Campus Board Orientation

April 7, 2021
Teams Meeting
1:00pm-3:00pm

1. Senior Leadership Introductions Chair Melissa Seixas
2. USF SP Campus Academic Clusters Martin Tadlock
3. Campus Advisory Board Roles & Responsibilities Gerard Solis
4. Student Success Programming and Enrollment Patti Helton/Laura Zuppo
5. Diversity, Inclusion and Equity Michelle Madden
6. Academic Programming Cathi Cardwell
7. USF SP Campus Budget Planning Process Nick Setteducato
8. USF SP Campus Advancement/Donor Relations Deborah Read
Dr. Martin Tadlock was named Regional Chancellor at USF St. Petersburg in August, 2018 after serving as interim chancellor since September, 2017. Dr. Tadlock came to USF St. Petersburg as regional vice chancellor for academic affairs in July, 2016.

Dr. Tadlock was Provost and Vice-President for Academic Affairs for five years at Bemidji State University in northern Minnesota after serving as Dean of the College of Professional and Graduate Studies for five years. He also served as an Assistant Vice-Chancellor at the University of Wisconsin Oshkosh and as Provost and Interim President at Northeastern State University in Oklahoma.

Dr. Tadlock has secured more than $15 million in grants and contracts and managed more than $130 million in capital projects over his career. He was instrumental in securing private support resulting in a state financial award for the 360° Manufacturing and Applied Engineering ATE Regional Center of Excellence, one of two National Science Foundation Applied Technology Education Centers of Excellence in Minnesota.

Dr. Tadlock began his career in education over 30 years ago as a middle school teacher, then served as a professor of middle level education and director of the National Center of Education for the Young Adolescent, a Wisconsin Center of Excellence, at the University of Wisconsin Platteville. He was a professor of middle level education, program coordinator, team chair and assistant dean at Utah State University, where he established the first middle level teacher licensure program in the state and the largest graduate seminar in the western U.S., the Rocky Mountain Middle Level Education Seminar which served over 500 middle school teachers and administrators each year.

Dr. Tadlock has a Bachelor’s degree in Geography and Masters of Education in Secondary Education from Utah State University. His Ph.D. is in Educational Administration and Leadership from Miami University of Ohio.
Regional Associate Vice Chancellor of Academic Affairs and Dean of the Nelson Poynter Memorial Library

Catherine Cardwell holds a dual appointment as the Regional Associate Vice Chancellor of Academic Affairs and Campus Dean of the Nelson Poynter Memorial Library at the University of South Florida St. Petersburg. She is the co-editor of Leading Change in Academic Libraries (ACRL, 2020), a collection of change stories analyzing strategic planning, reorganizations, technology, new roles for librarians, and organizational culture change at 20 academic libraries across the country. Colleagues have recognized her effectiveness as a collaborator who works effectively across constituencies to achieve results.

As Regional Associate Vice Chancellor of Academic Affairs at USF St. Petersburg, Cardwell’s responsibilities include budget planning and oversight for Academic Affairs, planning for consolidation efforts at the University of South Florida, and collaboration with campus leadership on educational, research, and outreach goals. She was a key player on numerous consolidation committees, as the three individually accredited University of South Florida institutions (Tampa, St. Petersburg and Sarasota-Manatee) consolidated into one single accredited institution.

As Dean of the Nelson Poynter Memorial Library, Cardwell initiated a textbook affordability program with print textbooks on reserve and subscription ebooks, saving students an estimated $1M from fall 2017 to spring 2020. She also led an effort to preserve, digitize, and sustain The Weekly Challenger, a local African-American newspaper. The Library received $300,000 from the Florida State Legislature to support the project. As a result, the Library now serves as the newspaper’s archive for current electronic issues and the digitized historical print issues and documents the African-American experience in St. Petersburg.

Cardwell led the library strategic planning efforts on the St. Petersburg campus before the USF consolidation. As a result of that work, she advanced plans to improve spaces in the Nelson Poynter Memorial Library in what is projected to be a $2.5M renovation. She secured a $250,000 cash gift to support the renovation and managed a $1M estate gift that was already in hand, as well.

Prior to joining USF St. Petersburg, Cardwell was a co-Principal Investigator or team member on grants totaling $1.69M. She served as library director at Ohio Wesleyan University and in various leadership roles at Bowling Green State University. Because of her leadership experience at different types of universities—a public doctoral university with high research activity, a small private university, a comprehensive regional university, and now a Research 1 university—she has a deep understanding of the challenges and opportunities in academic libraries and higher education.

Throughout her career, Cardwell has focused on leading and managing change in academic libraries, strengthening the library’s role in teaching and learning, and creating dynamic and contemporary user-centered teaching and learning spaces. She serves as a mentor for early and mid-career librarians transitioning into leadership positions.

Cardwell earned her bachelor’s degree in English and French from Youngstown State University, a master’s degree in French language and literature from the University of Pittsburgh, and a master’s degree in Library Science from Kent State University.
As a first generation college student, **Dr. Patti Helton**, learned early in her college career that education has the power to transform. As a seasoned higher education leader with 25+ years of experience as a Senior Student Affairs Administrator, Patti serves as the Regional Vice Chancellor of Student Success at the University of St. Petersburg campus, and Associate Vice President for Health & Wellness for One USF. Dr. Helton is committed to ensuring transformative learning experiences for students. She oversees co-curricular programs including career services, campus recreation, dean of student’s office, enrollment planning and management, financial aid, health and wellness, housing and residence life, multicultural affairs, student disability services, student life and engagement, student success resource management, veteran & military services and the University Student Center.

Prior to her arrival to USFSP, Dr. Helton served as the Senior Student Affairs Officer as well as Adjunct Faculty at the University of Denver from 2003-2016. In this leadership role she developed a culture of care highlighted by creating a Student Outreach and Success office as well as the Center for Advocacy, Prevention and Empowerment (CAPE). Patti began her academic career at Eastern Mennonite University in Harrisonburg, Virginia, during her 17-year tenure she served as an Assistant Professor of Education, department chair, athletic director, volleyball and softball coach and eventually the Vice President for Student Life. Patti teaches, consults and speaks on student development, leadership, strategic planning, Title IX, social justice and inclusion, and building highly effective teams.

Helton earned a Ph.D. in Education from the University of Virginia, a M.Ed. in Kinesiology and Health Science from Stephen F. Austin State; and a B.S. in Health and Physical Education from Oklahoma City University. In her free time, Patti enjoys spending time with family and friends, engaging in the arts, attending sports events, outdoor activities, reading, scootering and traveling.
Nicholas (Nick) Setteducato has been part of USF since 2011 where he began as the Executive Director for Financial Management (USF Tampa). He became the inaugural lead for the Resource Management and Analysis (RMA) department in 2014 as its Associate Vice President. RMA provides financial and analytical support as well as coordination for university budgets and internal management reporting.

Nick took on the additional assignment as the interim Regional Vice Chancellor for Administrative and Financial Services on the USF St. Petersburg campus in June of 2018. The Regional Vice Chancellor for Administrative and Financial Services (RVCAF) provides leadership for multiple administrative and financial units. These units include Accounting/Financial planning and analysis, Facilities Services, Human Resources, Information Technology, Parking Services, Police Services and Purchasing Services. The RVCAF is accountable for campus administrative services including building services, public safety, emergency management, technology support, human resources and finance while providing oversight in the development of the campus portion of the annual operating and capital budgets for USF. As a member of the St. Petersburg leadership team, this position provides leadership in the management of the resources necessary to support the campus and its part in USF’s mission and strategic plan.

Nick received his MBA in Finance from Fairleigh Dickinson University and his B.S. in Accountancy from Villanova University. He is a Certified Public Accountant (inactive) and a member of the NJ Society of Certified Public Accountants.

Prior to joining USF, he spent 30 years in banking and financial services for a variety of companies including Beneficial Corporation, Washington Mutual, Citibank and, most recently, JP Morgan Chase. These roles have been based in several locations including NJ, NY, Florida, Germany and the UK.
Deborah Read is the Regional Vice Chancellor for University Advancement. In providing leadership for the areas of philanthropy and alumni relations for USF St. Petersburg, Read is responsible for developing and implementing a strategic fund raising agenda to advance USFSP’s mission, vision and priorities.

Read has served in a number of advancement roles during her career, including over the last twenty years as a vice president for advancement at public research universities, a regional public university and private research university, as well as leading their institutionally related foundations at three institutions. At each institution, Read successfully designed and implemented comprehensive fund raising campaigns – exceeding all goals – while conducting market research at four institutions resulting in re-branding and developing successful marketing and communications initiatives to advance alumni and donor outreach, as well as supporting student recruitment efforts.

Most recently, as vice president for university advancement at Cal Poly, Read also served as CEO of the Cal Poly Foundation, led the Advancement Division team of seventy-eight staff, while successfully advancing the university’s $500 million campaign. Read also served as vice president for university advancement at the University of Dayton, a private university, located in Ohio, as well as, the vice president at the State University of New York at Albany, and executive director of their foundation. Previously, Read served as vice president for advancement at Northern Kentucky University, a regional university located south of Cincinnati, where she had oversight of their institutional related foundation and successfully designed, implemented and concluded their comprehensive fundraising campaign early, above goal.

Read’s advancement career began at her alma mater, the University of Maryland, where her sixteen-year career there culminated with her successfully leading and launching their $350 million campaign, prior to serving as a vice president at other institutions across the nation.
Regional Associate Vice Chancellor for Administrative and Financial Services

David Everingham has been with the University of South Florida since 2004. Beginning at USF Tampa and transferring to USF St. Petersburg in 2006, David has served in a variety of areas throughout the organization. He has held positions in two colleges, Sponsored Research, and Academic Affairs, and joined Administrative & Financial Services as the chief budget officer for USF St. Petersburg in 2012.

Since 2017, David has served as Regional Associate Vice Chancellor for Administrative & Financial Services. In this role, he continues to serve as chief budget officer for the campus and also serves as deputy to the Regional Vice Chancellor in providing leadership for the division which consists of Business & Finance, Human Resources, Facilities Services, Information Technology, and Public Safety. He directly oversees Business & Finance which includes the campus Budget Office, Financial Services, Purchasing, and Auxiliary Services.

David earned his B.S. in Accountancy from The College of New Jersey, and completed his fifth year in Accountancy at The University of Tampa, Sykes College of Business. Prior to joining USF, David spent several years working in mergers and acquisitions in the Philadelphia metropolitan area.
Campus Diversity Officer

Dr. Michelle Madden currently serves as the Campus Diversity Officer. In this role, Dr. Madden uses quantitative, qualitative, and interpersonally collected data to plan, guide, and advise the Regional Chancellor and other campus leaders on diversity, equity, inclusion matters.

With USFSP’s Diversity and Inclusion Action Plan and the USF Principles of Community as guides, Dr. Madden collaborates with senior leaders across the university to further equity, diversity, and inclusion goals to operationalize our core pillar of Inclusive Community. Intersecting with all areas of the institution, including Academic Affairs, Student Affairs, and Human Resources, Dr. Madden implements and monitors strategic initiatives designed to educate and ensure fair and equitable treatment of students, faculty and staff.

Dr. Madden chairs the USFSP Chancellor’s Advisory Diversity and Inclusion Committee (CADIC) and serves as a fundamental part of the USF Diversity, Inclusion, and Equity Office. Across USF, Dr. Madden is engaged in the USF Council on Black Affairs (COBA) and serves as an Equal Opportunity Liaison. Dr. Madden also participates in several community steering committees, including LEAP Tampa Bay, the Inclusive St. Petersburg District Innovation Council, and the Concerned Organization for Quality Education for Black Students (COQEBS).

Prior to consolidation, Michelle served in the capacity of Director of Institutional Effectiveness and Assessment and USFSP’s accreditation liaison to our accreditor, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Michelle continues to be involved in strategic planning, working to implement a comprehensive approach to institutional effectiveness by using relevant data measures to gauge and improve metrics of institutional and student success that focus on institutional success and achievement for students, faculty, and staff.

Earlier in her career, Dr. Madden worked at the University of Tampa and as an educator/leader in P-12, serving in various capacities from classroom teacher to district administrator.

Dr. Madden received her Doctorate of Education in School Improvement from the University of West Georgia, Master’s degree in Education from Georgia State University, and Bachelor of Arts degree from the State University of New York at Albany.
Dr. Sridhar Sundaram joined USFSP on July 1, 2016 as Professor of Finance and Dean for the Kate Tiedemann College of Business. Prior to joining USFSP he served as the Associate Dean responsible for all Graduate Programs and Outreach Centers at the Seidman College of Business. He served as the Academic Director of the Executive MBA program and the Full-Time Integrated MBA (FIMBA) program. Until 2013, he served as the Chair of the Finance Department for seven years. Dr. Sundaram earned a Bachelors and Master’s degree in Commerce (Accounting) from P.S.G. College of Arts and Science in India. From Southern Illinois University at Carbondale he received his M.B.A and D.B.A (Doctorate in Business Administration) in Finance.

During his career, Dr. Sundaram has made significant contributions to the Academy, receiving recognition, the “Niemeyer Award” for his outstanding teaching, research and service at Grand Valley State University. The Seidman College of Business alumni recognized his extraordinary work following the financial crisis in 2008 by awarding him the “Service Award” in April 2009. Dr. Sundaram has also received numerous awards in recognition of his work for the profession and the community.

His research work on “banking regulatory effects” and “asset pricing” is widely published in scholarly and practitioner journals. Dr. Sundaram has published in the elite finance journals including, the Journal of Banking and Finance, Journal of Quantitative and Financial Analysis, and the Financial Review.

As Dean, Dr. Sundaram provides both, strategic and operational leadership for the Kate Tiedemann School of Business and Finance. He has implemented an educational philosophy around the KNOW, DO, BE framework that helps develop a “complete business graduate.” His vision for the School is to develop a distinctive identity around “innovative programs, impactful research and intentional engagement.”

Dr. Sundaram comes from a family owned business background. He has consulted with many businesses in collaboration with the Van Andel Global Trade Center. He served on the “advisory board” of a $50 million private company in Grand Rapids, MI. He also served as President and Chair of the Board of Trustees for the West Michigan Hindu Temple.

Currently, he serves as the Chair of the Board of Governors for the St. Petersburg Chamber of Commerce and is a member of the Board of the St. Petersburg EDC, Board of the Saint Anthony’s Hospital and was 2019 Chair of the Grow Smarter Initiative in St. Petersburg. Dr. Sundaram is married to Dr. Suganthi Sridhar and they have a daughter, Saranya, and a son, Sharath.
Interim Associate Campus Dean
College of Education and Professor

**Dr. Brenda L. Walker** is the Interim Associate Campus Dean of the College of Education and Professor at the University of South Florida St. Petersburg. She earned her Bachelor’s and Master’s degrees at Central Michigan University and a Doctorate in Behavior Disorders and Learning Disabilities from the University of Kansas. She also earned her Juris Doctor from Stetson University College of Law and is a lawyer interested in civil rights, education, and poverty laws.

Dr. Walker is a product of urban schools in Saginaw, Michigan. She dedicated her career to improving outcomes for children and families in urban and high poverty communities.

While at the University of South Florida, she secured over $10 million in federal funding to recruit and retain students of color to be effective teachers in urban schools. She developed the first successful initiative to recruit and prepare African American men to teach children with behavior disorders. She also provided research assistantships, tuition, and books to over 40 students enrolled in Ph.D. programs. She is currently Principal Investigator on an out-of-school suspension research study and a Co-Principal Investigator on an NSF grant centered on increasing the presence of women in the STEM disciplines.

Dr. Walker enhanced the research capacity of faculty and doctoral students at Historically Black Colleges and Universities, Hispanic-Serving and Native American serving institutions. She founded a USF Center for Action Research On Urban Schools and Effective Leadership (Carousel Center). Having served as the President of USF’s Black Faculty and Staff Association and the Co-chair of the USF Committee On Black Affairs, she has mentored numerous junior faculty at USF and around the country to facilitate their attainment of tenure and promotion in Academe. Dr. Walker’s research and scholarship focus primarily on African American learners and ways that schools can be more culturally responsive, equitable, and effective.

She published a number of journal articles, book chapters, a children’s book, “One Love,” and co-authored a behavior management textbook. Her publications focus specifically on turnaround schools, school suspensions and African American girls, special education overrepresentation, and the school to prison pipeline. Dr. Walker provides service to K-12 schools by delivering motivational and educational speeches and workshops to students, teachers, and principals.
Campus Dean, College of Arts and Sciences

Dr. Magali Cornier Michael has served as Dean of the USFSP College of Arts and Sciences since July 1, 2018, and is currently the Campus Dean on the USF St. Pete Campus. Her previous appointment was as Professor of English and Associate Dean of the McAnulty College and Graduate School of Liberal Arts at Duquesne University in Pittsburgh, Pennsylvania. She earned her Ph.D. from Emory University in 1990 and has published three single-authored books to date: *Narrative Innovation in 9/11 Fiction* (2014, Brill/Rodopi Press), *New Visions of Community in Contemporary American Fiction: Tan, Kingsolver, Castillo, Morrison* (2006, University of Iowa Press), and *Feminism and the Postmodern Impulse: Post-World War II Fiction* (1996, State University of New York Press). Her most recent book publication is an edited collection of essays titled *Twenty-First-Century British Fiction and the City*, for which she also wrote the introduction and one of the chapters (July 2018, Palgrave Mcmillan Press).

In addition, she has published articles and book chapters on the work of Diana Abu-Jaber, Margaret Atwood, Angela Carter, Don DeLillo, Jonathan Safran Foer, John Fowles, Doris Lessing, Ian McEwan, Toni Morrison, Grace Nichols, D.M. Thomas, and Virginia Woolf. She also regularly presents papers at international and national conferences, such as the International Narrative Conference and the American Literature Association Conference, and has reviewed manuscripts for numerous academic literary journals.

On the teaching front, she has taught a large number of courses at all levels (from freshman to doctoral level courses), especially in the areas of post-World War II literature, women’s literature, literary theory, and creative writing. In her work with doctoral students, she has directed eleven dissertations to completion and has one currently in progress. Moreover, she has held the following administrative positions: Associate Dean (2015-present), English Department Chair (2017-13), Co-Founder (1997-99) and Co-Director of Women’s & Gender Studies (2003-07), and Director of Graduate Studies for English (1997-2001, 2014).
Carrie Johnson O'Brion is USF St. Petersburg's Director of Marketing & Communications. Ms. O'Brion is a longtime St. Petersburg resident with more than 20 years of experience as a communications professional, including seven years as a reporter and editor with the Tampa Bay Times. Prior to joining USF St. Petersburg in August 2018, she was the Senior Manager for Communications at BluePearl Veterinary Partners, a division of Mars Inc., where she oversaw internal and external communications for the country's largest provider of specialty and emergency veterinary care.

Ms. O'Brion has experience working with executive leadership to develop strategic messaging, creating and implementing company-wide communications plans, overseeing communication platforms and has a proven record of management and team building. At BluePearl, she increased positive media coverage by more than 43 percent in her first year and secured placement in a variety of top-tier media outlets, including the New York Times, CBS, ABC, NBC, Buzzfeed, People and Time. She also served as a member of the Mars Corporate Affairs Impact Team, helping to lead corporate social responsibility efforts for the company's global petcare division.

Ms. O'Brion began her career in Richmond, Virginia, as a reporter for the Richmond Times-Dispatch. She also served as Senior Manager of Community Affairs for the American Association for Physician Leadership, a national non-profit organization devoted to helping physicians develop their leadership skills.

Ms. O'Brion has a bachelor's degree in political science from Colgate University in Hamilton, NY, and a master's degree in communication from Johns Hopkins University in Baltimore, MD. A native of Omaha, Nebraska, Ms. O'Brion currently serves as the president of the board of directors of SPCA of Tampa Bay.
Regional Chancellor/Chief Academic Officer
6706
Dr. Martin Tadlock

Professor & Interim Associate Dean, College of Education
(Campus Associate Dean)
31477
Dr. Brenda Walker

Associate Professor
(Chair USF COE Leadership Policy & Life Learning)
4364
Deanna Michael

Academic Services Administrator
(Assistant Director of Student Advising)
16450
Deanna Bullard

Academic Services Administrator
(Assistant Director of Student Advising)
16450
Deanna Bullard

Academic Advisor 1
34915
Amanda Tompkins

Instructor II
(Assistant Director of Clinical and Field Experiences)
5952
Heather Duncan

Fiscal and Business Analyst
4377
Marianna Torres Giulani

Executive Administrative Specialist
11579
Lisa Gutshall

Assistant In
(Director, K-16 Educational Initiatives)
16187
Jordan Knab
Strategic Opportunities for Growth

• Environmental and Oceanographic Sciences, Technology and Sustainability
• STEM Education
• Visual and Performing Arts
• Business
• Health Sciences
Environmental and Oceanographic Sciences and Sustainability
Build upon the world class reputation of the College of Marine Science

Expand Conservation Biology, Marine Biology and Environmental Engineering
Develop new programs in Coastal and/or Ocean Engineering

Extend the School of Geosciences and Environmental Sciences and Policy, the Patel College of Global Sustainability and Sustainability Studies, and the School of Architecture and Community Design
Environmental and Oceanographic Sciences and Sustainability (continued)

Extend the reach of the School of Public Policy and City/Urban, Community and Regional Planning, Public Administration, and Non-Profit Leadership

Develop a Science Journalism program
Engage USF Health in delivering destination programs on the USF St. Petersburg campus

Launch the Environmental Chemistry program
STEM Education (Teacher Preparation)
Focus teacher preparation in STEM education on the USF St. Petersburg campus

Develop a plan for an Environmental and Oceanographic Sciences, Technology and Sustainability themed professional development school and/or magnet school and/or a STEM Academy adjacent to the USF St. Petersburg campus in partnership with the Pinellas County School District.
Visual and Performing Arts (Design)
Visual and Performing Arts (Design)

Expand the existing Graphic Design program

Bring additional Visual and Performing Arts destination programs to the USF St. Petersburg
Establish the USF St. Petersburg campus as an additional site for the College of the Arts world-class research center

Create an internship hub in St. Petersburg

Explore market demand and feasibility of an Arts Administration program
Business (Blue/Green Economy)
Business (Blue/Green Economy)

Develop Finance as a nationally ranked program on the USF St. Petersburg campus

Expand the Risk Management/Insurance major to the USF St. Petersburg campus
Bring an interdisciplinary Data Analytics major to the USF St. Petersburg campus as a destination program.

Develop a theme of “blue/green business” throughout the Kate Tiedemann School of Business and Finance through leveraging the strength and reputation of the USF Center for Entrepreneurship, including a Blue/Green MBA.
Health Sciences
Health Sciences

Add advanced nursing degrees and expand the existing second degree accelerated nursing program on the USF St. Petersburg campus

Launch a Medical Lab Sciences program through the Department of Chemistry on the USF St. Petersburg campus
Health Sciences (continued)

Identify destination academic programs in health-related areas in partnership with Johns Hopkins All Children’s Hospital, Bayfront Hospitals, and Bay Care Medical.

Engage USF Health in delivering destination programs on the USF St. Petersburg campus in Environmental Health areas that complement the environmental and oceanographic theme.
Timeline
Timeline

YEARS ONE & TWO
- Environmental & Oceanographic Sciences
- Technology and Sustainability
- STEM Education

YEARS THREE & FOUR
- Visual and Performing Arts
- Business (Blue/Green Economy)

YEARS FOUR & FIVE
- Health Sciences
Questions?
MEMORANDUM

To: File
From: Gerard D. Solis, General Counsel, University of South Florida
Date: February 2, 2020
Re: Trustee Orientation: overview legal duties

A. Overview

The function of the Board of Trustees is to ensure that the University is fulfilling its obligations and mission to the State of Florida. This is accomplished through overseeing and evaluating the operations of the organization, particularly the officers of the University. In addition, the Board’s function is to enable the University to carry out its mission successfully and achieve its purposes. In both of these primary functions, it is important to recognize that the role of the Board and of Trustees is not to operate the organization. Instead, the day-to-day operations of the University typically will be the job of the President, the other officers, faculty and staff.

B. General Standards for Trustees- 617.0830, Florida Statutes

1. A Trustee shall discharge his or her duties as a Trustee, including his or her duties as a member of a committee:

- in good faith;
- with the care an ordinarily prudent person in a like position would exercise under similar circumstances; and
- in a manner he or she reasonably believes to be in the best interests of the University.

2. A Trustee may rely on information, opinions, reports, or statements, including financial statements and other financial data, if prepared or presented by:

- officers or employees of the University whom the Trustee reasonably believes to be reliable and competent in the matters presented;
- legal counsel, public accountants, or other persons as to matters the Trustee reasonably believes are within the persons’ professional or expert competence; or
- a committee of the board of Trustees of which he or she is not a member if the Trustee reasonably believes the committee merits confidence.

3. A Trustee is not acting in good faith if he or she has knowledge concerning the matter in question that makes reliance unwarranted.

1 Sec. 617.0830, Florida Statutes (2020)
4. A Trustee is not liable for any action taken as a Trustee, or any failure to take any action, if he or she performed the duties of his or her office in compliance with this section.

C. Common Law Duties

1. Members of a University Board of Trustees have three general common law duties to the University:

- duty of care;
- duty of loyalty; and
- duty of obedience.

a. The duty of care requires Trustees to exercise reasonable care when they make decisions for the University. As noted above, Florida law generally defines this duty as requiring Trustees to act in “good faith” and with the level of care expected of an “ordinarily prudent person” acting reasonably for the best interests of the University. This does not require expert knowledge or unique training, but rather the conduct of a person who cares about the University and wishes to see it succeed in its mission.

In order to fulfill this duty, the Trustees are expected to actively participate in the oversight of the University. They should remain informed as to the operations and obligations of the University and they must protect the resources entrusted to the University.

In sum: attend meetings; make informed decisions; exercise independent judgment; monitor performance of the CEO, institution and Board; act in good faith; maintain records.

b. The duty of loyalty is the responsibility of the Trustee to act with undivided loyalty to the University, without conflicts of interest or self-dealing. Board members must never use information gathered through their position for personal gain, and they must always act in the best interests of the University.

A primary concern for any Trustee regarding the duty of loyalty is the possibility of a conflict of interest. A conflict of interest may arise when the University enters into a contract or transaction with one or more Trustees or with another University in which a Trustee may directly or indirectly benefit financially or otherwise. In order to avoid a conflict of interest, transactions with interested parties should be avoided. Alternatively,

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there must be full disclosure of any relationship between a Trustee and any transaction, and the conflicted Trustee must excuse himself or herself from the decision-making process.

Full disclosure of a conflict requires that the relationship or interest between the parties be made entirely known to the members of the Board prior to any vote. Each member of the board should regularly review and certify adherence to the Board’s Conflict of Interest policy (Operating Procedures, Article VII). In conjunction with this, each Trustee should make certain to disclose any actual or potential conflicts that may exist.

c. **The duty of obedience** requires board members to be faithful to the University’s mission. They cannot act in a way that is inconsistent with the organization’s goals. The members of the Board are trusted by the public to oversee the public’s investment in the University.

In order to fulfill these responsibilities, the Trustees need to make certain they comply with the governing documents of the University. They must understand the mission statement of the University and be adequately familiar with the University’s governing and organizational documents. In addition to complying with the corporate documents of the organization, the Trustees are responsible for making sure that the University complies with other pertinent federal, state, and/or local regulations.
USF MISSION AND GOALS

MISSION

Led by outstanding faculty and professional staff, the University of South Florida conducts innovative scholarship, creative activity and basic and translational research, and delivers a world-class educational experience promoting the success of our talented and diverse undergraduate, graduate, and professional students. As a public metropolitan research university, USF, in partnership with our communities, serves the people of Florida, the nation, and the world by fostering intellectual inquiry and outcomes that positively shape the future - regionally, nationally and globally.

GOALS

1. To promote the lifelong success of well-educated, highly skilled, and adaptable alumnae/alumni who lead enriched lives, are engaged citizens and thrive in a dynamic global market.
2. To conduct high-impact research and innovation to advance frontiers of knowledge, solve global problems and improve lives.
3. To be a major social and economic engine creating robust global, national and regional partnerships to build a prosperous and sustainable future for our regional communities and the State of Florida.
4. To provide a safe, inclusive and vibrant community for learning, discovery, creative activities and transformative experiences enabled through adaptive design of physical, social and digital environments.
5. To practice continuous visionary planning and sound management throughout USF to ensure a strong and sustainable financial base, and to adapt proactively to emerging opportunities in a dynamic environment.

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3 https://www.usf.edu/about-usf/mission-vision.aspx
AGB Board of Directors’ Statement on Board Accountability
This statement was approved on January 17, 2007, by the Board of Directors of the Association of Governing Boards of Universities and Colleges. The following principles are intended to guide boards in the governance of colleges, universities, and systems; inform them of their roles and responsibilities; and clarify their relationships with presidents, administrations, faculty, and others involved in the governance process.

The “AGB Statement on Board Accountability” encourages all governing boards and chief executives to examine the clarity, coherence, and appropriateness of their institutions’ governance, structures, policies, and practices. It was inspired by the work of the AGB Task Force on the State of the Academic Presidency in American Higher Education.
Although the precise point at which a college or university governing board may justifiably be called “accountable” is elusive, the issue of board accountability warrants attention. Certain elements of board accountability—observing the highest standards of fiduciary duty; avoiding the taint of conflict of interest in decision making; and scrupulously observing applicable federal, state, and local laws—seem so obvious as to need little elaboration. Beyond such familiar requirements, however, the terrain is less plainly marked, and greater clarity will help the higher education community and the public better appreciate the full measure of board accountability.

The AGB Board of Directors believes that though the overall performance of the governing boards of America’s colleges and universities remains commendable, documenting certain policies and practices will foster confidence among presidents and chancellors, trustees and regents, and the general public that these boards are performing responsibly, effectively, and accountably. The AGB board believes such guidance to be in the public interest as well as that of higher education.

This view recently was underscored by the “Report of the AGB Task Force on the State of the Presidency in American Higher Education,” which recommended that the association develop a formal statement addressing board accountability and fiduciary responsibility. Development of such a statement also comports with the heightened emphasis being placed on accountability and self-regulation by the Panel on the Nonprofit Sector convened by Independent Sector.

**ADOPTION BY THE AGB BOARD OF DIRECTORS OF THIS “STATEMENT ON BOARD ACCOUNTABILITY” REFLECTS A PREVAILING SET OF CONDITIONS:**

- Growing pressure on many sectors of the nonprofit community for greater accountability presents a compelling opportunity to address this issue.
- Changes in the legal and regulatory environment (exemplified by Sarbanes-Oxley legislation), though largely designed to address problems in the corporate sector, are not irrelevant to higher education.
- Lapses and failures in the integrity and governance of certain participants in the nonprofit and higher education communities—particularly in such areas as conflict of interest, executive compensation, and financial oversight—have raised troubling questions.
- Increased scrutiny from congressional committees and state officials, and a litigious environment that affects all colleges and universities, call for clear articulation of the principles of autonomy and authority of governing boards.
THE GOALS AND AIMS OF THE AGB BOARD’S “STATEMENT ON BOARD ACCOUNTABILITY” INCLUDE THE FOLLOWING:

- Reaffirm within the higher education community, and explain to a broader audience, core principles of board accountability and responsibility. (A summary of basic responsibilities of governing boards appears as an appendix.)
- Impart a deeper appreciation of the gravity of concerns regarding governance, threats to board authority, and institutional autonomy.
- Recognize a sense of urgency about responding to such concerns before rigid external regulation preempts responsive internal action.
- Secure a wider and deeper commitment of boards to broadly shared principles and policies.
- Place college and university governing boards at the forefront of the nonprofit sector’s response to concerns about governance and accountability.
- Provide appropriate overarching policies so credible that their acceptance across higher education is an inevitable response.

Defining “Board Accountability”

Members of governing boards, regardless of the size, mission, or source of support of their institutions, characteristically are bound by the duties of integrity, care, loyalty, and obedience. These values transcend differences among American colleges and universities and bear special importance to our nation’s institutions of higher learning. At least four categories of board accountability may be identified. Boards are accountable to (1) the institution’s mission and cultural heritage, (2) the transcendent values and principles that guide and shape higher education, (3) the public interest and public trust, and (4) the legitimate and relevant interests of the institution’s various constituencies.

The exercise of independent judgment is an essential function of college and university governing boards. Although board members must be conscious of formal and legal lines of authority, they also must be free to make their own judgments, reflecting the highest level of accountability. Boards and their members bear a fiduciary responsibility that extends beyond—and may at times conflict with—the wishes or needs of the legal source of their authority. Boards that seek to meet the test of accountability should consider the following:

- Boards are accountable to and for the mission and heritage of their institutions. The mission and heritage of the institution guide the board’s work and affect how the board addresses its responsibilities. Boards have a fiduciary responsibility to advance
the institution’s mission and to promote the institution’s integrity and quality. Boards also have a responsibility to reexamine and reshape that mission (or to make recommendations to the authorizing body) as needs and conditions indicate.

- **Boards are accountable to and for the transcendent values that guide and shape American higher education.** Among those abiding values are self-regulation and autonomy, academic freedom and due process, shared governance, educational quality, transparency, and fiscal integrity. Boards are accountable for such values not only on behalf of their own institutions but also for American higher education generally. In the case of church-affiliated institutions, guiding values also may include certain tenets of the relevant faith community.

- **Boards are accountable to the public interest and the public trust.** The American people entrust control of higher education institutions to citizen boards and to the independent judgment of their members, rather than to senior public officials or bureaucracies. All governing boards are accountable to the broad public interest and for the achievement of public purposes. Thus, boards incur a special duty to preserve and enhance the institution for future generations. Governing boards of independent colleges are accountable not only to the sources of their founding authority, but also to a government-issued statement of authority, such as a charter that describes some of the basic public expectations for the institution. For those boards whose members are elected by the public or appointed by a governor or legislature, authority derives from and accountability pertains to the people of the state.

- **Boards are accountable to the legitimate and relevant interests that various constituencies represent.** These include faculty, staff, students, alumni, donors, parents, neighbors, and the local government, among others. A board must exercise its best judgment to accommodate such interests, but it is the board that makes the ultimate decision in light of the institution’s mission, values, and the law. The board bears ultimate responsibility for weighing conflicting claims of interested parties and the good of the institution.

Several dimensions of accountability that merit close examination by boards—fiscal integrity; board performance; educational quality; and presidential search, assessment, and compensation—are addressed below.

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**Fiscal Integrity**

Among the responsibilities of governing boards, maintaining fiscal integrity is fundamental. Boards bear ultimate legal responsibility for approving the institution’s annual budget and monitoring the institution’s fiscal welfare. The board is the ultimate fiduciary of the institution, even though day-to-day operations are properly delegated to the administration.
Boards also bear special responsibility to help the institution anticipate natural or man-made disasters or other crises that may profoundly disrupt the educational process and the financial stability of the institution. Boards should ensure that the institution has developed, and periodically updates, a comprehensive emergency-preparedness and disaster-response plan that provides mechanisms for backup and preservation of vital institutional records. Such plans should include provision for board-administration interaction during a time of crisis, as well as for emergency board meetings.

The public’s perception of the institution’s fiscal integrity is profoundly influenced by the standards prescribed and observed by the governing board. Among the imperatives that follow from these premises are the following:

- Because the board bears ultimate fiduciary responsibility, among its primary concerns should be the cost, price, and quality of education offered by the institution.
- To fulfill their oversight responsibilities concerning management of institutional resources, the board must ensure academic quality, taking into account not only current but future generations.
- Fiscal integrity entails rigorous compliance with applicable federal, state, and local laws, though that is only the starting point. Legal compliance requires a greater and more detailed understanding of such legal constraints than a trustee ordinarily brings from business, professional, or civic experience. Orientation to the legal environment of higher education is a vital element of board education.

QUESTIONS FOR BOARDS TO CONSIDER:

1. How can the board best achieve collective “financial literacy” while recognizing that not all board members need to be “financially literate”?

2. In its efforts to preserve intergenerational equity, how often does the board review the spending policies related to the assets it oversees?

3. How can the board effectively assess the potential of laws such as Sarbanes-Oxley to guide a commitment to standards of fiscal integrity?

4. If the board commits to standards of fiscal integrity beyond those the law requires, how should it explain its reasons for doing so, and how can it make clear the benefits of such commendable institutional self-regulation?
Beyond what the law requires of colleges and universities, boards should impose upon themselves the highest standards of fiscal integrity and accountability. In this regard, boards should examine certain portions of the Sarbanes-Oxley Act of 2002 (and related enactments) and respond to the spirit that impelled this legislation, even though few such rules were designed for or nominally apply to higher education institutions. Boards should focus special attention, for example, on auditor independence; audit committee independence, composition, and activity; whistleblower protection; transparency and accountability in governance; and enhanced financial disclosure.

Board Performance

No aspect of a governing board’s activity is more visible than the conduct of its business as a board. If serious lapses occur at the highest level of the institution’s governance, confidence in overall institutional management inevitably will suffer. The quality of a board’s conduct of its business should be a model that guides the rest of the institution, setting standards that invite emulation in campus wide governance and management. Because of the high visibility of the example they set, board members must be individually accountable to one another for civility, preparedness, ethical behavior, restraint, cohesion, and sound judgment.

While no person deliberately joins a governing board unprepared for the tasks of trusteeship, trustees are volunteers for whom much of the role initially may be unfamiliar, and the full dimensions of that role may exceed their expectations. The process of becoming and remaining adequately informed about the responsibilities of trusteeship is an important component of accountability. The complexity of the institution may magnify that task, such as at universities that include academic health centers and teaching hospitals.

Several elements are especially pertinent in the areas of the conduct of the board’s business, the board’s structure and selection process, trustee preparation, and oversight of institutional performance:
IN REGARD TO CONDUCT OF THE BOARD’S BUSINESS:

- To foster a paramount commitment to integrity in all functions, boards should promulgate a code of trustee conduct and ensure that members meet the requirements of all applicable laws and policies. The board should regularly review principles of fiduciary oversight as well as institutional bylaws and operating policies.

- The board should regularly monitor trustee and board compliance with the board’s conflict-of-interest policy to avoid the appearance or reality that members ever benefit in inappropriate ways from their service.

- Board proceedings and communications should be as accessible as applicable practices and policies permit. For state-supported institutions, this means that board and committee sessions take place in public, save for those discussions that are expressly exempt from open-meeting laws because they relate to such sensitive matters as personnel, real estate transactions, pending negotiations, and legal consultations. Although such laws typically do not apply to boards of independent institutions, such boards should conduct their business and record their deliberations as though the board was subject to comparable public scrutiny.

IN REGARD TO THE BOARD’S STRUCTURE AND TRUSTEE-SELECTION PROCESS:

- Boards of institutions that have determined that direct board membership is not suitable for faculty, students, and staff should make special efforts to assess relations and communications with those constituencies on a regular basis.

QUESTIONS FOR BOARDS TO CONSIDER:

1. How can the board best maintain an essential measure of independence in meeting its fiduciary and other responsibilities?
2. When and how should board actions and deliberations be reported to the broader campus community and other stakeholders?
3. How can the board maintain the independence and objectivity of its judgment on critical issues that face the institution, even as it provides essential support to the administration and appropriately delegates academic and operational authority?
4. How can the board avoid both apparent and actual conflicts of interest, while ensuring that highly qualified individuals are willing to serve as trustees?
5. How can the board best achieve and maintain vital consensus? How should the board manage potentially disabling disagreements and dissension?
Boards that are authorized to fill their own vacancies should regularly review their membership composition, with the goal of sustaining or expanding financial expertise or “literacy”; experience within the higher education community; racial, ethnic, gender, geographic, vocational, and other forms of diversity; and other important characteristics.

Boards that lack trustee-selection authority should seek opportunities to advise the appointing office (typically the governor) with respect to gaps or weaknesses in the experience, expertise, or diversity of the current membership.

IN REGARD TO TRUSTEESHIP PREPARATION AND PERFORMANCE OVERSIGHT:

Every board should adopt a statement that addresses the values, principles, and expectations of members. Each member of the board should affirm his or her understanding of and commitment to board and trustee responsibilities.

Each institution should require all new trustees to attend a comprehensive orientation program focused on the duties of trusteeship and the values of and challenges confronting the institution. Records of participation in and the content of such sessions should be maintained.

Boards should schedule periodic retreats at which major policy issues are discussed apart from the urgent pressures and preemptive agendas of regular business sessions.

Board education and development should be a continual process. Educational sessions should be a regular part of board meetings. Trustees should be expected to attend regional and national workshops that address current and emerging issues facing boards. Members of public boards should participate actively in available statewide trustee-education programs.

QUESTIONS FOR BOARDS TO CONSIDER:

1. How can the board most effectively attract members who have needed skills and talent?
2. How can the board most effectively achieve racial, ethnic, gender, geographic, vocational, and other forms of diversity?
3. Who within the administration or board of a public institution or system is best positioned to communicate to the appointing authority the specific needs of the board and the value of the board’s independence?
Boards should ensure that a process exists for the regular and rigorous assessment of the board’s own performance and that of individual trustees.

Boards should ask the institution’s legal counsel to provide periodic briefings on regulatory actions and court decisions that may significantly affect the institution and its governance.

Educational Quality

The board broadly defines the educational mission of the institution, determines generally the types of academic programs the institution shall offer to students, and is ultimately accountable for the quality of the learning experience. The faculty and academic administrators—not the board—shape the manner in which subjects are taught and learning experiences framed, identify who shall teach these programs, and develop approaches to assess the outcomes of student learning.

The board is the prime guarantor of academic freedom and of institutional autonomy in educational matters (see the “Statement on Institutional Governance” adopted by the AGB board in 1998). The proper exercise of this role entails several specific board responsibilities:

- Boards should inform themselves about the array of educational, research, and service programs the institution may offer, ensuring that these programs comport with the institution’s identity and mission.

- Boards should be aware of and appropriately engaged in the processes by which the institution and its various educational programs are accredited. For example, trustee involvement in the regional accrediting process is essential.

- Boards should ensure that all undergraduate students are offered a comprehensive general education to prepare them for specific careers and effective citizenship.

QUESTIONS FOR BOARDS TO CONSIDER:

1. Are the board’s bylaws and policies regularly reviewed and up to date?

2. Is a comprehensive board orientation program for new board members in place? How is the work of individual trustees and the board as a whole assessed?

3. How can board members maintain a proper balance between being fully informed and diligent in their service on the one hand and keeping the inherent ambiguities of trusteeship in perspective on the other?
Boards should determine that systematic and rigorous assessments of the quality of all educational programs are conducted periodically, and board members should receive the results of such assessments.

Presidential Search, Assessment, and Compensation

Few tasks that face a governing board are more critical than the selection of a chief executive. The process of choosing a new president entails far more than a personnel decision. Such a search also entails an opportunity to take stock of the institution and its prospects, to bring together diverse campus constituencies and achieve consensus, to prepare the institution for new and possibly quite different leadership, to create a transition structure conducive to a new president’s success, and to establish expectations by which the new president’s leadership will be assessed.

Just as the board is ultimately responsible for selecting the president, it also is responsible for determining the president’s compensation and assessing his or her performance. In conducting regular evaluations and providing feedback, the board provides the president with a meaningful gauge of leadership performance; at the same time, the board gains valuable perspectives on the institution’s progress in achieving its goals.

Regular evaluations of the chief executive also help ensure that a board fulfills its fiduciary responsibility in setting presidential compensation. Board members, especially the chair, should establish and maintain regular and candid communication with the president, apart from the standard performance assessment process. The board should offer support and guidance to the president throughout his or her tenure and at moments of transition.

QUESTIONS FOR BOARDS TO CONSIDER:

1. How can the board systematically consider information about student learning and academic quality?
2. How can the board ensure that it retains appropriate distance and avoids the temptation to micromanage or involve itself unduly in judgments about specific educational programs?
3. How can the board most effectively affirm its commitment to basic principles of academic freedom? How can it best ensure that such principles guide the institution’s relationships with faculty and students?
4. How can the board best assess the academic workforce with regard to the balance of full-time tenured, tenure-track, non-tenure-track, part-time, and adjunct faculty?
5. What should be the board’s role when educational program reduction or elimination is indicated for fiscal or other reasons? What evidence should the board acquire before approving a proposal to add or terminate a program?
IN REGARD TO PRESIDENTIAL SEARCH:

- Boards that seek a new president should form a search committee with sufficient time and commitment to sustain this arduous task. The search committee should reflect the diversity of the institution’s various constituencies, through direct membership or advisory roles.

- The search committee should begin by assessing and then articulating the current status and prospects of the institution. Based on these assessments, it then should define the characteristics, expectations, hopes, and needs for new leadership and fashion a fair, credible, and highly conscientious selection process.

- The search committee should determine how transparent its process ought to be. In the case of public institutions, the process should meet the requirements of state open-meeting and public-records laws, while seeking to protect the identity of candidates who might be deterred from pursuing the job by premature public disclosure of their candidacy.

IN REGARD TO PRESIDENTIAL ASSESSMENT AND COMPENSATION:

- The board should evaluate the president’s performance on the basis of clearly defined, mutually agreed-upon performance goals. The board should lead an annual presidential assessment process and provide feedback to the president that is both candid and constructive; it should schedule more intensive and systematic reviews of presidential performance every three to five years.

- The board should have clearly defined policies on setting presidential compensation and monitoring spending. The boards of public institutions and systems should disclose the president’s total compensation package, including all sources of compensation, upon hiring the president and each time compensation is adjusted. In private colleges and universities, determining executive compensation and benefits should be the primary task of a board compensation committee.

QUESTIONS FOR BOARDS TO CONSIDER:

1. Have the board and search committee developed a fair and legitimate process that will culminate in the hiring of the right leader at this time in the institution’s history?

2. How can the search committee and board be confident that the candidate pool is appropriately broad in terms of executive talent and representation of diverse candidates?

3. How can the board maintain suitable oversight of professional search consultants so that they do not supplant the board’s ultimate responsibility for identifying the qualities needed in the next president?
or executive committee, fully adhering to the board’s bylaws. This committee should report the general outlines of the president’s compensation package—including any compensated memberships on corporate or other boards—in executive session to the full board. Any trustee who wishes detailed information about any aspect of the president’s compensation should be fully apprised of all details. Legal authority for setting presidential compensation ultimately resides in the full board, not in a subset of its members.

The board should base a president’s compensation on explicit and justifiable benchmarks from within and outside the institution as well as on the marketplace for chief executives. The board must remain sensitive to the perceptions of stakeholders and the public.

Conclusion

There can be no assurance that governing boards, by adopting the foregoing recommendations, will be spared questions and concerns about accountability. Yet there is little doubt that a heightened commitment to accountability in each of the areas discussed here will enhance the board’s performance, the esteem the board earns within the campus community, and the degree of deference it receives from stakeholders and would-be regulators. The soundest path to sustaining institutional independence is to achieve a level of confidence and trust in the way the governing board oversees the affairs of the institution and meets its fiduciary responsibilities. The goal of this statement is to motivate boards to commit themselves to model policies and practices that warrant the public trust.

QUESTIONS FOR BOARDS TO CONSIDER:

1. How should the board work with the president to develop the criteria by which the president’s performance will be annually reviewed?
2. How widely publicized should be the criteria by which the president’s performance will be reviewed?
3. Who should be involved in the review and assessment process?
4. In setting the president’s compensation, has the board conducted itself in accordance with the institution’s bylaws, policies, and good judgment? Has it complied with applicable state and federal laws and regulations?
Appendix I

A GOVERNING BOARD’S BASIC RESPONSIBILITIES

Accountability naturally flows from the board’s basic responsibilities:

♣ Approve the mission and purpose of the institution.
♣ Recruit, appoint, support and evaluate the chief executive officer.
♣ Guard the fiscal integrity of the institution:
  • Consider and approve the institution’s budget.
  • Monitor the resources and productivity of the institution.
  • Manage the institution’s endowment (in many public institutions and systems, this responsibility is delegated to an affiliated foundation).
  • Participate in fundraising, both through personal philanthropy and advocacy.
  • Ensure that annual independent audits are conducted.
  • Meet the expectations of board accountability and transparency in the conduct of board affairs.
♣ Oversee and participate in periodic strategic planning and monitor progress on its outcomes.
♣ Be aware of educational, research, and service programs and demand evidence that the institution’s academic priorities are being met.
♣ In concert with the senior administration, engage with the institution’s major constituencies on a regular basis.
♣ Preserve institutional independence to protect the pursuit of truth, the generation of new knowledge, and intellectual inquiry so that they remain unencumbered by direct government control or special interest.
♣ Remain informed about institutional issues and the challenges confronting higher education.
♣ Serve, as necessary, as a final court of appeals on matters relating to governance and on institutional policies and practices in accordance with campus grievance procedures.
Appendix II

AGB RESOURCES

The following publications and others concerning trustee and board engagement are available at www.agb.org/store:


AGB BOARD OF DIRECTORS, 2015-2016

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Simmons College
Spelman College, life trustee

Vice Chair
Clifford M. Kendall
University System of Maryland Foundation
University of Maryland College Park Foundation
Wesley Theological Seminary

Vice Chair
David Miles
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Johnson and Wales University

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OUR MISSION

The Association of Governing Boards of Universities and Colleges strengthens and protects this country’s unique form of institutional governance through its research, services, and advocacy. AGB is committed to citizen trusteeship of American higher education. For more information, visit www.agb.org.
OPERATING PROCEDURES OF
THE UNIVERSITY OF SOUTH FLORIDA
BOARD OF TRUSTEES

ARTICLE I
ORGANIZATION

A. **Legal Status of Board of Trustees**

The University of South Florida Board of Trustees (“Board of Trustees” or “Board”) is established as a public body corporate, with all powers as provided by Florida law. The Board of Trustees acts as an instrumentality or agency of the state for purposes of sovereign immunity pursuant to Section 768.28(2), Florida Statutes.

B. **Members**

The Board of Trustees shall be composed of thirteen persons, six members appointed by the Governor of the State of Florida and five members appointed by the Board of Governors. The other two members shall be (1) the elected representative of the University of South Florida Student Advisory Council and (2) the President of the University of South Florida Faculty Council.

Board of Trustees’ members who are appointed by the Governor and Board of Governors shall be appointed for 5-year terms.

Members of the Board of Trustees and the Campus Boards shall not serve on any other non-advisory (i.e. the advisory board does not vote or take actions on university matters) Board of the University or its Direct Support Organizations during their appointed term(s). However, this limitation does not apply to the Board representatives for: the student body serving on the USF Student Advisory Council; the faculty representative serving on the USF Faculty Advisory Council; Board members serving on the USF St. Petersburg and USF Sarasota-Manatee Campus Boards pursuant to Sections 1004.33 and 1004.34 Florida Statutes; and service on Boards with which the University has an affiliation agreement.

Members of the Board of Trustees shall serve without compensation but may be reimbursed for travel and per diem expenses in accordance with state law.

C. **Officers**

The officers of the Board of Trustees are the Chair, Vice-Chair and the Corporate Secretary. The Chair and Vice-Chair shall be elected by majority vote by the Board of Trustees at appropriate times and shall each serve two-year terms to begin immediately upon election. Elected officers may serve for one additional consecutive 2-year term or until a successor is elected by majority vote, and for
each additional consecutive term beyond two terms officers may be reelected by a two-thirds vote. The University President shall serve as Corporate Secretary of the Board of Trustees.

In the event of a vacancy in the Chair and/or Vice Chair positions, an election will be held as soon as practical after the vacancy occurs to select a member of the Board, by a majority vote, to the applicable vacant position(s). The newly selected officer(s) will serve terms as specified in the above section. This may result in the Chair of the Board and Vice Chair terms of office not running concurrently.

The officers shall have the following responsibilities:

1. **Chair**

   a. The Chair of the Board may serve as Chair of the Finance Committee, serves as an ex officio voting member of all Committees of University Strategic Priorities and all Standing Committees of the Board, and appoints members thereof.

   b. The Chair of the Board presides at all meetings of the Board of Trustees, calls special meetings of the Board when necessary, serves as spokesperson for the Board, attest to actions of the Board and notify the Governor or Board of Governors in writing whenever a Board member fails to attend three consecutive regular meetings in any fiscal year, which may be grounds for removal.

   c. The Chair of the Board shall appoint at least one representative to the board of directors and the executive committee of any direct-support organization certified by the Board.

2. **Vice-Chair**

   The Vice-Chair acts as Chair during the absence or disability of the Chair of the Board and during any temporary period of vacancy before election of a new Chair of the Board pursuant to Section C, 1 above and, in that event, shall perform those duties of the Chair described in these Operating Procedures.

3. **Corporate Secretary**

   a. The University President, as Corporate Secretary, is responsible to the Board for all operations and administration of the University and sets the agenda for meetings of the Board in
consultation with the Chair. During the absence or disability of the University President, the Provost and Executive Vice President will function as Corporate Secretary. The President may designate an individual to serve as assistant corporate secretary to the Board. This individual shall perform all duties delegated by the corporate secretary.

b. Subject to the Board’s fiduciary and oversight responsibilities, the President serves as the Board’s point of official contact with the Campus Advisory Boards, faculty, staff, students and support organizations of the University. The President is at all times accountable to the Board. The President exercises such powers as are appropriate to his/her position in promoting, supporting and protecting the interests of the University and in managing and directing its affairs, including but not limited to approving all decisions impacting the organization, curriculum, budget, personnel and performance of the university, subject to the Board’s established governance processes. The President shall have the authority to execute all documents on behalf of the university and the Board consistent with law, applicable Board of Governors’ and Board of Trustees’ rules and policies, and the best interests of the university. The President may issue directives and executive orders that are not in contravention of existing Board policies. The President is responsible for all educational, financial, business and administrative functions of the University to advance its educational missions and goals, consistent with University policy, and exercises such other powers, duties and responsibilities as are delegated or established by the Board.

c. The President shall receive all Campus Advisory Board recommendations, plans, requests and budgets (collectively “Campus Advisory Board Materials”) on behalf of the Board. Campus Advisory Board Materials are non-binding and advisory on the President and Board. The President shall promptly forward to the Governance Committee any Campus Advisory Materials relating to a matter that will come before the Board for action in its original form along with the President’s recommendation to the Board to approve, revise or reject any portion or all of the Campus Advisory Board Materials. Consistent with the powers and duties delegated to the President by the Board, the President will review and consider Campus Advisory Board Materials that do not relate to a matter that will come before the Board for action.

d. The President of the University shall be a non-voting ex-officio member of the Governance committee, all Board Standing committees and Committees of Strategic Priorities, but will not be
counted as part of a quorum for the purpose of transacting business.

D. Board of Trustees

The Board of Trustees is responsible for cost-effective policy decisions, implementing and maintaining high-quality education, research and creative programs consistent with the university’s mission, measuring the University performance and providing input regarding compliance with state policy, budgeting and education standards. The Board of Trustees sets policy for the University and serves as its legal owner and final authority. As the “public body corporate” for the university, the Board holds the university’s financial, physical and human assets and operations in trust and is responsible for efficient and effective use of resources. It must ensure the performance of all duties assigned by law, rules and regulations of the Florida Board of Governors. The Board, pursuant to Section 1004.28 Florida Statutes, provides budget and audit review and oversight of university Direct Support Organizations and establishes the conditions with which they must comply in order to use property, facilities or personal services at the university. The Board may adopt rules, regulations and policies consistent with established laws and the university’s mission and strategic plan. Board members establish policy and assess the implementation of Board policies. When the Board, through majority vote at a public meeting, establishes a new rule, regulation or policy it will be promulgated as follows:

1. Rules- in accord with the requirements set forth in Ch. 120, F.S.;

2. Regulations- in accord with the provisions of the Board of Governor’s Regulation Development Procedure for State University Boards of Trustees; and

3. BOT Policies- the Corporate Secretary shall assign each BOT policy to the General Counsel office for promulgation with a distinct number that includes the year in which the policy was established (e.g. 2007-01) and posting the policy to the Office of the General Counsel web page.

The specific membership, powers and duties of the Board are authorized by Article 9, Section 7 of the Florida Constitution, and Sections 1001.71, 1001.72 and 1001.73, Florida Statutes.
ARTICLE II
MEETINGS OF THE BOARD OF TRUSTEES

A. Regular Meetings

The Board meets no fewer than four times per fiscal year, at a time and place designated by the Chair of the Board. Meetings of the Board are open to the public and all official acts are taken at public meetings. The schedule of meetings is available on the University of South Florida website at http://www.usf.edu.

B. Special Meetings

The Board may meet in special meetings, including hearings and workshops, at such times and places designated by the Chair of the Board.

C. Emergency Meetings

Emergency meetings of the Board may be called by the Chair of the Board upon such notice as is reasonable under the circumstances whenever, in the opinion of the Chair of the Board, an issue requires immediate Board action. Whenever such emergency meeting is called, the Chair of the Board will notify the Corporate Secretary. The Corporate Secretary will immediately serve either verbal or written notice upon each member of the Board, stating the date, hour and place of the meeting and the purpose for which the meeting has been called. No other business will be transacted at the meeting unless additional emergency matters are agreed to by a majority of those Board members in attendance. The minutes of each emergency meeting will reflect the manner and method by which notice of such emergency meeting was given to each member of the Board.

D. Notice of Meetings

Notice, stating the time, date, place and agenda or purpose of the meeting, of regular meetings, special meetings and committee meetings shall be posted on the USF Website, and shall be distributed through an appropriate USF list serve. Notice will be given not less than seven (7) days, if practicable, before the event and will include a statement of the general subject matter to be considered. Whenever an emergency meeting is scheduled, the Corporate Secretary will post a notice on the USF Website, and distribute same through an appropriate USF list serve as soon as practicable stating the time, date, place and agenda or purpose of the meeting.

E. Meetings by Means of Telephone Conference Calls and other Communications Media Technology

The Board may use telephone conference calls and other communications media technology to conduct Board business in the same manner as if the proceeding
were held in person. The notice of any meeting conducted by means of communication media technology will state where and how members of the public may gain access to the meeting. Such notice will be in accordance with the notice procedures set forth above.

F. **Quorum**

A majority of the members of the Board must be present to constitute a quorum for the transaction of business, unless otherwise provided in these Operating Procedures.

G. **Voting**

The decision of the majority of the Trustees in attendance and voting on an issue shall prevail, except that a majority vote of all members of the Board is required for appointing and removing the president and for approving or discontinuing academic programs. A Trustee may abstain from voting only under those circumstances prescribed by law. Voting by proxy or by mail shall not be permitted.

H. **Parliamentary Rules**

The most recent version of Roberts Rules of Order Newly Revised will be followed in conducting meetings of the Board, unless otherwise provided by the Board.

I. **Agenda**

The agenda for each meeting of the Board shall be prepared by the President or his/her designee. Every request for inclusion of an item on the agenda of a meeting shall be put in writing and filed, together with any supporting documents, with the President sufficiently far in advance of the meeting to permit a determination to be made by the President with respect to the propriety and practicability of including that item on the agenda for the meeting. The President will assemble the agenda and provide a copy of the agenda to each member of the Board at least seven (7) days prior to the meeting and will post the agenda to the USF list serve, the USF Board of Trustees website and with the University Communications Office prior to the meeting. If additional items or supporting documentation become available, a supplemental agenda may be provided at least five (5) days prior to the meeting.

Any proposal to the Board to increase tuition or fees shall be publicly noticed at least 28 days before its consideration at a board of trustees meeting. Such notice will be in accordance with the notice procedures set forth in s. 1009.24, F.S.
J. Minutes

Minutes of the meetings of the Board of Trustees shall be kept by the Corporate Secretary or designee, who shall cause them to be posted on the Board website and to other places where deemed appropriate within two weeks after each Board meeting. Minutes must include the vote history and attendance of each trustee. All lengthy reports shall be referred to in the minutes and shall be kept on file as part of the University records, but such reports need not be incorporated in the minutes except when so ordered by the Board of Trustees.

ARTICLE III
COMMITTEES

A. The Governance Committee

The Governance Committee shall have no fewer than three (3) voting members, all of whom shall be trustees. The Chair and Vice-Chair of the Board of Trustees shall be members. Additional trustees shall be appointed by the Chair to serve on the Governance committee. A majority of Governance Committee members shall constitute a quorum.

The purpose of the Governance Committee is twofold: to conserve time, it shall serve at the pleasure of the Board as the Board’s agent in assisting the President to address routine business between regular Board meetings; and it shall assist the Chair and the President in their joint responsibility to help the Board to function effectively and efficiently by suggesting board meeting agenda items and periodically assessing committee work. The Governance Committee shall have authority to act for the Board of Trustees on all matters except for the following, which shall be reserved for the full Board: appointing and removing the President; approving or discontinuing programs; board officer selection; Campus Board membership; changes in institutional mission and purposes; changes to the operating procedures; incurring of corporate indebtedness; and adoption of the annual budget. These operating procedures or other board policy may reserve other powers for the Governance Committee.

The Governance Committee shall meet as often as necessary to conduct business as the Chair and President shall determine, and it shall ensure that minutes are taken of such meetings which will be distributed to all Trustees for information at the next regular meeting of the Trustees.

B. Committees on University Strategic Priorities

The Chair of the Board may establish temporary committees on University strategic priorities as deemed necessary for the orderly conduct of the business of the Board and that relate directly to the strategic priorities of the University. Each committee shall have a written statement of purpose and primary responsibilities
as approved by the Board. The Chair of the Board shall determine the period of service of any such committee(s).

The Chair of the Board appoints the members of the committee and any non-voting faculty and community liaisons, selects a chair of the committee, and serves as an ex officio voting member (when present) of any such committees. Committees on University Strategic Priorities shall make recommendations for consideration and action by the full Board or other Board committee, as authorized by these Operating Procedures.

The chair of the committee shall perform the chair’s duties in consultation with the President and/or designee. The committees shall meet as often as the chair of the committee shall determine necessary. Minutes shall be taken and distributed to all Trustees for information at the next regular meeting of the Trustees. A majority of committee members present shall constitute a quorum for the transaction of business.

C. **Standing Committees**

Standing Committees are appointed by the Chair of the Board. The Chair of the Board appoints the members any non-voting faculty and community liaisons, selects a Chair of the Committee, and serves as an ex officio voting member (when present) of all Committees. Each standing committee shall consist of no fewer than three (3) members. Members of standing committees shall hold office until the appointment of their successors. Any vacancies on standing committees shall be filled by appointment of the Chair of the Board. Unless specifically delegated or as otherwise provided in these Operating Procedures, authority to act on all matters is reserved to the Board. The duty of each standing committee is to consider and to make recommendations to the Board upon matters referred to it. Each standing committee shall have a written statement of purpose and primary responsibilities as approved by the Board. The Chairs of all standing committees shall perform their duties in consultation with the University President and/or designee. Minutes shall be taken and distributed to all Trustees.

**ARTICLE V**

**AMENDMENT OF OPERATING PROCEDURES**

These Operating Procedures may be altered, amended or repealed by a majority vote of Board members at a regular meeting, when notice of the proposed amendment or repeal is provided in the meeting notice.
ARTICLE VI
APPEARANCES BEFORE THE BOARD

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

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

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

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

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

ARTICLE IV
REGIONAL CAMPUS ADVISORY BOARDS

The Chair of the Board shall appoint members to the Regional Campus Advisory Boards for USF St. Petersburg and USF Sarasota-Manatee based on the recommendations of the USF President. Members shall be appointed for 4-year terms. Campus Board members serve at the will of the Board and may be removed by the Board for nonfulfillment of Campus Board duties, other than the Chair of the Campus Board. Members may be reappointed as described herein, at the discretion of the Board, for additional terms not to exceed eight (8) years of service.

In addition, a member of the USF Board of Trustees shall serve as provided below.

A. **USF St. Petersburg** -- If a resident of Pinellas County is appointed to the Board of Trustees of the University, the Chair of the Board shall appoint that member to serve jointly as a member of the Campus Board. If more than one Pinellas County resident is appointed to the Board of Trustees, the Chair of the Board shall select one joint member.
B. **USF Sarasota-Manatee** -- If a resident of Sarasota-Manatee Counties is appointed to the Board of Trustees of the University, the Chair of the Board shall appoint that member to serve jointly as a member of the Campus Board. If more than one Sarasota-Manatee County resident is appointed to the Board of Trustees, the Chair of the Board shall select one joint member.

C. **Campus Board Chair** -- The Board of Trustees member appointed to the Campus Board shall chair their respective Campus Board Chair, unless otherwise approved by the Board of Trustees Chair.

D. **Authority** -- As provided by applicable state law or regulation and subject to these Operating Procedures, the Regional Campus Boards shall have the authority to:

1. Review and approve an annual campus legislative budget request, operating plan and budget, which will be submitted to the Board of Trustees.

2. The Campus Board will exercise other such powers as are lawfully delegated by the University Board of Trustees to provide for the efficient operation and improvement of the campus.

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**ARTICLE VII**

**CODE OF ETHICS**

Trustees are Public Officers of the State of Florida who are invested with the public trust and appointed as fiduciaries of the University. Trustees will exercise their powers and duties in the best interests of the University and avoid actions or situations that result in or create the appearance of using their positions with the University for private gain, unwarranted preferential treatment to themselves or any outside individual or organization, or that calls into question a Trustee’s independence and impartiality, or adversely affects the University’s reputation.

At the same time, Trustees have a range of professional and personal associations and interests with individuals and other entities. These associations and interests routinely benefit the University and enhance the effectiveness of the Board. However, Trustees should also avoid situations where external associations or interests could compromise, or reasonably appear to compromise, the University’s academic values or business decisions, including but not limited to admissions and employment matters.

Accordingly, it is the policy of the Board that all Trustees will act in a manner consistent with their fiduciary responsibilities to the University and avoid circumstances in which their external financial or other ties could present an actual, perceived or potential conflict of interest.
1. **Presumed Conflict of Interest**

No policy statement can address every conceivable situation that might entail a conflict of interest. However, the following are presumed to create a conflict of interest:

a. the Trustee’s financial interests or other opportunities for personal benefit may compromise, or reasonably appear to compromise, the Trustee’s independence of judgment in fulfilling his/her Board duties; or

b. the Trustee or a member of his or her family, has an existing or potential financial interest or other opportunities for personal benefit relative to a university matter or initiative.

2. **Conflict of Interest Disclosure**

If a Trustee believes that he/she may have a conflict of interest, the Trustee shall fully and promptly disclose the conflict to the Secretary, Assistant Corporate Secretary or the General Counsel.

The Corporate Secretary, Assistant Corporate Secretary or the General Counsel shall inform the Chair of the Board of all conflict of interest matters disclosed by a Trustee. If it is determined that a conflict of interest exists, the Chair of the Board, Corporate Secretary or Assistant Corporate Secretary, and the General Counsel shall work with the affected Trustee to address the conflict.

In addition, all Trustees shall annually list on the Conflict of Interest Disclosure Form the following relationships.

a. Relationships that they or members of their family maintain with organizations that do business with the University; or

b. Relationships and external interests that could be construed to affect their independent, unbiased judgment in light of their decision-making authority and responsibility. If a Trustee is uncertain as to whether to list a particular relationship, the General Counsel must be consulted.

Information shared or gathered as a result of such consultations (including information provided on the disclosure form) shall not be released except: in accordance with applicable public records laws; or when the institution’s best interests would be served by disclosure, or as required by court order. Any such required disclosure will be made only after informing the affected Trustee.

3. **Voting**

Trustees are required to disclose all potential conflicts of interests as described above, but Trustees are still required to vote on all matters before the Board unless
an actual conflict of interest as prescribed by law exists. In actual conflict of interest situations, Trustees are not permitted to vote. In situations that involve the appearance or potential of a conflict of interest and a Trustee is present and required to vote, the appearance or potential of the conflict of interest will be disclosed publicly at the Board meeting in which the affected matter is being considered.

4. Public Officers

In addition to the foregoing, members of the Board of Trustees shall be guided by the provisions set forth in Florida law for the conduct of public officers.

5. Regional Campus Board Members

This Code of Ethics applies equally to Trustees and Regional Campus Board Members. Disclosures from Regional Campus Board Members should be made to the Regional Chancellor and the General Counsel, who will notify the Chair of the Board and Corporate Secretary in the event of an actual conflict.

6. Definitions

The terms used in this Article should be interpreted and defined as provided in Chapter 112, Part III, Florida Statutes: Code of Ethics for Public Officers and Employees.

ARTICLE VIII
MISCELLANEOUS PROVISIONS

A. Indemnification

The University of South Florida (University) shall indemnify, defend, and hold harmless each Trustee of and from any and all claims, demands, civil or criminal actions, rights, defenses, counterclaims, proceedings, administrative actions, agreements, contracts, covenants, accounts, offsets, attorneys' fees, costs, damages, liabilities, losses, expenses, suits, debts, judgments, awards, duties or obligations, of any nature whatsoever, at law or in equity (collectively referred to as "Claims"), that arise from or relate in any way to his or her position on the Board of Trustees, or any act undertaken or omitted in connection with his or her service as a Trustee.

B. Fiscal Year

The fiscal year of the Board shall commence on July 1 of each year and end on June 30.
C. **Sunshine Laws**

Public access to Board records will be governed by the provisions of the Public Records Law, Chapter 119, F.S. Board meetings shall be governed by the provisions of the Open Meetings Law, Chapter 286, F.S.

D. **Corporate Seal**

The corporation shall have a seal on which shall be inscribed “The University of South Florida Board of Trustees”.

Approved 9/21/01; Amended 03/21/02; Amended 01/21/03; Amended 06/12/08; Amended 06/14/12; Amended, 12/5/13; Amended 06/03/16; Amended 09/01/16; Amended 12/03/19
University of South Florida
Board of Trustees

Guidelines Regarding Open Meetings Compliance

Office of General Counsel
Florida “Open Government” Laws

- Florida Statutes, Chapter 286, the “Open Meetings Law,” often referred to as the “Sunshine Law” protects the public from “closed door” decision making and provides a right of access to governmental meetings.

- Florida Statutes, Chapter 119, the “Public Records Law,” creates a right of access to records made or received in connection with official business of a public body.
The Sunshine Law

• Florida Statute Chapter 286 applies to all meetings of “any board or commission of any state agency or authority” - including University search committees

• 3 Main Requirements:
  – 1. All meetings of the board must be open meetings
  – 2. Reasonable notice of meetings must be given
  – 3. Minutes of meetings must be kept
BOT Meetings: Open

• Must be open to the public to attend
• Include any discussions or deliberations, formal or casual, between two or more board members about a matter on which the Board might foreseeably take action
• Include workshops, telephone conversations, e-mail communications, off-campus conversations (even if at a social function or event when business is discussed)
BOT Meetings: Notice

• Reasonable notice of meetings required
• Reasonable notice is ample notice given to the public and press which reasonably and timely conveys all information necessary to enable them to choose to attend:
  • “Reasonable” depends upon situation’s circumstances
  • Meeting may not be held at facility/location inaccessible to public or which discriminates regarding admission/accessibility
BOT Meetings: Minutes

- Minutes must be recorded and open to public inspection
- Minutes need not be verbatim--but rather brief summary of meeting’s events
- Sound recordings may be used in addition to written minutes, but if used, must be retained – sound recordings are not a standard university practice
BOT Meetings: Voting

• If there is a vote in a public meeting:
  – Votes must be publicly taken
  – No secret ballots
  – Roll call vote is **not** required
  – All members must vote (unless they have a conflict of interest which has been disclosed) and the minutes must so reflect by recording of the vote *or* counting a vote for each member
BOT Meetings: General

• Sunshine Law is broadly construed – exemptions narrowly construed
• No use of evasive devices
  • Circulation of written reports
  • Single staff member reporting to each member what the other members think re: an issue, including information relayed to administrative staff
Penalties for Noncompliance

• Second degree misdemeanor to knowingly violate Sunshine Law
• Removal from position
• Fine of up to $500
• Reasonable attorneys’ fees
• Declaratory and injunctive relief
• Action taken at meeting invalid
Public Records Law

Florida Statutes Chapter 119 defines Public Records as:

• All documents, papers, letters, maps, books, tapes, photographs, films, sound recordings, data processing software, or other material
• Regardless of physical form or means of transmission
• Made or received pursuant to law in connection with transaction of official business by the agency
• Not applicable to truly personal records (e.g. hand written diary notes not communicated to others)
Public Records Law: Highlights

• Public records law applies to all USF records unless a specific exemption applies
• Applies to all types of records including letters, notes and e-mails
• The law is broadly construed and its exemptions narrowly construed
• Requests can be:
  • Verbal or written
  • Made by any person
• USF has a “reasonable” time to respond
• USF can charge the cost of retrieving records to the requestor that requires the extensive use of IT resources or USF labor
Public Records Law: Exemptions

• USF records which are exempt from public disclosure generally include:
  • Social Security numbers
  • Medical information
  • Personnel information prior to 7/1/95
  • Academic evaluation of job performance
  • Disciplinary records while discipline is in process
  • Student records under FERPA
Public Records Law: What is Not Required

- Does not require the creation of records or provision of records in the format requested
- Does not require turning records over on the spot to a requestor
- Does not require verbal explanation of records
Tips for the BOT

• Consider asking a reliable staff member to properly respond to correspondence, arrange meeting logistics, help respond to public records requests, and keep a copy of official board records on file, etc.
Summary

• The Sunshine Law applies to all meetings of the USF Board of Trustees

• The Public Records Law applies to the records maintained by the USF Board of Trustees
Questions?

Please Contact:
The Office of the General Counsel
CGS 301
(813) 974-2131
Student Success

St. Petersburg campus

Dr. Patti Helton, Regional Vice Chancellor and Associate Vice President for Health & Wellness
Student Success

OUR VISION
Student Success will provide every student with transformational learning opportunities that encourage student-centered success.

OUR MISSION
Student Success creates and facilitates dynamic experiences that inspire personal growth, inclusive community and life-long learning.

OUR CORE VALUES
We share the USF core values of Student-Centered Success; Research and Innovation; Inclusion of Difference; Commitment to Community; and Care for the Natural Environment. The values inform the way we approach our work with students. As colleagues we expect to lead collaboratively towards the end of ensuring student success.
Departments & Services

OUR UNITS AND DEPARTMENTS

Dean of Students – Harborside Activities, Housing and Residence Life, Leadership & Organizations, Multicultural Affairs, Student Conduct, Student Government, Student Life & Engagement, Student Outreach & Success, Veteran Success and Title IX

Enrollment, Planning & Management – Admissions, Career Services, Career Readiness, Employer Relations and Internships, COMPASS Student Experience: PATHe, Student Success Advocacy, FUSE, Parent and Family Outreach and Transfer Student Success, Financial Aid & Scholarships, Orientation, Registration and Records

Wellness Center and Student Accessibility Services – Counseling Services, Student Health Services, Health Education, Victims Advocacy and Accessibility Services

Campus Recreation – Fitness, Intramural and Club Sports, Aquatics and Outdoor Adventures

Resource Management – Business and Finance, HR functions, University Student Center
2020-2021 Highlights and New Initiatives

1. Commitment of the Student Success Team
2. USF Pearls: Serving Foster Students
3. Race & Social Justice and Multicultural Organizational Development
4. Focus on Persistence to Graduation
5. Food Pantry
6. Osprey Hall and The Nest
Questions?
Enrollment, Planning & Management Units

Dotted Line:
- Admissions: St. Pete-based Recruiting and Residency Teams
- Financial Aid & Scholarships; Financial Education
- Registrar’s Office

Direct Supervision:
- Career Services: Career Readiness, Employer Relations and Internships
- COMPASS Student Experience: PATHe, Student Success Advocacy, Parent and Family Outreach and Transfer Student Success,
- Orientation and Campus Visitation (Events and Tours)
- Student Access and Support Services
Major Areas of Focus for EPM:

• Yield:
  • Increasing the number of Underrepresented Students who enroll
  • Overall Yield on Admission Offers for FTIC and Transfers
  • Generating community awareness of access opportunities

• Persistence and Graduation Rates
  • Care Management
  • Data Monitoring
The Enrollment Funnel

Our Population:
- FTIC – First Time in College (Freshmen)
- Transfer

The Terms:
- Applied
- Admitted/Accepted
- Denied
- Deposited
- Registered for Orientation
- Enrolled

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<td>Summer</td>
<td>Up 3%</td>
<td>Up 19%</td>
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<td>Fall</td>
<td>Up 71%</td>
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<td>Summer</td>
<td>Up 10%</td>
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<td>Fall</td>
<td>Up 12%</td>
<td>Up 34%</td>
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Unofficial Data for internal purposes; pulled 3/30/21; Banner SIS via campus PowerBI report
Campus Tours in the Covid Era
Yield in a Virtual Environment

Parents and Family Members:
Join us for Cup of Know
Coffee with the Regional Chancellor

What do you want to know about life at the USF St. Petersburg campus? Grab a hot cup of joe and join me for a fun and informative chat. Even in the virtual world one of my favorite things to do is to talk to USF families. I can't wait to "see" you!
Access Initiatives

• Diversity Recruitment and Yield Campaigns
• Call Me MISTER
• Pathways Promotion for FTIC and Transfer Entry
• Community Engagement
• Helios Grant - USF/BLN
• Others (GAPP and PATHe)
USF/PCS Partnerships
Guaranteed Admission Pathway Program

Pinellas County partner schools:

Boca Ciega High School
Hollins High School
Lakewood High School
Gibbs High School - NEW
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<th><strong>175</strong></th>
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<td>Visits to Pinellas Schools</td>
<td>Volunteer hours at Boca Ciega, Gibbs, Clearwater and Largo High Schools</td>
<td>Individuals reached by participating in 250 events</td>
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<td>Developed the inaugural PATHe Orientation</td>
<td>Established connections with every Pinellas County Public High School</td>
<td>18 Community events supported by PATHe tabling or presentations</td>
</tr>
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</table>
Questions?
DIVERSITY & INCLUSION ACTION PLAN

2018-2021
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03. The University Mission, Vision & Values

05. Statement from the Chief Diversity Officer

06. Diversity & Inclusion Action Plan Committee

07. Goals and Strategies

14. Glossary of Terms

APPROVED BY THE USFSP CAMPUS BOARD ON FEBRUARY 1, 2018
Statement from the Interim Regional Chancellor

Dear USFSP Community,

We are very pleased to present you with USF St. Petersburg’s first comprehensive diversity and inclusion action plan. An incredible team of people worked long, hard hours to bring to you what you will find within these pages. Multiple opportunities for input were afforded to the entire campus community, and you can hear those voices within the strategic goals and key initiatives of the plan.

As you may know, USF St. Petersburg reflects the values and priorities of the city and region where we live, work and serve, and from where the vast majority of our students are drawn. We respect differences. We honor diversity and the richness it brings to the campus and to the city of St. Petersburg.

As it states in the plan, we seek divergent voices and tell untold stories here. We actively recruit individuals who bring both domestic and global diversity to our campus and community. We invite challenging and difficult dialogues and help our students understand how to respond to those dialogues and better appreciate different world views. That is still the core of what higher education is about.

Thank you for taking time to read this plan. We welcome your thoughts, your participation and your support!

Martin Tadlock,
Interim Regional Chancellor
Mission, Vision & Values
from USFSP Vision Strategic Plan 20/20

MISSION STATEMENT
Inspire scholars to lead lives of impact.

VISION STATEMENT
USF St. Petersburg will shine. USF St. Petersburg faculty and administrators will work shoulder-to-shoulder with students and community partners to build a better world. We will challenge ourselves to excel in research, teaching and service.

CORE VALUES

Student-Centered Success
We provide a personalized experience for every student. We will grow by design to sustain academic programs that prepare our graduate and undergraduate students for work and life while retaining our intimate learning environment.

Research and Innovation
Our faculty members conduct nationally and internationally significant research and scholarship. Faculty members convert individual and collaborative efforts into new knowledge to improve lives far beyond our campus and community.

Inclusion of Differences
We seek divergent voices and tell untold stories. We actively recruit students, faculty, staff and administrators who bring global and domestic diversity to campus, with emphasis on representing our evolving regional demographics. We notice where conceptual differences synthesize, complement — or clash. In classes, in meetings and in public forums, we invite difficult dialogue to enable everyone to better understand different world-views. We strive to create synergy.

Commitment to Community
USF St. Petersburg connects seamlessly to St. Petersburg and the surrounding region. Our students enroll in the city as well as USFSP, bringing to the city the exuberance that only a residential campus culture can provide. Our community-based partners and mentors multiply opportunities for students and challenge faculty and administrators to recognize new areas for innovation and exploration. Together we shine.

Care for Natural Environment
We celebrate our organic connection to the waterfront and cityscape. Through study and service, we serve as stewards for the plants, animals and systems that sustain us. We take seriously our commitment to become carbon neutral.
Statement from the Chief Diversity Officer

“We strive to create synergy” is the last statement of USFSP’s Core Value of Inclusion of Differences. Through the creation of this Diversity & Inclusion Action Plan, we do indeed create synergy between and amongst each member of our community. We, in turn, seek to collaborate with our stakeholders for the advancement of diversity and inclusion.

USFSP is about to embark upon a great and transformative period of its young history. I am both honored and humbled to be in this place at this time, and to have the opportunity to lead the planning for this important inaugural document. The process resulting in this final product has been the most rewarding part of all.

The Diversity and Inclusion Planning committee is one of the most talented, forward thinking, conscientious and dedicated groups of people that I have ever been associated with in my professional career. These campus leaders clearly represent the vision of transforming USFSP into a university of national prominence for inclusive excellence. They understand that by maximizing the University’s strength and resources through the creation of many diversity mini-work groups, all of us at USFSP will benefit from the individual, collective and institutional contributions of every level of the university, thereby creating an environment that is inclusive, welcoming and highly productive.

At USFSP, we aim to create inclusive excellence! We create synergy!

Cecil Howard
Chief Diversity Officer
Diversity & Inclusion Action Plan Committee

Denelta Adderly-Henry, Associate Director, Human Resources

Maria Caban-Garcia, Professor, Kate Tiedemann College of Business

Goliath Davis, Senior Advisor, Community Affairs

Kemesha Gabbidon, Post-Doctoral Research Fellow, College of Arts & Sciences

Javier Gonzalez, Coordinator, Multicultural Affairs

Olivia Hodges, Associate Dean, College of Education

Cecil Howard, Chief Diversity Officer

Penethia Mack, Academic Advisor, Kate Tiedemann College of Business

Michelle Madden, Director, Institutional Effectiveness & Assessment

Jill McCracken, Assistant Professor, College of Arts & Sciences

Robert “Barry” McDowell, Student Disability Services Coordinator, Student Disability Services

James McHale, Professor, College of Arts & Sciences, Director of Family Study Center

Deanna Michael, Professor, College of Education

LaSonya Moore, Assistant Professor, College of Education

Patricia Pettijohn, Associate Librarian and Head of Collection Development & Technical Services

Amari Ross, Student & Compass Peer Coach

Anita Sahgal-Patel, Director, University Wellness Center

Marketa Teal, Recruiter, Graduate Admissions

Allyson L. Watson, Dean, College of Education

Milton White, Assistant Director, Military & Veterans Success Center

Nisuka Williams, Student & Ranking Justice, Student Government
STRATEGIC GOAL #1
Clearly define, publicize and implement the University’s commitment to diversity and inclusion.

KEY INITIATIVE #1
Ensure commitment to diversity at the highest level of the institution through approval of this Diversity Plan via a resolution of the USFSP Campus Board.

CHAMPION(S): Regional Chancellor
TIME PERIOD: 2017-2018 and beyond
MEASURE: Adopt resolution at upcoming Campus Board Meeting

KEY INITIATIVE #2
Establish sustainable funding for diversity and inclusion initiatives, including but not limited to staffing, programs, grants, research, scholarships, and awards.

CHAMPION(S): Regional Chancellor, University Cabinet and Student Government
TIME PERIOD: Annually, beginning 2018-2019
MEASURE: Establish funding procedure and formula for implementation by August 1, 2018

KEY INITIATIVE #3
Institute diversity advancement as a standing agenda item for all units and sub-units headed by members of the leadership team.

CHAMPION(S): Regional Chancellor
TIME PERIOD: Annually, beginning 2018-2019
MEASURE: Seek 100% compliance by May 2019

KEY INITIATIVE #4
All units continue to complete and file annually, a report of all diversity-related activities.

CHAMPION(S): University Cabinet
TIME PERIOD: Beginning 2018-2019, and continuing
MEASURE: Seek 100% compliance by May 2019

KEY INITIATIVE #5
Devise a comprehensive plan to enhance diversity and multicultural prominence in all university communications, including websites, publications and social media platforms.

CHAMPION(S): Chief Diversity Officer and Director of Communications
TIME PERIOD: Beginning 2018-2019, and continuing
MEASURE: Complete Plan by May 31, 2018, and initiate implementation beginning August 2018 and continuing

KEY INITIATIVE #6
Establish and publish a comprehensive Diversity Calendar of events, celebrations, historic dates, trainings and holidays.

CHAMPION(S): Chief Diversity Officer in accordance with Director of Communications
TIME PERIOD: August 2018 and beyond
MEASURE: Include in Master Calendar

KEY INITIATIVE #7
Review campus facilities, policies and procedures to ensure campus facilities are accessible, safe and accommodating to all persons.

CHAMPION(S): Chief Diversity Officer, Facilities, RVC/Administrative & Financial Services, Student Disabilities Services
TIME PERIOD: Beginning 2018-2019, and continuing
MEASURE: Completed once per academic year

KEY INITIATIVE #8
Conduct an annual Diversity Assessment to monitor progress toward creating an inclusive environment, publicizing all data and findings and comparing results to baseline data to make additional recommendations.

CHAMPION(S): Chief Diversity Officer, RVC/Enrollment Management
TIME PERIOD: Beginning 2018-2019, and continuing
MEASURE: June 30th of every year
KEY INITIATIVE #9
Seek opportunities to collaborate within the USF System, and with other institutions and community partners.

CHAMPION(S): Regional Chancellor, Chief Diversity Officer, RVC/Academic Affairs, RVC/Student Affairs

TIME PERIOD: Beginning 2018-2019, and continuing

MEASURE: Submit report indicating success by June 30th of each year

KEY INITIATIVE #10
Provide incentives to individuals and/or departments for developing best practices and innovative models for increasing diversity and inclusion.

CHAMPION(S): Chief Diversity Officer, Human Resources, RVC/Academic Affairs, RVC/Student Affairs

TIME PERIOD: Beginning 2018-2019, and continuing

MEASURE: Create plan by August 1, 2018, and implement during 2018-2019 academic year

KEY INITIATIVE #11
Establish an awards program committee to plan an annual event to celebrate the exceptional and exemplary work of members of the USFSP community who have advanced the values of diversity, inclusion, and equity across the university, and among the greater St. Petersburg community.

CHAMPION(S): Chief Diversity Officer, Human Resources, RVC/Academic Affairs, RVC/Student Affairs

TIME PERIOD: Beginning 2018-2019, and continuing

MEASURE: Create plan by August 1, 2018, and implement during 2018-2019 academic year

STRATEGIC GOAL #2
Develop annual reports summarizing progress in both internal processes and key outcomes toward advancing diversity and inclusion goals.

KEY INITIATIVE #1
Identify key outcome performance indicators to develop and implement a set of qualitative and quantitative performance evaluation tools appropriate to the units responsible for reporting on each key indicator or set of indicators.

CHAMPION(S): Chief Diversity Officer, and Chancellor’s Advisory Diversity and Inclusion Committee

TIME PERIOD: 2018-2019

MEASURE: Complete before May 31, 2019

KEY INITIATIVE #2
Assess baseline performance on key indicators.

CHAMPION(S): Chief Diversity Officer, and Chancellor’s Advisory Diversity and Inclusion Committee

TIME PERIOD: 2018-2019

MEASURE: Complete before May 31, 2019

KEY INITIATIVE #3
Establish and institutionalize means of documenting annual progress toward strengthening performance on key indicators.

CHAMPION(S): Chief Diversity Officer, and Chancellor’s Advisory Diversity and Inclusion Committee

TIME PERIOD: 2018-2019

MEASURE: Complete before May 31, 2019

KEY INITIATIVE #4
Select key indicators to be shared in external published annual reports and a mechanism for communicating publicly about annual achievement in advancing diversity and inclusion aims.

CHAMPION(S): Chief Diversity Officer, and Chancellor’s Advisory Diversity and Inclusion Committee

TIME PERIOD: 2018-2019

MEASURE: Complete before May 31, 2019
KEY INITIATIVE #5
Establish a separate internal mechanism for collating and summarizing annual unit reports of accomplishments relevant to diversity and inclusion related activities, with these data formally reviewed by the CDO and by CADIC at the end of each academic year.

CHAMPION(S): Chief Diversity Officer, and Chancellor’s Advisory Diversity and Inclusion Committee

TIME PERIOD: 2018-2019

MEASURE: Complete before May 31, 2019

KEY INITIATIVE #6
Establish means and tradition of reporting unit process data as well as institutional outcome data to Chancellor for review at the end of each academic year.

CHAMPION(S): Chief Diversity Officer, and Chancellor’s Advisory Diversity and Inclusion Committee

TIME PERIOD: 2018-2019

MEASURE: Complete before May 31, 2019

KEY INITIATIVE #7
Establish means of summarizing and communicating key diversity and inclusion related outcome findings to Campus Board for input prior to the start of each new academic year, together with any clearly-articulated plans to enhance accomplishments in any areas that underperformed in the prior academic year.

CHAMPION(S): Chief Diversity Officer, and Chancellor’s Advisory Diversity and Inclusion Committee

TIME PERIOD: 2018-2019

MEASURE: Complete before May 31, 2019

STRATEGIC GOAL #3
Create a welcoming environment for all individuals regardless of race, gender identity, age, types of ability, sex, sexual orientation, faith, nationality, ethnicity, socio-economic background, job role and function, culture, viewpoints, and familial status.

KEY INITIATIVE #1
Create and enhance University-wide approaches to engage students in opportunities to learn about cultural differences, and that prepares them to become contributing members to diverse work environments.

CHAMPION(S): RVC/Academic Affairs and RVC/Student Affairs

TIME PERIOD: 2019-2020

MEASURE: Create Plan by August 1st of each year beginning August 1, 2019, specifying University’s plan for year.

KEY INITIATIVE #2
Strengthen teaching practices that embrace teachable moments about cultural differences and inclusion in the classroom by inviting university-wide faculty dialogue and advice from the Center for Innovative Teaching and Learning (CITL) and expert resources outside of the University.

CHAMPION(S): Chief Diversity Officer and RVC/Academic Affairs

TIME PERIOD: 2018-2019

MEASURE: Schedule four faculty forums during 2018-2019 academic year, for implementation in 2019-2020

KEY INITIATIVE #3
Develop and include a required component during Orientation on “Discovering Diversity at USFSP” for all students.

CHAMPION(S): Chief Diversity Officer, RVC/Academic Affairs, RVC/Student Affairs, and RVC/Enrollment Management

TIME PERIOD: 2018-2019

MEASURE: Develop tool by December 31, 2018 to begin implementation in January 2019
KEY INITIATIVE #4
Establish recurring opportunities for open forums on diversity for students, faculty and staff.
CHAMPION(S): Chief Diversity Officer and the Community Response Team, CRT
TIME PERIOD: Ongoing
MEASURE: Continue affording campus opportunities for open forums on diversity for students, faculty and staff.

KEY INITIATIVE #5
Create an awareness of groups focused on their respective identities and relevant issues.
CHAMPION(S): Chief Diversity Officer, RVC/Academic Affairs, and RVC/Student Affairs Communications Officer
TIME PERIOD: 2018-2019 monthly
MEASURE: Highlight specific groups in print and social media each month during Fall and Spring Semesters, beginning Fall 2018

STRATEGIC GOAL #4
Recruit, retain and promote more women and individuals from underrepresented backgrounds in faculty, staff, and administrator level positions.

KEY INITIATIVE #1
Continue to conduct aggressive national searches for faculty, senior staff, and administrator positions by advertising openings in targeted women and minority online recruitment websites, professional conferences, and local newspapers, and by encouraging university’s faculty and staff to identify strong women and minority candidates.
CHAMPION(S): Human Resources
TIME PERIOD: Ongoing
MEASURE: Program of enhanced advertisement and targeted efforts has been created.

KEY INITIATIVE #2
Before finalizing job specifications and advertisement for faculty, senior staff, and administrator positions, review qualification requirements with Chief Diversity Officer to eliminate unnecessarily restrictive qualifiers.
CHAMPION(S): Chief Diversity Officer and Human Resources
TIME PERIOD: 2018-2019
MEASURE: Chief Diversity Officer to implement regular review process by July 1, 2018

KEY INITIATIVE #3
Refine various search guidelines to help achieve consistency in the recruitment of faculty, staff and administrators.
CHAMPION(S): Chief Diversity Officer, Human Resources, RVC/Academic Affairs and RVC/Student Affairs
TIME PERIOD: 2017-2018
MEASURE: Complete document by June 30, 2018 and begin implementation in August 2018

KEY INITIATIVE #4
Amend search process procedures to include domestic and gender diversity on search committees for faculty, senior staff, and administrator positions in order to provide a variety of perspectives.
CHAMPION(S): Chief Diversity Officer, Human Resources
TIME PERIOD: 2017-2018
MEASURE: Complete document by June 30, 2018 and begin implementation in August 2018

KEY INITIATIVE #5
Provide training opportunity for search committee members regarding search procedures and hiring practices.
CHAMPION(S): Chief Diversity Officer, Human Resources
TIME PERIOD: 2018-2019 and continuing
MEASURE: Beginning August 2018, all search team members must undergo training before serving on search team.
KEY INITIATIVE #6
Create focus groups of hiring managers to explore helpful methods to support them in conducting robust recruitment efforts.

CHAMPION(S): Chief Diversity Officer and Human Resources

TIME PERIOD: 2018-2019 and continuing

MEASURE: Conduct at least one focus group per semester

KEY INITIATIVE #7
Develop and implement professional development for individuals transitioning into supervisory roles.

CHAMPION(S): Chief Diversity Officer and Human Resources

TIME PERIOD: 2018-2019

MEASURE: Complete Plan by December 31, 2018 and begin implementation in July 2019

KEY INITIATIVE #8
Establish process where deans and academic department chairs are accountable for increasing the representation of women and minority faculty by factoring in annual evaluations, among many other considerations, the record of barrier removal and outreach efforts in their areas, as well as concrete steps taken to make progress against goals in disciplines where under-utilization exists.

CHAMPION(S): Chief Diversity Officer and RVC/Academic Affairs

TIME PERIOD: 2018-2019

MEASURE: Complete process by May 31, 2019 to become effective during 2019-2020 academic year

KEY INITIATIVE #9
Strategically enhance the Minority Postdoctoral Fellowship Program.

CHAMPION(S): Chief Diversity Officer, RVC/Academic Affairs and RVC/Administrative & Financial Services

TIME PERIOD: Currently ongoing

MEASURE: Initiate a 2-person cohort every two years

KEY INITIATIVE #10
Review promotional processes for faculty and staff to ensure that adequate clarity regarding expectations, performance and career upward mobility has been provided.

CHAMPION(S): Chief Diversity Officer and Human Resources

TIME PERIOD: 2018-2019

MEASURE: Produce document explaining promotional processes by December 31, 2018

KEY INITIATIVE #11
Support the development of and participation in faculty and staff affinity groups

CHAMPION(S): Chief Diversity Officer, Human Resources, and RVC/Academic Affairs

TIME PERIOD: 2018-2019

MEASURE: Continue meeting with departments to promote idea and implement by January 2019

KEY INITIATIVE #12
Establish a mentoring program that will match new faculty and staff with mentors to assist in developing goals and a road map for career development.

CHAMPION(S): Chief Diversity Officer, and RVC/Academic Affairs

TIME PERIOD: 2018-2019

MEASURE: Create program by January 2019

KEY INITIATIVE #13
Develop a leadership enrichment program to help newly appointed/promoted managers and existing leaders effectively lead a diverse workforce.

CHAMPION(S): Chief Diversity Officer and Human Resources

TIME PERIOD: 2018-2019

MEASURE: Create program by January 2019
KEY INITIATIVE #14
Develop training for department chairs to create an atmosphere for faculty development, how to effectively mentor junior and tenure-track faculty, and how to work with faculty to develop and strengthen programs.

CHAMPION(S): Chief Diversity Officer, Human Resources and RVC/Academic Affairs

TIME PERIOD: 2018-2019

MEASURE: Create program by January 2019

STRATEGIC GOAL #5
Recruit, retain, develop and graduate more diverse undergraduate and graduate students to support equitable representation.

KEY INITIATIVE #1
Expand existing efforts to recruit a racially diverse student population and increase programmatic support for first generation and other diverse student population backgrounds.

CHAMPION(S): RVC/Enrollment Management, RVC/Academic Affairs

TIME PERIOD: 2018-2019 and continuing

MEASURE: Annual improvement toward mirroring State University System student population demographics for racially diverse students within three (3) years

KEY INITIATIVE #2
Provide both University funding and supportive infrastructure to build a multicultural Emerging Scholars Program introducing racially diverse students to USFSP.

CHAMPION(S): RVC/Enrollment Management, RVC/ Administrative & Financial Services, RVC/Academic Affairs and RVC/Student Affairs

TIME PERIOD: 2018-2019 and continuing

MEASURE: Annual improvement toward mirroring State University System student population demographics for racially diverse students during next three (3) years

KEY INITIATIVE #3
Recognize students’ need for a sense of belonging and well-being, and systematically tie all retention efforts together (e.g., tutoring, affinity groups, mentoring opportunities, relevant community internship opportunities, relevant career forums with distinguished minority alumni, etc.).

CHAMPION(S): RVC/Academic Affairs and RVC/Student Affairs

TIME PERIOD: Ongoing

MEASURE: Comprehensive retention plan currently in effect

KEY INITIATIVE #4
Allocate University funding and supportive infrastructure to support a tutoring and mentoring program for under-served and under-represented student groups at USFSP.

CHAMPION(S): RVC/Enrollment Management, RVC/ Administrative & Financial Services, RVC/Academic Affairs and RVC/Student Affairs

TIME PERIOD: 2018-2019 and ongoing

MEASURE: Initiate program during 2018-2019 academic year

KEY INITIATIVE #5
Maintain and monitor efforts of university-wide Strategic Enrollment Management (SEM) team, comprised of faculty, staff and students, to develop and publicize a retention plan for the University.

CHAMPION(S): RVC/Enrollment Management, RVC/ Administrative & Financial Services, RVC/Academic Affairs, and RVC/Student Affairs

TIME PERIOD: Ongoing

MEASURE: Receive and publicize retention plan and updates annually, beginning 2018-2019 academic year

KEY INITIATIVE #6
Encourage faculty engagement in supporting retention efforts.

CHAMPION(S): RVC/Academic Affairs

TIME PERIOD: 2018-2019, and ongoing

MEASURE: Conduct a student retention workshop/program each semester beginning Fall 2018
KEY INITIATIVE #7
Expand partnerships with organizations that promote opportunities for historically under-represented student groups.
CHAMPION(S): Regional Chancellor and University Advancement
TIME PERIOD: 2018-2019 and ongoing
MEASURE: Add at least one new partnership each year over the next three years

KEY INITIATIVE #2
Further the practice that “no one deserves to be discriminated against” by ensuring that all academic departments and committees facilitate inclusion and reflective examination of diversity in the development of coursework.
CHAMPION(S): RVC/Academic Affairs, Chief Diversity Officer
TIME PERIOD: 2018-2019
MEASURE: Create model on or before May 31, 2019

STRATEGIC GOAL #6
Provide high quality diversity education, orientation, and training for all members of the university community.

KEY INITIATIVE #1
Adopt and model a practice that “no one deserves to be discriminated against” and engage internal and external expertise to help all faculty and staff support teachable moments.
CHAMPION(S): Regional Chancellor, RVC/Academic Affairs, RVC/Student Affairs, Chief Diversity Officer
TIME PERIOD: 2018-2019
MEASURE: Create model on or before May 31, 2019

KEY INITIATIVE #3
Develop, implement and fund community-centered, innovative diversity courses, trainings, workshops, cross-group learning, seminars and symposiums.
CHAMPION(S): Chief Diversity Officer, RVC/Student Affairs, RVC Academic Affairs
TIME PERIOD: 2017-2018
MEASURE: Currently ongoing

KEY INITIATIVE #4
Enhance community connectedness by creating opportunities for open dialogue based on historical community needs while addressing issues that impede diversity and inclusion efforts.
CHAMPION(S): Chief Diversity Officer, RVC/Student Affairs, RVC Academic Affairs
TIME PERIOD: 2017-2018
MEASURE: Currently ongoing
Glossary of Terms

Cultural Differences: Refers to differences among people because of their racial or ethnic backgrounds, language, dress and traditions.

Discrimination: The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion, national origin, age, physical/mental abilities and other categories that may result in differences in provision of goods, services or opportunities.

Diversity: Describes the myriad ways in which people differ, including the psychological, physical, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability and learning styles.

Ethnicity: A social construct which divides people into smaller social groups based on characteristics such as values, behavioral patterns, language, culture, history and ancestral geographical base.

Faith: Trust, confidence or a belief in religion or God, or a strongly held belief.

Inclusion: A set of community values which suggest that people of all backgrounds, identities, abilities, perspectives and beliefs should have an equal opportunity to belong, achieve and contribute to their community(ies).

Minority: People who are races other than White or are Hispanic (US Census Bureau).

Multicultural: Acknowledging and respecting the various cultures, religions, languages, social equity, races, ethnicities, attitudes and opinions within an environment. The theory and practice promotes peaceful coexistence of all identities and people.

Racially diverse: Denoting or relating to the division of the human species into races on grounds of physical characteristics.

Sexual Orientation: The direction of one’s sexual attraction toward the same gender, opposite gender, or other genders.

Underrepresented: Subsets of a population that hold a historically smaller percentage of representation in a field or institution. Examples are the small representation of students and employees who are women, African American, and Latina/o in STEM fields, or men in Social Work or Nursing fields, students from low-income families, first-generation students, Asian students at the undergraduate level and students of color in particular graduate programs.
2017-2019
PRIORITIES AND ACCOMPLISHMENTS
OFFICE OF DIVERSITY AND INCLUSION
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“We value the strength that diversity brings, and we invite global perspectives and people of all backgrounds and perspectives to join us and work with us.”
– Martin Tadlock, Regional Chancellor
We value the strength that diversity brings, and we invite global perspectives and people of all backgrounds and perspectives to join us and work with us.

– Martin Tadlock, Regional Chancellor

WELCOME FROM THE DIVERSITY AND INCLUSION OFFICE!

You hold in your hands the first progress report on USFSP’s diversity and inclusion efforts since the adoption of our inaugural Diversity and Inclusion Action Plan (DIAP) in February 2018. This update is reflective of dedicated efforts of many people who help to make our university a welcoming place for all.

In 2017, over the course of a year, a team of committed stakeholders from across our campus and the surrounding community drafted USFSP’s inaugural Diversity and Inclusion Action Plan 2018-2021 (DIAP) with the intent to implement best practices that would have a lasting effect on the institution. The plan was vetted throughout the campus and approved by the USFSP Campus Board in February 2018.

Using the DIAP as a roadmap, the Diversity and Inclusion Office (DIO) provides leadership, resources, partnership, and support to uphold the University's Core Value of Inclusive Community. This is done through collaboration with various university departments, university leadership, faculty, staff, students and various offices throughout the USF System, the City of St. Petersburg and community organizations.

At USFSP, we believe that diversity and inclusion are essential components of high academic and institutional quality. Every member of our university community is vital to our success and each unique perspective makes up the very fabric of who we are as a university.

While we are proud of the efforts documented in this first update, we recognize there is still plenty of road to cover, and we remain committed to supporting USFSP’s Inclusive Community. I offer my gratitude to all the individuals and organizations that work toward and support this goal. Together with our partners, we remain committed to building a welcoming, inclusive campus environment for all.

Michelle Madden, Ed.D.
Campus Diversity Officer & Director of Institutional Effectiveness and Assessment
2016
- Creation of a Diversity and Inclusion Office and hiring of Chief Diversity Officer
- Establishment of Vice Chancellor’s Minority Post-Doctoral Fellows program and successful hire of Fellow

2017
- Drafting of the inaugural Diversity and Inclusion Plan

2018
- Publication of the first Diversity and Inclusion Action Plan (DIAP) for USF St. Petersburg
- Creation of Emerging Scholars Program, a four year scholarship, for high achieving students from local Pinellas County Schools
- Creation of the Pinellas Access To Higher Education (PATHe) to promote access for Pinellas County residents to St. Petersburg College and USF St. Petersburg. The program hired four student counselors and accepted 32 students into the program
- Creation of the first FUSE Scholarships for Pinellas County residents worth $25,000, which guarantee selected students enrolled at St. Petersburg College entry to USF St. Petersburg

2019
- Five-fold increase in Diversity and Inclusion spending and investments over the last three academic years, from the Chancellor’s Office
- Establishment of baseline and trend diversity data for the last three years
- Implementation of a Campus Climate Survey related in part to diversity and inclusion
- Creation of a new Blue and Gold Scholarship that awards $40,000 to Pinellas County high school students to attend St. Petersburg College and enter USF St. Petersburg

Dear USFSP Community,

We are very pleased to present you with USF St. Petersburg’s first progress report since the adoption of our diversity and inclusion action plan. As we consider the progress made towards becoming a more inclusive community, I want to thank you for your support of our efforts and accomplishments thus far.

This Year In Review document represents some of our campus efforts and activities since the February 2018 adoption of the inaugural Diversity and Inclusion Plan. Stakeholders from across the university, the USF System, the City of St. Petersburg and beyond are working with us to actualize our goal of being a truly Inclusive Community for all who live, work and visit our beautiful campus. This includes all members of our community, all of the time.

We recognize the importance of diversity and inclusion to our campus community and to the community in which we live. We continue to strive to be that kind of place where each person on our campus feels welcomed, is engaged and personally connected to USFSP. We value the strength that diversity brings and we invite global perspectives and people of all backgrounds and perspectives to join us and work with us.

As we work towards consolidation of the three USF campuses, we remain committed to our ideals of sustaining and supporting a truly inclusive community. Our collaboration with the Tampa and Sarasota-Manatee campuses will strengthen our resolve to provide a world class educational experience enhanced by new opportunities.

Though we celebrate our efforts and our successes to this point, we recognize there is still work to be done. Your continued support of our students, faculty and staff are invaluable as we strive to live our values in the Tampa Bay region. Thank you for your continued support and GO BULLS!

Martin Tadlock, Ph.D.
Regional Chancellor

MESSAGE FROM THE CHANCELLOR

HISTORY OF DIVERSITY INITIATIVES

For more than a decade, the Chancellor’s Advisory Council on Issues of Diversity and Inclusive Community (CADIC), has championed diversity and inclusion efforts at USFSP. An advisory board to the Regional Chancellor, members of CADIC include faculty, staff, administrators and students from across the university. CADIC works closely with the CDO to create a climate and sense of community within the university that is safe, affirming and inviting for all students, staff, faculty and administrators.

CADIC Members 2016 - 2019

Denelta Adderty-Henry
Bharat Bharat
Deanna Bullard
Maria Caban-Garcia
Roy Callihan
Goliath Davis
Serge Desir
Kemesha Gabbidon
Javier Gonzales
Patricia Helton
Olivia Hodges
Cecil Howard
Tristen Johnson
Penethia Psalms Mack
Michelle Madden
Jill McCracken
Robert (Barry) McDowell
James (Jamie) McHale
Deanna Michael
LaSonya Moore
Patricia Pettijohn
Amari Ross
Anita Salgal-Patel
Sharon Segrest
Marketa Teal
Brenda Townsend-Walker
Allyson Watson
Milton White
Nisuka Williams
DIVERSITY INCLUSION ACTION PLAN

PROGRESS REPORT

IMPLEMENTATION OF STUDENT CLIMATE SURVEY ON DIVERSITY, INCLUSION AND SEXUAL VIOLENCE

In spring 2019, USFSP conducted a Student Campus Climate Survey to measure attitudes and perceptions relating to sexual violence, as well as diversity and inclusion. Of USF St. Petersburg respondents:

- 95% felt safe on campus
- 86% think faculty are genuinely concerned about their welfare
- 91% said diversity is fully embraced within the campus culture
- 82% said all students feel welcome and supported regardless of background
- 87% said diversity is reflected in the student body
- 85% know where to go to get help if they or a friend experienced sexual violence

While many of the takeaways were positive, the exercise also uncovered areas that university officials believe require additional attention. For example, the survey found Black respondents were less likely to report positive perceptions and experiences with diversity and inclusion and that respondents of all races said they felt the need to hide some aspect of their identity to fit in.

Looking ahead, university leaders will use the data to inform programming and recommend changes to operations at USF St. Petersburg to help students feel safe and included on campus. The USF St. Petersburg Student Government will also be involved in creating opportunities for students to make their voices heard on these topics.

STRATEGIC GOAL 1

CLEARLY DEFINE, PUBLICIZE, AND IMPLEMENT THE UNIVERSITY’S COMMITMENT TO DIVERSITY AND INCLUSION

The DIAP’s first strategic goal focuses on demonstrating the university’s dedication to being an inclusive community, tracking progress toward diversity goals and encouraging all departments and units within the university to create their own diversity initiatives and report on them annually. It also calls for establishing sustainable funding for diversity and inclusion initiatives.

Led by Marina Martinez, Career Programs Specialist, the Division of Student Affairs created a Diversity and Inclusion Workgroup and developed its own DIAP with four goals:

1. Improve persistence and graduation rates of students from underrepresented populations;
2. Improve and sustain an environment where students and staff of all identities feel included and supported;
3. Increase recruitment, hiring, retention and promotion of staff from underrepresented populations; and
4. Improve training opportunities focused on diversity and inclusion to strengthen multicultural competency for students and staff.

Investments in Diversity and Inclusion Efforts

Funding for diversity initiatives from the Chancellor’s Office has increased five-fold from 2017 to 2019. Planned investments for 2020 are discussed in the Looking Ahead section. These expenditures reflect the Chancellor’s Office only, as each college and department have separate budgets for additional diversity and inclusion initiatives.

Diversity Expenditures and Projected Investments

Fiscal Year 2018-2020

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$0

2017 2018 2019 2020
Establishment of a Data Baseline

With collaboration from the USF System Office of Decision Support, and the USF St. Petersburg Office of Administration and Finance, DIO established trend data for the last three years. Using federally reported Integrated Postsecondary Education Data System (IPEDS) data, documents from the USF Info Center and other university information, this data will serve as a baseline for future measures of diversity and inclusion data. Information was presented to the USFSP Campus Board on July 10, 2019.

Documenting Annual Progress

USF St. Petersburg, in collaboration with USF Tampa and USF Sarasota-Manatee, submitted the annual USF System Equity Report to the Florida Board of Governors in July 2019. The annual Educational Equity Update is a reporting tool that enables the Florida Board of Governors (BOG) to monitor and ensure that the provisions of The Florida Educational Equity Act (FEEA), Florida Statutes, and other state and federal legislation are adhered to, and that educational resources are equitably distributed. Such legislation mandates that students and employees should not be discriminated against on the basis of race, ethnicity, national origin, gender, disability or marital status.

Diversity and Inclusion Reporting Requirements

The DIO initiated annual reporting requirements related to diversity and inclusion for all university departments and units. The Office of Institutional Effectiveness and Assessment gathers these reports, along with all other institutional reports required for system, state and regional accreditation processes.
The Nelson Poynter Memorial Library (NPML) hosted events and exhibits celebrating different cultures and identities, including: Black History Month Bingo; Global Initiatives Coffee Social; Veterans Photography Display; Fulbright Scholar presentations; a Sexual Assault Awareness Display; an information session on the U.S. Department of State’s Benjamin A. Gilman International Scholarship grant program that enables students of limited financial means to study abroad; Professor Raymond Arsenault’s presentation on his New York Times notable book, Arthur Ashe: A Life, and a presentation by Dr. Larissa Kopytoff on The Travels and Tribulations of an African Prince.

NPML also hosted a “Living Library,” in which visitors “check out” and have a conversation with diverse individuals, such as a student with learning disabilities, a transgender advocate and a successful attorney who overcame a childhood of poverty and violence.

The Library maintains the Weekly Challenger newspaper archive, which provides invaluable primary history of African American life in St. Petersburg. In 2018-2019, NMPL developed a new online teaching resource called Weekly Challenger Chronology and Research Guide.

The Office of Global Initiatives sponsors an International Club to support international students and educate one another about different cultures.

A Global Initiatives Advisory Council makes recommendations to campus leadership and the Office of Global Initiatives on strategic initiatives for international education and programs at USF St. Petersburg.

USF St. Petersburg offers Residential Community Programs (RCP) emphasizing identity, an academic major or an area of interest. In 2018/2019, Housing and Residence Life created three new RCPs:

- **Stonewall Suites** offers peer support for students as they explore and understand the experience of LGBTQIA+ students on campus and off.

- **Global House** provides students the opportunity to explore global interests while becoming ethical and engaged global citizens.

- **TRANSFERmation** supports transfer students, who make up the majority of the USF St. Petersburg student population.

The Women in Leadership Initiative (WALI) at the Kate Tiedemann College of Business supports the education, empowerment and professional success of women.

The Career Center partnered with the Florida Women’s Conference to send five students to the College Women on the Rise program and one student won a $1,000 scholarship.

The Division of Student Affairs & Student Success provides an accommodating environment for students with disabilities in accordance with the Americans With Disabilities Act (ADA) through accessible room setups and recreational equipment.

The office of Student Disabilities Services (SDS) ensures students with disabilities have equitable and accessible education.

The Center for Innovative Teaching and Learning (CITL) created a campus immersion assignment for visually impaired, hearing impaired and physically impaired students that uses video, closed captioning, enhanced audio and Canvas resources.


**STRATEGIC GOAL 4**

**RECRUIT, RETAIN AND PROMOTE MORE WOMEN AND INDIVIDUALS FROM UNDERREPRESENTED BACKGROUNDS IN FACULTY, STAFF AND ADMINISTRATOR LEVEL POSITIONS**

**Recruiting and Hiring Best Practices**

In 2018, Human Resources (HR) and the DIO revamped hiring procedures to include regular communication and collaboration with the Campus Diversity Officer. Additionally, HR works with USF System’s Office of Diversity, Inclusion and Equal Opportunity (DIEO) to provide diversity and inclusion hiring best practices and Equal Opportunity Liaison training. All USFSP career hiring searches begin by meeting with a HR representative who confirms search guidelines and the University’s commitment to excellence, inclusivity and diversity.

In an effort to attract more diverse candidates, HR posts jobs in outlets with diverse audiences, including:

- *Insight to Diversity*
- *Diverse Issues in Higher Ed*
- *Hispanic Outlook*
- *Women in (Higher) Education*

Select career opportunities are also featured in:

- *Society of American Archivists, Color Section*
- *Asian/Pacific American Librarians Association*
- *Reforma (National Association to Promote Library & Information Services to Latinos and the Spanish Speaking)*
- *BCALA – Black Caucus ALA*
- *Chinese American Librarian Association*
- *NAFSA job registry*
- *PhD Project*
- *Chronicle of Higher Ed*
- *American Accounting Association*

“I have had a positive experience at USFSP and established great relationships with faculty, staff, administration and students. My mentor and I have an excellent working relationship; she considers me a peer and respects my contributions which is an invaluable experience.”

**IN THE SPOTLIGHT:**

**Dr. Kamesha Gabiddon**

Dr. Kamesha Gabiddon is USFSP’s first Vice Chancellor’s Underrepresented Minority Post Doctoral Fellow. This fellowship was created in 2016 to increase diversity among USF St. Petersburg faculty while providing additional research support to current faculty. Dr. Gabiddon received her doctorate from Florida International University. Her research investigates the socio-cultural contexts and psychosocial determinants influencing the sexual and gynecological health of largely underserved populations (socio-economically disadvantaged, racial and ethnic minorities and immigrants). Dr. Gabiddon serves as a research fellow in the Psychology Department in the College of Arts and Sciences and is a member of CADIC.

Kamesha was instrumental in the implementation of the 2019 Campus Climate Survey and she facilitated a follow up student focus group that further investigated student perceptions of sexual violence, sexual harassment and Title IX procedures on our campus.
STRATEGIC GOAL 5
RECRUIT, RETAIN, DEVELOP AND GRADUATE MORE DIVERSE UNDERGRADUATE AND GRADUATE STUDENTS TO SUPPORT EQUITABLE REPRESENTATION

2019 Florida Equity Report

The Florida Equity Report identifies, measures and provides an analysis of equity, as well as recommendations by which Florida public universities may make improvements for the appropriate representation of women and minorities in selected areas. The data are obtained from the USF System Office of Decision Support through the Integrated Postsecondary Education Data System (IPEDS).


In 2019, USFSP created the Committee for Underrepresented Students, co-chaired by Assistant Regional Vice Chancellor for Student Affairs and Student Success, Dr. Jacob Diaz and Assistant Regional Vice Chancellor for Enrollment Planning and Management, Shari Schwartz. The committee includes stakeholders from various departments across campus working with students and community partners. The purpose of the committee is identifying strategies to increase and support underrepresented student populations, especially males, and students of color. The committee meets regularly and proposes initiatives and improvements to the Chancellor's Cabinet.

DIVERSITY RECRUITMENT AND ACCESS INITIATIVES

Pinellas Access to Higher Education (PATHe)
PATHe is a collaboration with St. Petersburg College that began in 2018 with support from the Florida Legislature to provide equitable, flexible and attainable pathways to ensure higher education for all students in Pinellas County. The vision of PATHe is to increase the number of students attaining post-secondary degrees in Pinellas county, thereby creating avenues for economic mobility for students, filling skills gaps, meeting workforce needs and improving the overall economic health of Pinellas County. The program funded four PATHe counselors to serve as student advisors on the USFSP campus and in local area schools. In 2018-19, the Compass Student Experience Office that oversees PATHe organized 14 community events and 32 students accepted an invitation to join the USFSP program.

FUSE
The FUSE program started in 2016 to assist selected students who enroll at St. Petersburg College a guaranteed pathway to enrollment and advising to ensure timely completion of their baccalaureate degree at USF St. Petersburg. In AY 18-19, USF St. Petersburg designated $25,000 toward FUSE Scholarships. The program includes eight other state colleges.
USFSP’s Student Support Services Program

The USF St. Petersburg Student Support Services Program (SSS) is a well sought after retention program that provides effective academic and personal support for a diverse student population. The program is designed to significantly increase the retention and graduation rates of its participants.

This program is designed for students who have been identified as having an academic need and are either first-generation college students, have a low-income family status, or both. SSS is designed to significantly increase the retention and graduation rates of its participants. We are committed to providing proactive, inclusive, comprehensive and innovative services to enhance our student’s success at USFSP. Our office provides a plethora of services including individualized academic advising, counseling, coaching, financial aid assistance, social and cultural enrichment programs, employment and workshops that broaden career perspectives, improve academic skills, promote self-confidence and address various non-cognitive factors.

Student Benefits

- The summer program is free to all students who complete the FAFSA and meet income requirements (tuition, housing, books, meals)
- Receive personalized academic advising and counseling
- Receive priority summer housing
- Receive a head start on the fall curriculum by earning nine credit hours
- Enhance study-skills and problem solving
- Explore career goals or major choice
- Discover the campus and the surrounding St. Petersburg area
- Make friends with other students before the fall semester

The Student Support Services (SSS) Program admitted its first cohort of 10 program participants at the University of South Florida St. Petersburg campus. SSS launched its start with a Summer Bridge program that included an SSS Week of Welcome and college success workshops. In partnership with the USFSP Career Center and Campus Recreation, program participants sailed across the bay while engaging in career exploration using positive visualization. The Summer Bridge resulted in 100% of program participants completing their first term in good academic standing and 100% of participants returning in the fall.
Inclusion and Diversity in the Development of Coursework

- The Psychology Department in the College of Arts and Sciences earned distinction for being a National Model of Excellence for Diversity and Inclusion for demonstrating significant commitment to diversity, inclusive excellence and equal opportunity in the areas of Diversity Teaching, Hiring, Training, Dialoguing, Retention (Students & Faculty/Staff), Diversity Research, Diversity Programming and Establishment of Diversity Committees. The College intends to use the department as a model to replicate in other departments.

- The Kate Tiedemann College of Business engages with students and the community in ways that support diverse populations, such as:
  - Volunteer Income Tax Assistance Program in which 23 accounting students generated over $1,300,000 in federal tax credits to low-income residents in Pinellas County;
  - A Marketing class project to increase enrollment at the St. Pete YWCA Child Development Center;
  - A Graduate Business Association student organization that partnered with Project Prosper to teach financial literacy courses to immigrants and refugees; and
  - Elective courses, HR Management, Economics of Women and Men at Work that engage students to learn about diversity, inclusion and cultural differences.

• During the annual Week of Teaching, Student Disability Services presented a workshop focused on classroom management strategies and university resources for students with disabilities.

• CITL offered a webinar on the Impact of Captions & Transcripts on Student Learning & Comprehension.

• OMA offers multicultural, diversity and social justice related workshops, such as a monthly Safe Zone Ally Training which educates future leaders and our community on the issues relevant to lesbian, gay, bisexual, transgender/transsexual and queer/questioning peers by certifying supportive allies to promote understanding and advocacy.

• The Division of Student Affairs & Student Success hosts professional development sessions on inclusive practices, including a professional development day focused on disability services and access for students.

• DIO offered a training on Mentoring Students of Color: Build Relationships that Foster Cross-Cultural Understanding, Trust & Accountability to Ensure Their Success.

• In 2019, the theme for the fourth annual Bay-to-Bay Symposium, organized by the Center for Innovation in Teaching and Learning (CITL), was Diversity in Action. The conference focused on engaging underrepresented populations and promoting learning through diverse experiences. The keynote address was delivered by Dr. Freeman A. Hrabowski III, President of the University of Maryland, Baltimore County (UMBC), a nationally recognized leader in increasing underrepresented student achievement in STEM areas.
IN THE SPOTLIGHT:
STEM Summer Robotics Camp Recognized with Insight Into Diversity Award

In Summer 2018, the College of Education hosted its first annual STEM Robotics Summer Camp for local fifth, sixth, seventh and eighth graders. The camp is designed to inspire young students while promoting critical thinking and problem-solving skills through diverse activities in computer science, engineering, robotics and applied math – as well as a bit of marine science. The camp provides the next generation of STEM leaders the opportunity to experience hands-on learning – from building a robot to creating a working model of a roller coaster. Campers learn from a variety of educators, including faculty from USF St. Petersburg and the USF College of Marine Science, as well as Pinellas County teachers and experts from Microsoft. In 2019, the camp received an Inspiring Programs in STEM Award from Insight Into Diversity, which recognizes colleges, universities and organizations for programs that are improving access to STEM fields from underrepresented groups.

Creating Opportunities for Open Dialogue

- The Quality Enhancement Program and the Open Partner Education Network hosted Kuany Kir Kuany from UNESCO who led a week of leadership trainings at USFSP, USFT and Eckerd College to foster development of student and community-led projects around the theme of Common Ground, emphasizing community building, civility and inclusion. The planning team included more than 50 people (students, faculty, staff, community members, city employees) from USFSP, USFSM, USFT, Eckerd College, OPEN and the City of St. Petersburg.

- In Spring 2019, Academic Affairs sponsored a monthly Delicious Dialogue series featuring USFSP faculty members who addressed the opposite sides of a “hot topic.” Delicious Dialogues is a brown bag speaker’s series in which participants model civil dialogue. Topics included gun control, gender pay gap, education as a commodity and other controversial topics.

- The Career Center, the Office of Multicultural Affairs and Residence Life hosted a panel focused on balancing personal and professional identity. What do you bring to the table? featured three speakers for a discussion of how they experienced their authentic selves and issues they face with their personal identities in the workplace.
Diversity Spotlight

College of Education Professor Awarded McKnight Doctoral Fellowship

In 2019, Dr. LaSonya Moore, an Assistant Professor of Special Education, was awarded the McKnight Doctoral Fellowship. The program is designed to address the under-representation of African American and Hispanic faculty at colleges and universities in the state of Florida. Up to 50 Fellowships are awarded annually to study at one of nine participating Florida universities.

Purchasing Manager Wins Supplier Diversity Award

Treesha Morris, Purchasing Manager in Administration and Finance, was recognized by the USF System Office of Supplier Diversity with a Buyer of the Year Award. This award spotlights and celebrates an individual in USF purchasing who significantly excels and continually meets the challenges of driving diversity within the USF supply chain.

College of Education’s Community Liaison Wins Award

Harris Ambush, Ed.D., runs summer camp programs for children with low-income backgrounds from six Title I schools. Campers learn leadership, conflict resolution and mindfulness skills, while the camps expose youth to a university and serve as student outreach pipelines. Students from summer camps then participate in a year-long Leadership Club in which they create a service learning project and train to be official peer mediators. Dr. Ambush also oversees field trips for local schools and an afterschool program that includes team building, soccer and mindfulness. These programs are designed to help students learn about team-building, respect, positive attitudes and to build self-esteem and self-awareness. For all that he does to support youth in the city, Dr. Ambush was recognized by the St. Petersburg Chamber of Commerce with the 2019 “Most Valuable Burger” Award, given to one person each year for their community contributions.

AARP Honors Veterans Success Center Director

Master Sergeant Milton White (Ret.), Assistant Director of the Military and Veterans Success Center, was selected as the grand prize winner in 2019 in AARP’s “Honoring Our Heroes” contest. The center, which opened in 2015, provides support and guidance to veterans, active-duty military and eligible dependents, by helping them transition to civilian life, navigate the VA benefit system and attain work-study jobs. He is also active with Tampa Bay Veterans Alliance and the Veterans of South Pinellas County Association. He’s a member of the Veterans Advisory Committee to Congressman Charlie Crist and the Veteran Transition Task Force initiated by Congressman Gus Bilirakis. White also serves as a mentor in the Pinellas County Treatment Court and USF St. Petersburg’s Emerging Scholars program.

Dr. Byron Green

Dr. Byron Green, Assistant Director of Residential Education, is instrumental in the creation and implementation of three Residential Community Programs (RCPs): TRANSFERmation, Stonewall Suites and Global House. Each RCP seeks to emphasize student identity, foster engagement and facilitate inclusion for USFSP residents. Dr. Green is also collaborating with Student Affairs & Student Success professionals to construct a research-based mentoring program centered on the cultural wealth model for students to reimagine their strengths and increase the university’s retention and graduation rates.

Marina Martinez

A Career Programs Specialist, Marina was instrumental in developing the first comprehensive Diversity Plan for the division of Student Affairs and Student Success.

Tristen Johnson

Tristen leads the Office of Multicultural Affairs as the Assistant Director. Since her arrival in 2018, Tristen has implemented numerous educational programming opportunities, trainings and workshops for students, faculty and staff that help to cultivate an awareness and appreciation of all people, cultures, ideas and abilities.
As of Fall 2019, the process is underway to consolidate the accreditations of USF St. Petersburg, Sarasota and Tampa into one. The USF St. Petersburg campus is excited to strengthen collaboration on diversity initiatives with the Tampa and Sarasota-Manatee campuses, while continuing to invest in efforts to serve Pinellas County and encourage diversity in our campus that matches our community. Investments in diversity and inclusion for 2020 are projected to increase dramatically to support the Student Support Services, PATHe programs, FUSE/Blue Gold Scholarships, as well as the DIO operating expenses.

Projected Investments Fiscal Year 2020
In 2019-2020, the DIO intends to strengthen Inclusive Communities at the St. Petersburg Campus in the following ways:

1. Follow up on the results of Spring 2019 Campus Climate Survey with student centered focus groups. The focus groups aim to further develop an understanding of issues raised by the survey. DIO will collaborate with the Kate Tiedemann College of Business Consumer Insight and Sales Lab to conduct four student focus groups sessions. Outcomes will help inform leadership decisions on programming and community life for students.
2. Support a newly formed university committee that focuses on Underrepresented Students, including students of color and males. The committee meets bi-weekly with the university’s community liaison and other community stakeholders to address issues and create initiatives that address the need in this crucial area.
3. Enhance community connectedness with South St. Petersburg, including St. Petersburg College, The Foundation for a Healthy St. Petersburg and Pinellas County Schools.

Support-A-Bull Food Pantry
The University opened the Support-A-Bull Market, a campus food pantry resource, in Fall 2019. This initiative grew out of a student government concern for the impact of food insecurity on our student body. The pantry was created to address food insecurity by providing emergency food assistance to students in need and in collaboration with the Office of Student Outreach & Support to help students addressing barriers related to food insecurity issues.

Support-A-Bull is available to all active students enrolled at USFSP and is free of charge and all-inclusive.

Diversity and Inclusion Conference
Still We R.I.S.E. – Resilience in Social Experiences
On February 1, 2020, members of the Division of Student Affairs and Student Success of the University of South Florida St. Petersburg will be hosting the inaugural Diversity and Inclusion Conference. The Office of Multicultural Affairs is leading the charge on this pertinent event. The theme for this conference is “Still We R.I.S.E – Resilience In Social Experiences.” The purpose of this conference is to enhance the learning, understanding and development of concepts surrounding diversity, inclusion and social justice for the USF system and surrounding Florida colleges and universities. Our goal is to educate and motivate approximately 200 higher education future and current leaders in the surrounding counties. Our society is ever changing and growing more and more diverse. This conference hopes to equip participants with the skills and knowledge to be leaders of social change. The workshops provided will focus on social experiences of individuals and/or social groups and their resiliency in how they’ve navigated through various environments.
This campaign is all about inspiring a sense of belonging for all USFSP campus community members and this peace pole will play a constant role in serving as a reminder that no matter your race, ethnicity, religious affiliation, sexual orientation, political affiliation and any other identities we carry; we are a part of the USFSP family and you are valued and loved here.

"-Jazzy Duarte, Student Government President

USF St. Petersburg’s new Peace Pole was dedicated on December 4th, 2019 in the courtyard between Bayboro Hall and Nelson Poynter Memorial Library. It is an internationally recognized symbol of the hopes and dreams of humanity. Created by artist Susan Gott, our hope is that the pole will represent a location for peaceful demonstration and prayer not only by our campus community but the St. Petersburg community as a whole.
Academic Programming
Cathi Cardwell
University Advancement

April 7th, 2021
Deborah Read
Regional Vice Chancellor
University Advancement
Mission

- University Advancement serves the USF St. Petersburg campus by engaging alumni, donors, corporations, foundations, and members of the community whose expertise and philanthropy supports USF St. Petersburg campus’ mission, vision, and goals.
Areas of Responsibility

• Development
  • Major Gift Solicitation
  • Annual Giving
  • Donor Relations & Stewardship
  • Scholarships
  • Student Wellness Programs
  • Diversity Initiatives
  • Special Events & Engagement
    • Town & Gown
    • Retired Faculty & Staff Association
Alumni Outreach

• Engage Alumni and friends of USF St. Petersburg with the university in thoughtful and meaningful ways.
  • Alumni Mentorship Programs
  • Supporting Student Recruitment Efforts
  • Student Ambassadors (currently managed by Student Success)
Development

• Advance USF St. Petersburg’s mission and priorities through increased private support by building a culture of philanthropy.
USF St. Petersburg Fundraising Goals and Total Raised from FY10 to FY20

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Fundraising Priorities

• By College:
  • College of Arts & Sciences
  • College of Education
  • Kate Tiedemann School of Business and Finance
• Nelson Poynter Memorial Library
• Student Affairs
• University-Wide