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Strategic Plan
UNIVERSITY OF SOUTH FLORIDA

**University of
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2000 Strategic Plan

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Overview of Strategic Planning Process

USF 2000 reflects the work of over 350 faculty, staff, and students who collaborated throughout 1998-99 to update the strategic directions of the University. To define the focal areas for planning, Provost Thomas J. Tighe consulted with the President's Leadership Council, the Council of Deans, the Faculty Senate, and other university bodies during the spring semester, 1998. In addition, the Deans were asked to meet with the faculty in their colleges to nominate key areas for the planning process. These discussions produced sixteen focal points for strategic planning:

Liberal Arts Education ❖ Culture and the Arts ❖ Research: A Focus on Sponsored Research

Economic Development ❖ Community and Urban Initiatives ❖ Educational Partnerships

Enrollment Planning ❖ Honors Programs and Services

Multidisciplinary Initiatives ❖ Health and Allied Health

Environmental Studies and Applications ❖ International Affairs ❖ Student Life

Multi-Campus Environment ❖ Library and Information Technologies ❖ Technology

The next step in the process was to identify a Task Force for each focal area. A memo was sent to all faculty members, the A&P Council, the USPS Senate, and the Student Government seeking volunteers and nominations for each focal area. By September 1998, all Task Forces were in place. The Provost, in collaboration with Task Force Co-Chairs and with input from Task Force members, developed a small number of key questions of critical importance to the work of the Task Force. These groups met throughout the fall, 1998 semester to address each question and to prepare a draft report. Open hearings on the draft reports were conducted in March, 1999 so that all members of the University community could provide input into the Task Force recommendations. Reports were also posted on the USF Strategic Plan website to facilitate review by various constituencies. Summary documents with key strategies and priorities are presented in this document. Complete copies of the final Task Force reports are available at http://acad.usf.edu/cvisot/stratplan.html.

Five themes emerged as most common to the Task Force reports and define the major strategic directions for *USF 2000*:

❖ Supporting and increasing faculty research, scholarship, and creative activities

❖ Developing a student enrollment profile consistent with a Research I University

❖ Fostering interdisciplinary research and education

❖ Increasing the engagement of the University with the community and region

❖ Enhancing the quality of student life and the intellectual climate to support teaching and learning

The introduction to this document by Provost Thomas J. Tighe defines and discusses each of the major strategic directions for USF beyond the year 2000.

Strategic planning is a dynamic process and continues well beyond the publication of a plan at any one point in time. Even as this document was being finalized, new areas were being identified for study and analysis. Specifically, a Task Force was being established to continue the review of basic sciences in relation to the health and allied health professions. The Athletics Department was engaged in a strategic planning process to guide the continued growth of Intercollegiate Athletics, particularly in light of USF's recent admission to Conference USA as a football playing member; particular attention was being provided for USF's continued compliance with provisions of Title IX. The Associate Vice President for Diversity Initiatives was developing a process to continue USF's strategic directions to enhance diversity. Finally, the Facilities Master Planning process was being initiated and the Strategic Plan was being used to examine the programmatic growth needs of USF. Periodic reports will be made on each of these planning initiatives via the USF Strategic Plan website.

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Strategic Directions of the University
— Provost Thomas J. Tighe

We have entered a period of significant change at the University of South Florida as is reflected in our designation as a Florida Research I university and a transition in presidential leadership. But even during times of major transitions, the focus of the University should remain on the long term; specifically, on the continuing task of creating an environment for learning that fosters the very best in teaching, research and public service. This is a task that transcends events in the short term, requiring as it does a cumulative and collective effort from the university community as a whole. We are best served in that task by consensually defining and vigorously pursuing the key strategic goals of the University. Keeping to the right objectives is the best guarantor of stability and progress in a time of change. While many laudable goals have emerged from the strategic planning process, I believe there are five strategic directions that particularly warrant our continuing attention and energies and that are fully supported within the university-wide planning effort.

The first is the goal of becoming a Research I University nationally as well as within the State of Florida. This goal is broadly shared among our faculty, students, and staff. All of us recognize that to be a Research I University is indicative of being in the top tier nationally - of being in a category of elite institutions that earn high respect from peers in the academic community and from the general public as well. So to be a nationally ranked Research I institution is certainly a goal worthy of our aspirations.

But what is the real significance of being a Research I University? Why is this designation so prized within and outside the academy? The significance of being a Research I university is about something much more basic than the attainment and cachet of the title — however much we might enjoy those aspects. The true significance lies in the recognition of the strong scholarly base of the University and what that implies not only about its research programs but also about its teaching and public service activities. Let us examine this assertion in the context of the mission of the University.

The three basic missions of the University, teaching, research and public service, are all very important. We cannot neglect any of them. We do so at our peril, not only peril to fulfillment of our mission, but to our funding base as well, particularly as a public university. So all three functions must be highly valued and nurtured. But one, in my mind, has a clear logical primacy — and that is research, which I define as scholarship in all of its forms, whether creative activity in the arts, experimentation in our laboratories, interpretive studies in the humanities, or whatever the disciplinary form of inquiry and creation may be. The cumulative research, scholarship, and creative activity of the Academy is ultimately the source of what we teach and the source of our ability to add value to society by way of public service. That is, we teach and apply the results of disciplined inquiry; the output of methods of study that, across the wonderful fabric of the many disciplines that comprise the University, are continually fashioned to be as free as humanly possible of error, distortion, and bias — as reasoned and objective as possible — as true as possible.

A fundamental fact of life is that all of us must depend for what we know largely upon what we learn from others, and we must depend on that received knowledge to be reliable, truthful, and useful. Nowhere is that dependency more evident than in formal education. Therefore, trust is a fundamental part of education. And in the academic world, trust must be earned and credibility based on the soundness of our knowledge, and that means on our ability to produce what is true through continuing processes of inquiry, invention, interpretation, sifting, questioning and refinement of knowledge — that is, through the research, scholarship, and creative activity of our faculty. Research, then, is the foundation of a great university. It provides the source and inspiration for outstanding pedagogy and it furnishes the knowledge base from which may be drawn answers to the myriad problems that plague society as well applications to improve the quality of life. To be recognized as a Research I institution thus attests to the strong scholarly base of the University and the overall quality of its endeavors in teaching, research and public service.

Having a goal of achieving Research I status is extremely important for these fundamental reasons, and we have been hard
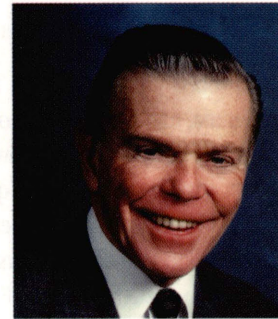
at work on that goal for many years. However, there have been some recent developments that have given a new vitality and shape to that effort. Two years ago, prior to our designation as a SUS Research I university, I appointed a research planning committee, consisting largely of faculty from across the University. The Committee was charged to recommend actions to strengthen research across the University, considering a broad array of issues bearing on creating a supportive environment for research. The committee's first report, submitted a year ago, recommended several key changes in research support policies, notably changes in the targeting of faculty start-up funding, that were immediately implemented. The committee's final report is included in this strategic planning document. The actions we take with regard to the recommendations in both reports will be an important part of implementing our plan for attaining national Research I status.

Let me turn now to a second major goal that is also of a long-term character, and that is the goal of developing an enrollment profile consistent with a Research I University. In operational terms, this means two things. First, we must seek to expand the percentage of graduate students from about 17 percent today to somewhere between 20 and 25 percent, a proportion consistent with those of Research I universities nationally, within the next five to ten years. This means a higher rate of growth at the graduate level than at the undergraduate level for the foreseeable future. Consistent with expansion of graduate enrollment, new degree programs at the University should be primarily at the graduate level, with priority given to programs that enhance the scholarly base of the University while contributing to the needs of our service region.

Second, we plan to expand at the undergraduate level primarily on the regional campuses. I hasten to add that there is no immediate enrollment cap in our future. And when one comes, the Tampa campus

alone will probably have somewhere in excess of 30,000 students. It will remain quite large and diverse. However, our plan is to grow proportionally more at the regional campuses, particularly at the undergraduate level.

When we have succeeded in bringing our enrollment profile into better correspondence with our research aspirations, we will reduce the inevitable conflict we experience in investment of our energies and resources, that is, the conflict between our need and desire to respond to enrollment pressures and the need and desire to nourish the scholarly base so vital to our teaching and service mission. Shifting our enrollment profile, coupled with increasing our faculty resource base, will enable USF to achieve a better balance in our teaching, research and service missions.

Our new academic degree programs also constitute an important part of the strategic enrollment plan. A partial list of our new program approvals, and new program start-ups this year, tell a significant story. Our new programs include a master of science in Biomedical Engineering, a doctorate in Applied Physics, a master's in Applied Behavior Analysis, a master's in Environmental Science and Policy, and several other graduate programs. These new degree programs are clearly consistent with the goal of strengthening graduate studies and enrollment at the University.

In addition to enrollment and scholarship, a third strategic focus is the desirability of fostering interdisciplinary and multidisciplinary research and education at the University. Increasingly, knowledge is spilling over its traditional disciplinary boundaries. Many of the compelling issues of our time are interdisciplinary and global in dimension. Interdisciplinarity has long been a feature of activity at USF, from our Liberal Arts curriculum to the growth of our research in the health sciences. Linking across the disciplines provides a synergy that produces important results. It can lead to provocative findings that might never be conceived

within academic disciplines alone. It facilitates integration of student learning across academic majors. Furthermore, within the sciences, major funding agencies are recognizing the importance of integrated faculty efforts focused on
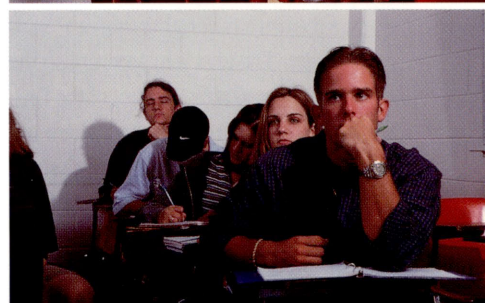
problems that require analysis from multiple perspectives. The Task Force reports clearly call for amplification of such multidisciplinary efforts at USF.

Last year, in an effort to move USF in that direction, we offered faculty the opportunity to compete for support to start up interdisciplinary centers of research and graduate education. Each approved center received financial support for a two-year trial period. We received 47 applications from across the University, which included more than 200 faculty from virtually every college and the Moffitt Cancer Center. I believe this response indicates a real thirst among the faculty for interdisciplinary research opportunity. The six centers selected for funding are well underway with a pilot life of two years at the end of which a peer review process will determine whether their productivity warrants continued funding. I believe these pilot centers, and the strong faculty response to this opportunity, illustrate the merits of the interdisciplinary strategic thrust for the University of South Florida.

A fourth fundamental strategy for USF is fostering engagement with our community and our region. Whether the subject is the history of the Tampa Bay area, the high-tech corridor spanning I-4, or the development of the local audience for music, drama, and art, USF has a major impact on our community. In turn, our community gives us its students—and its resources. I am pleased that so many participants in our strategic planning process recognized the significance of this link with the people and institutions of our regional environment. In this regard, we have just funded a Community and Urban Initiative to make public service integral to the academic functions of the University rather than an "add-on" activity. The idea is to accomplish the teaching and research mission of the University in significant part, and where appropriate, through study and analysis of actual community needs and issues. Such

a university-community partnership, focused on community-based research, teaching, and service, will serve as a broker between the expertise of the University and the needs and desires of the community.

The fifth major strategic direction that emerged from the planning process is enhancing the quality of student life and the intellectual climate of the University. Many participants across different Task Forces identified this topic. It took the form of space for students to interact with each other and with the faculty, the need for more and better publicized lectures and other academic gatherings and events, the utility of getting people together in an academic context outside the specifics of one's own discipline, the enhancement of student support services, the

strengthening of student leadership development opportunities, and the expansion of all forms of intellectual communication among faculty, staff and students. The richness of campus life is influenced by its diversity as well as by the quality of activities, services, and settings that promote and sustain student involvement in the achievement of their educational goals. The strength of the learning environment will be strengthened by a student body drawn from a culturally, linguistically, and geographically diverse population. We need to find ways to develop the stronger campus environment envisioned in the recommendations of the various Task Force reports.

I believe that these five strategic directions—increasing the research, scholarship and creative activity of our faculty; developing an enrollment profile consistent with a Research I university; fostering interdisciplinary and multidisciplinary research and education; building engagement with our community; and enhancing the quality of student life and the intellectual climate of the University-represent our best assurance of continuity in a time of transition. If we have chosen our strategic objectives well-and I believe we have-continued focus on those objectives is the best guarantor of progress in a time of significant change. While the hand on the tiller may change, the ship sails on.
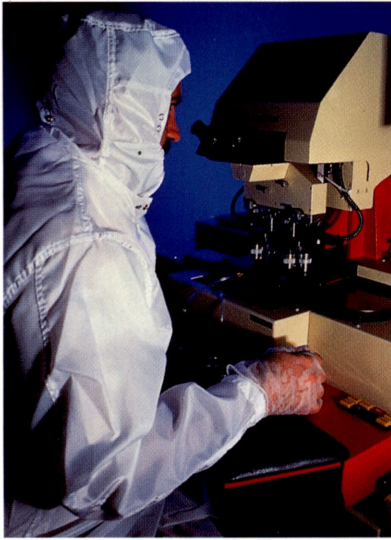
In particular, I believe that now and the next few years represent a unique opportunity for USF to pursue an aggressive plan to move USF into a competitive national position for graduate studies and research-focusing on areas of strength-and to contribute to the economic vitality of the region. For one thing, our sheer size propels us in this direction. USF is in the Top 20 in the nation in size and still growing. Our research funding has grown by more than 20 percent in each of the past two years, now totaling more than $161 million. But there is certainly both need and opportunity for us to increase our federal funding. I should add that growth at such a rate is

difficult to sustain, particularly in view of present limitations in our laboratory space and infrastructure. Part of this focus is intended to identify the areas where investments will provide returns and give us the resources to continue to grow over the long haul.

We are, of course, growing rapidly in the Health Sciences. The recent addition of new research space for the College of Medicine, as well as the significant expansion at the Moffitt Cancer Center, are only two examples of significant potential areas of growth. Further, our engagement with the largest technology-based manufacturers of our region has produced an extraordinary High-Tech Corridor in the center of our state. Our designation as a Florida Research I University has obviously given us a lift. In many ways, that honor is a recognition of past glories. We have, after all, deserved to be ranked with other research universities for years. But it also represents a challenge to us. And in order to achieve national status as a Research I institution, we have a way to go. Finally, our location in the center of a booming demographic region, with more than one-fourth of the population of the fourth-largest state, is an asset that cannot be overestimated.

I believe that we have a significant opportunity to make a name for ourselves among the very best in several areas of research that meet three basic criteria: an existing base of strength with excellent potential for growth; research programs of multi-disciplinary or interdisciplinary character; and research with a high probability of immediate applicability to benefit the region. By way of illustration, here are some areas at USF (selected from a larger possible set) that I believe meet those criteria.

In medicine, USF has assembled a world-class team of researchers clustered around Alzheimer's Disease. Without going into detail, I can say with confidence that our team is interdisciplinary, internationally recognized, and highly experienced. Similarly, our work in Brain Repair, to actually restore lost neural function, is on the cut-

ting edge and represents a significant opportunity to be at the forefront of an emerging field with enormous potential for human health. The work of the Moffitt Center is nationally ranked, and internationally recognized. Their recent $4.6 million grant from the National Cancer Institute for new drug discovery is a sign of their continued growth and a reflection of the excellence of their work. Pediatrics, medical imaging, biomaterials, and biosensors are all areas in which USF has developed significant expertise, and areas where we can legitimately stake a claim to national and international leadership.

The National Research Council has recognized our Marine Science program as among the best in the country and faculty research in such areas as ocean sensing, underseas exploration and coastal management is vital to Florida's environmental and commercial interests.

In microelectronics, the field of MEMS—or microelectronic mechanical systems—has roared to life in the past few years. Our partnership with Lucent Technologies in Orlando has generated significant new research opportunities for engineering and other disciplines, including the development of a new Metrology Center to study the micro-characteristics of silicon surfaces. As chips grow more complex and circuits ever smaller, it becomes necessary to analyze the surface of materials virtually

at the molecular level. With the help of Lucent, we are building such a metrology laboratory at USF.

When we asked a few years ago for all faculty with an interest in water research to attend a meeting, we thought they might fit in the President's Conference Room. Were we ever wrong! We had to move the meeting to a larger venue because this is perhaps the largest single collection of faculty across disciplines at USF with a common research focus on a variety of water resource problems vital to Florida's future, including desalinization, water use policy, hydrogeology, and water purity. Our new USF Water Institute is a center with a very significant future in the years ahead.

The biobehavioral sciences create another area of multidisciplinary strength at USF. For example, cognitive psychologists working with scientists and medical personnel from other departments at USF are investigating what might be called the software of the human brain—how we select, encode, process, and retrieve information from our environment. This knowledge, in correspondence with developing knowledge of the hardware of the brain, that is the brain as a physical mechanism, constitutes the field of neuroscience, another area of potential research excellence for USF.

A related program is the Institute on Aging, which has brought together researchers from behavioral and medical disciplines in study of the psychological, social and environmental determinants of the aging process which interact significantly with the physiological determinants. This is an area of distinctive strength for USF.

Finally, we are very active in the area of technology transfer, finding ways to commercialize new ideas. We need to strengthen our technology transfer operations, including the development of incubator space and new partnerships with business which we are well on the way to establishing.

What resources are needed to advance this university-wide research agenda? First, we need to provide nationally competitive fellowships to attract the very best graduate students targeted to the areas I have noted. We need resources to attract faculty at all levels and to enable them to spend more time on research. And we need laboratories, incubator space, and equipment, along with the necessary staff and technical support for expanded research operations.

Overall, to obtain the resources we need will require a combination of legislative advocacy, fund raising, and research and development partnerships. We will need significant private resources, but I have great faith that our community, which has been so consistently supportive of USF, will continue to respond to the goal of academic excellence. While I have emphasized several areas for special support, I believe a rising tide raises all boats, and every dollar additionally invested in these areas will relieve other parts of the budget for general growth. Our objective should be nothing less than to increase scholarship across all fields—the humanities, the arts, and the social sciences as well as the sciences.

In conclusion, then, I believe that USF truly can become a nationally recognized University of excellence. Our graduate research and education programs are the building blocks of national academic distinction and regional economic development. I hope this vision and the priorities identified in the Strategic Planning Task Force reports make you as hopeful and energized as it does me. I truly believe in the long-range potential of USF. I am honored to have the opportunity to provide academic leadership during this exciting period.

Thomas J. Tighe
Provost and Executive Vice President

Liberal Arts Education

The Liberal Arts — humanities, social sciences, natural sciences, and the arts — are the soul of a university, the aspect that distinguishes a university from a technical or professional training institute. The ultimate value of a Liberal Arts education lies in its role of preparing students to be citizens able to make informed decisions for the future of our country and global community. A Liberal Arts education achieves the goals of teaching students diverse modes of thinking and inquiry, providing a balance to education that may be too specialized and narrowly focused, giving students insight into ethics that may be germane to many careers, and preparing students for life, not just for a career.

As USF expands its development as a Research I institution, the University must continue to emphasize the importance of undergraduate education and promulgate the Liberal Arts as central to its mission. A strong Liberal Arts undergraduate education, far from being at odds with the development of a research institution, plays an integral role and should be strengthened by the caliber of graduate programs and faculty that are implicit in the Research I classification. While USF continues its emphasis on undergraduate education, it must also expand and enhance graduate education and foster interdisciplinary research and teaching in the Liberal Arts.

The transition of USF to Research I status should be used to create a positive impact on undergraduate science education. The scientific literacy of all Americans is vitally important to their ability to make informed decisions in an increasingly technological world. In the new millennium, the capacity of the non-scientist electorate to comprehend scientific issues that affect society will play a critical role in the democratic system of the United States.

As USF moves into the 21st century, it is imperative that students become engaged with the diverse peoples populating our community and world. Students must be provided with opportunities to enhance their understanding and respect for difference. It is imperative that USF embrace issues of diversity and prepare students, faculty, and staff to engage with the future of a changing environment.

The physical environment must support faculty and students who pursue the liberal arts disciplines. Classrooms and faculty offices for the humanities and social sciences are desperately in need of improvement. Laboratory space for the natural sciences must be improved and additional classroom space is essential. Technology should be used to enhance Liberal Arts education for students. For faculty and students to use technology effectively, it must be readily accessible in the classroom for lectures and demonstrations and must be readily accessible for on campus and off campus use.

Key Strategies

Promulgate the Liberal Arts as central to USF's mission as a Research I University; fund the Liberal Arts as the University's first priority

Enhance and expand graduate programs in the liberal arts and sciences.

Promote interdisciplinary teaching and research.

Strengthen the science base in Liberal Arts education.

Enhance cultural diversity in the curriculum, programs, and services.

Improve the physical facilities and technology infrastructure to support the Liberal Arts.

Priority Actions

1. Establish state-of-the-art math and writing centers to provide supplemental instruction in these areas; investigate the possibility of using mandatory placement tests in mathematics and English.

2. Develop new graduate programs where capacity exists, provide enhanced funding for existing graduate programs, increase financial support for graduate students, and develop discipline-specific training programs for prospective Teaching Assistants.

3. Establish a Center for the Humanities to encourage interdisciplinary teaching and research.

4. Strengthen the science base of the general education curriculum through a variety of methods such as: increasing the number of credit hours in natural sciences from 6 to 9; ensuring a reasonable balance between the physical and biological sciences; incorporating hands-on, inquiry-based learning in science courses; encouraging students to write scientific articles and essays; and incorporating scientific discourse in non-science courses where appropriate.

5. Expand opportunities for Undergraduate Research in all disciplines and in interdisciplinary areas; consider undergraduate research as a means of fulfilling exit requirements.

6. Review the General Education requirements to determine if the current structure effectively increases student understanding of different peoples and cultures.

7. Provide additional laboratories and classrooms for science courses; improve faculty offices and classrooms in the humanities and social sciences.

Since the beginning of time, culture and the arts have been central to the human experience. The Tampa Bay area represents an artistically rich, culturally diverse community. From the beginning of the University, USF has recognized the importance of its contributions to the cultural growth of the Tampa Bay region. Before there was a Tampa Museum of Art, before there was a Tampa Bay Performing Arts Center, before there was a Florida Orchestra, or a Master Chorale, there were the arts at the University of South Florida.

The USF College of Fine Arts is recognized as a significant center for the education of artists and as a center for exploring and experiencing the arts. In addition to its mission to prepare the next generation of artists, the College of Fine Arts contributes to the cultural fabric of the total university as well as the community. Complementing the four curricular areas of art, dance, theatre, and music, are the special exhibition facilities of the Contemporary Art Museum and the USF research institute, Graphicstudio. The College produces over 300 exhibitions and performances annually that serve an estimated 110,000 attendees. USF's regional campuses provide unique settings for artistic and cultural projects from across the U.S. and around the world. Sarasota, for example, offers opportunities for University collaboration with the Ringling Museum of Art while St. Petersburg hosts the Salvador Dali Museum. Together, these programs provide an exceptional environment for the study of and research in the arts at USF.

From performances at the Marshall Center to site-specific sculpture; from theatre that addresses issues that rest heavy upon the academic mind to art that challenges beliefs and values; from concerts that focus one's perceptual sensibilities upon movement to images that engage the socio-political perspectives of the viewer; the arts and culture at USF serve to excite, to engage, and to change all who venture forth. The arts should permeate the campuses, serve as a catalyst, and function as the stimulus for university-wide growth.

The arts, uniting experience and reason, offer much to partners in interdisciplinary dialogue. They are strengthened by insights from the humanities and social sciences and are today working in closer collaboration with the natural sciences than ever before. In an age dominated by the sign and the global exchange of information, the arts provide models and tools for integrating ideas and experiences into meaningful new syntheses. In the future, all disciplines in the University will be marked by engagement with the arts, just as the arts will be dramatically changed by encounters with other disciplines.

The opportunity now exists for USF to expand its contribution to the cultural life of the University and community and to provide state and national leadership in the preparation of the next generation of arts leaders. As the College of Fine Arts emerges to even higher levels of prominence, the University and the community will profit from new opportunities to experience and explore new forms of art and new directions in the arts.

Key Strategies

Establish USF as a center of national distinction in contemporary arts.

Expand opportunities for arts and culture to permeate the University of South Florida and promote interdisciplinary activities involving the arts as an integral part of teaching and research across departments and colleges.

Increase the level of USF engagement of arts and culture within the Tampa Bay area by focusing on students and teachers in the public school system (Pre-K/12).

Priority Actions

1. Establish a competitive funding base for the College of Fine Arts to enable it to become nationally distinctive in the contemporary arts.

2. Develop and enhance USF's permanent art collection managed by the Contemporary Art Museum.

3. Create a Center for Culture and Fine Arts to provide seed money for faculty and students to create innovative interdisciplinary activities, to coordinate the Visiting Artist/Scholar series, and to support projects or studies that have clear potential for city-wide or regional impact upon the arts and culture.

4. Design and implement interdisciplinary summer institutes for teachers, young students, and service professionals to encourage infusion of culture and fine arts throughout the K-12 curriculum; provide scholarships for selected individuals to participate and perform in such events.

Research: A Focus on Sponsored Research

The University of South Florida should invest its research resources to create an institution that is recognized nationally and internationally for excellence in scholarly achievement. An optimal investment strategy for USF requires coordination in order to allocate scarce resources to a variety of important and often interrelated purposes. These allocations must be guided by clear institutional goals, policies, and priorities and must serve to build both the quality and quantity of USF's research activities. In addition, these goals, policies, and priorities must evolve in response to both internal and external change. Finally, such investments must be regularly monitored to evaluate progress toward specific and general goals. Depending upon assessed achievement, investments need to be continued, enhanced, or withdrawn.

The University must define, recognize and nurture its strongest research programs and opportunities, both currently and potentially, and fund them at high levels. This principle recognizes that there simply are not enough funds to raise the entire University at once. Thus, selective investment on the basis of current and potential strengths is necessary. The setting of these investment priorities (investment in individuals, areas, and new initiatives) must begin primarily at the level of the Deans. The setting of investment priorities should actively involve faculty and chairs as well as the deans. University research priorities should then be determined by a University Research Board and approved by the President.

USF should build on areas or programs that are already demonstrably strong in both scholarship and peer-reviewed federal funding. Emphasis should be placed on the natural, social, and health sciences as well as engineering. Prioritized areas and programs should contribute to the solution of important societal problems.

It is important to assess the relative effectiveness of investment decisions across the various units of USF in order to inform resource allocation decisions. It is equally critical that USF compare its overall investment effectiveness with other universities, especially aspirational peers. The measures of external comparison should include USF's level of return on investment in sponsored research, USF's level of return on investment in intellectual property, and USF's level of recovery of indirect costs.

USF's ambitious goals for growth in the research enterprise demand enhanced access to major research instrumentation. Funding constraints clearly argue for greatly increased utilization of shared, multi-user facilities. Such resources could be housed at a combination of major and secondary sites and include a wide variety of support instrumentation serviced by technical support personnel. A centrally located site for such instrumentation resources could initially be established in the Life Sciences Annex. Also, existing capabilities of the Health Science complexes or the St. Petersburg campus could be enhanced and provide additional support to the community of scholars.

No single factor is more important to an outstanding research program than the ability to recruit and retain outstanding graduate students. Increased graduate stipends and waivers are needed to ensure USF's continued success in student recruitment and retention at the graduate level.

Key Strategies

Invest USF's research resources to create an institution that is recognized nationally and internationally for excellence in scholarly achievement by optimizing investments in externally funded research as well as providing support for other research and creative activity.
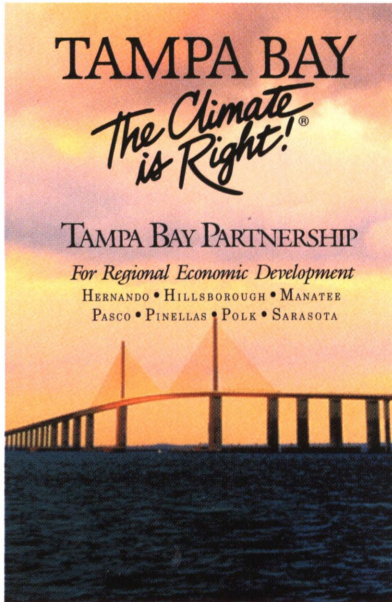
Define, recognize and nurture USF's strongest research programs and opportunities, both currently and potentially, and fund them at higher levels.

Establish a system for supporting faculty research start-up costs (departmental and multidisciplinary) to units with demonstrated or projected success.

Establish mechanisms to assess the effectiveness of University research investment decisions.

Priority Actions

1. Direct research investments to areas that meet most or all of the following criteria: (a) demonstrate current or potential ability to compete successfully for external federal funding; (b) represent the strongest areas at USF in terms of national normative evaluations of peer-reviewed scholarship; (c) provide graduate training opportunities that attract the nation's/world's best students; (d) take advantage of the special characteristics of USF and its region.

2. Establish competitive levels of support for recruiting and retaining outstanding graduate students.

3. Establish a cyclic review process based on benchmarks to evaluate the return on University investments in research.

4. Provide the Dean of each College an additional rebate based on the previous year's indirect cost earnings of that college to support annual start-up and matching fund needs for that college. Start-up costs in support of University priorities such as interdisciplinary initiatives or other exceptional opportunities should be funded from an indirect cost allocation to the Research Board.

5. Support and expand the research infrastructure including: mechanisms for communicating funding opportunities; technical and support staff for the preparation of proposals; assignment in each college of an individual, e.g., an Associate Dean for Research with primary responsibility for research communication and coordination; multiple-user instrumentation resources

6. Conduct, via the Research Board, regular external reviews of USF's overall research and graduate education activities, particularly for programs in receipt of past large investments of University resources.

TAMPA BAY
The Climate is Right!®

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For Regional Economic Development
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Economic development refers to the creation and transfer of knowledge to support the region served by the university. USF supports economic development through its academic programs by educating students for productive careers, by research and technology transfer, and by providing the information and scholarly resources needed by the community.

The University of South Florida contributes to the region's economic development through three types of community interaction: passive, reactive, and proactive. Passively, the presence of USF in the community is a major force for economic development. USF employs nearly 7,700 persons and teaches more than 34,000 students annually. As such, USF's presence has a large economic impact on the area.

Reactively, USF's teaching and research endeavors are shaped by the demands of the community. Economic growth requires a well-educated workforce and USF responds by providing programs, information services, and sponsored programs that meet the needs of regional employers.

Proactively, USF promotes regional economic development by working in partnerships with area businesses and industries and by facilitating access to the University by the business community. For example, USF's Office of Economic Development (OED) has established a communications network with business and industry and serves as a point of contact for external organizations to access the resources of the University.

The principle that has guided USF's involvement in economic development is that the University pursues those economic development activities that enhance its research and teaching mission. USF's economic development efforts should not detract from the teaching and research objectives of the University but should be integrated into the programs of the academic units and bring opportunities to the University to enhance its mission. The Florida (I-4) High Technology corridor is an example of such an initiative. This program links the University of South Florida and the University of Central Florida in a partnership with the region's economic development offices and private-sector businesses in an effort to increase the quality of life in the region through the creation of high technology jobs. The funds dedicated to this program (approximately $6.9 million annually) have been used to enhance the University's teaching and research mission. For example, a matching grants program with business/industry was established to foster faculty research in the Colleges of Arts and Science, Business, Engineering, and Medicine and tuition waivers were added to promote graduate education.

Key Strategies

Promote communications and collaboration among USF's centers and programs by establishing coordinated outreach efforts with the business community.

Evaluate USF's effectiveness in the economic development arena on a regular basis and report the University's impact as an economic development partner to the business community.

Priority Actions

1. Establish a communications network among USF's centers and programs involved in economic development activities to provide a coordinated outreach effort that will enhance USF's relationships with the business community.

2. Institutionalize the USF Economic Impact Study conducted by CEDR and the OED Impact Study as reports routinely generated for purposes of assessing USF's impact on the region's economic development.

3. Establish a series of studies to assist with the analysis of USF's effectiveness in economic development such as a periodic survey of products and innovations developed at USF, a study of the relationship of USF's academic programs to regional employment needs, an assessment of the economic impact of the I-4 Corridor initiative; an assessment of the economic impact of USF's graduates on the region.

4. Create and maintain a regional economic database at USF; continue the Center for Economic Development Research as the repository of regional economic development information; produce and disseminate a quarterly newsletter on economic indicators for the region.

Community & Urban Initiatives

The Community and Urban Initiative Task Force recommends that USF set as one of its highest priorities the meaningful integration of the University with its external community. This recommendation goes beyond the extensive contributions that have naturally accrued from the primary mission of the university. USF has a social responsibility and obligation to work in partnership with its external community to apply and disseminate knowledge, test theories, and address critical health, economic, social, educational, environmental and technological problems. Such partnerships will not only benefit the external community but will also enhance and invigorate the University from the new knowledge gained from the efforts. USF should become an "engaged institution that prepares students to respond effectively to (1) the complex issues of the society they will enter while promoting social responsibility and (2) the social and economic concerns of the communities they serve."

USF has a special opportunity and responsibility to develop as an engaged university due to its location in a major metropolitan region. USF can serve as the hub in a knowledge-based society in which the community is involved in all phases of the knowledge process, as opposed to traditional models of universities as a dispenser of expert knowledge in a one-way process. USF should endeavor to serve all communities but special attention should be given to those that are educationally and economically disadvantaged.

The Task Force recommends the adoption of the principles of Barbara Holland's model (Holland, 1997)[1]:

❖ A fully engaged university is one that encourages and supports community in-

volvement on the part of its faculty, staff, and students.

❖ A fully engaged university builds on a pedagogy of engagement.

❖ A fully engaged university integrates the acquisition and application of knowledge.

❖ The engaged university views itself as an integral part of its community.

❖ The engaged university is organized so that community involvement is supported.

❖ A fully engaged university provides the material and symbolic resources to support its community involvement.

The strategies recommended by the Task Force are designed to define the content of an engaged university's mission, to provide incentives for creative initiatives that promote it, and to guarantee infrastructure and resources to implement it. They also help USF become a university known for its commitment to and productivity in community partnerships that make a difference both at the university and in the community.

[1]Holland, B. (1997). *Michigan Journal of Community Service Learning*, 30-41.

Key Strategies

Create mediating structures that effectively link the resources of the University with the needs of the community, particularly those that are educationally and economically disadvantaged.

Establish opportunities for researchers to explore the relationships between the theories of the disciplines and the application of these theories in the community.

Include a concern for community issues in institutional planning, execution, and evaluation.

Provide opportunities for students to apply the knowledge acquired in the classroom to the community beyond the campus.

Priority Actions

1. Create a central organizational unit to coordinate, facilitate, and support the community-related activities of the colleges and units. Conduct a census of USF's current involvement in the community; facilitate the integration of teaching, research, and service through community-based projects; establish a competitive grant program that provides seed money for new community-related courses and research.

2. Provide resources to support community related curricular, research and service activities of the colleges and their units.

3. Host a conference that highlights USF's current community involvement and brings together experts in the field.

4. Reflect USF's aspiration to the highest level of community engagement in the mission statement of the University and in all other statements of vision or strategic direction. Each college and unit should state its community involvement mission and consider how to implement this aspect of their mission. Include community involvement in faculty hiring, assignment, evaluation, reward, and promotion/tenure processes.

5. Establish an interdisciplinary community studies curriculum; add a community component to relevant courses; and expand experiential learning opportunities for students.

The University of South Florida has developed a number of partnerships with educational systems and institutions and business and governmental entities. The university has created new initiatives through exciting partnerships such as the construction of Pizzo Elementary School on the University of South Florida campus, the establishment of Professional Development Schools in Pasco and Hillsborough Counties, and the initiation of the USF Charter School. USF has established strong partnerships with community colleges in the region, most recently demonstrated through the co-use of the USF St. Petersburg Campus for St. Petersburg Junior College classes and the initiation of an instructional site for selected baccalaureate and graduate programs on a Pasco-Hernando Community College campus. The University has worked with the University of Central Florida, regional community colleges, business and eco-nomic leaders along the I-4 Corridor on a number of initiatives that have focused on education and economic development.

USF must continue to work with education, government and business partners to enhance access to and participation in higher education by greater proportions of Florida's population. USF's success will be determined in large part by its continued ability to assist other entities to attract highly qualified and well-prepared graduates. Improving the system of education requires a unified strategic approach across multiple educational institutions and community partners.

Toward this end, the Task Force recommends that the University of South Florida adopt the Board of Regent's goals for the enhancement of public education as the key strategies for Educational Partnerships beyond the year 2000. These goals are listed in the key strategies section on this page.

Key Strategies

Promote the improvement of early childhood education.

Move toward a seamless education system for students served by USF's community college and high school partners.

Foster expanded partnerships with K-12 schools and regional community colleges.

Promote applied interdisciplinary research on school change.

Strengthen pre-service and in-service education programs.

Priority Actions

1. Identify and support an interdisciplinary team incorporating health care, mental health care, and family and child services to develop and study the effects of an integrated, comprehensive model of early childhood education; disseminate the findings of research to early childhood educators, counselors, health care providers, psychologists, and social workers.

2. Establish a Tampa Bay Pre-K to 16 Educational Council to include the Dean of the College of Education, the Director of Community College Relations, and representatives from the region's school districts and community colleges.

3. Establish a pool of resources to be used to seed promising collaborative initiatives between USF and its K-12 and Community College partners with a provision for matching funds from each partner.

4. Create an Institute for Research on School Change to facilitate and support applied interdisciplinary research on school change and to provide interdisciplinary doctoral training on school change.

5. Establish a comprehensive Teacher Education Council that will bring together campus units, community college partners, and school district representatives to monitor progress toward addressing the BOR objectives specified in the SUS Strategic Plan. Utilize the Council's recommendations to strengthen pre-service and in-service programs.

Enrollment Planning

In 1998-99, the University of South Florida was officially recognized as an SUS Research I institution. This designation was based on factors such as the University's research productivity, graduate enrollment, number of graduate degrees awarded, endowment, and overall size of the University's undergraduate population. The Research I designation formalized USF's status as a major, metropolitan research university with dual challenges of building on its research prominence and continuing to provide access to Florida's students.

Before examining the impact of the USF's Research I designation on enrollment planning, it is helpful to understand the relationship of higher education to the social and economic conditions of the state. Florida ranks poorly on important measures of societal well being: average wages, crime, percentage of citizens in poverty, and critical measures of childhood health and welfare. Florida falls short of the national average in degree production, placing 45th in the number of bachelor degrees completed per 100,000 citizens in the 18-44 year old age range. Florida currently produces 82% of the national average of baccalaureate degrees, 80% of the national average of at the master's level, 83% at the doctoral level, and 69% at the professional level. Increased access to higher education at all levels is a key strategy to the improvement of the quality of life for Florida's citizens.

Florida's educational profile is complicated by projections of large population growth estimated to result in a 40% increase in the number of high school graduates by the year 2010. In addition, the market demands of a highly competitive, global, post-industrial economy will require more highly trained individuals both for job entry and job retention with the anticipated result being increased participation in higher education by non-traditional students. Conservative projections anticipate at least 70,000 new students, an average net increase of 6,000 students per year, will attend a Florida university through 2010.

Access to undergraduate education and degree productivity are important components of a University's enrollment plan but they cannot be considered in isolation of USF's research mission. Graduate education is inseparable from the University's research mission. In addition to providing new discoveries to expand the knowledge base, research directed toward specific problems has become an economic engine that influences the state's ability to attract new business and industry. The key to improving Florida's social and economic profiles is therefore largely dependent on a combination of degree productivity at all levels and continued development of Florida's research enterprise.

In response to the factors described above, USF's enrollment plan must recognize and respond to both the teaching and research missions. If these areas are appropriately balanced, both priorities can be achieved and the service mission will be a natural vehicle for extending the teaching and research functions to the community.

Key Strategies

Shape the enrollment profile of USF to be consistent with that of a Research I University by changing from the current mix of 82% undergraduate/18% graduate to a mix of 80/20.

Expand graduate enrollment at the average rate of 2 1/2% annually, primarily at the Tampa campus with selective graduate growth at regional sites.

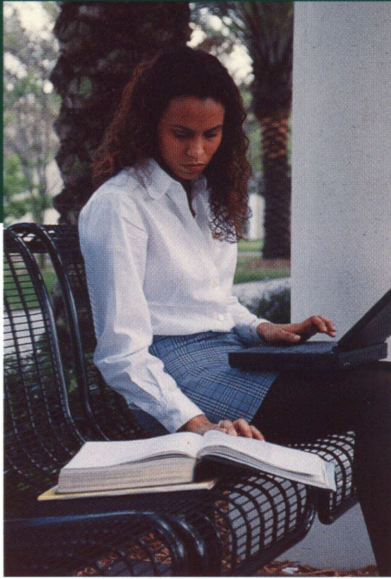Increase undergraduate enrollment at an average rate of 1 1/4% annually through 2010.

Increase undergraduate enrollment at regional sites at 2 1/2 times the rate of the Tampa campus.

Achieve efficiency in the regional delivery of programs through the use of university-owned or leased facilities, joint use/concurrent use activities with community colleges, and expansion of distance education.

Priority Actions

1. Place priority on recruiting highly prepared and talented undergraduate students, regional campus students, and graduate students.

2. Increase the percentage of honors students from 10% to 15% of the incoming FTIC class by 2010.

3. Increase the number of international students attending USF to approximate the enrollment levels at other Research I universities.

4. Target six regional sites for enrollment growth: Tampa/Hillsborough, New College, St. Petersburg/Pinellas, Sarasota/Manatee, Lakeland/Polk, and Pasco/Hernando. Establish lower division opportunities for 400 students on the St. Petersburg campus by fall, 2002.

5. Establish a USF Downtown Center as an instructional delivery site with a focus on programs that respond to the educational needs of individuals working in the downtown area, particularly those involved in business, public administration, and international trade.

USF is making a university-wide commitment to undergraduate honors education. The growth of USF's honors options is strategically important to USF's development as a Research I institution and will have repercussions for years to come as the competition for the nation's best students intensifies. Support for a full range of options for a full range of honors students will enable USF to become a national leader in honors education.

To sustain and advance the purposes of the Honors Programs, USF must provide an intellectual climate and physical environment that will place the university at a competitive advantage in recruiting and retaining high achieving students and a diverse student population. Enhancement of the intellectual environment at USF can occur through expansion of the undergraduate research program; development of a scholars lecture series and scholar-in-residence program; research conferences; expansion of departmental honors programs; and establishment of new chapters of honors societies and revitalization of existing honors societies.

The USF Honors Programs can be further enhanced by developing closer linkages across all campuses as well as New College to provide all Honors students with a broad array of educational activities. Moreover, closer linkages between the honors options of USF and Florida's community colleges must be encouraged. Finally, closer linkages should be established with alumni of the USF Honors Programs to maintain contact with Honors graduates as they progress toward their personal and professional goals.

The University of South Florida offers academically talented undergraduate students a unique choice of honors programs. High-achieving USF students may select the University Honors Program or departmental honors programs on the Tampa Campus, the Campus Honors Program at St. Petersburg, or may attend New College, the free-standing honors college at Sarasota. USF's New College has won national acclaim as a pioneer of public honors colleges. USF is unique in Florida, and perhaps in the nation, in the range and depth of undergraduate honors opportunities it offers to students. The strength of these diverse honors options within the same university provides a strategic advantage, giving USF a special niche in honors education.

Key Strategies

Enhance the climate of the university to provide a challenging academic and social environment for highly qualified and talented students.

Support a full range of honors options to enable USF to become a national leader in honors education and to attract a diverse population of talented students.

Increase enrollment of high achieving/ talented students in all of USF's honors options.

Expand opportunities for undergraduate students to participate in research with faculty mentors.

Priority Actions

1. Enhance the intellectual climate for Honors students at USF by developing a lecture series, scholar-in-residence program, and research conference based on an annual theme.

2. Expand departmental Honors programs by providing funds to assist with instructional costs, thesis mentors, research materials, scholarship support, and graduation hoods and medallions.

3. Develop closer linkages between the honors options of USF and honors programs at Florida's community colleges to enhance services for transfer students.

4. Expand the Honors scholarship program with the goal of achieving 100% of financial need plus a merit-based scholarship; provide each Honors student with academic enrichment support such as a computer, summer research stipend, and/or study-abroad grant.

5. Expand the Undergraduate Research Program to allow more students to work with faculty mentors on research projects. Investigate new models for involving undergraduate students in research.

6. Build an active Honors Alumni program.

Multidisciplinary Initiatives

A strong commitment to multidisciplinary foundations is necessary for building a university for the future. Traditional patterns of organizational structure contribute to disciplinary fragmentation rather than creative collaborations across departmental boundaries. Multidisciplinary models suggest a mosaic metaphor forged of connective pieces inviting faculty and students to break out of traditional frameworks to consider new ways of organizing in relation to one another. In order to facilitate collaborative teaching and research, USF must be re-invented as a scene for multidisciplinarity.

Structural flexibility is required in order for USF to enhance multidisciplinary efforts. Because multidisciplinary needs will change over time, USF must consider organizational alternatives to best respond to multidisciplinarity. Organizational structures that have potential to support multi-disciplinarity include (1) center-oriented structures with formal linkages established around a common theme, and (2) sphere-oriented structures that utilize less formal linkages than centers and approach their work through vehicles such as study groups and forums. These options lend themselves to a matrix structure, with faculty located both within a discipline and a center or sphere to encourage collaboration across university and community boundaries. These organizational structures are not envisioned as displacing traditional disciplinary structures but would be developed to allow both disciplinary and multidisciplinary connections.

USF is already the home of a number of successful multidisciplinary efforts such as the Institute on Aging and the Collaborative for Children, Families, and Community. The University is well positioned to have multidisciplinary impact in areas such as ethics, community and urban studies, area studies, particularly Latin American and Caribbean Studies and the African Diaspora, environmental and ecological studies, biomedical engineering, diversity, arts and culture, and international and intercultural studies. These areas already have a sufficient faculty base across a number of disciplines to consider the formulation of centers or spheres.

Boundaries must be crossed not only within traditional University structures but also with the community at large. USF's metropolitan setting invites partnerships with local institutions, museums, and cultural centers. Multidisciplinary initiatives involving community partners as active participants will help USF achieve the goals of engaged universities.

By expanding its emphasis on multidisciplinary efforts, USF can establish itself as a leader for producing energetic leadership, new directions, creative collaborations, and improved service and research outcomes for the emerging challenges of our complex society.

Key Strategies

Re-invent USF as a scene for multidisciplinarity: establish organizational structures and policies to encourage and support multidisciplinarity

Formalize multidisciplinary initiatives in selected focal areas

Engage the community as partners in multidisciplinary efforts

Priority Actions

1. Establish a Center for Interdisciplinarity and appoint an academic officer to provide leadership and support for interdisciplinary efforts.

2. Identify and implement organizational approaches to facilitate interdisciplinarity such as centers and spheres that build on the faculty matrix concept.

3. Initiate and/or expand existing multidisciplinary efforts in the areas of ethics, community and urban studies, area studies, environmental studies, biomedical engineering, arts and culture, diversity, and international/intercultural studies.

4. Identify community partners for each multidisciplinary center/sphere and actively involve these partners in planning, implementing, and evaluating each initiative.

The University of South Florida is well positioned to address the pressing future academic needs of the health professions. The University has well established programs in medicine, nursing, physical therapy, public health, communication sciences and disorders, gerontology, medical technology, psychology, social work, and rehabilitation counseling. While these programs are highly effective, there is an increasing need for continued growth of interdisciplinary teaching, research, and service among these departments. Opportunities for strategic growth exist in the biobehavioral aspects of health care and in interdisciplinary teaching, research, and service among departments that contribute to the allied health professions.

Biobehavioral Science. Progress in interdisciplinary health research cannot be made with the independent movement of programs. Rather programs must transcend disciplinary boundaries to work on thematic issues. In order to facilitate interdisciplinary health research, an organizational structure is needed with a primary mission of fostering an interdisciplinary research agenda that addresses specific medical and biobehavioral issues. This organizational unit, an Interdisciplinary Biobehavioral Science Center for Research, should provide a mechanism whereby faculty can maintain discipline associations while maximizing research potential through collaboration. This entity should provide leadership for obtaining new grants and contracts incorporating components of biobehavioral models that require the expertise of multiple disciplines.

Allied Health. The Task Force considered two organizational approaches to support interdisciplinary teaching, clinical education, and research among the allied health disciplines: (1) the establishment of an Allied Health Institute that would serve as an umbrella organization for faculty housed in a variety of academic departments across campus and (2) the establishment of a separate College of Allied Health. The Institute for Allied Health would be designed to foster interdisciplinary research and clinical education. Research and clinical training arms would be linked through thematic relationships such as health promotion, disease prevention, health care policy, long-term care, and rehabilitation. The strategy preferred by the Task Force members was the establishment of a College of Allied Health. In this model, existing as well as emerging health-related disciplines at USF would be housed in a newly created administrative unit.

In either model, the enhancement of the basic science departments at USF is a priority to support the increased demand for students in health-related programs and to promote basic science research. Similarly, both models are based on the importance of interdisciplinary and multidisciplinary activities such as joint course development, cooperative research, and outreach programs that facilitate team approaches to preventative care. Regardless of the organizational structure selected, the importance of interdisciplinary research, education, practice, and service in the health professions will require a change in role, scope and function of programs and faculty at USF.

Key Strategies

Establish an Interdisciplinary Biobehavioral Science Center for Research with a primary mission to foster an interdisciplinary research agenda that addresses specific medical and biobehavioral issues.

Develop a new organizational structure for allied health areas to promote interdisciplinary research, education, practice, and service across departmental lines.

Increase participation of minority individuals, students and faculty, in the health and allied health professions, education, and research programs.

Priority Actions

Biobehavioral Science

1. Create an Interdisciplinary Biobehavioral Science Center for Research with an autonomous director reporting directly to the Provost. Identify space, facilities, and funding to support the new Center.

2. Develop mechanisms whereby faculty can maintain discipline associations while maximizing research potential through interdisciplinary collaboration in the Center's work.

3. Seek grants and contracts that incorporate components of biobehavioral models requiring the expertise of multiple health disciplines.
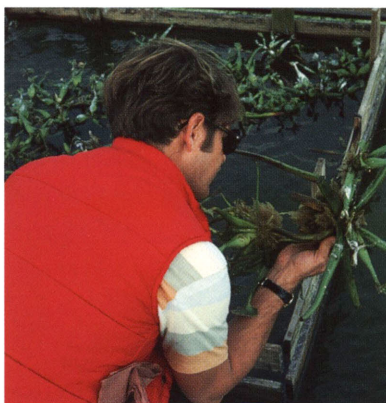
Allied Health

1. Establish a tactical planning task force to address issues related to an organizational structure to promote interdisciplinary among departments contributing to the allied health professions.

2. Monitor trends in health related workforce availability and need. Review existing programs in health-related disciplines based on societal need and enrollment potential and develop recommendations to enhance, maintain, or phase out programs as appropriate. Support the development of new programs for which a need has been established.

3. Utilize broad and diverse strategies with measurable outcomes to increase minority participation in health and allied health professions.

Environmental Studies & Applications

Florida is the fourth most populous state in the nation with over 80% of its people in coastal counties. Its long peninsula cuts across temperate and subtropical zones and consequently its biological diversity is higher than in all but three states in the continental United States. Florida has the longest and most complex coastline in the nation, the largest underwater continental shelf, and the only coral reef—the third largest in the world. There are over 1000 species of fishes in Florida waters and over 400 species of birds; 17% of Florida's plant and animal species are found nowhere else. The state has one of the largest tourism industries, nationally-prominent fisheries, critical ports and harbors, and a population of approximately 15 million. It is physically, biologically, and socially connected to the more than 30 nations of the greater Caribbean.

Set against these superlatives are the realities of increasing human disturbances of land, water, and species. Habitat destruction, river and coastal water pollution, and harmful algal blooms are increasing at an alarming pace. Populations of the endangered Florida manatee and panther continue to decline. In spite of having the nation's highest average annual rainfall and huge aquifers, Florida requires stringent conservation and even desalination to maintain its water supply. On the positive side, Florida leads the nation in the management of resources for sustainable use. Florida was among the first of the states to implement the concept of ecosystem management and has a large, informed environmental government infrastructure. Florida has emphasized partnerships with academic institutions, particularly to integrate natural and social sciences into resources management.

The University of South Florida has long been involved in addressing environmental problems critical to Florida. With an early history of developing the internationally respected Marine Science Department, USF has expanded its environmental base through programs in ecology and urban ecology, water-related research, physical geography, environmental health, and environmental engineering. Students have a variety of opportunities to study environmental issues in the field and laboratory in departments as diverse as Geography, Civil and Environmental Engineering, Geology, Marine Science, Biology, Chemistry, and Environmental Health.

USF is noted for its excellence in educating environmental specialists for the region through intensive coursework and laboratory and field practica. Strong links have been developed with state and local agencies and the private sector. An ever-expanding network of alumni comprise a skilled work force of environmental professionals who provide internship opportunities and career assistance for students. Although there is a great deal of strength in environmental sciences and policy, a number of areas need to be enhanced in order to bolster the ability of USF to serve as a Research I institution in a large urban area with a unique environmental setting. The strategies proposed by the Task Force will elevate USF to the next level of prominence in environmental studies and applications.

Key Strategies

Expand interdisciplinary teaching and research to merge environmental science and engineering with environmental policy and community planning.

Establish a stronger infrastructure for research and graduate education.

Develop the USF campuses as exemplars of sustainable environmental communities.

Priority Actions

1. Strengthen areas such as environmental economics, environmental assessment, and risk analysis to build the base for environmental policy and community planning.

2. Expand the faculty base in the areas of meteorology, climatology, and limnology.

3. Enhance the infrastructure for research and graduate education in environmental studies by increasing the stipend for graduate students, expanding the equipment and equipment maintenance budgets for departments, upgrading the computer infrastructure, and developing a field vehicle motor pool with centralized access and maintenance.

4. Provide increased funding for those areas with topical strengths that suggest future funding potential from external agencies.

5. Continue to improve campus planning to reflect best practices emerging from environmental science, engineering, and policy studies, e.g., xeriscape landscape instead of water intensive landscape, use of solar energy.

As a major research university located in the port city of Tampa, USF serves a culturally and linguistically diverse metropolitan area that has longstanding ties to the Caribbean and Latin America as well as growing interests in Africa and other parts of the world. Recognizing that rapid globalization continues to transform virtually every professional field, the University is committed to providing both students and faculty with the support they need:

❖ to advance research through international collaboration;

❖ to suffuse the teaching and learning process with a global perspective;

❖ to address crucial global issues that threaten our economic, environmental, or political security through teaching, research, and service; and

❖ to appreciate other cultures as well as our own and recognize how the creative contributions of all peoples enhance the quality of life.

In 1997, the Provost conducted a review of international programs and services at USF with the assistance of an external consultant. The recommendations of the consultant were presented in an open University Forum. The forum produced strong agreement that USF should establish a centralized organizational structure to provide leadership and coordination of a major effort to develop the international dimension of the university. A Faculty Advisory Committee subsequently recommended the creation of a new unit headed by a Dean of International Affairs who would oversee the Center for Latin American and Caribbean Studies, the Center for Africa and the Diaspora, the Office of Overseas Studies and Exchanges, the USF Linkage Institutes, and International Student and Scholar Services. Following a national search, a Dean was appointed in 1999 and was charged with providing leadership, advocacy, and support for all University-wide and college-based international activities in order to achieve coherence and integration of international programs and services at USF.

To be recognized as a world class Research I institution, the University of South Florida must attract the best students and scholars from across the U.S. and around the world to engage collaboratively in teaching, research, and service. Our sphere of influence must expand beyond Tampa Bay, beyond Florida, and even beyond the United States to encompass the global community as we engage in the search for solutions to the problems that confront all of humankind. We must develop partnerships with government, business, industry, and the professions, both at home and abroad, in support of this expanded mission.

A key element that will support USF's development in International Affairs is the construction of a common physical home for rapidly expanding international programs and services. The University envisions an International Center that will serve as a locus for international academic and cultural outreach for the West Coast Florida region. The Center will provide areas where Florida students and faculty, international students and scholars, business and professional leaders, and local residents can come together to exchange ideas, participate in cultural activities, and develop an understanding of international relationships and interdependence.

Key Strategies

Provide a microcosm of the world on campus that enables students and faculty to interact with and learn from a broad range of cultures, languages, experiences, and viewpoints.

Maintain close relationships with business, industry, government, and the professions to continuously identify the knowledge, skills, and attitudes needed in a global workforce.

Collaborate actively with various communities on a global scale to address issues related to political stability, protection of the environment, and worldwide social, economic and cultural growth.

Priority Actions

1. Diversify the student body to include outstanding students from a broad range of geographic, linguistic, and cultural backgrounds in sufficient numbers to create a significant international presence at USF.

2. Support the development of the depth and breadth of faculty international expertise in order to expand the global dimension of the curriculum.

3. Develop a range of activities, both in and out of the classroom, that consciously and systematically develop the knowledge, skills, and perspectives required of effective citizens in a global society; this includes study-abroad opportunities, international internships, field studies, volunteer opportunities, and classroom simulations.

4. Develop research, teaching, and service partnerships with a variety of governmental offices, private business and industry, community organizations, and alumni, both within the U.S. and abroad.

Student Life

Campus life provides opportunities to enhance student development and learning through continuous assessment, design, and/or redesign of educationally purposeful activities and optimal environments. The quality of campus life is ultimately influenced by the quality of programs, activities, services, and settings that attract, satisfy, sustain, and promote student involvement in the achievement of their educational and career goals.

The University of South Florida is a large metropolitan research institution that serves a diverse and ever-changing student population. Because it is important to support each and every student, the programs, services, and events should be designed to be diverse, integrated, and promote a sense of shared community among students. A specific goal for student life at USF is to create a diverse wellness-enhancing environment that fosters the personal, social, physical, intellectual, cultural, career and spiritual development among all USF students. The creation of such an environment will result in increased student success in achieving educational goals which in turn will result in student retention and a high graduation rate.

While USFs designation as a Florida Research I institution will encourage attention to its graduate and professional programs, it is important that the academic and personal development needs of undergraduate students continue to be met and enhanced. USF must continue to strengthen and broaden student leadership development opportunities that build campus community, spirit and pride, including clubs and organizations, cultural activities, recreational sports and activities, intercollegiate athletics, and student employment and partnerships with academic affairs such as experiential, career-related learning experiences, co-operative education, and internships.

It is important that student life programs and services be available to students on all campuses. As enrollment growth continues on the regional campuses and at New College, more attention will need to be focused on student life issues on these sites. Because students may attend classes at one of several sites and through a variety of course delivery systems, including distance learning, the traditional student service delivery structures will be challenged and creative solutions will be required.

Key Strategies

Enhance the quality of student life and the intellectual climate of the University.

Expand facilities that enhance student life to better provide programs, activities, services, conveniences, and amenities to meet the needs of USFs diverse population of traditional and non-traditional students.

Integrate themes of student life and programs within the University's enrollment plan to enhance USFs ability to attract a diverse population of academically talented students as well as to foster a sense of shared community.

Enhance and/or develop student support service programs on all campuses.

Enhance residence services programs to increase the availability of on-campus housing and to enhance the quality, character, and diversity of the student residential environment.

Priority Actions

1. Enhance the programs, services, activities, and facilities on all campuses to build community; spirit and pride; foster student intellectual and social development; and promote diversity and multiculturalism.

2. Develop a plan to expand the facilities of the Marshall Center; expand health care services and facilities and provide additional specialty clinics; develop health care services at regional campuses where appropriate; expand recreational facilities at the Campus Recreation Center and develop additional satellite sites.

3. Establish a leadership development program to include service learning activities and projects addressing community needs.

4. Develop a comprehensive University recruitment plan that integrates recognizable themes of the student life programs and services and outlines a delivery process that encourages involvement of many members representative of the entire university community.

5. Continue to implement the recommendations in the 1997 comprehensive study of residence life.

The University of South Florida is one university geographically dispersed with the main campus located in Tampa, regional campuses in St. Petersburg, Sarasota-Manatee, and Lakeland, and New College, the Honors College of Florida. In addition, the University has established a Downtown Center in the Port Authority building as well as instructional sites in a variety of community settings. Differences in mission, constituency, and programs create distinctive environments in each venue and allow USF to provide access to higher education to meet the diverse needs of its students. The multi-campus structure of USF affords a number of advantages for the University, its faculty and students yet simultaneously produces complex challenges for the delivery of programs and services. As a foundation for the work of the Multi-Campus Task Force, a set of principles was developed to guide planning and decision-making related to USF's multi-campus environment:

❖ The goal of the "one university" concept should be equity but not uniformity.

❖ The student experience of USF across campuses and delivery sites, while neither uniform nor identical, should be of consistently high quality.

❖ Faculty on all campuses should be treated as full members of their departments and colleges and should have equitable teaching, research, and staff support as well as access to graduate assistants.

❖ Communication of USF's "community culture" (a common understanding of the institution's values and goals that transcends allegiance to any single campus or unit) should be a priority. Administrators, faculty, staff, and students on all campuses and sites should have a sense of identity with and membership in the larger USF organization.

❖ Reporting relationships and budgetary responsibilities should be closely aligned.

❖ It is equally important to communicate and endorse principles of empowerment and accountability which, coupled with the principle of alignment, will allow USF to be both locally responsive and well coordinated University-wide.

❖ The role of the University's senior leadership involves stewardship of the institution's guiding ideas, principles, core values, and mission.

❖ Because of the need for increased flexibility to respond to the distinctive environments of each campus/center, strategic planning on regional campuses must be a continuous activity.

❖ While technology should not become a rationale for centralizing and concentrating faculty and programs on a single campus, it may serve as a valuable tool for enhancing the quality and consistency of the student experience across the multi-campus environment and provide access to a wider range of opportunities.
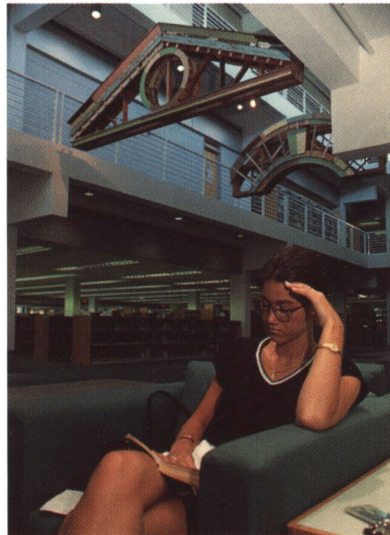
Key Strategies

Promote University and community understanding of USF as one university geographically dispersed

Establish policies and procedures that allow for the special character and differential opportunities of each campus yet ensure the student experience at USF is of consistently high quality across campuses and delivery sites

Maximize the availability of programs on regional campuses through the utilization of a variety of instructional delivery systems.

Conduct faculty recruitment and hiring to take into account the needs of all campuses such that special expertise and skills can be shared among campuses.

Expand partnerships with community colleges to facilitate the provision of a seamless undergraduate educational experience for students throughout the USF service area.

Priority Actions

1. Disseminate the concept of USF as one university geographically dispersed in the university mission statement, university publications, and new faculty/staff/student orientation.

2. Establish a work group (representative of all campuses) to review and recommend revisions to University policies, procedures, structures, and reward systems to ensure they support, encourage, and reinforce cooperation and collaboration across campuses.

3. Establish a multi-year, multi-campus/cooperative course scheduling process to enable students to plan their course of study and complete their degree in a continuous and timely manner.

4. Provide faculty with opportunities to work on multiple campuses to facilitate full integration as department members.

5. Conduct ongoing needs assessment of USF's service area to identify opportunities for development of academic program specializations on individual campuses.

Library and Information Technologies

In order to serve the needs of a major research university effectively, the USF libraries must be organized to serve as an integrated information management and dissemination resource. The standards set by the elite members of the Association of Research Libraries (ARL) will be those to which the USF libraries aspire.

As is the case with most major research universities, USF is home to several libraries with diverse roles and missions. The diversity of the libraries' functions and collections adds a rich texture to the university environment and creates a context for creative innovation. Nevertheless, without a central administrative authority, the library system could potentially evolve into a disjointed group of stand-alone resources that are inefficient and duplicative.

The current structure of the University libraries reflects the historical growth of the university. As campuses, colleges, and other academic units were added to the university, their libraries were incorporated into a loosely coupled library system. Coordination of library administration, policies and services is currently accomplished through informal consensus among directors of the various libraries. While this system has worked well historically, some administrative efficiencies that could be realized through shared, centralized operations have not occurred. Moreover, policies for such system-wide functions as interlibrary loan and circulation have not

always been consonant, and consistent representation of the USF libraries outside the university has not been present, primarily because no one person has the requisite authority to represent the entire library system. The goal is to establish a system and structure that will lead to the establishment of a nationally distinctive research university library commensurate with the expectations and needs of a Research I institution.

The pace of technological development is such that strategies and tactics for application of technology within the USF Libraries must be a continuing concern. Already recognized as a leader in the virtual library, USF must continue to build its infrastructure and services to support ever-expanding technological advancements.

Key Strategies

Establish an identity for the USF Library System as consisting of the Research Library (Tampa) and two regional campus libraries at Sarasota and St. Petersburg.

Establish a structure to provide central leadership for all library services at USF and enhanced services through utilization of common policies and procedures where appropriate.

Establish a systematic process to ensure USF can continue aggressive development of the virtual library.

Improve the reward and recognition structure to ensure the continued recruitment and retention of outstanding library faculty.

Priority Actions

1. Provide increases in library funding to correspond to planned growth in graduate education and research.

2. Establish a position of Dean or Director to provide leadership for the USF Library System and to serve as the official representative of USF's libraries.

3. Enhance the library collection and services to be commensurate with established criteria of the Association of Research Libraries.

4. Establish a Library Technology workgroup to interface with other USF technology workgroups and facilitate coordination and standardization where appropriate.

5. Standardize the technology infrastructure among libraries in the USF library system to ensure delivery of information and resources among sites.

6. Enhance library faculty salaries to at least the median South Atlantic ARL level.

The University of South Florida has made substantial progress in implementing policies and practices which make appropriate use of information technology to improve instruction, research, service, administrative and student support functions. Three principles guide the strategic directions for technology at USF:

❖ Strategic directions for technology will support student learning.

❖ Strategic directions for technology will support the creation and application of knowledge.

❖ Academic programs for teaching and research will drive technology direction.

The Task Force approached its work by focusing on the question of what USF's information technology capabilities should look like in five years to support learning, research, and service; to provide quality administrative services; to provide quality student support services; to support effective management, and to support effective marketing. The Task Force then addressed the question of how USF can move from current to desired capabilities.

In order to continue to facilitate technology integration in teaching, several elements must converge: faculty training, staff assistance for course development and implementation, and a reliable infrastructure that includes support staff, equipment, and systems. The University must encourage and reward faculty for technology-enhanced teaching and scholarship. In order to support faculty research, significant investments must be made to provide specialized equipment, access to cluster and supercomputing, and access to virtual environments, both locally and via high-speed networks.

USF must continue to invest in its technology infrastructure. A robust campus-wide network is required to support all elements of high-speed computing, innovative distance learning, advanced telecommunications, inter-campus and partnership connections. In developing the infrastructure, emphasis must be placed on network security, ethics, and individual privacy. It is important to implement appropriate security techniques to support paperless transactions, contracts, and e-mail. The increasing collection of information should be linked to safeguards for personal privacy. Comprehensive support services are an integral component of the technology infrastructure

Information fluency has become a baseline expectation for employment and citizenship. USF should ensure that graduates are appropriately prepared to utilize technologies as part of their professional lives.

As USF moves towards fulfillment of Research I status, the technology capabilities of the library should continue to advance accordingly. The appropriate allocation between digital/print resources and staffing is critical to support the teaching, research, and service mission of USF.

Key Strategies

Encourage and reward faculty for technology-enhanced scholarship.

Invest in technology support for faculty research.

Facilitate technology integration.

Develop comprehensive technology support services.

Continue to enhance the technology capabilities of the USF libraries.

Priority Actions

1. Deploy technology to enhance the learning process and make it accessible to a distributed and diverse student population. The efforts of faculty who use the advantages of technology wisely and well should be recognized in the traditional measures of faculty success.

2. Invest in technology to support faculty research and graduate education by providing training, specialized equipment, local and remote access to high performance computing and similar advanced technological environments.

3. Move toward a comfortable, integrated, reliable technological environment. This will support distance learning and provide access to high-speed networks, databases, advanced telecommunications, computers and other tools 24 hours a day, seven days a week.

4. Allocate sufficient resources to maintain competitive technical/professional salaries; provide training and recognition to enhance employee retention.

5. Investigate the establishment of a requirement for computer literacy and computer ownership/access for students.

USF Strategic Plan 2000

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