Thank you President Teague for those kind words, and for the deeply valued and constructive leadership that you and your colleagues in the Faculty Senate bring to the USF community.

Good afternoon, and welcome to the 2013 Faculty Assembly and the sixth fall address that I have had the privilege of delivering. This is always an exciting time as we welcome new and returning faculty, staff, and students to the beginning of another academic year, prompting us to reflect on the remarkable accomplishments of the past and to contemplate new opportunities that lie ahead.

Before beginning my remarks, please let me introduce key members of the USF leadership team that are joining us this afternoon. I ask that they stand and be recognized as I introduce them:

- President Judy Genshaft, beginning her 14th year at the helm and the chief architect of USF’s rapid emergence as a global research university
- Paul Sanberg, Senior Vice President for Research & Innovation
- John Long, Senior Vice President and Chief Operating Officer
- Nick Trivunovich, Vice President and Chief Financial Officer
- Sandy Lovins, Vice President, Administration
- Tom Miller, Interim Vice President for Student Affairs
- Donna Petersen, Interim Senior Vice President for USF Health and Dean of Public Health
- Steve Prevaux, General Counsel
- Jose Hernandez, Chief Diversity Officer
- Dwayne Smith, Senior Vice Provost and Dean of Graduate Studies
- Kofi Glover, Vice Provost for Human Resources and Facilities
- Paul Dosal, Vice Provost for Student Success
- Graham Tobin, Vice Provost for Strategic and Budget Planning
- Roger Brindley, Vice Provost and System Associate Vice President for USF World
- Jackie Dixon, Dean of Marine Science
- Eric Eisenberg, Dean of Arts & Science
- Bill Garrison, Dean of the Libraries
- Moez Limayem, Dean of Business
- Dianne Morrison-Beedy, Dean of Nursing
- James Moy, Dean of the Arts
- Rafael Perez, Interim Dean of Engineering
- Julie Serovich, Dean of Behavioral and Community Sciences
- Stuart Silverman, Dean of The Honors College
- Kevin Sneed, Dean of Pharmacy
It is my sincere privilege to work with this talented team of colleagues as, together, we serve the needs of our students, staff, and faculty while continuing to advance USF’s profile and influence throughout the global higher education sector.

Reflections on the 2012-13 academic year:

The 2012-13 academic year saw USF continue to build upon the accolades of the past decade across our key strategic priorities of research, student success, and global engagement.

In research, USF’s recognized interdisciplinary strengths in diabetes and autoimmune disorders, neurosciences, sustainability, and veterans reintegration provided a firm foundation as the university climbed to unprecedented heights in competitive funding, and realized newfound acclaim when the National Science Foundation ranked us in its Top 50 public and private universities on the basis of both total and federal research expenditures. The quality and breadth of scholarly and creative activity contributed by faculty and students across our academic community further complemented and cemented USF’s position as a global research university — one with real-world impact. I am particularly proud of the fact that, once again, USF researchers led the State of Florida in return-on-investment, averaging $336,000 in research funding per tenured/tenure-earning faculty member, well ahead of our colleagues in Gainesville, Miami, and Tallahassee.

While your achievements are too many to mention in this arena and, as you know, I have sought to highlight the remarkable accomplishments of many of our leading scientists, scholars, and artists in the past, I do want to make mention of the selection of USF Assistant Professors Cameron Ainsworth, from the College of Marine Science, and Jiangfeng Zhou, from Physics, who are the only representatives from a Florida college or university named among just 126 Alfred P. Sloan Foundation Research Fellows nationwide in 2013.

Moreover, I would be remiss if I failed to acknowledge the 15 USF faculty members who were elected as Fellows of the American Association for the Advancement of Science last fall, the most of any Florida institution and the fourth-highest number of any organization worldwide.

Meanwhile, our professors continue to make meaningful contributions to the scientific literature including publishing their work in *Nature, Science*, and other prestigious journals. This year, Matthew Pasek and Jonathan Wynn, both from Geology (and, now, the new School of Geosciences); Kristina Schmidt, from Cell, Micro and Molecular Biology); David Lewis, from Integrative Biology; and John Skvoretz, from Sociology, all saw their work appear in the *Proceedings of the National Academy of Sciences*. Congratulations!
At the same time, we must not overlook important scholarly contributions in the arts and humanities as you continue to do what you do best — create new knowledge and seek innovative solutions to complex problems that have confounded us in the contemporary world. As we well recognize, it is most often through the liberal arts that our students develop the knowledge and competencies that a growing number of future employers argue are essential to assuring this nation's competitive position in the global marketplace of ideas: critical thinking; initiative; analytical, debating, and synthesizing skills; creative problem-solving; ingenuity, innovation and entrepreneurship; proficiency in written and oral communication including through the embrace of social media; global literacy; as well as collaboration and teamwork.

Strange, some may think, that USF's burgeoning educational and research reputation fell short of the Florida legislature’s performance threshold for "preeminence" earlier this year. But, then again, so would 57 of 60 public and private AAU institutions nationwide, including Cal Tech, Indiana University, Princeton, Stanford, the University of Virginia, the University of Texas at Austin, and Yale.

I hope that you share in my pride and celebrate your collective accomplishments as you continue your valued contributions to uncover the truth, serve the public good, and improve the health, economic and educational wellbeing of the communities we serve. USF is a global research powerhouse, and you should rest assured that President Genshaft, myself, and others will continue to advocate tirelessly for the recognition and support that you so rightly deserve.

While it is our research profile that differentiates us from many universities in Florida and beyond, as you know our efforts in preparing well-educated and highly skilled leaders for the future has picked up steam in recent years. We anticipate that the selectivity profile of our Fall 2013 freshman class will exceed all prior groups and contribute further to the ethnic, cultural, and geographical diversity of campus.

During the past year, we witnessed strong student retention and progression along with a most satisfying bump in graduation rates as we awarded 10,528 degrees at USF — and, of course, many more across the USF System — an all-time high that bodes well for employers in the Tampa Bay Region and the State of Florida.

These gains were quite intentional and the product of a concerted and sustained effort to improve student success. From the documented impact of the SMART Lab, to the "Anytime, Anywhere Learning" initiative for student athletes that was selected as an Apple Distinguished Program, to our new Bull-2-Bull financial literacy and counseling program, and implementation of Degree Works — a user-friendly degree audit — and, soon, the "Academic Tracking Leading to Academic Success" or ATLAS program to monitor a student's progress along the eight-semester degree path, our broad-based commitment to student success continues at all levels.

Changes announced in the Office of Graduate Studies are expected to lead to a redoubling of our advocacy for graduate education, refocusing our attention on academic quality assurance of
graduate programs, enhancing student support and services, and streamlining processes, eliminating unnecessary bureaucracy, and reducing administrative costs.

Throughout the past academic year, and with help from the Office of National Scholarships, USF students have continued to distinguish themselves by earning more nationally competitive awards and scholarships than their peers at any other university in Florida, bringing our count to nearly 100 over the past two years alone — from Fulbrights, to Gilmans, Goldwaters, Madisons, Marshalls, and Udalls.

For the first time this year, a USF student, Christie Campla — a former Goldwater Scholar — won a highly selective National Institutes of Health (NIH) Oxford-Cambridge Scholarship.

Last year's list also included two prestigious Tillman scholarships. We have three more this year out of just 60 awarded nationally to returning veterans, second only to Harvard and George Washington University, who had four each this year. This should not be at all surprising, given USF's ranking by *Military Times* magazine as the fourth most veteran friendly university in the nation.

As you recognize, while our students are truly talented — and, by the way, I urge you to employ them whenever possible — they would not have achieved these accolades without your selfless dedication and mentoring.

And we will continue to seek new opportunities for our students, such as our 3+3 partnership with Stetson University College of Law, which now offers qualified USF Honors College students an expedited path to a JD, with generous scholarships along the way.

Nothing is more obvious than the fact that our students' success is a measure of your success and that of our dedicated staff. At this juncture, I would like to recognize, once again, Autar Kaw, professor of mechanical engineering, who was honored last fall the U.S. Professor of the Year for doctoral-granting research universities by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education — the first, I might add, in Florida.

And more recently, Miranda Sloan, graduate academic advisor in the College of Education, was named recipient of the Wesley R. Habley Summer Institute Scholarship by the National Academic Advising Association (NACADA). Congratulations to you, as well!

It is through the collective efforts of USF's passionate faculty and dedicated staff that our students are now accelerating at a higher rate to graduation and competing more successfully in the workplace and along the path to graduate school. For that, I want to express my deepest appreciation and urge you to continue to both challenge and support our students as they aspire to even greater heights in years to come.
While nothing is more important than our institutional achievements in research and student success, they are accomplished against a strategic backdrop of global engagement. Consistent with our plan for the future, and bolstered by a growing number of students progressing from our innovative and successful INTO-USF program, the 2012-13 academic year saw a 20 percent increase in the number of non-resident (out-of-state and international) students enrolled over the prior year. With well more than 2,000 international students making USF their academic home today, they now account for five percent of our student population. We expect even more this fall as we move toward a strategic goal of 4,000 or 10 percent of our student population by 2018.

As we have argued for some years, we believe that a more geographically diverse student body can only enhance the quality and relevance of a USF education while extending USF’s brand presence around the world. With increasing numbers of international students and scholars attracted to our academic community and more and more USF professors joining forces with colleagues around the world to participate in international research collaborations, we are also witnessing more USF students and scholars exploring the world through education abroad and student exchange programs.

It will be important for the USF community to prepare for this changing student demographic in order to better understand and respond to the needs of a more geographically diverse student body.

A good example of how students, faculty, and staff have collaborated to create a welcoming and environmentally-friendly climate on campus, is USF’s recent selection to The Princeton Review’s "Green Ratings Honor Roll for 2014," one of only 22 colleges, out of 832 surveyed, to receive this highest rating based upon data addressing sustainability-related practices, policies, research, and academic offerings.

The rapid ascent of USF World has not gone unnoticed, either, as our Ghana Scholars Program received an Honorable Mention for this year’s Andrew Heiskell Award given by the Institute for International Education and, more importantly, USF was selected as recipient of the 2013 Senator Paul Simon Award for Campus Internationalization by NAFSA: Association of International Educators.

Quite clearly, our multi-dimensional global interconnectedness has rapidly become a part of USF’s DNA, essential to preparing a globally-competent generation of graduates and partnering with colleagues worldwide to advance our research agenda.

At the same time, we recognize the competitive advantages that the Tampa Bay Region provides our university through mutually beneficial partnerships with the likes of Citi, Delta, Draper Labs, FedEx, Jabil Circuits, Nielsen, SRI, and The Villages, as well as school districts, local government, and not-for-profits. With a mind to strengthening such collaborations, USF unveiled a "Partner with USF" website earlier this year to promote higher education opportunities, experiential learning via internships, residencies, and co-ops for students, employment
opportunities for our graduates, as well as more research and consulting services to partners in our community.

While 2012-13 was another banner year for USF, all of these achievements come at a price and require essential and continuing investments in our students, professors, and the broader priorities of the university’s strategic plan.

With state appropriations reduced last year and student tuition remaining among the lowest in the nation — providing, I might add, unparalleled value in higher education — we must continue our search for new and sustainable sources of revenue to support our mission and maintain our competitive position across the higher education sector. Our burgeoning research enterprise, community-based partnerships, and auxiliary operations contribute a growing share of our budget and, along with our philanthropic efforts, constitute important elements of USF’s financial future. Launched in October 2009, USF's Unstoppable fundraising campaign led by Joel Momberg, Senior Vice President for Advancement and Alumni Affairs, recently surpassed its original goal and has now raised upward of $621 million. Providing much needed support for new buildings and academic program enhancements, the sustaining investments in student scholarships along with endowed faculty chairs and professorships are equally essential to USF’s future. And we will not stop there as our fundraising efforts continue.

And so, with the exciting gains of the past academic year, it should come as no surprise that our theme for the 2013-2018 Strategic Plan is "A Global Research University Dedicated to Student Success"

**Framing our future: Opportunities and challenges in the year ahead:**

The Plan, lays out a clear, prioritized, and accountable path to the future framed around leveraging our greatest assets: human potential and intellectual talent.

In the coming years, advanced research will continue to grow and I expect to see the continuing emergence of high impact research across the disciplines and, in particular, via the Center for Drug Discovery and Innovation, the Humanities Institute, the recently established Natural Hazards Network, biomedical engineering, heart health, oceanography, STEM education, along with secure and innovative computing and data assurance consistent with state legislation providing for the future establishment of the Florida Center for Cybersecurity at USF.

What’s most noticeable about USF’s research portfolio — and is a characteristic that has served the university well in recent years — is the relevance and impact of the work of our faculty and students in the communities we serve. This is a powerful hallmark of which we can all be proud.

Our student success initiatives will continue to position USF as a model institution for improving college readiness, access, persistence, and degree completion, as well as improving prospects for employment and the passage to graduate school. They also promise to raise satisfaction and reduce indebtedness for a diverse student population. Above all, the broader USF community
now accepts that student success is everyone’s responsibility and we must continue to underscore and embrace that core principle.

I expect that we will continue to see greater geographical diversity as the scholarly profile and success of our students maintain an upward track and we explore the utility of big data and predictive analytics to shape personalized pathways to learning success. We anticipate, too, that demand for access to USF will continue to be strong and, while our student headcount will likely remain at approximately 40,000, we will move ever closer to bringing graduate student headcount and FTE to 25 percent of the total enrollment.

With retention and graduation rates continuing to climb, strategic enrollment planning becomes increasingly challenging. In particular, a growing demand for classes and the opportunity for increased tuition revenues suggest the need for expanding non-traditional modes of academic delivery. Last year, we saw an 11 percent increase in online enrollment over the prior year, generating $4 million more in tuition and fees. In the coming year, we should anticipate increased demand and increased competition, especially as the legislatively funded Institute for Online Learning ramps up.

I will be quite blunt, if we fail in responding to our students’ needs, they will look elsewhere. Accordingly, Innovative Education (formerly University College) has structured a revenue sharing plan that provides faculty members and colleges with the resources and support necessary to move new and high demand courses from a traditional to an online delivery platform.

Even as we respond to these tectonic shifts in the higher education marketplace, our focus must remain squarely on academic quality assurance and preparing for our next reaffirmation of regional accreditation by the Southern Association of Colleges and Schools, scheduled for 2015. This is not negotiable. Please "stay tuned" as we complete our institutional self study over the next year and advance our Quality Enhancement Plan, which, at the unanimous recommendation of the SACS QEP Steering Committee earlier this week, will center on "The Global Citizens Project."

Yes, these continue to be "interesting" times for universities in Florida and beyond as higher education wrestles with the impact of external forces. It is clear that we are being held to higher levels of public and private scrutiny and accountability than ever before — some may even suggest that it borders on intrusion.

Yet, as I’ve urged before, we have a responsibility to those investing in higher education, particularly taxpayers, our students and their families. We must continue our thoughtful and deliberative assessment of degree productivity, proceeding, when appropriate, to terminate programs that suggest low demand, low productivity, and non-alignment with our strategic priorities. We will conclude our review of those learning outcomes associated with four credit hour courses that might, more appropriately, be assigned fewer credits, especially when the same course is delivered at other public universities in Florida for lower credit. And when tenured
faculty are not demonstrating appropriate and sustained levels of scholarly productivity, then they cannot reasonably argue for anything less than a full-time instructional assignment.

I congratulate the Faculty Senate for its advocacy and oversight of classroom capture and student online assessment of instruction, two important initiatives intended to strengthen student success. And I look forward to receiving recommendations from the Faculty Senate Ad Hoc Committee on Review and Revision of the Tenure and Promotion Guidelines. The active engagement and leadership of elected faculty representatives in such important matters underscores the value we place in the principle of shared governance in the academy.

As you may recall, I have been sounding the caution bell about the changing fiscal reality in higher education — especially public higher education — over the past few years.

It is worth reflecting that two years ago, in August 2011, I suggested that, “When we entered the Great Recession … we adopted a balanced and measured plan to identify efficiencies and eliminate non-essential expenditures, to seek new streams of revenue, and to judiciously allocate cash reserves and, subsequently, federal economic stimulus funds, to bridge or offset our budget deficit… [I continued] Alas, it is now clear (and that was in 2011) that a continuing dependence on non-recurring reserve funds to 'fill the gap' is not sustainable… [and I added] We cannot bury our heads in the sand and nostalgically dream of a return to public higher education's salad days… We might do well to heed H.G. Wells' advice, 'Adapt or Perish.'"

Last year at this time, as we were anticipating the start of the Republican National Convention here in Tampa and a visit from Tropical Storm Isaac, I mused that we were in the midst of "an uncertain, turbulent, and even tumultuous time, [as] the continuing local and global economic malaise has ushered in a new chapter of critique for the higher education sector, characterized by some as archaic, wasteful, irrelevant, misguided, and resistant to change…" Once again, at that time, I urged us all to "Think Differently" as we confronted a "new normal" in higher education.

Today, like it or not, we must face up to that changing fiscal reality. During the past few weeks, President Genshaft, in letters to the USF community, has well-articulated the need for "Reducing spending and increasing revenue … [to] allow us to enjoy a secure financial future."

Planned action will include the creation of "a talent retention fund to reward high-performing faculty and staff." We must also work at "restoring the critical cash reserves depleted in years of state funding cuts."

Following consultation with key stakeholders President Genshaft now expects the restoration of cash reserves and (re)alignment of our base budget to occur over a multiyear term. I strongly support the President's measured approach that will place the USF System on a more robust financial footing in the coming years and I know that our deans are eager to move forward and play their respective parts in advancing our university's strategic progress within these parameters.
Fiscal challenges are nothing new to those of us in higher education and it is worthwhile noting that in spite of a significant reduction in state investment in higher education since the 2007-08 academic year — a reality faced by most universities across Florida and the nation — President Genshaft and I have, over the years, argued strongly for the need to preserve tenured and tenure-earning faculty positions along with academic departments and programs. Indeed, we are the only research university in Florida to have done so.

Today, we are in the midst of a paradigm shift, and as USF continues to strengthen its financial base over the next three years, likely actions will include, but will not be limited to, a mix of continuing cost containment, new revenue generation, and strategic (re)investment initiatives across our community. We will continue to identify, freeze or eliminate inefficient, non-essential, and non-strategic centers, programs, and positions; explore greater administrative efficiencies through improved business processes and centralized support services; come to depend on fewer, but more highly skilled and highly paid staff; optimize faculty instructional assignments and adjust the faculty mix; continue to grow student credit hours without increasing headcount — including through changing the enrollment mix.

We will also look to reduce the array of general education and elective courses to improve efficiency in delivery; generate additional revenues particularly through online, market-based and cost recovery models, and partnerships; and transform Summer School. Above all, this must be accomplished while advancing both faculty and student success. We need you, the faculty, to continue to "think out of the box" and bring your innovative ideas to the table.

As we know, the story of American higher education in recent years has, as I said before, been one characterized by both turbulence and uncertainty. From Academically Adrift, to Crisis on Campus, Going Broke By Degree, Declining By Degrees, and Excellence Without a Soul: How a Great University Forgot About Education – the The New York Times bestseller list has not been kind to the American university of late and the central value of a higher education is being widely questioned. For many, it's sometimes difficult to understand the skepticism surrounding an institution that has become the envy of so many around the world.

At the same time, the likes of the Minerva Project, UniversityNow, the free University of the People, Udacity, and Coursera — armed with their evermore ubiquitous MOOCs — threaten to disrupt and even unseat, or so they claim, the most prestigious of ivy clad higher education institutions.

Even as I previously framed the key priorities in Florida higher education around access, affordability, and accountability, performance-based funding is becoming a reality and we will do well to keep a watchful eye on the employment and/or progress to graduate school of recent graduates, their earnings, and the cost of education — all measures tied to future funding for Florida’s universities.

And federal higher education policy doesn’t seem to be helping as reductions in research funding and recurring threats to Pell grants and student loan programs accentuate the challenges we face
at the state and local levels. Most assuredly, this is the time to protect and transform our core academic enterprise — education and research — which, after all, represent our primary sources of tuition revenues, research investments, and performance-based funding.

The notion of "performance-based funding" appears to cross the political aisle. Interestingly, just this morning, the White House released President Obama's latest plan for making college more affordable. It includes:

- Creation of a new rating system for universities and colleges based on such performance outcomes as graduation rates and graduate earnings, on affordability and on access (including the percentage of students receiving Pell Grants),
- Linking federal financial aid to these ratings ~ for instance tying the amount of a Pell award and the rate on student loans to a university’s performance,
- Creating a new program that would award a “bonus” to universities enrolling large numbers of Pell Grant recipients, and
- Stricter requirements for students receiving aid.

All this while the President acknowledges that declining state funding has been the biggest reason for rising tuition at public universities.

Many lament the rapid commodification or even privatization of public higher education and the concomitant shift, some might suggest, from serving the public good to providing private individual and corporate gain. One such critic is David Boren, former Governor of Oklahoma, U.S. Senator, and now President of the University of Oklahoma who, earlier this year, suggested that, "Without any debate and without anyone in the country realizing it, we are slowly doing away with public higher education in the United States." (David Boren, 4/30/13).

Robert Gates, former Secretary of Defense, CIA Director, and President of Texas A&M University raised the critique to another level, recently writing that, "Over the past generation we have seen a gradual abandonment of the principle that higher education is a public good and the emergence of a view that it is a private consumer good."

He went on, "Everyone will pay the price for shortchanging education, research, and other investments in the future. It will be felt in the decline of America's quality of life, standards of living, and global influence." (Robert M. Gates, "A steep price to pay for short-changing education," AGB May/June 2012).

Boren and Gates may not be wrong. Late last month, the Association of Public and Land-Grant Universities (APLU) and the Association of American Universities (AAU) issued a fact sheet on what they called this nation’s "Innovation Deficit," pointing out the rapid gains — including the number of degrees and patents awarded — that other nations are reporting through a dramatically increasing scope of investments in higher education delivery and research. For some, it represents a serious threat to our national security.
Yet, as the change agenda accelerates in higher education, it behooves us to remain mindful and agile in our response guided by a commitment to neither compromise on quality nor to undo the immense progress we’ve made over time, as we seek to optimize USF’s human potential and leverage technology to promote innovation.

And so, by way of conclusion, I hope that our agenda for the coming year has become clear to you. Guided by USF’s 2013-2018 Strategic Plan, we will need to work together to:

- "Raise Our Game," once again, in external research funding and scholarly outputs, reaffirming our position as a global research university,
- Continue to recruit, reward, retain, and optimize the performance of talent — world-class faculty and gifted students, along with dedicated and passionate staff,
- Maintain our impressive gains in student success, in part, through examining the utility of big data, predictive analytics, and personalized learning,
- Change the student enrollment mix with regard to undergraduate/graduate, in-state/out-of-state and international ratios,
- Invest in and expand innovative education — online, cost recovery, market-based programs, and Summer School 2014,
- Grow experiential education including internships, residencies, and co-operative education in partnership with business and industry to better position our graduates for success,
- Frame the future of the Florida Center for Cybersecurity, all while we
- Strengthen our financial profile, and
- Prepare for SACS reaffirmation in 2015

It is true that we still are facing significant headwinds on our path to AAU eligibility. Yet, I remain confident that in working together, we will show the laser-like focus, dogged determination, and resultant gains that have become characteristic of USF's remarkable rise as a global research university dedicated to student success.

Thank you.