



Branching Out

Volume 1, Issue 1 — October 2010

A Hearty Welcome To All

We begin the new academic year with a different communication vehicle — our first newsletter. And with it, we welcome all our members and friends.

It is also another year for FABCA, where we look forward to reaching out to more branch campus administrators in both public and private institutions throughout the state.

Our theme this year is “Enhancing Our Significance, Expanding Our Base.” The primary objective focuses on getting more of our fellow administrators to know who we are and to discover the value of FABCA membership. Greater awareness should then yield more interest in our organization, and membership should grow.

The new year also brings with it a new executive team. FABCA’s new officers and committee chairs are included in this edition, complete with contact information for each member.

Looking forward, many challenges will face us over the next many months. The good news is we have our membership to help see us through it all.

Kenneth A. Gonzalez
President

2011 FABCA

Conference

June 22-23, 2011

Longboat Key Club
Sarasota, Florida

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2010 Conference Keynote Address

Taking Advantage of Change: Challenges and Opportunities”

Mr. Ronald Patterson, Campus Director, [Brandman University, Moreno Valley Campus](http://www.brandman.edu) and Faculty, Organizational Leadership

While many countries are currently making gains in educating their populations, educational attainment in the United States has declined over the last couple of decades. Meeting the challenges of globalization, the country as whole, and the individual states, must mobilize their resources and shape public policy to halt the current decline and then put higher education on a higher trajectory for the future.

In comparison to the 30 member countries of the Organization for Economic Cooperation and Development (OECD), the United States has slipped to fifth in the percentage of 18 to 24 year olds enrolled in college. Currently, the United States ranks 16th within the OECD in the proportion of students who complete a college program. Ironically, the U.S. ranks near the top in terms of the current adult population, ages 35 to 64, who have a college degree. So, it is with the younger generations, the future of the globalized competition among countries, where the U.S. is falling further behind every year.

What can the United States, and what can each individual state do to reverse this somber trend? According to Warren Bennis, the shaping experiences that result in creating leaders are similar to the

“crucibles” used by the ancient alchemists in which to pour individual ingredients in the process of transforming the mixture into something new and different.

California and Florida have been bellwethers in the past in terms of excellence in higher education. However, in the last few years both states have seen a downward trend in the educational attainment of their populations, especially among younger generations. Florida and California are falling behind the curve in terms of college preparation, participation, and affordability. In some crucial aspects Florida has moved ahead in terms of having a uniform course numbering system and articulation process. Florida is a leader in terms of the partnerships between community colleges, and the private and public university systems. However, chronic annual state budget problems threaten the strides made in previous years.

All of the Florida institutions of higher education have to forge new partnerships and alliances with other sectors of the economy in order to turn the downward trends around. The state has to find more creative ways of funding higher education in Florida. Finally, California has to follow a similar path in order to turn its current higher education environment around.

Roundtable discussion

“Partnerships with the Goal of Success for Student Learning in a Changing Higher Education Environment”. Moderated by Pam Doerr and Rhonda Moraca, [USF Sarasota-Manatee](#) campus.

The overall concept of the discussion was for the group to discuss how we can ensure the success of the student learning through partnerships among higher education institutions in the state of Florida while we are experiencing changes within our higher education environment. Much of the discussion surrounded the changes in

the Florida community colleges to Florida State Colleges.

A list of list of Florida Community Colleges and Florida State Colleges were distributed along with a description of different types of delivery formats for student learning partnerships between institutions. Some of the partnership discussed were the 2+2 model, university center model, freshman/transfer university admit, freshman/transfer state college admit and distance learning model.

Representatives from Florida state universities, state colleges, community colleges, private universities and one university from California participated in the discussion.

The following questions were used to open up the discussion:

What kinds of partnerships do you have in your areas with other institutions?

What kinds of changes are occurring within the partnerships in your community?

What types of partnerships works best for student in your community?

How do faculty at your campus and other institutions partnership with each other?

Have you heard any feedback from your students about the changes in the partnerships within your institutions?

Has the Florida economy affected partnerships and support for student learning?

As branch campuses what are some of the disadvantages and advantages with the changes in partnerships?

There were many partnerships discussed that enhanced student learning. Partnerships among libraries, universities and community college, universities and state colleges, and 2+2 articulation agreements were strong among the institutions. The state colleges were adding bachelor degree programs where there is student demand. There is some confusion among students because of the change in name from

community college to state college and the degree offerings. Partnerships are being developed between the branch campus and private colleges and main campuses to provide courses to students. Faculty members are working together between campuses to examine curriculum and student learning.

The overarching theme surrounding the discussion was the concern for the student even though the state of Florida is changing its higher education environment.

Featured Campus USF Sarasota-Manatee



The [USF Sarasota-Manatee](#) (USFSM) campus is located on U.S. 41 (Tamiami Trail), about a half-mile north of University Parkway on the border of Sarasota and Manatee Counties near Sarasota Bay, the Crosley Mansion, the John & Mable Ringling Museum of Art, and the Sarasota-Bradenton International Airport. USFSM’s Mediterranean-style, 100,000 square-foot facility houses a 180-seat auditorium and 24 classrooms with built-in, state-of-the-art teaching technology. Faculty members have private offices to meet with students, who enjoy on-site amenities, such as an information commons area (library), an open-use computer lab, a student activities office area, food service, a work-out room, and ample parking. The one-stop Student Services wing offers accessible, personalized attention. The three-story rotunda serves as a gathering area for student, faculty, and community activities/exhibits. In 2009 student fees paid for enhancements to the expansive inner courtyard to allow for more informal, outside activities.

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USFSM, the second largest regional campus within the [USF System](#), has begun the process of seeking separate regional accreditation. The mission is to deliver quality education to upper-division baccalaureate and master's students in an active research environment. We support students in attaining their environmental, and economic well-being for all we serve. USFSM values academic excellence, professionalism, and continuous improvement locally and globally. The campus serves more than 4,200 students annually and offers 34 undergraduate and graduate degree/certificate programs in the colleges of [arts and sciences](#), [business](#), [education](#) and the school of [hotel and restaurant management](#).



History of USF Sarasota-Manatee

The Florida Legislature formally established the University of South Florida (USF) in 1956. In 1974, USF began offering upper level evening courses in education, business, and liberal arts at six (6) locations in Manatee and Sarasota counties. In 1974 New College, a private liberal arts college in Sarasota, was facing economic uncertainty. Its Board of Trustees asked the Florida Board of Regents to purchase the college and add it to the State University System (SUS). The Florida Legislature officially designated USF Sarasota-Manatee as a branch campus of USF in 1975, when New College merged with the university on a shared campus of the former Charles Ringling Estate. The campus continued to offer liberal arts programs during the day. Evening upper level programs served primarily part-time, commuter students with associate's degrees working toward bachelor's degrees. Master's degree offerings followed, but to this day USF Sarasota-Manatee continues to offer

upper-level, bachelor's degrees for college juniors and seniors, not lower-level programs for freshmen and sophomores who locally attend State College of Florida.

By separate acts of the Florida legislature effective July 1, 2001, the USF Sarasota-Manatee campus received budget authority separate from USF Tampa, and New College became a separate, independent, public honors college. The five-member USF Sarasota-Manatee Campus Board created by this legislation became responsible for the campus' finances. The USF Sarasota-Manatee legislation also directed the campus to apply for separate accreditation from the Southern Association of Colleges and Schools (SACS). USF Sarasota-Manatee and New College continued to share a campus, although they had separate budgets and staffs, for the next five (5) years.

In 2004 USF Sarasota-Manatee added a school and another teaching site. The campus started a School of Hotel & Restaurant Management because of overwhelming support and demand from the local community. This new school became the first USF school housed only on a regional campus. USF Sarasota-Manatee also began offering courses on the Venice Campus of State College of Florida in the growing southern area of Sarasota County near North Port.

In August 2006 USF Sarasota-Manatee expanded to its own campus on the Manatee-Sarasota county-line, just north of the New College campus on State Highway 41, while continuing to share Cook Library, Sudakoff Auditorium, the Wellness Center, the bookstore, police services, and workout/pool facilities.



Read On For Those Who Want More

If you simply cannot get enough about we do for a living, here are some references to interesting articles about the business of branch campuses.

Atkinson, L. (2008). *Factors impacting student retention on the regional campuses and centers of Ohio University*. Unpublished doctoral dissertation, Ohio University.

Bailey, N. I. (2002). *The relationship between organizational climate and job satisfaction as reported by branch campus executive officers in multi-campus community college systems*. Unpublished doctoral dissertation, University of Florida.

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(Compilation courtesy of Marion Merzer and Rhonda Moraca.)