Strategic Plan

EXECUTIVE SUMMARY

This Strategic Plan continues the process of ensuring a globally competitive University of South Florida (USF) as a model for public universities. The plan is focused on three distinct but interconnected goals: (i) becoming a top 20 university in the U.S. rankings of the Carnegie Foundation, which would elevate USF’s position in the Top American Research Universities, as ranked by the National Research Council; (ii) increasing annual research expenditures as determined by the National Science Foundation to $9.3 million in 2010–11 funding for preclinical and interdisciplinary research; and (iii) enhancing the number and quality of graduate programs as assessed by the American Council on Education.

The plan is built on USF’s current and future capacities, while recognizing the need for a more deliberate and focused planning process. The plan is structured to meet the needs of the community, located in Sumter County and extending to the Tampa Bay region, and beyond. The onus is now on institutions—especially those at the forefront of changing the world—to showcase the value of careful and deliberate planning. This plan is the culmination of a significant amount of work by the campus community, representing 157 countries on campus, and the Tampa Bay communities.

The plan is divided into three parts: (i) Strategic Planning Challenges; (ii) Goals and Objectives; and (iii) Implementation. Each part is designed to be read and implemented in the context of the other two. The plan is intended to guide USF’s progress toward becoming a top 20 university as defined by the Carnegie Foundation, increasing research expenditures to $9.3 million, and enhancing graduate programs. The plan is designed to be flexible, allowing for adaptation to changing circumstances and opportunities. The plan is intended to provide a roadmap for USF’s future, ensuring that the university remains competitive and relevant in an ever-changing world.
BOG Performance Based Funding (PBF) Metrics

1. Percent of Bachelor’s Graduates Employed and/or Continuing their Education Further 1 Year after Graduation
2. Median Average Wages of Undergraduates Employed in Florida 1 Year after Graduation
3. Average Cost per Undergraduate Degree to the Institution
4. Six Year Graduation Rates (Full-time and Part-time FTIC)
5. Academic Progress Rate (2nd Year Retention with GPA above 2.0)
6. Bachelor’s Degrees Awarded in Areas of Strategic Emphasis (includes STEM)
7. University Access Rate (Percent of Undergraduates with a Pell Grant)
8. Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM)
9. Percent of Bachelor Degrees Without Excess Hours
10. Number of Postdoctoral Appointees
# National/Global Rankings

**FLBOG Preeminence Metric: Public University National Ranking**
*(in more than one national ranking, top 50)*

<table>
<thead>
<tr>
<th>Publication</th>
<th>Year</th>
<th>USF</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Center for Measuring University Performance (Public Only)</td>
<td>2013</td>
<td>26-50</td>
</tr>
<tr>
<td>4. QS World University Ranking (US Publics)</td>
<td>2014</td>
<td>57</td>
</tr>
<tr>
<td>5. Academic Ranking of World Universities (ARWU)</td>
<td>2014</td>
<td>50</td>
</tr>
<tr>
<td>6. Kiplinger Best Public College Value (In-state students)</td>
<td>2015</td>
<td>52</td>
</tr>
</tbody>
</table>

**NUMBER OF PUBLICATIONS WITH TOP 50 RANKS** 3

*Source: Florida Board of Governors*
Student Enrollment – Headcount

Source: IPEDS
Student Enrollment – FTE

Source: IPEDS
FTIC Academic Profile - Fall

Source: IPEDS
FTIC Retention Rates

Source: IPEDS

University of South Florida
FTIC 4- and 6-Year Graduation Rates

Source: IPEDS
Undergraduate Degrees Awarded

Source: IPEDS
Graduate Degrees Awarded

(Masters, Doctoral – Research + Professional)

Source: IPEDS
Degrees Awarded in Areas of Strategic Emphasis (ASE)

Source: Florida Board of Governors
Postdoctoral Appointees

Source: National Science Foundation

University of South Florida

2015 Fall Faculty Address
Research Expenditures

Source: National Science Foundation

University of South Florida
USF Ranked in the Top 15 Universities Worldwide for U.S. Patents

- Top 15 worldwide for the past 5 years
- 10th in the U.S.
- 1st in Florida for 2014 (IPO/NAI)

Source: Research and Innovation
Innovation & Economic Prosperity University
Executive Summary
CURRENT STATE STRENGTHS
USF has established the goal of being designated as a preeminent Florida research university and continuing to build and foster the research enterprise as a distinguishing characteristic of the institution.

Current State Strengths
• The broader community concurred that USF’s research enterprise is what distinguishes USF from other regional and state of Florida schools and all expressed a desire to foster this reputation.
• Consistent with the USF strategic plan and objective of achieving status as a Florida preeminent university, USF’s research expenditures, as reported via the NSF HERD survey, continue to increase and grow towards the target $500M, despite the challenges faced in the current funding landscape.
• USF has a diversified sponsor mix, and though Federal and State/Local predominates the funding landscape, several new and alternative funding paths have been pursued in recent years.
• USF has made concerted efforts to increase the effective F&A rate in recent years and has seen this metric grow from 16% in 2010 to 19% in more recent years.
• Despite the young age of the institution, USF has promoted its rank for Issued Patents nationally and globally, providing USF standing among an elite group of institutions and elevating the institution’s commercialization profile.

Executive Summary
CURRENT STATE OPPORTUNITY THEMES
The following themes emerged as opportunities to further USF’s progress towards its research goals.

Current State Opportunity Themes
• Strategic Alignment of Priorities: USF has an overall Strategic Plan (two of the four major goals of bringing USF’s research enterprise) but no research-specific strategic plan exists that establishes a manageable number of high priorities that USF ‘wishes to be known for.’
• Shared Governance: School/college leadership state that their perspective is not considered in financial and non-financial decision-making and that a Research Advisory Committee would be useful in advising strategic decisions and holding parties accountable for meeting commitments.
• Transparency: USF stakeholders express dissatisfaction with a lack of transparency, and though they do understand that IDC funds are reinvested, they do not understand the benefit to the broader USF research enterprise.
• Investigator Context: Investigators expressed the same lack of understanding and transparency in how their Colleges spend indirect cost returns as how indirect cost returns are spent centrally.
• USFRI Operations: Processes and policies can be streamlined to improve efficiencies within USFRI and eliminate duplicative efforts. There are conflicting perceptions of the customer service mindset of USFRI.
Princeton Review’s Best 380 Colleges

University of South Florida
Student Success

Student Success
Focus Yields
Graduation Improvement

University of South Florida
Higher education has long been a path to economic security, and it is especially important for low-income students, first-generation college students, and students of color. Current demographic trends show that non-Hispanic whites will no longer comprise a majority of the U.S. population by 2050, when they will make up just 47 percent of the population. Already, half of all U.S. births are children of color. At the same time, middle-class earnings have stagnated, and poverty is becoming more widespread. As the population continues to change, it is increasingly important to future economic security that degree attainment rates reflect the nation’s changing demographics.

The nation’s public universities—a key vehicle of upward mobility—must do more to ensure the playing field for all students. As currently stands, students from the least advantaged populations earn degrees at a lower rate and are burdened with a greater portion of debt than their peers. However, some standout public universities are reversing these trends by committing to need-based funding, offering successful student support programs, and providing institutional leadership. As both communities of color and the poverty rate continue to grow, it is economically imperative to improve the value of college for the least advantaged students.

Un replica de la imagen de una página de un documento, así como el contenido textual extraído anteriormente.
Student Success
Student Success Roadmap

- Acceptance
  - Inconsistent Student Preparation
  - Shifting Institutional Culture
- Competing Priorities
- Unmet Financial Needs
  - Inconsistent Advising
  - Limited Student Engagement
- Graduation
BOG Performance Based Funding (PBF) Metrics

1. Percent of Bachelor's Graduates Employed and/or Continuing their Education Further 1 Year after Graduation
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9. Percent of Bachelor Degrees Without Excess Hours
10. Number of Postdoctoral Appointees
# Performance Based Funding Metrics USF System 2014-2015

## Key Metrics

<table>
<thead>
<tr>
<th></th>
<th>Excellence</th>
<th></th>
<th>Improvement</th>
<th></th>
<th>Final</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Data</td>
<td>Points</td>
<td>Data</td>
<td>Points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Percent of Bachelor’s Graduates Employed and/or Continuing their Education Further 1 Yr after Graduation (2012-13)</td>
<td>75%</td>
<td>4</td>
<td>5%</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Median Average Full-time Wages of Undergraduates Employed in Florida 1 Yr after Graduation (2012-13)</td>
<td>$35,300</td>
<td>4</td>
<td>2%</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Average Cost per Undergraduate Degree to the Institution (2010-14)</td>
<td>$24,340</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Six Year Graduation Rate, Full-time and Part-time FTIC (2008-14)</td>
<td>66%</td>
<td>3</td>
<td>3%</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Academic Progress Rate, 2nd Year, Retention with GPA Above 2.0 (2013-14)</td>
<td>84%</td>
<td>3</td>
<td>0%</td>
<td>0</td>
<td>3</td>
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<tr>
<td>6</td>
<td>Median Average Full-time Wages of Undergraduates Employed in Florida 1 Yr after Graduation (2012-13)</td>
<td>51%</td>
<td>5</td>
<td>1%</td>
<td>1</td>
<td>5</td>
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<tr>
<td>7</td>
<td>University Access Rate Percent of Undergraduates with a PELL grant (Fall 2013)</td>
<td>42%</td>
<td>5</td>
<td>0%</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM) (2013-14)</td>
<td>69%</td>
<td>5</td>
<td>0%</td>
<td>0</td>
<td>5</td>
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</table>

## Institution-Specific Metrics

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</thead>
<tbody>
<tr>
<td>9</td>
<td>Percent of Bachelor’s Degrees Without Excess Hours (2013-14)</td>
<td>64%</td>
<td>1</td>
<td>6%</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>Number of Post-doctoral Appointees (Fall 2012)</td>
<td>289</td>
<td>4</td>
<td>-4%</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>42</td>
</tr>
</tbody>
</table>

Source: Florida Board of Governors
Learning Outcomes:
1. Students will be able to critically evaluate information in light of its logical consistency, evidence, and justification of conclusions, analyze and explain relationships between presented information and concepts: uncover underlying assumptions and arguments, and consider multiple hypotheses and interpretations before formulating opinions
2. Students will produce well-organized, well-developed papers that reflect appropriate use of language to achieve a specific purpose and address it to a specific audience
3. Students will be able to demonstrate artistic or human expression
4. Students will demonstrate an understanding of the diversity of human experience
5. Students will demonstrate an understanding of the complexity and dynamic nature of local and global processes (e.g. social, political, economic systems)
6. Students will demonstrate an ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret natural phenomena
7. Students will demonstrate an understanding of the scientific process, including hypothesis formulation and testing, identifying relevant variable, and evaluating the appropriateness of research designs
8. Students will demonstrate the ability to describe historical events and multiple interpretations of historical events using arguments supported by appropriate historical evidence

Course Objectives:
1. Understand symbolic, expressive, and interpretative communication systems in all of their complexities
2. Confront with an inquiring mind the natural, social, technical, and human world and their interrelationships
3. Understand theories and methodologies for producing knowledge and evaluating information
4. Interpret and understand human diversity in a global context
5. Discover and pursue a meaningful life, as well as being a responsible steward of the human and physical environment

Dimensions:
- Critical thinking
- Inquiry
- Scientific process
- Creative and interpretive processes and experiences
- Global context
- Human historical context and process
- Environmental perspectives
- Human and cultural diversity
- Ethical perspectives
- Inter-relationships among disciplines
- Written language skills
- Oral language skills
- Information literacy
- Quantitative literacy
Partnerships
“Bullish about USF”

BOLD
UNITED
LEADERS
LOYAL
IMPACTFUL
STUDENT-CENTRIC
HIGH-QUALITY
Partnerships

FLORIDA CONSORTIUM
OF METROPOLITAN
RESEARCH UNIVERSITIES

University of South Florida

2015 Fall Faculty Address
USF in Lima

University of South Florida

2015 Fall Faculty Address
Global Citizens Project

EXECUTIVE SUMMARY

The University of South Florida’s Quality Enhancement Plan (QEP) is designed to prepare students to lead meaningful and productive lives in a global society. Entitled the Global Citizens Project, USF’s QEP advances USF’s mission and strategic goals as a global research university through the establishment of curricula and co-curricula that will enhance students’ global competencies and improve their perceptions of globally related institutional opportunities.

WHY THE GLOBAL CITIZENS PROJECT?

1. The Global Citizens Project advances USF’s mission and strategic plan.
2. The Global Citizens Project builds on USF’s 2005 QEP, which added new global dimensions to the general education curriculum.
3. The Global Citizens Project capitalizes on recent trends, successes, and existing resources at USF, thereby benefiting from institutional capacity for global engagement.
4. The Global Citizens Project addresses a need for enhanced global learning opportunities, as revealed by institutional assessment data.

COMPETENCIES AND LEARNING OUTCOMES

The goal of the Global Citizens Project is to develop students’ willingness and ability to engage constructively with diverse people, places, events, challenges, and opportunities – USF’s definition of a global citizen. To achieve this goal, a testable developmental model has been constructed focusing on three competencies:

- Global Awareness
- Global Responsibility
- Global Participation

These competencies are accompanied by measurable learning outcomes that link affective/conative and cognitive domains of global citizenship. The learning outcomes are:

**AFFECTIVE/CONATIVE**
- Self-Awareness in regard to values, beliefs, attitudes, and behaviors
- Willingness to make individual choices that reflect concern for others
- Practice based on professed values, beliefs, and attitudes that express concern for others

**COGNITIVE**
- Knowledge of global/cultural systems and issues
- Analysis of global/cultural interrelationships and interdependencies across place and time
- Synthesis of context-appropriate actions to address complex issues and/or unfamiliar situations

PROGRAM GOALS

To achieve anticipated learning gains, three programmatic goals targeting the curriculum and co-curriculum have been developed.

1. Global FKL provides students with an introduction to global competencies through the globalization of the general education and capstone course offerings.
2. Global Pathways provides students with opportunities to practice and apply global competencies through the globalization of degree programs.
3. Global Citizens Award provides students with opportunities to reinforce global competencies through the creation of a Global Citizen Awards program.

RESOURCES

With a total budget of $5,000,000 over eight years, significant human and financial resources are dedicated to support student success, professional development, and assessment of the Global Citizens Project. These include:

- Study abroad scholarships
- Library enhancements
- Suite of assessment instruments
- New hiring lines
- Professional development workshops
- Faculty learning communities
- Annual conference

ASSESSMENT

Assessment of student learning within the Global Citizens Project relies on existing direct and indirect measures in the published literature as well as internally crafted instruments adapted to our institutional context and global citizenship developmental model. These include:

- Hett Global-mindedness Scale
- Global Perspective Inventory
- Global Awareness Profile Test
- USF rubrics and tests

Existing operational systems and established performance metrics related to program goals enable close monitoring of the progress of the Global Citizens Project.

DEVELOPMENT OF THE PLAN

The Global Citizens Project is the product of over a year and a half of effort by the USF community. Together, representatives from all university constituencies – faculty, staff, students, alumni, and administrators – have created a QEP that incorporates a broad range of campus perspectives and expertise gathered through the following activities:

- Focus groups
- Surveys
- Town halls
- Website and email account
- Development and implementation teams
- Presentations
- University outreach

THE GOAL: PREPARE USF STUDENTS AS GLOBAL CITIZENS!

How? Through three strategies:

- Global FKL
- Global Pathways
- Global Citizen Awards

What will students learn?

- Global Awareness
- Global Responsibility
- Global Participation
USF World

PASSPORT

GLOBAL DISCOVERY HUB

Your Passport to International Engagement

USF WORLD
UNIVERSITY OF SOUTH FLORIDA

UNIVERSITY OF SOUTH FLORIDA

Supreme
BULL
Given Names
ROCKY D.
Nationality
UNITED STATES OF AMERICA
Date of Birth
1 Nov 1962
Place of Birth
TAMPA, FLORIDA, USA
Date of Issue
16 Aug 2015

313924011USA621117F17081630157249000000001772
Thank you Lynn Pippenger. We are proud of our new name!
AAU Membership Indicators

**Phase I Indicators**
1. Competitively funded federal research support
2. Membership in the National Academies (NAS, NAE, IOM)
3. Faculty awards, fellowships, and memberships
4. Citations: Thomson Reuters InCitesTM

**Phase II Indicators**
1. USDA, state, and industrial research funding
2. Doctoral education
3. Number of postdoctoral appointees
4. Undergraduate education

BOG Preeminence Metrics

1. Average GPA and SAT Score for incoming freshman in Fall semester
2. Public University National Ranking (in more than one national ranking)
3. Freshman Retention Rate (Full-time, FTIC)
4. 6-year Graduation Rate (Full-time, FTIC)
5. National Academy Memberships
6. Total Annual Research Expenditures ($M) (Science & Engineering only)
7. Total Annual Research Expenditures in Diversified Non-Medical Sciences ($M) (Science & Engineering only)
8. National Ranking in S.T.E.M. Research Expenditures (includes public & private institutions)
9. Patents Awarded (over 3 year period)
10. Doctoral Degrees Awarded Annually (Does not include Professional degrees)
11. Number of Post-Doctoral Appointees
12. Endowment Size ($M)
Our Top Strategic Priorities for 2015-2016

• Refocus our efforts to grow USF’s research enterprise and impact
• Move toward comprehensive and sustained *Excellence* (rather than *Improvement*) in Florida’s performance metrics (PBF)
• Continue our gains in Association of American Universities (AAU) and Florida Preeminence performance benchmarks, and improve our national and global rankings
• Leverage partnerships and advance the new business model to strengthen our financial future
• Fully implement USF’s Quality Enhancement Plan: *Global Citizens Project*
Please Join USF System President Judy Genshaft at the
President’s Fall Address 2015

Wednesday, Sept. 9 at 2 p.m.
Marshall Center Oval Theatre

View it live at USF.EDU