF doctors.
2. A fifteen year deal that has significant limitations for any one party to have the ability to unwind it.
3. TGH believes that this more narrow scope in duration will help the parties focus on getting legal and operational milestones.

The University of South Florida and Tampa General Hospital tentatively agreed to change the duration of their enhanced affiliation, which is a material change to the terms presented to the Board at the March 10, 2020 meeting.

Management requests that the Board of Trustees approve moving forward with the USF-TGH enhanced affiliation with an 8.5 year duration as opposed to a fifteen year duration, subject to all other prior conditions approved by the Board on March 10, 2020.

General Counsel Gerard Solis is asking the Board of Trustees to approve a change and reduction in duration moving forward on this deal.

Trustee Zimmerman asked if the legal opinion had been obtained.

Based on the last draft to TGH we are satisfied that the legal concerns have been identified. Both USF and TGH parties were committed to making the deal work.

General Counsel Solis commented that USF has had complete transparency with BOG General Counsel Vikki Shirley.

Chair Zimmerman commented that this a very valuable deal for the Tampa Bay region.

Trustee Ramil questioned if both parties are still committed to making the deal work and have there been any changes to their commitment since the agreement in March.

There have been no changes in the dynamics of the agreement among the leadership of both USF and TGH.

Trustee Deanna Michael had a question pertaining to the resolve of the Antitrust provision.

Trustee Nancy Watkins had questions concerning the contract terms and transition as well as the GME programs. Trustee Watkins also questioned changes in the presentation on the anticipated construct of Newco and the participation of both sides. She requested to see changes when they are available.

Trustee Mike Carrere wanted to clarify the survival of the new construct and questioned the impact it will have on the medical school faculty.

Chair Jordan Zimmerman asked for a motion to move forward with the USF-TGH Enhanced Affiliation with an 8 ½ year duration as opposed to a 15-year duration subject to all the other prior conditions approved by the Board of Trustees on March 10, 2020. Trustee Les Muma moved for an approval with a second from Trustee Mike Carrere and FL 123 was approved unanimously.

Vice Chair Les Muma announced that he is stepping down as Vice Chair from the USF Board of Trustees. He will remain as a Trustee until his term expires.

Chair Jordan Zimmerman thanked Vice Chair Muma on his service and on an amazing year. The Chair was happy to know that Vice Chair Muma has decided to stay on as a trustee.

Trustee Nancy Watkins thanked Vice Chair Muma for his service. Trustee Watkins commented that Vice Chair Muma brought great leadership to his role and has made transformational change to USF. Trustee Nancy Watkins nominated Trustee Stephanie Goforth for the position of Vice Chair to the USF Board of Trustees. Trustee Watkins commented that Trustee Goforth will bring a wealth of knowledge and expertise to the position of Vice Chair. Trustee John Ramil second the nomination.

Trustee Stephanie Goforth accepted the nomination for the position of Vice Chair to the University of South Florida Board of Trustees. Trustee Goforth commented that this is an honor and a passion for her to be nominated. She looks forward to serving as Vice Chair and continuing to do more wonderful things for USF.

Trustee Deanna Michael thanked Vice Chair Muma for his leadership as Vice Chair and congratulated Trustee Goforth on her nomination and acceptance as the new Vice Chair and look forward to seeing continued progress of the Board.

Trustee John Ramil thanked Vice Chair Les Muma for all he has done and will continue to do for USF. He congratulated Trustee Stephanie Goforth and is confident that she will do a great job as the new Vice Chair.

Trustee Mike Carrere congratulated Trustee Stephanie Goforth on accepting the nomination as Vice Chair. He commented that Trustee Goforth brings a tremendous amount of passion to the Board which will show in her role as Vice Chair. Trustee Carrere thanked Vice Chair Les Muma for his service and commented that he has been a guiding light for this institution. It was a pleasure to serve with him.

Trustee Stephanie Goforth announced that Trustee Deanna Michael was elected as the new Vice Chair of the Advisory Counsel for the Faculty Senate. Trustee Goforth commented that Trustee Michael has been a great leader on the Board of Trustees and will continue while serving on the Advisory Counsel.

Trustee Mike Griffin commented on the incredible leadership of Vice Chair Les Muma; as well as his admirable passion for Athletics. He thanked Vice Chair Muma for his service and is excited to work with Trustee Goforth in her new role and know that she will make a fantastic Vice Chair.

USF President Steve Currall thanked Vice Chair Les Muma for his contributions to the University of South Florida and commented on the impact that Vice Chair Muma has not only had with the university but also personally. President Currall thanked him for all he's done for USF.

President Currall congratulated Trustee Stephanie Goforth on being selected as the new BOT Vice Chair. President Currall commented that Trustee Goforth has displayed wisdom and great judgement to foster a productive relationship with colleagues at the St. Petersburg and Sarasota-Manatee campuses.

Chair Jordan Zimmerman made comments concerning this is an exciting time to be part of the University of South Florida.

New Business – Information Items

President Steve Currall introduced and welcomed Jay Stroman, Sr. VP for Advancement and Julie Waters, Executive Communications Director.

Sr. Vice President for Advancement and Alumni Affairs and CEO of the USF Foundation, Jay Stroman was most recently at the University of Georgia where he served as Sr. Associate Vice President for Development and Alumni Relations. Jay brings 20 years of highly successful institutional advancement experience to USF.

Vice President Stroman was on the Teams meeting. He looks forward to meeting and working with everyone to help USF to continue to reach new heights.

Executive Communications Director Julie Waters is coming to USF from Cornell University. She will be reporting to University Communications and Marketing Vice President, Joe Hice. She was not on the Teams Meeting today. She will begin at USF July 2020.

BOT Roundtable Discussion

Vice Chair Les Muma commented on the May 14th Governance Committee meeting. Vice Chair Muma comments concerned reviewing the Governance models from other SUS institutions for benchmarking and practices purposes. There was a consensus of the committee that the DSO Oversight should be added to the Governance Committee role. It would be in alignment with the other SUS models.

Trustee Deanna Michael announced that on July 1st the System Faculty Counsel will end and so does her position on the USF Board of Trustees. In August Trustee Michael will be the new Vice Chair of the Advisory Counsel for the SUS Faculty Senates. It's also an Advisory Counsel for the Board of Governors. Trustee Michael commented that it was honor to work with everyone. It's been a phenomenal experience.

Trustee John Ramil made comments that Trustee Michael did an excellent job balancing her role between the faculty and the trustees.

Trustee Stephanie Goforth commended Trustee Deanna Michael on an incredible job serving as a USF Board of Trustees and look forward to her continuing leadership with this organization in her new role.

Trustee Mike Carrere commended Trustee Deanna Michael for taking the faculty representative position to another level.

Vice Chair Les Muma commented that Trustee Michael is Mrs. Muma's favorite trustee and if he were to take classes at USF, he would choose her class.

Trustee John Ramil commended President Steve Currall on an excellent message expressing sadness to the USF community surrounding the deaths of George Floyd and Ahmaud Arbery. Having no further business Chair Jordan Zimmerman adjourned the meeting of the USF Board of Trustees.

USF Board of Trustees

Tuesday, June 9, 2020
Microsoft Teams Meeting
Minutes

Call to Order

Trustee Zimmerman called the meeting to order at 2:00 p.m. and welcomed everyone to the meeting and thanked them for joining. He stated that as the state and country begins to reopen, it was now time to discuss USF's reopening plan for the upcoming Fall semester.

He then asked Dr. Visot to call roll.

The following trustees present:

Trustee Sandra Callahan
Trustee Michael Carrere
Trustee Stephanie Goforth
Trustee Michael Griffin
Trustee Oscar Horton
Trustee Deanna Michael
Trustee Claire Mitchell
Trustee Leslie Muma
Trustee John Ramil
Trustee Byron Shinn
Trustee Charles Tokarz
Trustee Nancy Watkins
Trustee Jordan Zimmerman

He stated that he wanted to hear everyone's feedback regarding this plan that was diligently put together.

New Business – Action Item

FL 101 – Approval of USF's Plan for Fall 2020

Chair Zimmerman introduced President Currall to present the item.

President Currall thanked Dean Donna Petersen and Dean Charles Lockwood for leading this effort and all. He mentioned that they have been working diligently since March 2nd. He stated that there has been a massive effort with people from across all campuses working on this plan. He also noted that this is conservative plan and that it would be easier to relax procedures than make them stricter.

He then shared a presentation that covered the Guiding Principles that were created for the Task Force, the plan's alignment with the blueprint provided by the Board of Governors, the Operational Plan, and the Financial Impacts. These slides further detailed the planning process, recovery support functions, risk assessment, promoting a healthy campus environment, personal responsibility, cleaning and sanitization, student life, housing, athletics, community engagement, prevention and mitigation, screening and testing, exposure assessment and isolation, contact tracing, surveillance approach, and academic program delivery.

He further detailed the financial impacts and closed with a summary and timeline. He stated that the Plan will be submitted to the BOG on June 12th and will be presented on June 23rd. He then asked for questions from the Trustees.

Trustee Byron Shinn inquired about how much other universities in the SUS have shared of their plans. President Currall stated that the UF plan is available and he has been in talks with the UCF president about their plan, but it has not been presented to their trustees. He stated that all plans must be submitted on June 12th so everyone should have access to them all by then.

Trustee Michael Griffin inquired about testing and why USF is not doing more than what was outlined? President Currall stated that what was outlined was intended to mitigate risk and maximize health while still considering feasibility. Dean Petersen shared that there was a lot of time spent talking about testing and that the BOG Reopening Task Force also had a subcommittee on testing. She stated that testing is challenging but that USF would especially be testing people coming from places with high confirmed cases, everyone in housing, and a 10\$ sample of everyone with random samples taken every other week. It was determined that this was the best use of resources and would not create a false sense of security by having everyone tested ahead of time.

Trustee Griffin then asked about the use of masks on campus. Dean Petersen stated that they will be required to be worn in enclosed shared spaces, points of service, wherever people are together and it is challenging to maintain physical distance.

Trustee Deanna Michael shared her praise everyone for caution in phased opening. She stated that it sends good cultural messages to parents and students that this is going to be a safe environment and faculty need to hear that too. She asked when does phase 1 begin? Dean Petersen stated that there is not date, but that it would be gradually worked into and then phase 2 would be quick to follow. Trustee Michael stated that some faculty who are higher risk want to come in earlier and then transition back to working from home when more people are on campus.

Trustee John Ramil stated that this was an enormously complex task and gave much praise to the team for taking it on. He then inquired, what are the main concerns that students and faculty had in putting this plan together and how have those been addressed? Dean Petersen stated that firstly people's concerns have changed as time goes on and experience is gained. She stated that some do not want to come back to campus but some are very eager for the "college experience." Deposits and enrollment are up, people are looking forward to having the campus experience. President Currall shared that he has been doing video conferences with students and they have expressed many different views that he called balanced in complex considerations. Dean Petersen went on to say that faculty completed a survey that produced an almost perfect Bell curve of people who were uncomfortable and very comfortable with coming back to campus, and some are concerned with health conditions as they are in high risk groups. President Currall stated that the process of creating this plan was very consultative.

Trustee Stephanie Goforth stated that USF's plan is more extensive and detailed than other university plans she has looked at, and she commended our team for that. She then asked for thoughts on contact tracing and how USF is able to do that across all three campuses in three different counties.

Director of USF Emergency Management Jen Fleischman stated that her staff attend weekly meetings at county levels (all 3) and work with each other to ensure that campus operations will not conflict with county rules. Dean Petersen stated that contact tracing is a task that is authorized in state statute and only the Florida Department of Health has the authority to conduct contact tracing. She further explained that in

Florida, the model for the Department of Health is that there are not county offices, but rather offices in each county that are ultimately run by the state department so there is good communication and coordination state-wide for contact tracing. She shared that early on the FDH hired 150 OPS to work on contact tracing and about half of them came from the USF College of Public Health. She also stated that they have students available who have volunteered to help as well if needed, but ultimately it would be left to the Florida Department of Health to conduct the contact tracing.

Trustee Gofoth then inquired about where USF would stand legally if a student or faculty member contracts COVID-19 and has an unfortunate outcome. General Counsel Gerard Solis answered that it is tricky but it must be shown that the university had a duty and failed to act on such. He also stated that it will be challenging to say exactly where they may have contracted it from. He stated that the university must be able to show that they were diligent in applying standards and enforcing them to the best of their ability. Liability more focused on response than instance.

Trustee Sandra Callahan asked for thoughts on communicating this plan to students and parents. President Currall stated that there will be a very formal and comprehensive campaign to communicate this information. He then called on VP and Chief Marketing Officer Joe Hice to speak more on the subject. Mr. Hice detailed that there will be a very aggressive social media and email campaign that will continue through the fall. He gave a general outline of how the university will proceed, including a series of posters throughout campus, masks, sanitation procedures, floor traffic stickers, banners, town halls, and more. Communications employees at each campus will do more at each individual campus as well.

Trustee Les Muma asked about how the university plans to police the student body. Counsel Solis stated that this was a complex challenge, but the number one strategy is the public health campaign by showing the students that they have a duty to follow reasonable guidelines. He stated that they will use student rights and responsibilities and faculty when needed, but that they do not plan to rely on university police and will instead be investing time and training to help folks in different areas deescalate conflict if someone does not want to wear a mask or such. He stated that the university needs buy-in from community to enforce the guidelines.

Trustee Nancy Watkins asked what can be done about students who are putting others at risk? Counsel Solis stated that they can be removed from campus or class for not complying, but they are relying on current procedures for disciplining students. Trustee Watkins asked if the consequences will be made aware to the students. Counsel Solis said yes and that there was a chart drafted detailing the rules and consequences. He stated that he did not recommend zero-tolerant behavior, and that regular due process should take place.

Trustee Michael was concerned that it sounded like it is going to fall on faculty to model and mitigate the culture of wearing masks and social distancing. She asked if there will be any training offered for faculty and staff in deescalating if a conflict were to occur. Counsel Solis stated that there will be training available and if that particular person was not trained that the goal is that someone in the building can be contacted to help with the situation but of course if the situation becomes threatening, UPD should be called, as is normal procedure. Dean Petersen further explained that they intend to add classroom expectations to all course materials that will note social distancing and masks. She also mentioned that they will do their best to have masks available for students who may forget. They are working toward finding a place where they can remind and encourage students to put on masks when entering buildings or classrooms so that it does not fall solely on the faculty who have other things to do.

With no further questions or comments, Trustee Zimmerman moved to approve:

The University of South Florida's Plan for Autumn 2020: *Resuming University Operations Amid a Global Pandemic* ("Plan"). The Board further authorizes the President to make nonmaterial changes to the Plan after consultation with the Board Chair. The President shall provide the Board of Trustees with a copy of the final Plan submitted to the Board of Governors on June 12, 2020. Trustee Goforth moved for approval with a second from Trustee Griffin. With no further discussion, the motion passed unanimously.

The meeting was adjourned at 3:38 p.m.

USF Board of Trustees

Tuesday, August 19, 2020
Microsoft Teams Meeting
Unofficial Meeting Notes

Call to Order

The meeting was called to order by Chair Jordan Zimmerman at 9:00 a.m. He welcomed the Trustees and thanked them for joining the meeting.

He then asked Dr. Visot to call roll

The following Trustees present:

Trustee Tim Boaz
Trustee Sandra Callahan
Trustee Michael Carrere
Trustee Stephanie Goforth
Trustee Michael Griffin
Trustee Oscar Horton
Trustee Claire Mitchell
Trustee Leslie Muma
Trustee John Ramil
Trustee Charles Tokarz
Trustee Nancy Watkins
Trustee Jordan Zimmerman

New Business – Action Items (FL 101-102)

FL 101 – Approval of USF Operating Budget

Chair Zimmerman called on President Currall to present the first item.

President Currall thanked Chair Zimmerman and introduced Nick Trivunovich to go over the operating budget with the Trustees.

Mr. Trivunovich reviewed the proposed operating budget. He then reviewed the required FY2020-21 8.5% Budget Reduction Analysis Report. He noted that the amount of this reduction is \$37,705,974. He stated that the document includes possible reduction strategies

based on initial discussion as well as descriptions of the anticipated impacts. Reductions will be finalized through the strategic renewal process, which is currently taking place.

He noted five broad categories where reductions could take place:

- Instruction (\$16,321,865) – 44%
- University Support Services (\$7,694,354) -21%
- Academic Support Services (\$6,069,426) – 17%
- Research (\$4,259,194) – 12%
- Student Services (\$2,361,134) 6%

Trustee Stephanie Goforth expressed concern about some of the items in the document that were suggested, such as reducing travel and freezes, that she stated should have been done months prior. Mr. Trivunovich clarified that some of the items had already been done, but others needed decisions from the strategic renewal to officially take place. He acknowledged that her point was well-taken.

Chair Zimmerman asked that the Trustees be updated every week on the situation, as there is a lot to do and wants to move forward quickly.

Trustee Michael Griffin recommended removing editorial comments from the bullets to have it remain strictly factual.

There was concern from multiple Trustees that USF is behind on saving funds and with cutting the budget and needs to move forward as quickly as possible.

Mr. Trivunovich stated that they have been working on reductions for several months and have asked for recommendations from deans regarding cutting their budgets by 5%, 10%, 12.5%, and 15% and have received their first set of recommendations and expect the second set by the end of the month and will then have discussions around those reports.

Trustee Mike Carrere asked when will the university hear from the BOG and legislature about what the actual budget cuts will be. Mark Walsh estimated around December the legislature will make decisions and they may make a significant cut to the budget. Another unknown Mr. Walsh mentioned was federal budget cuts.

Trustee Ramil suggested instead of the bullet points that were used for the document, instead noting which performance-based metrics are put at risk and strategic goals and objectives that are put at risk to show where USF is likely to suffer from these budget cuts. Trustee Zimmerman stated that this is all being taken into consideration and agrees.

Chair Zimmerman recommended approval of the USF Operating Budget as presented with the expectation that in the next few weeks, there be a look at reductions of 8.5%, 10% and 12-15%, what those are, and how they will affect performance-based funding and preeminence metrics. Trustee Goforth moved for approval with a second from Trustee Carrere. With no further discussion, the motion passed unanimously.

FL 102 – Approval of Memorandum of Understanding with GAU and UFF

Trustee Zimmerman called on Liz Gierbolini, Senior Associate General Council to present the item. Ms. Gierbolini stated that there are two MOUs, one from Graduate Assistants United and one from United Faculty of Florida. She noted that they were prepared when USF was transitioning to remote learning and working and both unions asked that USF's implementations for this transition be put into writing and they are shown in the MOU's presented.

With no questions from the Trustees, Chair Zimmerman asked for a motion for approval, which was given by Trustee Muma with a second from Trustee Carrere. With no further discussion, the motion passed unanimously.

Trustee Zimmerman noted that once these are ratified by their members, the Board will approve the contracts.

With no further business, the meeting adjourned at 9:42 a.m.

IT as a Strategic Asset

Fulfilling the Academic mission during Covid-19

Sidney Fernandes, September 2020





Mission:

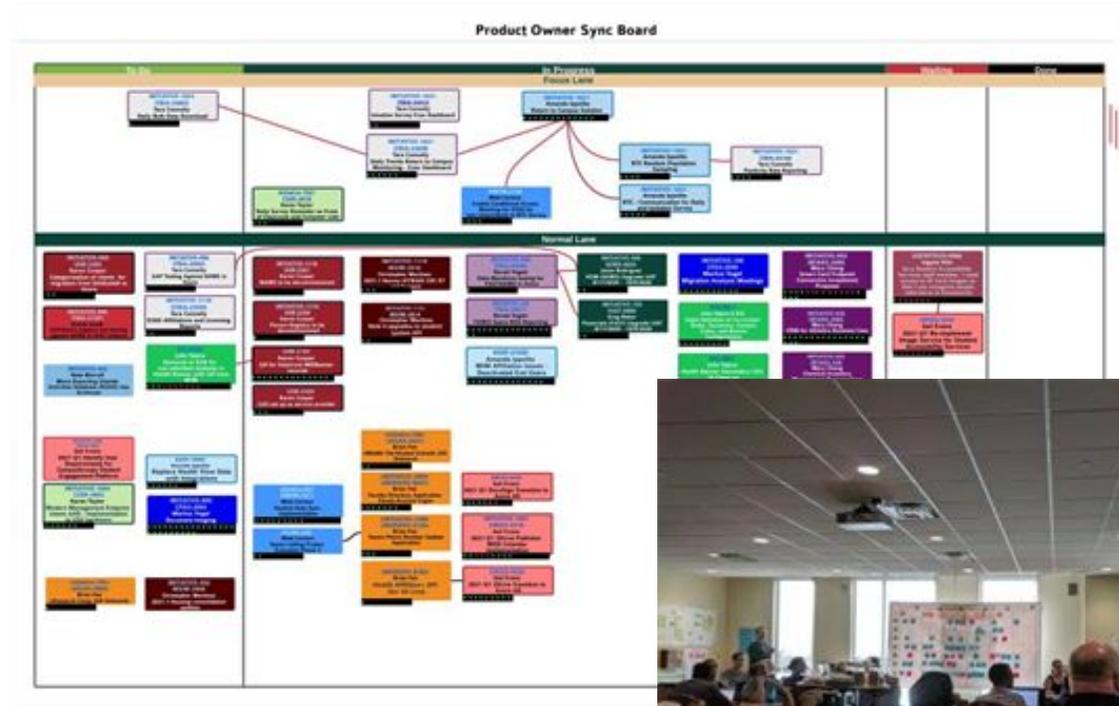
Through a culture of excellence, we partner with our clients to implement innovative and impactful technology across USF.

Vision:

USF IT will lead the use of disruptive technology to achieve USF goals

How we work

- Agile SCRUM teams
 - Team Sprints
 - Bi-weekly delivery
 - Bi-weekly client reviews
- Scaling Agile teams
 - Product owner sync up
 - Scaled Agile Framework (SAFe)
- **Ensuring team focus and alignment to organizational goals**



Transforming digital foundations for the future (Q1-Q3)

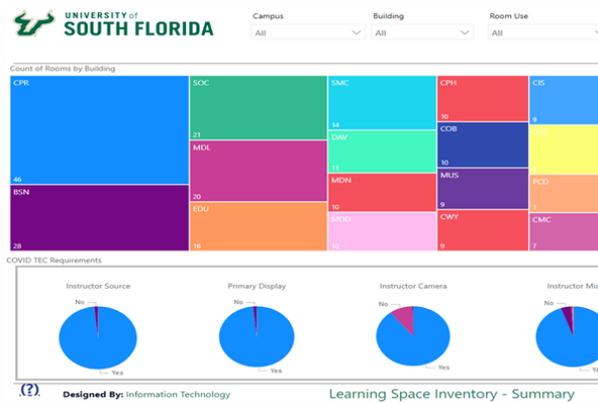
Digital Platform for OneUSF

- **Planning for the OneUSF platform**
 - Consolidation of St Pete email
 - Consolidation of student gmail accounts
- Planning for cloud-based call center software
- Learning space inventory created as part of Digital Ecosystem initiative



Unified communication and collaboration platform

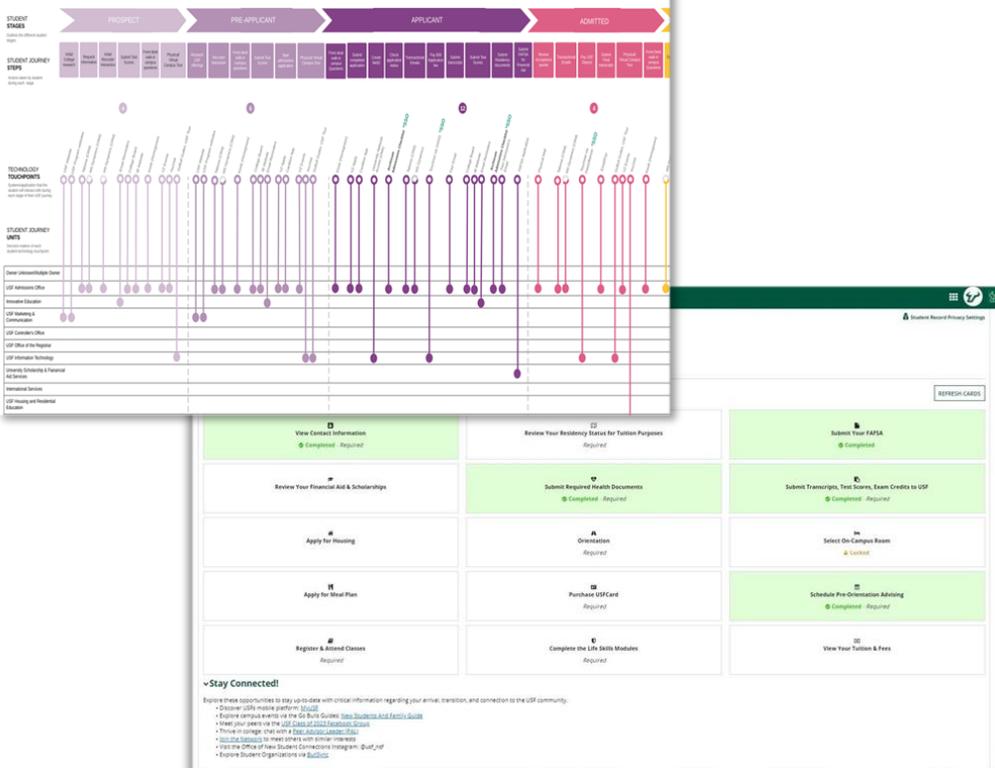
- **Envisioned a modern classroom and workplace technology approach in the new MCOM, in partnership with Microsoft**
- Cloud-based files storage
- Standardized on MSFT Teams
- Consolidation of USF Health Email to OneUSF



Transforming digital foundations for the future (Q1-Q3)

UNDERGRADUATE STUDENT JOURNEY MAP

The following diagram outlines the customer journey for students at the University of South Florida, Tampa campus. Please note that student technology touch points are constantly being added to improve the USF Student experience, as such this is not an exhaustive list of all student technology. Excluding duplicates, there are approximately 72 different technology points for the 8 stages.



Low code platforms for rapid transformation

- Optimize the student digital experience
- Digitized student onboarding
- Digitized advising appointments and case mgt



Focus on Cyber Security

- National Institute of Standards and Technology, based cyber security framework and platform approach to security
- Modernized Identity and Access Management
- Multi-Factor Authentication (MFA) for ERP
- New firewall solution implemented to facilitate increased number of secure remote connections to USF systems

Response to Covid-19



FY19-20 Q4

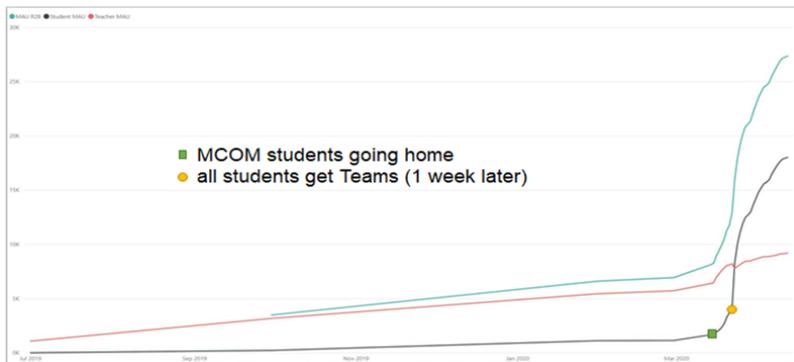
Rapid response to ensure academic continuity

- 56,000 student email accounts moved to **OneUSF platform**
- Enabled lectures delivered via Teams and Canvas on **Unified communications platform**
- **Low code platform Apps** enabled
 - CARES Act request for financial assistance
 - "Drop-in" virtual academic advisor appointment requests
 - App to request S/U grade
- Digital call centers for academic service offices
- **Unified communication and collaboration platform** enabled Virtual orientation

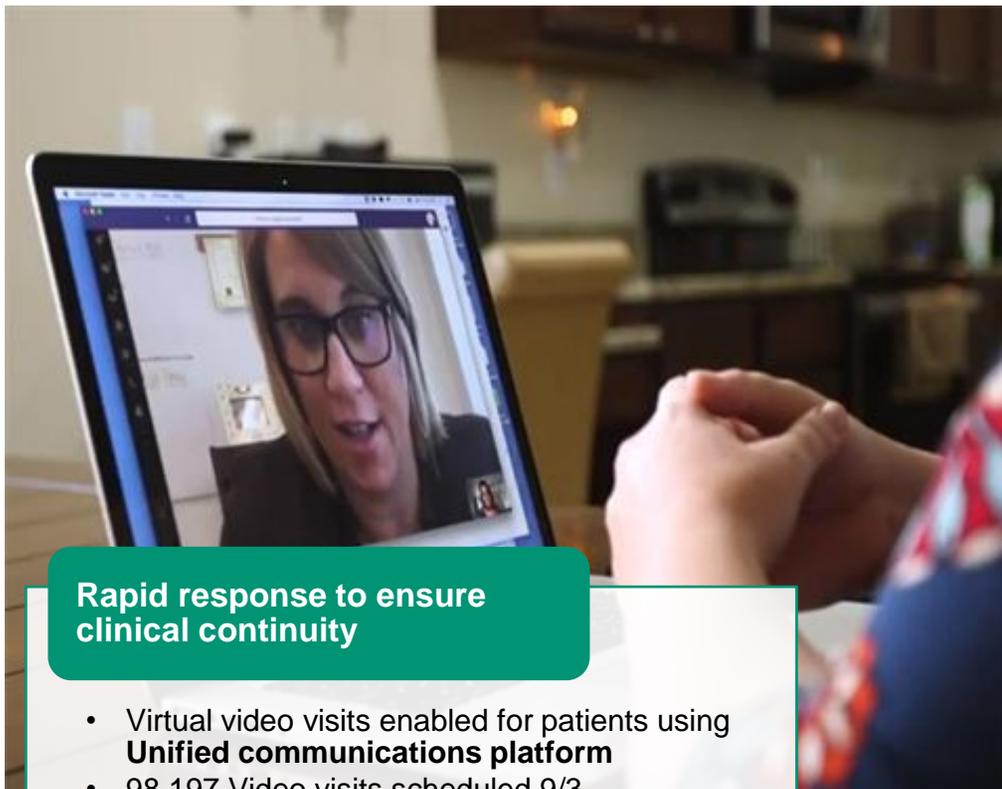


Rapid response to ensure Business operations continuity

- **Enabled unified communication and collaboration platform** on all USF campuses
- Enabled and launched live events to support digital townhalls
- Launched new VPN for **increased cyber security** at scale
- IT Service Desk transitioned to remote support for the USF community with a 500% increase in call



FY19-20 Q4



Rapid response to ensure clinical continuity

- Virtual video visits enabled for patients using **Unified communications platform**
- 98,197 Video visits scheduled 9/3
- 76,624 video visits completed 9/3



Rapid response to ensure research continuity

- Provided HPC and storage resources for Covid-19 research projects

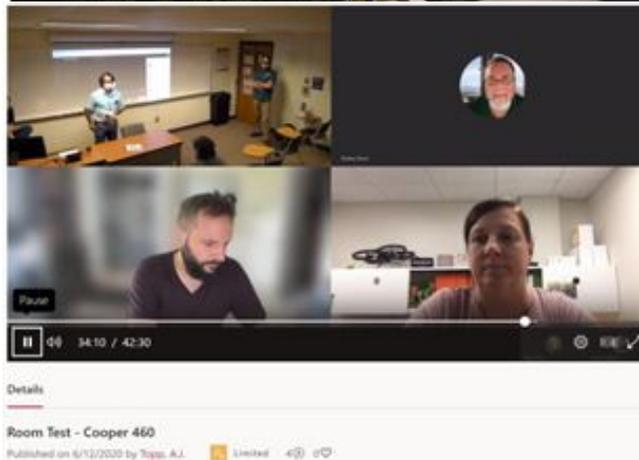
FY20-21 Q1 Preparing return-to-campus

Transform the Student Experience

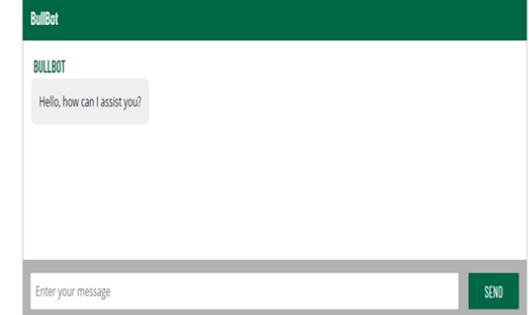
- Banner SIS modified for new flex-hybrid class schedules
- AI chat bot enabled to enhance student **digital experience**
- MS Dynamics CRM platform live for Undergraduate admissions

Remote Teaching and Learning

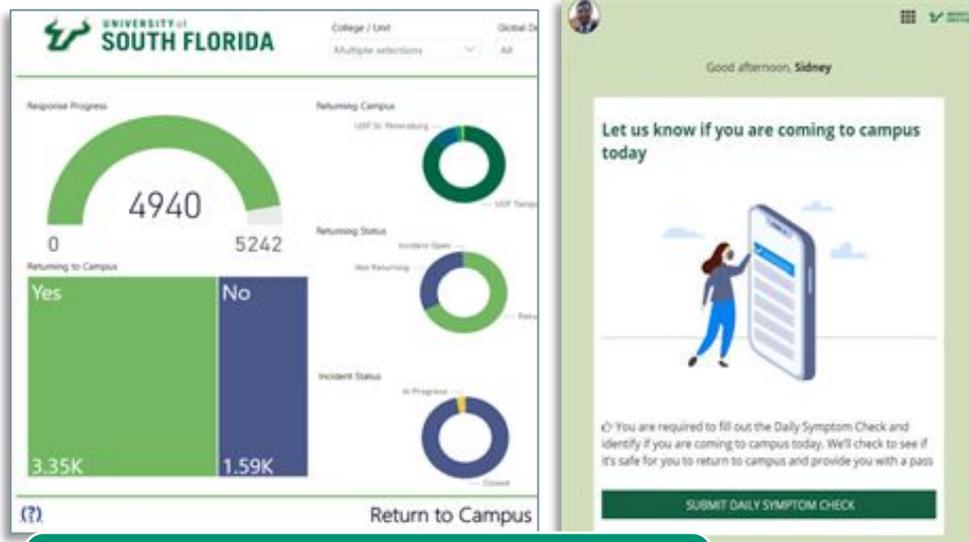
- 400 classrooms outfitted for hybrid instruction using **unified communications platform**
- New single click hybrid instruction capability enabled by syncing of Canvas LMS and MS Teams
- Hired and trained 140 students to support faculty in classrooms



Coronavirus (COVID-19) / Frequently Asked Questions

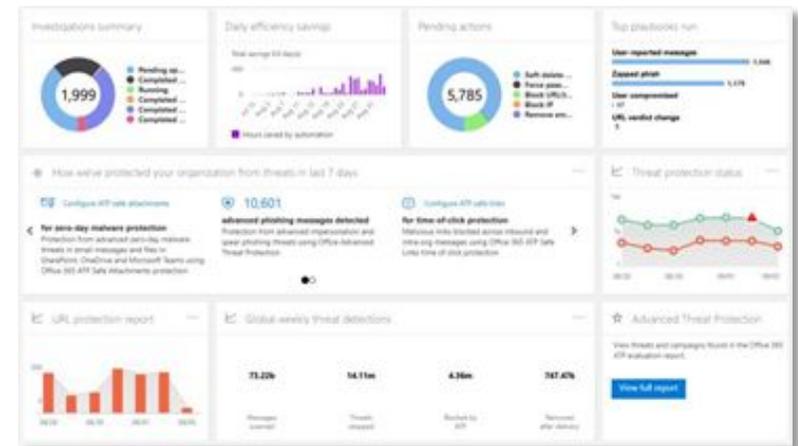


FY20-21 Q1 Preparing return-to-campus



Cybersecurity Posture

- MFA enabled for all USF staff Faculty and students on Microsoft 365 platform
- Enabled new protection to counter email-based threats on Microsoft 365 platform to counter **increased cyber security threat**



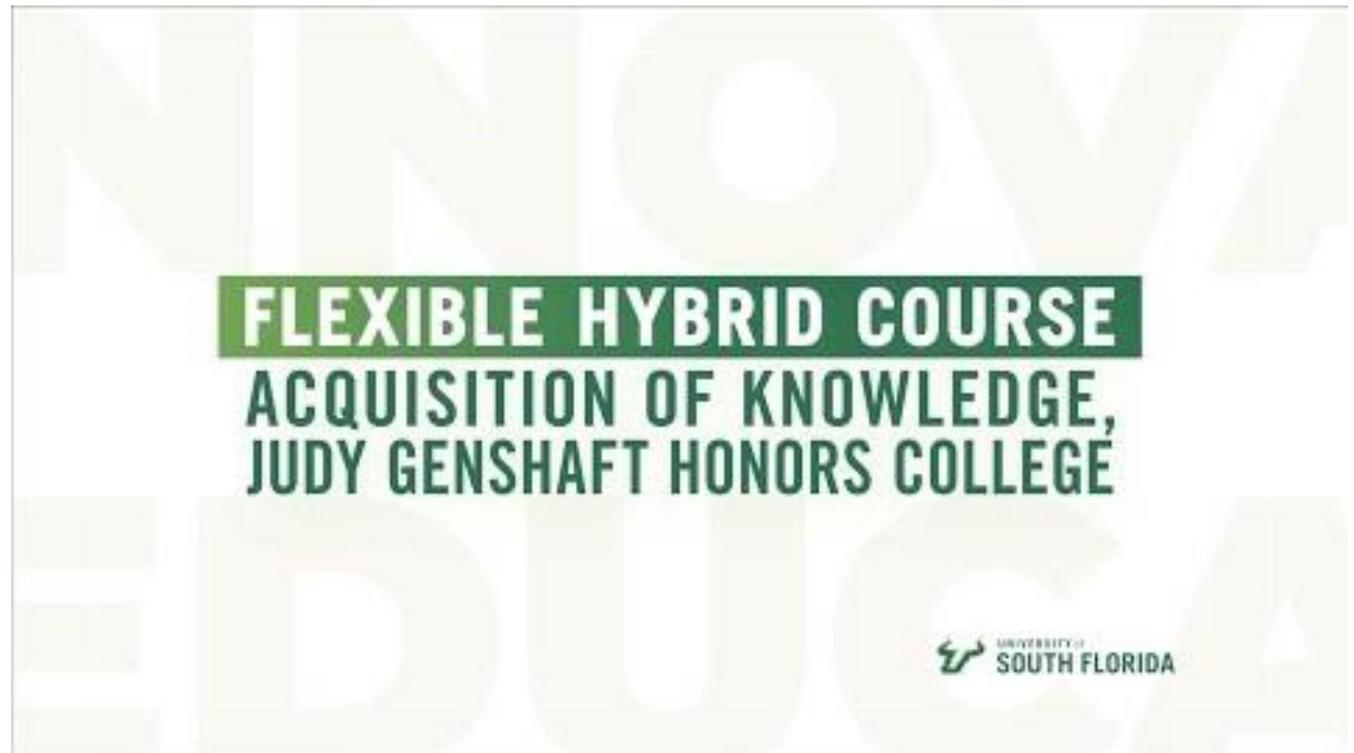
Monitoring and Responding to Covid-19 in partnership with SHS

- Return to campus solution created **on Low code Appian platform**
- Dashboards for monitoring Covid-19 activity on **PowerBI analytics platform**

Partnerships for digital foundation transformation

Strategic IT Partnerships

- Largest MSTEams deployments in Higher Ed (over 50K)
- Influencing Microsoft product strategy and leadership
- Early adopter on Microsoft project that connects LinkedIn data and USF data to provide career advice for students
- Strategic partner in Appian corporations return to Campus Solution
- Continuing partnership with InEd for innovation in the 'new normal'



IT as a strategic asset



Strategic planning, agile culture and a platform approach allowed for rapid release of new digital capabilities required during Covid-19



IT Partnerships paid off



USF was able to continue its academic mission with minimal disruption



USF is well poised for a digital future as significant challenges remain

Thank You



Agenda Item: FL 102

USF Board of Trustees
September 8, 2020

Issue: President's 2020-2021 Goals

Proposed action: Approval of [President's 2020-2021 Goals](#)

Executive Summary:

Per the President's contract: On or before August 15 of each contract year the President shall provide the Board Chair with a list of proposed goals and objectives based upon the University's strategic plan. Once approved by the Board Chair the proposed list of goals and objectives shall be submitted by the President to the Governance Committee of the Board of Trustees for consideration. Following consideration by the Governance Committee, the proposed goals and objectives shall be presented for review and approval by the Board in a special or regularly scheduled Board meeting.

Strategic Goal(s) Item Supports:

Supporting Documentation Online: **Yes**

No

Annual Goals
President, University of South Florida
July 2020-June 2021

Guided by USF's pursuit of comprehensive institutional excellence, and based on input from members of the Board of Trustees, the President's goals for 2020-2021 are intended to continue USF's upward trajectory in prestigious, university-wide state, national and international rankings and performance metrics. In addition to rankings and metrics, USF also has a societal obligation to the citizens of Florida to strengthen the workforce, to promote economic prosperity, and produce graduates who are well-equipped to serve as culturally intelligent and enlightened citizens. USF reaffirms its commitment to serving as a global research university, which includes a deeply-held responsibility to create and disseminate new knowledge based on the process of discovery and on creative activity.

The goals for 2020-2021 should be interpreted in the context of extraordinary fluidity and uncertainty in higher education, the national economy, and in the federal and state political landscape. Wherever practicable, the goals include metrics to enable performance evaluation.

GOAL 1: Research and Innovation

The President will provide overall leadership for and hold the appropriate leader(s) accountable to achieve the following:

- A. Oversee the allocation of resources, key appointments, and employee retention to place USF's ranking in the top 15% in total research proposals and research expenditures for research universities as per the annual NSF Higher Education Research and Development Survey of research institutions' classification.
- B. Oversee the allocation of resources, key appointments, and employee retention to continue to meet or exceed the Florida BOG Preeminence research metrics.
- C. Oversee the allocation of resources, key appointments, and employee retention to advance externally sponsored research to continue to meet or exceed the Florida BOG Key Performance Indicators as reported in the USF Accountability Plan of \$409 million in total research expenditures (2020-21).
- D. Communicate to faculty, staff, and students regarding the importance of further strengthening an innovative culture across all campuses and promoting the intellectual property of faculty, students, and staff to be in the top 25% nationally when compared to other institutions in patents, licensing, and commercialization activities, and grow licensing revenue by at least 10% year over year, using the latest Association of University Technology Managers data.
- E. Increase USF's portfolio of initiatives count (e.g., number of courses and degrees offered, number of student credit hours, number of joint research proposals submitted, number of funded research projects, number of student internships,)

focused on research, education, executive education, and community and corporate engagement in all areas of international, national and homeland security.

GOAL 2: Financial Stewardship

The President will provide overall leadership for and hold the appropriate leader(s) accountable to achieve the following:

A. Budget and Finance

1. Continue progress toward ensuring that a consolidated USF has a balanced budget no later than 30 June 2022. This will involve fully implementing a consolidated budget by 30 June 2021, as well as a 5% strategic budget reduction during this same fiscal year.
2. Submit the required Board of Trustees approved financial package to the Board of Governors, which supports requests for ongoing facilities building projects.
3. Preserve USF's positive bond ratings by Moody's Investor Service and S&P.
4. Maintain or increase the frequency of contacts (number of meetings, phone calls) with government officials at the regional, state, and federal levels to bolster awareness of USF's mission among elected officials.
5. Continue timely and on-budget construction of the new research facility in the USF Research Park.
6. Hold USF's financial and facilities teams accountable for timely and on-budget plans for university facilities (e.g., Student Wellness Center, Genshaft Honors College, Indoor Athletic Performance Facility).

B. Fundraising

1. Raise \$100 million or more in total gifts and commitments for USF.
2. Maintain top quartile (better than 75% of others) ranking in National Association of College and University Business Managers long-term endowment performance ranking.

GOAL 3: Success of the Consolidated "OneUSF"

The President will provide overall leadership for and hold the appropriate leader(s) accountable to achieve the following:

A. Work Environment

1. Ensure implementation of USF's Covid-19 plan for campus safety, as well as an innovative, responsive, and impactful research and educational environment, relative to the present COVID-19 public health challenges.
2. Communicate, through in-person meetings, social media, and virtual town halls, to all USF stakeholders the importance of USF's Principles of Community in reinforcing our commitment to inclusion, civility, open expression, evidence-based deliberations, and vigorous debate to reinforce the leadership and responsibility of USF to create a university community in which all members of the community are treated with respect. These efforts aim to foster a supportive and productive work environment that advances faculty and staff excellence.
3. Based on metrics included in the Office of Supplier Diversity's annual report, hold the Office's leadership accountable for increased spending with under-represented minority-owned businesses. Hold vice presidents, deans and department chairs accountable for increased spending with such businesses.
4. Continue the consolidation process of USF's three campuses including:
 - a. Implement strategic planning processes and support systems (e.g., information technology, consolidated business/budget and finance).
 - b. Complete integrated branding and marketing plans.
 - c. Implement student services (e.g., tutoring, victim advocacy programs, clinical and mental health support) and expanded access to courses and degree programs.
 - d. Complete planning and begin implementation to increase the number and quality of geographically distributed centers of research excellence (i.e., across USF's three campuses).
 - e. Attend campus advisory board meetings.
 - f. Complete documentation for the consolidation site visit team from Southern Association of Colleges and Schools – Council on Colleges (SACSCOC) in January 2021.

B. Faculty Excellence

1. Based on annual reports by the Office of Faculty Honors, Prizes and Awards in (USF Research and Innovation), continue annual increases in faculty honors, prizes, awards and fellowships.
2. Complete plans for improvements in recruitment, development, rewards, and retention of a diverse faculty (e.g., recruitment successes, reducing salary disparities, etc.) as identified in USF's 2019-20 Equity Report.

C. Staff Success

1. Complete plans for improvements in recruitment, development, rewards, and retention of a diverse staff (e.g., recruitment successes, reducing salary disparities, etc.) as identified in USF's 2019-20 Equity Report.
2. Launch a staff salary equity committee.

D. Student Success

1. Continue to demonstrate progress toward increasing student-oriented Performance Based Funding metrics through inclusive excellence in access, retention, progression, graduation, and placement at all levels.
2. Continue to demonstrate progress toward meeting the student-oriented metrics for Preeminence status. In addition, the President will work with his executive team to establish new targets for increased student retention, international program expansion, and diversity measures.

GOAL 4: Strategic Initiatives

The President will provide overall leadership for and hold the appropriate leader(s) accountable to achieve the following:

A. USF

1. Continue USF's strategic renewal process, culminating in a new 10-year strategic vision and implementation plan for completion no later than June 2021.
2. Continue to demonstrate progress toward meeting the annual four primary and four secondary performance indicators of institutional breadth and quality in research and education for membership eligibility in the Association of American Universities.
3. Enhance community relations designed to bolster awareness of USF's strengths through memberships on the boards of the Tampa Bay Partnership, Innovation Alliance, etc.) as well as involvement with national organizations (e.g., Council on Competitiveness, American Association for the Advancement of Science, Association of American Universities, Association of Public and Land Grant Universities, American Council on Education, and American Athletic Conference).
4. Enhance USF's brand and visibility as indicated by annual increases in visibility and awareness in the academic, business, and government communities (e.g., as reflected in increasing social media metrics).
5. Launch an Enterprise Risk Management task force.

B. Strategic Partnerships

1. Continue progress on implementing the enhanced affiliation with Tampa General Hospital (e.g., meet milestones on clinical integration and recruitment of a new CEO).
2. Deepen USF's collaboration with the Moffitt Cancer Center (e.g., increase number of joint research projects).
3. Expand the number and quality of contacts (e.g., strategic planning meetings to identify new joint projects) with leaders at MacDill Air Force Base and Special Operations Command via the Institute for Applied Engineering and other USF departments and DSOs.
4. Identify and/or deepen high-impact university-industry partnerships such as the USF Jabil Innovation Institute (e.g., secure financial payments from Jabil gift agreement).

University Board of Trustee Approval

2020 – 2021 USF Foundation Board of Directors



MEMBERS FOR RENEWAL

- **Darryl Burman, '80-** Darryl is Vice President and General Counsel for Group 1 Automotive, Inc. An alumnus of the Muma College of Business, Burman is a life member of the Alumni Association and a 2014 recipient of the Fast 56 Awards. Darryl has been a member of the Foundation Board since 2014 serving on Audit, Finance and Investment committees during his tenure.
- **Bob Donaldson-** Bob is the Chairman and Vice President of Manufacturing/ Florida Operations for Maxi-Blast, Inc. Donaldson is the parent of an alumnus and has been a member of the Foundation Board since 2017 serving on the Nominating & Board Development and Finance Committees. Bob is a longtime supporter of USF Athletics and previously served on the Bulls Club Board of Directors.
- **Jeffrey Fishman, '92-** Jeffrey is the President of Investors Title and Settlement Services, Inc. An alumnus of the Muma College of Business, Fishman is 1956 Founder Society member and a life-time member of the Alumni Association. Jeff's service to USF includes the Bulls Club and Foundation Board of Directors. Jeff has served on the Foundation Board since '15 and has participated as a member of the Audit, Finance and Development committees during his tenure.
- **Anila Jain, '81-** Anila is a Physician and Medical Consultant at Anila Jain, M.D. Consulting. An alumna of the College of Arts and Sciences, Jain is a life member of the USF Alumni Association. Anila previously served as a member of the USF Alumni Association and Bulls Club Board of Directors and is a current member of the Sarasota-Manatee Campus Board. Dr. Jain is the USF Alumni Association's 2019 recipient of the Donald A. Gifford Service Award. She has served on the Foundation Board since '17 and is actively engaged across USF campuses and many programs.
- **Debbie Sembler-** Debbie is a Community Leader and Philanthropist. Sembler is a former member of the USF Board of Trustees and USF St. Petersburg Regional Campus Board. She is an active member of USF Women in Leadership and Philanthropy and St. Pete Town and Gown. Debbie is a life member of the USF Alumni Association and recipient of the Alumni Association's Class of '56 Award. She has served on the Foundation Board of Directors since '17 and is an active member of the Development and Nominating & Board Development Committees.

NEW MEMBER SLATE

- **Ashley Butler, '12-** Ashley, a '12 graduate of the College of Arts and Sciences, is an entrepreneur and owner of two businesses, Ice Cold Air Operations and Unique Otto. Butler is a founding member of USF Black Leadership Network (BLN) and an active member of BOLD, Bulls of the Last Decade.
- **John Connelly, '77-** John is an alumnus of the Muma College of Business and former student-athlete. John is President and Co-Founder of Dynamic Solutions Group Inc. John is a current

Revised 1/8/20

member of USF St. Petersburg Campus Board and past member of both the Athletics Partnership Board and the Athletics Hall of Fame Committee.

- **Julius Davis, '93**- Julius, a '93 graduate of the College of Engineering, is President and CEO of VoltAir Consulting Engineers, Inc., with offices in Florida and Texas. Davis is the Chairman of USF College of Engineering Advisory Board and lifetime member of Alumni Association and a '17 USF Fast 56 Award recipient.
- **Gilbert Gonzalez, '86**- Gilbert is the CEO of Mission Critical Solutions. A '86 alumnus of the Muma College of Business, Gonzalez is a member of college's Executive Advisory Council. Gilbert established the Kim and Gil Gonzalez Fund in the Muma COB.
- **April Grajales, '01**- April is the Executive Director Multinational Corporations at JPMorgan Chase & Co. Grajales is a Lifetime Member of Alumni Association. Grajales is a member of Alpha Delta Pi Sorority and a member of the Ambassadors Society. April also established the April Rose Monteith Endowment.
- **Merritt Martin, '04, '05**- Merritt, a dual-graduate of USF, is the Director of Public Affairs at H. Lee Moffitt Cancer Center and Research Institute. Martin is a life member and past Chair of the USF Alumni Association Board of Directors and a member of Sigma Delta Tau Sorority.
- **J.A. Savage**- J.A. is the Owner of J&J Ventures of Tampa, LLC and Tampa Futures, LLC. Savage is a parent of an alumnus, a supporter of Athletics and has made a major commitment to the USF Football center and indoor practice facility, naming the Joseph A. Savage and Jane G. Savage Field.

Revised 1/8/20

Agenda Item:

USF Board of Trustees
August 25, 2020

Issue: Direct Support Organization Board Members

Proposed action: Approve Direct Support Organization Board Members for USF Research Foundation, Inc.

Executive Summary:

Per Florida Statute Section 1004.28 and USF System Regulation 13.002, the USF Board of Trustees must approve members of Direct Support Organizations' Boards of Directors.

This is a request to:

1. Approve the reappointment of Dr. Norma Alcantar, College of Engineering, as a faculty member
2. Approve the appointment of Dr. Sylvia Thomas, College of Engineering, as a faculty member
3. Approve the appointment of Ms. Beatriz (Bea) Bare, as a non-USF member

In addition to appointed and ex officio members, the Research Foundation Bylaws provide for two members of the University's faculty who are nominated to the Board by the University's President as well as a maximum of ten additional persons, to include non-USF employees, who are each nominated to the Board by the USF Research Senior Vice President.

Norma Alcantar, USF College of Engineering

Dr. Alcantar received her Ph.D. degree in Chemical Engineering from the University of California-Santa Barbara (UCSB). Dr. Alcantar is an expert in surface force measurements, and Fourier transform infrared spectroscopy. Her research interests include Interfacial Phenomena and chemical characterization of biomimetic membranes, drug delivery systems, micellar surfactants, green chemistry materials, water purification systems, nanoparticles, and organic/inorganic thin films.

Dr. Alcantar is a member-elect of the Engineering Section Steering Committee of the American Association for the Advancement of Science (2018-2022). Further, Dr. Alcantar is a Fellow of the American Institute of Medical and Biological Engineers (AIMBE), and Chair of the Committee for Underrepresented Minorities of AIMBE. She also served as the 2019 President of the Executive Committee of the USF National Academy of Inventors Chapter. She was the recipient of a 2016-2017 Core Fulbright Award and the 2018 Summer Faculty fellowship from the Jewish National Fund. She was also awarded the Excellence in Innovation Award by the National Academy of Inventors in 2016. She has been a departmental Director for the Alfred P. Sloan Foundation Minority Scholars Program to advancing underrepresented minority students in science, technology, engineering, and mathematics, since 2005, and manages two graduate certificates in the College of Engineering at USF: the Water, Health and Sustainability and the Materials Science and Engineering programs since 2011. Dr. Alcantar's research projects have been awarded 19 U.S. patents and she has over 50 publications.

Sylvia Thomas, USF College of Engineering

Dr. Sylvia Wilson Thomas is an Associate Professor in Electrical Engineering, affiliate faculty in Medical Engineering, and former Assistant Dean (Engineering) at the University of South Florida (USF) College of Engineering in Tampa, Florida. She is a Senior Member of the National Academy of Inventors (NAI) and a fellow of the American Institute for Medical and Biological Engineering (AIMBE). She holds B.S. and M.S. degrees in Electrical Engineering from Vanderbilt University, where she was a Patricia Roberts Harris Fellow. Dr. Thomas received her Ph.D. in Electrical Engineering from Howard University, as a NSF Materials Research Center of Excellence Fellow and was a National Science Foundation (NSF) EAPSI research fellow in Korea at Chonbuk National University during her doctoral program.

Dr. Thomas serves as President of the Institute of Electrical and Electronics Engineers Engineering in Medicine and Biology Florida West Coast Section, advisor for Society of Women Engineers and National Society of Black Engineers, and member of the Board of Directors for Black Girls Code and Florida Senate Appointee to the Florida Education Fund Board of Directors.

Dr. Thomas is a motivational speaker/consultant for science, technology, engineering, and mathematics (STEM) education, continued/graduate education, K-12 efforts, career transitioning, mentoring and professional development. Her involvement and constant dedication to STEM education, diversity, and professional development have led to her recognition in local and national news and publications, including the most prestigious 2020 US Black Engineer BEYA Educational Leadership Award, 2018 USF Undergraduate Teaching Award, 2018

Women in Leadership and Philanthropy Award, 2016 STEM Woman of the Year Award-Pinellas Cty Girls Inc., and 2015 USF Graduate Faculty Mentor Award.

Dr. Thomas leads the Advanced Membrane and Materials Bio and Integration Research (AMBIR) laboratory at USF. Dr. Thomas' research and teaching endeavors are focused on the investigation of bio (biomedical, biological) and nano electronic device integration using advanced material systems for nano membrane technology, energy harvesting, sustainable environments, drug delivery, and bio-applications to meet global technological challenges. She also conducts research on the diversity, equity and inclusion of under-represented minorities and women. Her research has been funded by more than \$4.8M and 12 patents/patent disclosures. She has directly mentored over 150 students as major/co-major professor (12 PhDs, 10 MS), committee member (50 PhD/MS), REU mentor (over 90 undergraduates, inclusive of role as NSF REU PI, 3 Senior Design projects and 1 Honors Thesis), and RET mentor (30 teachers, inclusive of role as NSF RET CoPI). She has also fostered and been engaged in collaborations and engineering education efforts in Italy, Puerto Rico, Singapore, Portugal, South Korea, Mexico, and South Africa.

Bea Bare, Economic Development Executive

Ms. Bare was most recently Sr. Economic Development Executive at the Tampa Bay Economic Development Council since 1993. She was responsible for dealing with CEOs and other decision-makers in marketing Tampa/Hillsborough County as a good business destination. Examples of team efforts that closed successfully for which Ms. Bare was project leader include AACSB (the Association to Advance Collegiate Schools of Business), Advanced Airfoil Components (a Siemens/Chromalloy joint venture), Amgen, Axogen, Baker McKenzie, Bertram Yachts, Bristol Myers Squibb, Citi, Coca-Cola Refreshments, Cognizant, Chromalloy, DTCC (Depository Trust & Clearing Corporation), Fisher Investments, Gordon Food Service, MetLife, Morphogenesis, New York Life/AARP, PEMCO, PwC, Primo Water Corporation (formerly Cott Corporation), Quest Diagnostics, Tampa Ship, The Inc. Lab, Toufayan Bakeries, USAA, Verizon Wireless, WellCare Health Plans, White & Case.

From 1986 to 1993, Ms. Bare was vice president of the Business Development Corporation of Southwest Florida, then a private, non-profit economic development corporation in Fort Myers. She was charged with marketing Lee County to corporate America and managed all aspects of business recruitment and retention programs for the area. Prior to accepting the Business Development Corporation position in late 1986, Ms. Bare worked six years at the Tampa Bay Chamber's Committee of One Hundred (now Tampa Bay EDC) where she was involved in closing over 50 projects for the Greater Tampa area. Some of those projects included Anchor Glass Container Corporation, British Airways, CIGNA, and Citicorp. Companies she assisted with becoming established in Southwest Florida include Bagel Bites, GE Client Business

Services, Garrity Industries, Midas International Corporation and Shaw Aero Devices. She was a member of the community team that attracted the Minnesota Twins to Lee County for spring training, and the group that convinced the Florida Board of Regents (now Governors) and state legislature to establish a tenth state university to be located specifically in Southwest Florida (Florida Gulf Coast University).

Her experience in economic development is complemented by a Bachelor's degree from Indiana University, two years of the Economic Development Institute at the University of Oklahoma, and attendance at annual Florida Economic Development Council conferences. An accomplished writer and creative thinker, Ms. Bare has authored several articles and is a frequent public speaker.

Economic development projects in which she was involved throughout her career have yielded over \$2.75 billion in direct capital investment and the creation of 27,000+ direct jobs.

Ms. Bare belongs to CoreNet. She served two years on the Board of the statewide Florida Economic Development Council (FEDC) and is a past member of Enterprise Florida's Economic Development Practitioners Advisory Committee. Other professional affiliations have included the Human Resource Management Association of Southwest Florida, the Association for Talent Development and five years of service on the Board of the Lee County Private Industry Council. An alumna of Tampa Leadership '99 and the 1987 Leadership Lee County program, Ms. Bare also served on the Executive Committee of the University of South Florida at Fort Myers Campus Advisory Council when USF had a branch campus there; chaired the Lee County Business and Industry Services Training Advisory Council, served on the Tampa Mayor's Beautification Committee Board and as an instructor at USF's Florida Basic Economic Development Course. She has served on the Florida High Tech Corridor Council. In 1998, FEDC presented her with the Eunice Sullivan Award (Economic Development Professional of the Year for the State of Florida).

Ms. Bare is trilingual and was born and raised in Barranquilla, Colombia. She is privileged to be an American citizen since June 12, 1987.

The three-year terms for all three candidates would commence on September 8, 2020 following and contingent upon Board of Trustees approval.

Strategic Goal(s) Item Supports:

BOT Committee Review Date:

Supporting Documentation Online (please circle): Yes

No

Prepared by: Allison Madden

Agenda Item: FL 106

USF Board of Trustees
August 25, 2020

Issue: Campus Advisory Board Appointments

Proposed action: Approve Appointments to Sarasota-Manatee Campus Advisory Board

Executive Summary: Pursuant to Florida Statute 1004.341, Section 2 (a) (effective July 2, 2020) The Board of Trustees of the University of South Florida, based upon recommendations of the President of the University of South Florida, shall appoint:

- (a) Three residents of Sarasota County and four residents of Manatee County to serve 4-year staggered terms on the Campus Board of the University of South Florida Sarasota-Manatee. A member of the Board of Trustees of the University of South Florida who resides in Sarasota or Manatee County shall jointly serve as a member of the Board of Trustees and as chair of the campus board. The chair of the faculty senate or the equivalent and the president of the student body of the campus shall serve as ex officio members.

Article VI of The USF Board of Trustees Operating Procedures aligns with the above statutory authority in stating that the University President recommends individuals to the Board of Trustees for appointment to the Campus Advisory Boards. President Currall recommends the following individuals for appointment and reappointment to the Sarasota-Manatee Campus Advisory Board:

Reappointment

Dr. Anila Jain is a current member of the USF Sarasota-Manatee Campus Board and is eligible for reappointment. She is a physician and medical consultant who resides in Manatee County. She is an active child advocate and volunteer in numerous community organizations at the state and national level. Dr. Jain was instrumental in founding Filling Area Needs, Inc. in 1989 to assist abused and neglected children and families in need, and to render emergency assistance of food, clothing, medication, household items, etc. within 48 hours.

Dr. Jain is an ardent supporter of the University of South Florida since graduation and served on the Alumni Association Board of Directors. Anila was elected National Alumni Association President in 2003 and appointed to the USF Foundation Board of Trustees. Dr. Jain was the recipient of the University of South Florida Distinguished Alumni Award

in 1985 and the USF Sarasota-Manatee President's Distinguished Alumni Award in 2001. She has served as President and Executive Committee positions on the USF Sarasota-Manatee Alumni Chapter for over 20 years and numerous campus-wide committees.

Dr. Jain was honored to Co-Chair the University of South Florida's 50th Anniversary Committee in 2006; a year of special celebrations, events and programs for all four campuses. She is a Founding Member and Chair of USF Women in Leadership and Philanthropy and serves on the Bulls Club Board of Directors for Athletics. Her dedication and support of her Alma Mater includes establishing multiple endowments and scholarships to benefit the University in the areas of Women Health Initiatives, the Alumni Association, USF Sarasota-Manatee, Athletics and Women's Sports.

Dr. Jain's community involvements include: Women's Resource Center of Manatee, Charter Member, Manatee County Library Foundation Board of Directors, Manatee Children's Services Vice President, Secretary and Board, Manatee County Head Start Health Advisory Board Chair, India Association of Manatee-Sarasota President and Board Member, League of Women Voters, Manatee County Female Physicians, Lakewood Ranch Community Foundation Grants Committee, American Association of Physicians from South Asia, Easter Seals of Southwest Florida, and others.

Dr. Jain has a bachelor's degree in Biology from the University of South Florida; an MD from Spartan Health Sciences University, School of Medicine; and an MBA from NOVA Southeastern University. Manatee and Sarasota Counties have been home to Dr. Jain and her family for the last fifty plus years.

New Member Appointments

Lisa Carlton - Lisa Carlton is an eighth generation Floridian who was born and raised in Sarasota County. With her mother and sister, she is co-manager of the Mabry Carlton Ranch, a Sarasota County cattle and citrus operation that has been in the Carlton family for four generations. Lisa and her husband, attorney Rob Robinson, have chosen to bring up their three children on the Carlton Ranch where Lisa grew up.

Lisa graduated from Florida's oldest private university, Stetson University, in Deland. She earned a law degree from Mercer University in Georgia and practiced law in Sarasota County before embarking on a public service career. She was elected in 1994 to the Florida House and served four years as a representative before being elected to the Florida Senate where she served 10 years before her retirement in 2008 due to term limits. Lisa is a longstanding member of the Florida Bar and the State Bar of Georgia as well as the Florida Cattlemen Association and Sarasota County Cattlemen Association.

Lisa's current service includes strategic advisor to the Gulf Coast Community Foundation of Venice; board member of the Sarasota County Education Foundation;

board member of WEDU, West Central Florida's PBS station; and trustee council member with the Nature Conservancy of Florida. She teaches economics to fifth graders in the Junior Achievement program at her children's school. Lisa is a guest lecturer at the University of Florida through The Bob Graham Center for Public Service, and the University of Central Florida through the Lou Frey Institute of Politics and Government.

Lisa has earned numerous awards: Girls Inc. - She Knows Where She's Going Award (2009); Manatee Community College - Student Government Association Scholarship (2008); University of South Florida - Distinguished Citizen Award (2008). She has been honored with numerous additional awards for her work on red tide research; beach re-nourishment; Florida Forever; and dozens of education awards from associations and groups representing students, teachers, superintendents and school boards. (Sarasota)

Diana Michel – Her marketing company, Michel Sports Marketing was created in 1995, and specializes in marketing for the sports and marine industries throughout the United States, Costa Rica and Panama. She has been a real estate professional for 20 years and currently is licensed as a Global Luxury Specialist with Coldwell Banker. In 2015 she started Triax Precision Manufacturing with two partners. Triax serves the automotive, medical, marine, aerospace and industrial equipment markets. She is married to husband William and has two children.

An alumna of University of South Florida with a Bachelor of Science in Business Administration, Michel graduated Magna Cum Laude 1988.

Recent Community Service and Affiliations:

- Sarasota High Cambridge Alice Board Member, 2020- present
- Cotillion Club of Sarasota Board Member, 2013-2016 and 2017-2020 President 2015-2016, Treasurer 2019-2020
- Impact 100 SRQ, Founding Member 2018-present
- Leadership Manatee, program graduate 1990 Sarasota Crew, Volunteer 2000-2016
- Manatee Children's Services, Volunteer Staff at the Safe House

Selection of University of South Florida- Involvement:

Alumni Association Member, Life Member #600

1988- 2005 Manatee-Sarasota Alumni Chapter Board Member

1994 Founding Member, Brunch on the Bay, USF Manatee-Sarasota Campus for Scholarships

2002-2005 President, Sarasota-Manatee Alumni Chapter; Outstanding Chapter Award

2002-2011 USF Alumni Association Board of Directors

2003 USF Sarasota-Manatee Alumni Chapter Vice President

2003 Distinguished Alumni Award, USF Sarasota-Manatee

2010-2018 Brunch on the Bay Committee, Sarasota-Manatee Campus

2012 Set-up the Barbara Michel Endowed Scholarship for USF Culinary Scholarships

2018-Present USF Sarasota-Manatee Community Leadership Council

2019-Present USF Sarasota-Manatee Women in STEM Committee

2020 Set-up the James E Carla Endowed Scholarship for USF Veteran Scholarships

Ernie Withers – Mr. Withers has had a career in the auto industry, currently serving as the General Manager for Mercedes Benz of Sarasota, a JD Power Dealer of Excellence Award winner. Withers is a native of Youngstown, Ohio and former high school and collegiate wrestler. He was inducted into the National Wrestling Hall of Fame and is the past president of the Southern Officials Association for wrestling. He won the “Golden Whistle” award in 2002.

Community Involvement:

- Chairman, Manatee Chamber of Commerce, current
- Sarasota County Sheriff Association, Board Member, 2019 - present
- Trustee of the Sarasota Chamber of Commerce, 2010 - present
- Sarasota Salvation Army, Advisory Board Member, 2015 - present
- Executive Committee Member, Manatee Chamber of Commerce, 2008 - present
- Member of the Manatee DeSoto Historical Society, 2008 - present
- Past President of the Southeast High School Booster Club, 1997-1998
- Past President and current member of the Community Leadership Council University of South Florida Sarasota Manatee, 2011 - present
- Contributor to the V Foundation, 2014 - present

An alumnus (1978) of the University of South Florida with a Bachelor of Arts in social and behavioral sciences and is an avid Bulls sports fan.

Prepared by: Lisa Barker

Agenda Item: FL 107

USF Board of Trustees
September 8, 2020

Issue: [Tenure Nomination as a Condition of Employment](#)

Proposed action: Approve Tenure as a Condition of Employment, USF Tampa

Executive Summary:

Administrators such as the President, Provost, Deans, Chairs, and senior faculty who are recruited to USF Tampa 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 Committee – **August 25, 2020**

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

- Memorandum to Jordan B. Zimmerman, Chair, USF Board of Trustees
- Tenure Nominations as a Condition of Employment
- Faculty Profiles

USF or Campus specific: Tampa

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



MEMORANDUM

DATE: August 25, 2020

TO: Jordan B. Zimmerman, Chair

FROM: Steven C. Currall, President

SUBJECT: Tenure as a Condition of Employment Nominations, USF Tampa

I am requesting approval by the USF Board of Trustees of the enclosed Tenure as a Condition of Employment Nominations at USF Tampa. 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 Tampa and the academic community.

Enclosures

Faculty Nominations for Tenure as a Condition of Employment, USF-Tampa
USF Board of Trustees Meeting – August 25, 2020

College	Name	Rank	Department/ School	Degree of Effort*	Previous Institution	Tenure at Previous Institution
Morsani College of Medicine	Lucian Lozonschi, MD	Professor	Department of Surgery	1.0	Medical University of South Carolina	Yes
College of the Arts	Chris Garvin, MFA	Professor	School of Art & Art History	1.0	University of Georgia	Yes
Marine Science	Thomas Frazer, PhD	Professor	Marine Science	1.0	University of Florida	Yes

*If less than 1.0 FTE

University of South Florida
Tenure Nominations as a Condition of Employment

1

College of the Arts

Chris Garvin, MFA

Professor Garvin joined the faculty of the College of The Arts in August 2020 at the rank of Professor and as the new Dean of the College. He was most recently and tenured professor and Director of the Lamar Dodd School of Art at the University of Georgia. Professor Garvin received his Bachelor of Fine Arts degree from the State University of New York at Buffalo and his Master of Fine Arts degree from the Ohio State University. He studied painting at Ohio State, and his research was further focused through his work with the Advanced Center for Computing and Design. He has done additional study at the Harvard Business School's Creative Leaders program, co-sponsored by the American Institute of Graphic Arts (AIGA). In 1998, Professor Garvin joined the faculty at The University of the Arts in Philadelphia, where he served as director of the Multimedia Program before being named Dean of the College of Media and Communication, as well as a Senior Fellow of the Corzo Center for the Creative Economy. He moved to the University of Georgia in 2014, having been appointed as Director of the Lamar Dodd School of Art. As designer and creative director with his firm, Educated Guess Work, Professor Garvin's clients included *Vogue*, *Talk* magazine, Infiniti, Museum of Modern Art, AT&T, Showtime, Motorola, *National Geographic*, Syracuse University, and the American Lung Association. In 2014, his works were published as a contributing author in *72 Assignments: The Foundation Course in Art and Design Today*. The tenured faculty of the School of Art and Art History in the College of the Arts have recommended tenure upon employment for Professor Garvin at the rank of Professor. Acting Dean Barton Lee, along with Provost Ralph Wilcox and President Steven C. Currall, concurred with this recommendation and support its approval.

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

2

Marine Science**Thomas Frazer, PhD**

Dr. Thomas Frazer will join the faculty as a Professor and Dean in the College of Marine Science. Prior to his arrival at USF, Dr. Frazer was the Director of the School of Natural Resources and Environment at the University of Florida and also served as the first Chief Science Officer for the State of Florida. Dr. Frazer holds a Bachelor's Degree in Fisheries Biology from Humboldt State University and a Master's Degree in Fisheries and Aquatic Sciences from the University of Florida. He earned his Ph.D. in Biological Sciences from the University of California, Santa Barbara. His research addresses contemporary and emerging environmental issues, and is, by nature, interdisciplinary. His work involves collaborators from disparate disciplines, and it includes sampling and experiments conducted across a wide range of spatial and temporal scales. Dr. Frazer has received more than \$14 million in research funding to address topics pertaining to water quantity and quality, nutrient dynamics, biogeochemical processes, fish population dynamics, food web interactions, and ecological restoration of degraded ecosystems. He has conducted field research in both freshwater and marine systems around the globe, and he is intimately familiar with a broad suite of environmental and natural resource issues (e.g., eutrophication of fresh, estuarine, and coastal waters; invasive species; and the ecological impacts of contemporary environmental change, including coral bleaching, ocean acidification, and sea level rise). Dr. Frazer has authored and/or co-authored more than 175 peer-reviewed publications, technical reports, and book chapters and according to Google Scholar has 3803 citations and an h-index of 36. He has served on 140 PhD or MS student committees and has mentored 7 postdoctoral scholars. Dr. Frazer currently serves as Chair of the Gulf of Mexico Fisheries Management Council. He is also a member of APLU's Board on Oceans, Atmosphere and Climate, and he previously served as member of the US EPA's Oil Spill Research Strategy Review Panel. The Tenure and Promotion Committee of the College of Marine Science unanimously recommended tenure upon employment at the rank of Professor. Dr. Gary Mitchum, Acting Dean of the College of Marine Science in July 2020 and the Associate Dean of the college, along with Provost Ralph Wilcox and President Steven C. Currall concur with this recommendation for tenure upon appointment.

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

3

Morsani College of Medicine**Lucian Lozonschi, MD**

Dr. Lozonschi joined USF Health, the Morsani College of Medicine (MCOM), on July 1, 2020 as Professor with the Department of Surgery. He will serve as the Chief, Division of Cardiothoracic and Transplant Surgery. Dr. Lozonschi is a nationally recognized cardiac surgeon and leader in transplant and ventricular assist device therapy (VAD). He comes to USF from the Medical University of South Carolina (MUSC) where he most recently served as the John M. Kratz Endowed Chair, and Professor of Surgery with tenure, and Director of the Surgical Heart Failure and Cardiac Transplantation in the Division of Cardiothoracic Surgery. Dr. Lozonschi served as Chief of Cardiac Surgery at the Middleton Memorial VA Hospital, Madison, WI; Director of Minimally Invasive and Robotic Cardiac Surgery, Associate Professor of Surgery, Division of Cardiothoracic Surgery, University of Wisconsin (UW) School of Medicine, Madison. He earned his MD degree from GT Popa University of Medicine and Pharmacy, Iasi, Romania in 1995. He completed a General Surgery residency at the Albert Einstein College of Medicine, NY, and a Cardiothoracic fellowship at Ohio State University. He completed the Leadership Program for Physicians, Harvard School of Public Health. At UW Dr. Lozonschi achieved the highest survival rates in the mid-west with 15 to 20 transplants per year. At MUSC his team performed 40 VAD implant and 24 heart transplants, the highest numbers performed there. He pioneered in-house left ventricular assist device (LVAD) surgery, one of five programs nationally performing this procedure. He served as the Co-PI on the FDA pivotal transcatheter aortic valve replacement trials and patented the Tendyne valve. He was the surgical proctor for the first human implants with transcatheter mitral valve in the world. He has authored 66 peer-reviewed publications and holds nine patents. Dr. Lozonschi has worked on several NIH and industry sponsored grants since 2010. He has served on many national and international societies. He has mentored medical students, residents and fellows, and is an active international CME lecturer. The MCOM APT Committee; the chair of the Department of Surgery; Dr. Charles Lockwood, VP for USF Health; Provost Ralph Wilcox; and President Steven C. Currall all concur to recommend Dr. Lozonschi for tenure at the rank of Professor.

Agenda Item: FL 108

USF Board of Trustees
September 8, 2020

Issue: [USF Textbook & Instructional Materials Affordability Annual Report](#)

Proposed action: Requires BOT approval and submission to the BOG by September 30, 2020

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

Financial Impact:

Strategic Goal(s) Item Supports: Goal 1

BOT Committee Review Date: August 25, 2020

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

USF or Campus specific: USF

Prepared by: Alexander Neff, Director of Textbook Affordability Project

**State University System of Florida
Textbook and Instructional Materials Affordability
Annual Report
Statutory Due Date: September 30**

University Submitting Report	Fall 2019 and Spring 2020 Semester(s) Reported		
Date Approved by the University Board of Trustees	Signature of Chair, Board of Trustees	Date	
Signature of President	Date	Signature of Vice President for Academic Affairs	Date

1. Required and Recommended Textbooks and Instructional Materials for General Education Courses

a. Describe the textbook and instructional materials selection process for general education courses, including high enrollment courses.

Methodology for determining high enrollment: Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment. Report the total number of courses (n).

General Education and General Education High Enrollment

Each academic department at the University of South Florida (USF) is able to decide how they wish to govern their faculty textbook selections. Some departments allow faculty complete control over the textbooks they select, while others may implement a textbook review committee process or require final approval through their department chairs. At the time of textbook adoption in the textbook ordering system, all faculty are required to submit acknowledgement of their intent to use all required materials and indicate substantial differences when adopting a new edition of a material.

Since Fall 2018, new course proposals for General Education courses include a textbook affordability component. It refers to the Textbook Affordability Project (TAP) website as a resource and requires confirmation that the submitter strongly considered textbook affordability as part of the proposal process. They are required to answer questions about the textbook or reading lists they are planning to use, such as the textbook's title and cost. In addition, they are asked if the textbook is more than \$40 per credit hour and provided affordability guidance that a textbook in a three-credit course should cost no more than \$120. At the end of the textbook affordability section of the proposal, they are asked to provide a comment on the necessity of the textbook they chose and if they have investigated using ebooks, open access textbooks, or library

resources as an alternative.

The textbook selection process is the same for General Education High Enrollment courses:

Fall 2019 (n = 134)

Course	Course Title
MAC1105	College Algebra
PHI2010	Introduction to Philosophy
CGS2100	Computers in Business
BUL3320	Law and Business I
MAC2311	Calculus I
REL2300	Intro to World Religions
ENC1101	Composition I
LIT2000	Introduction to Literature
EGN3443	Prob/Statistics for Engineers
STA2023	Introductory Statistics I
ANT2410	Cultural Anthropology
PHI1600	Introduction to Ethics
ENC1102	Composition II

Spring 2020 (n = 146)

Course	Course Title
ENC1102	Composition II
PHI2010	Introduction to Philosophy
CGS2100	Computers in Business
STA2023	Introductory Statistics I
ECO2023	Microeconomic Principles
MAC1105	College Algebra
ANT2410	Cultural Anthropology
BUL3320	Law and Business I
LIT2000	Introduction to Literature
MAC2311	Calculus I
GEB4890	Strategic Mgmt/Decision Making
PHI1600	Introduction to Ethics
EGN3615	Engr Econ Social/Global Impltn
EGN3443	Prob/Statistics for Engineers
ENC1101	Composition I

b. Report the course title(s) and number of section(s) that do not require or recommend the purchase of a textbook(s) and instructional material(s).

Fall 2018

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
Bio II - Biological Diversity	1
Chemistry for Liberal Studies I	1
Composition I	1
Composition II	2
Cultural Anthropology	1
Diverse Children's Literature	1
General Chemistry I	1
Global Conservation	1
Intro to Electronic Music	1
Intro to Women's Studies	2
Introduction to Anthropology	1
Introduction To Ethics	3
Introduction to Humanities	7
Introduction to Literature	1
Introduction to Poetry	1
Introduction to Sociology	3
Language, Culture & Film	1
Mass Communication and Society	1
Music and Culture	1
Senior Project: Information Technology	1
Sex & Gender in Latin America	1

Spring 2019

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
American History II	3
Behavioral Healthcare Field Experience	3
Biological Principles For Non-Majors	1
Chemistry for Liberal Studies I	1
Composition I	1
Composition II	7
Contemporary Moral Issues	2
Cultural Anthropology	1
General Chemistry I	1
Global Conservation	1
Intro to Women's Studies	1
Introduction to Earth Science	1
Introduction to Humanities	14
Introduction to Philosophy	1
Introduction to Philosophy	4
Introduction to Sociology	2
Introductory Statistics I	1
Law And Business I	1
Music and Culture	2
Public Speaking	1
Science of Cooking	1

Sport as Performance	1
Theater and Culture	1

Senior Project in Info Tech	1
Sport as Performance	2
Tech for Leading & Learning	2
Theater and Culture	1
Understanding Dance Experience	1

Fall 2019

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
Anthro Urban Education	2
Capstone Design	5
Client & Civic Communications	1
Climate Change	1
Contemporary Health Science	1
Creative & Design Thinking	1
Critical Issues in Public Health	8
Digital Health	1
Diverse Children's Literature	1
Found of Evaluation & Research	2
Foundation PH Writing	3
Foundations of Engineering Lab	3
Global Conservation	2
Global Leadership	1
Information Literacy	1

Spring 2020

Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials	Number of Sections
Capstone Water Resources/Envr Design	1
Capstone Design	6
Capstone Struc/Geo/Matl Design	2
Coaching Core Methods	1
College Algebra	1
Computers in Business	1
Contemporary Health Science	1
Critical Issues in Public Health	9
Digital Health	1
Edu, Diversity, & Global Society	1
Ethical Issues/Profess Conduct	1
Found of Evaluation & Research	2
Foundation PH Writing	3
Foundations of Engineering Lab	6
Geotech/Transportation Design	1

Intro to Electronic Music	1
Intro to Women's Studies	1
Intro to World Religions	2
Introduction To Ethics	1
Introduction to Literature	1
Introduction to Public Health	1
Language, Culture & Film	1
Leadership Capstone Seminar	2
Leadership Fundamentals	3
Mapping and Geovisualization	1
Medical Botany	1
Music and Culture	1
Philosophy of Mind	2
Preceptorship	2
Prof Form Engineers 1	1
Prof Form Engineers 2	1
Prof Form Engineers 3	1
Professional Seminar	1
Public Speaking	1
Racism in American Society	1
Schools and Society	3
Senior Seminar	1
Senior Seminar in Phys Educ	1

Global Leadership	1
Happiness and Well-Being	2
Human Sexual Behavior	1
Information Literacy	1
Intro to Women's Studies	2
Intro to World Religions	1
Introduction to Ethics	2
Introduction to Literature	1
Language, Culture & Film	1
Leadership Capstone Seminar	1
Leadership Fundamentals	3
Medical Botany	1
Music and Culture	2
Paradoxes/Pathologies/Science	1
Poetry II	1
Preceptorship	18
Prof Form Engineers 2	1
Prof Form Engineers 3	1
Professional Seminar	1
Public Health in Quebec, Canada	1
Public Speaking	1
Racism in American Society	1
Research Methods in Psych	1

Social Psychology	2
Sport as Performance	1
Strategic Mgmt/Decision Making	9
Tech for Leading & Learning	3
Understanding Dance Experience	1
Wildlife Research Methods	1

Schools and Society	2
Seminar in Humanities	1
Senior Capstone for BSAS/BGS	1
Senior Seminar	1
Senior Seminar in Phys Educ	1
Social Psychology	2
Social Sciences Seminar	1
Software Engineering	1
Sport as Performance	2
Strategic Mgmt/Decision Making	10
Sustainable Develop & Religion	1
Tech for Leading & Learning	3
Understanding Dance Experience	1
War and Society	1
Wildlife Research Methods	1
World Religion Healthcare Prof	1

2. Specific Initiatives of the University Designed to Reduce the Costs of Textbooks and Instructional Materials for General Education Courses

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

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

The Textbook Affordability Project has been a textbook affordability advocate and resource for USF students since 2010. TAP focused on strategies to drive reductions in textbook costs through fostering faculty engagement. This included etextbook pilots, surveys, student and faculty interviews, affordability initiatives, and a website dedicated to sharing the best practices and latest affordability news with faculty. In addition, TAP provided individualized information and support to students

that were struggling to afford their textbooks by suggesting library services or alternative materials to help them through their courses.

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

Through 2020, the TAP website and content has continually been improved to remain as an up-to-date, comprehensive resource for faculty, students, and policy makers who are working to reduce the costs of textbooks and instructional materials. Consistently among the top Google search returns for "textbook affordability," the website serves as a central access point for all of USF's textbook affordability initiatives, such as the TAP Toolbox, Textbook Recommendation Service, Ebooks in the Classroom+, TAP Course Reserves, Affordability Counts, and Open Access Textbooks.

Since TAP's inception in 2010, it is estimated to have saved students over \$27 million dollars through all of the various pilots, strategies, partnerships, and initiatives conducted by the program.

- **Social Media Outreach – TAP Takeover**

Starting in Spring 2020, the USF Libraries launched the TAP Takeover social media campaign to raise awareness about textbook affordability and the success stories at USF. For a week, the USF Libraries social media accounts posted graphics, stories of academic department successes, and student savings for the semester. This campaign is planned to be on-going for Fall and Spring semesters.

- **TAP Toolbox**

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

- **Policies, Guidelines, and Best Practices**

Since Fall 2018, TAP has provided faculty with up-to-date policies, guidelines, and best practices for the textbook and instructional material selection process through the TAP Toolbox. This information was designed to help faculty drive down the cost of textbooks while preserving the academic quality of their courses.

- **Textbook Affordability Report Cards**

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

- **General Education Council**

USF Libraries Dean, Todd Chavez, worked with the USF General Education Council to implement textbook affordability language on all general education course proposals since Fall 2018, and the language has continued to be used through Spring 2020.

- **Textbook Recommendation Service**

For Fall 2019 and Spring 2020, TAP continued to conduct line-by-line reviews of all undergraduate textbook adoptions submitted to the USF Bookstore from the previous Fall 2018 and Spring 2019 semesters, respectively. The goal was to assist departments and their library liaisons in navigating textbook affordability issues by researching and recommending more affordable options or services based on their previous textbook selections. The focus was on building awareness around digital versions of titles, the bookstore's Inclusive Access program, library resources, and open educational resources.

TAP disseminated the recommendations to the academic departments on all campuses with individualized information, including potential student savings, for each instructor and course. In addition, TAP was invited to present this information and other cost-saving strategies at department-wide faculty meetings.

Based on an analysis of the average cost per credit hour textbook costs at USF and changes in the textbook order data that align with the recommendations shared with faculty, TAP estimated over \$5 million in student savings in Fall 2019 and Spring 2020. This was made possible through faculty choosing more affordable learning options, such as OER, lower-costing formats, library resources, Ebooks for the Classroom+, and Inclusive Access.

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

Initially launched in 2009, the Ebooks for the Classroom Program acquires ebooks requested by faculty for their courses. Available at no cost to students, these ebooks

are either required or recommended readings for a course. Materials purchased by this program are accessible to all students at the University of South Florida. In April 2017, this program was incorporated into the Ebooks for the Classroom+ tool for enhanced content and usability. This database provides access to over 700,000 ebooks and allows faculty to easily select a library-supplied ebook with little to no restrictions on use (printing, downloading, simultaneous usage) in lieu of a traditional textbook. This results in zero cost to the students.

Academic Year 2019 – 2020 Savings

Course Semester	Library Cost	Enrollment	Cost Benefit
Fall 2019	\$8,747	4,321	\$232,792
Spring 2020	\$5,304	3,763	\$226,367
TOTAL	\$14,051	8,084	\$459,159

Fall 2018 - 2019 Savings Comparison

Course Semester	Library Cost	Enrollment	Cost Benefit
Fall 2018	\$12,327	4,619	\$258,895
Fall 2019	\$8,747	4,321	\$232,792

Spring 2019 – 2020 Savings Comparison

Course Semester	Library Cost	Enrollment	Cost Benefit
Spring 2019	\$17,761	7,424	\$445,207
Spring 2020	\$5,304	3,763	\$226,367

Ebooks for the Classroom+ Total Savings

Inception to	Library Cost	Enrollment	Cost Benefit
June 30, 2020	\$203,239	53,412	\$3,393,789

Costs do not include titles owned previously or through Evidence-Based Acquisition, and savings are calculated using a course's max enrollment and the price of a new, print version of the material.

- **Print Textbooks on TAP Course Reserve**

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

Print Textbooks on TAP Course Reserve

	Circulations Per Semester	Unique Courses	Course Sections	Course Enrollments
Fall 2019	9,509	451	1,306	66,768
Spring 2020	5,485	398	1,168	59,608

In the Fall 2019 semester, a total of 1,553 items were placed on TAP Course Reserve at the USF Libraries and 118 of those items were newly purchased for this semester. The total number of items placed on reserve was representative of textbook adoptions for 1,306 individual course sections (451 unique courses) with cumulative enrollments of 66,768 students. The items on reserve circulated 9,509 times.

In the Spring 2020 semester, a total of 1,283 items were placed on TAP Course Reserve at the USF Libraries and 65 of those items were newly purchased for this semester. The total number of items placed on reserve was representative of textbook adoptions for 1,168 individual course sections (420 unique courses) with cumulative enrollments of 59,608 students. The items on reserve circulated 5,485 times.

The Spring 2020 circulation count would have been presumably much higher except the library needed to close midway through the term due to COVID-19 concerns which limited physical services. During this closure, the library scanned Course Reserve materials for faculty to add to their canvas courses to ensure students did not lose access during this uncertain period. The library focused on critical selections of materials without digital options to help students complete the semester.

In addition, no physical TAP items were circulated in Summer 2020 due to closures from COVID-19, highlighting the importance of increasing digital reserve titles and library services to adapt to current challenges.

- **USF St. Petersburg Campus Initiatives**

During the 2019-2020 academic year, the USF Libraries held a total of 543 print course materials on Course Reserve at the USF St. Petersburg campus. These materials supported 655 courses with over 2,000 checkouts by students.

In the Spring 2020 semester, when the campus unexpectedly closed for COVID-19, the library scanned course materials for faculty to add to their canvas courses to ensure students did not lose access during this uncertain period. The library did not scan entire books and focused on critical selections to complete the semester.

In preparation for the Fall 2020 semester and remote learning, the USF Libraries liaison librarians from the St. Petersburg campus reached out to 63 faculty, particularly those with books that get a high number of check outs but do not have an ebook option, to discuss alternative solutions. These solutions included, scanning the most vital selections of a textbook for their canvas course while respecting Fair Use, searching in Hathi Trust and Internet Archive Emergency libraries for ebook options, or finding alternative open access or USF licensed content.

- **ARES & Copyright Clearance Center Licensing**
The USF Libraries continue to fund and maintain ARES, an online course reserve system used to aid faculty in placing instructional materials on reserve in lieu of textbooks. In conjunction with securing permissions through the Copyright Clearance Center, these efforts lead more faculty to use online course reserve and to make more content available to students.
- **Curriculum Builder**
The USF Libraries continues to support the Curriculum Builder tool to assist faculty in the creation of reading lists within Canvas, greatly simplifying the process of embedding library content in a course. This tool utilizes library-licensed content to provide affordable solutions to enhance curriculums. The library created a LibGuide to show an easy, step-by-step process to promote use by faculty.
- **Open Access Textbook Adoptions**
The Textbook Recommendation Service supported open access textbook adoptions at USF by researching and promoting free materials for faculty to review. Faculty were able to request additional assistance in regards to understanding the environment, quality, and benefits of open access textbooks through TAP and the department's library liaisons. The TAP team also attended the Open Textbook Network 2020 Summit to enhance their knowledge of the new trends and opportunities for open access textbooks as well as learning more strategies for faculty outreach and successful adoption.

In Fall 2018, the USF Chemistry department switched all of their General Chemistry I & II courses to the OpenStax Chemistry open access textbook after attending a Textbook Affordability Days event hosted by TAP. With the previous textbook costing over \$300, this change was an immediate and substantial cost reduction for students in this highly enrolled course which continued to save students each semester. Then, in Fall 2019, they stopped using courseware and further decreased the costs to students. Since Fall 2018 and through Spring 2020, the Chemistry department has saved their students over \$3.7 million by utilizing open access materials.

Fall 2019 Open Access Textbook Adoptions

Course	Course Title	Sections	Open Textbook Title	Max Enroll	Student Savings
CHM2045	General Chemistry I	9	<i>Chemistry (OpenStax)</i>	2,112	\$844,800
CHM2046	General Chemistry II	3	<i>Chemistry (OpenStax)</i>	781	\$312,400
EML3041	Computational Methods	2	<i>Numerical Methods in Applications</i>	104	\$6,240
LAE4311	Teaching Writing in Elementary Education	5	<i>The Inside, Outside, and Upside Downs of Children's Literature</i>	124	\$18,600
LAE4414	Diverse Children's Literature	3	<i>The Inside, Outside, and Upside Downs of Children's Literature</i>	263	\$39,450
LAE4424	Teaching Children's Literature	4	<i>The Inside, Outside, and Upside Downs of Children's Literature</i>	110	\$16,500
QMB7565	Intro to Research Methods	2	<i>Social Science Research: Principles, Methods, & Practices</i>	61	\$5,490
SPC2608	Public Speaking	41	<i>Stand Up, Speak Out: The Practice and Ethics of Public Speaking; Public Speaking: The Virtual Text</i>	780	\$88,140
TOTAL Fall 2019 Savings					\$1,331,620

Spring 2020 Open Access Textbook Adoptions

Course	Course Title	Sections	Open Textbook Title	Max Enroll	Student Savings
CHM2045	General Chemistry I	4	<i>Chemistry (OpenStax)</i>	864	\$345,600
CHM2046	General Chemistry II	7	<i>Chemistry (OpenStax)</i>	1,660	\$664,000
EML3041	Computational Methods	2	<i>Numerical Methods in Applications</i>	110	\$6,600
LAE4311	Teaching Writing in Elementary Education	5	<i>The Inside, Outside, and Upside Downs of Children's Literature</i>	130	\$19,500
LAE4414	Diverse Children's Literature	3	<i>The Inside, Outside, and Upside Downs of Children's Literature</i>	260	\$39,000
LAE4424	Teaching Children's Literature	1	<i>The Inside, Outside, and Upside Downs of Children's Literature</i>	20	\$3,000
SPC2608	Public Speaking	31	<i>Stand Up, Speak Out: The Practice and Ethics of Public Speaking; Public Speaking: The Virtual Text</i>	681	\$76,953
TOTAL Spring 2020 Savings					\$1,154,653

2018 – 2019	Total Open Access Savings (Previous Year)	\$1,989,414
2019 – 2020	Total Open Access Savings	\$2,486,273

*Savings calculated using previously required textbook price and courseware

- **USF Scholar Commons**

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

By definition, the USF Libraries' open access textbook collection is available at no cost to the global academic community. At present, the USF Libraries host 12 open access textbooks on our institutional repository, Scholar Commons, where there are over 1,049,811 downloads or views of this content. Of those open access textbooks, seven were authored by USF faculty. *Social Science Research: Principles, Methods, and Practices*, by USF faculty Dr. Anol Bhattacharjee, is the most downloaded publication on Scholar Commons with 871,318 downloads.

- **Open Textbook Network (OTN)**

USF is a member of OTN, along with over 400 colleges and universities. The focus of OTN is to develop open educational resource (OER) expertise on campuses to facilitate and encourage faculty to adopt, adapt, and create OER while respecting academic freedom. In June 2020, the USF Textbook Affordability Project team attended the OTN Summit, a two-week webinar event focusing on the various challenges, benefits, strategies, and developments in the open or affordable textbook environment.

- **Affordability Counts**

Affordability Counts was an initiative created by Florida International University to recognize faculty who actively take steps to lower student cost of course materials. The initiative was opened for other schools in Florida to participate, and USF joined the Affordability Counts Steering Committee through TAP to assist in the initiative's direction and growth. TAP completed pilots of the initiative in the 2019-2020 academic year with over 200 courses and 174 unique instructors added to the database. TAP plans for full implementation of the initiative in Fall 2020 with over 800 courses already identified for review.

The initiative focuses on faculty whose total course material costs are at or less than \$20 per credit hour. If faculty believe their course is eligible, they can submit their low-cost course for review by the TAP team. TAP reviews the submissions and confirms the information through syllabi and bookstore adoptions to determine if a course meets the requirement. Faculty with courses approved will receive the Affordability Counts medallion to display on their syllabus or Canvas course, and their courses are included in a state-wide database of low-cost courses.

- **Florida Academic Library Services Cooperative - Textbook Affordability and Open Educational Resources Standing Committee (FALSC - TAOERSC)**

In Fall 2019, the head of the TAP team, Alexander Neff, joined the FALSC – TAOERSC to provide USF perspectives and expertise through:

- advisement of the Florida Virtual Campus - Members Council on Library Services (FLVC - MCLS) in regards to creation, development, adoption, and use of affordable textbooks and OER in Florida's public colleges and universities.
- collaboration with the Digital Initiatives Standing Committee (DISC) and Collection Management and E-resources Standing Committee (CMESC) to use existing digital platforms, initiatives, and e-resources collections in support of textbook affordability and OER.
- identification and sharing of current trends and best practices in textbook affordability and OER, with an emphasis on the role of the academic library at each campus.
- recommendations to the MCLS of resources and activities to support textbook affordability and OER initiatives in all FLVC libraries.

- **University and Bookstore Partnership**

One of the major reasons Follett was selected to manage the USF bookstore was their strong commitment to textbook affordability, willingness to closely work with the University's Textbook Affordability Project, and eagerness to facilitate and support cost-saving initiatives for students. The close relationship between TAP and the Follett bookstore facilitated a strong support system for faculty regarding textbook affordability, historical textbook ordering and cost data, and adoption compliance.

In addition, TAP partnered with the campus bookstore with the goal of bringing digital content to students at the lowest prices nationally through Follett's Opt-In Inclusive Access program, Follett Access. TAP collaborated with the bookstore to share information about this program and course eligibility to all USF faculty through the Textbook Recommendation Service.

The Inclusive Access program gave students the first two weeks of the semester to view the textbook and choose to opt-in to the program to take advantage of the reduced prices. The students' USF accounts would then be directly billed after they confirmed participation. After the two-week offer expired, the etextbook and print textbook would still be purchasable through the regular bookstore process at the normal price.

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

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

Fall 2019

Program	Savings
Inclusive Access	\$432,380
Rental	\$595,840
Used	\$181,720
Digital	\$161,880
Buyback	\$24,734
TOTAL SAVINGS	\$1,396,554

Spring 2020

Program	Savings
Inclusive Access	\$411,923
Rental	\$338,380
Used	\$123,794
Digital	\$97,043
Buyback	\$3,802
TOTAL SAVINGS	\$974,942

Summer 2020

Program	Savings
Inclusive Access	\$241,429
Rental	\$91,070
Used	\$33,792
Digital	\$81,281
Buyback	\$129
TOTAL SAVINGS	\$447,701

Overall, the total student savings generated by the bookstore for Fall 2019, Spring 2020, and Summer 2020 were estimated to be \$2,819,197 and showed the importance of hosting a bookstore willing to initiate and cooperate with textbook affordability efforts.

b. Is the opt-in provision an initiative implemented by the institution for the purchase of student materials? If yes, describe the impact this had on student cost savings, if any.

Yes, TAP and the USF bookstore cooperated to implement an Opt-In Inclusive Access program at USF and successfully reached out to faculty to participate. The program has steadily grown since last year and has saved students an estimated \$1,085,732 on their textbooks in the 2019-2020 academic year. An important component of this program, which was unique to Florida until the statute language was modified recently, was the required Opt-In nature that allowed students to choose whether they would like to participate. The permissance of an Opt-Out version of the program, which automatically bills students without their input, may not be in the best interest of students or long-term textbook affordability goals.

3. University Policies for the Posting of Textbooks and Instructional Materials

a. Describe policies implemented to ensure the posting of textbook and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class. For course sections that require or recommend textbooks and instructional materials based on individual student needs (e.g., audition/performance, directed independent study, research topic) that may miss the posting date, please reference these as exceptions in 3(d).

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

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

The University has maintained its aggressive practice of reminding faculty members about their textbook submission obligation; the practice adopted since Fall 2017 is to ensure that instructors of record receive up to four email notices from their chairs/directors in advance of the state-mandated deadline that a submission is due. In addition, TAP continues constant contact with faculty and leadership throughout the year to provide support by answering material ordering questions, providing compliance information, and sharing future deadlines.

Failure to comply results in faculty members receiving a “letter of counsel” as per conditions of the faculty Collective Bargaining Agreement. Receipt of multiple letters of counsel may result in more serious disciplinary action. Our experience has shown this approach has increased compliance.

c. Report the number of course sections and the total percentage of course sections that were able to meet the textbook and instructional materials posting deadline for the

academic year. Note: A course section is in compliance if all textbooks and instructional materials in the course section have been entered by the deadline.

USF Textbook Adoption Compliance

Semester	Percentage of Compliance	Course Sections in Compliance	Total Courses
Fall 2019	95.6%	8,717	9,114
Spring 2020	96.8%	8,119	8,385

d. Report the number of course sections and the total percentage of course sections that necessitated change(s) in materials after the posting deadline. Provide an explanation for the change(s) in materials after the required deadline.

USF Textbook Adoptions Changed After Deadline

Semester	Percentage of Orders Changed	Course Sections with Orders Changed	Total Courses
Fall 2019	1.8%	160	9,114
Spring 2020	1.8%	154	8,385

The reasons for instructional material order changes include: materials no longer able to be sourced by the bookstore and an alternative has to be ordered, vital materials being published after the deadline, additional materials discovered by faculty that would greatly benefit student learning, errors in textbook submission, and delayed or erroneous processing at the bookstore.

e. Report the number of course sections and the total percentage of course sections that were not able to meet the textbook and instructional materials posting deadline for the academic year. Provide an explanation as to why the course sections were not able to meet the posting deadline. Note: A course section is not considered in compliance if all textbooks and instructional materials in the course section were not entered by the deadline.

USF Textbook Adoptions Out of Compliance

Semester	Percentage Out of Compliance	Course Sections Out of Compliance	Total Courses
Fall 2019	4.4%	397	9,114
Spring 2020	3.2%	266	8,385

Fall 2019 Explanations	Course Sections
Full-time faculty member late in submitting	11
Adjunct faculty member late in submitting	5
TA (or faculty adviser) late in submitting	2
Complications associated with course being cross-listed	2
Department/School did not have faculty member assigned to course	56
Instructor late in submitting, but had mitigating circumstances	15
Instructor submitted on time, but bookstore did not post by deadline	146
Textbook order modified after deadline	160
TOTAL	397

Spring 2020 Explanations	Course Sections
Full-time faculty member late in submitting	6
Adjunct faculty member late in submitting	1
TA (or faculty adviser) late in submitting	1
Complications associated with course being cross-listed	2
Department/School did not have faculty member assigned to course	14
Instructor late in submitting, but had mitigating circumstances	24
Instructor submitted on time, but bookstore did not post by deadline	64
Textbook order modified after deadline	154
TOTAL	266

f. Report the number of courses that received an exception to the reporting deadline. Describe the exception(s) provided.

No exceptions were granted.

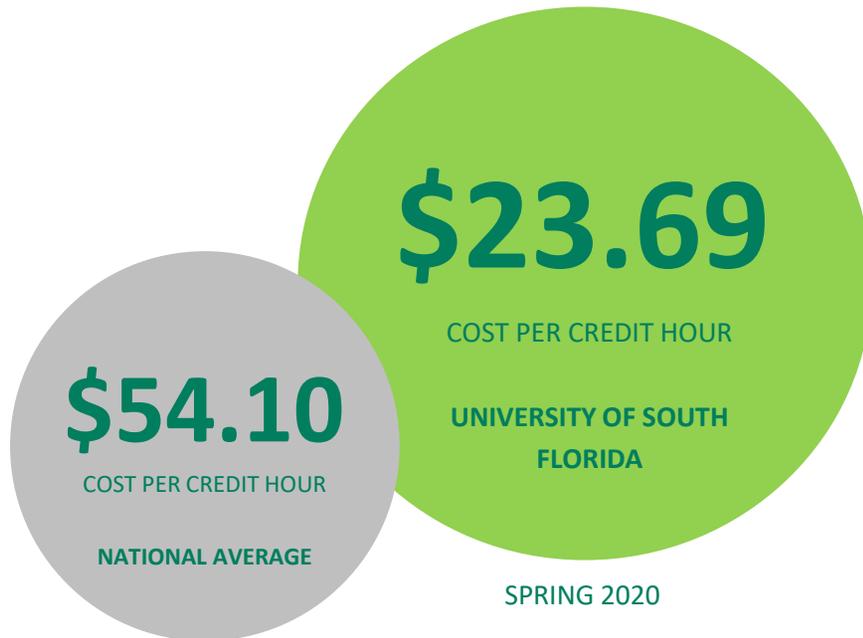


Textbook & Instructional Material Affordability Report

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

Todd Chavez, Dean of USF Libraries
Alexander Neff, Director of the Textbook Affordability Project
Dwayne Smith, Sr. Vice Provost

DATA HIGHLIGHTS – USF



2019-2020 Data Provided
by The College Board

USF TEXTBOOK ADOPTION COMPLIANCE

FALL 2019: 95.6%

SPRING 2020: 96.8%

Benefits of Buy-In from Faculty



The Textbook Recommendation Service has continued to be successful at reducing costs due to all units across OneUSF working together, including academic departments, faculty, senior leadership, the bookstore, and TAP.

Average Textbook Cost Per Credit Hour Reductions

Fall 2019 – 10.1%

Spring 2020 – 11.5%



UNIVERSITY OF SOUTH FLORIDA

\$27,235,668

CUMULATIVE SAVINGS 2010 TO DATE

Adopting Only the Lowest-cost Format

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

Open Educational Resources

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

Participating in Inclusive Access

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

Utilize Library Resources

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



RECENT STEPS & NEW INITIATIVES

- Affordability Counts
- TAP Dashboard
- Refinement of Textbook Recommendation Service
- USF Bookstore Student Savings Programs
- Open Access Textbooks
- FALSC Textbook Affordability and Open Educational Resources Standing Committee





**UNIVERSITY OF
SOUTH FLORIDA**

A PREEMINENT RESEARCH UNIVERSITY

Agenda Item: FL 109

USF Board of Trustees
September 8, 2020

Issue: [Florida Equity Report](#)

Proposed action: Adoption by ACE Committee

Executive Summary:

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

Financial Impact:

There is no proposed financial Impact

Strategic Goal(s) Item Supports:

Student Success

BOT Committee Review Date:

Academics and Campus Environment Committee – August 25, 2020

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

USF or Campus specific: USF

Prepared by: Haywood L. Brown, M.D, Vice President of Institutional Equity and Cecil Howard, J.D., Associate Vice President of Diversity, Inclusion, & Equal Opportunity

2020 Florida Equity Report

University of South Florida

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Florida Equity Report:
Enrollment, Sex Equity in Athletics, and Employment
Report Year: 2020

University of South Florida

Data Year: July – June, 2018 - 2019

Approved by:

Chair, USF Board of Trustees (or designee)

Approved by:

Dr. Steve Currall, President, One USF

Submitted by:

Dr. Haywood L. Brown, USF Vice President for Inst. Equity

Office of Diversity, Inclusion, and Equal Opportunity
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2020 Florida Equity Report • University of South Florida
Table of Contents

Part I.	EXECUTIVE SUMMARY
Part II.	POLICIES AND PROCEDURES IN SUPPORT OF EQUITY.....
Part III.	ACADEMIC PROGRAMS REVIEWS (A, B, and C).....
	Table 1. Full-Time First-Time-In-College Enrollment
	Table 2. Florida Community College A.A. Transfers
	Table 3. Retention of Full-Time FTICs After Six Years.....
	Table 4. Graduation Rate of Full-Time FTICs After Six Years.....
	Table 5. Bachelor’s Degrees Awarded.....
	Table 6. Master’s Degrees Awarded
	Table 7. Doctoral Degrees Awarded.....
	Table 8. First Professional Degrees Awarded.....
	Student Services (D).....
	1. Academic Advising
	2. Admission to Academic Program
	3. Health Services.....
	4. Club and Intramural Athletics (report on sex equity only).....
	5. Student Financial Assistance
	6. Housing
	7. Student Employment
	8. Educational and Work Environment
	Overall Effectiveness in Enrollment (E)
	ACCOLADES FOR THE UNIVERSITY OF SOUTH FLORIDA
Part IV.	GENDER EQUITY IN ATHLETICS
	Table 1. Sex Equity in Athletics Update
	Table 2. Overall Effectiveness in Athletics and Areas for Improvement.....
Part V.	EMPLOYMENT REPRESENTATION.....
	Table 1. Category Representation: Tenured Instructional Faculty.....
	Table 2. Category Representation: Tenure-Track Instructional Faculty
	Table 3. Category Representation: Faculty Not on Tenure Track Instructional or Faculty Employed at a Non-Tenure-Granting University
	Table 4. Category Representation: Management Occupation
Part VI.	AREAS OF IMPROVEMENT AND ACHIEVEMENT.....
Part VII.	PROTECTED-CLASS REPRESENTATION IN THE TENURE PROCESS.....
Part VIII.	PROMOTION AND TENURE COMMITTEE COMPOSITION.....
Part IX.	OTHER REQUIREMENTS.....
	A. Budget Plan.....
	B. President’s Evaluation
	C. Top Administrator’s Evaluations
Appendices	A. 2015 Equity Report Contributors.....
	B. 2016 Florida Equity Report Guidelines

Part I. Executive Summary and/or Description of Plan Development

Part I. Executive Summary and/or Description of Plan Development Part I.

Executive Introduction

The Annual Florida Equity Report is required under Florida Statutes as follows: The Florida Educational Equity Act (Section 1000.05 F.S.) and the Florida Board of Governors Regulation 2.003 Equity and Access.

The University of South Florida (One USF) report provides an analysis for key areas as indicated below. The report 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. Description of Plan Development

The USF Office of Diversity, Inclusion and Equal Opportunity (DIEO) coordinated and compiled the Florida Equity Report with several University System departments associated with each section of the report. These individuals are listed in Appendix A. Data provided by the Office of Decision Support, hiring data from the Office of the Provost, student services data from the Office of Student Success, and Athletics. Prior to submission, the data was reviewed by the Executive Committee for data integrity, the Academic and Campus Environment Committee of the Board of Trustees and finally the President and the Board of Trustees of One USF.

B. Summary of Institutional Progress

Policies and Procedures in Support of Equity (Part II)

One USF policies for Non-Discrimination and Title IX are included in this document.

Academic Programs (Part III)

One USF First Time in College (FTIC) enrollment of underrepresented students continued to be significant and remained essentially steady at 41% from the previous year. Additionally, female enrollment slightly decreased from an all-time high of 60.3% from the previous year to 58.9% for 2019. One USF transfer enrollment of underrepresented students essentially remained steady at 41.64 for 2019 over the previous year's percentage of 41.04%, and female transfers slightly decreased from 58.3% to 57.2%. The overall graduation rate for One USF after six years was 73.7%, which is an increase from the previous year's rate of 71.6%. During the past five years, the achievement gap among underrepresented groups was eliminated and in some cases, underrepresented students graduated at a higher rate than white students. One USF has recognized the gender gap in male graduation rates and is strengthening academic advising to improve male student attainment. While there have been slight changes within the diversity of the student body, One USF has strategic initiatives to continue outreach to underrepresented students and maintain a strong, diverse student body that remains in place.

Employment Presentation (Part V)

The total number of faculty system-wide increased by 47 positions in 2019. Of these, tenured faculty decreased by .049% from the previous year, tenure track decreased by 2.5% and non-tenured track increased by 6.4%. Diverse faculty represented 33.85% of the total faculty, which remain steady from 2018 which was 33.18%. The gender representation, however increased in 2019 for females to 46.18% from a 2018 representation of 37.7%.

Areas of Improvement and Achievement (Part VI)

One USF has maintained a significant number of enrolled diverse students. The level of successful outcomes in retention and graduation have increased for diverse students, and in some instances, diverse students outperformed white students. The Office of Admissions continues to implement unique strategies that are generating additional

positive outcomes with underrepresented students. In the area of employment, USF continues to grow its diversity while continuing to invest in strategies to maintain and surpass its overall standing in the employment of females and minorities.

Protected Class Representation in the Tenure Process (Part VII)

Female faculty members at One USF participated in the tenure-granting process and there appears to be no artificial barriers. Ninety-nine percent of the faculty who applied for tenure were granted tenure.

Promotion and Tenure Committee Composition (Party VIII)

Female and underrepresented faculty are involved in the tenure process and One USF encourages diverse faculty participation in the Tenure Committee composition.

C. Budget Plan

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

Part II. Review of Policies and Procedures

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

- A. Diversity and Equal Opportunity Policy, Policy 0-007 <http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-0-007.pdf>
- B. Sexual Misconduct/Sexual Harassment Policy, Policy 0-004 <http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-0-004.pdf>
- C. Disability and Accommodations Policy, Policy 0-108 <http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-0-108.pdf>
- D. Veterans Services for Students Policy, Policy 34-001 <http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-34-001.pdf>
- E. Recruitment and Hiring of University Employees, Policy 0-617 <https://usf.app.box.com/v/usfpolicy0-617>

The above-mentioned policies are disseminated through posting on the USF Website. Also, training for staff is conducted on these policies.

Part III. Academic Program Reviews

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

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

Table 1. First Time in College Enrollment

Table 1. First-Time-In-College Enrollment, fall 2019, Fall 2018, and Fall 2014										
USF										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	TOTAL
Men	157	155	5	223	410	4	1,121	96	64	2235
Women	146	226	3	280	667	4	1,623	168	91	3208
Total FTIC Fall 2019	303	381	8	503	1077	8	2744	264	155	5443
Category % of Total Fall 2019	5.6%	7.0%	0.1%	9.2%	19.8%	0.1%	50.4%	4.9%	2.8%	100.0%
Men	148	114	2	166	386	3	1001	98	58	1976
Women	122	236	6	269	649	4	1477	143	93	2999
Total FTIC Fall 2018	270	350	8	435	1035	7	2478	241	151	4975
Category % of Total Fall 2018	5.4%	7.0%	0.2%	8.7%	20.8%	0.1%	49.8%	4.8%	3.0%	100.0%
Men	108	157	3	169	367	4	1054	83	23	1968
Women	91	273	5	197	516	6	1380	129	33	2630
Total FTIC Fall 2014	199	430	8	366	883	10	2434	212	56	4598
Category % of Total Fall 2014	4.3%	9.4%	0.2%	8.0%	19.2%	0.2%	52.9%	4.6%	1.2%	100.0%
Percentage Change in number from Fall 2014 to Fall 2019	52.3%	-11.4%	0.0%	37.4%	22.0%	-20.0%	12.7%	24.5%	176.8%	18.4%
Difference in Percentage from Fall 2014 to Fall 2019	1.2%	-2.4%	0.0%	1.3%	0.6%	-0.1%	-2.5%	0.2%	1.6%	
Source All Years: IPEDS FALL ENROLLMENT Part A, Fall enrollment by race/ethnicity and sex, Column 1 First time students										

The USF First Time in College (FTIC) Enrollment data included 58.94% female and 41.06% male for the 2019-2020 academic year.

As indicated in Table 1, the composition of racially and ethnically diverse students for the USF FTIC population continued to be significant at 41.1%. This is consistent with the previous year. The 41.1% is comprised of students from various race/ethnic backgrounds including: Black, American Indian/Alaskan Native, Asian, Hispanic, Native Hawaiian/Other Pacific Islander, and Two or more races. White students represented 50.4%, Non-Resident Alien (International) students represented 5.6%, and students identifying as Unknown represented 2.8% of the One USF student body during the fall 2019 enrollment.

The FTIC Enrollment data indicated significant changes from 2014 to 2019. The 2019 data indicate increases from the baseline in 2014 of Non-Resident Alien (International) students of 52.3% (an increase of 104 students), Asians at 37.4%, Hispanics at 22%, and Two or more races at a 24.5% increase. There has been a decrease of Black students of 11.4%.

Table 2. Florida State College System A.A. Transfers, Previous AY

Table 2. Fulltime Transfers, fall 2019 (and Summer Continuing into Fall), Fall 2018, and Fall 2014												
USF												
	NRA	B	AI/AN	A	H	NH/OPI*	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Total Fall 2019	135	299	7	119	687	6	1447	124	130	1656	1298	2954
Category % of Total Fall 2019	4.6%	10.1%	0.2%	4.0%	23.3%	0.2%	49.0%	4.2%	4.4%	56.1%	43.9%	100.0%
Total Fall 2018	156	390	5	136	703	8	1639	129	125	1920	1371	3291
Category % of Total Fall 2018	4.7%	11.9%	0.2%	4.1%	21.4%	0.2%	49.8%	3.9%	3.8%	58.3%	41.7%	100.0%
Total Fall 2014	105	320	11	107	583	8	1663	113	48	1664	1294	2958
Category % of Total Fall 2014	3.5%	10.8%	0.4%	3.6%	19.7%	0.3%	56.2%	3.8%	1.6%	56.3%	43.7%	100.0%
Percentage Change in number from Fall 2014 to Fall 2019	28.6%	-6.6%	-36.4%	11.2%	17.8%	-25.0%	-13.0%	9.7%	170.8%	-0.5%	0.3%	-0.1%
Difference in Percentage from Fall 2014 to Fall 2019	1.0%	-0.7%	-0.1%	0.4%	3.5%	-0.1%	-7.2%	0.4%	2.8%	-0.2%	0.2%	

Source All Years: IPEDS FALL ENROLLMENT Part A, Fall enrollment by race/ethnicity and sex, Column 2 Transfer-in students

The One USF Fulltime Transfers data included 56.1% female and 43.9% male for the 2019-2020 academic year.

As indicated in Table 2, the composition of racially and ethnically diverse students for Fulltime Transfer students continued to be significant at 42%. This is consistent with the previous year. The 42% is comprised of students from various race/ethnic backgrounds including: Black, American Indian/Alaskan Native, Asian, Hispanic, Native Hawaiian/Other Pacific Islander, and Two or more races. White students represented 49%, Non-Resident Alien (International) students represented 4.6%, and students identifying as Unknown represented 4.4% of the USF student body during the fall 2019 enrollment.

The FTIC Enrollment data indicated significant changes from 2014 to 2019. The 2019 data indicates increases in Non-Resident Alien (International) Students of 28.6%, Asians at 11.2%, Hispanics at 17.8%. There has been a decrease in the percentage of Black students at 6.6% and American Indian/Alaskan Native at 36.4%

Table 3. Retention of Full-time FTICs Entering Previous AY, After One Year

Table 3. Retention of Full-Time FTICs Entering Fall 2018, or Summer 2018 and Continuing into Fall, After One Year												
USF												
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	FEMALE	MALE	TOTAL
Cohort	270	350	8	434	1034	7	2479	241	151	2999	1975	4974
Category % of Total	5.4%	7.0%	0.2%	8.7%	20.8%	0.1%	49.8%	4.8%	3.0%	60.3%	39.7%	100.0%
After 1 year	248	333	7	412	937	5	2214	214	131	2721	1780	4501
Retention Rate	91.9%	95.1%	87.5%	94.9%	90.6%	71.4%	89.3%	88.8%	86.8%	90.7%	90.1%	90.5%
Source: USF Office of Decision Support												

The overall retention rate for the USF after one year was 90.5%. This rate is consistent among females at 90.7% and males at 90.1%. Underrepresented students retained at a higher rate than the average were Blacks at 95.1%, Asians at 94.9%, and Hispanics at 90.6%. Students identifying as American Indian/Alaskan Native (87.5%), Native Hawaiian/Other Pacific Islander (71.4%), White (89.3%), Two or more races (88.8%), and race unknown (86.8%) were below average.

Table 4. Graduation Rate of Full-Time FTICs After Six Years

Table 4. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2013, or Summer 2013 and Continuing into Fall After Six Years												
USF												
	NRA	B	AI/AN	A	H	NH/OPI	W	TWO>	Unk	Female	Male	Total
Cohort	152	390	5	324	862	10	2487	190	55	2583	1894	4475
Category % of Total	3.4%	8.7%	0.1%	7.2%	19.3%	0.2%	55.6%	4.2%	1.2%	57.7%	42.3%	100.0%
After 6 years												
Number of Graduates	134	288	3	254	624	7	1801	143	45	1980	1319	3299
Percent Graduated	88.2%	73.8%	60.0%	78.4%	72.4%	70.0%	72.4%	75.3%	81.8%	76.7%	69.6%	73.7%
Category % Graduated	4.1%	8.7%	0.1%	7.7%	18.9%	0.2%	54.6%	4.3%	1.4%	60.0%	40.0%	100.0%
Number Retained	135	312	4	297	667	6	1934	142	46	2095	1448	3543
Percent Retained	88.8%	80.0%	80.0%	91.7%	77.4%	60.0%	77.8%	74.7%	83.6%	81.1%	76.5%	79.2%
Category % Retained	3.8%	8.8%	0.1%	8.4%	18.8%	0.2%	54.6%	4.0%	1.3%	59.1%	40.9%	100.0%
Source: USF Office of Decision Support												

The overall graduation rate for One USF students after six years was 73.7%, which is a slight increase from the previous year. While both female and male students' graduation percentages increased 76.7% and 69.6% respectively, there remains a gap as documented in national literature.

Students identifying as Non-Resident Alien (International) (88.2%), Black (73.8%), Asian (78.4%), Two or more races (75.3%), and Unknown (81.8%) were above the average for USF. American Indian/Alaskan Native (60%), Hispanic (68.5%), Native Hawaiian/Other Pacific Islanders (70%), and those identifying as White (66.3%), were below the average.

Table 5. Bachelor's Degrees Awarded, Previous AY

Table 5. Bachelor's Degrees Awarded, AY 2018-2019, AY 2017-18, and AY2013-14										
USF										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2018-2019										
Male	263	321	9	288	805	4	2106	123	111	4030
Female	247	649	10	373	1254	7	3065	210	164	5979
Total	510	970	19	661	2059	11	5171	333	275	10009
Category % of Total	5.1%	9.7%	0.2%	6.6%	20.6%	0.1%	51.7%	3.3%	2.7%	100.0%
AY 2017-2018										
Male	261	331	9	289	709	8	2241	129	68	4045
Female	206	615	7	337	1100	16	3010	237	110	5638
Total	467	946	16	626	1809	24	5251	366	178	9683
Category % of Total	4.8%	9.8%	0.2%	6.5%	18.7%	0.2%	54.2%	3.8%	1.8%	100.0%
AY 2013-2014										
Male	86	327	6	226	600	5	2316	61	63	3690
Female	99	619	10	300	1045	13	3378	135	102	5701
Total	185	946	16	526	1645	18	5694	196	165	9391
Category % of Total	2.0%	10.1%	0.2%	5.6%	17.5%	0.2%	60.6%	2.1%	1.8%	100.0%
Sources for All Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines.										

One USF awarded over 10,000 degrees in the 2018-2019 academic year, which is an increase from the previous year. Of the degrees awarded 59.74% were earned by females and 40.26% by males which is consistent with the previous academic year.

Among the degrees awarded, students who identified as Non-Resident Alien (International), Asian, Hispanic, and race Unknown increased their percentages from the previous academic year. While students who identify as Black, Native Hawaiian/Other Pacific Islander, and White decreased slightly from the previous year.

Table 6. Master's Degrees Awarded, Previous AY

Table 6. Master's Degrees Awarded, AY 2018-2019, AY 2017-18, and AY2013-14										
USF	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2018-2019										
Male	570	88	1	67	158	1	592	16	29	1522
Female	321	180	2	94	262	1	1028	69	53	2010
Total	891	268	3	161	420	2	1620	85	82	3532
Category % of Total	25.2%	7.6%	0.1%	4.6%	11.9%	0.1%	45.9%	2.4%	2.3%	100.0%
AY 2017-2018										
Male	542	80	0	57	138	2	607	18	43	1487
Female	330	174	5	105	240	3	1004	48	50	1959
Total	872	254	5	162	378	5	1611	66	93	3446
Category % of Total	25.3%	7.4%	0.1%	4.7%	11.0%	0.1%	46.7%	1.9%	2.7%	100.0%
AY 2013-2014										
Male	180	75	2	45	103	3	603	11	27	1049
Female	160	160	5	94	210	2	1101	30	41	1803
Total	340	235	7	139	313	5	1704	41	68	2852
Category % of Total	11.9%	8.2%	0.2%	4.9%	11.0%	0.2%	59.7%	1.4%	2.4%	100.0%
Source for all Years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines.										

One USF awarded 3,532 master's degrees during the 2018-2019 academic year. Of the degrees awarded 57% were awarded to females. There was an increase in the number of degrees awarded from 2017-2018 to 2018-2019 to students who identify as Non-Resident Alien (International), Black, Hispanic, White, and Two or more races.

Table 7. Doctoral Degrees Awarded, Previous AY

USF	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2018-2019										
Male	58	11	0	10	6	0	83	1	1	170
Female	34	14	0	10	14	0	126	1	4	203
Total	92	25	0	20	20	0	209	2	5	373
Category % of Total	24.7%	6.7%	0.0%	5.4%	5.4%	0.0%	56.0%	0.5%	1.3%	100.0%
AY 2017-2018										
Male	66	6	0	5	10	0	87	0	5	179
Female	31	16	0	14	14	0	110	6	4	195
Total	97	22	0	19	24	0	197	6	9	374
Category % of Total	25.9%	5.9%	0.0%	5.1%	6.4%	0.0%	52.7%	1.6%	2.4%	100.0%
AY 2013-2014										
Male	55	6	0	7	12	0	71	1	1	153
Female	26	17	0	5	14	0	113	0	2	177
Total	81	23	0	12	26	0	184	1	3	330
Category % of Total	24.5%	7.0%	0.0%	3.6%	7.9%	0.0%	55.8%	0.3%	0.9%	100.0%

One USF awarded 373 doctoral degrees during the 2018-2019 academic year. Of the degrees awarded 54.42% were awarded to females. With regards to race, NRA graduates are well represented in doctoral degrees awarded, though their proportion has decreased slightly from 2017-18. Blacks showed a slight increase from that period as did Whites, but a modest decrease was shown for Asians and Hispanics.

Table 8. First Professional Degrees Awarded, AY 2018-2019, AY 2017-2018, AY 2013-2014

Table 8a. First Professional Degrees Awarded, AY 2018-2019, AY 2017-18, and AY2013-14										
USF	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2018-2019										
Male	0	7	2	40	13	1	78	2	16	159
Female	0	25	2	37	21	1	113	3	18	220
Total	0	32	4	77	34	2	191	5	34	379
Category % of Total	0.0%	8.4%	1.1%	20.3%	9.0%	0.5%	50.4%	1.3%	9.0%	100.0%
AY 2017-2018										
Male	0	7	0	36	19	0	80	0	6	148
Female	0	11	1	37	19	2	97	2	11	180
Total	0	18	1	73	38	2	177	2	17	328
Category % of Total	0.0%	5.5%	0.3%	22.3%	11.6%	0.6%	54.0%	0.6%	5.2%	100.0%
AY 2013-2014										
Male	0	4	1	15	9	0	57	0	5	91
Female	0	11	2	31	14	0	64	0	3	125
Total	0	15	3	46	23	0	121	0	8	216
Category % of Total	0.0%	6.9%	1.4%	21.3%	10.6%	0.0%	56.0%	0.0%	3.7%	100.0%
Source for all years: IPEDS Completions GRAND TOTAL BY FIRST MAJOR, Doctoral degrees professional practice. Chart for 99.0000, all disciplines.										

One USF First Professional Degrees Awarded data included 58% were earned by females for the 2018-2019 academic year. These include doctoral degrees in Medicine (MD), Nursing Practice, (DNP), Physical Therapy (DPT), and Pharmacy (PharmD).

As indicated in Table 8a, the composition degrees awarded to racially and ethnically diverse students continued to be significant at 40.3%. This is a slight decrease from the previous year. The 40.3% is comprised of students from various race/ethnic backgrounds including: Black, American Indian/Alaskan Native, Asian, Hispanic, Native Hawaiian/Other Pacific Islander, and Two or more races.

Students who identify as Black, American Indian/Alaskan Native, Asian, and race Unknown experienced an increase in the number of degrees awarded however, Asian increased in number this decreased in the overall percentage represented from 2017-2018 to 2018-2019. Hispanic and White students experienced a decrease in First Professional degrees awarded.

Table 8b. First Professional Degrees Awarded, AY 2018-2019, AY 2017-18, and AY2013-14										
M.D.										
USF										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2018-2019										
Male	0	4	1	32	5	0	50	0	9	101
Female	0	5	1	17	2	0	36	0	7	68
Total	0	9	2	49	7	0	86	0	16	169
Category % of Total	0.0%	5.3%	1.2%	29.0%	4.1%	0.0%	50.9%	0.0%	9.5%	100.0%
AY 2017-2018										
Male	0	3	0	27	4	0	49	0	3	86
Female	0	2	1	19	8	0	35	1	6	72
Total	0	5	1	46	12	0	84	1	9	158
Category % of Total	0.0%	3.2%	0.6%	29.1%	7.6%	0.0%	53.2%	0.6%	5.7%	100.0%
AY 2013-2014										
Male	0	4	1	7	8	0	37	0	3	60
Female	0	4	2	20	9	0	25	0	0	60
Total	0	8	3	27	17	0	62	0	3	120
Category % of Total	0.0%	6.7%	2.5%	22.5%	14.2%	0.0%	51.7%	0.0%	2.5%	100.0%

Source for all years: IPEDS Completions CIP Code 51.1201--Doctor's degree-professional practice.

One USF Medical Degrees Awarded data included 40% were earned by females during the 2018-2019 academic year.

As indicated in Table 8b, the composition degrees awarded to racially and ethnically diverse students is 39.6%, a decrease from the previous year. The 39.6% is comprised of students from various race/ethnic backgrounds including: Black, American Indian/Alaskan Native, Asian, Hispanic, Native Hawaiian/Other Pacific Islander, and Two or more races. White students represented 50.9% and students identifying as Unknown represented 9.5% of degrees awarded.

While Black and race Unknown students increased in degrees awarded, Hispanic and White, students decreased in First Professional Degrees awarded.

Table 8c. Doctor of Nursing Practice										
USF	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2018-2019										
Male	0	0	0	1	0	0	6	1	0	8
Female	0	13	1	8	12	1	30	1	1	67
Total	0	13	1	9	12	1	36	2	1	75
Category % of Total	0.0%	17.3%	1.3%	12.0%	16.0%	1.3%	48.0%	2.7%	1.3%	100.0%
AY 2017-2018										
Male	0	0	0	0	1	0	3	0	0	4
Female	0	5	0	7	1	0	14	1	2	30
Total	0	5	0	7	2	0	17	1	2	34
Category % of Total	0.0%	14.7%	0.0%	20.6%	5.9%	0.0%	50.0%	2.9%	5.9%	100.0%
AY 2013-2014										
Male	0	0	0	0	0	0	1	0	0	1
Female	0	2	0	0	0	0	3	0	0	5
Total	0	2	0	0	0	0	4	0	0	6
Category % of Total	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	66.7%	0.0%	0.0%	100.0%

Eighty-nine percent of Doctoral Degrees in Nursing Practice were earned by females during the 2018-2019 academic year.

As indicated in Table 8c, the composition degrees awarded to racially and ethnically diverse students continued to be significant at 50.6%. This is an increase from the previous year. The 50.6% is comprised of students from various race/ethnic backgrounds including: Black, American Indian/Alaskan Native, Asian, Hispanic, Native Hawaiian/Other Pacific Islander, and Two or more races. White students represented 48% and students identifying as Unknown represented 1.3% of degrees awarded.

While Black, American Indian/Alaskan Native, Hispanic, and Native Hawaiian/Other Pacific Islander students increased in degrees awarded, Asian, White, and race Unknown students decreased in Doctoral of Nursing Practice degrees awarded.

Table 8d. First Professional Degrees Awarded, AY 2018-2019, AY 2017-18, and AY2013-14										
Doctor of Physical Therapy										
USF										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2018-2019										
Male	0	0	1	1	1	0	8	0	1	12
Female	0	2	0	3	1	0	25	0	1	32
Total	0	2	1	4	2	0	33	0	2	44
Category % of Total	0.0%	4.5%	2.3%	9.1%	4.5%	0.0%	75.0%	0.0%	4.5%	100.0%
AY 2017-2018										
Male	0	1	0	2	3	0	11	0	1	18
Female	0	1	0	2	3	0	19	0	2	27
Total	0	2	0	4	6	0	30	0	3	45
Category % of Total	0.0%	4.4%	0.0%	8.9%	13.3%	0.0%	66.7%	0.0%	6.7%	100.0%
AY 2013-2014										
Male	0	0	0	8	1	0	19	0	2	30
Female	0	5	0	11	5	0	36	0	3	60
Total	0	5	0	19	6	0	55	0	5	90
Category % of Total	0.0%	5.6%	0.0%	21.1%	6.7%	0.0%	61.1%	0.0%	5.6%	100.0%
Source for all years: IPEDS Completions CIP Code 51.2308 Doctor's degree professional practice.										

One USF awarded 44 Doctoral of Physical Therapy degrees during the 2018-2019 academic year. Of the degrees awarded, 73% were earned by females.

As indicated in Table 8d, the composition degrees awarded to racially and ethnically diverse students was 20% which is a significant decrease from the previous year. The 20% is comprised of students from various race/ethnic backgrounds including: Black, American Indian/Alaskan Native, Asian, Hispanic, Native Hawaiian/Other Pacific Islander, and Two or more races. White students represented 75% and students identifying as Unknown represented 4.5% of degrees awarded.

Table 8e. Doctor's Pharmacy										
USF										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2018-2019										
Male	0	3	0	6	7	1	14	1	6	38
Female	0	5	0	9	6	0	22	2	9	53
Total	0	8	0	15	13	1	36	3	15	91
Category % of Total	0.0%	8.8%	0.0%	16.5%	14.3%	1.1%	39.6%	3.3%	16.5%	100.0%
AY 2017-2018										
Male	0	3	0	7	11	0	17	0	2	40
Female	0	3	0	9	7	2	29	0	1	51
Total	0	6	0	16	18	2	46	0	3	91
Category % of Total	0.0%	6.6%	0.0%	17.6%	19.8%	2.2%	50.5%	0.0%	3.3%	100.0%
AY 2013-2014										
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Category % of Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

One USF awarded 91 Doctor of Pharmacy degrees during the 2018-2019 academic year. Of the degrees awarded, 58% were earned by females.

As indicated in Table 8e, the composition degrees awarded to racially and ethnically diverse students continues to be significant at 44%. The 44% is comprised of students from various race/ethnic backgrounds including: Black, Asian, Hispanic, and Native Hawaiian/Other Pacific Islander. White students represented 39.6% and students identifying as Unknown represented 16.5% of degrees awarded.

Student Services (Part III. D)

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

Academic Advising

The academic advising community at One USF continues to focus on the education of its academic advising professionals as an essential strategy for providing accessible, respectful, and inclusive support for all students. The Professional Development Committee hosted several webinars from the National Academic Advising Association (NACADA) during the 2019-2020 academic year including:

- December 11, 2019: Academic Advising and Trans Equity – Building our Tomorrow
- April 15, 2020: Academic Advising for Social Justice – Theory, Reflection and Practice

The Multi-Cultural Advising Committee (MCAAC), a sub-committee of the Council on Academic Advising, had a planned event for March 13th the Spring 2020 semester that was postponed due to the transition to remote work. This event entitled “Diversity, Generations and Culture: Advising 21st Century Students in a Multicultural World”, was scheduled to feature panelists from USF faculty and staff discussing the unique experiences of the 21st century student, and how it intersects with the growing diversity within their environment. MCAAC plans on revisiting this session in the 2020-21 academic year. Additionally, this sub-committee is exploring creating open forums for students to have candid conversations with advisors on their experiences, as well as strategies for connecting the advising community to culturally diverse opportunities within the Tampa Bay community.

Academic Advocacy

The Office of Academic Advocacy (OAA) also provides specialized support services to students to specifically address barriers to persistence, progression and graduation. By coordinating care and services amongst multiple university staff, offices and units, OAA serves as an essential unit equalizing student knowledge of and access to key resources and services across campus. Other services include risk assessment, direct outreach to at-risk students, and involvement in institutional initiatives focused on student success outcomes. Academic Advocacy’s coordination and collaboration between diverse institutional offices continues to reduce institutional barriers for undergraduate students.

Admission to Academic Programs

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

As we consider the most pressing challenges to increasing and enhancing the presence of historically marginalized populations as undergraduate students at One USF, the Outreach and Access unit has adopted a strategic focus to

increase the number of minority students recruited and admitted. Innovative admissions strategies aligned to the strategic focus include, but are not limited to:

- Targeted collaborations;
- Executing programs and initiatives;
- Designing recruitment materials specifically for minority audiences; and
- Focusing admission recruitment efforts in schools and school districts with a high concentration of minority students.

Targeted Collaborations:

The National Hispanic Institute (NHI), is an organization dedicated to developing and increasing leadership capabilities of Hispanic students who demonstrate academic excellence. As the Office of Admissions works to increase our admissions profile, while also diversifying the campus and the student experience, the Outreach & Access unit collaborated with NHI to host the CWS event for Summer of 2019 and 2020. The 2020 program has been cancelled due to COVID-19.

The Ron Brown Scholar Program (RBS) launched Guided Pathway Support (GPS), an innovative college access and navigational tool with the potential to reach tens of thousands of African American high school students. To date, the effort has been a resounding success in selecting academically talented students. In our efforts to increase diversity in our admitted student class with black students that have demonstrated high academic achievement, the Outreach & Access unit collaborated RBS as an Educational Partner. The 2019-2020 partnership has been successful in gaining the attention of out of state black students, and yielding interest in on campus visits. We have committed to this partnership for 2020-2021.

National Hispanic Scholar (NHS) is part of the College Board National Recognition Program. NHS students have excelled on their PSAT/NMSQT and in their classrooms. At the University of South Florida, we recognize students given the NHS recognition with the Tradition of Excellence National Hispanic award from the university of South Florida, which contributes \$20,000, up to \$5,000 per year, toward their pursuit of higher education in addition to providing personal, academic, and professional mentorship.

Advancement Via Individual Determination (AVID) is a nonprofit that changes lives by helping schools shift to a more equitable, student-centered approach to close the opportunity gap, to ensure more they can prepare all students for college, careers, and life. USF partnered with the School District of Hillsborough County's AVID office, to host a month-long series of AVID Days. During AVID Days, middle and high school students visit USF and engage in a University Life Session presentation, followed by a campus tour. In the Fall of 2019, we hosted 57 Hillsborough County schools and 2,280 Hillsborough County students.

USF Campus Partnerships:

SSS/UPBD/CROP: In partnership with Undergraduate Studies, the Office of Admissions ensures that applicants from any of the Trio based programs are granted access opportunities which include:

- Priority consideration beyond published priority deadline
- Targeted communication via email, phone, and invitation only events
- Application completion assistance
- Criteria set at BOG minimum and not subject to USF admissions profile grids
- Delayed decision to allow additional testing opportunities to meet criteria
- Concierge service by admissions personnel
- Parental counseling on the opportunities of pathway programs, financial aid, and admissions requirements

- Special access to campus

In 2019/20 150 students were admitted to SSS with a program capacity of 100 new students per year.

College Assistance Migrant Program (CAMP): In partnership with the College of Education, the Office of Admissions ensures that applicants from CAMP are granted access opportunities to include:

- Priority consideration beyond published priority deadline
- Targeted communication via email, phone, and invitation only events
- Application completion assistance
- Criteria set at BOG minimum and not subject to USF admissions profile grids
- Delayed decision to allow additional testing opportunities to meet criteria
- Direct access to admissions personnel
- Parental counseling on the opportunities of pathway programs, financial aid, and admissions requirements
- Special access to campus

In 2019/20 110 students were identified with CAMP attributes. The Office of Admission admitted 39 with program capacity of 25 new students per year.

Programs & Initiatives:

Guaranteed Admissions Partnership Program (GAPP):

In our efforts to produce a well-educated and skilled diverse student body, the Outreach & Access unit of the One USF's Office of Admissions, has developed a Guaranteed Admissions Pathway Partnership. The goal of the Guaranteed Admissions Program is two-fold:

- Expand and strengthen university–community engagement locally in support of USF's strategic priorities to cultivate and nurture mutually beneficial partnerships.
- Recruitment of the best and brightest students from underserved populations.

Of the many high schools within Hillsborough, Pinellas, Sarasota, and Manatee counties, we identified nine (9) schools to pilot our Guaranteed Admissions Pathway program:

- Hillsborough: Armwood, Leto, Middleton,
- Pinellas: Dixie Hollins, Lakewood Senior, Boca Ciega,
- Sarasota/Manatee: Southeast, Bayshore, and Booker

The GAPP 2020 program resulted in a conversion rate of Applicant to Admit of 47.9% and a yield rate of 45.7%.

- *Applicants: 716*
- *Admits: 343*
- *Deposits: 157*

For the 2020-2021 recruitment cycle, the Outreach & Access unit has recommended expansion by including up to five schools per count current counties and two schools in each of the following counties: Pasco, Hernando, Polk, and Lake counties.

Diversity Immersive Visitation Experience:

In our efforts to generate interest amongst the talented underrepresented student populations while increasing diversity of our applicant pool, the Outreach & Access unit of One USF's Office of Admissions, developed the Diversity Immersive Visitation Experience (DIVE). DIVE is a three day-two-night residential program housed at the Tampa campus. Over the course of three days, students will gain access to workshops that include: SAT Prep, Applying to College, Financial Aid, Academic Mindset, Campus Involvement, and much more. Students that complete the application for DIVE and are invited to participate in the program will have all costs associated with food, housing, and possibly transportation (for out of state students) sponsored by USF Admissions. Some highlights:

- *Anticipated 2020 Date: June 16-18*
- *Targeted Attendance – 75-100 students*
- ***In light of COVID, on campus program has been cancelled. A virtual program will take place in August 2020.*
- This program is intended to run on campus Summer 2021.

College Preview Day:

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

- *2019-2020 Dates: October 10, 2019 and February 5, 2020*
- *2019-2020 Attendance: 320 (October); 285 (February)*

FUSE:

The FUSE program partners with eight (8) Florida College System institutions to promote a pathway opportunity for student seeking a four-year baccalaureate degree. Students admitted to the FUSE program will be placed on an academic graduation path that provides a seamless transition from Florida College System (FCS) partner schools to One USF. This program encourages timely completion of both the A.A. and Bachelors' degrees while Academic advisors at all partner schools, and One USF advisors monitor to ensure that students meet the necessary requirements to enroll at One USF.

Health Services

Student Health Services (SHS) is an accredited ambulatory-care facility that provides high quality healthcare for the students of One USF. Our services are provided in collaboration with the other Wellness USF departments. We believe that providing quality healthcare and education strengthens learning and promotes lifelong success through health and wellness. We offer a wide array of medical, mental health, prevention and wellness services. SHS accepts many insurance plans. Charges for our services are minimal. The Health Fee, paid as part of tuition, provides funding for services at SHS, the Counseling Center and the Center for Student Well-Being. SHS has an ongoing commitment to build and support a diverse community of patients.

Below is a snapshot of our clinic visits, insurance and ethnicity break down over the past 10 years.

Tampa Campus

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Total SHS Clinic Visits	25,657	24,595	27,771	29,132	28946	35745	35991	35472	38360	40468
Average Daily Visits	103	101	112	119	118	145	145	144	157	165
Individuals Served	10,893	11,077	11,671	12,186	11734	12823	12616	13130	13877	14087
Insurance										
No Insurance	43%	39%	41%	38%	39%	35%	32%	31%	32%	32%
USF Insurance	23%	16%	15%	5%	4%	5%	3%	5%	7%	6%
Private Insurance	34%	45%	44%	57%	57%	60%	65%	64%	61%	62%
Ethnicity										
African American	6%	10%	13%	13%	14%	13%	13%	13%	12%	12%
Hispanic	3%	6%	3%	1%	0%	0%	13%	14%	16%	18%
Asian	30%	5%	7%	9%	10%	12%	13%	15%	14%	14%
American Indian	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Caucasian	29%	49%	66%	69%	68%	64%	52%	51%	50%	44%
Unknown	59%	30%	11%	8%	8%	11%	9%	8%	8%	7%

St. Pete Wellness Campus

	2012-13 (opened Sep 2012)	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Total SHS Clinic Visits	1179	1812	1962	1789	2021	2266	2372
Average Daily Visits	7	8	9	8	8	10	10
Individuals Served	615	839	900	930	947	1027	1062
Insurance							
No Insurance	48%	36%	34%	35%	31%	27%	25%
USF Insurance	unknown	unknown	unknown	unknown	unknown	unknown	unknown
Private Insurance	52%	64%	66%	65%	69%	73%	75%
Ethnicity							
African American	11%	10%	12%	10%	12%	11%	10%
Hispanic	0%	0%	0%	14%	17%	19%	18%
Asian	6%	6%	5%	5%	6%	5%	5%
American Indian	1%	1%	1%	1%	0%	1%	0%
Caucasian	75%	74%	76%	65%	61%	61%	60%
Unknown	7%	9%	6%	6%	4%	3%	7%

Club and Intramural Athletics (report on sex equity only)

Students' educational experiences are enhanced and enriched through diverse health and wellness programs such as ones provided by Recreation and Wellness. Recreation and Wellness creates on-campus opportunities for students, faculty, and staff to engage by providing varying programs, services and a first-class facilities for USF members to enjoy physical activity in a safe learning and supportive environment. Fifty-seven percent of campus recreation employees identify as female with 43% identifying as male. Regarding race, 51% identified as White, 20% Hispanic, 16% Black/African American, 12% Asian, and less than one percent for American Indian/Alaskan Native and those that identify as other.

Student Financial Assistance

University Scholarships & Financial Aid Services (USFAS) provides information and tools to promote college access and affordability, particularly to first-generation and underrepresented students.

- Pell Grant Eligible students: In fall 2018, USF Tampa enrolled an undergraduate population that was 36% Pell Grant eligible, demonstrating our commitment to economically disadvantaged students.
- Launched the Green to Gold Grant for entering Florida FTIC students with a zero EFC. The program guarantees that tuition, fees and books and supplies are covered as long as the student meets financial aid and academic renewal requirements.
- Financial Education Office: This office, launched in April 2013, continues to expand its services to encompass a broad range of financial topics relevant to students during college and after their USF experience. To date for FY19, we have had contact with over 4,300 students.
- We continued to provide assistance to 17 families of entering out of state students to help them understand how to pay for their students' education.
- All 100 students in the entering summer class from Student Support Services are required to participate in mandatory financial wellness coaching. Participation in these coaching sessions provides students from underrepresented populations the basic information they need in order to successfully apply for aid, pay their institutional charges and minimize their student loan debt.
- We also communicated with students with past due balances and assisted in resolving their institutional debt. Over 5,000 students were contacted by email and 98 students were successfully assisted in paying their bills.
- College Planning Web Site: USFAS maintains a college planning website with information and tools for students and their families, especially those who view cost as a barrier in achieving a college degree. The website provides quick links to a number of college planning resources including, step-by-step financial aid process, information on high school planning nights coordinated by the Hillsborough County School District, and other college planning resources. Professional staff from USFAS conducts many of these sessions. Brief videos are also available to guide students through filing the FAFSA and using USF's OASIS student system.
- Cost Calculator (USF Tampa): Increased awareness of the online calculator for students and families to use in determining the cost of attending the USF Tampa campus. The Cost Calculator was introduced to families at district financial aid high school nights, Office of Admissions events, and New Student Orientation. A Spanish version

- Computer Stations in USFAS Lobby for Assisted Self-Service: USFAS provides 10 computer stations in the office lobby with staff to assist students and families in completing applications and online forms. This service helps overcome perceived barriers for students and families who may feel overwhelmed by the application process.
- Outreach Programs & Services: USFAS develops and participates in many outreach programs and services throughout the year to assist students and their families in establishing realistic financial plans for achieving a college education through planning, budgeting and applying early for financial aid.
- USFAS participates in numerous events during the year hosted by the Office of Undergraduate Admissions. These events include students who have indicated an interest in attending USF or have already been admitted.
- Summer Access Programs: USFAS provides financial aid and financial education presentations to students in the Student Support Services (TRIO) and Upward Bound/College Reach Out. Students in these programs are from underrepresented populations. Assistance was also provided to these students through FAFSA help sessions in the USFAS lobby.
- Staff members serve on the Persistence Committee with a focus on ensuring that eligible freshmen who started at USF in summer/fall 2018 are able to continue their enrollment for fall 2019.
- USFAS is an integral member of the Archivum Case Management system, providing individualized assistance to students who are at risk of not persisting and/or graduating.

Housing

Housing & Residential Education –

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

Through our Residential Curriculum, we promote the academic success and intellectual development of our residents and strive to enhance their ability to graduate on time. Within Housing and Residential Education, students have access to Living Learning Communities designed to provide a cohort experience with peers that share similar academic, career and co-curricular interests. A broad array of academic initiative programs provides unique learning experiences and opportunities to interact with faculty outside of the classroom.

Our residential populations self-identifies as 57.68% female and 42.32% male. When asked about race/ethnicity they identified as the following: 50.02% (3,093) White, 17.34% (1,072) Hispanic, 10.49% (649) Black, 8% (495) Non-resident Alien, 6.94% (429) Asian, 4.37% (270) Two or more races, and less than one percent for American Indian/Alaskan Native and Native Hawaiian or Pacific Islander. Seventy-nine percent (4,900) of the students

living on-campus are Florida residents, 11.17% (691) are from out of state, 6.94% (429) from outside the United States, and 2.65% (164) are special Florida residents.

Student Employment

Student Employment is routed through both Human Resources and Career Services (Internships and Career Readiness) for on-campus employment. Recruitment of student employees is hosted through two platforms: Careers@USF located at: <https://www.usf.edu/work-at-usf/careers/> and the platform Handshake located at: <https://www.usf.edu/career-services/handshake/hs-genhandshake.aspx> & <https://www.usf.edu/career-services/handshake/hs-stu.aspx> and coordinated through the Student Employment branch of Internships and Career Readiness within Career Services.

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

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

Educational and Work Environment

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

A student's employment on campus also makes significant contributions to their success as research throughout the years have shown that working a moderate number of hours on-campus increased a student's likelihood of being retained. Student success partners with stakeholders throughout the university in providing the right educational resources, at the right time, with the right support, to help move each student successfully through the education pipeline.

Personnel

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

Part IV. Gender Equity in Intercollegiate Athletics (A, B, & C)

Element	Assessment	Area for improvement? (check if yes, and describe on form below)
1. Sports offerings	One USF sponsors ten varsity sports for women and nine varsity sports for men. All of the sports are NCAA sponsored and compete in the American Athletic Conference with the exception of Sailing. The Women's Sailing program competes nationally each year. Additionally, USF Athletics is in the exploratory phase of evaluating the potential of adding additional sports for women.	
2. Participation rates, male and female, compared with full-time undergraduate enrollment	The difference between the university's female undergraduate enrollment ratio for the 2018-19 academic year was 56%. The university's male undergraduate enrollment was 44%. The female athlete participation ratio was 52.8%. The male athlete participation ratio was 47.2%. The disparity in roster size is -3.2% for females.	Yes
3. Availability of facilities, <i>defined as locker room, practice, and competitive facilities</i>	The Lee Roy Selmon Athletics Center provides modern locker room facilities for women's cross country, indoor and outdoor track, soccer, softball, and tennis. Women's and men's basketball are housed in a state-of-the-art basketball practice facility with identical accommodations for each team. The women's and men's golf programs are in their Golf Training Center which houses each team's locker and meeting space as well as coaches' offices and specialty training areas. They also share the campus-owned golf course. Women's volleyball utilizes a renovated locker room and meeting space just below their venue. Competition facilities include the Yuengling Center Corral for women's volleyball; the women's and men's soccer teams compete at a soccer specific stadium with seating for 1,500 and berm seating for an additional 1,500 fans. Furthermore, Women's and Men's basketball share the 10,000 seat USF Yuengling Center located within the Athletics District. Women's and men's track and field and cross country compete in a refurbished track facility. Softball and baseball have their own state-of-the-art facilities for competition on campus. The sailing facility is located on the St. Petersburg campus with access to boats, etc. We provide a locker room in the Yuengling Center for those sailors as well.	
4. Scholarship offerings for athletes	Female athletes received 38.7% of the athletic scholarship funds and the male athletes 61.3% of the athletic scholarship funds. However, the governing body for collegiate sailing does not permit athletic based grants-in-aid and therefore, they do not receive funding, they are operationally supported by the athletics department which includes traveling, academic support, and other student services. The disparity of aid is -8.2% for the female athletes,	Yes

Element	Assessment	Area for improvement? (check if yes, and describe on form below)
5. Funds allocated for:		
a) the athletic program as a whole	Resources allocated for women's sports programs are comparable to that of their male counterparts. Both women's and men's programs are provided with all the necessary resources to be competitive in the American Athletic Conference. This assessment is determined to currently be equitable.	
b) administration	Funds allocated to administrative services are equitably distributed between men and women's programs. This assessment is determined to currently be equitable.	
c) travel and per diem allowances	Per diem allowances are standard for the department with mode and method of travel determined by destination, size of team, academic considerations, and schedule. Teams have per diem based on destination with a maximum determined annually by Florida State statute. The general rule for all programs is that teams fly to out-of-state competitions and travel by bus or van within state. This assessment is determined to currently be equitable.	
d) recruitment	Budgets allocated for recruitment of women's student-athletes are comparable to their male counterparts. All programs have successfully recruited regionally, nationally, and internationally. This assessment is determined to currently be equitable.	
e) comparable coaching	Experience and number of coaches available in the women's programs are comparable to their male counterparts. This assessment is determined to currently be equitable. We have recently hired a new Head Track & Field coach for the 2019-20 academic year.	
f) publicity and promotion	Publicity and promotion for our programs is equitable in like sports and is accomplished through a robust website, media relation initiatives, and the video streaming of nearly all non-televised home competition in our team sports of men's and women's soccer, volleyball, women's basketball, softball, and baseball. Production and printing of collateral materials (e.g., posters, schedule cards, etc.) is equitable among like sports.	
g) other support costs		

6. Provision of equipment and supplies	Coaches request funding based on condition of current equipment, replacement needs and requirements for new uniforms, and equipment for new student-athletes. An annual budget is provided for each sport, and adjustments are allowed for contingencies in any given year.	
Element	Assessment	Area for improvement? (check if yes, and describe on form below)
7. Scheduling of games and practice times	Teams that share facilities alternate requested practice times each year. Regular practice times are accommodated for continuity and student-athlete academic schedules. Competitions scheduled for the same date are arranged between coaches and administrators. Due to the extent of quality facilities, very few conflicts arise. This assessment is determined to currently be equitable.	
8. Opportunities to receive tutoring	A full-time employee supervises a staff of approximately 70 qualified student tutors. This group of tutors assists student-athletes in every possible course from entry-level math, English and science courses to upper-level courses required for their major. The tutors all go through training offered by the USF Learning Commons staff and are CRLA (College Reading and Learning Association) Level 1 certified. All tutors are regularly informed of the policies concerning academic integrity. All student-athletes have access to schedule tutoring on their own or through their academic advisors. This assessment is determined to currently be equitable.	
9. Compensation of coaches and tutors	Coaches are provided in like numbers for like sports and in proportion equal to or greater than the American Athletic Conference program standards. Compensation for coaches is determined based on comparison with other conference institutions, the fair market value, years, and type of experience. Tutors are compensated according to their level of experience and degree earned. All tutors, independent of assignments to students, teams or gender are paid equivalently. This assessment is determined to currently be equitable.	
10. Medical and training services	There is a complete sports medicine clinic within the Lee Roy Selmon Athletics Center as well as a satellite clinic within the Yuengling Center. All student-athletes have equal access to treatment and medical care as needed. A certified licensed athletics trainer is assigned to each sport. We have an extensive partnership with USF Health allowing for top notch medical care including surgeries and day-to-day care for all student-athletes. This assessment is determined to currently be equitable.	

11. Housing and dining facilities and services	Student-athletes, like all students, reside either on campus in general student residences or off campus in private residences available to all. On campus residences include apartment style units, as well as traditional college residence units. All sport teams are offered spaces in the apartment style housing as well as traditional housing equally. Additionally, the University has a great dining hall that has nutritional offers (Champions Choice); open to all students, which is located adjacent to the Yuengling Center. All student-athletes receive breakfast during the week at Champions Choice, as provided by the Athletic Department, regardless if the student-athlete has a meal plan or not. This is both permissible by the NCAA, Conference Office, and Financial Aid. This dining opportunity provides all students and student-athletes with healthy food options to maximize performance. This assessment is determined to currently be equitable.	
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Table 2. Sex Equity in Athletics – Areas for Improvement

Areas for improvement	Program for improvement	Timetable
Athletics Participation	Female Sports	Ongoing
Salaries	All Sports	Ongoing
Roster Management	All Sports	Ongoing
Scholarships	Female Sports	Ongoing

The university is migrating from one tier to another tier in an effort to strategically align the university's athletic program offerings with the interests of its student body. Our goal is to make the transition in the most efficient manner possible by balancing the university's needs and available resources. The recommended approach is to transition in stages over the course of the next several years with the initial focus on identifying the most impactful program(s) for our university.

Table 3. Student Athletes by Gender, 2018-2019

	Male	Female	Total
Number	233	206	439
Percent of Total	53%	47%	100%

Part V. Employee Representation

Table 1: Category Representation: Tenured Faculty

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2019	18	32	2	122	32	0	574	18	7	289	516	805
Number, Fall 2018	16	33	3	119	50	0	584	0	3	280	528	808
1YR Percentage Change	12.50%	-3.03%	-33.33%	2.52%	36.00%	N/A	1.71%	N/A	133.33%	3.21%	-2.27%	-0.37%
Number, Fall 2014	92	35	4	56	36	0	560	2	0	277	508	785
5YR Percentage Change	80.43%	8.57%	50.00%	117.86%	11.11%	N/A	2.50%	800.00%	N/A	4.33%	1.57%	2.55%
Area for improvement, compared with national standards? (Check if yes)												

As shown in Table 1, the numbers of tenured faculty have slightly decreased from fall 2018 to fall 2019. Over that period, there has been a decrease in Black, American Indian/Alaska Native, Hispanic and White faculty. During the same one-year period, there is a small increase in Female faculty and small decrease in Male faculty.

Table 2: Category Representation –Tenure Track Faculty

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2019	45	20	0	54	16	0	149	9	8	137	164	301
Number, Fall 2018	37	21	1	57	27	0	159	0	7	141	168	309
1YR Percentage Change	21.62%	4.76%	-100%	-5.26%	40.74%	N/A	-6.29%	N/A	14.29%	-2.84%	2.38%	-2.59%
Number, Fall 2014	100	22	0	23	16	0	166	2	0	160	169	329
5YR Percentage Change	55.00%	9.09%	N/A	134.78%	0.00%	N/A	10.24%	350.00%	N/A	-14.38%	2.96%	-8.51%
Area for improvement, compared with national standards? (Check if yes)												

One USF experienced a 2.59% decrease of tenure-track faculty between fall 2018 and fall 2019. During that time, there were decreases in all racial/ethnic categories with the exception of National Resident Alien (International) and race Not Reported. Both Females and Males show decreased numbers between 2018 and 2019. The decreases are consistent in the five-year trend from 2014.

Table 3: Category Representation-Non-Tenure Earning Faculty

	NRA	B	AI/AN	A	H	NH/OP I	W	≥ TWO*	NOT REPORTE D	FEMAL E	MALE	TOTAL
Number, Fall 2019	38	47	1	105	70	1	630	32	40	530	434	964
Number, Fall 2018	26	42	2	107	123	1	605	0	0	499	407	906
1YR Percentage Change	46.15%	11.90%	-50%	-1.87%	-43.09%	0.00%	4.13%	N/A	N/A	6.21%	6.63%	6.40%
Number, Fall 2014	86	23	1	37	67	0	479	2	0	371	324	695
5YR Percentage Change	-55.81%	104.35%	0.00%	183.78%	4.48%	N/A	31.52%	1500%	N/A	42.86%	33.95%	38.71%
Area for improvement, compared with national standards? (Check if yes)												

Table 3 shows there was an increase in Non-Tenure Earning Faculty from Fall 2018 to Fall 2019. Decreases over the five-year comparison period were only experienced by Non-Residential Aliens (International), while most others showed gains. Of note, females constitute the majority of this faculty classification; their proportional representation in fall 2019 was 55% (figure calculated but not shown). Both gender categories display increases between all time periods since fall 2014.

Table 4: Category Representation-Executive/Administrative/Managerial

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2019	4	34	0	29	37	0	332	17	3	221	235	456
Number, Fall 2018	3	33	2	32	41	0	344	0	4	227	232	459
1YR Percentage Change	33.33%	3.03%	-100%	-9.38%	-9.76%	N/A	-3.49%	N/A	-25%	-2.64%	1.29%	-0.65%
Number, Fall 2014	5	24	0	25	26	0	280	0	0	176	184	360
5YR Percentage Change	-20.00%	41.67%	N/A	16.00%	42.31%	N/A	18.57%	N/A	N/A	25.57%	27.72%	26.67%
Area for improvement, compared with national standards? (Check if yes)												

One USF has experienced a significant increase in the numbers of employees in this category between fall 2014 and fall 2019, however, there was a slight decrease between fall 2018 to fall 2019. The decreases have been

experienced most by American Indian/Alaskan Native, Asians, Hispanics, and Whites over the one-year period. Females are 48.5% (calculated) of this category in fall 2019 compared to 48.9% in fall 2014, representing a substantial gain in proportional representation.

PART VI. Areas of Improvement/Achievement (A & B)

Areas of Improvement

Student Success

While One USF has made great strides in closing graduation rate gaps by race and ethnicity, a significant gender gap continues to exist in the six-year graduation rate. Male students graduate at 69.7% while female students graduate at 76.7%. While this gap of 7.1% has narrowed thanks to focused efforts over the past three years, One USF will continue to address gender disparities, which exist across all racial and ethnic groups.

One USF will intensify efforts to recruit and enroll under-represented minority students, recognizing that black FTIC student enrollment declined 2.4% over from 2014 to 2019. Black transfer student enrollment dropped only 0.7% over the same period, signaling that the decline can be addressed through more aggressive recruitment efforts and a more comprehensive university-wide effort to make USF a more attractive destination for Black students.

Faculty Success

Because of anticipated reductions in state funding during the coming year, it is unlikely that One USF will be engaged in hiring many new faculty, especially those whose positions are intended to be full-time and continuing. To the extent that some hiring is pursued, the university will continue, and seek to enhance, its efforts at diversifying the applicant pools, thus increasing the likelihood of minority and female faculty hiring. As the demographics of the new hires for Fall 2020 show, some progress has been made in this regard, but focus and intentionality are important to be retained and enhanced. As well, funds that might have otherwise been dedicated to new hiring will likely have to be utilized for the retention of high achieving faculty who may be recruited by institutions that are better financially situated. This will be especially true for minority faculty and females in field where they are underrepresented.

Athletics

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

Areas of Achievement

Student Success

While One USF has made great strides in closing graduation rate gaps by race and ethnicity, a significant gender gap continues to exist in the six-year graduation rate. Male students graduate at 69.7% while female students graduate at 76.7%. While this gap of 7.1% has narrowed thanks to focused efforts over the past three years, One USF will continue to address gender disparities, which exist across all racial and ethnic groups.

One USF will intensify efforts to recruit and enroll under-represented minority students, recognizing that black FTIC student enrollment declined 2.4% over from 2014 to 2019. Black transfer student enrollment dropped only 0.7% over the same period, signaling that the decline can be addressed through more aggressive recruitment efforts and a more comprehensive university-wide effort to make USF a more attractive destination for Black students.

Faculty Success

2018-19 was a particularly successful year for females and minority faculty in the tenure and promotion process. All female and minority candidates considered for tenure during the year were successful and earned tenure and promotion to Associate Professor. Also, among all candidates considered for promotion to Full Professor, female and minority candidates were successful at a rate greater than their white male counterparts. Thus, the number of tenured and senior faculty at the university who have “come up through the ranks” continues to grow and contribute to the diversity of the university.

Athletics

The majority of the department’s competition seasons were cancelled due to COVID-19, but prior to that the department had two fall sport teams in their respective NCAA tournaments. The department also hired two new coaches in Football and Volleyball; with a female in the Head Volleyball coach position.

PART VII. Protected-Class Representation in the Tenure Process, 2019-2020

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
MALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian	1	0	1	0	0
Black or African American	1	0	0	0	1
Hispanic	1	0	0	0	1
Native Hawaiian/Other Pacific	0	0	0	0	0
Two or More Races	1	0	0	0	1
White	7	0	0	0	7
Other, Not Reported	0	0	0	0	0
Total Male (Include Other, Not Reported)	11	0	1	0	10
FEMALES					
American Indian or Alaskan Native	0	0	0	0	0

Asian	2	0	0	0	2
Black or African American	0	0	0	0	0
Hispanic	1	0	0	0	1
Native Hawaiian/Other Pacific	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	4	0	0	0	4
Other, Not Reported	0	0	0	0	0
Total Female (Include Other, Not Reported)	7	0	0	0	7
GRAND TOTAL	18	0	1	0	17

LEGEND:

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

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

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

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

PART VIII. Promotion and Tenure Committee Composition

Type of Committee	Black or African American		American Indian/Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Committee																		
Arts & Sciences																		
Anthropology	0	0	0	0	0	0	0	0	0	2	0	0	4	2	0	0	4	4
Chemistry	0	0	0	0	5	0	0	0	1	0	0	0	13	2	0	0	19	2
Communication	0	0	0	0	0	1	0	0	0	0	0	0	2	0	0	0	2	1
Economics	0	0	0	0	1	0	0	0	1	0	0	0	5	0	0	0	7	0
English	1	1	0	0	1	1	0	0	0	2	0	0	9	10	0	0	11	14
History	0	0	0	0	0	0	0	0	0	2	0	0	8	4	0	0	8	6
Integrative Biology	0	0	0	0	0	0	0	0	0	0	0	0	3	3	0	0	3	3
Mathematics & Statistics	0	0	0	0	6	0	0	0	0	0	0	0	15	1	0	0	21	1

Philosophy	0	0	0	0	0	0	0	0	0	0	0	0	11	3	0	0	11	3
Physics	0	0	0	0	6	1	0	0	0	0	0	0	8	2	0	0	14	3
Psychology	0	0	0	0	1	0	0	0	0	1	0	0	13	8	0	0	14	9
Religious Studies	0	0	1	0	0	0	0	0	0	0	0	0	4	0	0	0	5	0
School of Geosciences	3	0	0	0	2	0	0	0	0	0	0	0	13	2	0	0	18	2
School of Information	1	0	0	0	1	2	0	0	0	1	0	0	2	2	0	0	4	5
School of Interdisciplinary Global Studies	2	2	0	0	1	0	0	0	0	0	0	0	7	3	0	0	10	5
School of Public Affairs	1	0	0	0	0	0	0	0	0	0	0	0	3	1	0	0	4	2
Women's & Gender Studies	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	1	2
World Languages	0	0	0	0	0	2	0	0	2	1	0	0	2	7	0	0	4	10
Zimmerman School of Advertising & Mass Communications	0	1	0	0	1	0	0	0	1	0	0	0	0	1	0	0	2	2
Behavioral & Community Sciences																		
Communication Sciences & Disorders	0	0	0	0	0	0	0	0	0	0	0	0	5	4	0	0	5	4
Criminology	1	0	0	0	0	0	0	0	0	0	0	0	4	4	0	0	5	4
Mental Health Law & Policy	1	0	0	0	0	0	0	0	0	0	0	0	7	3	0	0	8	3
Muma College of Business																		
Finance	1	0	0	0	0	1	0	0	0	0	0	0	4	1	0	0	5	2
Information Systems/ Decision Sciences	0	0	0	0	4	0	0	0	0	0	0	0	5	0	0	0	9	0
Marketing	0	0	0	0	1	1	0	0	0	0	0	0	9	0	0	0	10	1
Education																		
Educational & Psychological Studies	0	1	0	0	2	2	0	0	1	2	0	0	6	4	0	0	9	9
Leadership, Counseling, Adult,	1	1	0	0	0	0	0	0	1	0	0	0	2	4	0	0	4	5

Career & Higher Education (LCACHE)																		
Teaching & Learning	0	2	0	0	0	2	0	0	0	1	0	0	5	14	0	0	5	19
Engineering																		
Civil & Environmental	0	1	0	0	1	0	0	0	1	0	0	0	5	2	0	0	7	3
Computer Science & Engineering	0	0	0	0	2	0	0	0	2	0	0	0	5	1	0	0	9	1
Electrical Engineering	0	1	0	0	7	1	0	0	1	0	0	0	12	0	0	0	20	2
Marine Science (None)																		
The Arts																		
School of Art & Art History	0	0	0	0	0	1	0	0	0	0	0	0	3	2	0	0	3	3
USF Libraries																		
Research & Instruction	0	1	0	0	0	0	0	0	0	0	0	0	2	2	0	0	2	3
St. Petersburg Campus																		
Arts & Sciences	0	0	0	0	0	0	0	0	2	0	0	0	9	16	0	0	11	16
Education	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
Sarasota-Manatee Campus																		
Business	1	0	0	0	2	1	0	0	0	0	0	0	3	0	0	0	6	1
Hospitality & Tourism Leadership	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1
Liberal Arts & Social Sciences	0	0	0	0	0	0	0	0	0	0	0	0	2	6	0	0	2	6
Science & Math	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1
Morsani College of Medicine																		
Dermatology	0	0	0	0	1	0	0	0	1	1	0	0	1	0	0	0	3	1
Family Medicine	0	1	0	0	0	0	0	0	0	1	0	0	2	0	0	0	2	2
Internal Medicine	0	0	0	0	1	1	0	0	0	0	0	0	4	1	0	0	5	2

Molecular Medicine	0	0	0	0	3	0	0	0	0	0	0	0	0	2	0	0	3	2
Molecular Pharmacology and Physiology	0	0	0	0	1	0	0	0	1	0	0	0	5	0	0	0	7	0
Neurology	1	0	0	0	0	0	1	2	0	0	0	0	7	4	0	0	9	6
Neurosurgery	0	0	0	0	1	0	0	0	1	0	0	0	1	2	0	0	3	2
Obstetrics & Gynecology	1	1	0	0	0	0	0	0	0	0	0	0	6	4	0	0	7	5
Orthopedics	0	0	0	0	0	0	0	0	0	1	0	0	3	0	0	0	3	1
Pathology and Cell Biology	0	0	0	0	1	0	0	0	0	0	0	0	2	3	0	0	3	2
Pediatrics	1	0	1	0	0	1	0	0	1	1	0	0	0	1	0	0	3	3
Physical Therapy & Rehab Sciences	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	2	0
Psychiatry & Behavioral Neurosciences	0	0	0	0	0	0	0	0	0	1	0	0	1	3	0	0	1	4
Radiology	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
Surgery	0	0	0	0	1	0	0	0	0	0	0	0	2	1	0	0	3	1
Nursing	0	0	0	0	0	1	0	0	0	3	0	0	2	9	0	0	2	13
Pharmacy																		
Pharmaceutical Sciences	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	3	0
Pharmacotherapeutics and Clinical Research	0	1	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	3
Public Health	0	0	0	0	1	0	0	0	0	0	0	0	5	2	0	0	6	2

PART IX. Other Requirements

A. The Budget Plan

Employment Equity is managed through the Division of Human Resources. Equity is evaluated and achieved through Counter-Offer, Retention, Internal Equity, and Market Equity increases. Salary increases which are not due to new hires, promotions, or mandated raise processes fall under the broad category of Special Pay Increases (SPI's). Such increases are proposed by managers to meet distinctive, case-by-case circumstances. Additional information regarding SPI's can be found at <https://usfweb.usf.edu/human-resources/resources/showfile/1/20>. The university has made adjustment to reach equity in Counter Offers, Retention, Internal Salary Inequity, Market Equity & Adjustment, Employment Equity and this total is valued at \$408,345. The goal for the university is to continue to evaluate and adjust salaries accordingly.

B. President's Evaluation

C. Top Administrator's Evaluations

Appendix A

FLORIDA EQUITY REPORT GUIDELINES Enrollment, Sex Equity in Athletics, and Employment

The annual Florida Equity Report from each state public university must include information as required by Regulation 2.003 Equity and Access on the institution's progress in implementing strategic initiatives and performance related to equity and access as they pertain to academic services, programs, and student enrollment; equity in athletics; and employment. The Enrollment and Employment reports focus on women and members of specified race/ethnic protected classes. Prior to Summer 2010, the race/ethnic classes were Black (B), non-Hispanic; Hispanic (H); Asian/Pacific Islander (A/PI); and American Indian/Alaska Native (AI/AN) and (2) beginning Summer 2010, the classes were Black or African American (B); Hispanic (H); Asian (A); Native Hawaiian or Other Pacific Islander (NH/OPI); American Indian/Alaska Native (AI/AN); and Two or More Races (\geq Two).¹ These guidelines represent elements of the reports that must be completed, at a minimum. Each university is expected to utilize whatever additional measurements and goals needed to describe progress to achieve equity.

Cover

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

Executive Summary and/or Description of Plan Development

The Executive Summary should be 3-5 pages in length and provide highlights of progress the institution is making on the equity plans designed for Academic Programs, Gender Equity in Athletics, Employment, Promotion & Tenure, and Other Requirements.

- A. In the Description of Plan Development, describe the process used to prepare the reports. Include in this narrative applicable discussions with responsible administrators, feedback from reviewing committees, sources utilized for data, or other appropriate components.
- B. In the summary of institutional progress, include examples of goals met or unmet; initiatives and achievements; and best practices (successful/innovative programming) for the areas of Student Enrollment/Retention/Graduation, Faculty and Administrative employment, and Athletics.
- C. Budget Plan:

¹ IPEDS terminology for protected classes was utilized.

² Formats might include: regular meeting; scheduled conference-call meeting; delegated approval to a particular subcommittee or designee; or other processes acceptable to the Florida Board of Governors.

³ If the institution's Board of Trustees (BOT) retains approval of the Florida Equity Report, it is understood that its approval may not have been made by the deadline for this report, in which case the signature of the university's equity officer on the cover page will be acceptable until such time as the Board of Governors is advised that appropriate approval has been secured. Such advisement shall include the date of BOT approval of the Florida Equity Reports for the subject year. Each university is responsible for retaining formal documentation of the approval when it becomes available.

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

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

Review of Policies and Procedures

- A. Review of Policies and Procedures. Identify updated/new policies and procedures that are specifically formulated to ensure equity. Annually update the webpage links or provide copies of policies that relate to equity.
- B. Include Documentation of Non-Discrimination Policy. Reprint in each annual document a copy of the policy adopted by the institution’s BOT. Note the date of original approval. Include in this narrative procedures to notify campus affiliates and non-affiliates about the policy and the procedures for accessing it.

Academic Program Reviews

- A. In the Academic Program Reviews section, as many as eight (8) areas of review are required of each university with programs at the specified levels. These annual analyses display enrollment at these eight levels for the protected class students (Female and the applicable protected class race/ethnic codes).⁴ In addition, they display the official total including white, non-resident alien, and not reported.⁵ Universities not offering programs at one or more levels should key the charts with zeroes to present a complete report. Measures of equity are:

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

- B. An analysis of the information shall be prepared annually by each university using the results of the above charts. Include in narrative an identification of the standard for disproportionate enrollment or identification of an area for improvement. Each university shall report its definition of “disproportionate” or “area for improvement.” for each level offered at that institution.

⁴ The applicable race/ethnicity codes for Chart 4 are the pre-2010 IPEDS race/ethnicity codes because the cohort in Chart 4 entered when the pre-2010 codes were in place. The applicable race/ethnicity codes for Charts 1, 2, 3, 5, 6, 7, and 8 are the current IPEDS race/ethnicity codes.

⁵ This total will be supplied from the university’s IPEDS report. Charts in TAB 3 will display the complete line from IPEDS including all reporting categories. Charts 1-8 will display percentage representation, calculated by formula on the table, for females and the four protected race/ethnic categories.

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

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

- C. Using its own definition, each university shall identify areas for improvement in a period no longer than three years. This narrative section shall include goals established and the programs and timeline to achieve the goals.
- D. Student Services require periodic review by the institution to determine compliance with equity laws and regulations. Non-discrimination on the basis of race, color, national origin, sex, religion, age, disability, marital status, veteran status or any other basis protected by law is required. Those services include:
1. Academic Advising
 2. Admission to Academic Program⁶
 3. Health Services
 4. Club and Intramural Athletics (report on sex equity only)⁷
 5. Student Financial Assistance
 6. Housing
 7. Student Employment
 8. Educational and Work Environment
 9. Personnel

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

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

- E. Each university shall evaluate the university’s overall effectiveness in enrollment equity in the reporting year. Consider accolades (such as *Diverse* magazine’s reporting of top minority degree producers), statistical achievement, climate surveys and other documentation to be added. Identify areas for improvement in the following year and the programs and timetable to achieve the improvement.

⁶ The universities shall define the “Academic Program” as admission to undergraduate status and admission to graduate status.

⁷ Each university is required to provide its detailed report on intercollegiate athletics pursuant to Regulation 2.003 in the following section.

Gender Equity in Intercollegiate Athletics

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

A. Each university shall prepare an annual update to the Florida Equity Report related to sex equity in intercollegiate athletics. The university shall include a description of the findings followed by an assessment of equity. If areas for improvement are identified, the programs and timetable for achieving improvement shall be specified. The following areas are required in the assessment:

1. Sports offerings
2. Participation rates, by sex, compared with full-time undergraduate enrollment by sex. (Percentages of participation rates in athletics are to be broken out by sex, and their sum is to equal 100%. The percentage of total university undergraduate enrollment is to be broken out by sex, and the sum is to equal 100%.)
3. Availability of facilities, defined as locker room, practice and competitive facilities
4. Scholarship offerings for athletes
5. Funds allocated for:
 - a) The Athletic Program as a Whole
 - b) Administration
 - c) Travel and Per Diem Allowances
 - d) Recruitment
 - e) Comparable Coaching
 - f) Publicity and Promotion
 - g) Other Support Costs
6. Provision of equipment and supplies
7. Scheduling of games and practice times
8. Opportunities to receive tutoring
9. Compensation of coaches and tutors
10. Medical and training services
11. Housing and dining facilities and services

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

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

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

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

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

Employment Representation

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

Each university shall report race and sex representation within:

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

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

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

Areas of Improvement/Achievement

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

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

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

Protected-class Representation in the Tenure Process

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

Promotion and Tenure Committee Composition

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

Other Requirements

- A. The Budget Plan required by paragraph (7) of Regulation 2.003 is designed to accomplish Employment Equity goals. Describe how the university deployed its resources to do so. Link the results to a discussion of goals achieved and areas for improvement. Establish timetables for achieving selected goals the following year.
- B. President's Evaluation. Each university President may be evaluated on the results of the Florida Equity Reports. Describe the process at the university for accomplishing this evaluation, if required, as well as this year's results.
- C. Top Administrators' Evaluations. Top administrators may have equity accomplishments evaluated in their annual performance appraisals. Describe the process at the university for accomplishing these evaluations, if required, as well as this year's results.

Equity Report

2019-20: *Highlights*

Presented to:

USF Academics & Campus Environment Committee

August 25, 2020

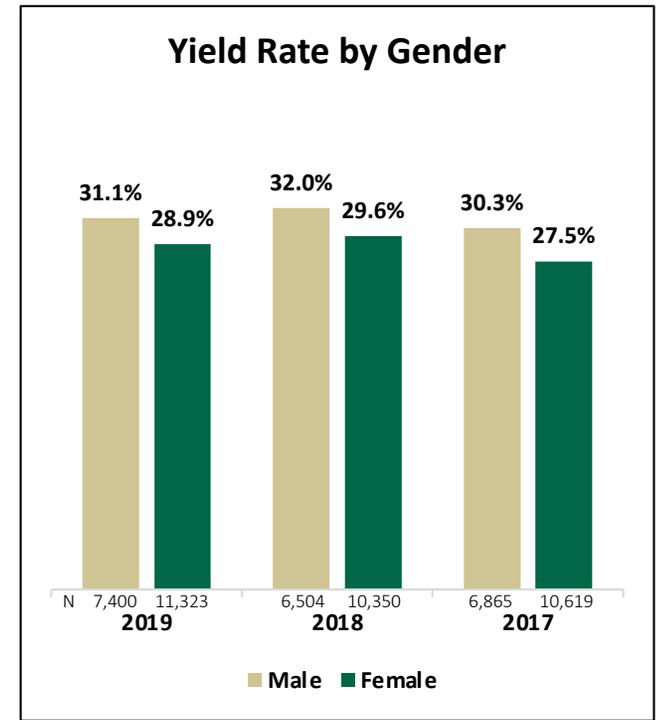
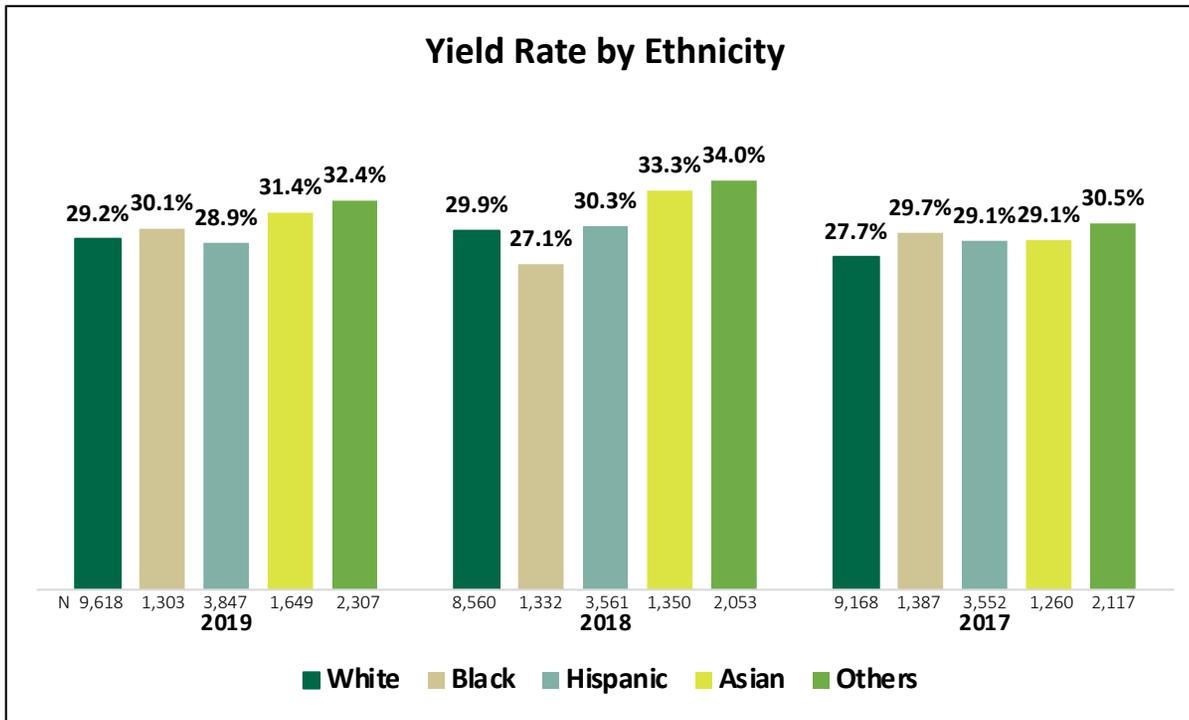
Haywood L. Brown, MD - Vice President for Institutional Equity

Cecil E. Howard, JD - Associate Vice President for Diversity



Admissions Yield Rate

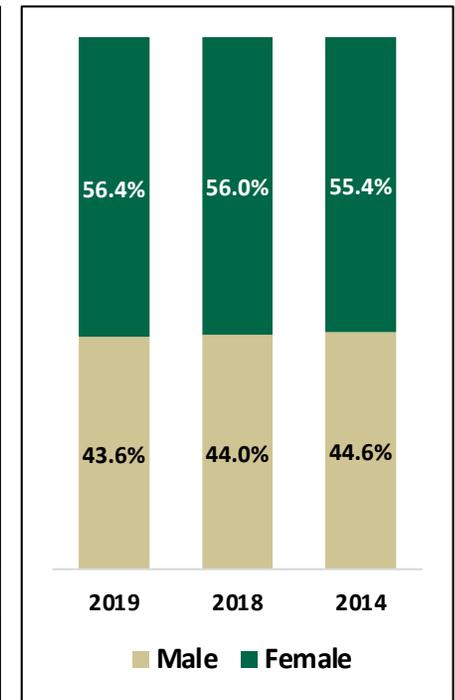
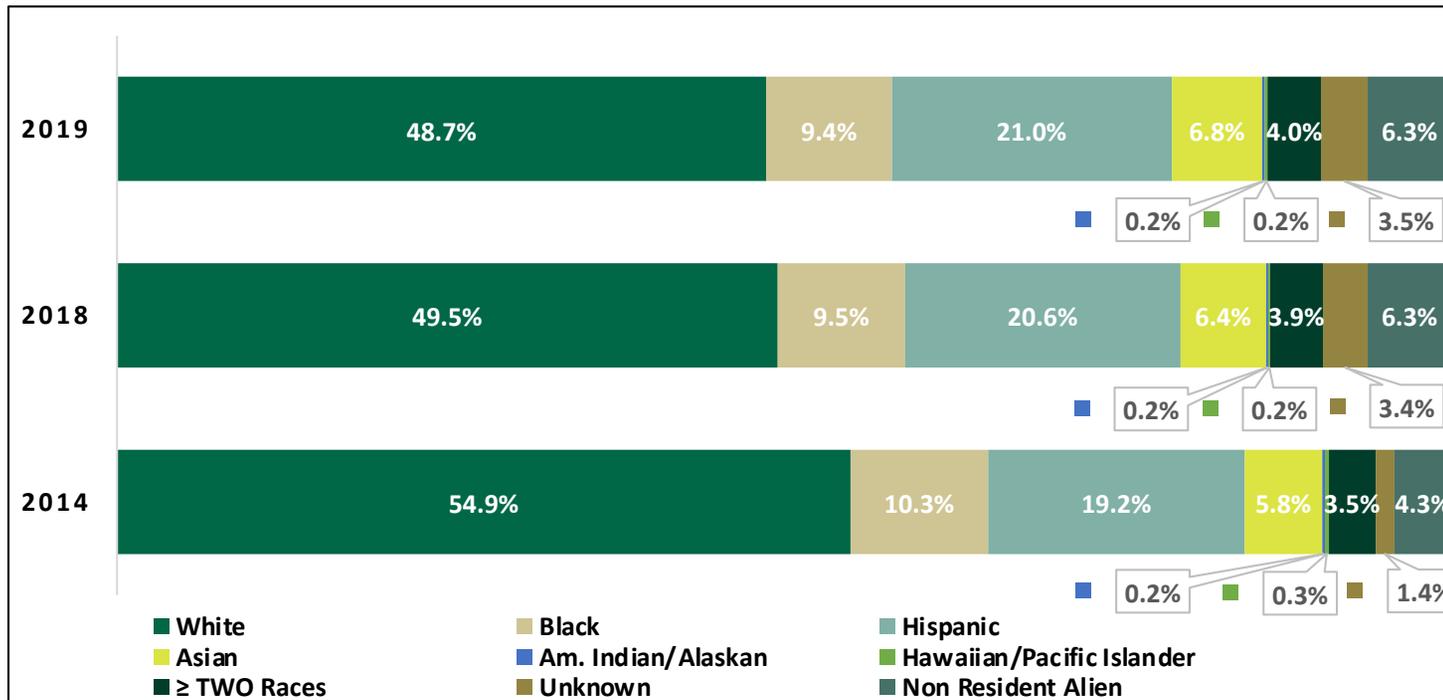
USF (Summer/Fall Yield Rate by Race & Ethnicity, Gender at Final Benchmark)



Yield rate is defined and calculated as the percentage of admitted students who ultimately enrolled and attended the college. The calculation is the number of enrolled students/number of admitted students (N).

Undergraduate Enrollment

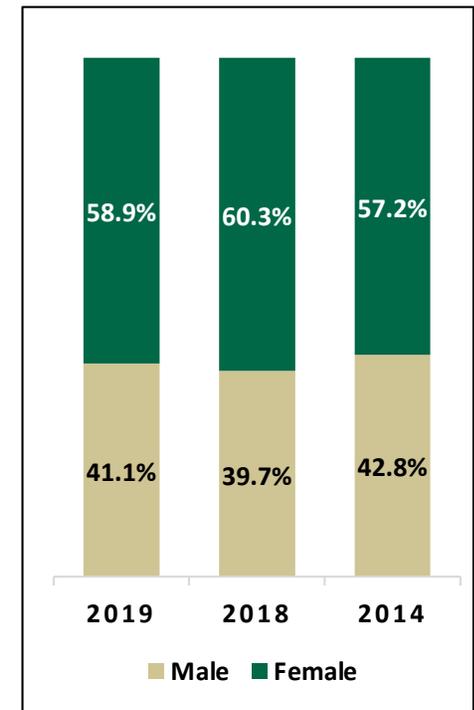
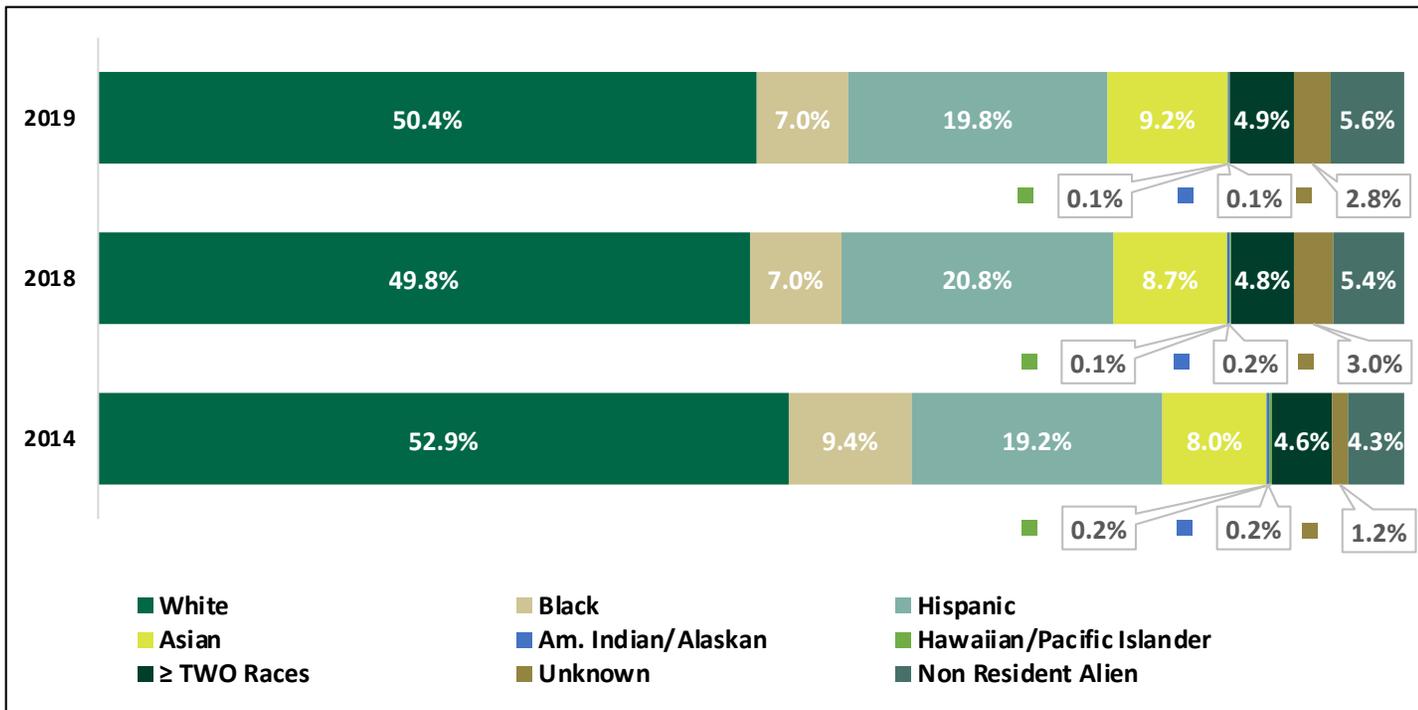
USF (Fall Race & Ethnicity, Gender IPEDS Methodology)



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

First Time in College Enrollment

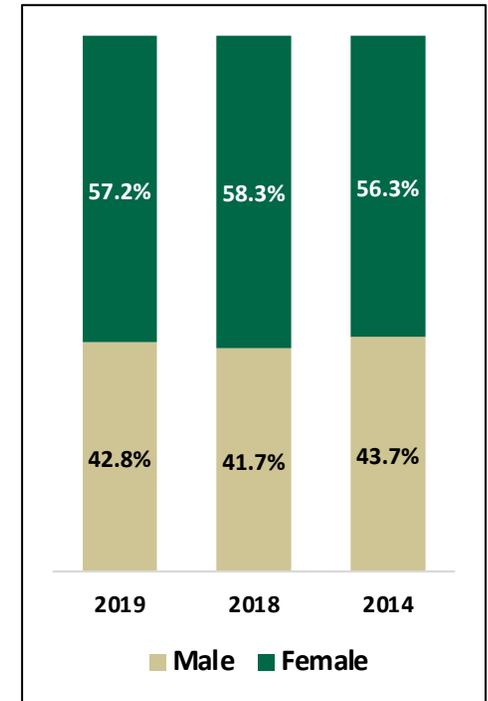
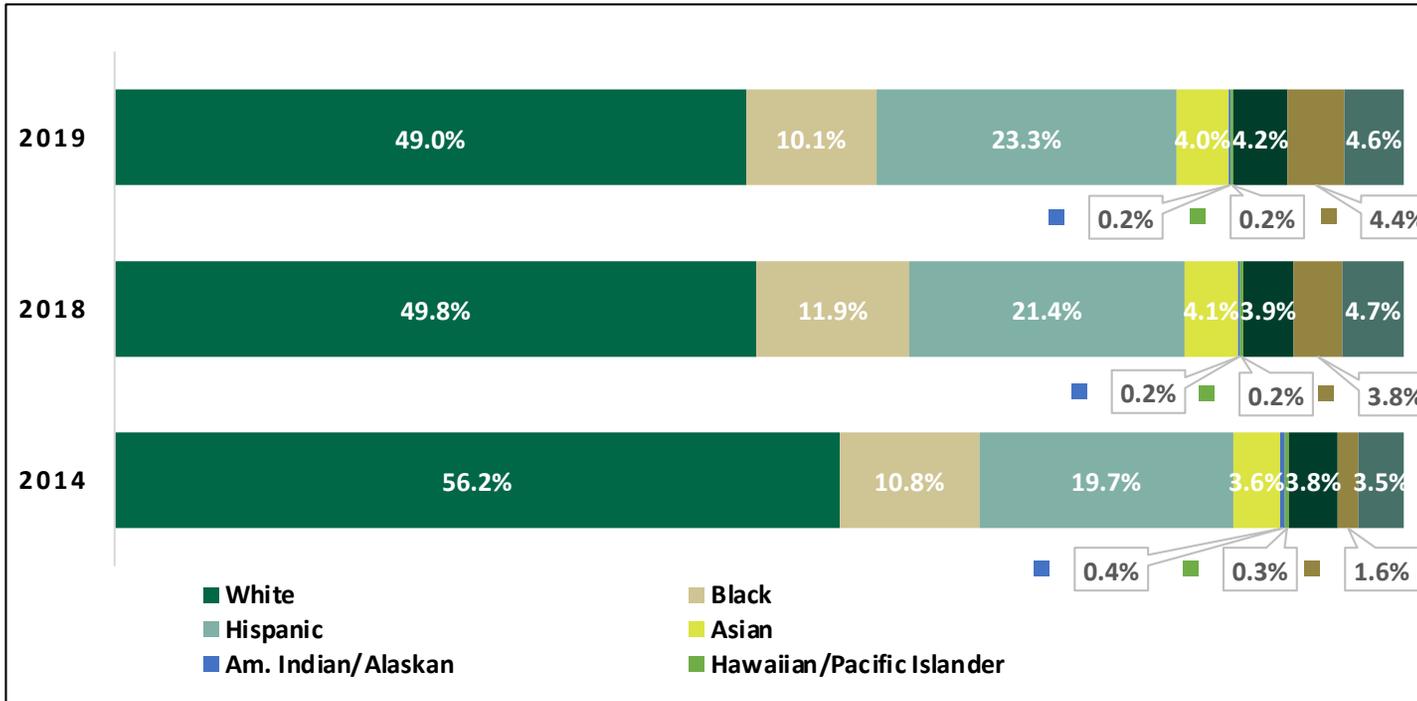
USF (Fall Race & Ethnicity and Gender, IPEDS Methodology)



See Equity Report Part III, Table 1a for Full-Time FTIC, 2019, 2018, 2014, IPEDS Fall Enrollment Methodology by Race/Ethnicity and Gender as provided by the Office of Decision Support

Full-Time Transfers Enrollment

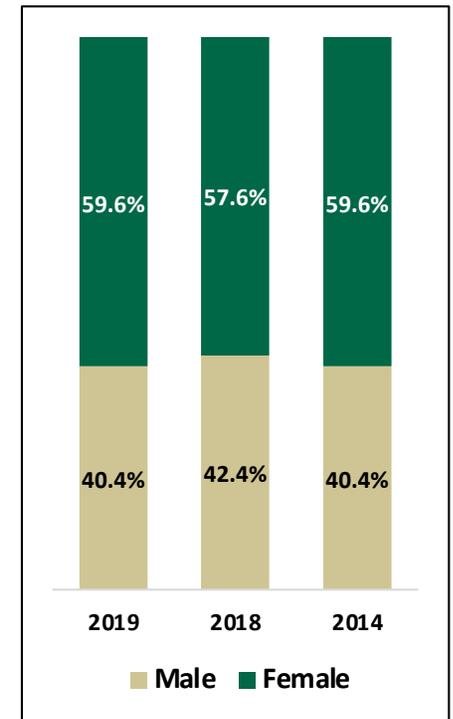
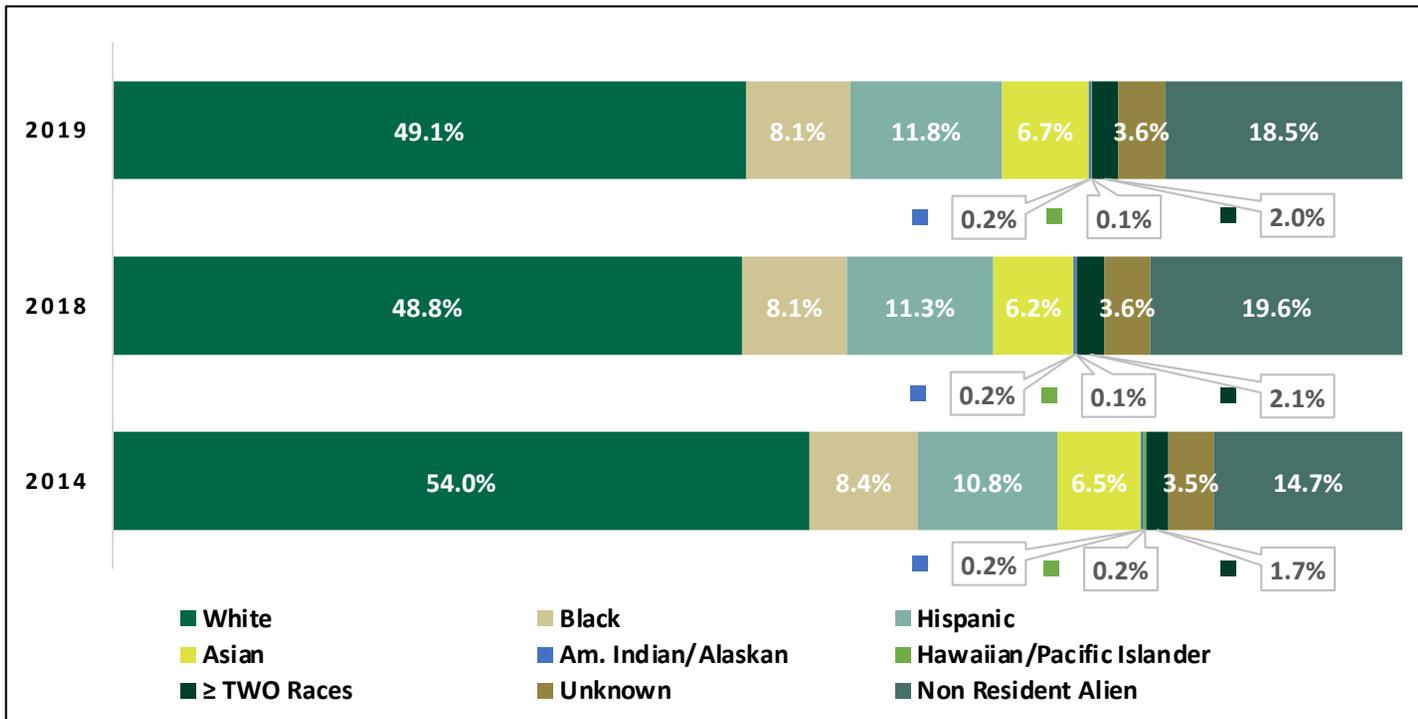
USF (Fall Race & Ethnicity, Gender IPEDS Methodology)



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

Graduate Enrollment

USF (Fall Race & Ethnicity, Gender IPEDS Methodology)

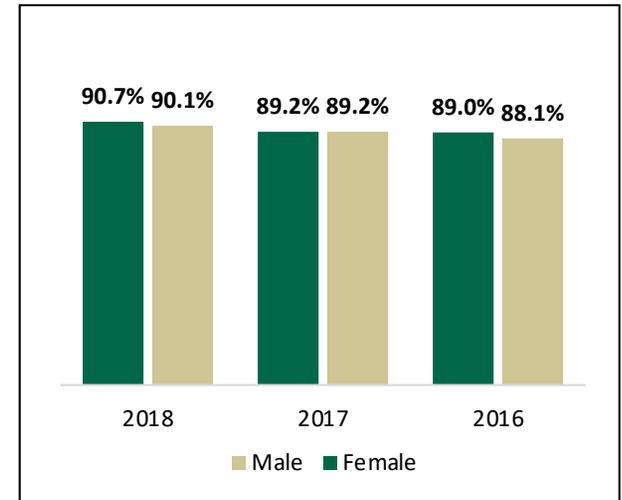
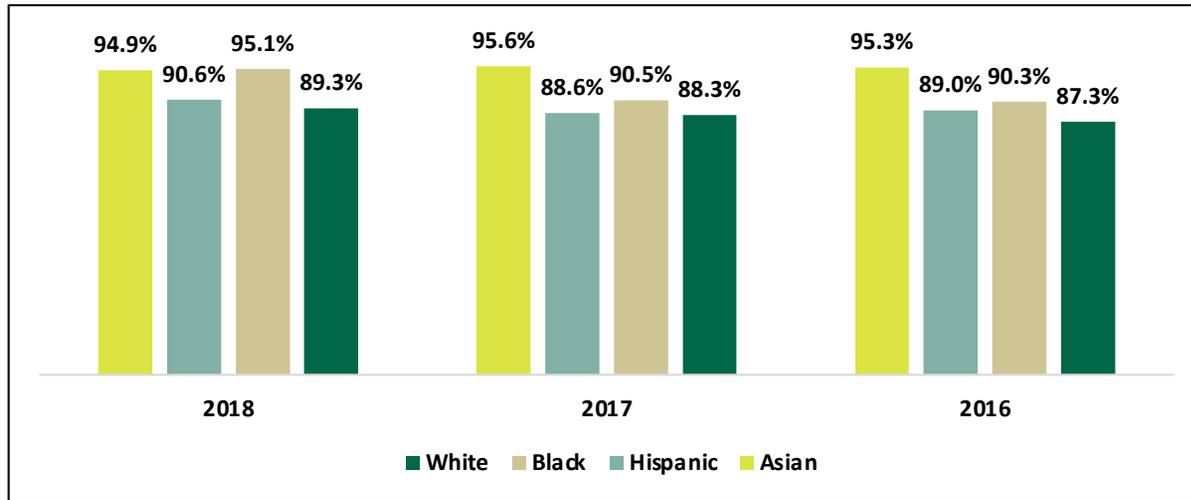


IPEDS Fall Enrollment Methodology by Race/Ethnicity as provided by the Office of Decision Support

FTIC Retention

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

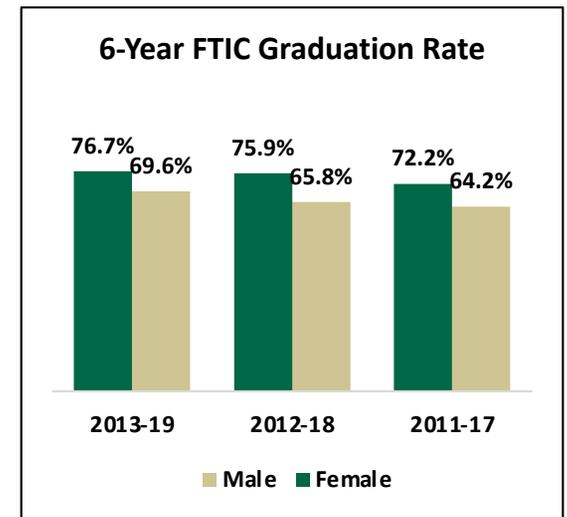
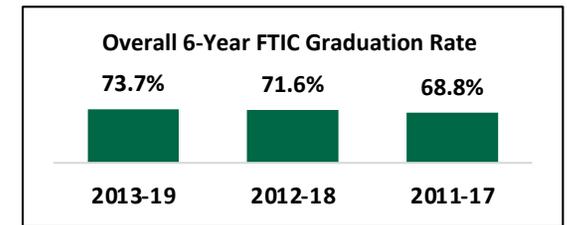
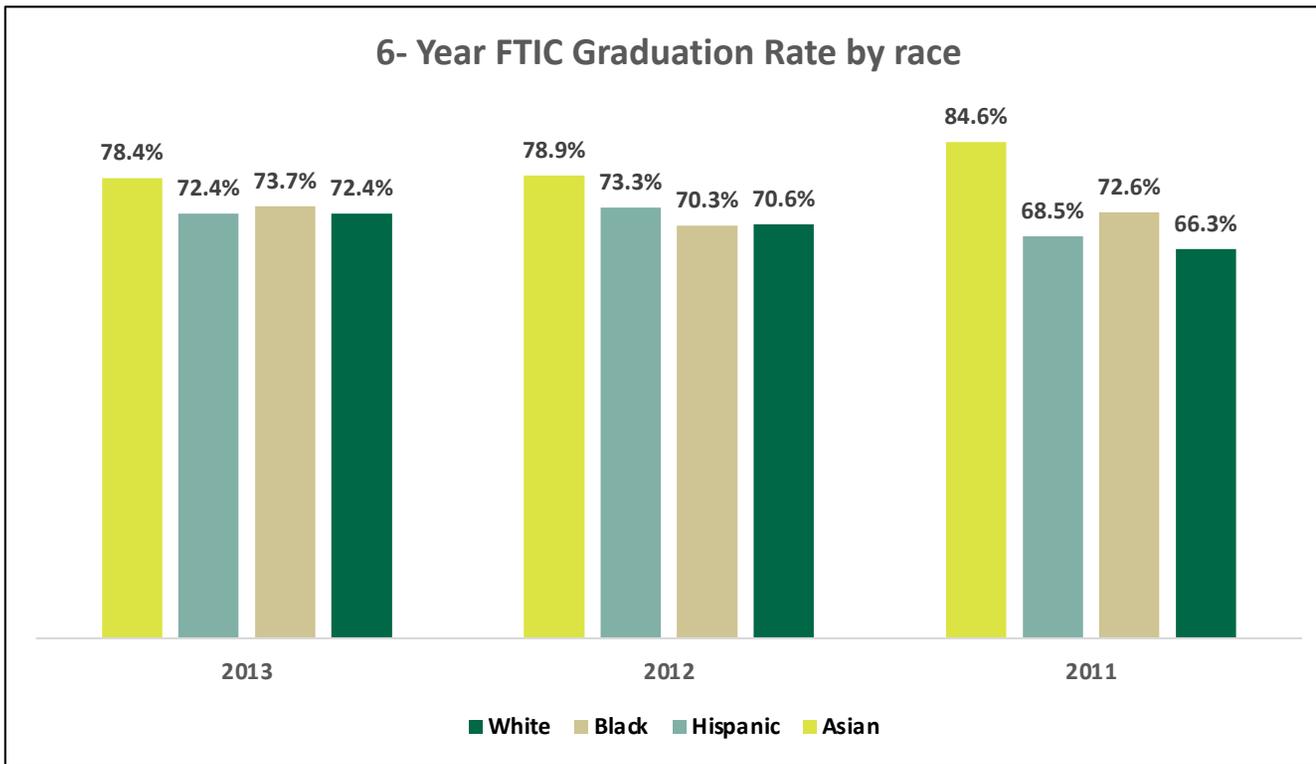
Cohort	White	Black	Hispanic	Asian	Am. Indian/ Alaskan	Hawaiian/Pacific Islander	≥ TWO Races	Unknown	Non Resident Alien	FTIC 1-Yr Rate
2018	89.3%	95.1%	90.6%	94.9%	87.5%	71.4%	88.8%	86.8%	91.9%	90%
2017	88.3%	90.5%	88.6%	95.6%	50.0%	100.0%	87.7%	89.3%	91.6%	89%
2016	87.3%	90.3%	89.0%	95.3%	100.0%	71%	86.3%	89.8%	90.7%	89%



See Equity Report Part III, Tables 3a for Retention of Full-Time FTIC, 2016, 2017, 2018 Cohorts.
 IPEDS Fall Enrollment Methodology as provided by the Office of Decision Support

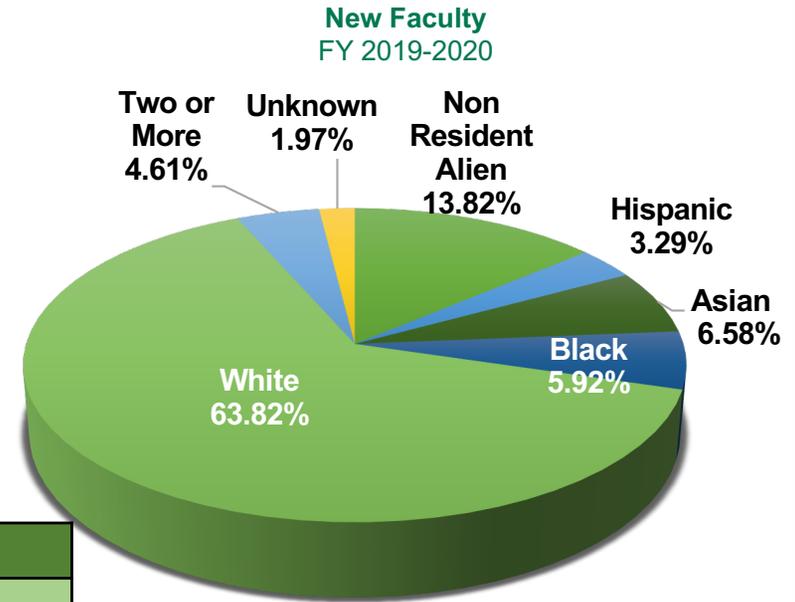
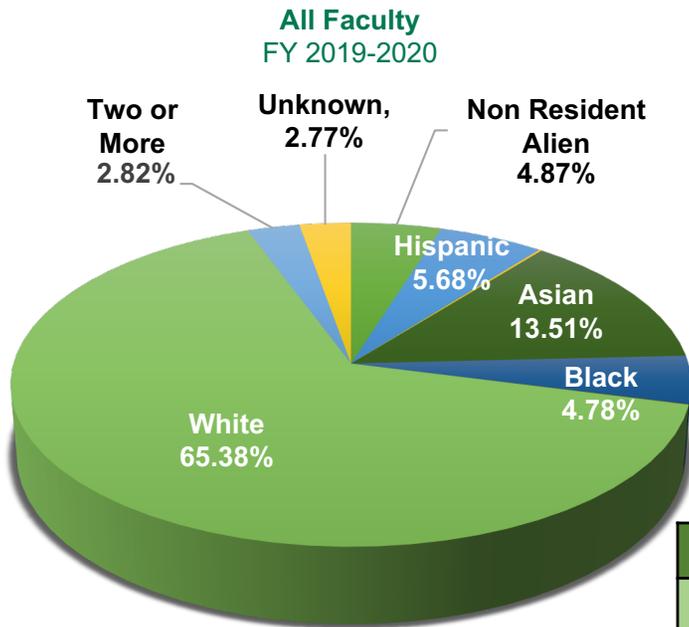
FTIC 6-year Graduation Rates

USF



See Equity Report Part III, Table 4a for FTIC Graduation Rates, 2011, 2012, 2013 cohorts
 IPEDS Graduation Rate Survey Methodology as provided by the Office of Decision Support

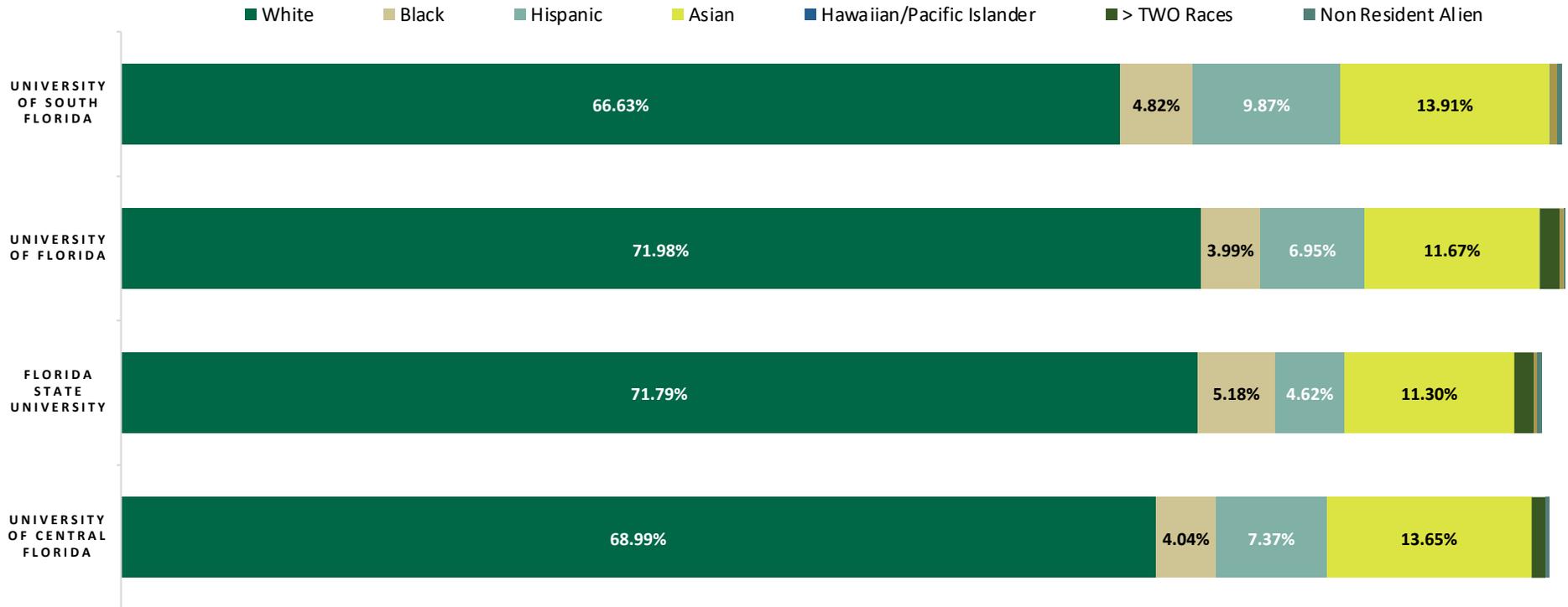
One USF All Faculty



2019 All Faculty		
	Count	Percent
Female	967	46.18%
Male	1127	53.82%
TOTAL	2094	100%

IPEDS Human Resources Data as Provided by the Office of Decision Support Table 1,2, & 3 for All Faculty 2019

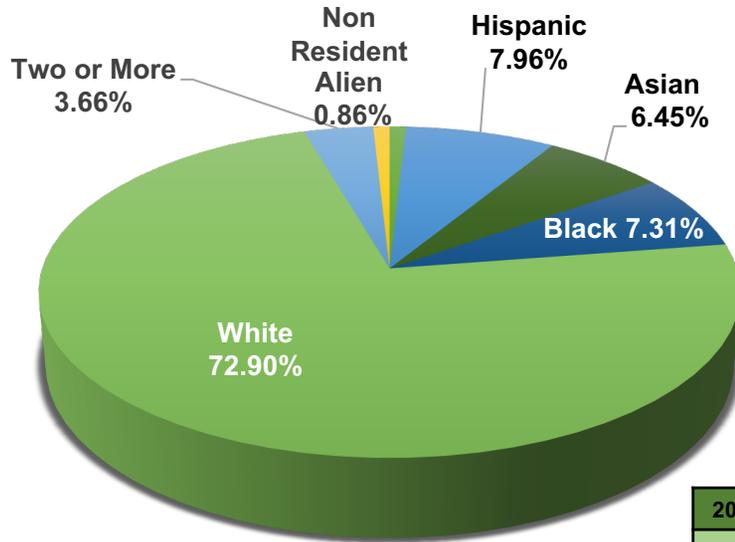
One USF Faculty Comparison (UF, FSU, & UCF)



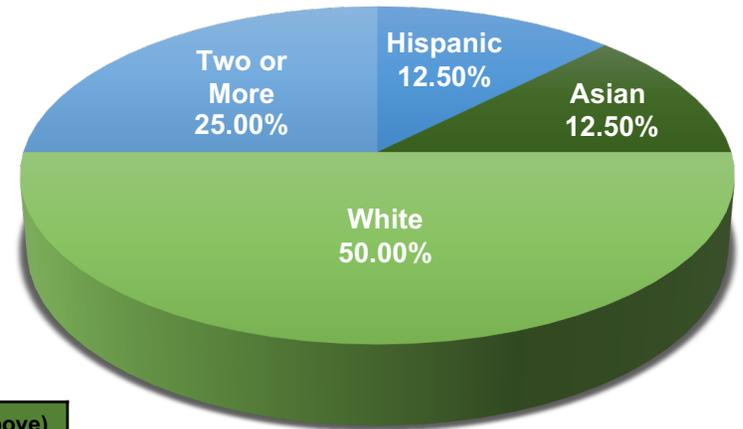
2018 IPEDS Human Resources Data

One USF Administrators (Directors and above)

All Administrators
FY 2019-2020



New Administrators
FY 2019-2020



2019 Administrators (Director and above)		
	Count	Percent
Female	221	48.5%
Male	235	51.5%
TOTAL	456	100%

*IPEDS Human Resources Data as Provided by the Office of Decision Support
Table 4a for Executive/Administrative/Managerial 2019*

RECOMMENDATIONS

- I. Enhanced Student Recruitment
 - a. Black & Brown
 - b. Hispanic Serving Institute Status
- II. Enhanced Male Achievement
 - a. Mentorship Programs

The End



Agenda Item: FL 110

USF Board of Trustees
September 8, 2020

Issue: Compliance & Ethics Charter Revisions

Proposed action: Approval of the revised Compliance & Ethics Charter

Executive Summary:

According to Florida Board of Governors (BOG) Regulation 4.003 State University System Compliance and Ethics Programs, “The office of the chief compliance officer shall be governed by a charter approved by the board of trustees and reviewed at least every three (3) years for consistency with applicable Board of Governors and university regulations, professional standards, and best practices.”

In compliance with BOG Regulation 4.003, the current Charter has been reviewed and suggestions have been made by the Chief Compliance Officer to better align the Charter with the BOG regulations, professional standards, and best practices.

The current Charter was approved on March 10, 2017.

Financial Impact: N/A

Strategic Goal(s) Item Supports: Goal 4: Sound financial management to establish a strong and sustainable economic base in support of USF’s continued academic advancement.

BOT Committee Review Date: Audit & Compliance - August 25, 2020

Supporting Documentation Online (please circle): Yes **No**
Proposed Revised Compliance & Ethics Charter

Prepared by: Caroline Fultz-Carver, Chief Compliance Officer



USF System Office of Compliance & Ethics Program Charter

This ~~c~~Charter identifies the purpose, authority, and responsibilities of the University of South Florida ~~System Office of Compliance & Ethics Program~~.

I. Purpose

The ~~USF University of South Florida (USF) System Office of Compliance & Ethics ("Compliance & Ethics") Program (the "Program")~~ is responsible for the coordination and management of all ~~USF university System~~ compliance and ethics activities. ~~The Program~~ ~~Compliance & Ethics~~ provides assurance to the USF ~~System~~ Board of Trustees that such activities are reasonably designed, implemented, enforced, and effective in preventing and detecting violations of law, regulations and policies, as well as violations of ethical principles of conduct. The mission of ~~the Program~~ ~~Compliance & Ethics~~ is to create, support, and promote a ~~system university~~-wide culture of compliance, ethics, and accountability as required by Chapter 8, Part B, Section 2(b) of the Federal Sentencing Guidelines and Florida Board of Governors Regulation 4.003.

II. Authority and Governance

~~The USF System~~ Compliance & Ethics ~~Program~~ reports functionally to the Board of Trustees Audit and Compliance Committee and administratively to the USF ~~System~~ President ~~and the Chief Operating Officer~~. This reporting relationship ensures the ~~Program's~~ independence ~~of Compliance & Ethics~~ and assures adequate consideration of the ~~Program's~~ ~~its~~ compliance and ethics recommendations. The Chief Compliance Officer ("CCO") has primary responsibility for managing and coordinating ~~the Program~~ ~~Compliance & Ethics~~. The CCO and ~~Compliance & Ethics~~ ~~Program~~ staff have organizational independence and objectivity to perform their responsibilities free from influence.

~~The Program~~ ~~Compliance & Ethics~~ has full and unrestricted access to all USF ~~System~~ functions, including its direct support organizations and practice plans, activities, records, property, information systems, and personnel, including those records or activities exempt from the Public Records laws, needed to fulfill its responsibilities.

~~The Program~~ ~~Compliance & Ethics~~ is responsible for ensuring confidential records obtained ~~in~~ ~~during~~ the course of its activities are adequately secured and are not disclosed without established authority.

III. Responsibilities

~~The USF System Compliance and Ethics Program~~Compliance & Ethics is responsible for fulfilling the requirements of an effective compliance program as outlined by Chapter 8, Part B, Section 2(b) of the Federal Sentencing Guidelines and Board of Governors Regulation 4.003. The CCO and Compliance & Ethics staff shall:

- Develop and implement a ~~Program program Planplan~~. This plan and any subsequent changes shall be approved by the Board of Trustees and a copy provided to the Board of Governors.
- Provide training to USF ~~System~~ employees and Board of Trustees' members regarding their responsibility and accountability for ethical conduct and compliance with applicable laws, regulations, rules, policies, and procedures.
- Facilitate an external review of ~~the Program's Compliance and Ethics' program~~ design and effectiveness at least once every five (5) years. The first external review shall be initiated within five (5) years from the effective date of BOG Regulation 4.003. The review and any recommendations for improvement will be provided to the Board of Trustees and USF ~~System~~ President. The assessment shall be approved by the Board of Trustees with a copy provided to the Board of Governors.
- Administer and promote an anonymous "hotline" for individuals to report potential or -actual misconduct and violations of university policy, regulations, or law, and ensure that no individual faces retaliation for reporting a potential or actual violation when such report is made in good faith.
- Support and communicate ~~the USF System's-USF~~ policies on reporting misconduct and protection from retaliation, including the escalation of alleged misconduct, including criminal conduct, when there are reasonable grounds to believe such conduct has occurred.
- Communicate routinely to the Board of Trustees and USF ~~System~~ President regarding ~~Program program~~ activities and provide an annual report on the effectiveness of the ~~p~~Program. Any program plan revisions, based on the CCO's annual report, shall be approved by the Board of Trustees. A copy of the annual report and any program plan revisions shall be provided to the Board of Governors.

- Assist ~~the~~ USF ~~System~~ in its responsibility to use reasonable efforts to exclude within the university and its affiliated organizations individuals whom it knew or should have known through the exercise of due diligence to have engaged in conduct inconsistent with an effective Program.
- Facilitate the designation of compliance officers for various program areas throughout the USF ~~System~~, as either direct reports or accountable reports to the CCO. Such designations will be based on an assessment of risk in any particular ~~program~~ or area. If so designated, the individual shall coordinate and communicate with the CCO on matters relating to the ~~Program~~program.
- Promote and enforce the ~~Program~~program, in consultation with the Board of Trustees and USF ~~System~~ President, consistently through appropriate incentives and disciplinary
- measures to encourage a culture of compliance and ethics. Failures in compliance or ethics shall be addressed through appropriate measures, including education or disciplinary action.
- Initiate, conduct, supervise, coordinate, or refer to other appropriate offices such inquiries, investigations, or reviews deemed appropriate in accordance with university regulations and policies, state law, and/or federal regulations.

To ensure ~~that the USF System~~ Compliance ~~and &~~ Ethics ~~Program~~ has the capabilities to perform the responsibilities and duties described herein, the CCO will:

- Maintain a professional staff with sufficient size, knowledge, skills, and experience to ensure an effective compliance and ethics Program.
- Utilize approved third-party resources as appropriate to supplement ~~the Program's~~programmatic efforts.
- Communicate routinely with the Board of Trustees and USF ~~System~~ President regarding Program Compliance & Ethics activities and perform assessments of ~~the Program with~~programmatic changes and improvements where necessary.

IV. Professional Standards

Compliance & Ethics adheres to the Florida Code of Ethics for Public Officers and Employees and the Code of Professional Ethics for Compliance and Ethics Professionals adopted by the membership of the Society of Corporate Compliance and Ethics.

IV.V. Charter Review and Approval

The Board of Trustees-approved Compliance & Ethics Charter shall be reviewed at least every three (3) years for consistency with applicable Board of Governors and USF **System** regulations, professional standards, and best practices. A copy of the approved charter and any subsequent changes shall be provided to the Board of Governors.

~~Brian D. Lamb~~Jordan B. Zimmerman, Chair, USF
Board of Trustees

Approved on: _____

~~Judy L. Genshaft~~Steven C. Currall, USF President

Approved on: _____

~~Jeffrey A. Muir~~Caroline B. Fultz-Carver, Chief
Compliance Officer

Approved on: _____

Agenda Item: FL 111

USF Board of Trustees
September 8, 2020

Issue: Compliance & Ethics Program Plan Revisions

Proposed action: Approval of the revised Compliance & Ethics Program Plan

Executive Summary:

According to Florida Board of Governors (BOG) Regulation 4.003, all State University System institutions must “implement a university-wide compliance and ethics program (Program) as a point for coordination of and responsibility for activities that promote ethical conduct and maximize compliance with applicable laws, regulations, rules, policies, and procedures”. The Office of Compliance & Ethics is responsible for developing and implementing a Program Plan to reflect these programmatic responsibilities under BOG Regulation 4.003.

The current Program Plan, organized by prescribed "essential elements" under the Federal Sentencing Guidelines, has been reviewed and suggestions have been made by the Chief Compliance Officer to better align the plan with BOG regulations, professional standards, and best practices.

The current Program Plan was approved on July 7, 2017.

Financial Impact: N/A

Strategic Goal(s) Item Supports: Goal 4: Sound financial management to establish a strong and sustainable economic base in support of USF’s continued academic advancement.

BOT Committee Review Date: Audit & Compliance - August 25, 2020

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

Proposed Revised Compliance & Ethics Program Plan

Prepared by: Caroline Fultz-Carver, Chief Compliance Officer



USF System Office of Compliance & Ethics **Program Plan**

The ~~USF System Compliance & Ethics Program (the “Program”)~~ Office of Compliance & Ethics (“Compliance & Ethics”) is responsible for the coordination and management of all ~~USF System~~ compliance and ethics activities at the University of South Florida (USF). ~~The Program~~ Compliance & Ethics provides assurance to the ~~USF System~~ Board of Trustees that such activities are reasonably designed, implemented, enforced, and effective in preventing and detecting violations of law, regulations and policies, as well as violations of ethical principles of conduct. ~~Compliance & Ethics The Program~~ provides centralized, coordinated compliance oversight by utilizing risk assessments, compliance gap analyses, education and training, and monitoring and responding to reported issues.

All State University System (~~SUS~~) institutions must develop and implement a compliance and ethics program by November 2018 under Florida Board of Governors Regulation 4.003. This regulation is based on the Federal Sentencing Guidelines (FSG), the Florida Code of Ethics for Public Officers and Employees (the “FCOE”) and industry best practices. Organizations with effective compliance and ethics programs, as defined by the FSG, can be spared potential fines, in some cases up to 95% of potential fines, if they can demonstrate their exercise of due diligence in preventing and detecting criminal conduct; and otherwise promoting an organizational culture that encourages ethical conduct and a commitment to compliance with the law.

This ~~Program Plan~~ program plan summarizes the current status of the Compliance & Ethics ~~Program~~ program as required under ~~BOG~~ Board of Governors (BOG) Regulation 4.003, organized by prescribed “essential elements” under the Federal Sentencing Guidelines.

Element 1: Governance & High-Level Oversight

The **governance and high-level oversight** element of an effective compliance and ethics program refers to the board of trustees receiving reports about compliance program activities. Trustees must demonstrate knowledge and oversight of the program. A high-level person (a compliance officer who has proper authority and reporting responsibilities) must be designated to oversee the compliance & ethics program. ~~The USF System~~ addresses this element through the Board of Trustees ~~Audit & Compliance~~ Audit and Compliance Committee, ~~the USF System Compliance & Ethics Program~~ Compliance & Ethics program, ~~and the~~ Chief Compliance Officer, Executive Compliance and Ethics Council, and Compliance Officers Workgroup.

A. Board of Trustees Audit and Compliance Committee

*Effective compliance and ethics programs have a **governing authority** knowledgeable about the content and operation of the compliance and ethics program. This governing authority exercises reasonable oversight with respect to the implementation and effectiveness of the compliance and ethics program. [FSG Element 2A] Each board of trustees shall assign responsibility for providing governance oversight of the Program to the committee of the board responsible for audit and compliance. [BOG Regulation 4.003(3)]*

The Audit and Compliance Committee of the USF Board of Trustees ~~(“BOT Committee”)~~ serves as ~~the USF System’s~~ ~~USF’s~~ governing authority for the ~~USF System~~ Compliance & Ethics ~~Program~~ ~~program~~. Members of this committee are appointed by the Chair of the USF Board of Trustees ~~(the “Board”)~~. This committee assists the Board in discharging its oversight responsibilities and oversees the following for ~~the USF System~~ and its direct support organizations:

- Internal control structure;~~;~~
- Independence and performance of internal and external audits and corrective action plans;~~;~~
- Integrity of information technology infrastructure and data governance;~~;~~
- Independence and effectiveness of the compliance and ethics program;~~;~~
- Compliance with applicable laws and regulations;~~;~~
- Standards for ethical conduct;~~;~~
- Risk mitigation;~~;~~ and
- Internal investigative processes.

~~More information about the Board of Trustees Audit and Compliance Committee may be found in their current charter provided in Appendix A.~~

B. ~~USF System~~ Compliance & Ethics Program

Each board of trustees shall implement a university-wide compliance and ethics program (Program) as a point for coordination of and responsibility for activities that promote ethical conduct and maximize compliance with applicable laws, regulations, rules, policies, and procedures. [BOG 4.003(1)]

~~The USF System~~ Compliance & Ethics ~~Program~~ was established in 2007 with the appointment of a Chief Compliance Officer, who was charged by the USF ~~System~~ President and ~~the~~ Board of Trustees to create and maintain an effective compliance & ethics program based on best-practices to prevent, monitor, detect, and respond to non-compliance and recommend corrective actions to fully meet regulatory requirements. ~~The Program~~ ~~Compliance & Ethics~~ is responsible for the coordination and management of all USF ~~System~~ compliance and ethics activities. As such, ~~the Program~~ ~~Compliance &~~

~~Office of Compliance & Ethics Program Plan | 2~~

~~USF System Compliance & Ethics Program Plan~~

~~USF System Compliance-Ethics Program P1an-20170706.docx~~

~~2~~

Ethics serves as a central point for coordination of and responsibility for activities that ~~promote~~ promoting ethical conduct and ~~maximiz~~maximizing compliance with applicable laws, regulations, rules, policies, and procedures. ~~The Program~~Compliance & Ethics provides assurance to the ~~USF System Board of Trustees~~Board that such activities are reasonably designed, implemented, enforced, and effective in preventing and detecting violations of law, regulations, and policies, as well as violations of ethical principles of conduct.

The *mission* of ~~the Program~~Compliance & Ethics is to create, support, and promote a system-wide culture of compliance, ethics, and accountability as required by Chapter 8, Part B, Section 2(b) of the ~~Federal Sentencing Guidelines~~FSG and ~~Florida Board of Governors~~BOG Regulation 4.003. ~~The~~ The *vision* is for ~~the University of South Florida~~USF System to demonstrate and maintain preeminence—via our institution’s commitment to a culture of compliance and ethics throughout all levels of our organization.

~~More information about the Program may be found in the USF System Compliance & Ethics Program Charter provided in Appendix B.~~

C. Chief Compliance Officer

High-level personnel of the organization ensure that the organization has an effective compliance and ethics program. A specific individual within high-level personnel is assigned overall responsibility for the compliance and ethics program. [FSG Element 2B]

Each university, in coordination with its board of trustees, shall designate a senior level administrator as the chief compliance officer. The chief compliance officer is the individual responsible for managing or coordinating the Program. Universities may have multiple compliance officers; however, the highest ranking compliance officer shall be designated the chief compliance officer. [BOG 4.003(4)]

The USF ~~System~~ Chief Compliance Officer (CCO) is ultimately responsible for the ~~USF System~~ Compliance & Ethics Program~~program~~. The CCO reports functionally to the Board of Trustees’ Audit ~~& and~~ Compliance Committee and administratively to the USF ~~System~~ President ~~and the Chief Operating Officer~~.

To ensure that the Program~~program~~ has the capabilities to perform its assigned responsibilities and duties, the CCO is responsible for the following:

- Maintaining a professional staff with sufficient size, knowledge, skills, and experience to ensure an effective Program~~program~~.

- Utilizing approved third-party resources as appropriate to supplement the ~~Program's efforts;~~programmatic efforts.
- Communicating routinely with the Board of Trustees and USF ~~System~~ President regarding ~~Program-program~~ activities and perform assessments of the ~~Program program~~ with changes and improvements where necessary; ~~and~~
- Developing and updating this ~~Plan~~plan.

~~More information about the responsibilities of the CCO may be found in the USF System Compliance & Ethics Program Charter provided in Appendix B.~~

D. ~~USF System~~ Executive Compliance ~~& and~~ Ethics Council

The ~~USF System~~ Executive Compliance ~~& and~~ Ethics Council (ECEC) serves as the oversight committee for operational issues concerning the ~~USF System~~ Compliance & Ethics ~~Program~~program. The Council's primary role is advising the USF ~~System~~ President on appropriate system responses to major cross-jurisdictional compliance gaps, including determination of "risk ownership", mitigation strategies, and resource implications.

The ECEC is ~~co~~-chaired by the ~~USF System Chief Operating Officer~~Senior Vice President for Business and Financial Strategy and a Regional Chancellor. The Council is comprised of the following individuals:

- Senior Vice Provost ~~and Dean, Office of Graduate Studies~~
- Vice President, ~~Student Affairs &~~ Student Success
- ~~Chief Operating Officer~~Senior Associate Vice President and Chief Financial Officer, USF Health
- ~~Vice President and~~ Chief Operating Officer, USF Foundation
- ~~Vice President, Business & Finance and Chief Financial Officer~~
- Chief Information Officer
- Chief Compliance Officer
- Executive Director/Chief Internal Auditor
- ~~Senior~~ Associate Vice President, Research & Innovation
- General Counsel

The ECEC meets at the call of the Chair(s) and is provided staff support by the Associate Compliance Officer and the Compliance Officers Workgroup. The ~~Chief Compliance Officer~~CCO is responsible for keeping the ~~BOT~~ Audit ~~& and~~ Compliance Committee informed as to the activities of the ECEC.

E. ~~(High Risk)~~ Compliance Officers Workgroup

The Program may designate compliance officers for various program areas throughout the university based on an assessment of risk in any particular program

Office of Compliance & Ethics Program Plan | 4

USF System Compliance & Ethics Program Plan

USF System Compliance-Ethics Program Plan-20170706.docx

4

or area. If so designated, the individual shall coordinate and communicate with the chief compliance officer on matters relating to the Program. [BOG 4.003(7)(d)]

The Compliance Officers ~~Workgroup~~ ~~workgroup~~ is composed of ~~the~~ senior compliance officers in all “high-risk” compliance units within ~~the~~ USF System. Pursuant to the ~~USF System~~ Compliance & Ethics Program Charter, ~~the~~ workgroup members are designated as “Accountable Reports” to the ~~Chief Compliance Officer~~ CCO, the terms of which are outlined in memoranda by the USF System President. The ~~Workgroup~~ ~~workgroup~~ is chaired by the ~~Chief Compliance Officer~~ CCO and is comprised of the following individuals:

- ~~Senior~~ Director, Research Integrity & Compliance
- ~~Senior~~ Associate ~~Athletic~~ Director ~~of Athletics for/~~ -Compliance
- ~~Associate Director, Chief Human Resources Officer~~ ~~Human Resources Compliance~~
- Director, Professional Integrity Program, USF Health
- ~~Assistant Vice President, Chief~~ Information Security ~~Officer~~
- Director, Equal Opportunity and Compliance
- Director, Environmental Health ~~& and~~ Safety
- Other compliance officers as designated by the ~~USF~~ President

The Compliance Officers ~~Workgroup~~ ~~workgroup~~ assists the ~~Chief Compliance Officer~~ CCO in maintaining an effective and broad-based program designed to prevent, monitor, and detect areas of non-compliance and, when necessary to fully meet compliance requirements, recommends corrective actions. The ~~Chief Compliance Officer~~ CCO may also include compliance officers from other risk areas as ex-officio members to assist the ~~Workgroup~~ ~~workgroup~~ in its efforts.

Element 2: Establish Standards of Conduct, Policies, & Procedures

The **establish standards** element of an effective compliance and ethics program refers to maintaining and publishing policies, procedures, and a code of conduct that addresses the risks of doing business and the expectations for the conduct of the workforce. [*Compliance Makes A Difference*, SCCE, 2014]. Under the FSG and BOG regulation, this element is expressed as follows:

The organization shall establish standards and procedures to prevent and detect criminal conduct. [FSG Element 1]

The Program shall be...reasonably designed to optimize its effectiveness in preventing or detecting noncompliance, unethical behavior, and criminal conduct, as appropriate to the institution’s mission, size, activities, and unique risk profile. [BOG 4.003(2)(a)]

The USF System establishes, maintains, and publishes policies which address the risks of doing business. USF System policies and regulations are published in a searchable, online database maintained by Office of the General Counsel. Procedures for core business processes are available via the Online Business Processes Library, available to USF System faculty, staff, administration employees, and temporary employees (“USF System employees”) through the myUSF portal.

The foundational standard of conduct for USF System employees is the Florida Code of Ethics for Public Officers and Employees (FCOE), Section 112.313 of the Florida statutes. Under the FCOE, USF System employees are prohibited or restricted from engaging in certain activities that create, or have the potential to create, a conflict of interest or conflict of commitment between their personal interests and the public responsibilities of the USF System. All USF System employees are public employees of the State of Florida and, therefore, are subject to the provisions of the FCOE. Guidance for USF System employees regarding compliance with the FCOE and related standards of conduct are provided in USF System Policy 0-027. This policy also proscribes employees’ disclosure and acknowledgment requirements concerning matters covered under the FCOE.

These established standards ensure the efficiency and effectiveness of our operations while addressing the intrinsic risks of doing business; and set expectations for USF System employee conduct.

Element 3: Create a Fair and Ethical Culture

The **create a fair and ethical culture** element of an effective compliance and ethics program involves establishing incentives tied to performance for the workforce, including leadership, to help create a tone where “doing the right thing” is evaluated and rewarded. Under the FSG and BOG regulation, this element is expressed as follows:

The organization’s compliance and ethics program shall be promoted and enforced consistently throughout the organization through (A) appropriate incentives to perform in accordance with the compliance and ethics program; and (B) appropriate disciplinary measures for engaging in criminal conduct and for failing to take reasonable steps to prevent or detect criminal conduct.

[FSG Element 6]

The Chief Compliance Officer shall...promote and enforce the Program, in consultation with the president and board of trustees, consistently through appropriate incentives and disciplinary measures to encourage a culture of compliance and ethics. Failures in compliance or ethics shall be addressed through appropriate measures, including education or disciplinary action.

[BOG 4.003 (7)(g)9]

Office of Compliance & Ethics Program Plan | 6

USF System Compliance & Ethics Program Plan

USF System Compliance-Ethics Program P1an-20170706.docx

6

Institutions must ensure that their workforce adhere to the institution’s policies and procedures with respect to internal controls and compliance, including adherence to high ethical standards. As a starting point, our institutions’ compliance and internal controls infrastructure must be strong enough to underpin these incentives. Compliance “happens” when employees *understand* their obligations, are *able* to meet their obligations, and are *willing* to comply. Incentives impact risk. Institutions ~~via their risk and compliance controls~~ can better incentivize employees’ compliance via their risk and compliance controls in several ways:

- Be clear about expectations.
- Reward managers who achieve compliance.
- Reward managers who cultivate a culture of compliance.
- Make strong compliance an advertised goal.

All USF ~~System~~ and related-entity employees are responsible for detecting and reporting known or suspected waste, fraud, or financial mismanagement. This responsibility also extends to business entities conducting business with ~~the USF System~~. ~~The USF~~ Our institution System strives to identify and promptly investigate any possibility of wasteful, fraudulent, or related dishonest activities against ~~the USF System~~ or its students and employees; and to take appropriate disciplinary or legal action. Anyone found to have engaged in wasteful or fraudulent conduct, including financial mismanagement, are subject to disciplinary action up to and including dismissal or expulsion and civil or criminal prosecution under USF ~~System~~-Regulation USF5.001. USF ~~System~~ employees who deliberately, willfully, and knowingly make false accusations are subject to disciplinary action up to and including dismissal.

Element 4: Open Lines of Communication

The **open lines of communication** element of an effective compliance and ethics program refers to establishing an anonymous or confidential reporting line/hotline for misconduct and surveying the workforce for feedback. Under the FSG and BOG regulation, this element is expressed as follows:

The organization shall take reasonable steps to have and publicize a system, which may include mechanisms that allow for anonymity or confidentiality, whereby the organization’s employees and agents may report or seek guidance regarding potential or actual criminal conduct without fear of retaliation. [FSG Element 5C]

The Program shall require the university, in a manner which promotes visibility, to publicize a mechanism for individuals to report potential or actual misconduct and violations of university policy, regulations, or law, and to ensure that no individual faces retaliation for reporting a potential or actual violation when such report is made in

good faith. If the chief compliance officer determines the reporting process is being abused by an individual, he or she may recommend actions to prevent such abuse. [BOG 4.003(7)(e)]

USF ~~System~~ Regulation USF5.001 assigns responsibility to all levels of USF ~~System~~ management, their employees, and related-entity employees to prevent, detect, and report waste, fraud, financial mismanagement, or other violations of USF ~~System~~ policy or regulation. These responsibilities are assigned as described below:

USF ~~System~~ management must be familiar with the types of improprieties that may occur in their areas of responsibility and must be alert for any indication of wasteful, fraudulent, or dishonest acts. “Risk ownership” for such activities resides with each USF ~~System~~ vice president or chancellor; therefore, each is responsible for ensuring a system of internal controls is established and maintained which provides reasonable assurance that improprieties are prevented within their respective area. USF ~~System~~ management is also required to establish and follow internal controls necessary for their operations.

USF ~~System~~ and related-entity employees are required to immediately report suspected wasteful, fraudulent, or dishonest acts which are suspected, observed, or made known to them. USF ~~System~~ and related-entity employees must either anonymously report the acts in EthicsPoint, our anonymous reporting hotline, or to their supervisor. When there is a known or suspected conflict of interest with the entity to whom the regulation directs the employee to report, then the regulation provides alternative individuals or units to whom the employee must report.

EthicsPoint—a third party hosted hotline—enables USF ~~System~~ employees to safely, securely, and anonymously report activities which may involve misconduct, fraud, abuse, and other violations of USF policies. EthicsPoint may be accessed online or by contacting the hotline by telephone. The ~~Chief Compliance Officer~~ CCO is responsible for the management of EthicsPoint.

In addition to anonymous reporting in EthicsPoint, ~~the~~ USF ~~System~~ provides its employees with a confidential resource via ombuds with whom they can discuss concerns regarding their experience at our institution and explore alternatives for how to best address those concerns. Our ombuds provide independent, impartial, informal, and confidential professional resources to our employees.

The USF ~~System~~ Ombuds Office provides ombuds services to all USF ~~System~~ employees. The Ombuds Office at USF St. Petersburg (USFSP) provides ombuds services to faculty, staff, administration, and temporary employees at USFSP.

The USF ~~System~~ publicizes EthicsPoint and employee ~~Ombuds-ombuds~~ services via the following mechanisms:

- Including EthicsPoint, ~~OmbudsOmbuds Office~~, Regulation USF5.001, and USF ~~System~~ Policy 0-027 education and training ~~during their the~~ Compliance & Ethics ~~session~~ ~~portion~~ of New Employee Orientation;
- Displaying EthicsPoint ~~Posters-posters~~ prominently throughout our campuses; ~~and~~
- Including EthicsPoint information ~~is as~~ part of the training component of the FCOE disclosure form, completed annually by the following USF ~~System~~-employee ~~position~~ types: all faculty; all administration employees; and any staff or temporary employees issued a procurement card or role in FAST, our financial system.

Element 5: Education and Training

The **education and training** element of an effective compliance and ethics program refers to conducting training programs that cover regulatory requirements, the roles of the workforce, and areas of risk. Under the FSG and BOG regulation, this element is expressed as follows:

The organization shall take reasonable steps to communicate periodically and in a practical manner its standards and procedures, and other aspects of the compliance and ethics program, to members of the governing authority, high-level personnel, substantial authority personnel, the organization's employees, and, as appropriate, the organization's agents by conducting effective training programs and otherwise disseminating information appropriate to such individuals' respective roles and responsibilities. [FSG Element 4]

University employees and board of trustees' members shall receive training regarding their responsibility and accountability for ethical conduct and compliance with applicable laws, regulations, rules, policies, and procedures. The Program plan shall specify when and how often this training shall occur. [BOG 4.003(7)(b)]

USF ~~System~~-employees receive training regarding their responsibility and accountability for ethical conduct and compliance with applicable laws, regulations, rules, policies, and procedures. This training occurs as described below.

A. Compliance ~~& and~~ Ethics Training for New Employees

~~The Program~~Compliance & Ethics delivers compliance and ethics training to new USF ~~System~~ employees as part of employee onboarding programs administered by the Division of Human Resources. All new administration and staff employees are encouraged to attend orientation, called "Welcome to USF". At USF Tampa, these sessions are held every two weeks and coincide with USF Tampa's new administration and staff employee hiring cycles. At USF St. Petersburg, these trainings are held periodically throughout the year, the frequency of which is based on the volume of new hires. At USF Sarasota-Manatee, this information is provided as part of ~~their~~ new employees' one-on-one orientation with their HR department, due to the low volume of new hires relative to ~~USF the~~ Tampa and ~~USFSP.St.~~ Petersburg campuses.

B. Compliance ~~& and~~ Ethics Training for Current Employees

Certain USF ~~System~~ employees are required to complete an annual FCOE disclosure in eDisclose, our online disclosure and review system. This annual disclosure includes FCOE, nepotism, and outside activity trainings as well as a mechanism for the disclosure, review, and, when warranted, implementation of mitigation strategies for potential and actual conflicts of interest under the FCOE or USF ~~System~~ Policy 0-027. An annual FCOE disclosure is required of the following employee position types, which equates to approximately 6,700 employees each year:

- All current Faculty
- All current Administration employees
- All current Staff employees issued a procurement card (PCard) or FAST role.
- All current temporary employees issued a PCard or FAST role.

~~The~~ Compliance & Ethics ~~Program~~ does not provide compliance ~~& and~~ ethics training to new staff or temporary employees who do not have a financial role for ~~the~~ USF ~~System~~; that is, they have not been issued a PCard or FAST role.

C. Compliance ~~& and~~ Ethics Training for ~~BOT~~ Board of Trustees Members

Members of the Board of Trustees' ~~members~~ receive compliance training regarding their responsibility and accountability for ethical conduct and compliance on an annual basis or at the request of the Chair.

Element 6: Detection, Remediation, and Enforcement

The **detection, remediation, and enforcement** element of an effective compliance and ethics program refers to screening employees to ensure they have not been involved in criminal activity, establishing sanctions for non-compliance with organizational standards and the law, taking immediate action to address misconduct, and making corrective actions to prevent recurrence. Under the FSG and BOG regulation, this element is expressed as follows:

The organization shall use reasonable efforts not to include within the substantial authority personnel of the organization any individual whom the organization knew, or should have known through the exercise of due diligence, has engaged in illegal activities or other conduct inconsistent with an effective compliance and ethics program. [FSG Element 3]

After criminal conduct has been detected, the organization shall take reasonable steps to respond appropriately to the criminal conduct and to prevent further similar criminal conduct, including making any necessary modifications to the organization's compliance and ethics program. [FSG Element 7]

The university shall use reasonable efforts not to include within the university and its affiliated organizations individuals whom it knew, or should have known (through the exercise of due diligence), to have engaged in conduct not consistent with an effective Program. [BOG 4.003(8)]

As part of its efforts to create a safe work and study environment, ~~the USF System~~ requires a criminal history background check be conducted on prospective employees as a condition of employment under ~~USF System~~ Policy 0-615 as follows:

Level 1 background checks are performed on all prospective employees as a condition of employment. A "Level 1 background check" is a background check that includes an employment history check, a nationwide criminal history background check through validated national database sources, and a check of the National Sex Offenders Public Website. It may also include a local criminal record check through local law enforcement agencies.

Level 2 background checks are performed on prospective employees where required by law or internal procedure. A "Level 2 background check" is a background check that includes a state or national fingerprint-based check in addition to the requirements of a Level 1 background check.

Current employees must report any conviction which occurs during their employment with USF to Human Resources. Human Resources may authorize a criminal history background check on current employees if required by law or if there is a reasonable belief that the

employee has been convicted of a crime without reporting it to Human Resources. Where required by law, administrative rule, internal procedure, or administrative requirement or mandate, periodic Level 2 background check rescreens may be performed. If a criminal history background check on a current employee reveals any conviction of a felony or first degree misdemeanor, the individual will be separated from employment, unless the individual shows that the report is in error.

Element 7: Risk Assessment, Audit, & Monitoring

The **risk assessment, audit, and monitoring** element of an effective compliance and ethics program refers to finding and evaluating operational and organizational risks and taking steps to minimize those risk areas. This element includes ongoing testing of ~~the~~ controls established to minimize risks and ensure ~~the~~ controls are working. Under the FSG, this element is expressed as follows:

The organization shall take reasonable steps—to ensure that the organization’s compliance and ethics program is followed, including monitoring and auditing to detect criminal conduct. [FSG Element 5(A)]

A. ~~USF System~~ Enterprise-Wide Risk Assessments

Every three years since 2011, the ~~USF System~~ Compliance & Ethics Program has coordinated and facilitated an enterprise-wide risk assessment for ~~the USF System~~ as part of the Enterprise Risk Management (ERM) program. ERM is an institution-wide or holistic approach to ~~the~~ risk management. “Risk Management” is a process that defines how our organization does the following:

- Identifies risks to the achievement of goals and objectives~~;~~
- Measures the significance of each identified risk~~;~~
- Determines the most appropriate business response to each risk~~;~~ and
- Evaluates and reports on how well the chosen responses are carried out.

A ~~USF System~~-level risk assessment is performed by upper-level management and their teams via the following actions:

- Define the major activities their area performs to achieve goals and objectives~~;~~
- Identify the essential processes used in each major activity~~;~~ and
- Rank each process with respect to its impact on the achievement of goals and objectives and the probability ~~that~~ the process will fail to contribute to that achievement.

B. Auditing and Monitoring Risks

~~USF System Audit~~The Office of Internal Audit (“Internal Audit”) is available to consult with USF ~~System~~ management to assist in establishing effective internal controls and recognizing improper conduct. As part of their annual work plan, ~~USF System~~Internal Audit performs audits which test ~~the~~ internal controls established by USF ~~System~~ management. When deficiencies through such testing are found, ~~USF System~~Internal Audit collaborates with USF ~~System~~ management in developing actionable steps to implement effective internal controls which are consistent with applicable federal or state law, USF ~~System~~ policies and procedures, and industry best practices. ~~USF System~~Internal Audit then follows up with management to verify the corrective and preventative measures are implemented in a timely fashion.

~~The USF System~~ Compliance & Ethics Program is available to perform compliance reviews, risk assessments, and other consulting projects when compliance gaps are known or suspected. Compliance gaps can arise when ~~the~~ USF ~~System~~ has no known internal controls or the existing controls are not consistent with the law or industry best practices. Such reviews, assessments, and projects performed by ~~the~~ ~~Program~~Compliance & Ethics aim to bring the process or unit into compliance and, thereby, mitigate risk to the institution.

All USF ~~System~~ employees with compliance responsibilities, particularly those in high-risk areas, are responsible for monitoring their unit’s internal controls. Monitoring involves pointing out errors, omissions, exceptions, and inconsistencies in procedures, and working with their team members to implement corrective and preventative measures. In this way, unit compliance officers assist the ~~Chief Compliance Officer~~CCO in maintaining an effective and broad-based program designed to prevent, monitor, and detect areas of non-compliance and, when necessary to fully meet compliance requirements, implement corrective action.

Element 8: Assessment of Effectiveness

The **assessment of effectiveness** element of an effective compliance and ethics program refers to evaluating the compliance program elements and how well they are being met. Under the FSG and BOG regulation, this element is expressed as follows:

*The organization shall take reasonable steps—to evaluate periodically the effectiveness of the organization’s compliance and ethics program.
[FSG Element 5B]*

The Program shall address the following components... The president and board of trustees shall be knowledgeable about the Program and shall exercise oversight with respect to its implementation and effectiveness. The board of trustees shall approve a Program plan and any subsequent changes. A copy of the approved plan shall be provided to the Board of Governors. [BOG 4.003 (7)(a)]

The Chief Compliance Officer shall... report at least annually on the effectiveness of the Program. Any Program plan revisions, based on the chief compliance officer's report shall be approved by the board of trustees. A copy of the report and revised plan shall be provided to the Board of Governors. [BOG 4.003 (7)(g)8.]

Under BOG Regulation 4.003, the ~~USF System Chief Compliance Officer (CCO)~~ is required to provide an ~~Annual annual~~ USF System Compliance & Ethics Program-program Report report ("Annual Report") on the effectiveness of the ~~Program-program~~ to the ~~USF~~ Board of Trustees. Any ~~Program-program Plan-plan~~ revisions, based on the CCO's Annual Report, must be approved by the ~~USF~~ Board of Trustees. Copies of the Annual Report and revised ~~Program-Planprogram plan~~ are provided to the ~~Florida~~ Board of Governors.

Program Plan: Preparation, Review, & Approval

The Board of Trustees shall approve a ~~Program-Planprogram plan~~ and any subsequent changes. A copy of the approved plan shall be provided to the Board of Governors. [BOG 4.003(7)(a)]

The ~~USF System Chief Compliance Officer CCO~~ and ~~Compliance & Ethics~~ staff ~~is are~~ responsible for developing and implementing the ~~USF System~~ Compliance & Ethics ~~Program-Planprogram plan~~. The ~~Chief Compliance Officer CCO~~ is responsible for routinely communicating to the Board of Trustees and USF ~~System~~ President regarding ~~Program-program~~ activities and providing an ~~Annual-Reportannual report~~ on the effectiveness of the ~~Program-program~~. Any ~~Program-Planprogram plan~~ revisions, based on the ~~Chief Compliance-officer's CCO's~~ routine or annual reporting, shall be reviewed and approved by

the ~~USF~~ Board of Trustees. A copy of the approved ~~Program Plan~~program plan and any subsequent changes shall be provided to the Florida Board of Governors.

~~Brian D. Lamb~~Jordan B. Zimmerman, Chair, USF
Board of Trustees

Approved on: _____

~~Judy L. Genshaft~~Steven C. Currall, USF President

Approved on: _____

~~Jeffrey A. Muir~~Caroline B. Fultz-Carver, Chief
Compliance Officer

Approved on: _____

Agenda Item: FL 112

USF Board of Trustees
September 8, 2020

Issue: USF Office of Internal Audit (IA) Work Plan for FY 2021

Proposed action: Approval of the IA Work Plan and allocation of available staff hours.

Executive Summary: In accordance with the IA Charter, the USF Board of Trustees' Audit and Compliance Committee and the President have the responsibility to review approve the IA Work Plan. Additionally, the International Standards for the Professional Practice of Internal Auditing (Standards), Board of Governors' regulations, and the IA Charter require the Chief Audit Executive to communicate the plans and resource requirements to senior management and to the board for review and approval. Given the uncertainty of the current pandemic crisis and its continued impact on University operations, Internal Audit modified its risk assessment activities, shortened its work plan forecast to one year, and budgeted for flexibility with specific time for emerging risks.

The Board should consider whether the IA Work Plan is aligned with the USF's strategic plans, objectives, and enterprise risk. Consider whether this plan optimizes the use of IA resources and the value added by the audit activity in the following areas: results of operations, programs, or projects, including accomplishment of objectives and effective use of resources; reliability and integrity of financial and operating information; compliance with policies, laws, regulations, and ethical standards; the means to safeguard assets; loss prevention; fraud detection; and process improvement.

Financial Impact: N/A

Strategic Goal(s) Item Supports: Goal 4: Sound financial management to establish a strong and sustainable economic base in support of USF's continued academic advancement.

BOT Committee Review Date: Audit & Compliance - 8/25/2020

Supporting Documentation Online (please circle): Yes No

FY21 IA Work Plan Final 082520.pdf

Prepared by: Virginia Kalil, Executive Director/Chief Internal Auditor, USF Internal Audit



Work Plan Fiscal Year 2021		% of Effort	Total Hours
DIRECT SERVICES			
<i>Audit Services</i>			
Core Processes:			
Payroll			800
Attractive Assets			500
Procure to Pay (Jaggaer)			600
Academic Areas:			
PBF Data Integrity			300
Preeminence Data Integrity			500
Research:			
Human Subjects Regulations			60
Information Technology:			
USFH IT Access Controls			250
Cloud Computing			700
USFH IT			700
COVID-19:			
CARES Act Student Financial Aid			500
CARES Act Institutional Aid			500
Emerging Risks:			
Non IT - TBD			600
IT - TBD			690
<i>Follow-up; Coordinate External Audits</i>			500
	<i>Subtotal</i>		7,200
<i>Consulting Services</i>			
USFH Compliance Assessment Validation			600
Other Consulting - compliance, financial, IT			452
<i>Investigations @ 10%</i>			2,080
<i>Contingency @ 7%</i>			1,500
TOTAL DIRECT SUPPORT		57%	11,832
INDIRECT SUPPORT			
University Meetings, In-House Training, Professional Orgs Administration			1,080
			2,814
TOTAL INDIRECT SUPPORT		19%	3,894
OTHER			
CPE			390
Holidays			872
Leave (Annual/Sick)			3,316
Vacancy			496
TOTAL OTHER		24%	5,074
TOTAL HOURS AVAILABLE (CAE + 9 STAFF)		100%	20,800

Agenda Item: FL 113

USF Board of Trustees
September 8, 2020

Issue: Fixed Capital Outlay Budget

Proposed action:

- 1) Approve the [2020-2021 Fixed Capital Outlay Budget](#)
 - 2) Authorize the President, in consultation with the Board of Trustees Chairman, to make necessary non-material adjustments to the 2020-2021 fixed capital outlay budget, with the requirement that material changes be approved by the University Board of Trustees. This authorization does not modify the Board's expenditure policies.
 - 3) Authorize the President, Board Chair and CFO to execute a certification required by the State University System Board of Governors relating to the Fixed Capital Outlay Budget.
-

Executive Summary: Pursuant to 1011.012, Florida Statutes, the University Board of Trustees must adopt a fixed capital outlay budget for the fiscal year that designates proposed expenditures for the year from all fund sources.

The fixed capital outlay budget includes state appropriated funds and nonstate appropriated funds. The budget for USF 2020-2021 State Appropriated Fixed Capital Outlay funds is based on the 2020 Appropriation Act and is consistent with approved legislative spending authority.

Financial Impact: The financial impact of the preliminary 2020-2021 Fixed Capital Outlay budget based on new requests is \$39,977,073.

Strategic Goal(s) Item Supports: Goals 1, 2, 3 and 4

Committee Review Date: Finance Committee, August 25, 2020

Supporting Documentation Online (please circle): Yes No
2020-21 Fixed Capital Outlay Budget

Prepared by: Nick Trivunovich, Vice President for Business & Finance and CFO

Board of Trustees Microsoft Teams Meeting - New Business - Action Items (Consent Agenda)

FISCAL YEAR 2020-21
ANNUAL CAPITAL OUTLAY BUDGET - University of South Florida
As of 8/6/2020

Campus	Carry Forward Spending Plan Category	PROJECT TITLE	FUNDING SOURCE	TOTAL PROJECT COST	AVAILABLE APPROVED BUDGET	BALANCE	FY 20/21 PROJECTED ADDITIONAL
TPA	Completion of Renovation, Repair, or Maintenance Project up to \$5M	PTB Restroom Renovation	Auxiliary	\$ 125,000	\$ 125,000	\$ 125,000	\$ 125,000
TPA	Completion of Renovation, Repair, or Maintenance Project up to \$5M	Lot 38C Drainage	Auxiliary	\$ 250,000		\$ 250,000	\$ 250,000
TPA	Completion of Renovation, Repair, or Maintenance Project up to \$5M	Lot 38T Improvements	Auxiliary	\$ 284,000		\$ 250,000	\$ 250,000
TPA	Completion of Renovation, Repair, or Maintenance Project up to \$5M	Lot 23T Improvements	Auxiliary	\$ 636,000		\$ 636,000	\$ 636,000
TPA	Other Operating Requirements	Laurel Oaks Tree Replacement 3rd Phase	Carry Forward	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
TPA	Completion of Renovation, Repair, or Maintenance Project up to \$5M	Lift Station 6 Emergency Repair	Carry Forward	\$ 100,000		\$ 100,000	\$ 100,000
TPA	Completion of Renovation, Repair, or Maintenance Project up to \$5M	LIB - AHU 10 & 11 VAV Box Replacement - Phase I	Carry Forward	\$ 570,500	\$ 570,500	\$ 570,500	\$ 570,500
SAR	Completion of Renovation, Repair, or Maintenance Project up to \$5M	Campus Painting and Carpet Replacement	Carry Forward	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000
SAR	Completion of Renovation, Repair, or Maintenance Project up to \$5M	Campus Signage and Wayfinding	Carry Forward	\$ 130,000	\$ 130,000	\$ 130,000	\$ 130,000
SAR	Completion of Renovation, Repair, or Maintenance Project up to \$5M	Research Park Renovations	Carry Forward	\$ 179,334	\$ 179,334	\$ 179,334	\$ 179,334
SAR	Completion of Renovation, Repair, or Maintenance Project up to \$5M	Various Deferred Maintenance	Carry Forward	\$ 580,600	\$ 580,600	\$ 580,600	\$ 580,600
SAR	Completion of Renovation, Repair, or Maintenance Project up to \$5M	Roof Replacement	Carry Forward	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000
SAR	Completion of Renovation, Repair, or Maintenance Project up to \$5M	SMC-A101 Café Renovation	Carry Forward	\$ 410,000	\$ 410,000	\$ 410,000	\$ 410,000
TPA	Completion of Renovation, Repair, or Maintenance Project up to \$5M	BSN 2400 Supply Chain Mgmt.	Carry Forward	\$ 310,000	\$ 310,000	\$ 310,000	\$ 310,000
TPA	Completion of Renovation, Repair, or Maintenance Project up to \$5M	MDC - Fire Alarm System Replacement	Carry Forward	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000
TPA	Completion of Renovation, Repair, or Maintenance Project up to \$5M	MDT Air Handler Roof Replacement	Carry Forward	\$ 550,000		\$ 550,000	\$ 550,000
TPA	Completion of Renovation, Repair, or Maintenance Project up to \$5M	TECO Feeder	Carry Forward	\$ 555,000	\$ 555,000	\$ 555,000	\$ 555,000
TPA	Completion of Renovation, Repair, or Maintenance Project up to \$5M	Electrical Infrastructure Improvement NW Redundant Feeder	Carry Forward	\$ 835,000		\$ 835,000	\$ 835,000
STP	Completion of Renovation, Repair, or Maintenance Project up to \$5M	Faculty Laboratories (Relocation/Remodel)	Carry Forward	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000
TPA	Completion of Renovation, Repair, or Maintenance Project up to \$5M	ALN Roof Replacement	Carry Forward	\$ 1,300,000		\$ 1,300,000	\$ 1,300,000
STP	Completion of Renovation, Repair, or Maintenance Project up to \$5M	Various (Reserve) Deferred Maintenance	Carry Forward	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000
TPA	Completion of Renovation, Repair, or Maintenance Project up to \$5M	CMMB Lab Buildout	Carry Forward	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000
TPA	Completion of Renovation, Repair, or Maintenance Project up to \$5M	USF ALZ Byrd Institute 4th Floor Conversion to Wet Lab Space	Carry Forward/Contracts & Grants	\$ 1,504,000		\$ 1,504,000	\$ 1,504,000
TPA	Completion of Renovation, Repair, or Maintenance Project up to \$5M	Southeast Chiller Plant - Chiller and Cooling Tower #4	CITF/Philanthropy/Carry Forward	\$ 4,750,000		\$ 4,750,000	\$ 4,750,000
TPA	Completion of Renovation, Repair, or Maintenance Project up to \$5M	ENL Dust Collector	Carry Forward	\$ 150,000		\$ 150,000	\$ 150,000
TPA	Completion of Renovation, Repair, or Maintenance Project up to \$5M	CPT Temporary Annual Rental Boiler	E&G	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000
TPA	Completion of Renovation, Repair, or Maintenance Project up to \$5M	BSN 1406 Renovation	E&G/Carry Forward	\$ 210,000	\$ 210,000	\$ 210,000	\$ 210,000
TPA	Completion of Renovation, Repair, or Maintenance Project up to \$5M	USF Central Plant – Energy Performance-Based Contract	Energy Savings Contract (ESCO)	\$ 12,000,000	\$ 400,000	\$ 400,000	\$ 400,000
TPA	Completion of Renovation, Repair, or Maintenance Project up to \$5M	SIGMA NU Annex	Foundation	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000
TPA	Completion of Renovation, Repair, or Maintenance Project up to \$5M	TVB 2nd floor renovation	Foundation/Aux/Carry Forward	\$ 2,480,000		\$ 2,480,000	\$ 2,480,000
TPA	Completion of Renovation, Repair, or Maintenance Project up to \$5M	WUSF ETV Transmitter Bldg. Refurbishment	PECO (specific allocation)	\$ 280,000	\$ 280,000	\$ 280,000	\$ 280,000
TPA	Completion of Renovation, Repair, or Maintenance Project up to \$5M	MDA/MDN Roof Drain	PECO Minor 2019 / Carry Forward	\$ 107,639	\$ 107,639	\$ 107,639	\$ 107,639
TPA	Completion of Renovation, Repair, or Maintenance Project up to \$5M	Athletics renovation to Offices/Lobby/Lockers/Team Rooms	Philanthropy	\$ 3,000,000		\$ 3,000,000	\$ 3,000,000
TPA	Completion of Renovation, Repair, or Maintenance Project up to \$5M	Electric Bus	SCEF/Auxiliary	\$ 880,000	\$ 880,000	\$ 880,000	\$ 880,000
				\$ 39,977,073	\$ 12,538,073	\$ 28,343,073	\$ 28,343,073

Board of Trustees Microsoft Teams Meeting - New Business - Action Items (Consent Agenda)

As of July 1, 2020
(reference: Section 1013.61, F.S. and Board Reg. 14.003)

Category	Project Title/Name	Description	Total Project(s) Cost	Funding Source(s)		Funds Expended to Date	Funds to be Expended this Year	Remaining Balance	Project Timeline		Comments
				Source	Amount				Start Date	Completion Date	
Education & General (E&G) Operating Projects											
	<i>Consolidated line item of all FCO/capitalized projects funded from E&G operating funds, pursuant to Board regulations 14.003(2)(a) and 9.001. No individual project exceeds \$1M. This is a single line item in both Operating and FCO budgets.</i>		\$1,510,170	E&G Operating Funds	\$1,510,170	\$469,188	\$1,040,982	\$0		Not Applicable	These are current year funds to be spent in the current year.
Minor Carryforward (CF) Projects											
	<i>Consolidated line item of all FCO projects with a cost of less than \$2M funded from E&G CF funds, pursuant to Board regulation 14.003(2)(b). Includes replacement of facilities less than 10,000 gross sf. This is a single line item in both Operating and FCO budgets. For a detailed listing of projects, refer to the E&G Carryforward Spending Plan (CFSP).</i>		\$31,571,821	E&G CF Funds	\$31,571,821	\$9,769,567	\$21,802,255	\$0		Refer to detail in Carryforward Spending Plan	
Major Carryforward (CF) Projects											
	<i>Any FCO project funded in whole or in part from CF funds, where total individual FCO project cost exceeds \$2M, pursuant to Board regulation 14.003(2)(c).</i>										
	SMC CHTL Expand/Renovation		\$2,264,914	CARRY FORWARD	<u>2,264,914</u>	\$0	\$2,264,914	\$0			
				Total:	\$2,264,914						
State Appropriated Projects											
	<i>Pursuant to Board Regulation 14.003(12)(d). All FCO projects using funds originally appropriated as FCO funds by the State of Florida, notwithstanding criteria in Board regulation 14.001. Never to be included in the operating budget. Examples, PECO and CITF.</i>										
	MCOMHI		\$186,208,655	CARRY FORWARD	\$10,620,875	\$9,991,553	\$629,322	\$0	8/29/12	10/30/20	
				STATE	\$110,293,118	\$106,940,002	\$3,353,116	\$0			
				NON-APPROPRIATED	\$65,294,662	\$52,751,011	\$637,406	\$11,906,245			
				Total:	\$186,208,655	\$169,682,565	\$4,619,845	\$11,906,245			
	DAVIS HALL		\$5,100,000	CARRY FORWARD	2,000,000	\$800,073	\$4,299,926	\$0	9/21/2017	12/31/2020	
				STATE	<u>3,100,000</u>						
				Total:	\$5,100,000						
	Wellness Center Complex		\$27,104,347	CITF	\$27,104,347	\$222,951	\$4,000,000	\$22,881,396	4/29/2019	12/31/2022	
	PECO		\$6,421,491	PECO	\$6,421,491	\$4,211,440	\$2,210,051	\$0			
	CITF		\$5,301,218	CITF	<u>\$5,301,218</u>	<u>\$592,737</u>	<u>\$4,708,482</u>	<u>\$0</u>			
				Total:	\$38,827,057	\$5,027,128	\$10,918,533	\$22,881,396			
Non-Appropriated Projects											
	<i>Pursuant to Board Regulation 14.003(12)(e). All FCO projects that have not directly or indirectly used funds appropriated by the State. Examples include private donations, athletic revenues, federal grants, housing/parking revenue bonds, etc. For the purposes herein, please assume a threshold of \$5M or more for listing projects individually, otherwise consolidate all individual projects under \$5M into one line item.</i>										
	One-Line Summary		\$33,725,455	NON-APPROPRIATED	\$33,725,455	\$6,536,372	\$21,933,113	\$5,255,970			
	Laurel Drive New Entry Ph2		\$6,218,655	CARRY FORWARD	\$462,369						
				PECO	\$1,098,799	\$5,534,530	\$366,231	\$317,894			
				NON-APPROPRIATED	\$4,657,487						
				Total:	\$6,218,655						
TOTALS:			\$305,426,727		\$305,426,727	\$197,819,424	\$67,245,798	\$40,361,505			

Linda Simmons



USF BA degree ('75) and Stonier Graduate School of Banking

President & CEO, Simmons Management Services, Inc., Tampa, FL

Past Chair, current Emeritus Chair, USF Foundation

Director, USF Alumni Association. In 2011, Simmons was honored with the USF Alumni Association's Donald A. Gifford Service Award, which recognizes individuals who have provided unparalleled volunteer leadership and service to the University.

Director, the USF Gus A. Stavros Center and the United Way.

Simmons helped found and chair USF Women in Leadership & Philanthropy.

Simmons enjoyed a successful career in lending and banking prior to joining R.R. Simmons. She is very active in both industry and community service. She was the first woman to be elected President of a Florida chapter of the Associated General Contractors.

In 2019, at the 14th Annual Women in Leadership & Philanthropy Fall Symposium at the Hilton Tampa Downtown, Simmons was presented with the 2019 Community Leadership Award.

Linda and Randy Simmons' company, R. R. Simmons Construction Corporation, built the Lee Roy Selmon Athletics Center in 2004, and the Simmons' firm designed and built the basketball, baseball, softball, soccer, recreation and football facilities and constructed a wing of the Alumni Center.

At USF, Linda and Randy Simmons have donated more than \$1.7 million to advance areas such as Athletics, Women in Leadership & Philanthropy, the Gus Stavros Center and USF Research, including a deferred gift of \$500,000 that will fund the Carolyn A. O'Steen Memorial Scholarship in honor of Linda's mother and the Linda and Randy Simmons Endowed Athletic Scholarship.

Agenda Item: FL 115

USF Board of Trustees September 8, 2020

USF Board of Trustees Meeting

Issue: The University of South Florida and the Service Employees International Union – Florida Public Services Union (“SEIU”) reached a tentative agreement on their first ever Collective Bargaining Agreement (“CBA”) on June 25, 2020.

Proposed Action: Ratify the [2020-2023 CBA](#) between the University of South Florida Board of Trustees and SEIU.

Executive Summary:

SEIU notified the University on August 17, 2020, that it has ratified the tentative agreement. Ratification by the Board is required for the new CBA to go into effect.

The University of South Florida and SEIU reached a tentative agreement on a new CBA on June 25, 2020. This is the first CBA between the parties following certification of an adjunct union by the Public Employees Relations Commission (“PERC”) on March 29, 2018. The new contract would be effective upon ratification by both parties and would expire on June 30, 2023. The Board’s standard voting requirements apply to ratification. (USF Board of Trustees Operating Procedures, Article II., F.-G.).

The proposed contract is for three years with the possibility of one limited reopener in January 2022. The parties are satisfied that the tentative agreement, which is summarized below, is fair and addresses the interests of the in-unit adjunct faculty, management, students, and USF community as a whole.

The parties have tentatively agreed to the following provisions, as categorized below for convenience:

- **Standard Provisions Common to USF’s Other CBAs:** The CBA contains certain standard language recognizing SEIU as the exclusive bargaining agent for in-unit adjunct faculty (Article 1: Recognition), establishing procedures for union dues authorizations and deductions (Article 7: Union Membership Dues Deductions), addressing the effect of the invalidation of any provision due to a court ruling, new legislation, etc. (Article 16: Severability), and reserving to management all rights, powers, and authority not expressly limited under the agreement (Article 3: Management Rights).

- **Provisions Incorporating Existing University Regulations, Policies, and Practices:** The CBA contains a number of provisions that incorporate existing regulations, policies and practices, including:
 - Article 2: Nondiscrimination, which incorporates USF Policy 0-007: Diversity and Equal Opportunity – Discrimination and Harassment;
 - Article 4: Union Access and Communication, which incorporates University policies and practices governing use of space and resources (e.g., USF Policy 0-502: Appropriate Use of Information Technology Resources; USF Policy 0-505: Use of University Space (All-inclusive));
 - Article 6: Academic Freedom, which incorporates USF Policy 10-050: Academic Freedom and Responsibility;
 - Article 8: Maintenance of Records, which incorporates the University’s existing obligations under Florida’s Public Records Law; and
 - Article 12: Inclement Weather and Other Emergencies, which incorporates University Policy 6-037: Essential Personnel.

- **Provisions Unique to Adjunct Employment:** The parties agreed to the following provisions addressing topics that are unique to adjunct employment, including issues such as departmental input, the hiring process, and evaluation of adjunct performance:
 - Article 5: Adjunct Instructor Input and Integration in University Life – This provision provides an opportunity for the adjuncts of a department to request a meeting with the department chair or designee, no more than once per academic year, to discuss issues such as professional development opportunities for adjuncts, adjunct engagement and working environment, and department financial condition and staffing;
 - Article 9: Job Abandonment – Similar to the University’s job abandonment policy for staff and administration employees, this provision states that an adjunct’s unauthorized absences from three or more consecutive classes or their equivalent will result in job abandonment;
 - Article 10: Adjunct Pools – In an effort to streamline departmental hiring practices and assure qualified adjuncts that their names will be readily available for consideration for upcoming openings, each department will create and maintain a list of adjuncts, with contact information, which will be available for the department chair’s consideration in making hiring decisions. This list, or “pool,” is intended to facilitate the hiring process and does not limit the chair’s ability to hire from within or outside the pool at the chair’s discretion;
 - Article 13: Evaluations – The parties have agreed to a procedure by which adjuncts may request, no more than once annually, that their chair or designee complete a written evaluation of their performance in the area of teaching; and
 - Article 14: Course Cancellation Fee – The parties have agreed that an adjunct will be entitled to a \$300 course cancellation fee under limited circumstances in which the adjunct has accepted and relied on a formal, written offer to teach a course, and that course is later cancelled less than 5 days before the start of the semester.

- **Grievance Procedures** – Under Article 11: Grievance Procedures and Arbitration, the parties have agreed to a grievance procedure in which any grievance alleging a violation of a specific provision of the CBA, or challenging a disciplinary action that directly results in a loss of pay, is placed in an informal resolution status for 30 days to allow the grievant and department an opportunity to resolve the matter. If necessary and requested by the grievant, the grievance may then proceed sequentially to Step 2, which involves a meeting with a University representative and issuance of a written decision regarding the merits of the grievance, and ultimately to Step 3, which consists of final and binding arbitration as required under Florida Statutes.
- **Wages Provision** – Under Article 15: Wages, the CBA identifies minimum salaries per credit hour for each respective College. The proposed minimums were determined in consultation with the Deans and budget directors for each College and taking into account their current minimums as established by practice and market considerations. By establishing only minimum thresholds, the respective Colleges and departments retain the flexibility to negotiate individual contracts and to allocate their budgets according to their particular needs.
- **Duration of Agreement** – Under Article 17: Duration of Agreement, the proposed contract is for three years, ending June 30, 2023, with one possible reopener midway through the term of the agreement in January 2022, upon timely request by either party. The reopener, if requested, will be limited to the subject of wages under Article 15.

Supporting Documentation Online:

Prepared by: Craig Dawson, Associate General Counsel

ARTICLE 1: Recognition

Pursuant to the Certification issued by the Florida Public Employee Relations Commission (#1929, MARCH 29, 2018), the University recognizes the Service Employees International Union (SEIU), Florida Public Services Union, (FPSU) as the exclusive agent for the purposes of collective bargaining for all adjunct instructors in the bargaining unit as defined in the Certification, with respect to the terms and conditions of employment as specifically set forth in this Agreement.

ARTICLE 2: NONDISCRIMINATION

2.1 Statement of Intent

The University and SEIU fully support all laws intended to protect and safeguard the rights and opportunities of each employee to work in an environment free from any form of discrimination or harassment based on race, color, marital status, sex, religion, national origin, disability, age, genetic information, sexual orientation, or gender identity and expression. The parties recognize their obligations under federal and state law, as well as University policies and regulations prohibiting discrimination and harassment.

2.2 Complaints of Discrimination and Harassment

Alleged violations of this Article are not subject to the grievance procedures under Article 11: Grievance Procedure and Arbitration. Rather, any Adjunct who believes he or she has been subjected to discrimination or harassment should report the conduct to the University's Office of Diversity, Inclusion, and Equal Opportunity (DIEO), in accordance with USF Policy 0-007: Diversity and Equal Opportunity: Discrimination and Harassment.

ARTICLE 3: MANAGEMENT RIGHTS

The USF Board of Trustees retains and reserves to itself the rights, powers, and authority vested in it, including but not limited to the right to plan, manage, and control the University of South Florida and in all respects carry out the ordinary and customary functions of management. All such rights, powers, and authority are retained by the USF Board of Trustees, subject only to those limitations expressly imposed by this Agreement. This includes the right to constantly monitor and review the size and number of classes and other activities, to consolidate or cancel inappropriately small offerings, and to reduce inappropriately large classes.

ARTICLE 4: UNION ACCESS AND COMMUNICATION

- 4.1 The Union shall provide the Division of Human Resources with a list of names of stewards and Local Representatives within thirty (30) days of the date this Agreement is ratified. Only those persons whose names appear on the list shall be recognized by the University for carrying out functions specifically authorized under this Agreement.
- 4.2 Within ten (10) days of any change to the stewards or Local Representatives referenced in Section 4.1, the Union will notify the Division of Human Resources of any such change(s) in writing.
- 4.3 Union stewards and Local Representatives shall be permitted to visit publicly-accessible areas of campus for the purpose of meeting with adjuncts during the adjuncts' non-working time. Visits shall not interfere with or interrupt any classroom or the performance of any employee's job duties.
- 4.4 Subject to the Policies and Regulations of the University and the terms of this Agreement, the Union is authorized to utilize University facilities for the purpose of conducting Union meetings on the same basis as they are generally available to other University-related organizations.
- 4.5 The University agrees to allow the Union to communicate with adjuncts through their University-issued e-mail addresses (*e.g.*, @usf.edu), subject to the Policies and Regulations of the University, including but not limited to those addressing appropriate use of information technology resources.

ARTICLE 5: Adjunct Instructor Input and Integration in University Life

RS 12

Section 1: Upon official request, Department Chairs, ^{or their designees} will be required no more than once per academic year to hold meetings with adjuncts in the Department to address the following topics:

- a) Financial condition of Department
- b) Professional development and opportunities for adjuncts
- c) Adjunct engagement, morale and working environment
- d) Staffing issues within Department

Section 2: The Department will make reasonable efforts to hold such meetings in a place where all adjuncts will be able to attend, and at a time best suited for maximum attendance.

ARTICLE 6: ACADEMIC FREEDOM

The University affirms the principles of academic freedom and responsibility, as set forth in USF Policy 10-050: Academic Freedom and Responsibility.

ARTICLE 7: Union Membership Dues Deductions

The University agrees to process Union membership dues deductions and Committee on Political Education (COPE) deductions, as follows:

7.1 Authorization for deductions shall be submitted by Adjuncts in writing to SEIU using the Payroll Deduction Authorization Form attached as Appendix A to this Agreement. SEIU will provide to USF Payroll the names, GEMS Employee ID numbers, and any other required information, per the University's standard procedures, for all Adjuncts who have provided authorization. The deductions will start within thirty (30) days of the University's receipt of this information from SEIU.

7.2 Deductions will be made on a bi-weekly basis.

7.3 SEIU will notify the University, in writing and certified by the SEIU State President, of the proper dues deduction amount. The Union will also provide written notice of any change to the dues deduction amount at least forty-five (45) days prior to the effective date of any such change.

7.4 A change in the dues amount shall not require new authorization forms. Any change to an Adjunct's optional COPE deduction amount, however, will need to be communicated to USF Payroll in writing.

7.5 The University's responsibility for deducting dues and other authorized deductions from an Adjunct's salary shall terminate automatically upon either:

- a) Thirty (30) days' written notice from the Adjunct to USF Payroll and SEIU revoking the Adjunct's prior deduction authorization; or
- b) The transfer of the authorizing Adjunct out of the bargaining unit.

In such cases, a new authorization form will be required before additional deductions may be made.

7.6 SEIU assumes responsibility for: (1) all claims against the University, including the cost of defending such actions, arising from their compliance with this Article; and (2) all monies deducted under this Article and remitted to the Union. SEIU shall promptly refund to the University excess monies received under this Article. The parties agree that this refund may be accomplished by the University withholding the equivalent of any overage amount from future remittances to SEIU, where appropriate.

ARTICLE 8: Maintenance of Records

Each Department shall make a good faith effort to maintain accurate records concerning adjunct instructors, including any records required to be created or kept as specifically provided in this Agreement. These records shall be made available within a reasonable amount of time upon request, in accordance with Chapter 119, Florida Statutes, subject to applicable exemptions.

ARTICLE 9: Job Abandonment

If an Adjunct is absent without authorized leave for three (3) or more consecutive classes, tutoring sessions, or their equivalent during a term, the Adjunct shall be considered to have abandoned the position and voluntarily resigned from the University, and the Adjunct is only entitled to be paid for work performed up to the effective date of separation.

ARTICLE 10: ADJUNCT POOLS

10.1 Statement of Intent

The purpose of creating and maintaining adjunct pools at the department level is to facilitate the identification of qualified, available adjuncts, and to provide assurance to those adjuncts included in the pool that their names will be readily available for consideration when course openings arise. Both parties recognize the benefits of a pool system that promotes familiarity between departments and adjuncts, as well as increased efficiency in the hiring process, without limiting the department's flexibility to hire well-qualified individuals.

10.2 Creation and Composition of Adjunct Pool

Adjunct pools will be created and maintained at the department level, and all decisions regarding composition of the adjunct pool will be at the discretion of the department Chair or designee. In determining which individuals to include in the adjunct pool, the Chair may consider factors including, but not limited to, educational background, experience, past performance and reliability, relevant training or certifications, unique skills or expertise, and the needs of the department.

10.3 Removal from Pool

An Adjunct may be removed from an adjunct pool at the Chair's discretion and based on factors including, but not limited to, unsatisfactory evaluations, misconduct, prior refusal or failure to respond to offers of course assignments, and the needs of the department.

10.4 Recordkeeping

Each department will keep a list of adjuncts included in the adjunct pool. The list will include each adjunct's name, as well as any email address or mailing address provided by the adjunct for contact purposes. Should an adjunct's contact information change, it will be the adjunct's responsibility to provide updated contact information to be included on the list. The department will make the list available to adjuncts and SEIU within a reasonable amount of time upon request.

10.5 Limitations

Nothing in this Article creates any right, interest, or expectancy in any future employment beyond the specific terms of an adjunct's offer letter. The decision to include, exclude, or remove an adjunct from an adjunct pool will not be subject to the grievance procedures under Article ___. Nothing in this Article is interpreted to limit a department's ability to hire adjuncts from outside of the pool.

ARTICLE 11: Grievance Procedure and Arbitration

11.1 Purpose

The parties encourage the informal resolution of grievances whenever possible. The purpose of this procedure is to promote prompt and efficient resolution of grievances. This procedure shall be the sole and exclusive method for resolving grievances.

11.2 Definitions.

As used herein:

- A. "Grievance" shall mean a dispute filed on the appropriate grievance form (attached as Appendix B.) concerning the interpretation or application of a specific term or provision of the CBA, subject to any exclusions contained in the CBA.
- B. "Grievant" shall mean a member of the bargaining unit who has filed a grievance in a dispute over a specific term or provision of the CBA.
- C. "Arbitrator" shall mean the individual selected by the parties to hear any unresolved issues at Step 3 of the grievance process, whether the individual is an arbitrator by profession or other neutral umpire.

11.3 Grievance Form Requirements

Each grievance or notice of arbitration must be submitted in writing and on the appropriate form, and must be signed by the grievant. The University may refuse to process a grievance or request for arbitration that is not filed in accordance with the procedures set forth in this Article.

11.4. Resort to Other Procedures.

It is the intent of the parties to first provide a reasonable opportunity for resolution of a dispute through the grievance procedure and arbitration process. If, at any time prior to filing a grievance or while a grievance remains pending, the grievant requests, in writing, resolution of the matter in any other forum, whether administrative or judicial, the University will have no obligation to entertain or proceed further with the grievance under this grievance procedure. As an exception to this provision, a grievant may file a federal EEOC charge while a grievance is in progress when such filing becomes necessary to meet federal filing deadlines pursuant to 42 U.S.C. 2000e, *et seq.*

11.5. Limitations

In addition to any other limitations contained in the CBA:

- A. Disciplinary actions or dismissals that do not directly result in a loss of pay are not subject to the grievance process.
- B. Counseling, whether written or verbal, including recommendations for participation in an Employee Assistance Program, shall not be considered disciplinary action and is not subject to the grievance process.
- C. Decisions not to hire, re-hire, or offer a course to an adjunct are not subject to the grievance process.

11.6 Burden of Proof

In all grievances except disciplinary grievances, the burden of proof shall be on the employee. In grievances involving disciplinary action that directly results in a loss of pay, the burden of proof shall be on the University.

11.7 Representation

SEIU shall have the exclusive right to represent any Adjunct in a grievance filed under this Article, unless the Adjunct elects self-representation or to be represented by legal counsel.

11.8 Grievance Procedure

A. Filing

(1) A grievance must be filed with the Department Chair or designee within seven (7) days following the act or omission giving rise thereto or the date on which the grievant knew or reasonably should have known of such act or omission if that date is later. The expiration of the seven (7)-day period will be evidenced by the date of receipt by the University.

(2) The filing of a grievance constitutes a waiver of any rights to judicial review of agency action pursuant to Chapter 120, Florida Statutes, or to the review of such actions under University procedures which may otherwise be available to address such matters. This grievance procedure shall be the sole review mechanism for resolving disputes regarding rights or benefits covered by the CBA. Only those acts or omissions and sections of the CBA identified in the initial filing may be considered at subsequent steps.

B. Step 1

All grievances shall be placed in informal resolution status for thirty (30) days after the date of filing unless both the University and SEIU agree otherwise in writing. During the informal resolution period, efforts to resolve the grievance informally between the grievant and the department shall be made. Additional extensions may

be granted upon mutual written agreement of the parties. If the grievance is not satisfactorily resolved during the initial informal resolution period, the grievant may submit a written request for Step 2 review within seven (7) days following the expiration of the informal resolution period, including any extensions. If the grievant does not request a Step 2 review within seven (7) days following the expiration of the informal resolution period, including any extensions, the grievance will be deemed informally resolved to the grievant's satisfaction and will not be processed further.

C. Step 2

- (1) Step 2 Meeting. The designated University representative or designee and the grievant shall agree to meet within fifteen (15) days following receipt of the grievant's written request for Step 2 review, absent an agreed upon extension in writing. During the meeting, the grievant will have the right to present evidence in support of the grievance.
- (2) Step 2 Decision. The designated University representative or designee shall issue to the grievant within thirty (30) days following the conclusion of the Step 2 meeting a written decision.

D. Step 3: Arbitration

- (1) Filing. If the grievance has not been satisfactorily resolved at Step 2, the grievant may proceed to arbitration by filing a written Notice of Arbitration (attached as Appendix C.) with the designated University representative within thirty (30) days from the date of the Step 2 decision. The Notice of Arbitration must be signed by the grievant and SEIU president or designee. The parties must stipulate to the issue(s), as limited by the initial grievance filing, prior to the arbitration. In the event a stipulation is not reached, the parties will conduct a telephonic hearing as described in Section 4, below.
- (2) Selection of Arbitrator. Within ninety (90) days after ratification of this Agreement, the parties will confer for the purpose of selecting an arbitration panel of five (5) individuals. Selection of the panel will be accomplished by the parties alternately proposing arbitrators until the panel is filled, with the right of first proposal determined by a coin flip unless otherwise agreed by the parties. The grievant or representative shall, within thirty (30) days of the filing of a Notice of Arbitration, contact the designated University representative in an effort to mutually agree on an arbitrator, whether included in the arbitrator panel or not, to conduct a hearing on the unresolved issues raised in the grievance. In the event the parties are unable to mutually agree on an arbitrator, the parties will select an arbitrator from the panel by alternately striking names from the panel list until one name remains. The right of first choice to strike from the panel will be determined by a coin flip unless otherwise agreed by the parties.
- (3) Authority of Arbitrator.
 - (i) The arbitrator shall neither add to, subtract from, modify, nor alter the terms or provisions of this Agreement. The arbitrator's decision shall be confined solely to the application and/or interpretation of the Agreement and the precise issue(s)

submitted for arbitration. The arbitrator shall refrain from issuing any statements of opinion or conclusions not essential to the determination of the issue(s) submitted.

(ii) Where an administrator has made a judgment involving the exercise of discretion, the arbitrator shall not substitute the arbitrator's judgment for that of the administrator. Nor shall the arbitrator review the decision except for the purpose of determining whether the decision has violated this Agreement. If the arbitrator determines that the Agreement has been violated, the arbitrator shall direct the University to take appropriate action. Though the arbitrator may award back salary in cases involving a loss of pay, where appropriate, the arbitrator may not under any circumstances award a grievant other monetary damages or penalties, or any back salary above the amount of the agreed upon salary specified in the grievant's offer letter.

(4) Arbitrability. Issues of arbitrability shall be bifurcated from the substantive issue(s) and, whenever possible, determined by means of a hearing conducted by conference call. The arbitrator shall have ten (10) days from the date of the hearing to render a written decision on arbitrability, absent an extension agreed upon by the parties. If the issue is judged to be arbitrable, an arbitrator shall then be selected to hear the substantive issue(s). The parties may mutually agree that the same arbitrator who presided over the hearing on arbitrability may also serve as arbitrator to hear the case on the merits.

(5) Conduct of Hearing. The arbitrator shall hold the hearing in Tampa, Florida, unless otherwise agreed by the parties. The arbitrator shall issue a decision within forty-five (45) days of the close of the hearing or the submission of post-hearing briefs, whichever is later, unless the parties agree to an extension. The decision shall be in writing and shall set forth findings of fact, reasoning, and conclusions on the issues submitted. Except as expressly specified in this Article, the provisions of the Florida Arbitration Code, Chapter 682, Florida Statutes, shall not apply. Except as modified by the provisions of this Agreement or otherwise agreed by the parties, arbitration proceedings shall be conducted in accordance with the procedures of the American Arbitration Association.

(6) Effect of Decision. The decision or award of the arbitrator shall be final and binding upon the University, SEIU, and the grievant, provided that either party may appeal to an appropriate court of law a decision that was rendered by the arbitrator acting outside of or beyond the arbitrator's jurisdiction, or otherwise as permitted under Section 682.13, Florida Statutes.

(7) Venue. For purposes of venue in any judicial review of an arbitrator's decision issued under this agreement, the parties agree that such an appeal shall be filed in the courts in Hillsborough County, Florida, unless both parties specifically agree otherwise in a particular instance.

(8) Fees and Expenses. All fees and expenses of the arbitrator shall be borne by the losing party. Each party shall bear the cost of preparing and presenting its own case. A party desiring a transcript of the arbitration proceedings shall provide written notice to the other party of its intention to have a transcript of the arbitration made at

least one week prior to the date of the arbitration. The party desiring such transcript shall be responsible for scheduling a court reporter to record the proceedings and shall be solely responsible for the appearance fees of the court reporter, except that where both parties order a transcript, the court reporter's appearance fees and costs will be split equally between the parties. Each party shall be responsible for the costs of any transcripts it orders.

(9) Retroactivity. An arbitrator's award may or may not be retroactive as the equities of each case may demand, but an award shall not be retroactive to a date earlier than the date of the occurrence of the event giving rise to the grievance, and in no case earlier than seven (7) days prior to the date the grievance was initially filed.

E. Time Limits

All time limits may be extended by mutual written agreement of the parties. Upon failure of the University to provide a decision within the time limits provided in this Article, the grievant or SEIU, where appropriate, may appeal to the next step within the time limits specified in this Article. Upon the failure of the grievant or SEIU, where appropriate, to file an appeal within the time limits specified in this Article, the grievance will be deemed to have been resolved by the decision at the prior step and will be dismissed.

F. Withdrawal

A grievance may be withdrawn by the grievant or SEIU at any time prior to issuance of the arbitrator's decision. Any withdrawn grievance is deemed to be withdrawn with prejudice and may not be re-filed or otherwise re-instituted.

G. Precedent

No complaint informally resolved, or grievance resolved at any step prior to the issuance of a decision by an arbitrator will constitute a precedent for any purpose unless agreed to in writing by the President of the University and the SEIU acting through its President or representative.

H. Inactive Grievances

A grievance that has been filed at Step 3 and on which no action has been taken by the grievant for forty-five (45) days shall be deemed withdrawn, resolved in accordance with the decision issued at the prior step, and non-arbitrable.

I. Impact on University Action

The filing or pendency of any grievance or arbitration proceedings under this Article will not operate to impede, preclude, or delay the University from taking the action complained of. An Adjunct with a pending grievance will not continue to be compensated beyond the Adjunct's last date of employment as stated in the Adjunct's offer letter under any circumstances.

ARTICLE 12: INCLEMENT WEATHER OR OTHER EMERGENCIES

During periods in which classes are cancelled or the University is closed due to weather or other emergency events, adjuncts need not report to work and shall suffer no loss of pay, provided that they have not been designated as essential personnel under USF System Policy 6-037.

ARTICLE 13: EVALUATIONS

13.1 Student Evaluations

Student evaluations will be conducted for each course for which an Adjunct serves as instructor of record.

13.2 Evaluation Requests

An Adjunct may request no more than once annually that the department Chair or designee complete a written evaluation of the Adjunct's performance in the area of teaching. Should the request be granted, the Chair may opt to use the Adjunct Evaluation Form located at Appendix D of this Agreement, or another suitable format to be determined by the Chair. In evaluating an Adjunct's teaching, the Chair may consider student evaluations, syllabi, course grade distributions, classroom observations, and any other materials relevant to the Adjunct's teaching assignment.

13.3 Limitations

Nothing in this Article is intended to require or limit a Chair's ability to provide employment references upon request, or to provide additional feedback or counseling, whether verbal or written, to an Adjunct as part of the Chair's management role or to aid the Adjunct's professional development.

13.4. Recordkeeping

Student evaluations will be made available to the Adjunct and SEIU within a reasonable amount of time upon request in accordance with Chapter 119, Florida Statutes, subject to applicable exemptions. Chair evaluations completed upon the request of an Adjunct constitute limited access information and will be available for inspection only by the Adjunct, the Adjunct's representative, University officials responsible for supervision of the Adjunct, or by others by court order.

ARTICLE 14: Course Cancellation Fee

- 14.1: This Article applies only to situations in which an Adjunct has received a written offer from the Department Chair or authorized designee to teach a course, and the course is thereafter cancelled or reassigned at least seven (7) calendar days after the Adjunct has delivered to the Department Chair or authorized designee a written acceptance of the offer. In such situations, Adjuncts will be entitled to a course cancellation fee, as follows:
- 14.2: If the course is cancelled or reassigned within five (5) business days of the start of the semester, the impacted Adjunct will be entitled to a one-time payment in the amount of three hundred dollars (\$300). The Adjunct will not be entitled to any other amount set forth in the Adjunct's offer letter or otherwise where the course cancellation occurs prior to the start date of the Adjunct's contract.
- 14.3: If the course is cancelled after the start of the semester, the Adjunct will be entitled to a one-time payment in the amount of three hundred dollars (\$300) in addition to a prorated amount for the portion of the course taught by the Adjunct prior to cancellation. This prorated amount will be calculated based on the salary specified in the Adjunct's offer letter.
- 14.4: Adjuncts will not be entitled to any course cancellation fee except as expressly provided above.

ARTICLE 15: Wages

15.1 Minimum Salary Per Credit Hour.

The following minimum salaries will apply to courses for which Adjuncts are paid by the credit hour or by the course. For multi-campus Colleges, these minimums will apply to each campus:

- College of the Arts:
 - \$1,000 per credit hour (or \$3,000 per 3-credit course)
- College of Arts and Sciences:
 - \$1,000 per credit hour (or \$3,000 per 3-credit course)
- College of Behavioral and Community Sciences:
 - \$800 per credit hour (or \$2,400 per 3-credit course)
- College of Business:
 - \$1,167 per credit hour (or \$3,500 per 3-credit course)
- College of Education:
 - \$1,000 per credit hour (or \$3,000 per 3-credit course)
- College of Engineering:
 - \$1,000 per credit hour (or \$3,000 per 3-credit course)
- College of Global Sustainability:
 - \$1,167 per credit hour (or \$3,500 per 3-credit course)
- College of Marine Science:
 - \$1,000 per credit hour (or \$3,000 per 3-credit course)
- Honors College:
 - \$1,167 per credit hour (or \$3,500 per 3-credit course)
- Undergraduate Studies
 - \$833 per credit hour (or \$2,500 per 3-credit course)
- Other Centers, Institutes, etc.
 - \$1,000 per credit hour (or \$3,000 per 3-credit course)

15.2 Minimum Salary Per Student

For courses for which Adjuncts are paid a specified amount per student enrolled in the course, the minimum salary will be \$400 per student or a total salary that is equivalent to the applicable per-credit minimum in the respective College, whichever is less.

15.3 Limitations

Where an Adjunct teaches only a portion of a course, the Adjunct may be paid a prorated amount of the applicable minimum salary without violating this Article. Similarly, where more than one Adjunct is assigned to teach a course, the above minimums may be apportioned between the Adjuncts without violating this Article, provided that the combined total salary paid to all Adjuncts assigned to teach the course meets the minimum or prorated amount thereof, as applicable. Nothing in this Article is intended to limit a Department's ability, in its own discretion, to offer an Adjunct a salary higher than the applicable minimum.

ARTICLE 16: SEVERABILITY

In the event that any provision of this Agreement (a) is found to be invalid or unenforceable by final decision of a tribunal of competent jurisdiction; (b) is rendered invalid by reason of subsequently enacted legislation; (c) shall have the effect of a loss to the State University System or the University of funds, property, or services made available through federal law, or (d) pursuant to Section 447.309(3), Florida Statutes, can take effect only upon the amendment of a law, rule, or regulation and the governmental body having such amendatory powers fails to take appropriate legislative action, then that provision shall be of no force or effect, but the remainder of the Agreement shall continue in full force and effect.

ARTICLE 17: Duration of Agreement

This Agreement shall become effective when ratified by employees in the bargaining unit and by the University Board of Trustees, or on July 1, 2020, whichever is later. This Agreement shall continue in full force and effect until June 30, 2023, subject to the following:

- 1) This Agreement may be reopened in January of 2022 upon written request of either party on or before October 1, 2021. The reopening is limited to Article 15: Wages.
- 2) In the event a reopener is timely requested, the parties will meet at least once during the month of January 2022 to discuss the reopened Article, unless otherwise agreed by the parties. Additional meetings require the agreement of the parties.
- 3) In the event the parties negotiate a mutually acceptable amendment to this Agreement, such amendment shall be put in writing and become part of this Agreement upon ratification by both parties.
- 4) If an Agreement is not reached before this Agreement expires, this Agreement shall continue as provided by law until a successor agreement is ratified or imposed.

Appendix A

**Service Employees International Union
(SEIU) Dues Authorization Form**

I, _____, authorize the University of South Florida to deduct from my bi-weekly pay membership dues of the Service Employees International Union (SEIU) in such amount as may be established from time to time by SEIU and certified in writing to the University by SEIU, and I direct that the sum so deducted be paid over to SEIU.

I further authorize the University of South Florida to deduct from my bi-weekly pay the following whole dollar amount as an optional Committee on Political Education (COPE) donation: \$____.00

SEIU dues payments are not tax deductible as charitable contributions for federal income tax purposes. However, they may be tax deductible under other provisions of the Internal Revenue Code.

The above deduction authorization shall continue until either (1) revoked by me at any time upon thirty days written notice to USF Payroll and to SEIU, or (2) my transfer out of this bargaining unit. Unless this Authorization is revoked in the manner heretofore stated, this Authorization shall remain in full force and effect in accordance with the provisions of Section 447.303, Florida Statutes.

Employee's Signature

_____ Date

Name (printed)

_____ Department

Employee ID

Please return to SEIU, (address)

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Appendix B
University Of South Florida/Service Employees International Union
Grievance Form

I. Date (Received by University) _____

Grievant

Step 1 Grievance Representative

Name:

Name:

College:

Mailing Address:

Department:

Phone:

Phone:

If Grievant is represented by SEIU or legal counsel, all university communications should go to Grievant's representative.

Other address to which University mailings pertaining to grievance shall be sent:

II. Grievance

Specific Article(s) and Sections(s) of Agreement allegedly violated:

Statement of grievance (must include date of acts or omissions complained of):

Remedy Sought:

(See page 2 for additional requirements)

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III. Authorization

I will be represented in this grievance by: (check one - representative must sign on appropriate line):

SEIU

Legal Counsel

Myself

I UNDERSTAND AND AGREE THAT BY FILING THIS GRIEVANCE, I WAIVE WHATEVER RIGHTS I MAY HAVE UNDER CHAPTER 120 OF THE FLORIDA STATUTES WITH REGARD TO THE MATTERS I HAVE RAISED HEREIN AND UNDER ALL OTHER UNIVERSITY PROCEDURES WHICH MAY BE AVAILABLE TO ADDRESS THESE MATTERS.

This grievance was filed with the Office of the Provost, ADM 226 on _____(Date) by (check one) ___ mail (certified or registered, restricted delivery, return receipt requested); ___ personal delivery; ___ other (specify):

Signature of Grievant:

(Grievant must sign for grievance to be processed)

The written Step 2 decision shall be transmitted to Grievant or Grievant's Representative, as applicable.

Appendix C

Notice of Arbitration

Service Employees International Union hereby gives notice of its intent to proceed to arbitration in connection with the Step 2 decision of USF dated _____ and received by SEIU on _____ in this grievance of:

Grievant: _____

USF Grievance No: _____

The following statement of issue(s) before the Arbitrator is proposed:

This notice was filed with the Provost's Office, ADM 226 on _____ (Date) by (check one): mail (certified or registered, restricted delivery, return receipt requested); personal delivery; other (specify) _____.

Date of receipt by Provost's Office: _____

Signature of SEIU President (or designee)

I hereby authorize SEIU to proceed to arbitration with my grievance. I also authorize SEIU and USF or its representatives to use, during the arbitration proceedings, copies of any materials in my evaluation file pertinent to this grievance and to furnish copies of the same to the arbitrator.

Signature of Grievant

This notice should be sent to:
OFFICE OF PROVOST, ADM 226

Appendix D

Evaluation of Adjunct Faculty

Part I: To be completed by Adjunct

Name of Adjunct: _____

Department/School: _____

Semester/Year of Teaching: _____

Courses Taught During Semester/Year Listed Above: _____

- 1.
- 2.
- 3.
- 4.

Part II: To be completed by Chair or designee

I have reviewed the following information related to the teaching assignment (check those that apply):

- Student evaluations
- Course grade distribution
- Incidents/Complaints
- Other sources: _____

Based on this review, I rate the Adjunct as follows in the area of teaching:

- Unacceptable Weak Satisfactory Strong Outstanding

Additional comments:

Department Chair/Director Signature

Date

Agenda Item: FL 116

USF Board of Trustees
September 8, 2020

Issue: 2020-21 University E&G Carryforward Spending Plan

Proposed action:

1. Approve the [2020-21 University E&G Carryforward Spending Plan](#);
 2. Board Chair approves (along with the USF President and the USF CFO) the FY 2021 Budget Certification Form
-

Executive Summary: Beginning with FY20, each university board of trustees shall adopt an E&G Carryforward Spending Plan as prescribed by the regulations of the Board of Governors. The university board of trustees-ratified E&G Carryforward Spending Plan for fiscal year 2020-21 must be presented to the Board of Governors for approval by October 1, 2020. Each university president shall implement the E&G Carryforward Spending Plan of the university as prescribed by Florida Statutes, regulations of the Board of Governors, policies of the university board of trustees, provisions of the General Appropriations Act, and data reflected within the State University System Allocation Summary and Work papers publication.

Once approved by the USF Board of Trustees, the plan will be presented to the Board of Governors for approval at their October board meetings.

Financial Impact:

The thoughtful use of carryforward funds will contribute towards the University's strategic initiatives as well as provision funds for appropriate campus and programmatic maintenance.

Strategic Goal(s) Item Supports: Strategic goal 4

Committee Review Date: N/A

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

Prepared by: Resource Management & Analysis

Board of Trustees Microsoft Teams Meeting - New Business - Action Items

University of South Florida
Education and General
Carryforward Spending Plan Summary
Approved by University Board of Trustees
Balances and Spending Plans as of July 1, 2020

	<u>USF Tampa</u> <u>(excluding Health)</u>	<u>USF St.</u> <u>Petersburg</u>	<u>USF Sarasota-</u> <u>Manatee</u>	<u>USF Health (HSC)</u>	<u>Grand Total :</u> <u>University Summary</u>
A. Beginning E&G Carryforward Balance - July 1, 2020 :					
Cash	\$ 17,727,815	\$ 1,987,977	\$ 1,908,770	\$ 5,751,824	\$ 27,376,386
Investments	\$ 167,058,697	\$ 18,733,771	\$ 17,987,360	\$ 54,202,520	\$ 257,982,348
Accounts Receivable	\$ 9,517,847	\$ 1,294,602	\$ 654,217	\$ 1,444,219	\$ 12,910,884
Less: Accounts Payable	\$ 3,185,489	\$ 35,941	\$ 38,366	\$ 1,647,923	\$ 4,907,718
Less: Deferred Student Tuition & Fees	\$ 20,381,705	\$ 3,499,398	\$ 2,112,081	\$ 10,686,936	\$ 36,680,120
B. Beginning E&G Carryforward Balance (Net of Payables/Receivables/Deferred Fees) :	\$ 170,737,166	\$ 18,481,011	\$ 18,399,900	\$ 49,063,704	\$ 256,681,781
C. 7% Statutory Reserve Requirement (1011.45(1) F.S.):	\$ 33,662,950	\$ 4,391,799	\$ 2,355,765	\$ 10,299,063	\$ 50,709,577
D. E&G Carryforward Balance Less 7% Statutory Reserve Requirement (Amount Requiring Approved Spending Plan) :	\$ 137,074,216	\$ 14,089,212	\$ 16,044,135	\$ 38,764,641	\$ 205,972,204
E. *Encumbrances					
Restricted by Appropriations	\$ 175,633			\$ -	\$ 175,633
Compliance, Audit, and Security					
Compliance Program Enhancements	\$ 985,197			\$ -	\$ 985,197
Audit Program Enhancements				\$ -	\$ -
Campus Security and Safety Enhancements	\$ 210,582			\$ -	\$ 210,582
Academic and Student Affairs					
Student Services, Enrollment, and Retention Efforts	\$ 14,836			\$ -	\$ 14,836
Student Financial Aid	\$ -			\$ -	\$ -
Faculty/Staff, Instructional and Advising Support and Start-up Funding	\$ 1,074		\$ 42,855	\$ 130,000	\$ 173,929
Faculty Research and Public Service Support and Start-Up Funding	\$ 107,244		\$ 37,100	\$ 5,316	\$ 149,660
Library Resources	\$ -			\$ -	\$ -
Facilities, Infrastructure, and Information Technology					
Utilities	\$ -			\$ -	\$ -
Information Technology (ERP, Equipment, etc.)	\$ 1,374,616		\$ 137,940	\$ 150,000	\$ 1,662,556
Minor Carryforward Fixed Capital Outlay Projects (Board of Governors Regulation 14.003(2))	\$ 2,167,023		\$ 1,206,143	\$ 741,742	\$ 4,114,909
Major Carryforward Fixed Capital Outlay Projects (Board of Governors Regulation 14.003(2))		\$ 1,986,393		\$ -	\$ 1,986,393
Other UBOT Approved Operating Requirements					
Coronavirus/COVID-19 Related Expenditures (Should agree with encumbrances column total on "Details - Covid-19" tab)	\$ 214,000			\$ -	\$ 214,000
Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	\$ 621,231			\$ -	\$ 621,231
Operating Encumbrances : (Should agree with encumbrances column totals on "Details-Operating" tab)	\$ 3,490,414	\$ -	\$ 217,896	\$ 285,316	\$ 3,993,625
FCO Encumbrances : (Should agree with encumbrances column totals on "Details-Fixed Capital Outlay" tab)	\$ 2,167,023	\$ 1,986,393	\$ 1,206,143	\$ 741,742	\$ 6,101,301
Coronavirus/COVID-19 Encumbrances : (Should agree with encumbrances column totals on "Details - COVID-19" tab)	\$ 214,000	\$ -	\$ -	\$ -	\$ 214,000
Grand Total Encumbrances :	\$ 5,871,437	\$ 1,986,393	\$ 1,424,039	\$ 1,027,058	\$ 10,308,927
F. * Restricted / Contractual Obligations					
Restricted by Appropriations	\$ 22,270,034	\$ 354,186		\$ 6,737,510	\$ 29,361,731
University Board of Trustees Reserve Requirement	\$ -			\$ -	\$ -
Restricted by Contractual Obligations :					
Compliance, Audit, and Security					
Compliance Program Enhancements	\$ 1,705			\$ -	\$ 1,705
Audit Program Enhancements	\$ -			\$ -	\$ -
Campus Security and Safety Enhancements	\$ -			\$ -	\$ -
Academic and Student Affairs					
Student Services, Enrollment, and Retention Efforts	\$ 131,599			\$ -	\$ 131,599
Student Financial Aid	\$ -		\$ 150,000	\$ 169,485	\$ 319,485
Faculty/Staff, Instructional and Advising Support and Start-up Funding	\$ -			\$ -	\$ -
Faculty Research and Public Service Support and Start-Up Funding	\$ 33,985,229	\$ 193,000		\$ 1,487,427	\$ 35,665,657
Library Resources	\$ -			\$ -	\$ -
Facilities, Infrastructure, and Information Technology					
Utilities	\$ -			\$ -	\$ -
Information Technology (ERP, Equipment, etc.)	\$ 941,761		\$ 23,952	\$ -	\$ 965,713
Minor Carryforward Fixed Capital Outlay Projects (Board of Governors Regulation 14.003(2))	\$ 1,533,621		\$ 3,461,510	\$ 2,481,424	\$ 7,476,555
Major Carryforward Fixed Capital Outlay Projects (Board of Governors Regulation 14.003(2))	\$ -	\$ 13,607		\$ -	\$ 13,607
Other UBOT Approved Operating Requirements					
Coronavirus/COVID -19 Related Expenditures (Should agree with restricted column total on "Details - Covid-19" tab)	\$ -			\$ -	\$ -
Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	\$ -	\$ 38,110		\$ -	\$ 38,110
Contingencies for a State of Emergency Declared by the Governor (SB 72)	\$ -			\$ -	\$ -
Operating Restricted : (Should agree with restricted column totals on "Details-Operating" tab)	\$ 57,330,328	\$ 585,296	\$ 173,952	\$ 8,394,423	\$ 66,484,000
FCO Restricted : (Should agree with restricted column totals on "Details-Fixed Capital Outlay" tab)	\$ 1,533,621	\$ 13,607	\$ 3,461,510	\$ 2,481,424	\$ 7,490,163
Coronavirus/COVID-19 Restricted: (Should agree with restricted column totals on "Details - COVID-19" tab)	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total Restricted / Contractual Funds :	\$ 58,863,949	\$ 598,903	\$ 3,635,462	\$ 10,875,847	\$ 73,974,162

Board of Trustees Microsoft Teams Meeting - New Business - Action Items

University of South Florida
Education and General
Carryforward Spending Plan Summary
Approved by University Board of Trustees
Balances and Spending Plans as of July 1, 2020

		<u>USF Tampa</u> <u>(excluding Health)</u>	<u>USF St.</u> <u>Petersburg</u>	<u>USF Sarasota-</u> <u>Manatee</u>	<u>USF Health (HSC)</u>	<u>Grand Total :</u> <u>University Summary</u>
G.	* Commitments					
	Compliance, Audit, and Security					
	Compliance Program Enhancements	\$ 382,961			\$ 100,000	\$ 482,961
	Audit Program Enhancements	\$ 64,913			\$ -	\$ 64,913
	Campus Security and Safety Enhancements	\$ 742,126	\$ 191,506	\$ -	\$ -	\$ 933,632
	Academic and Student Affairs					
	Student Services, Enrollment, and Retention Efforts	\$ 3,833,555	\$ 227,071	\$ 200,000	\$ 521,460	\$ 4,782,086
	Student Financial Aid	\$ 231,845	\$ 20,100	\$ 65,000	\$ 181,957	\$ 498,902
	Faculty/Staff, Instructional and Advising Support and Start-up Funding	\$ 17,605,018	\$ 1,941,370	\$ 1,557,710	\$ 12,673,887	\$ 33,777,985
	Faculty Research and Public Service Support and Start-Up Funding	\$ 3,287,805	\$ 845,610	\$ 412,900	\$ 5,672,316	\$ 10,218,631
	Library Resources	\$ 572,157	\$ 4,000			\$ 576,157
	Facilities, Infrastructure, and Information Technology					
	Utilities	\$ 755,000	\$ 1,000		\$ -	\$ 756,000
	Information Technology (ERP, Equipment, etc.)	\$ 8,362,810	\$ 293,401	\$ 842,603	\$ 832,694	\$ 10,331,508
	Minor Carryforward Fixed Capital Outlay Projects (Board of Governors Regulation 14.003(2))	\$ 8,815,540	\$ 3,000,000	\$ 3,105,318	\$ 942,296	\$ 15,863,154
	Major Carryforward Fixed Capital Outlay Projects (Board of Governors Regulation 14.003(2))	\$ 4,000,000		\$ 2,175,393	\$ -	\$ 6,175,393
	Other UBOT Approved Operating Requirements					
	Coronavirus/COVID-19 Related Expenditures (Should agree with committed column total on "Details - Covid-19" tab)	\$ 15,133,414	\$ 2,505,700	\$ 200,000	\$ -	\$ 17,839,114
	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	\$ 8,551,686	\$ 2,474,158	\$ 2,425,710	\$ 5,937,125	\$ 19,388,679
	Contingencies for a State of Emergency Declared by the Governor (SB 72)	\$ -				\$ -
	Operating Commitments : (Should agree with committed column total on "Details-Operating" tab)	\$ 44,389,876	\$ 5,998,216	\$ 5,503,923	\$ 25,919,439	\$ 81,811,454
	FCO Commitments : (Should agree with committed column total on "Details-Fixed Capital Outlay" tab)	\$ 12,815,540	\$ 3,000,000	\$ 5,280,711	\$ 942,296	\$ 22,038,547
	Coronavirus/COVID-19 Commitments: (Should agree with committed column totals on "Details - COVID-19" tab)	\$ 15,133,414	\$ 2,505,700	\$ 200,000	\$ -	\$ 17,839,114
	Grand Total Commitments :	\$ 72,338,830	\$ 11,503,916	\$ 10,984,634	\$ 26,861,735	\$ 121,689,115
H.	Available E&G Carryforward Balance as of September 8, 2020 :	\$ (0)	\$ 0	\$ (0)	\$ 0	\$ (0)

* Please provide supplemental **detailed descriptions** for these multiple-item categories in sections E, F, and G for operating, fixed capital outlay, and COVID-19 spending plans using Board of Governors templates provided (use worksheet tabs for "Details" included with this file).

Notes :

- Florida Polytechnic University amounts include the Phosphate Research Trust Fund.
- 2019 Senate Bill 190 amended 1011.45 F.S.** regarding university Education & General carryforward minimum reserve balances, reporting requirements, and allowable uses. 1011.45(2) states that "Each university that retains a state operating fund carry forward balance in excess of the 7 percent minimum shall submit a spending plan for its excess carry forward balance. The spending plan shall be submitted to the university's board of trustees for review, approval, or if necessary, amendment by September 1, 2020, and each September 1 thereafter. The Board of Governors shall review, approve, and amend if necessary, each university's carry forward spending plan by October 1, 2020, and each October 1 thereafter." 1011.45(3) adds "A university's carry forward spending plan shall include the **estimated cost per planned expenditure and a timeline for completion of the expenditure.**" Three additional tabs are provided with this file to allow reporting of university detailed expenditure plans for each planned expenditure or project, a completion timeline, and amount budgeted for expenditure during the reporting fiscal year.



UNIVERSITY OF SOUTH FLORIDA

University Board of Trustees, September 8, 2020

2020-21 CARRY FORWARD SPENDING PLAN

Objectives

- Revisit: Definition and components of Carry Forward
- New reporting requirements for FY21
- Review: FY 2021 Carry Forward spending plan
- Outcome: Approval of FY 2021 Carry Forward spending plan



General Restrictions on Use of Carry Forward

E&G funds that may only be used for nonrecurring expenditures. Non-recurring is defined by BOG as an expenditure that is not expected to be needed or available after a point in time. Non-recurring expenditures have distinct elements:

- Time limited in nature where an end-date is known,*
- No promise or guarantee of future funding,*
- May cross multiple years, but the above two provisions apply*
- May address financial challenges resulting from external factors (examples could include, but are not limited to federal government shutdown, drop in state revenue resulting in a mid-year reduction)*

The USF Carry Forward spending plan is consistent with those restrictions

Guidelines and reporting standards for carry forward enacted:

- *Each university shall prepare..... an E&G Carryforward Spending Plan, for approval by the university board of trustees in accordance with instructions, guidelines and formats provided by the BOG.*
- *Annually, the President and Chief Financial Officer of each university shall certify the unexpended amount of funds.*
- *A university's Carryforward Spending Plan shall include the estimated cost per planned expenditure and a timeline for completion.*

FOUR Major Categories Associated with E&G Carry Forward Spending Plan

1. Required Reserve (7% of current year E&G)

2. Encumbrances:

- Amounts shown within the Universities books that are associated with purchase orders

3. Restricted:

- By appropriation
- By University Board of Trustees
- By specific contractual commitments

4. Commitments:

- Set aside for specific, time-limited purposes

Defined categories:

- Compliance, Audit, and Security
- Academic and Students Affairs
- Facilities, Infrastructure, and IT
- UBOT Approved Operating Requirements:
 - COVID-19 Related Expenditures
 - Other Requirements that support University Mission (including additional reserves)

Summary of Carry Forward Reporting Categories

By Campus and Total

Carryforward Balance and Spend Plan Categories All amounts in \$ millions	USF Tampa campus	USF St. Petersburg campus	USF Sarasota- Manatee campus	USF Health	University Summary	Vs. FY20
July 1, 2020 E&G Carryforward components:						
Cash	\$ 17.73	\$ 1.99	\$ 1.91	\$ 5.75	\$ 27.38	\$ 11.16
Investments	\$ 167.06	\$ 18.73	\$ 17.99	\$ 54.20	\$ 257.98	\$ (5.68)
Accounts Receivable	\$ 9.52	\$ 1.29	\$ 0.65	\$ 1.44	\$ 12.91	\$ 5.86
Less: Accounts Payable	\$ (3.19)	\$ (0.04)	\$ (0.04)	\$ (1.65)	\$ (4.91)	\$ (4.57)
Less: Deferred Student Tuition & Fees	\$ (20.38)	\$ (3.50)	\$ (2.11)	\$ (10.69)	\$ (36.68)	\$ (0.93)
E&G Carryforward Balance as of July 1, 2020	\$ 170.74	\$ 18.48	\$ 18.40	\$ 49.06	\$ 256.68	\$ 16.83
Less: 7% Statutory Reserve Requirement	\$ (33.66)	\$ (4.39)	\$ (2.36)	\$ (10.30)	\$ (50.71)	\$ 0.46
FY21 E&G Carryforward Balance (after 7% reserve)	\$ 137.07	\$ 14.09	\$ 16.04	\$ 38.76	\$ 205.97	\$ 16.37
E&G Carryforward Spend Plan Categories:						
Encumbrances	\$ 5.87	\$ 1.99	\$ 1.42	\$ 1.03	\$ 10.31	\$ 10.31
Restricted / Contractual Obligations	\$ 58.86	\$ 0.60	\$ 3.64	\$ 10.88	\$ 73.97	\$ (27.49)
Commitments	\$ 72.34	\$ 11.50	\$ 10.98	\$ 26.86	\$ 121.69	\$ 33.54
Total Planned E&G Carryforward Spending	\$ 137.07	\$ 14.09	\$ 16.04	\$ 38.76	\$ 205.97	\$ 16.37

NOTES:

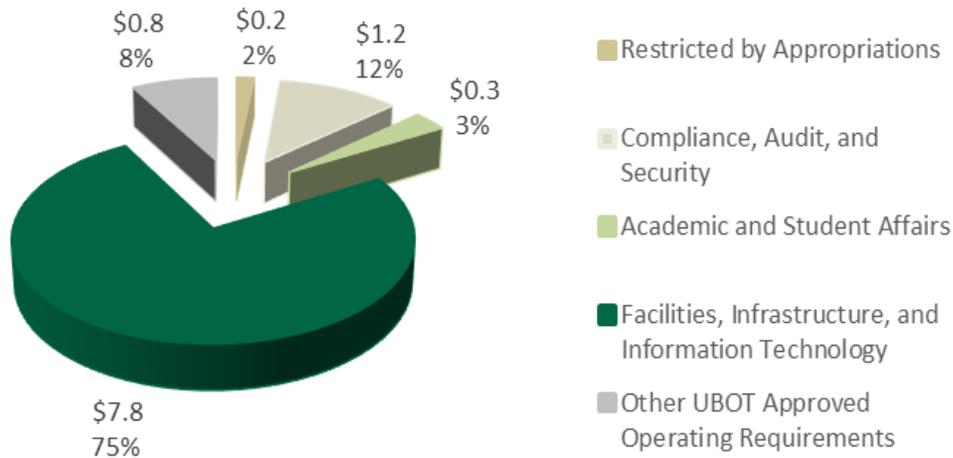
- Details for each spending category (and the actual BOG format) is included in your materials
- The "Encumbrances" category was added for this year's submission

USF E&G Carry Forward Usage by Category

Encumbrances = \$10.3 million

Proposed for FY21

Encumbrances



Some of the examples are:

Facilities, Infrastructure, and IT

- Renovation, Repair, or Maintenance Projects - \$6.1M
- Information Technology (ERP, Equip, etc.) - \$1.7M

Compliance, Audit, and Security

- Accreditation and Compliance Program Enhancements - \$985K

Other UBOT Approved Operating Requirements

- COVID-19 Related Expenditures - \$214K
- Other Operating requirements approved by UBOT supporting University Mission - \$621K

Academic and Student Affairs

- Instructional & Advising Support - \$174K
- Faculty Startup Funds - \$150K

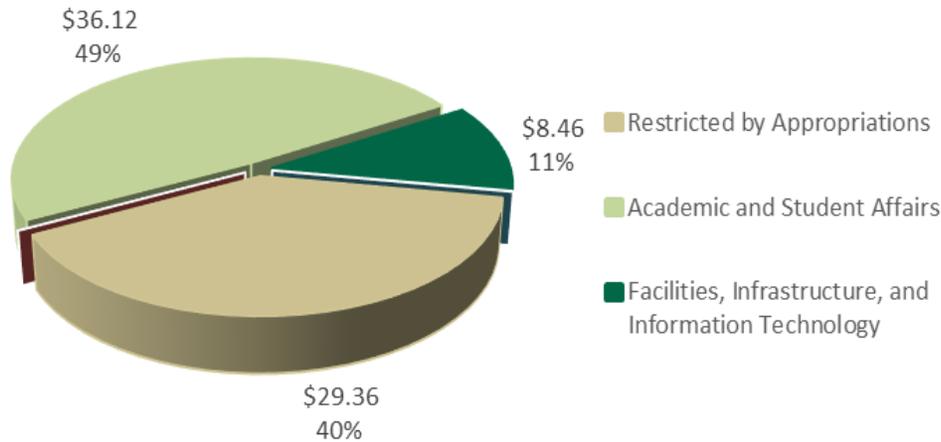
(all \$ amounts are in millions)

USF E&G Carry Forward Usage by Category

Restricted = \$73.9 million

Proposed for FY21

Restricted/Contractual Obligations



Some of the examples are:

Academic and Student Affairs

- Faculty Startup Funds - \$35.7M
- Student Services & Financial Aid - \$451K

Restricted by Appropriation

- Florida Cyber, FIO, FL High Tech, etc. - \$8.1M
- Preeminence funds for strategic investments - \$21.3M

Facilities, Infrastructure, and IT

- Renovation, Repair, or Maintenance Projects - \$7.5M
- Information Technology (ERP, Equip, etc.) - \$966K

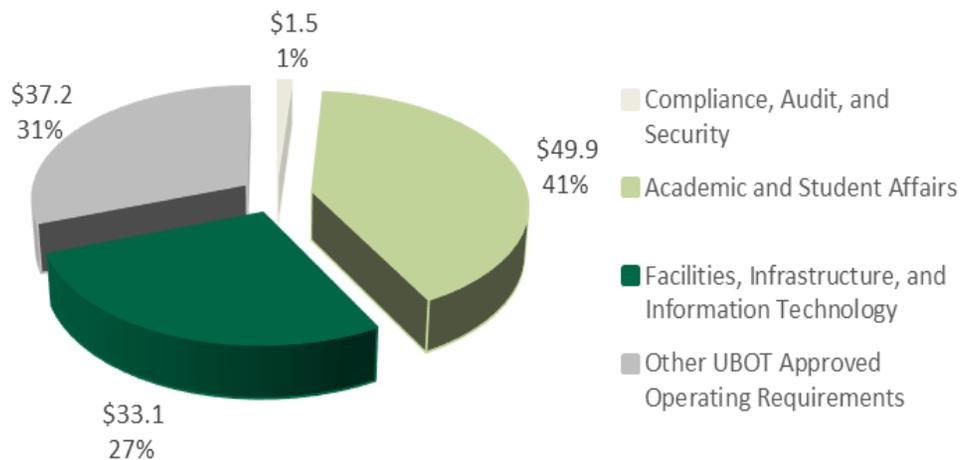
(all \$ amounts are in millions)

USF E&G Carry Forward Usage by Category

Commitments = \$121.7 million

Proposed for FY21

Commitments



Some of the examples are:

Facilities, Infrastructure, and IT

- Renovation, Repair, or Maintenance Projects - \$22M
- Information Technology (ERP, Equip, etc.) - \$10.3M

Academic and Student Affairs

- Instructional & Advising Support - \$33.8M
- Faculty Research Startup Funds - \$10.2M
- Student Svcs, Enrollment, and Retention - \$4.8M

Compliance, Audit, and Security

- Campus Security and Safety Enhancements - \$933K

Other UBOT Approved Operating Requirements

- COVID-19 Related Expenditures - \$17.8M
- Other Operating requirements approved by UBOT supporting University Mission - \$19.4M

(all \$ amounts are in millions)

Summary

- *Defined Carry Forward*
- *Advised on the changes in reporting required by the BOG*
- *Presented the FY 2021 Carry Forward spending plan*
- *Outcome: Approval of the carry forward spending plan*

**Requested Action: Approval of the carryforward plans
and authorize submission to the BOG.**



**UNIVERSITY OF
SOUTH FLORIDA**

A PREEMINENT RESEARCH UNIVERSITY

Agenda Item: A

USF Board of Trustees
September 8, 2020

Issue: [Summer & Fall 2020 USF Enrollment Update](#)

Proposed action: Informational Item

Executive Summary:

With the commencement of a new academic year, an enrollment update is important to provide the BOT. This presentation will provide an overview of summer and fall enrollment for USF. Further, this presentation will provide a performance update for select measures as compared to Preeminence and Enrollment goals approved in the BOG Accountability Plan.

Financial Impact:

Preeminence is a core source of funding for USF. Ongoing monitoring of performance metrics, alongside strategic and enrollment planning, is paramount to sustaining the realized successes.

Strategic Goal(s) Item Supports: Student Success

BOT Committee Review Date: August 25th, 2020

Supporting Documentation Online (*please circle*):

Yes

No

USF or Campus specific: USF

Prepared by: Valeria Garcia, AVP Decision Support *on behalf of* Provost Ralph Wilcox

Summer & Fall 2020 USF Enrollment & Student Profile

USF BOARD OF TRUSTEES
SEPTEMBER 8, 2020

Ralph C. Wilcox, Provost & Executive Vice President



USF Student Enrollment – Summer 2020

(preliminary benchmark)

USF		SUMMER 2020		
<i>Preliminary Benchmark</i>		#	#	%
Total Enrollment	Total Students	33,326	33,326	100%
Degree Seeking	Total Degree-Seeking Students	32,023	32,023	96%
	Undergraduates	25,074	25,074	78%
	Grad I	6,949	4,463	14%
	Grad II		1,520	5%
	Grad Professionals		966	3%
Non-Degree Seeking	Total Non-Degree Seeking	1,303	1,303	4%
	Undergraduates	986	986	76%
	Graduates	317	317	24%

USF Student Enrollment – Fall 2020

(drop/add benchmark)

USF <i>Drop Add Benchmark</i>		Fall 2020		
		#	#	%
Total Enrollment	Total Students	50,830	50,830	100%
Degree Seeking	Total Degree-Seeking Students	48,632	48,632	96%
	Undergraduates	37,207	37,207	77%
	Grad I		7,516	15%
	Grad II	11,425	2,337	5%
	Grad Professional		1,572	3%
Non-Degree Seeking	Total Non-Degree Seeking	2,198	2,198	4%
	Undergraduates	1,570	1,570	71%
	Graduates	628	628	29%

USF Student Gross SCH

Summer 2020(Preliminary) and Fall 2020 (Drop/Add)

USF		USF		USF		USF	
		SUMMER 2020 (Prelim)		FALL 2020 (Drop Add)		SUMMER+FALL 2020	
		GROSS SCH	%	GROSS SCH	%	GROSS SCH	%
Student Type	Total	210,577	100%	555,584	100%	766,161	100%
Undergraduate	Total Undergraduate	172,241	82%	465,620	84%	637,861	83%
	Lower Level	67,053	32%	191,562	34%	258,615	34%
	Upper Level	105,188	50%	274,058	49%	379,246	49%
Graduate	Total Graduate	38,336	18%	89,964	16%	128,300	17%
	Grad I	27,570	13%	65,200	12%	92,770	12%
	Grad II	10,766	5%	24,764	4%	35,530	5%

USF Student Enrollment: New FTIC Academic Profile

Fall 2020 *(drop/add benchmark)*

New FTIC Profile <i>Drop/Add Benchmark</i>	Fall 2020 Headcount (Fall 2019)	Fall 2020 Avg. ACT (Fall 2019)	2020 Accountability Plan Goal	Fall 2020 Avg. 2-Part SAT (Fall 2019)	2020 Accountability Plan Goal	Fall 2020 Avg. HSGPA (Fall 2019)
Tampa Campus	3,062 ↓ (3,539)	29 → (29)	1312	1313 ↑ (1287)	4.2	4.18 ↑ (4.13)
USF	3,250 ↓ (3,773)	29 → (29)	N/A	1312 ↑ (1286)	N/A	4.18 ↑ (4.13)

USF Student Diversity

(drop/add benchmark)

USF <i>Drop Add Benchmark</i>	Fall 2020 Total Enrollment (Fall 2019)		Fall 2020 New FTICs Total Enrollment (Fall 2019)	
	#	%	#	%
	Non-White	22,090 21,367	43% 42%	1,380 1,577
International (Non-Resident Alien)	4,350 4,711	8.6% 9%	271 285	8.3% 7.6%
Gender (Female/Male)	29,390 / 21,410 29,074 / 21,830	58% / 42% 57% / 43%	1,892 / 1,358 2,264 / 1,509	58% / 42% 60% / 40%

Modality Definitions

ON CAMPUS (CL+HB)

OFF CAMPUS (AD+PD)

Fall 2020 Instructional Methods			
Classroom 1-49% (CL)*	Hybrid Blend 50-79% (HB)*	Primarily Distance Learning 80-99% (PD)*	All Online 100% (AD)
Meets face-to-face (in person) at specified days and times.	A blend of face-to-face (in person) meetings on specified days and times and online learning. Courses may be structured in a variety of ways. Instructors may split classes to alternate who attends in person on given days/times. When not attending in person, students may be required to attend synchronous online meetings or may be assigned independent learning activities.	Minimal face-to-face (in person) activity, which may include exams, projects, presentations, or site visits.	No face-to-face (in person) requirements.
<p align="center">IS MY COURSE SYNCHRONOUS OR ASYNCHRONOUS?</p> <p>Synchronous - "live" online meetings at designated days and times Asynchronous - course is online with no "live" day/time meeting requirements</p> <p><i>If your course has days/times listed, assume it is synchronous with meetings during indicated periods.</i></p>			



Competition Against UCF

Wear a Mask and Stop the Spread

Claire Mitchell | 9.2.20



Criteria

- Students from each respective school (USF and UCF) would sign a virtual pledge to “wear a mask and stop the spread.”
- Students would have until the Monday prior to the USF vs. UCF football game to sign the pledge.
 - Exact Date: 11.23.20
- The winner would be based on who had the greatest percentage of their student body sign the pledge.
- Possible Suggestion: Teaming up with HCC to involve the greater Tampa community – increases community engagement.
 - UCF would have Valencia college to partner with

What would be the reward for the winning school?



- At the USF vs. UCF football game, the mascot of the losing school would have to wear the opposing school's jersey during the game.
 - Example: If USF won (Go Bulls!) then the UCF knight would wear one of Rocky's jerseys during the USF vs. UCF game.

11:34
11:34
11:34
11:35

#pledgetlh.fsu.edu
#pledgetlh.fsu.edu
#pledgetlh.fsu.edu
#pledgetlh.fsu.edu



#PledgeTLH COVID SAFETY PLEDGE

Whether you are physically in Tallahassee or engaged in our community remotely, you play an important part in the community's health and well-being. **Together, we pledge to stay healthy and keep our community safe.**

As a member of our community, we call you to rise to the challenge and commit to upholding our shared standards and support our community by:

- Carefully following **public health guidelines** in place to help protect myself and others
- Avoiding high-traffic areas or situations (i.e., house parties,

- Carefully following **public health guidelines** in place to help protect myself and others
- Avoiding high-traffic areas or situations (i.e., house parties, crowded restaurant/bars) where physical distancing isn't possible to reduce the spread of COVID-19
- Wearing and encouraging members of my community to wear a **face-covering**
- Staying home if I am sick or awaiting a test result
- Recognizing we are all on the same team and it will take all of us — acting responsibly and considerately — to overcome this public health crisis

I understand that by committing to **#PledgeTLH**, I am dedicated to keeping the Tallahassee community in good health.

I recognize that my actions play a direct role in helping to prevent the spread of COVID-19.

I pledge to do my part to promote safety, and a culture of care by working together with my community to ensure we are

I recognize that my actions play a direct role in helping to prevent the spread of COVID-19.

I pledge to do my part to promote safety, and a culture of care by working together with my community to ensure we are promoting a healthier future.

Name * (required)

First

Last

Email * (required)

Check all that apply.

- FAMU Student
- FSU Student
- TCC Student
- FAMU Faculty or Staff
- FSU Faculty or Staff
- TCC Faculty or Staff
- Community Member

- TCC Student
- FAMU Faculty or Staff
- FSU Faculty or Staff
- TCC Faculty or Staff
- Community Member
- Business Owner

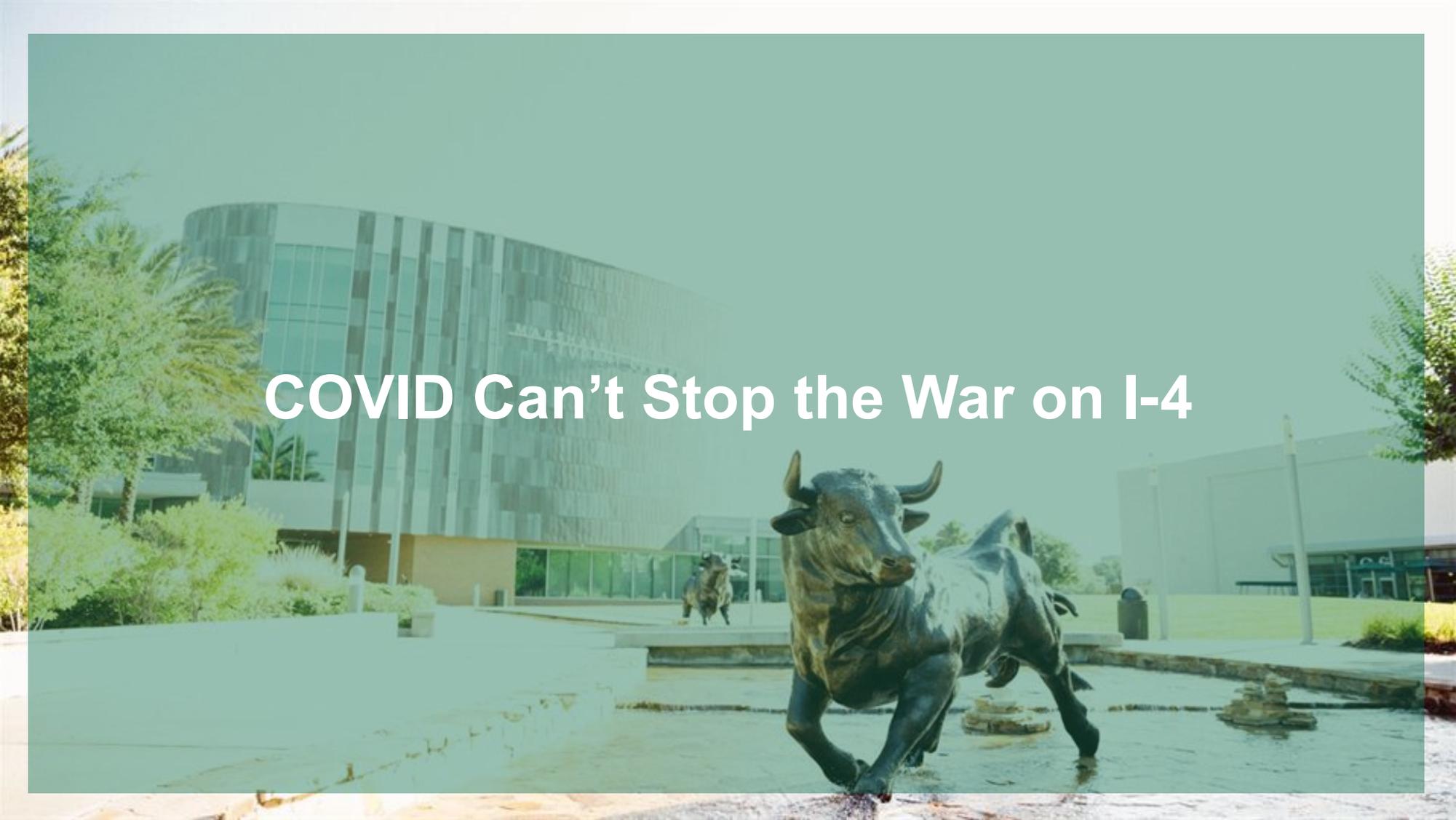
I Pledge to Stay Healthy Tallaha

[Privacy Policy](#)









COVID Can't Stop the War on I-4