



**USF SP CAMPUS BOARD MEETING**

October 27, 2022; 9:00am -11:00am

Ballroom 3/Teams

**AGENDA**

1. Call to order Melissa Seixas, Campus Board Chair
2. Roll Call Christian Hardigree, Regional Chancellor
3. Action Items Melissa Seixas, Campus Board Chair
  - a. [Approval of Summary Minutes from August 4, 2022](#)
4. Information Items 
  - a. USF update Rhea Law, USF President
  - b. USF St. Petersburg campus update Christian Hardigree, Regional Chancellor
  - c. USF St. Petersburg campus [Faculty Council update](#) Hossam Ashour, Chair, Faculty Council
  - d. USF St. Petersburg campus [Student Government update](#) Sean Schrader, Student Governor
  - e. [SOCAB Update](#) Jake Diaz, RAVC for Student Success & Dean of Students
  - f. USF Legislative Update Mark Walsh, USF Asst. VP for Government Relations
5. Board Discussion 
  - a. Roundtable discussion Campus Board Members
6. Adjournment Melissa Seixas, Campus Board Chair

*Next Campus Board Meeting – February 7, 2023; 10am-12pm*



## USF SP CAMPUS BOARD MEETING

August 4, 2022; 9:00am -11:00am

Ballroom 3/Teams

### Minutes

#### **Attendance:**

Mellisa Seixas- Campus Board Chair  
Christian E. Hardigree- Regional Chancellor  
Scott Goyer- Vice Chair  
Lawrence Hamilton  
Debbie Sembler  
Reuben Pressman  
Hossam Ashour- ex officio  
Sean Schrader- ex officio

1. Call to Order- Melissa Seixas, Campus Board Chair
  - a. Chair Seixas called the meeting to order at 9:01am.
2. Roll Call- Christian E. Hardigree, Regional Chancellor
  - a. Chancellor Hardigree took the roll, with all members present except for Lisa Brody.
  - b. Chair Seixas acknowledged that this was the Chancellor's first Board meeting, and expressed her welcome and appreciation of the Chancellor to President Law and the Board.
3. Action Items
  - a. **Motion:** Chair Seixas opened the floor for a motion to approve the minutes of the last Board Meeting. Vice Chair Goyer motioned for the approval, with Reuben Pressman seconding. The motion passed.
  - b. Campus Budget Recommendations- David Everingham, Regional Vice Chancellor for Administration and Finance
    - i. Included presentation- [Proposal of Approval 2022-23 Operating & Capital Budgets](#)
    - ii. Vice Chancellor Everingham presented the Board with the recommendations for the budget discussed during the workshop meeting on July 20th. He noted that the only changes were to numbers in the Carryforward Budget due to final figures now being available from the end of the fiscal year. The Vice-Chancellor took a moment to thank his team and especially Mai Jenny, for their work putting it together. He also reiterated from the workshop that they would be working very closely with college and university leadership to make plans for the allocation of operational funds.
    - iii. Vice Chancellor Everingham requested that the Board approve the Fiscal Year 2023 Budget Recommendations before submission to President Law and then to the Board of Trustees. Chair Seixas opened the floor to questions and received none.



- iv. **Motion:** The Chair then opened the floor for a motion to approve the recommendations. Reuben Pressman motioned to approve, with Debbie Sembler seconding. With a unanimous vote, the motion passed.
4. Information Items
- a. USF Update- Rhea Law, USF President
    - i. President Law opened by welcoming Chancellor Hardigree.
    - ii. The President informed the Board that Florida Governor Ron DeSantis had vetoed the funding for the proposed Center for Excellence in Environmental & Oceanographic Sciences (EOS) Building. She said that the university was still focused on bringing it to fruition and still had support from the community and the Florida legislature. Noting that the initial request was for \$30 million, then \$60 million, and finally \$75 million, that the prospect was something of a stretch, but that the university would be pursuing it again in the future.
    - iii. President Law announced that USF was a leader in the state university system for Performance-Based Funding (PBF), performing exceptionally well in all key metrics. The Board of Trustees had identified funding to support talent and student success initiatives. The university leadership is looking at the metrics daily, as the university is a single institution instead of three individual campuses; what happens at any one campus would affect the metrics of the entire institution. She highlighted that the interim Provost, Eric Eisenberg shared the effort of tracking progress. The importance of PBF was that it allowed the university to grow.
    - iv. The President reminded the Board about her announcement from the year prior that they had the largest, most diverse, and highest achieving class of first-year students in the university's history, a claim that she now repeated and pointed to as a sign of the positive progress of the school. The class of 2025 had 6,392 students, with a mean GPA of 4.18 and an average SAT score of 1297. Among the new students were 62 national merit scholars, beating the all-time high of 32 met the previous year. President Law also mentioned the efforts toward diversity to reflect the diversity found in the community. As a result of those efforts, the incoming class will have 16% more black students, 3% more Hispanic, 14% more Asian, and 17% more who identify as being of two or more races. She noted that USF's diversity was more significant than any other two preeminent state universities because the school was metropolitan. However, diversity also exceeded that of many AAU schools.
    - v. President Law talked about her plans for the following Saturday when the university would graduate 2700 students in a total of 3 ceremonies. The eldest graduate was 75, earning a baccalaureate in General Studies, while the youngest was only 18 and receiving their bachelor's in Psychology. Sixty-eight students were veterans, and another seven would become commissioned.
    - vi. Finally, the President highlighted a graduating student from the PATHe (Pinellas Access to Higher Education) program. Vichetca Keth earned her bachelor's degree in



Global Studies with a concentration in Marketing. She had attended classes at both the St. Petersburg and Tampa campuses, was active in the Vietnamese Students Association, and credits PATHe (which allowed her to move seamlessly from St. Petersburg College to USF), keeping her on track to achieve her degrees.

- vii. The board then opened the floor to questions for the President. Vice Chair Goyer noted the news articles about the veto of the funds for the EOS Building and asked if there was anything the President could share concerning the issue. She reiterated that the request had stood out, adding that the amount asked for had exceeded both the expected request and the amount approved by the Board of Governors. She emphasized that they also knew that both the legislature and the governor's office supported the project; they just needed to package it to get the funding approved.
- b. USF St. Petersburg Campus Update- Christian E. Hardigree, Regional Chancellor
  - i. Chancellor Hardigree opened with a note of thanks for the warm welcomes she had received since arriving at USF. She also mentioned her excitement at participating for the first time in the USF commencement; the St. Petersburg campus had 196 students graduating in the upcoming ceremonies. Among those students would be Yesmin Delgado Alabart, who was a King O'Neal Scholar (a student who maintained a 4.0 GPA throughout their undergraduate studies). Miss Alabart was graduating with a Bachelor of Science in Accounting, already had an internship lined up with a global tax and consulting firm (RSM), and was enrolled in the master's program for accountancy with the aim of becoming a CPA. The Chancellor noted that this was someone who emigrated to the U.S. when she was 24 and spoke English as her second language. The Chancellor then shared a brief video message that the leadership at St. Petersburg campus had made for the recent graduates.
  - ii. Chancellor Hardigree moved into announcing leadership changes at the St. Petersburg campus. She started by thanking Deni Elliott, who had agreed to stay on as the interim Regional Vice Chancellor for Academic Affairs & Vice Provost until December. This extension would allow both the Chancellor and interim Provost Eisenberg to adjust to their new roles while they searched for a permanent replacement for the position. As Eisenberg was serving as the interim Provost, Magali Michael had stepped in to backfill as the acting Dean of the College of Arts & Sciences. On the St. Petersburg campus, Thomas Smith has stepped in as acting campus Dean of the CAS. Gary Patterson had been made the Dean of the Kate Tiedemann School of Business and Finance and campus Dean for the Muma College of Business. David Rosengrant would be going from interim Director of Education to officially being the campus Dean for the College of Education. Kristina Keogh would be the new Director of Library Services at the Nelson Poynter Library; she had previously served in that position at the Ringling College of Art & Design and would begin at St. Petersburg campus on September 15th.



- iii. The Chancellor announced that the St. Petersburg campus was set to have 929 students in its residence halls, the highest number in the campus' history. She thanked the housing & residential education team and noted the feeling of bustling energy returning to the campus after Covid.
- iv. The campus would also be hosting over 500 college counselors from SUS as they tour the Florida State University System. They would be coming in September, and a program of activities was being devised to demonstrate the One USF system and the unique personality of the St. Petersburg campus.
- v. The campus hosted over 50 high school students from the Pinellas County Urban League's Summer Training in Youth Leadership & Employment. The event in July was called Discover Your PATHe, centered on the Pinellas Access to Higher Education program between SPC and USF. The Chancellor noted the work of SPC President Tonjua Williams and how they were working on expanding awareness and access to this program in the local community in addition to USF's existing affiliate program, FUSE.
- vi. Chancellor Hardigree took the opportunity to mention the large number of student tours that came to the campus over the summer. Dunedin High School, Bradford and Hawthorne High Schools, the Cops N Kids Youth Program, and the Fantasy Fish Camp all visited the campus for tours or activities. She thanked the campus navigators and ambassadors for their efforts over the season.
- vii. In July, the campus hosted Pitch Night with the Tampa Bay Wave. The event had 16 high-potential startup businesses pitch their solutions to issues in the field of Fintech as part of the Accelerator program. On a related note, the Chancellor shared her gratitude for the efforts of Kate Tiedemann and Ellen Cotton in helping the College of Business, USF, and the state in general.
- viii. The Chancellor then brought up the 5th Annual Healing While Black Summit. Hosted at the St. Petersburg campus, this brought together clinicians, service providers, educators, and community members to discuss cutting-edge research and healing activities. The 3-day event had many speakers and participants, including Mayor Ken Welch and LaDonna Butler.
- ix. The College of Education was recently awarded a \$75,000 grant from Duke Energy to support the Mathematics Engineering Science Achievement (MESA) program. This award-winning program on the St. Petersburg campus creates academic opportunities and career pathways for students who have minority or low-income backgrounds. The Chancellor noted David Rosengrant as a driving force behind this program and thanked him for his efforts.
- x. Finally, Chancellor Hardigree mentioned Heather Judkins. An associate professor of integrated biology, Judkins was currently with a team of other scientists on a 12-day cruise in the Gulf of Mexico. Her goal was to identify and quantify long-term trends in fishes, crustaceans, and cephalopods in response to the Deep Water Horizon oil spill of 2010.



- xi. In what she called “housekeeping for the Board” Chancellor Hardigree brought up the university’s commitment to sustainability and noted that this would be the last meeting in which the Board and ex officio participants would be given printed copies of materials. The Board must use laptops in all future meetings to access digital materials such as agendas and presentations.
- xii. With that, Chair Seixas opened the floor to questions, of which there were none. Vice Chair Goyer did wish to acknowledge all of the new and interim leaders mentioned in Chancellor Hardigree’s report with a round of applause, after which Chair Seixas noted them as examples of the university’s opportunities for leadership and advancement.
- c. USF St. Petersburg Campus Student Government Update- Sean Schrader, Student Governor
  - i. Included presentation: [4c. Sean Schrader- Student Government - Presentation.pptx](#)
  - ii. The Student Governor opened his report with his welcome of the new Chancellor through an executive order of the Student Government on campus.
  - iii. The Student Government donated one of their golf carts to the campus Office of Veterans Success for their own use.
  - iv. Student Governor Schrader shared his thanks for the work that went into creating the commencement video that the Chancellor had shared earlier.
  - v. The Student Governor thanked Regional Assistant Vice Chancellor of Student Success Laura Zuppo for her help crafting and delivering a letter of welcome to new students of the USF St. Petersburg campus.
  - vi. The campus’ Student Government Cabinet comprises about 9 positions, of which 5 had been hired; Deputy Chief of Staff, Deputy Financial Officer, Student Legal Advocate, Coordinator of Graphic Design, and Coordinator of Events. Positions that had yet to be filled included Coordinator of Sustainability, Deputy Supervisor of Elections, and Coordinator of Diversity, Equity, and Inclusion. Governor Schrader stated that the goal is to have the Cabinet fully staffed by the beginning of September.
  - vii. The Governor delivered a brief overview of upcoming Student Government events that he and his Student Lieutenant Governor, Joshua Rampertab, arranged for the new semester. He noted 3 points of these events; sustainability, amplifying student voices, and community. The Student Government would be reaching out to work with campus partners such as the Student Green Energy Fund and the Food Recovery Club to help promote tools for sustainability both on campus (like the ORCA and the new recycling system on the first floor of the USC). Task forces were being organized to engage with students in order to learn their points of view and allow them to share their thoughts and feelings on issues. To connect students with the community, the Student Government had been working with partners like Habitat for Humanity, the Tampa Bay Rowdies, and St. Petersburg City Hall to coordinate events for student engagement and experience building; the Student



Governor thanked Caryn Nesmith specifically for her help in reaching out to City Hall).

- viii. [Audio cuts out from time stamp from 38:59 to 39:14]
  - ix. Governor Schrader announced actions that the Student Government was undertaking to better serve students. He talked about establishing of a student government online survey that would allow helpful feedback from the campus. The Student Government will also release a monthly newsletter to keep students informed about the business and opportunities on campus. Finally, Schrader pointed out the new 'open door' policy that Student Government would maintain, including keeping an active and up to do list of student events around campus to stay involved and help other organizations.
  - x. Chair Seixas opened the floor to questions for the Student Governor, with none forthcoming.
- d. Enrollment Trends and Metrics- Deni Elliott, Interim Regional Vice Chancellor for Academic Affairs & Vice Provost, and Laura Zuppo, Regional Assistant Vice Chancellor for Student Success
- i. Included presentation: [Improving Student Success](#)
  - ii. To open, Asst. Vice Chancellor Zuppo thanked Student Governor Schrader, highlighting his help with their National Merit Scholar visit and proving instrumental to their yield efforts this year. She also noted that they had held 32 touchpoints for the PATHe program with students and families this year, even with the pandemic, and they were already planning another summer with the Urban League next year.
  - iii. The Asst. Vice Chancellor then moved into a slide discussing the state of undergraduate enrollment for St. Petersburg campus over the last five years, pointing out that, while there had been a downward trend in enrolled students, it was beginning to pick back up and was expected to either level out or continue rising this fall. She stated that, while numbers for this year were not available yet, that new enrollment (transfer students and first-time-in-college) was also showing an uptick even while transfer student numbers seemed to be declining. Zuppo did say that the residence halls were filled for the semester; this is proving to be a problem, as some families are waiting until orientation to figure out lodging for their students and having difficulties finding any off-campus.
  - iv. The following slide depicted academic progress rates (APR) and student retention from 2017 to 2021. The numbers for 2021 were not official as of 8/3/2022. Asst. Vice Chancellor Zuppo pointed out that, while numbers had dropped in both metrics for 2020, they were trending back to pre-pandemic levels the next year. She noted that there were a lot of people on campus who are involved in trying to bring students back to campus.
  - v. The Asst. Vice Chancellor discussed the need for a unified Strategic Retention and Graduation Plan. This idea would unify the efforts of the various participants, such as Student Success and Academic Affairs, into a concerted front in terms of



achieving retention and completion goals. Zuppo was already testing the slogan 'Start Strong, End Stronger'. She stated that the campus was already losing around a quarter of students during the break between sophomore and junior years. In an effort to counter this and improve metrics, the goals would include increasing participation in High Impact Practices (HIP), enhancing satisfaction and engagement, and coordinating efforts to improve student progression and completion rates. Also noted was the Persistence Committee, working with partners on the Tampa campus to improve numbers and reach students.

- vi. This moved the discussion onto the Summer Success Weekend. This event was for new FTIC and Transfer students before the Summer B term began, with an early move-in and a series of events both for student learning (like personality tests and career discussion) and engagement (scavenger hunts and dances). Formerly called the Summer Institute, this program sought to create a sense of belonging and connect to the campus while building an awareness of academic, wellness, and other support services.
- vii. One of the challenges currently facing the campus is that 48% of all new FTIC Summer B students were taking all their classes entirely online, up from around 11% for 2018-2019. This means that, while the students had a one-day orientation in May, new students do not engage on campus until August. Zuppo pointed to a need for an extended summer orientation similar to the Summer Success Weekend for all new FTIC students to help better acquaint them with the campus and its support features.
- viii. Vice Chancellor Elliott then discussed the reorganization of Academic Advising. Until May 2022, students were advised by a centralized team of 16 advisors operating out of a single space. Only two colleges on campus, Honors and Education, had an in-house advisor. After discussions with the campus deans and others, the Vice Chancellor announced a new model, unique to the St. Petersburg campus, involving both in-house advisors directly associated with specific majors and an Academic Advising & Opportunities Center (AAOC). Each college will have an in-house advisor for each of the declared and fully qualified majors; the College of Arts & Sciences has 9 advisors, the College of Business has 3, and the other colleges on campus each have 1 (although they might also hold other duties due to having lower caseloads). These advisors all have regular meetings with their counterparts in Tampa, as well as deans here on campus. The AAOC was under the direction of interim Director Solitaire Kelley Pepper, working with students who have either not declared or qualified (by state standards) for their major, those in the General Studies/General Sciences majors, or those who are uncertain and considering changing their major. The Director coordinates both with the college advisors to develop best practices for helping students achieve their goals, as well as with Asst. Vice Chancellor Zuppo.
- ix. Vice Chancellor Elliot then moved on to explain why the campus needed both in-house advising and the AAOC. She pointed to the fact that St. Petersburg students





were consistent with national averages in terms of 30% of students changing their major within the first 3 years of university. The AAOC would be working closely with students who were uncertain about their major or unable to maintain it due to grades, and these are the students the school is usually least likely to retain. The AAOC also works with the Career Services to ensure that new students complete their My Florida Future modules before their second-semester registration. These efforts also dovetail into working toward student retention.

- x. The Vice Chancellor went into a brief overview of the work being done in the Debbie Nye Sembler Student Success Center. As a smaller campus, St. Petersburg was fortunate to be able to provide supplemental tutoring on a one-on-one basis as well as group, and either face-to-face or online. Over the summer of 2022, 76% of all tutoring was 1:1 online by student choice regardless of how the associated course modality. Supplemental instruction was primarily in composition, chemistry, biology, economics, and math. Starting in the upcoming semester, tutors both peer and staff would be appearing in each of the related classes for 5 minutes to introduce students with the Student Success Center and what it offers. The Center will also be introducing tutor-led study groups in general and organic chemistry as well as psychological statistics and research methods. MathLab, a software program to help students in math classes, will expand to help potentially 360 students in the fall in 12 different sections of 4 different classes. Elliott pointed to figures depicted on the slide to demonstrate how MathLab improved grades in college algebra, pre-calculus and business calculus between the fall of 2018 and that of 2019. The Student Success Center and the Academic Advocates reach out to students with midterm grades of C or lower, and using MathLab the Center is in constant contact with faculty.
- xi. At that time, the floor was opened to questions. Reuben Pressman asked if the school had data for the reasons behind the retention numbers, through surveys of some other means. Asst. Vice Chancellor Zuppo answered that they do, through academic advocates and advisors communicating across the USF system (since students can attend classes on any campus). Some reasons for students discontinuing their education include affordability, fitting in to university life, change of major, access to housing or housing insecurity, and home sickness. Advocates do conduct exit interviews, but Zuppo said that students are notorious for not answering their phones. The university also has access to data from the National Student Clearinghouse, which among other things can inform the school if a student resumes their education at another institution. Pressman then asked if the proposed extended orientation would be an overnight stay-on-campus situation. Zuppo said yes, citing the Summer Success Weekend as a model; not only were students attending housed in the residence halls for the event, but there were also commuter students who stayed overnight and thus received a greater sense of community from their stay. [Audio cuts out and picks up garbled from time stamp



59:19 to 59:54]. Pressman returned to retention by asking if there was any software support for sharing cases concerning students leaving the school. Zuppo pointed to a One USF tool that allowed information to be shared across the university system. The university uses predictive modeling, and both the Office of Decision Support and a team in Tampa led by Dr. Miller handle retention scoring. There is an 'at risk' flagging system, as well as faculty referrals for students in possible need, to alert staff across the USF system in order to focus help where it is needed.

- xii. Board Member Pressman then asked about the High Impact Practices, and whether academic advisors were utilizing them in their majors. Vice Chancellor Elliott answered that they are, although she was not certain if they were doing so consistently across all three campuses; she noted that this uncertainty was a reason for the communication across campuses to develop best practices.
- xiii. President Law then took the opportunity to introduce Cindy DeLuca, the new Vice President for Student Success.
- xiv. Vice Chair Goyer then asked about the 25% figure used in the presentation, asking if this number was consistent across the State University System. Asst. Vice Chancellor Zuppo admitted that they didn't know, although they could probably find an answer through analyzing national benchmark data. Chancellor Hardigree added that, especially looking at national trends, the figures would depend upon which students were being serviced; first generation college students tended to have higher drop out rates. The Chancellor pointed out that many students either do not know what they wanted to do within the first two years of school- when they are taking their lower level requirements before their major- and that improved advising on 'meta majors' (groupings of majors based on a direction of study or career trajectory, such as 'health sciences') might help students to make more clear and informed decisions. She noted that more research was definitely needed moving forward.
- e. Recruitment/Engagement/Outreach for One USF- Glen Besterfield, Dean of Admissions, Assoc. VP Student Success and Student Affairs
  - i. Included presentation: [Admissions \(revised\)](#)
  - ii. Dean Besterfield opened with a slide depicting data for the consolidated FTIC classes from summer/fall 2019 to summer/fall 2022. He described the background of this consolidation, with the legislature looking at a bill for consolidation in December of 2017 and the university deciding to consolidate admissions starting in January of 2018 ahead of the expected passage of the bill into law (which occurred March 2018). While classes in 2018 were partially consolidated, the first entirely consolidated class was 2019. The Dean pointed out that, while assumptions would make the class of 2020 the one marked by the pandemic, Covid's effects actually show up in the numbers for the class of 2021 in that Florida requires mandatory testing for new students and access to testing facilities during social distancing was made less available. Numbers of new Black & Hispanic students are steadily rising, although the Dean noted that the percentage increases will become more



incremental as the rise continues. While the 2022 numbers were described as 'dynamic' (as final figures are still pending given the date), the Dean felt that enrollment would likely hold around the current estimate; housing, as previously reported, was full which would create a difficulty for students lacking arranged accommodations from attending.

- iii. The next slide listed concerns and points of note for new enrollment. Dean Besterfield reiterated the issue with housing, noting that the current waitlist for the St. Petersburg campus sits at about 100 names. He stated that there was talk from some students about returning to Tampa campus, where there are still some available spaces (but only for women). The Dean also announced that St. Petersburg is a National and Global campus, with a 700% increase in out-of-state students (from 14 to 116) and a 350% increase in international students (2 to 9). Not only did this mark an increase in geographic diversity; it heralded an expected increase in net tuitions based upon out-of-state tuition fees. These points- the increases of students enrolled, diversity of students, campus profile and net tuition- was the end goal of an enrollment team according to Besterfield. He assured the Board that, not only had they met that goal, but that they would continue to strive for the best. Dean Besterfield used the next slide to discuss the enrollment plan. He told the Board that his team is consolidated; they operate from essentially one office, recruiting for the entire university as a One USF mindset. His office highlights each campus's value and unique personality, whereas before, each campus competed against each other to enroll students.
- iv. Besterfield brought up how they coordinated with the work of Stephanie Harff and Cindy DeLuca in Innovative Education, developing the 'funnel' that turns 'suspects' (students who are not even aware of USF) into 'prospects' (students who have engaged with USF and are becoming probable enrollees). This initiative has been an ongoing process in a five-year campaign.
- v. This led the Dean to talk about the university's diversity campaign. In a program that is two years old, the office purchases any list of potential leads that they can get their hands on and narrows their focus to likely USF students based upon using analytics like zip code and other factors. They use these analytics to reach diverse students with targeted campaigns that are dynamic and utilize calls to action. The office then runs analytics on each campaign to continually assess their returns. The Dean also touched upon an initiative to communicate with parents called Campus ESP. He also stated that they needed to do better concerning transfer students, as the assumption that those are 'destination bound' was not always proving true in the enrollment numbers.
- vi. Moving into the next slide, Besterfield talked about their guaranteed enrollment program and how they had set the admission criteria for the past two years.
- vii. He also highlighted efforts to reach out to Spanish-speaking communities through translated materials, both online and in print (with 10,000 brochures printed).



- viii. With the next slide, the Dean described how he had made some scholarship changes by taking some of the funds from merit-based scholarships and using them for other initiatives. The History of Achievement Scholarship (\$2000 per year) was described as a first-generation scholarship based on things like FAFSA. The College Board Recognition Program (\$5000 per year) is a continuation of the National Merit program but focuses on the National Hispanic, National Indigenous, and National African-American; this program has 184 students coming to USF for the class of 2022.
- ix. Dean Besterfield said his office is weak in hosting outreach events to engage potential students. He noted that the recent Urban League visit was a great example of this kind of event, and the recent Latinos in Action event held at the Tampa campus. They needed more in-person and on-campus events to generate a connection with hopeful future enrollees. Touching back on Chancellor Hardigree's point about the SUS Tour on campus, the Dean noted that it would be the first time the tour came to St. Petersburg campus; 452 guidance counselors would be on campus when the event occurred on September 2, with a capacity for 550.
- x. Besterfield started review of the next slide by returning to the subject of housing, and including the issues of off-campus housing. While Tampa is suffering similarly in terms of on-campus occupancy and rising rental prices in the surrounding area, St. Petersburg rents are notably higher. Another issue is enrollment in the Florida College System, which Department of Education projections for full-time enrollment at St. Petersburg College show a steady decline out to 2024-25. The Dean explained that this is likely an accounting issue; as the job market improves, state colleges feel the bite of lower enrollments first, and then state universities after that when transfer students are not forthcoming. He talked about the 'enrollment cliff,' and how the lower birthrate due to the recession in 2008 would be affecting enrollment in 2025-26.
- xi. At that time, the group opened the floor to questions. Board Member Lawrence Hamilton noted how the Dean had presented figures for enrollment that combined Black & Hispanic students, and because of ongoing concerns about enrolling Black students wondered if the Dean had figures denoting just the Black students. Dean Besterfield admitted that he did not have all the figures in front of him, although he knew that the entire class of Black students was down by 7 individuals and numbers for Hispanic students was trending up. Member Hamilton then asked that the Dean no longer group those two categories, stating that no institution- especially a public one- combines minority groups in their accounting. The Dean then told the Board that he would provide them with a breakdown of those enrollment numbers by Monday. Hamilton said, in terms of recruiting, each campus attracted a certain kind of student looking for the unique attributes of that experience, and that by recruiting for the entire university each campus might be losing out on potential students who were seeking a specific educational setting. He asked how the Dean



was addressing the balance between the needs of the university and those of the individual student seeking a particular experience. The Dean answered that his team is involved with 'travel training', moving between the campuses to learn more about each one's unique personality and appeal to better relay that to potential students. He also pointed out that their campaign considers the different campuses in terms of relating to future applicants what they would like from each campus experience and how one might best suit them.

- xii. Vice Chair Goyer asked, of the 675 students mentioned on a previous slide about 2022 enrollment, how many saw the St. Petersburg campus as their first choice. While Zuppo and Besterfield did not have exact figures, the Dean estimated around 375-400. The Vice-Chair asked if that might be a factor in retention and graduation data. The Dean responded that 'swirl' (student movement after their initial campus experience) was accounted for in drop-off analysis.
  - xiii. Chair Seixas asked if there was an overarching strategy for recruitment, enrollment, and retention similar to what Asst. Vice Chancellor Zuppo had discussed about retention, and if so did it include future planning. The Dean answered yes, and talked about their Strategic Enrollment Management Plan, which they roll into their Accountability Plan that they present to the Board of Governors. This strategic plan breaks out by campus and category of student (FTIC, transfer, international, etc.), covering a five year span and including target goals which are adjusted annually based upon new data. He then went on to answer a previous question about the 25% loss rate by explaining that that figure comes from exponential modelling of loss figures from year one enrollment going forward until a class graduates.
  - xiv. Chair Seixas then asked about the rising enrollment class statistics, such as SAT scores and GPA, and how diversity recruits were keeping up with this upward trend moving forward at USF. Besterfield responded that the rising metrics included those of diverse students and were not broken down by race, ethnicity, or gender. He noted that, overall, the attainment gap was widening; potential students were considered 'on a college track' if they were taking high school math or English while in middle school. This brought about a discussion between the Dean and the Chair about outreach, with the Dean highlighting the importance of bringing kids to the campus to experience what college would someday look like to them and the Chair pointing out the university's responsibility to make the first move toward reaching future students.
- f. Metrics towards AAU and Pursuit of Top 25- Christian E. Hardigree, Regional Chancellor
- i. Included presentation: [Why AAU and Top 50?](#)
  - ii. Chancellor Hardigree opened by highlighting the prestige and USNWR (U.S. News & World Reports) ranking of AAU (Association of American Universities) schools. She noted that Florida currently only has one member institution (the University of Florida), whereas California has 10 (7 being public), New York has 6 (2 public), and



Texas has 3 (2 public). 21 of the top 25 ranked public universities are members of AAU.

- iii. Moving into a slide describing the relationship between AAU schools and the allocation of federal research dollars, the Chancellor thanked Prithvi Mukherjee in the Provost's office for his valuable research contribution to the presentation. The Chancellor included relevant statistical and financial numbers in the Legislative Budget Request (LBR). She pointed out that AAU schools received 62% of federal research dollars for the fiscal year 2019. While Florida is the 3rd most populous state, it ranks 12th in receipt of federal research funding. At the same time, the first 11 all have AAU institutions. 6 states have 3 or more AAU schools each, ranking 1st, 2nd, 4th, 5th, 6th, and 8th in federal research dollars, and three of those states with smaller populations than Florida with less tax revenue generated.
- iv. The following slide depicted this discontinuity of taxes collected to research funds received, connecting it to AAU membership. The Chancellor pointed to Pennsylvania (4 AAUs) and Massachusetts (5 AAUs), which generate  $\frac{2}{3}$  and  $\frac{1}{2}$  of Florida's tax contribution to the federal government, respectively. Both states, however, receive twice that of Florida in federally awarded research dollars. She likened this to Florida subsidizing cutting-edge research in other states when keeping it in Florida would benefit the state and its economy.
- v. While she noted that AAU membership was by invitation only, Chancellor Hardigree said that she viewed it like scholarships; students are more likely to get them when they apply. She used this analogy to segue into discussing the USNWR rankings. The AAU uses the ranking system's data to feed their interest in extending invitations to new member institutions. Understanding the metrics involved in USF can significantly improve its chances of AAU notice. The first and most weighted metric is academic peer assessment; the Chancellor euphemized this as a 'Yelp review' of the school and noted that it carries about 20% of the weight for a ranking. Class sizing was about 8% of the total score, with classes seating 50 or more students being detrimental and those with less than 20 being beneficial to the scoring. Concerning class size, Chancellor Hardigree said that they would not be robbing one metric to advance another and that student progression would remain a primary focus regardless of strategy moving forward. Concerning faculty salary (7% of the ranking score), she tied it back to the budget workshop discussion when they noted compensation disparity between St. Petersburg and Tampa when time in and tenure position were otherwise the same. She announced that they would need to achieve an equilibrium across campuses before they could focus on reaching market parity. A study of these metrics would better inform strategies for One USF and highlight the advantages of each campus (such as St. Petersburg's smaller class sizes), marking areas for improvement and where to look for inspiration.
- vi. Instead of discussing the next slide, the Chancellor pointed out that the university is looking into its branding, as brand recognition helps to generate donor



contributions that would in turn help the school meet future goals concerning things like the metrics.

- vii. The floor was opened to questions. Chair Seixas referred back to President Law's comments on metrics, to which the President admitted that the metrics for USNWR ranking were similar or even the same as metrics for things like performance-based funding and other considerations and that they were included throughout the university's strategic planning. Because of a change in how USF budgets funding, there is a focus on how to use resources for metric improvement baked into the budgeting process. Vice Chair Goyer then commented about his amazement with the academic peer assessment and how 20% of a school's ranking score could be tied to 'opinion' about the school. He also noted surprise that diversity and inclusion was not a metric in the evaluation, despite how important it was to institutions in many ways.
- viii. Interim Provost Eisenberg then took the podium to explain how the Florida University System grew to where it is today in terms of school size, metrics, and retention rates. He said that it should not be a surprise that Florida has some of the largest institutions in the country in terms of size, as up until 10-15 years ago they had been entirely focused on getting students in the door. Given his 30 years of experience, the interim Provost admitted that there was a time when the university would receive \$10 million a year just to enroll new students. This incentive saw schools like the University of Florida, Florida State University, and the University of Central Florida rapidly expand in size. Eisenberg said that this expansion saw the institutions grow to the point where their infrastructure could no longer support seeing their students toward completion of degrees. The model changed 10-15 years ago when the incentive system moved to one focused on performance and outcomes over sheer access. The interim Provost stated that this was why the importance of the metric concerning six-year completion rates and why USF needed to get the word out about its focus on student success and progression.

5. Board Discussion

a. Round Table Discussion- Campus Board Members

- i. Board Member Pressman recalled points about the residence halls being at full capacity and asked if there were any plans moving forward about possibly expanding capacity in some way. Chancellor Hardigree noted that the 100-person waiting list for this academic year was ironically the same amount of housing cut from the most recent plan for student housing. She also noted the housing crisis currently affecting the country, and especially Pinellas County and Tampa. Concerning the St. Petersburg campus, the Chancellor pointed out how the campus is 'land locked', but said that the issue needs to be addressed and strategized moving forward, with the key goal not necessarily being the growth of the campus but servicing the needs of students over time. Member Pressman brought up that, years ago, the campus had rented space at the nearby Hilton hotel and asked if that



might be seen as at least a short term or stopgap solution. Susan Kimbrough, Director of Student Housing & Education, pointed out that the housing market was different in 2017 when they worked with the Hilton. Today the hotel was charging \$400 a night and thus might not be a feasible option financially. Director Kimbrough did say that they were looking into multiple possible options, with a worst-case as working on the issue moving into 2023-2024 academic year. Pressman asked about a possible phase 2 expansion for the University Student Center, adding 98 new beds, but Director Kimbrough said that she thought the plan was rejected due to building heights so close to the airport.

6. Adjournment- Melissa Seixas, Campus Board Chair
  - a. Chair Seixas adjourned the meeting at 11am.

*Next Campus Board Meeting – October 27, 2022 - 9:00am-11:00am*





**MEMORANDUM**

**TO:** Dr. Christy England, Vice Chancellor for Academic and Student Affairs, Florida Board of Governors

**FROM:** Gerard D. Solis, Sr. Vice President for Legal Affairs & General Counsel, University of South Florida

**DATE:** October 10, 2022

**RE:** USF comments to BOG Regulation 10.003, Faculty Post Tenure Review

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The University of South Florida (“USF” or “University”) offers the following comments to the September 14, 2022 draft of Board of Governors Regulation 10.003, Faculty Post Tenure Review (“Regulation”). USF also separately submits the comments of the USF Faculty Senate, which are independent of this response and that USF has not reviewed or edited.

As a threshold matter, neither USF nor its faculty have any reservations about accountability and performance review. USF’s rise in USNWR rankings, consistent top ratings on Performance Based Funding metrics, and its Preeminent status speak to the quality of USF’s faculty and their sustained productivity. For example, over the past decade (2012-2021) our faculty have been exceptionally prolific and lead the State University System both in per capita research publications and in the impact of their published work (*as assessed by the InCites Category Normalized Citation Index*).

USF’s concern, therefore, is not about accountability, but rather efficiency of processes intended to promote excellence. Specifically, both the Regulation and current University processes are intended to recognize high performing faculty and manage poor performance. As such, the Regulation is duplicative of processes already in place to evaluate faculty performance and ensure compliance with laws. In addition, the processes for certifying compliance with the Regulation will add to the considerable workload of University audit professionals and would distract from emerging risks and other critical oversight areas, such as certification of Performance Based Funding (PBF) and Preeminence metrics. However, as outlined in section 3 below, a focused post tenure review process would efficiently achieve the Regulation’s objective.

**1. Existing University processes meet the objectives of the Regulation.**

The stated purpose of the Regulation is to “[e]nsure high standards of quality and productivity among the tenured faculty in the State University System.” 10.003 (1)(a). This aligns with current expectations for University faculty who are evaluated annually on the quality of their work and productivity in three primary areas: teaching, research, and service. This annual review includes anonymous student evaluations of instruction, which generates a numeric score and includes deidentified comments.

Also as contemplated in the Regulation, a positive evaluation will qualify faculty for increased compensation, awards, and promotion. 10.003 (5)(b). Inversely, unsatisfactory evaluations disqualify faculty from receiving compensation increases, awards, and opportunities for promotion. 10.003 (5)(c).

The Regulation is further intended to provide a mechanism to “[d]etermine whether a faculty member is meeting the responsibilities and expectations... including compliance with state laws, Board of Governors’ regulations, and university policies.” 10.003 (1)(b). This same expectation is built into University regulations and policies that address faculty misconduct and incompetence, which reaches noncompliance with laws and regulatory requirements. Both misconduct and incompetence represent a just cause basis for discipline, up to and including dismissal depending on the severity of the conduct. USF has disciplined faculty for misconduct and incompetence, including terminating the employment of tenured faculty for noncompliance with University regulations, policies, and standards.

**2. The costs of certifying compliance with the Regulation are comparable to the costs of certifying the validity of PBF and Preeminence Metrics.**

The Regulation states that:

(b) Each university must conduct annual audits of the comprehensive post-tenure review based on a schedule established by the Board of Governors. The audit shall be performed by the university’s chief audit executive or by an independent, third-party auditor, as determined by the chair of the university’s board of trustees.

1. The auditor must provide the University Board of Trustees with a report that includes the following.
  1. The number of tenured faculty in each of the four performance rating categories as defined in (4)(g).
  2. The university’s response in cases of each category.
  3. Findings of non-compliance with applicable state laws, Board of Governors’ regulations, and university policies. 10.003 (6)(b).

Compliance with the Regulation would be incorporated into the risk assessment process and annual audit plan development. This additional work is estimated to require between five and eight

hundred hours to complete, which is comparable to the time dedicated to certifying PBF and Preeminence metrics. Retaining an external auditor to perform the work will reduce the internal work but will require funding at commercial rates for hundreds of hours of external work on an annual basis. As noted above, accountability is not the issue, but rather the number of resources required to address a compliance obligation that is already being addressed with existing processes.

**3. A more focused approach will meet the Regulation's objective without incurring unnecessary costs.**

To reinforce accountability without creating duplication and inefficiency, the Regulation could instead require the following.

- (1) All tenured faculty are evaluated on an annual basis;
- (2) Tenured faculty who, after five years of earning tenure, have an average overall rating of unsatisfactory under current University processes are placed in a performance improvement plan of a specific duration. This does not mean that any university would wait to respond to an overall unsatisfactory evaluation for five years; however, the Regulation could require universities to act to ensure a prompt response to documented poor performance.

The duration and requirements of the performance improvement plan would be case specific. Tenured faculty with an unsatisfactory rating or less should be given a genuine and fair opportunity to improve, and if they fail to do so, then termination for cause is appropriate given documented and persistent poor performance.

- (3) Each academic year, a random sample of overall faculty evaluations could be reviewed to confirm that evaluations occurred, and that poor performance was timely and fairly addressed. This sampling would initiate further response only if sustained unsatisfactory performance was present and unaddressed. The sample could be generated from faculty who are at least five years from the date of earning tenure instead of basing the sample pool for post tenure review on the total length of service.

This approach focuses on faculty who are not performing based on current requirements and communicated standards of performance rather than surveying all tenured faculty regardless of performance history. By focusing on persistently non-performing faculty the administrative burden of certifying the review would be reduced without reducing accountability.

**A. Management of disciplinary matters**

Disciplinary matters, such as violations of law, should be separately managed under existing University processes for misconduct or incompetence and are based on specific conduct. University responses to misconduct require action proximate to the conduct rather than a period

relative to earning tenure. Faculty who engage in serious misconduct, or repeat the same or similar misconduct, are subject to termination for cause - and have been terminated - depending on the gravity of the misconduct or incompetence.

**B. Appellate rights and First Amendment protections**

In addition to a more tailored approach to performance management, the Regulation should require escalation of unsatisfactory performance and disciplinary matters to the chief academic officer for review and response as well as notice to the Board of Trustees. Appeals of actions under the Regulation should follow established University processes with the understanding that in matters of academic judgment an arbitrator may not replace their judgment for that of the University academic administrator and may not hear claims or provide remedies that are outside of University regulations or collectively bargained agreements.

As noted in the regulation, lawful free expression cannot be a basis for action under the Regulation.

# STUDENT GOVERNMENT UPDATE

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BY SEAN SCHRADER, CAMPUS GOVERNOR



# PRESENTATION OVERVIEW

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- SG Events
- Bolstering Student Advocacy
- Creating new Partnerships
- Thanks to EM Team

# SG EVENTS: WEEK WITH THE TAMPA BAY ROWDIES

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# SG EVENTS: HABITAT FOR HUMANITY BUILD DAY

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## BOLSTERING STUDENT ADVOCACY

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- Established University Student Center (USC) Advisory Board
- Finalizing creation of Nelson Poynter Memorial Library Advisory Board
- Working to implement feedback outlets for various student services



## CREATING NEW PARTNERSHIPS

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- Working with the University Police Department (UPD) to have an open house for students in November
- Working with the Center for Civic Engagement to create Days of Service for students, and provide transportation to the polls on Election Day



# THANK YOU TO USF EMERGENCY MANAGEMENT TEAM

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- Thanks to USF Emergency Management (EM) team for their work during Hurricane Ian to keep everyone safe!
- Student Government has worked with the USF Foundation to purchase a brick to install in the fountain

# Student of Color Advisory Board

## Mission:

The Student of Color Advisory Board (SOCAB) is an advisory board comprised of student leaders at the University of South Florida St. Petersburg's Campus, focusing on addressing the needs for students of color on campus. SOCAB is a group dedicated to active listening when it comes to the needs of students of color, while working very closely with the Dean of Students to establish a collaborative effort that supports students of color and creates real change.

## Members:

Destiny Gomez (Xe/Xem/Xir)  
Alexia Castellon (She/Her/Hers)  
Abigail Enriquez (She/Her/Hers)  
Nathan Poinsette (He/Him/His)  
Dr. Jacob Diaz (He/Him/His)

## Charges:

Ensure students of color successfully transition to the University of South Florida St. Petersburg Campus.  
Teach students what a Predominately White Institution (PWI) is and support students of color in their transition to a PWI from a diverse educational setting.  
Identify the biggest priorities students of color face.  
Establish good relationships with Student Organizations to connect students of color.  
Increase the retention rates for students of color.

## Current Initiatives:

Chips with SOCAB Podcast  
Mental Health Resource Guide  
SOCAB Newsletter  
Membership

## Ways to Get Involved:

Attend SOCAB meetings  
Guest on the Podcast  
Connect SOCAB Members with Community Members

“To serve is beautiful, but only if it is done with joy and a whole heart and a free mind.”  
-Pearl S. Buck

# Students of Color Advisory Board

Presented to:

University of South Florida, Saint Petersburg Campus Board

October 27, 2022

Presented by:

- Nathan Poinsette
- Abigail Enriquez
- Alexia Castellon
- Jacob L. Diaz, Ed.D.

Regional Assistant Vice Chancellor for Student Success and Dean of Students





## Mission

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SOCAB is a group dedicated to active listening when it comes to the needs of students of color, while working very closely with the Dean of Students to establish a collaborative effort that supports students of color and creates real change.

## 2022 SOCAB Highlights



- Chips with SOCAB Podcast (See QR code)
- Increasing Membership
- Working with the Dean of Students to support students of color
- Mental Health Resource Guide
- SOCAB Newsletter
- General Body Meetings



# Ways to Get Involved

- 3 ways to get involved
  - Podcast Guest
  - Attend and contribute to SOCAB meetings
  - Sponsor'chips – Community Meal Sponsorship

Feel free to choose one or more ways to get involved!



# Questions?

- Alexia Castellon : [castellon1@usf.edu](mailto:castellon1@usf.edu)
- Nathan Poinsette : [npoinsette@usf.edu](mailto:npoinsette@usf.edu)
- Abigail Enriquez : [arenriquez@usf.edu](mailto:arenriquez@usf.edu)
- Destiny Gomez-Lankford: [destinygomez@usf.edu](mailto:destinygomez@usf.edu)
- Dr. Jabob Diaz : [jacobdiaz@usf.edu](mailto:jacobdiaz@usf.edu)
- Kyonnna Henry : [henryk2@usf.edu](mailto:henryk2@usf.edu)



**Instagram & TikTok: @socabusfsp**