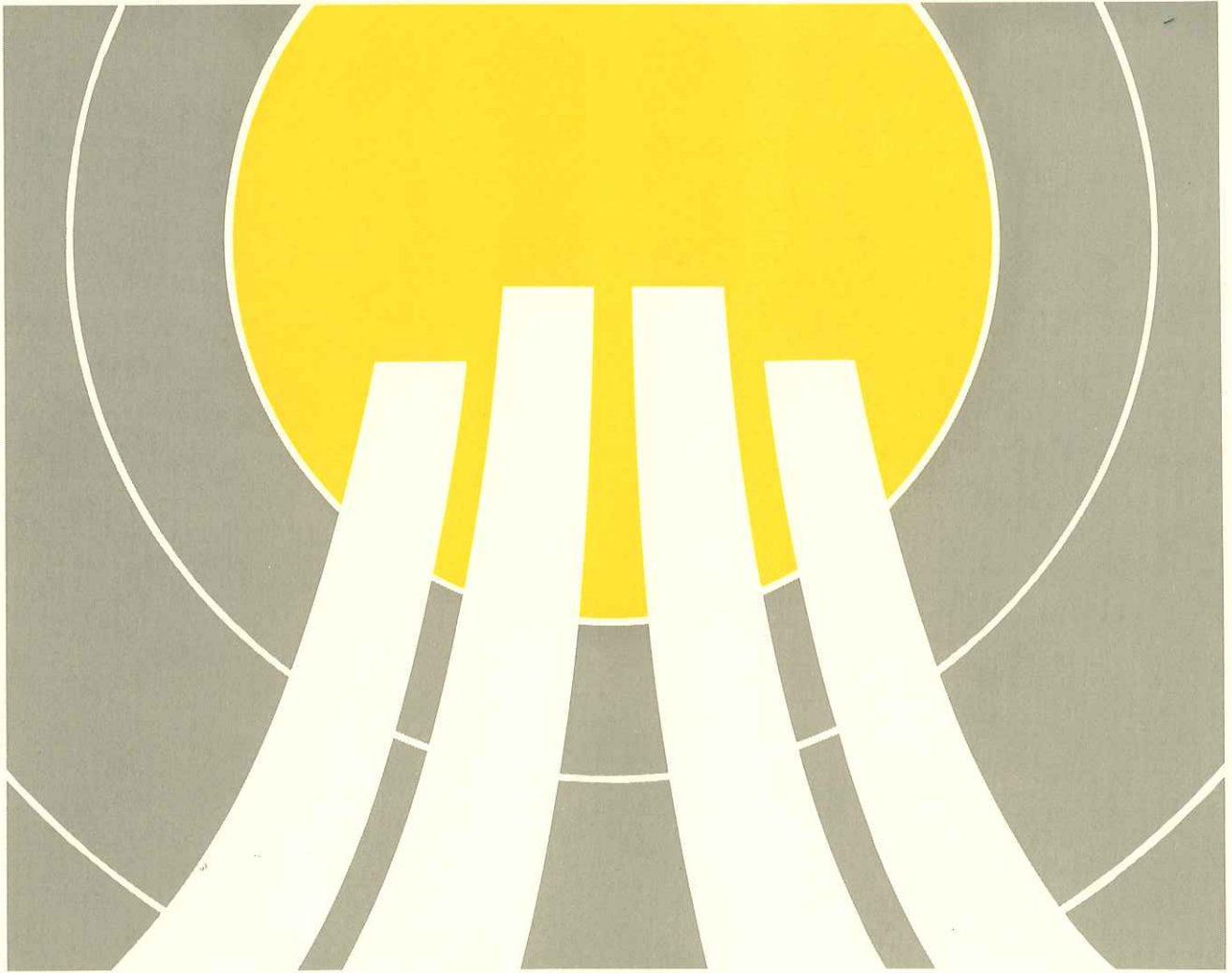


STRATEGIC PLAN 1985-1990



USF

UNIVERSITY OF SOUTH FLORIDA

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PREFACE

The pages which follow represent both a culmination and an important beginning for the University of South Florida. The USF Strategic Plan, 1985-1990, is the culmination of almost two years of discussion, priority setting, and evaluation of alternative program options by faculty, staff and administrators in the USF community. Students, alumni and community supporters have helped this process by providing suggestions and reactions to the varied goals and priorities identified.

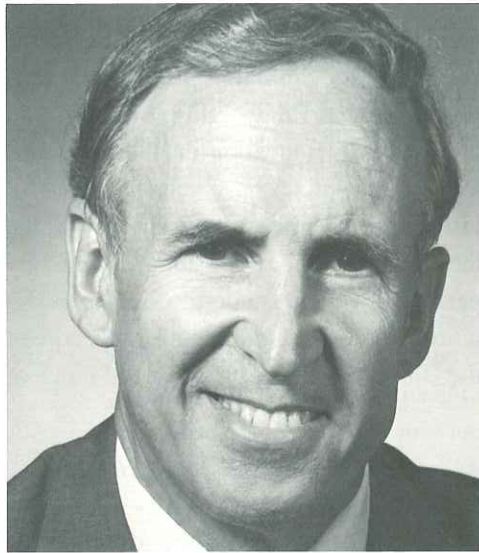
This plan represents a beginning in that plans and priorities are identified for the next five years, and also in that it establishes an on-going, broadly participatory mechanism which guides both programmatic and financial decisions. The priorities identified in this document are now being used to guide those difficult choices that a university community must make about where to invest scarce resources of time, energy and funds. These priorities will be refined and brought into greater focus through subsequent planning efforts during the next two years. In 1987 an extension of this plan will be initiated to help chart the University's course into the mid-1990s. The pattern of participation in planning and priority setting for the University that has been established will permit a continuing planning effort for the guidance of our university's growth and improvement.

A process such as this involves considerable commitment of time and thought by faculty

members, by university-wide committees such as the USF 2000, Long Range Planning Committee and the Faculty Senate Executive Committee as well as by department chairs, deans, and vice-presidents and their administrative directors. Provost Gregory O'Brien, Associate Vice President Barbara Sherman, the Academic Affairs' staff and Associate Vice President Claire Robinson have supported this process with dedication and tireless energy. I wish to thank them in particular and all others who have participated in this effort on behalf of the entire university. The destiny of the University of South Florida is now more closely tied to the needs of our community and the guidance of our faculty as a result of this planning effort. Our students in the future will truly reap the benefits of this process.



John Lott Brown
President



This plan represents a beginning in that plans and priorities are identified for the next five years.

A STRATEGIC MISSION FOR USF

The University of South Florida is a public comprehensive graduate and undergraduate institution of higher education committed to the preservation, understanding, dissemination and advancement of knowledge. It is dedicated to the maintenance and improvement of a wide range of undergraduate academic instruction and to the maintenance and further development of graduate programs designed to advance knowledge, prepare scholars and practitioners, and to meet the needs of the metropolitan regions of Florida's west coast, the state, and the nation. The University's programs are accessible to qualified citizens of Florida and scholars throughout the world. The University serves as an educational resource for its citizens, and for the businesses and industry of Florida. The University recognizes fully and supports the concept that the quest for knowledge requires an environment that embraces academic freedom, high academic standards, a supportive climate for inquiry, and traditional as well as nontraditional instructional systems.

Several attributes of this University are central in the pursuit of its mission. It is a four-campus, one-university system encompassing Fort Myers, Sarasota, Tampa and St. Petersburg. The University is strongly committed to maintaining the unique contribution of New College, the liberal arts honors college incorporated in the system in 1975, and nationally recognized as among

the highest quality liberal arts programs in the nation.

Through faculty efforts and targeted state support, a number of disciplinary programs have already achieved national recognition for their quality. Marine Science, the Fine Arts, selected health and other human ser-



The University serves as an educational resource for its citizens, and for the businesses and industry of Florida.

vice specialties such as psychology and aging, immunological and cancer research, genetics, metabolism and nutrition all exemplify areas currently recognized at a national level for their contributions in scholarship and teaching and are on a path toward true international distinction in the coming years. Similarly, professional programs such as Engineering, Business, and more recently Education and the Communications disciplines have achieved national visibility for their growing strengths through the University and professional community partnerships. Truly undergirding the recognition of these disciplines and at the core of the University's purpose are a full range of

liberal arts and sciences disciplines whose faculty are making national contributions and whose commitment to quality education is central to the University's "accent on learning" for teaching and scholarship. These basic liberal arts and science disciplines at USF will continue to grow in stature and accomplishment.

The University is committed to an environment which supports and encourages scholarly contributions by faculty and students through both basic and applied research, artistic and other creative activities. Such efforts not only contribute to the knowledge base of the varied disciplines represented among the faculty, but also contribute to the economic, social, and cultural development of this dynamic region and State.

A strong emphasis has been and will be placed on the development and application of new technology of all sorts, not only to the research and scholarly enterprise but to teaching and delivery of services as well. Recognizing its rather unique position in an area rapidly developing and highly differentiated within the State, the University is committed to pursue all forms of education, not only those traditional in nature. This task is approached with interest and willingness to innovate.

USF's student population, unlike those of older, residential universities, is characterized by wide variability regarding age, prior education, current employment, and social

and ethnic diversity. The University is oriented toward future growth and development in close liaison with the community and the opportunities thereby provided to assist in the industrial and economic development of the region and the state. Finally, the University's instructional, research, and service role is viewed in a context that extends not only beyond the state but beyond the nation.

The University of South Florida opened in 1960 and has well utilized its first quarter century of existence to establish firmly its educational offerings. A group of remarkably dedicated faculty set down the foundation of a sound university and started several graduate programs and professional schools which, as they develop, serve to bring national recognition to the University. During the next period of growth, the focus must be on taking those actions that will bring about the maturation of programs so that the goal of making the University of South Florida into a premier university of national prominence may be realized.

To accomplish this goal, USF has chosen, for the first time in its history, to undertake a comprehensive approach to programmatic and fiscal planning. The approach incorporates the totality of resources potentially available from all sources, private as well as public, for the program development and quality improvement needs of all University constituents.

Institutional Context for Strategic Planning

The purpose of the current planning endeavor is to make explicit the process by which program direction and budget priorities be determined within the university. It also provides for participation in the process by all levels of the University community.

The process does not begin in a vacuum. Certain over-arching objectives have already been established that must comprise the framework for future direction.

In the broadest context, the educational goals articulated in the State University System Master Plan for the next decade set the tone for planning at the university level. The BOR has identified the following issues for the SUS:

- Providing high quality undergraduate education;
- Ensuring equal educational opportunity;
- Developing faculty excellence in instruction, research and public service;
- Improving library support for academic instruction and research;
- Increasing research linkages between the SUS and industry;
- Developing new academic programs;
- Maintaining educational quality in high population growth areas;
- Fostering teacher education;
- Increasing computer support and coordination for academic and administrative uses.

Additionally, USF's own mission statements serve as guiding principles.

In developing the strategic plan the University has acted upon a basic commitment to ensure that all constituencies within the University community not only contributed to the final document but, collectively, are interested and willing to share in a philosophy of common direction. Of paramount importance is the recognition that a dedicated faculty is a vital component, not only in the operations and governance of the university, but in the development of its plan. The spirit of collegiality is essential to the success of a great university.

Of most immediate relevance is the planning begun in Fall 1983 by the Provost, college and campus deans and faculties, and Faculty Senate Executive Committee, with the support of President Brown and the Vice Presidents. Broad institutional objectives were identified to serve as a basis for future legislative requests, philanthropic funding objectives, capital priorities, and plans for more effective interaction among faculty, students, and the community.

The following statements are a synthesis of the myriad needs, desires, and ideas expressed by members of the University community.

¹CAUSE Exchange Library, Request for Proposal Operation Budget Guidelines, 1982-83 C.S.D. 0104.

Four Strategic Directions have been identified for pursuit through 1990:

- Enhance Quality of the Academic Programs;
- Enhance Quality of the Student Experience;
- Enhance Quality and Scope of Research and Scholarship;
- Enhance Partnerships with Public and Private Sectors.

Four Cornerstones have been delineated as foundations to support efforts to accomplish the Strategic Directions:

- Utilize all sources of public and private support to achieve university-wide strategic directions.
- Expand the use of technology in all aspects of university life to increase efficiency and maximize support for academic and administrative efforts.
- Improve the efficiency of internal operations to achieve university-wide strategic directions.
- Enhance the organizational environment to improve the quality of life for the University community.

The Strategic Directions and the Cornerstones, with their accompanying goals and objectives, represent an ambitious and comprehensive set of plans designed to move USF toward its aspirations of becoming a university of national prominence. While such comprehensiveness may seem to be at

variance with the concept of strategic planning, it is consistent with the stated definition that strategic planning means the formulation of succinctly stated operational aims. In addition, those issues selected for inclusion meet the four criteria for identification of a strategic problem¹:

- Their direct influence extends beyond a single area or function;
- Solutions are unlikely to be secured within a single budget cycle;
- Solutions will require a many-sided attack;
- Solutions will require joint decision making.



This plan will, of course, be brought into more strategic focus through subsequent fiscal priority decisions and policy statements. These issues are dealt with in the final section of the document.

Strategic Planning in Universities

In recent years, efforts in the higher education community to accomplish long-range planning have often evoked cries of skepticism, frustration, and impotency from those charged with conducting the planning process. Environmental uncertainties, shifting social policies, and competitive political influences make the articulation of institutional direction and focus extremely difficult. But the need for setting priorities and determining choices is more compelling in times of uncertainty than in times of relative stability. "Strategic planning" is replacing previous planning efforts identified as short range, long-range, exigency planning and in other terms.

First developed in the business environment and adapted by this and other major universities to address the planning needs of the higher education sector in the 1980's, *Strategic Planning* is defined as the process of developing and maintaining a strategic fit between the organization and its changing environments. *Strategic planning means the formulation of succinctly stated operational aims.*

It takes a long-run approach but focuses more comprehensively and strategically than traditional long-range planning. It is *not* the production of a blueprint, the personal vision of a president or a provost, a collection of departmental plans compiled and edited, or simply an acquiescence to market conditions and trends.

Strategic planning places the long-term viability and excellence of the institution foremost and concentrates on the fate of that institution above all else. Strategy development blends rational and economic analysis, political maneuvering, and psychological interplay. It is a process that invites participation and controversy.

How does it work? First, strategic planning is sequential in that the major objectives and broad assumptions pass downward from the highest administrative level and the detailed plans move upward from the faculty and staff. Second, the process is designed to be completed on each organizational level and at every organizational location, moving upward, step by step, until it reaches the highest level in the organization. Third, the process is ongoing. A cycle is established for goal setting, action planning and implementation, and review and evaluation. This ensures continuing vigilance over the long-term interests of the institution and in increasingly complex environments.

At USF, the Provost and Deans sought faculty participation in suggesting university directions and goals. These were evaluated in concert with faculty leadership, the President, and the Vice Presidents and four directions and cornerstones were identified. Each department, college, campus, and vice presidential area then developed its own plans in relation to these directions and cornerstones. These plans were reviewed and refined twice and now serve as the basis for the university-wide Strategic Plan which follows as well as for college, campus and support unit plans throughout the University.

Financial Parameters of the Strategic Planning Process

In order for strategic planning to be realistic, those involved in the planning must have general guidelines concerning funding parameters and resource limitations. Ideally, economic forecasts would provide a major frame of reference for the development of budget requests but, given the current climate in the state of Florida and the nation, this approach may not be particularly useful at this time.

Funding patterns from recent years may provide a better guide than economic forecasts. Looking at a seven-year history from 1977-78 to 1984-85, general revenue appropriations for USF's Education and General operating budget increased at an average rate of 12.0%. The highest year was 21.1%, the lowest 2.0%. It is important to remember, however, that salary increases and enrollment growth accounted for much of the increase. Academic enhancement funds for academic programs since 1979-80 ranged from a high of \$5.0M in 1982-83 to a low of \$1.5M in 1979-80. It is this category that offers the opportunity for true program enhancement. Only once in the past 12 years has the Legislature provided major funding increases in the non-academic sectors of the University for improved support services.

These facts suggest that the University should take a reasonably conservative approach to fiscal planning insofar as state resources are concerned. They also point out the need for reducing reliance on state funds and increasing efforts to acquire non-state resources to accomplish important quality objectives.

Other known parameters of the environment include the following issues:

1. *Enrollment*—USF, along with other state universities, engages in a continuing process of enrollment projections and monitoring with the Board of Regents. The current University plan, by campus and level, extends into 1990-91. The final year's projections relate to capital construction plans as well as academic programs. Although the Board of Regents and the Legislature set the "bottom line" growth permitted each institution, the plan is reviewed each year and may be modified with respect to distribution of enrollments among USF's four campuses.

The current enrollment philosophy of the Board of Regents encourages a curtailment of system growth and a strengthening of the quality of services to those students being admitted. USF may be severely affected as a consequence because of its mission to serve a rapidly growing population in its extensive service area. Nevertheless, the BOR appears committed to the constraint of

growth and the curtailment of incentives for growth. This policy decision has the potential to inhibit seriously USF's future development, limiting severely those programs or campuses where growth may be warranted.

2. *Fixed Capital Outlay*—Fixed capital outlay is the source of funds used to construct new space or renovate current space. It is appropriated by the Legislature for specific projects based on specific legislative requests submitted by the Board of Regents on behalf of the universities. It can be used only as appropriated; i.e., a university cannot substitute projects or use the monies as operating funds. The university sets its priorities in early fall of each year for a three-year planning horizon. The BOR reviews all nine universities' requests and prepares an SUS priority list (limited to a dollar amount provided by the Commissioner of education). The BOR request is submitted to the Commissioner of Education who, in turn, submits requests from all sectors of education to the Legislature. It is extremely difficult, if not impossible, to change the priority of requests once they enter this sequence. The normal annual procedure is to remove from the list those projects funded the previous year, move the unfunded ones further up the list, and add new requests to the bottom of the list.

It takes several years for new projects to come to the top of the list. Even then, the general procedure is to fund planning in the first year, construction in the second, and equipment in the third. Six to eight years is not an unrealistic timeframe for major new construction funded in this manner. The lengthy and controlled request process makes it imperative that planning for facilities construction be thoughtfully and carefully considered and that those items put forward to the Board of Regents truly represent the University's highest priorities.

3. *Legislative Programs for 1985-87 and 1987-89*—The state's biennial legislative budget requests for 1985-87 state funding were submitted during the summer of 1984, and the process permits little subsequent modification. The next biennial legislative budget request will be submitted by USF during summer 1986 for the fiscal years 1987-89. If past practices continue, the Board will specify the types of issues (programs) and aggregate dollar amounts for each university's request. This submission will represent USF's first opportunity to specifically incorporate its strategic plan priorities within a legislative request. Assuming that the legislative request format permits, all items that the University submits will specify their relationship to the Strategic Plan and its desired outcomes.

4. *Private Funding*—USF is fortunate to be a part of several communities which are experiencing dramatic, economic, social, cultural, and population growth. Those communities recognize the important role which the University must play in their future development and support the University's programmatic efforts. Alumni, now numbering over 79,000, have demonstrated support for their alma mater through participation in the Alumni Association and its program of scholarship and other University fund raising actions. The Florida Legislature and the Board of Regents have encouraged private support for their universities through programs such as the Eminent Scholars Act, the New Donors Program, and Major Gift Matching Programs.

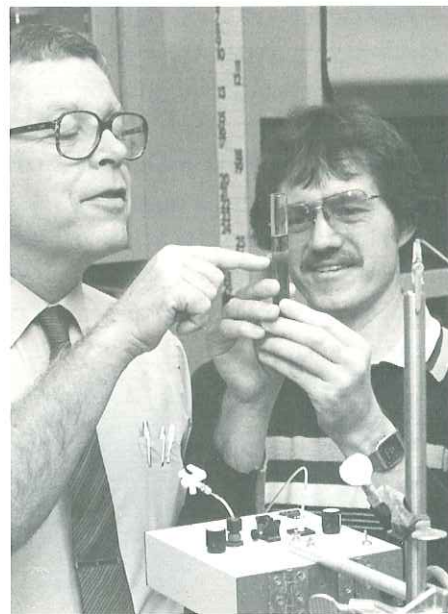
Private support for the University has expanded dramatically during the 1980's. In 1978-79 the University received approximately \$600,000 in private donations. During the 1984-85 year almost \$14 million in private support was received. Over 14 one million dollar endowed chairs, several distinguished professorships, scholarships, faculty development grants, facilities and other support, all provided from private sources, have enhanced the quality of the University and its offerings. While the level of public tax support for higher

education in Florida appears to be relatively stable, private support can offer critically needed resources to enhance program quality in many areas of university effort.

Private support should not be expected to provide basic operational funds for university teaching and research programs, and there should be recognition that private donors are much more likely to support certain visible program areas than others. Where available, private support can provide much of the needed stimulus to propel academic programs into national prominence by providing scholarships, support personnel, equipment, facilities and the like.

5. *Research Support*—As with private support, faculty efforts in scholarship have been recognized with increasing grant support. In 1982-83 the University was awarded approximately \$7 million in research grants and other extramural support. In 1984-85 grants and other extramural support in excess of \$20 million were awarded to the University's faculty. Grant support for graduate assistants, support personnel, scientific and teaching equipment and facilities can provide resources critically needed to enhance the quality of graduate and undergraduate programs. Not all disciplines can achieve external supports

available in disciplines such as Medicine, the Sciences, Engineering and some social sciences. Still, the University and its faculty in many disciplines can multiply the effectiveness of available state and private funds by increasing grant support to build selected programs.



Strategic Direction ONE

ENHANCE QUALITY OF THE ACADEMIC PROGRAMS

The University of South Florida fulfills its principal purpose through its academic programs. Because of the comprehensive nature of the University's mission, its academic programs must be comprehensive in scope.

The undergraduate program is based on the principle that both widely-recognized liberal arts majors and general professional programs should be available to qualified undergraduate students. The graduate program is more narrowly focused, although it is expected to expand significantly but selectively in response to national, state, and regional needs. USF also responds to specific community needs through the less formal structure of non-credit continuing education programs; a significant expansion of these activities is anticipated throughout the 15-county service area, commensurate with the development and maturation of the regional campuses.



Because of the comprehensive nature of the University's mission, its academic programs must be comprehensive in scope.

GOAL ONE:

Emphasize improvement of existing programs.

Objectives

- Review and revise, as appropriate, the core requirements of the undergraduate curriculum, to expose students to the broad dimensions of knowledge represented by the liberal arts and to ensure that they master the basic skills of communication and critical thinking.
- Develop a strong and integrated liberal arts experience to ensure the ability of the Phi Beta Kappa faculty of the university to establish a chapter at USF.
- Expand the breadth of requirements in the professional programs.
- Utilize the program review process to identify programs of sufficient potential to warrant modest investment of additional resources to achieve higher quality and integrate programs of lesser potential with other appropriate disciplines.
- Develop and implement faculty-student ratios, appropriate to the disciplines, which respect national accreditation

standards and which support appropriate interaction between faculty and students.

- Ensure adequacy of resources in the core liberal arts disciplines.
- Ensure that documented excellence in teaching is recognized in merit salaries and in tenure and promotion considerations.
- Provide opportunities for the improvement of teaching and for curriculum development through professional development leave, assigned curriculum development time, and intramural grant programs.

GOAL TWO:

Offer new programs on a highly selective basis, in response to identified needs. These will be offered only when there is a plan in place to ensure that sufficient resources are available so that existing efforts and program quality will not be adversely affected.

Objectives

- Seek state funding for expansion of academic programs on the regional campuses.
- Seek BOR approval of and legislative support for:
 - a. School of Architecture
 - b. Ph.D. in Business Administration
 - c. Ph.D. in Geology/Marine Science
 - d. Ph.D. in Philosophy
 - e. Ph.D., D.P.H. or D.Sc. in Public Health
 - f. Ph.D. in Sociology
 - g. Ph.D., M.S. in Statistics
 - h. M.D./Ph.D. option in Medicine
 - i. Ph.D. in Anatomy
 - j. Ph.D. in Biochemistry
 - k. Ph.D. in Medical Microbiology and Immunology
 - l. Ph.D. in Pathology
 - m. Ph.D. in Pharmacology and Therapeutics
 - n. Ph.D. in Physiology
 - o. M.H.A. in Public Health (health administration)
 - p. M.F.A. in Arts Management
 - q. M.F.A. in Performance (dance, theater)
 - r. B.A. in Women's Studies

- Seek BOR approval for affiliated or cooperative graduate programs in:
 - a. Ph.D. in Communication—Affiliate (FSU)
 - b. Ph.D. in Nursing—Affiliate (UF)
 - c. Ph.D. in History—Affiliate (UF)



GOAL THREE:

Enhance the complement of library resources to qualify USF for membership in the Association of Research Libraries (ARL).

Objectives

- Employ a consultant from ARL to review existing programs and services and recommend improvements.
- Evaluate the library collection in all disciplines and develop plans for improvements where needed.
- Analyze the existing resource base (personnel and fiscal) and develop a multi-year plan for reaching ARL standards.
- Work with the SUS Library Committee and BOR lobbyists to achieve legislative appropriations for 100% funding of the Washington formula in all categories covered by the library program.
- Increase private fund-raising efforts for the Library.

GOAL FOUR:

Promote computer literacy of all USF undergraduates and computer competency of USF faculty.

Objectives

- Integrate computing into all levels and types of instruction by the early 1990's. Incorporate computing technology into the curriculum where most important, but not necessarily in all courses or all disciplines.
- Encourage faculty to develop appropriate computing competency in their professional work by providing training programs and sufficient hardware and software support.
- Consider faculty effort in the design and development of computerized materials (software) for instruction or research as legitimate creative activity suitable for recognition in the peer review process.

- Establish university policy which recognizes that computer materials are the creative work of the faculty or students involved and make explicit the terms of ownership and royalties relating to such materials.
- Determine appropriate standards for computer access levels for students and faculty and develop a multi-year plan for attaining such standards.



Strategic Direction TWO

ENHANCE QUALITY OF THE STUDENT EXPERIENCE

In its broadest sense, the academic mission involves learning which occurs both inside and outside the formal classroom and which enables the student to develop his or her unique qualities to the fullest.

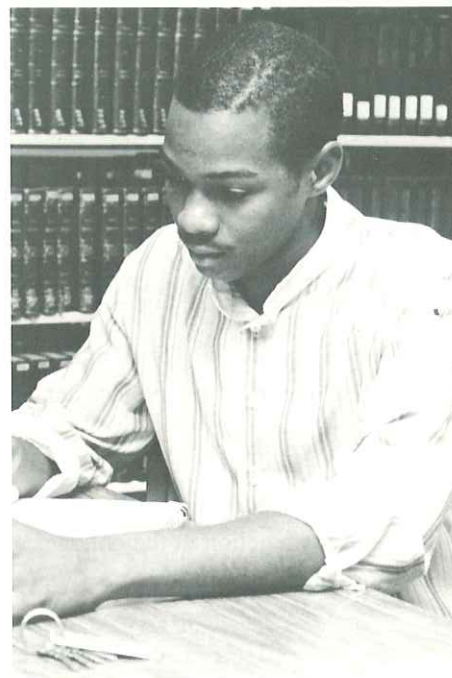
The University has the obligation to provide an environment for learning that maximizes the intellectual and personal development of its students. It must offer opportunities for student involvement and maintain an institutional commitment to assist students in achieving their human potential.

GOAL ONE:

Emphasize improvement in quality and diversity of students admitted to the University.

Objectives

- Strengthen admissions requirements for first-time in college students (FTIC's) in order to raise the level of academic expectations in the classroom.
- Expand the recruitment of academically superior freshman students, black and other minority freshman students, and international students.
- Improve the admission/enrollment processes for new graduate students.
- Improve new student orientation programs.
- Increase the amount of need-based financial aid available to students.
- Make greater financial commitments to support the recruitment and retention of high academic and creative achievers and students of demonstrated academic potential.
- Increase the number and competitiveness of graduate assistantships and fellowships to recruit better graduate students, thereby improving both graduate programs and undergraduate teaching.

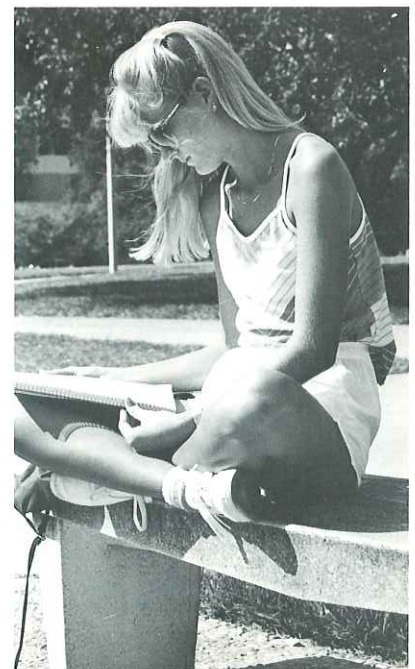


GOAL TWO:

Provide a supportive environment to help students meet the challenges of the collegiate experience.

Objectives

- Improve the advising system by:
 - a. Requiring advising for all undergraduate students who have not declared their majors;
 - b. Providing additional resources for the advising function in the colleges and on regional campuses;
 - c. Implementing a computerized advising system.
- Expand the range and volume of support services available to students in the following areas:
 - a. Project Thrust/Special Services
 - b. Evaluation and Testing
 - c. Writing Laboratory
- Establish a special academic program for freshmen accepted under the admissions exceptions rule to promote academic success and increase student retention.
- Provide additional resources and computerized automation enhancement to deliver more timely financial aid information and award decisions to students and prospective students.
- Strengthen the Counseling Center programs to enhance mental and emotional wellness of the student population by:
 - a. Expanding the career education and counseling services to ensure consonance among a student's interests, choice of major, academic goals, and career goals;
 - b. Developing systematic educational studies to enhance the University's understanding of student retention/-attrition problems;
 - c. Strengthening the Counseling Center outreach and consultation program.
- Improve and expand the student health education and wellness program to better meet the needs of the student population.
- Continue to explore the options available regarding the future of Student Health Services on the Tampa campus in regard to:
 - a. Relocating of separate facility for health services to students;
 - b. Defining cooperative and liaison role with the College of Medicine.
- Enhance the residence hall programs for the purpose of improving the students learning experience by:
 - a. Forming special study groups;
 - b. Developing living units by academic disciplines;
 - c. Creating student living units;
 - d. Providing tutored programs for resident students;
 - e. Inviting faculty to participate in residence hall programs;
 - f. Providing leadership development for residence hall students with special emphasis directed at minority students and students identified as "not involved."



GOAL THREE:

Provide greater opportunities for student research and scholarly activities and for more individualized student-faculty interaction.

Objectives

- Fully implement the University Honors Program through the fourth year of undergraduate study.
- Provide department-based honors programs in all colleges and on all campuses.
- Increase the number of externally-funded graduate research assistantships with stipends at nationally competitive levels.
- Encourage the development of opportunities for research, scholarly and creative activities in all undergraduate programs.

GOAL FOUR:

Improve co-curricular opportunities to enrich student life.

Objectives

- Strengthen the program offerings and support staff for students of non-traditional age, part-time students, minority and international students.
- Enhance the residence hall programs to help improve the student's learning experience.
- Encourage and maintain exchange programs with other countries to stimulate intercultural experiences.
- Provide more lectureships by nationally-known faculty.
- Strengthen the communication and planning among student organizations with special emphasis on nurturing

and promoting involvement of lower-level students and students new to the University.

- Strengthen the programs and services to students and the university community by expansion and renovation of the University Center.
- Improve the recreational and intramural programs by providing additional support staff and facilities, by renovating existing facilities, and by better coordinating the maintenance, supervision, and use of facilities by various programs.
- Emphasize the opportunity and availability of the Sun Dome facility for increased student use.



Strategic Direction THREE

ENHANCE QUALITY AND SCOPE OF RESEARCH AND SCHOLARSHIP

A major change in profile emphasizing the role of scholarship as a defining characteristic of University strength is a first order strategic direction for USF. Education involves the creative use of knowledge, and research and scholarship epitomize the educational experience.

Faculty who are actively engaged in research and scholarly activity are likely to be leaders in their disciplines, able to provide an academic climate conducive to the education of students at all levels and able to lead the University toward the national recognition that it seeks. To encourage this progress, the University will develop a supportive environment where research and other scholarship constitute a larger proportion of University life.

Education involves the creative use of knowledge, and research and scholarship epitomize the educational experience

GOAL ONE:

Emphasize the role of scholarship in all aspects of faculty personnel decisions.

Objectives

- Articulate University expectations for research and scholarly emphases in recruitment, retention, and assignments of faculty.
- Achieve a significant increase in research, scholarly, and creative activity.
- Identify appropriate recognition and reward structures to reinforce the above expectations.
- Provide resources to encourage faculty development and enhance research skills.
- Provide additional research time through more effective instructional assignments and improved faculty assignment methods at departmental levels.
- Continue the revolving process for credentialing graduate faculty, strengthening, where appropriate, the standards for recognizing graduate faculty status.
- Increase the use of Endowed Chairs and Endowed Professorships to bring to the University faculty with national and international reputations and accomplishments as scholars and researchers.



GOAL TWO:

Increase faculty members involvement with their professional and scholarly communities on a regional, national and international basis.

Objectives

- Provide assigned time for faculty service to professional organizations and recognize outstanding contributions in subsequent personnel decisions.
- Commit financial support for sabbatical leaves and participation in conferences as the most positive way to renew the scholarly resources of the university.
- Encourage the location on USF premises of national headquarters for professional societies and editorial offices of national journals to the extent that space and staff resources are available.

GOAL THREE:

Improve facilities for research, scholarly, and creative activities.

Objectives

- Develop a multi-year funding plan for renovating out-moded facilities and equipment.
- Construct new research facilities in the R & D park for use by USF faculty.
- Incorporate new research facilities in planned expansion of academic buildings.
- Emphasize University research needs in developing new privately-funded facilities located on USF property.
- Explore opportunities for joint laboratory facilities construction with other public/-private agencies.

GOAL FOUR:

Achieve by 1990 a \$50 million annual externally funded research program.

Objectives

- Secure legislative support for 100% retention of overhead funds, to provide flexible resources to invest in research development.
- Utilize technological support for faculty and staff to improve creative research capability and workload efficiency.
- Provide through the Division of Sponsored Research:
 - a. Expanded services for timely processing of grant applications;
 - b. Workshops for faculty inexperienced in grant proposal preparation;
 - c. Contact opportunities for individual faculty with federal and state agencies, private organizations and foundations.
- Improve financial information systems to better support the management needs of grants administrators and accountable officers.



Strategic Direction FOUR

ENHANCE PARTNERSHIPS WITH PUBLIC AND PRIVATE SECTOR

The economic development of this region of the state depends increasingly on knowledge-based industries. These, in turn, depend more and more on the resources of this University to create an environment for research, advanced education for their employees and professional services needed to improve the effectiveness and productivity of their enterprises. Similarly, mutually beneficial and sustaining relationships exist between the University and the public sector, where state and local agencies, public schools, and social and cultural organizations interact with the University to enhance the quality of life for the region.

For this University, a commitment to public and private partnerships which benefit the core academic development of its programs represents a unique and important strategic direction.

The economic development of this region of the state depends increasingly on knowledge-based industries.

GOAL ONE:

Provide an environment for research, advanced education, and professional services conducive to the support of knowledge-based industries essential to economic development.

Objectives

- Ensure that planning and implementation of new professional degree programs are consonant with regional and state economic development needs.
- Provide organizational structures to support appropriate, but non-traditional, relationships between the faculty and their private sector clients.
- Establish as policy the academic value of faculty-industry linkages for consideration in tenure, promotion, and salary merit decisions where appropriate.
- Work closely with the several regional economic and business development associations in identifying potential new companies and assisting in the presentation of facilities and services available through the University.

GOAL TWO

Develop joint ventures with business and industry which benefit the core academic mission of the University and the educational and research needs of the private sector while maintaining academic excellence.

Objectives

- Encourage the combined investment of academic resources and private sector funds in collaborative educational and research endeavors in degree-granting and non-credit continuing education activities.
- Utilize non-traditional instructional systems to provide credit programs on-site in business and industry to increase educational access for private sector employees.
- Develop opportunities for internships and clinical education in professional programs through partnership arrangements with private professional organizations.
- Develop a constituent base in the industrial and international community to support internationalization of the curriculum.

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- Develop non-credit educational programs to meet the certification, licensure, and continuing education needs of the private sector.

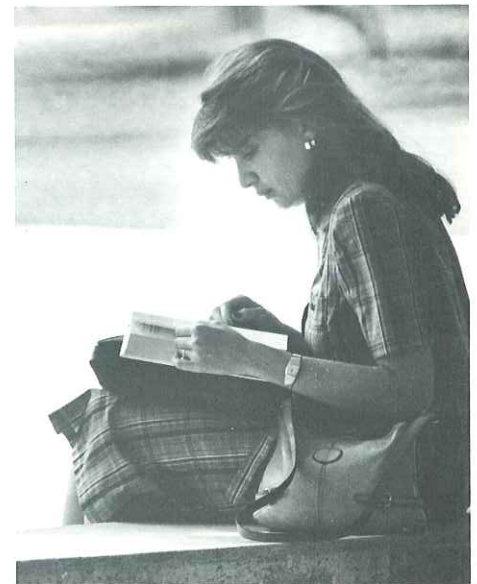
GOAL THREE:

Establish linkages with public sector entities for mutually desirable activities that support local, state, and regional needs and priorities.

Objectives

- Work toward the improvement of elementary and secondary schools in the region by:
 - a. Continuing to provide a high level of technical assistance and in-service training to the school districts through teacher education centers;
 - b. Continuing to work collaboratively with the State Department of Education, the Legislature, and the Governor's Office to meet the needs of education in Florida;
 - c. Establishing as a factor in faculty personnel decisions effective work with the public schools.
- Provide adequate resources for the regional campuses to meet the certification and degree program needs of school districts in their service areas.
- Develop specific accredited continuing education programs for clinical practitioners to meet the certification and licensure needs of practicing professionals in the public sector.

- Encourage faculty to serve on administrative/advisory boards where such service may be mutually advantageous to the faculty member's professional interest and the agency's need for academic expertise.



CORNERSTONES TO SUPPORT STRATEGIC DIRECTIONS

Success in attaining the Strategic Directions and accomplishing their articulated goals depends upon the university's ability to establish an institutional support structure to provide essential fiscal and organizational foundations. These foundations are stipulated as four major cornerstones which will undergird the planning process.

These foundations are stipulated as four major cornerstones which will undergird the planning process.

The support units of the University will provide the major impetus for accomplishing the goals and objectives of the Cornerstone foundations. It is imperative that these units be committed to reinforcing the faculty's efforts to achieve the strategic academic directions.



CORNERSTONE #1

Utilize all sources of public and private support to achieve University-wide strategic directions.

It is apparent that state revenue alone will not produce sufficient resources to propel the University into the position of national prominence which it seeks. Therefore, University initiative must generate the necessary additional funding from the private sector and public granting agencies to underwrite the cost of the enterprise.

This comprehensive planning approach considers not only the relatively fixed proportion of state revenue but also areas of mutual benefit with the private sector, the strategic use of overhead funds, the use of external grants to provide equipment and energies for stated objectives, and the careful and planned involvement of private contributors to achieve and round out those aspects of University life central to the strategic plan.

The concept of leveraging to maximize total resources is a central thesis. Today, there is no great state university that does not rely upon major private fundraising to support its accomplishments; in the future there will be no great state university without major industrial partnerships. Thus, the University must look to the private sector to provide the margin for excellence.

GOAL ONE:

Substantially increase the level of private sector funding available throughout the University.

Objectives

- Strengthen the University's development structure to support comprehensive University fund-raising initiatives.
- Identify fund-raising priorities university-wide and within each academic unit.
- Develop and implement a comprehensive fund-raising plan.
- Utilize state incentive programs to leverage private giving.

GOAL TWO:

Achieve a public funding base equitable with other Florida universities.

Objectives

- Raise faculty salaries to an appropriate level, comparable to the other graduate/-research universities in Florida.
- Increase the funding levels for dollars per student to a level comparable with other SUS institutions, taking into consideration program complexity, institutional mission, and regional campus configuration.



GOAL THREE:

Provide human resource and financial management systems to ensure maximum utilization of all funding sources available to the institution.

Objectives

- Work toward the integration of summary information regarding utilization of privately donated funds into the University's operating budget and financial statement processes.
- Develop ways to facilitate the use of multiple funding sources.

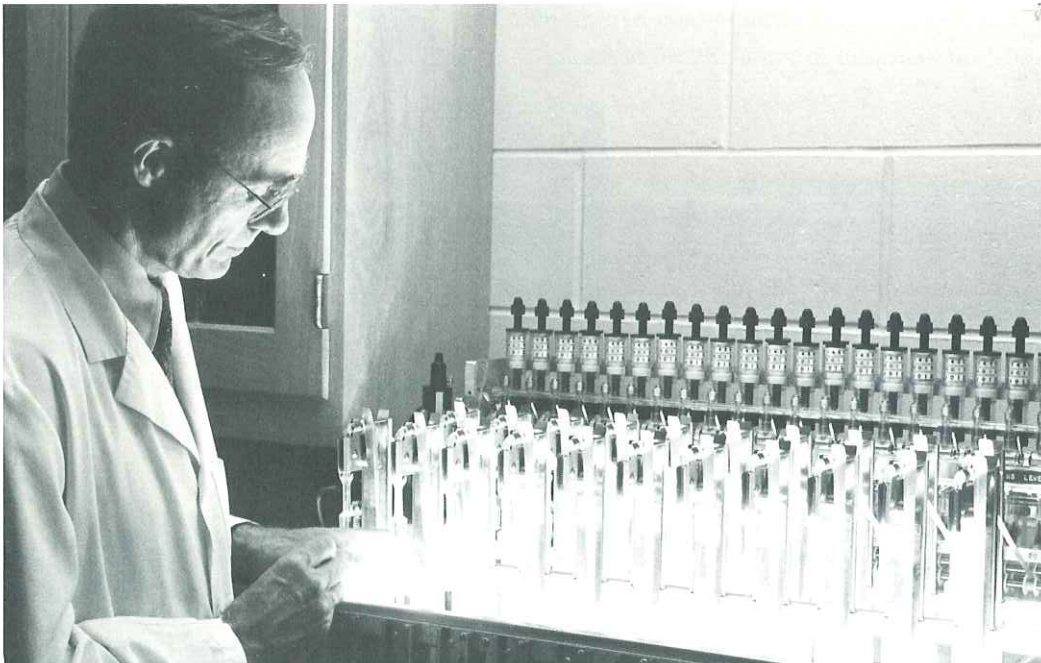
GOAL FOUR:

Establish and maintain an effective campus master plan for facilities which considers short and long-range land utilization, roadways and parking needs and building plans for the development of funding strategy.

Objectives

- Establish a Campus Master Planning Committee to be charged with the development of a master plan.
- Maintain a priority list of facility needs to facilitate selection for public and private funding.

- Encourage the identification of the types of joint ventures the University will pursue in the expansion of its programs, facilities, and land usage.



CORNERSTONE #2

Expand the use of technology in all aspects of University life to increase efficiency and maximize support for academic and administrative efforts.

USF is expanding its efforts to ensure the effective use of technology in support of its educational, research, and service goals and will continue to keep pace with technological advancements to the extent that resources allow.

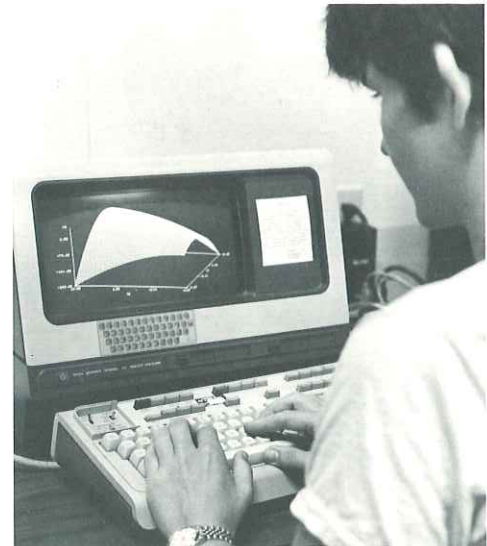
Two offices share concerns for advancing the University's capabilities through technological progress. The Office of Technology, in the Academic Affairs division, was established to improve the coordination of technological applications, including information and telecommunications resources, among the academic units. The Vice President for Administrative Affairs is responsible for managing information systems, office automation services, all computer user support services, telecommunication services, and a comprehensive computing hardware utility. Each office contributes a unique viewpoint to the planning process; together they provide complimentary perspectives for the comprehensive planning effort.

GOAL ONE:

Provide a dynamic computing environment for teaching, research, and administrative interests which will be responsive to growth as well as to the changing demands of University users.

Objectives

- Expand student access to computer facilities through public access terminals and dial-up facilities.
- Expand office automation systems so that all faculty have the benefit of this service to support their research efforts.
- Provide an environment that encourages and facilitates research. The environment will include support staff, training opportunities, access to networks, and a variety of computing systems that recognize special research needs.
- Establish general policy framework for faculty and students who wish to acquire software and hardware for educational, research, instructional, and personal needs.
- Establish a University-wide policy on academic computing support.
- Encourage expansion of the computing applications into academic disciplines that have not been traditional users of computing.
- Provide for adequate system development and maintenance for student services and administrative support.
- Expand the use of intelligent workstations on the host-based network.
- Assess the need for equipment to implement on-line systems and determine funding sources.
- Improve communication capabilities among the campuses, Board of Regents office, and other universities through electronic mail services.



UNIVERSITY OF

The University of South Florida opened in 1960 and has well utilized its first quarter of a century of existence to establish firmly its educational offerings. A group of remarkably dedicated faculty set down the foundation of a sound university and started several graduate programs and professional schools which, as they develop, can serve to bring national recognition to our University. During our next period of growth, we must focus on taking those actions that will bring about the maturation of our programs so that the *goal of making the University of*

STRATEGIC

Enhance Quality of the Academic Programs

Major Goals

Emphasize improvement of existing programs

Offer new programs on a highly selective basis

Enhance the complement of library resources to qualify USF for membership in the Association of Research Libraries

Promote computer literacy of all USF undergraduates and computer competency of USF faculty

Enhance Quality of the Student Experience

Major Goals

Emphasize improvement in quality & diversity of students admitted to the University

Provide a supportive environment to help students meet the challenges of the collegiate experience

Provide greater opportunities for student research and scholarly activities and for more individualized student-faculty interaction

Improve co-curricular opportunities to enrich student life

CORNERSTONES

Utilize all sources of public and private support to achieve University-wide strategic directions

Expand the use of technology in all aspects of University life to increase efficiency and maximize support for academic and administrative efforts

SOUTH FLORIDA

South Florida into a premier university of national prominence may be realized. This shall be our charge, and the strategic directions we present are to that end.

In order to accomplish our *strategic directions*, we must also put in place the necessary and appropriate foundations to support our efforts. Four major *cornerstones* will undergird our strategic directions.

DIRECTIONS AT USF

Enhance Quality and Scope of Research and Scholarship

Major Goals

Emphasize the role of scholarship in all aspects of faculty personnel decisions

Increase faculty involvement with their professional and scholarly communities on a regional, national and international basis

Improve facilities for research, scholarly and creative activities

Achieve by 1990 a \$50 M annual externally-funded research program

Enhance Partnerships with Public and Private Sectors

Major Goals

Provide an environment for research, advanced education and professional services conducive to the support of knowledge-based industries essential to economic development

Develop joint ventures with businesses and industry which benefit the core academic mission of the University and the educational and research needs of the private sector while maintaining academic excellence

Establish linkages with public sector entities for mutually desirable activities that support local, state and regional needs and priorities

to Support Strategic Directions

Improve the efficiency of internal operations to achieve University-wide strategic directions

Enhance the organizational environment to improve the quality of life for the University community

GOAL TWO:

Promote the development of computerized information systems which facilitate management decisions and data access.

Objectives

- Orient key University faculty and staff to the importance of a managed data environment for the overall success of the institution.
- Develop standards for data accuracy, completeness, and timeliness.
- Develop policies and procedures for the security and the archiving of data.
- Normalize the data linkage between host-based and distributed processors.
- Encourage acceptance of paperless administrative transactions and promote the expansion of this medium as an efficient way of doing business.

GOAL THREE:

Make available to the University a state-of-the-art telecommunications system.

Objective

- Design, purchase and install the first phase of a state-of-the-art telecommunication system and network to support voice, data and video transmission capabilities.
- Plan subsequent phases of the telecommunications system.



GOAL FOUR:

Expand the use of instructional technology to support the academic programs.

Objectives

- Continue construction of the ITFS (Instructional Television Fixed Service) network to regional locations.
- Continue development and expansion of the Open University.
- Provide for development of computer-based video disk, self-paced courses.
- Establish funding options for state-of-the-art instructional technology equipment.
- Develop self-financed services to provide graphics, and production support for technology-based and regular instruction.
- Expand distance learning opportunities for regular and non-credit offerings.
- Establish an on-line telephone registration system.
- Develop computer assisted learning programs through joint projects with business and industry.

CORNERSTONE #3

Improve the efficiency of internal operations to achieve University-wide strategic directions.

This cornerstone relates closely to the use of technology for increasing program effectiveness, but focuses more directly on organizational structures and processes as targets for management improvement.

USF's concern for internal operations efficiency is concordant with the system-wide thrust for greater autonomy of the nine SUS universities. The report of the Regents Study Commission on Funding for Excellence includes recommendations which promote administrative effectiveness through decentralization of delegated authority, which offer cost-effective funding incentives, and which foster increased productivity through more effective management training programs for all SUS personnel. USF has been in the forefront in supporting these Regents' initiatives, some of which received official sanction from the 1985 Florida Legislature.

GOAL ONE:

Effectively utilize new opportunities provided by the Legislature to improve internal operations.

Objectives

- Develop alternatives for effective use of the year-end funding carry-forward provision.
- Develop and communicate advantages gained for greater autonomy and flexibility in personnel systems management.
- Promote the philosophy that supports "A Path to Excellence" through responsible delegation of authority and acceptance of responsibility for greater management efficiency and effectiveness.
- Continue to work for passage of legislation to reduce the bureaucracy of state operations.

GOAL TWO:

Review USF policies, rules, procedures, and practices in all areas that support University-wide operations and revise, as appropriate, those that can foster more effective and efficient management.

Objectives

- Make simplicity of structure a guiding principle in operations management.
- Promote decentralization of authority and responsibility.
- Evaluate existing control systems and eliminate features which are unnecessary.
- Establish realistic and effective service level standards for university operations.
- Analyze the flow of data to develop alternatives for improving management processes.
- Document University procedures to assist all users of administrative systems in producing efficient, error-free transactions.
- Establish and maintain a common codification for file systems.
- Train constituency groups in policy interpretation and operational procedures.



CORNERSTONE #4

Enhance the organizational environment to improve the quality of life for the University community.

There are many aspects of the University's working and learning environment that affect the daily lives of the participants, which can either promote or diminish an individual's satisfaction with tasks at hand. Factors as diverse as comfortable classrooms, adequate laboratory facilities, cultural opportunities, and opportunities for participation in decision-making, influence perceptions and motivations concerning the value of being part of the organization and the worth of the educational process.

The vision of the institution as a University of national prominence can only be realized when students, faculty, and those who support them share the same high level of commitment. To promote this commitment, university leadership must be consistently sensitive to the total environment and its effect on the participants.

The quality of the University is dependent upon the quality of life within it. Major administrative initiatives must be taken to ensure the best possible environment for all members of the University community.

GOAL ONE:

Facilitate improvement in the organizational climate of the University.

Objectives

- Identify, establish, and communicate organizational values.
- Expand organizational development services and opportunities.
- Expand faculty and staff training and development programs.
- Encourage active participation in University governance within appropriate constituent groups.
- Improve communication processes and promote the exchange of information.

GOAL TWO:

Provide an environment which is conducive to the mental and social well-being of the participants.

Objectives

- Support programs which enhance social consciousness and cultural appreciation.
- Promote reward systems which are fair and equitable and which recognize those individuals who contribute most to the strategic goals of the University within the framework of each unit's specific mission.
- Pursue the feasibility of developing an Employee Assistance Program.
- Maintain a healthful and safe environment.



GOAL THREE:

Emphasize the University's equal opportunity program.

Objectives

- Develop a self-sustaining system of equal opportunity values within the University community.
- Develop specific ways to encourage and reward actions that support equal opportunity values.
- Aggressively seek minority vendors to provide the goods and services needed in University operations.

GOAL FOUR:

Improve the physical environment for faculty, staff, and students.

Objectives

- Develop a University-wide inventory of space renovations needed to support strategic goals; identify priority projects and construct a multi-year funding program to address those of greatest need.
- Develop and implement a program for refurbishing classrooms and upgrading laboratories to improve the academic climate.
- Develop and implement a program for refurbishing student services and administrative support areas to improve the work environment.
- Increase the number of University-owned residential facilities for students.
- Encourage a physically secure environment.



REFINING STRATEGIC PRIORITIES

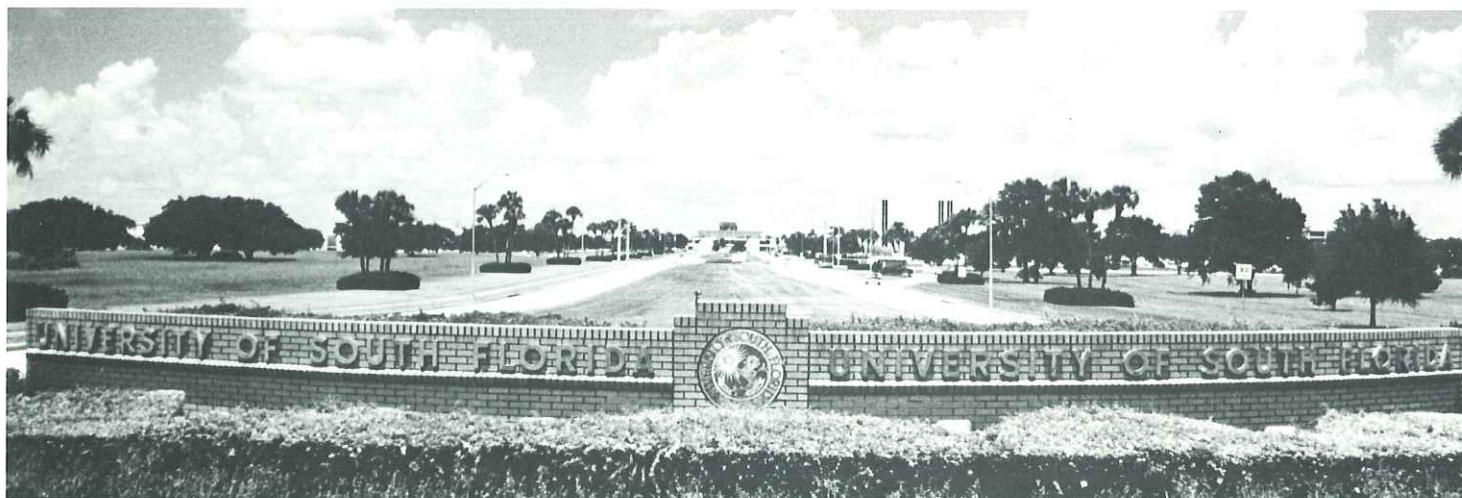
The transition from strategic goals and objectives to budget priority decisions represents the most difficult phase of the strategic planning processes. Because an iterative process of top-down, bottom-up communications was used in arriving at the major educational directions to be pursued over the next five years, consensus was reached with relatively little discord on the articulation of university-wide areas of emphasis.

The determination of budget priority decisions requisite to implementing the strategic directions is far more complex and far more controversial. Not only are the colleges, campuses, and special program units highly diverse academically, they are currently at varying stages of development relative to the University's goals for 1990 and, among them, do not necessarily place the same relative priority on specific levels of achievement.

Therefore, within the context of organizational diversity, and in consideration of a planning strategy that utilizes all sources of funding, budgeting priorities will recognize relative needs, given the availability of, or potential for, funds from specific sources.

The following chart lists those issues of greatest financial significance to the Strategic Plan.

The transition from strategic goals and objectives to budget priority decisions represents the most difficult phase of the strategic planning processes.



STRATEGIC PLANNING ISSUES OF MAJOR FINANCIAL SIGNIFICANCE 1985-1990

ISSUE	POTENTIAL PRIMARY FUNDING SOURCES	INCLUDE IN 86-87 LBR	TARGET FOR EXTERNAL FUNDING 86-87
Undergraduate Core Requirements	State	Yes	
Program Review Recommendations	State	Yes	
Appropriate Student Faculty Ratios	State	Yes	
Regional Campuses Expansion	State	Yes	
Library Membership in ARL	State	Yes	
Computer Access Standards	State	Yes	
New Degree Programs	State	Yes	
Scholarships/Fellowships	Private		Yes
Graduate Assistantships	State	Yes	
Advising, Student Support Services	State	Yes	
University/Departmental Honors Programs	State/Private	Yes	Yes
Graduate Research Assistantships	Sponsored Projects		
Co-curricular Opportunites	State/Private/User Fees	Yes	Yes
Faculty Development	State/Private	Yes	Yes
Endowed Chairs/Endowed Professorships	Private (State Match)		Yes
Research Facilities, Equipment, Renovations	State/Private/Sponsored Projects	Yes	Yes
Construct R & D Facility	Private/Sponsored Project		
Expand Non-Credit Programs	User Fees		
Development Organization for Compre. Fund-Raising	State/Private	Yes	Yes
Office Automation/Administrative Computing	State	Yes	
Training Programs/Support Systems	State	Yes	
Employee Assistance Program	State/User Fees		
New Academic Facilities	State/Private	Yes (FCO)	Yes
Classroom Refurbishing/Teaching Labs Renovation	State	Yes (FCO)	
Office and Other Renovations	State	Yes (FCO)	
New Residential Facilities for Students	Auxiliary/Users Fees		
Expand Use of Instructional Technology	State/Private		
EEO Program Support	State	Yes	
Improve Administrative Service Levels	State	Yes	

Note: LBR—Legislative Budget Request
FCO—Fixed Capital Outlay

Almost without exception, each of the identified issues will require the development of a multi-year funding plan in conjunction with an articulated program statement of desired outcomes. For those issues that will be funded primarily from non-state sources, the University can exert more positive control through private fund-raising and other initiatives whose success is primarily dependent upon internal resourcefulness and expertise. For those issues that will be funded primarily from state revenue, University control of funding priorities is highly dependent upon Board of Regents and Legislative priorities and state revenue levels. Thus, it will be necessary to work within the list of state-funded priorities on a continually rotating basis, balancing—at each decision point—the fit between University priorities, legislative request parameters, appropriations received, and total resources available.

In order to reduce to manageable size the complexity of the decision processes inherent in the Strategic Plan, the University will assign to appropriate vice-presidential areas the responsibility for planning and implementation of the stated goals and objectives of the Strategic Directions and of the Cornerstones. Designated accountable officers will review their assigned areas of responsibility and develop action plans for reaching or moving toward the desired ends over the five-year period. The action plans will include the articulation of necessary policy changes, operational considerations and fiscal requirements. Multiple year/multiple source budgets will be developed within reasonable funding expectations.

The University will monitor the implementation-review-evaluation-recommendation process on a broader scale using semi-annual, update reports to the four major constituent groups: USF 2000 Committee, Council of Deans, Senate Executive Committee, and President's Staff. The reporting periods will coincide with the usual budget planning cycle; i.e., legislative budget request, appropriations/operating budget decisions, year-end funding priorities, and private fund-raising activities.

While the current Strategic Plan specifies 1985-1990 as the years encompassing its activities, it should be recognized that the process is ongoing and cyclical and, at a minimum, the goals and objectives stated herein can be expected to influence the major budgeting decisions through 1992.

It is important also to understand that not all of the goals will be reached, even then. The University must be vigilant in periodically assessing its progress and reexamining the issues, adjusting to reality constraints when necessary and taking advantage of unanticipated opportunities that may arise.

The University of South Florida flourishes in a state of dynamic equilibrium. It is determined to achieve a significant destiny and it aspires to the highest intellectual and educational values for its faculty and students and the finest standards of professionalism for its staff. Toward these aims this first Strategic Plan is dedicated.

*It should be recognized
that the process is
ongoing and cyclical.*



College of Arts and Letters

MISSION STATEMENT

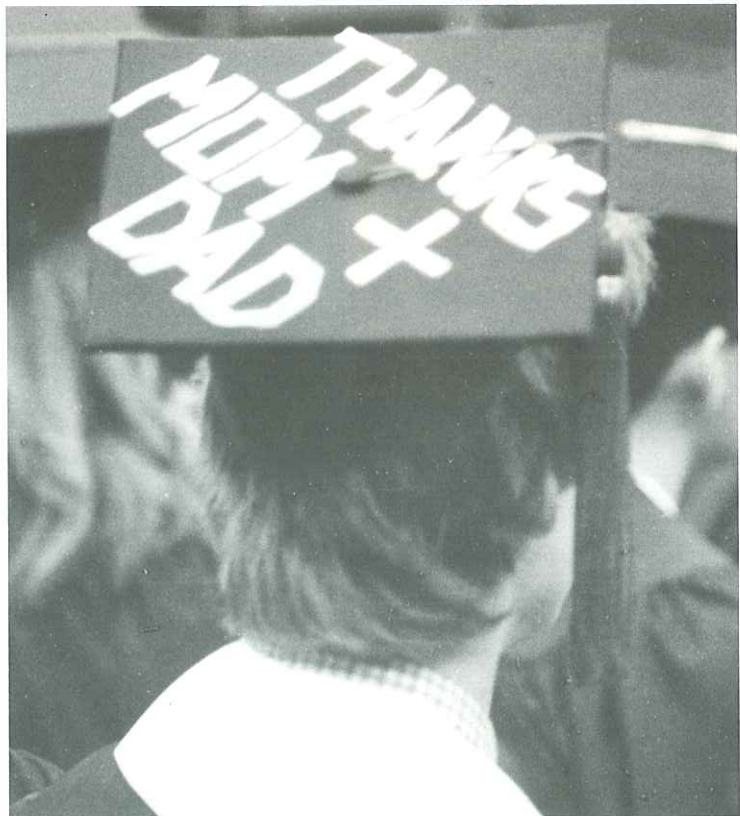
The mission of the College of Arts and Letters is to promote liberal education as a means of fostering the individual's capacity for understanding, criticism, interpretation, reflection, and creativity in thought. The goals include the development of an evaluative language, an appreciative eye, and a sense of the public interest. Positive and constructive values lie at the heart of liberal education, and the College seeks to advance these values, through teaching and research, in a disciplined study of classical and modern literature and language, history, philosophy, fine arts, religion, communication, modern communications media, and ancient and modern civilizations.

A viable democracy requires participation by citizens who know and understand their past, who can make informed, rational, and discriminating judgments, who can distinguish the public interest from selfish interests, and who can respond to change from a perspective of enduring values. It is the hope and expectation of the College that through immersion in the liberal education, the participants will move toward these goals.

Academic Departments/ Divisions:

American Studies, Communications, English, Humanities, Mass Communications, Philosophy, Religious Studies, Classics, and Languages.

Positive and constructive values lie at the heart of liberal education.



College of Business Administration

MISSION STATEMENT

To a high degree the basic mission of the College of Business Administration has been determined by the nature of the environment and the special characteristics of Florida generally, and the West Coast of Florida specifically. Due to a desirable location, a healthful governmental attitude toward business, a favorable tax climate and an expanding population, Tampa and Southwest Florida are recognized as having excellent potential for the future growth of business and industry.

A major goal of the College is to meet the needs of the communities served by the University of South Florida by providing quality programs and research in business administration. To achieve this objective, the College will offer undergraduate majors in basic business disciplines to students well qualified to meet expectations for excellence. Graduate level programs at the masters and doctoral levels will be directed toward those aspiring to management careers. Applied research will play an important role not only in the degree programs but also in support of the specific needs of business and government.

Another aspect of the mission of the College is the dedication to providing special services to support economic and industrial development in Florida. Through the

endeavors of the Small Business Development Center, the Professional Development Center, the Center for Economic and Management Research, the Center for Organizational Effectiveness, and the Center for International Business, individual and institutional needs of the community will be served.

Achievement of the basic missions of the College of Business Administration will make it possible for it to become one of the finest colleges of business in the Southeast and in the country in terms of students, faculty, and the quality of services provided business and industry.

Academic Departments:

Accounting (and Business Law), Economics, Finance, Management, Marketing, and Information Systems & Decision Sciences.

A major goal of the College is to meet the needs of the communities served by the University of South Florida.



College of Education

MISSION STATEMENT

The primary mission of the College of Education is to improve schools and schooling. This will be accomplished through education of professional personnel, through research and other creative activities relevant to increasing knowledge about the most effective educational practice, and through professional services based on the best educational practice.

Believing that this mission can best be achieved through a productive interaction among teaching, service and research, the College has adopted the following goals:

- Provide excellent preservice education of school personnel;
- Improve the quality of educations in our region through excellent continuing education of school personnel;
- Develop knowledge fundamental to professional theory and practice in education;
- Provide professional service and leadership to local, state, national, and international educational agencies and institutions, and
- Prepare educational personnel for non-school settings, including libraries, hospitals, and recreational agencies.

Academic Departments:

Adult & Vocational Education, Childhood/Language Arts/Reading Education, Content Specializations, Counselor Education, Educational Leadership, Educational Measurement & Research, Physical Education, Library, Media & Information Studies, Music Education, Psychological & Social Foundations, and Special Education.

This mission can best be achieved through a productive interaction among teaching, service, and research.



College of Engineering

MISSION STATEMENT

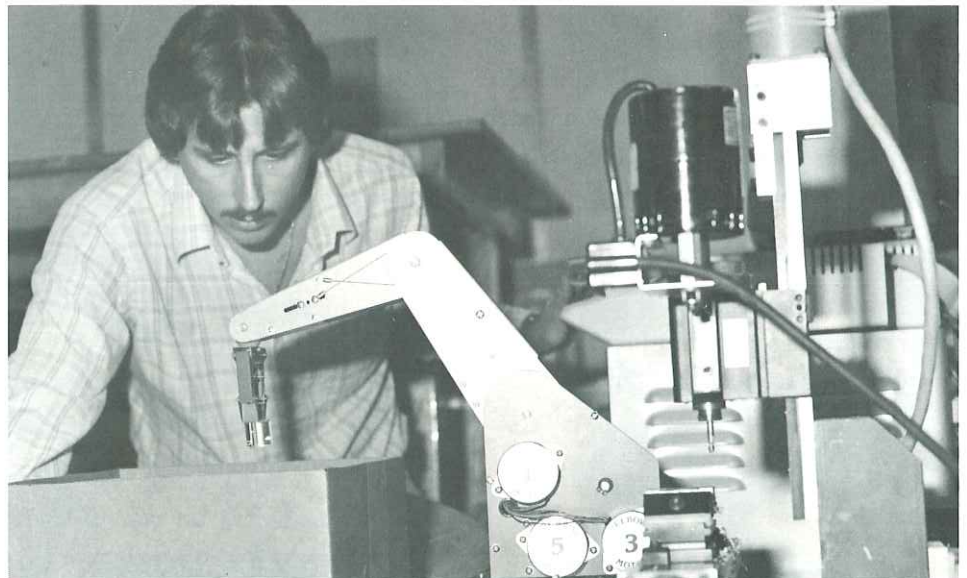
The missions of the College of Engineering are the acquisition of engineering knowledge, the dissemination of engineering knowledge, and the application of engineering knowledge. These missions will be fulfilled by:

- Pursuing the acquisition of knowledge through research in areas of personnel expertise;
- Disseminating knowledge through quality undergraduate, graduate, and continuing education programs;
- Investigating new techniques for the delivery of knowledge;
- Interacting with public and private organizations to assist with projects which will be mutually beneficial to the organizations and the university, and
- Serving with professional societies.

Academic Departments:

Chemical & Mechanical, Civil Engineering & Mechanics, Computer Science & Engineering, Electrical Engineering, Engineering Technology, and Industrial & Management Systems Engineering.

The mission of the College of Engineering . . . the acquisition, dissemination and application of engineering knowledge.



College of Fine Arts

MISSION STATEMENT

The College of Fine Arts provides opportunities for students to develop their interests and talents to the highest level possible and encourages them to do so whether they wish to commit to a life in the arts, or, as a general interest, wish to develop an appreciation for and an involvement in the arts. For these purposes, the College educates its students in the practice of creating, performing, presenting, and understanding the history and aesthetics of theatre, music, dance, and the visual arts. The mission of the College is three-fold:

- Teaching the disciplines of creating, performing, presenting, and understanding the arts by providing the full range of education experiences that prepare students to: practice an art as a full-time life commitment; practice an art as an important element of the individual's life commitment, and appreciate the arts as important enrichments of life.
- Creating and researching the arts: to expand horizons and explore new dimensions in the arts; to contribute to the expansion of general knowledge and information about the arts, and to improve the teacher's effectiveness with students.
- Serving the public by providing cultural enrichment and expertise.

Academic Departments:

Visual Arts, Dance, Music and Theatre.

The College of Fine Arts provides opportunities for students to develop their interests and talents to the highest level possible.



College of Medicine

MISSION STATEMENT

The objectives and obligations of the College of Medicine remain foremost as the development of the College continues. They include:

- The creation of an academic environment which fosters in an optimum setting the education of physicians and those devoted to the sciences basic to medicine;
- The integration of the faculty of the College of Medicine into the mainstream of the community to provide leadership for upgrading and maintaining high standards of health care;
- The provision of facilities and generation of the milieu necessary to support a high level of research, and
- The harmonious functioning as an integral and valued part of the University community of scholars.

The constituency of the institution includes medical students, graduate students in the clinical sciences, graduate students in the sciences basic to medicine, faculty, and support personnel. The objectives remain current and appropriate for this constituency.

While these goals have been met to a significant extent, it is clear that the overwhelming objective of the long-term planning for the College of Medicine is the completion of the Medical Center as an academic health center. Teaching in the health sciences requires available resources for full implementation of the educational program. At the present time, facilities on the campus remain incomplete in terms of fully implementing the medical undergraduate and graduate teaching programs and the nursing undergraduate and graduate teaching programs.

Medical education represents a continuum beginning with the entry of freshman medical students, evolving into graduate teaching of interns, residents and fellows, followed by participation in continuing education activities throughout the entire working life spans of physicians. To sustain these educational programs, access to clinical facilities providing patient care services is necessary, and those facilities must support an active program of basic and clinical research. The Medical Center, despite its close affiliation with the James A. Haley VA Hospital, Tampa General Hospital, H. Lee Moffitt Cancer Hospital and Research Institute, the Psychiatric Hospital, and the Shriners Hospital for Crippled Children, still remains incomplete in its ability to fulfill these three necessary functions.

Academic Departments:

Anatomy, Biochemistry, Comprehensive Medicine, Family Medicine, Internal Medicine, Medical Microbiology & Immunology, Neurology, Obstetrics/Gynecology, Ophthalmology, Orthopedic Surgery, Pathology, Pediatrics, Pharmacology & Therapeutics, Physiology, Psychiatry & Behavioral Medicine, Radiology, Surgery and Anesthesiology.

...to provide leadership for upgrading and maintaining high standards of health care.



College of Natural Sciences

MISSION STATEMENT

The University of South Florida is in a unique position to become the premier state university in Florida. This opportunity is presented by the combination of three factors. The first is location, which provides the base (financial, industrial, environmental, political, and student constituency) that is necessary for excellence. The second is the fact that USF is a young university and does not have the broad commitment to old, established programs. This provides a flexibility that makes it easier to take advantage of new opportunities. The third is the commitment of the State to build a first-rate medical center at the University of South Florida. This will help attract better-prepared undergraduates to the College; and will serve to focus national attention on the University.

The mission of the College of Natural Sciences, in the context of the above, is to develop departments that would be judged outstanding for their teaching and research on a national basis. The necessary components to achieve this end are,

- *facilities*: safe and modern laboratories at both the undergraduate and graduate levels which will enable the teaching of modern science to students and attract a first-rate productive research faculty;

- *additional faculty positions*: to lower teacher-student ratios and provide the faculty with more research time;
- *enhanced graduate student support*: to continue the development of the graduate programs and provide better undergraduate laboratory supervision;
- *an increase in support positions*: to more efficiently utilize faculty time and support research development, and,
- *modern instrumentation*: to update both teaching laboratory presentation and research capability.

To the extent that these goals are realized, the College will develop a faculty able to introduce programs that will interest, excite, and educate its constituency. In addition, the State of Florida will be provided with a special resource in terms of research productivity and a dependable pool of trained personnel -- important factors in attracting new industry. In this way the College will be helping the State underwrite the cost of its investment in the University.

Academic Departments:

Biology, Chemistry, Geology, Marine Science, Mathematics and Physics.

The State of Florida will be provided with a special resource in terms of research productivity and a dependable pool of trained personnel.



New College MISSION STATEMENT

New College is a small liberal arts college which shares the goals of other liberal arts institutions: to develop the individual's intellectual and personal potential as fully as possible, to encourage the discovery of new knowledge and values while providing opportunities to acquire established knowledge and cultural values, and to foster the individual's effective relationship with society. To attain these goals New College has special features in its program: a highly selective and autonomous admissions policy, an individualized contractual curriculum for each student, a frequent use of individual and seminar instruction, an innovative approach to the modes of teaching and learning, and an emphasis in all curricular areas on student writing and research. The central values of New College are individualism, pluralism, flexibility, freedom, and excellence.

Academic Divisions:

Humanities, Natural Sciences and Social Sciences.

...to develop the individual's intellectual and personal potential as fully as possible.



College of Nursing MISSION STATEMENT

In concert with the University's stated mission, the College of Nursing seeks to achieve preeminence through the provision of programs of excellence that contribute to the improvement of nursing and health care services to the public. This mission entails the provision of quality programs of study at the undergraduate, graduate, and continuing education levels that foster the acquisition and utilization of knowledge, inquiry, autonomy, responsibility, and accountability and prepare nurses to impact favorably on an ever-changing health care environment. The quality of undergraduate education will be maintained even as the College increases its efforts at the master's level and moves toward doctoral education for nursing consonant with evolving education and practice standards within the profession.

Of equal importance to its mission is the acceleration and extension of the College's thrust in promoting research and scholarly endeavors that advance the science of nursing and its application to the health care of people. Increasing professional and community service endeavors provide an essential element in sharing resources and fulfilling the College's commitment to impacting upon the quality of nursing and health care services.

Achievement of the College mission necessitates the recruitment of faculty with preparation and experience to achieve the educational, research, and service goals enunciated above. Of equal importance is the recruitment and retention of highly qualified students with diverse ethnic and cultural backgrounds, and those with diverse skills and educational experiences who demonstrate potential for leadership.

In each of these endeavors the College will maintain its commitment to the needs of the region and its several metropolitan areas. However, at the same time, the College also is developing a national and international mission in nursing for non-Florida residents and nurses from other countries through faculty and student participation in a variety of professional programs and activities.

This mission entails the provision of quality programs of study at the undergraduate, graduate, and continuing education levels.



College of Public Health

MISSION STATEMENT

The College of Public Health is dedicated to improving the public health of Florida. It is concerned with the provision of health services to the citizens of the State of Florida, addressing national health policy issues which have an impact in the State, and studying the special public health problems of the Caribbean basin. The College carries out its mission by conducting basic and applied research in the areas of environmental health, health policy and management, community health education, and biostatistics and epidemiology. These knowledge-building activities support the College's fundamental role of training public health professionals who are capable of doing research and performing as practitioners throughout the State of Florida. The College also serves as a scientific and consultative resource to state and local health agencies and policymakers through technical assistance, research, planning, and evaluation activities.

In the area of environmental health, the College is particularly interested in research and training in water use and waste water treatment, toxicology, immunology, parasitology and tropical diseases, and industrial hygiene and occupational health. These areas of expertise will be supported by a series of public health laboratories which conduct ongoing research.

Biostatistics and epidemiology focus on the measurement of health and determining the incidence, morbidity, and prevalence of disease in the State of Florida. Students are trained in the basic statistical techniques and epidemiological methods required to answer critical public policy questions about health and disease confronting the State.

An area of great emphasis is that of health policy and management. Public health practitioners are trained in health planning and evaluation, institutional management, health care financing, health insurance, international health, and maternal and child health.

Public/community health education and public health nursing are areas which focus on health promotion and disease prevention. Research and training in these specialties places emphasis on health practices and behavioral change.

The College of Public Health seeks to fulfill its mission by attracting highly-qualified faculty and students to participate in a program of study that is responsive to the needs of the State of Florida and to local communities. This is accomplished through an emphasis on research, teaching, and service. The goal of the College is to train a cadre of public health professionals and to provide technical resources for the State and ultimately, the Caribbean basin.

The College of Public Health is dedicated to improving the public health of Florida.



College of Social and Behavioral Sciences

MISSION STATEMENT

This College is dedicated to the acquisition, dissemination, and application of knowledge in the disciplines of the social and behavioral sciences. To these ends it seeks excellence in the following activities:

Conducting research and scholarship designed to expand basic understandings in the social sciences and to increase the usefulness of the knowledge acquired;

Teaching a full range of academic programs in the social and behavioral sciences. These programs allow students to: acquire an understanding of the methods, purposes, and general subject matter of the social sciences as a component of a liberal education; explore in depth a special area of social science to achieve an undergraduate major, and gain the skills necessary for professional practice through graduate study in one or more of the disciplines of the social sciences, and

Serving local, state, and broadly social needs through continuing education, in-service training, consultation, and professional involvement in joint ventures to meet public and private sector priorities for human services.

Academic Departments:

Anthropology, Communicology, Criminal Justice, Economics, Geography, Gerontology, History, Interdisciplinary Social Sciences, Political Science, Public Administration, Psychology, Rehabilitation Counseling, Social Work and Sociology.

...acquire an understanding of the methods, purposes, and general subject matter of the social sciences as a component of a liberal education.



Fort Myers Campus MISSION STATEMENT

As one among three regional campuses of the University's academic network, the University of South Florida at Fort Myers is dedicated to serving the most pressing higher education needs of the citizens of Southwest Florida at the junior, senior and graduate level, and doing so in a manner consistent with the University's commitment to academic excellence. As a regional campus of a major comprehensive university, it strives to offer courses and programs dictated by the economic and social demands of the five-county area which it serves. By constantly assessing and reassessing the growing and changing needs of one of the most dynamic areas in the State and country, it attempts to fashion a curriculum that is responsive to the major thrusts of these forces. Yet USF Fort Myers does not aspire to be all things to all people; it focuses energies and resources in those areas of most general interest, relying on the Tampa campus to offer programs of a more specialized and limited nature.

Within this framework, the campus endeavors to bring the full force of the intellectual vitality of the university community to bear upon the human experience of its students and neighbors. In concert with Edison Community College, whose campus is adjacent, it is constantly seeking arenas in which to jointly strengthen, enhance, and broaden the academic contributions of the two institutions in an education partnership addressing the particular needs of the citizens in this region of the State.

USF Fort Myers seeks to form partnerships, as well, with the business, educational, social and health services segments of the community, both to serve as a training, research, and development resource for them and to take advantage of the vast array of talent and assistance they can and do provide to their "hometown" university.

Finally, it is an integral part of the University's mission in Fort Myers to serve as the hub of the cultural and artistic lives of the community, a mission which is well on the way to being accomplished with public radio and television stations now operational, the completion of the area's only major performing arts hall, a sculpture by a major artist under commission, and the sponsorship of a wide variety of lectures and performances on and off the campus.

Degrees Offered:

Undergraduate: General Business Administration, Accounting, Elementary-Early Childhood Education, Elementary Education, Nursing, Criminal Justice, History, Interdisciplinary Social Sciences, and Psychology.

Graduate: Master of Business Administration, Administration and Supervision, Elementary Education, Library Media and Information Sciences, Exceptional Childhood Education, Rehabilitation and Counseling.

All courses required for completion of the above degrees are offered on the Fort Myers Campus.

The University of South Florida at Fort Myers is dedicated to serving the most pressing higher education needs of the citizens of Southwest Florida.

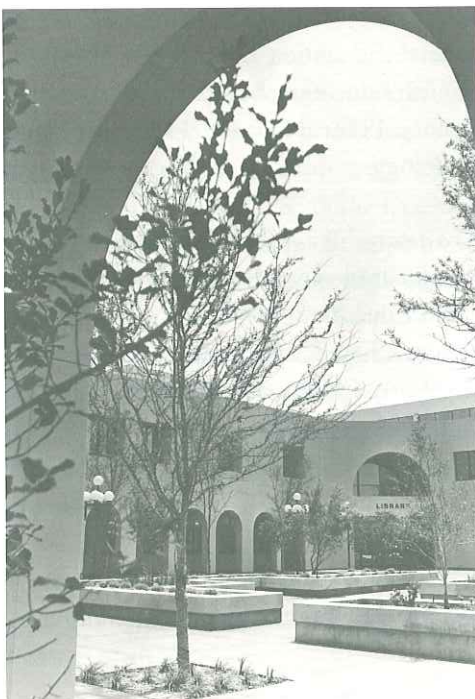


Sarasota Campus MISSION STATEMENT

On its Sarasota Campus, USF has a quadruple mission: to enhance and support USF's New College as one of the nation's leading, innovative, small liberal arts colleges; to meet the Manasota region's need for strong professional education beyond the associate's degree through university programs; to link the Manasota regions with USF as a whole, and to create an outstanding educational, cultural, and historic district through cooperative efforts with the Ringling Museum, the Asolo Theatre, and Theatre, Inc.

New College and the University programs operate for the most part as mutually autonomous academic organizations on the Sarasota campus. The Campus Dean provides the general campus administration and coordinates the University program's development. The Provost of New College is the College's academic officer who directs its admissions program and leads New College's academic plan, presented in a separate section of this document.

In contrast to New College, a full-time, residential institution with degree programs in the Arts and Sciences, the University programs serve commuting students and adults with professional programs in fields ranging from Business and Education to Engineering and Public Health. The College focuses on the full-time undergraduate. The University programs focus on upper-classmen and graduates and work closely with the region's professionals to develop programs and workshops to keep them current in their fields and careers.



Degrees Offered:

Undergraduate: English, Accounting, General Business Administration, Health Education, Elementary-Early Childhood Education, Elementary Education, English Education, Social Sciences Education, Nursing, Criminal Justice, Psychology, Interdisciplinary Social Sciences, and Social Work.

Graduate: Administration & Supervision, Curriculum & Instruction, Elementary Education, Exceptional Child, Rehabilitation Counseling, Criminal Justice, and Public Health.

All courses required for completion of above degrees are offered on the Sarasota campus. The campus offers additional programs in business and engineering for which the majority of the courses can be completed in Sarasota.

...USF's New College as one of the nation's leading, innovative, small liberal arts colleges

St. Petersburg Campus MISSION STATEMENT

The St. Petersburg Campus shares with all other campuses of the University of South Florida a commitment to academic quality and to the support of excellence in research, teaching, and public service. It is committed to making such quality education accessible to motivated and qualified “place bound” residents in its service area in junior, senior and graduate level programs in selected colleges and disciplines.

Historically, the campus has been largely successful in meeting the special needs of older working students who constitute the core of its student population. However, as the average age of St. Petersburg students continues to drop, as the curriculum expands, and as enrollment patterns change, this campus must adjust the nature and timing of its offerings accordingly.

As an integral part of downtown St. Petersburg’s development and renewal, the campus occupies an increasingly significant place in the community’s economic and cultural life. It trains ever-increasing numbers of students, particularly in business and technology. As structured, its multi-collegiate format, manageable size, and budget authority provide an ideal environment for interdisciplinary study and curricular innovation. The adjacent Salvador Dali Museum

and Poynter foundation for Media Studies offer the St. Petersburg Campus unprecedented opportunities to achieve educational balance in mutually beneficial university-community interaction.

It is an essential part of this regional campus’s mission to achieve and maintain the programmatic flexibility, funding, and administrative support necessary to meet the changing needs of a developing community, expanding student population, and innovative curriculum.

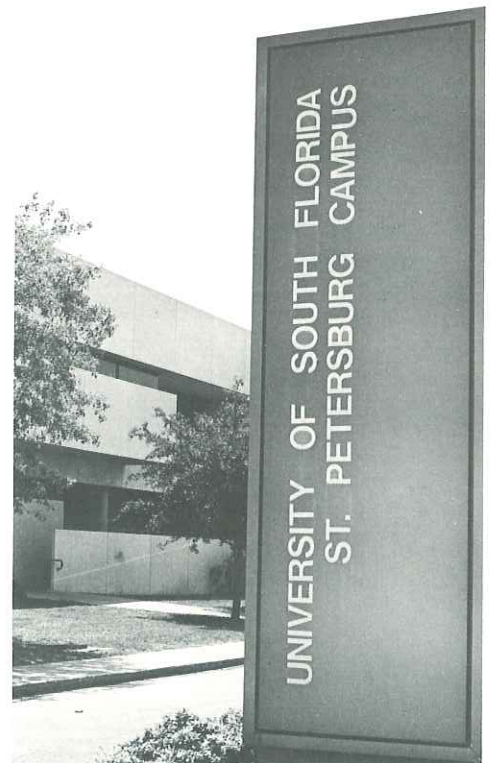
Degrees Offered:

Undergraduate: English, Accounting, General Business Administration, Management, Elementary-Early Childhood Education, Elementary Education, Engineering Technology, Nursing, Criminal Justice, Special Education-Behavioral Disorders, English Education, Marketing, Geography, History, Political Science, Psychology, and Sociology.

Graduate: Business Administration, Administration & Supervision, Exceptional Child Education, Masters of Liberal Arts, Guidance & Counseling, and Elementary/Early Childhood Education.

All courses required for completion of the above degrees are offered on the St. Petersburg campus. The campus offers additional programs for which the majority of the courses can be completed in St. Petersburg.

The campus occupies an increasingly significant place in the community’s economic and cultural life.



Florida Mental Health Institute

MISSION STATEMENT

The mission of the Florida Mental Health Institute was established by the legislature in 1983. Florida Statutes 240.514 states:

The purpose of the Institute is to strengthen mental health services throughout the State by providing technical assistance and support services to mental health agencies and mental health professionals. Such assistance and services shall include: technical training and specialized education; development, implementation, and evaluation of mental health service programs; evaluation of availability and effectiveness of existing mental health services; analysis of factors that influence the incidence and prevalence of mental and emotional disorders; dissemination of information about innovations in mental health services; consultation for all aspects of program development and implementation; provisions for direct client services, either in the Institute facility or in other facilities within the State.

Academic Departments:

Aging and Mental Health, Child and Family Studies, Community Mental Health, Crime and Delinquency, and Epidemiology & Policy Analysis.



...to strengthen mental health services throughout the State by providing technical assistance and support services.

This public document was promulgated at an annual cost of \$6,340 or \$2.11 per copy, to present plans and priorities of the University of South Florida for the next five years. [86 - 40]

Events, activities, programs and facilities of the University of South Florida are available to all without regard to race, color, sex, religion, national origin, handicap or age as provided by law and in accordance with the University's respect for personal dignity.