

**USF WORLD INITIATIVE COMMITTEES FINAL REPORTS  
2008-2009**

Administrative Infrastructure  
Undergraduate Education  
Development  
Research  
Communication  
Faculty  
Graduate Education  
Study Abroad (coming soon)

# **A Report from the Administrative Infrastructure Committee of the USF** **World Task Force**

## **1. Introduction and Charge of the USF World Task Force**

“The USF World Task Force will spearhead an active assessment to position USF as a place that makes a difference, and is relevant to, the larger world around us. The Task Force will assess current strengths and limitations in USF’s ability to provide students, faculty, and staff with meaningful and exciting paths for global engagement, and to enrich both USF and our world partners. The Task Force goal is to recommend the necessary policies, strategies, and procedures needed to make USF the destination for those committed to global engagement.” (Website for the USF World Task Force)

## **2. Infrastructure Sub-Committee of the World Initiatives Task Force**

The Infrastructure Sub-Committee was one of several groups formed at the World Initiatives Task Force initial meeting in 2008. The “charge” that emerged for the sub-committee was to provide several models of organizational structures that would help USF more effectively accomplish its global agenda.

## **3. Why is There a Need for a New Organizational Structure to Accomplish the Global Agenda?**

- In 2005, John Hudzik (Vice President of Global Engagement and Strategic Projects, Michigan State University) delivered a report to the USF administration on his assessment and recommendations for the USF global agenda. One of his observations was, “There is presently a level of fragmentation that will make it difficult for USF to achieve significant portions of its global agenda. There is an institutional vision and commitment to engage a broad global agenda, but there is insufficient structure and appropriately charged leadership to make it happen.”
- An International Affairs Vision Task Force Report submitted to Provost Khator (October 16, 2005) noted that an American Council on Education assessment cited a need “to connect activities and develop synergy among the players, so that the cumulative effort can take the university to a new level of internationalization.”
- The recent appointment of a high level administrator, Associate Vice President for Global Strategies (Office of the President) and Associate Vice President for Academic Affairs and Strategic Initiatives (Office of the Provost) by President Genshaft indicates her desire to more aggressively address the global agenda outlined in the USF Strategic Plan.

## **4. Committee Activities**

The committee was an ad hoc committee that met with various groups and individuals who were interested in the infrastructure issues. The primary activity of the committee revolved around a review of John Hudzik’s report (2005) and a review of nearly two dozen different university organizational structures for achieving a more international/global institution. There were a number of individual interviews conducted with international/global affairs administrators at

other institutions. Organizational structures were reviewed for AAU, peer and aspirational institutions. A number of those institutions' organizational charts are attached. Interestingly enough, the organizational structures for all three groups of institutions were remarkably similar.

## 5. Models for the Administrative Organization of Global Strategies at USF

As a result of the research on different institutional organizational structures and ensuing discussions with sub-committee members and other interested parties, we believe there are several variations on a theme that bear consideration. In each case, the model would include a high level administrator (as defined below) and a dean/executive director level position to oversee the management of the day to day operations of an office of international affairs. The charts that are attached address this relationship.

1. **Vice President for Global Strategies:** The VP for Global Strategies reports directly to the President and thus would automatically be a part of the President's cabinet, providing advocacy and leadership for global activities and initiatives with colleague Vice Presidents and the president.
2. **Associate Vice President for Global Strategies:** The Associate Vice President would report directly to the Provost / Sr. VP for Academic Affairs and provide advocacy and leadership for global activities and initiatives under the auspices of the P/Sr. VPAA. It was felt the position would be more effective by having the AVPGS sit on the President's Council to provide advocacy for international/global initiatives at every opportunity.
3. **Vice Provost for Global Strategies:** The Vice Provost would report directly to the Provost / Sr. VP for Academic Affairs and provide advocacy and leadership for global activities and initiatives under the auspices of the P/Sr. VPAA. Again, it was felt the position would be more effective by having the AVPGS sit on the President's Council to provide advocacy for international/global initiatives at every opportunity.
4. **Associate Vice President for Global Strategies (Office of the President) and Associate Vice President for Academic Affairs and Global Strategies (Office of the Provost):** This is the current organizational structure, with a slight name change, which provides for direct reporting to both the president and the Provost/Sr. VP for Academic Affairs. This provides for the opportunity for advocacy for international/global initiatives at the President's Cabinet level and at the Provost's Cabinet level.

## 6. Assumptions About the Models

- Any one of the four administrative titles described above would assume that the individual holding that position would provide the visionary leadership for formulating a campus wide shared vision and a shared strategy for the further globalization of USF as described in Goal 3 of the USF Strategic Plan 2007-2012 to **"Expand Local and global engagement initiatives to strengthen and sustain healthy communities and to improve the quality of life."**
- The findings and recommendations of the John Hudzik Report (2005) and the presentations and discussions at World Initiatives meetings on campus attest to the many administrative and bureaucratic roadblocks that prevent further globalization of USF. A high level position

with any one of the titles identified above, would allow one administrator to work continuously with other senior administrators and their staffs to identify obstacles and find solutions for the many impediments (these will be identified by other sub committees) that prevent greater internationalization of the curriculum, prevent increased study (education) abroad and semester exchanges and prevent greater research collaboration with international partners.

- The many functional activities that are required to implement most global activities on campus would continue to require a mid-management level administrative position (Dean/Executive Director of International Affairs) to provide leadership and daily management for an Office of International Affairs. The various components of the Office of International Affairs should also play a major role in assisting academic areas in the development of and/or arranging for international/global activities for academic programming. (etc. global activities for the new General Education course work and the Global Scholars program)
- The regional campuses and USF Health would continue to have a high level of coordination and communication on global projects, but there would be no direct reporting relationship to the higher level administrator at this time. The services of Education Abroad and International Student Services are assisting the regional campuses and USF Health in a number of ways, and it is assumed that as there is increased globalization of USF, the need for greater duplication of these services may make sense in the future.
- The Office of International Affairs has the potential to develop and coordinate the activities of additional international institutes (like an India Institute) if there are adequate resources to provide for their development and operation. The members of this sub-committee had a spirited discussion about how institutes relate to the Office of International Affairs and academic departments, but felt other institutes like the Confucius Institute could find a “home” in the Office of International Affairs.
- Adequate funding for the new administrator and the office of international affairs will be necessary to advance the further globalization of USF.
- An advisory committee for global strategies should be charged with assisting the new administrator in creating campus outreach for global initiatives.

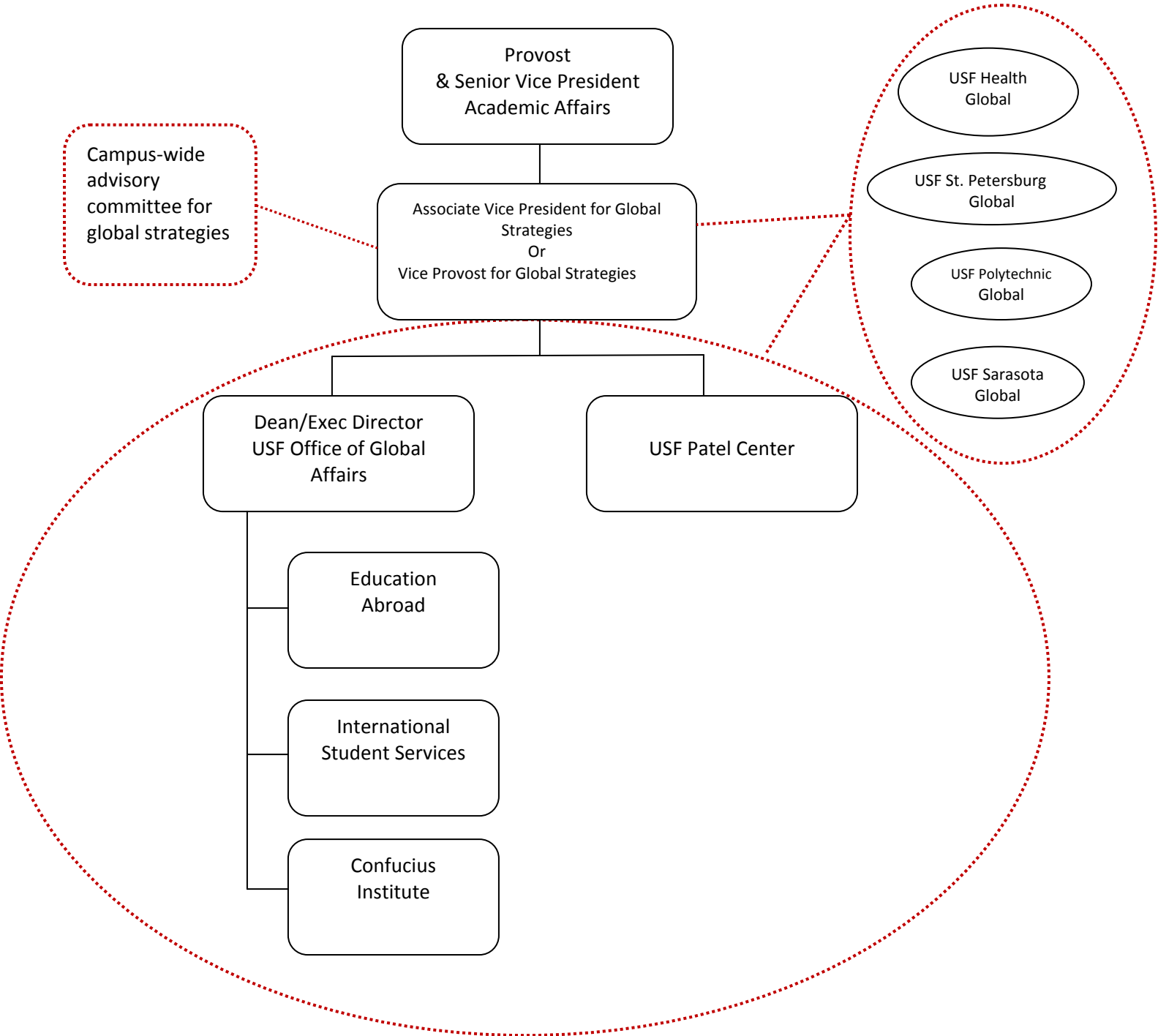
#### **7. Contributors (in the broadest sense of the term):**

Donald Dellow	Naomi Boyer
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Special thanks to Daragh Gibson, who provided excellent research support for the group.



**Associate Vice President and Vice Provost for Global Strategies Organization Charts**



# **A Report of the Undergraduate Committee of the USF World Task Force**

## **1. Committee Members**

Karla Davis-Salazar, Valeria Garcia, Michael Gibbons (co-chair), Daragh Gibson, Gurleen Grewal (co-chair), John Hodgson, Jan Lloyd, Amanda Maurer, Rafael Perez, Eric Shepherd, Scott Solomon, Miriam Stamps, Diana Trueman, Violetta Yevstigneyeva.

## **2. Introduction**

The following has been distilled from the two earlier reports submitted. The earlier draft report included more substantial rationale for the items recommended. It is attached for convenience, as is the preliminary report delivered to the Provost on February 24.

## **3. Charge and General Findings**

The Committee was charged with exploring ways to enhance global literacy of undergraduates. The Committee concludes that it should be possible to achieve that goal along several dimensions, including exposure to coursework that has a global/international focus; access to and recognition of multiple aspects of international experience; increased opportunities and requirements for foreign language instruction; the establishment of an international house and international dorm to contribute to the presence and visibility of international scholarship and teaching.

In exploring alternatives, the Committee examined international initiatives at peer institutions, aspirational peer institutions, and other Florida SUS universities. As there are several dimensions to the proposal, we present each aspect of the undergraduate initiative separately.

## **4. Specific Recommendations**

### **4.1. Global Scholar Certificate**

Beginning this semester, but no later than the summer, planning for a Global Scholars Certificate modeled after programs at several peer and other universities, to be in place for August 2009. It would recognize the international and global undergraduate experience along several dimensions including, but not limited to, course work, enhanced foreign language study, study abroad, internationally oriented extracurricular activities and community service, etc. Costs would be minimal administrative costs and it could be administered by the International Affairs Center. A faculty member could be employed over the summer to collect appropriate information about opportunities (see earlier report) and submit it to a Global Scholars Advisory Board, appointed by the Vice President for Global Initiatives. Funding required would be one faculty member part time over the summer and one-half staff person who would subsequently administer the program and

report to the Dean of International Affairs. Cost: Summer 2009, \$15,000 (approximate salary plus benefits); yearly, \$25,000 for 0.5 staff person.

## **4.2 International House and International Dormitory**

The establishment of an International Dormitory, which is already in progress, and an International House. The former is being achieved with minor costs for renovation of one of the existing dormitories. The latter could be achieved either by (1) locating it in space that may be available in the Patel Center; (2) building a dedicated structure; or (3) using an existing, underutilized structure appropriately located on campus. Cost would be determined by which of the three options is elected.

**Responsible Agents.** The Provost's Office would be responsible for establishing the IH and the ID. The Dean of International Affairs would be responsible for overseeing its operation.

**Estimated Cost.** The estimated course would be .5 FTE administrative position at a cost of approximately \$32,000 including benefits. Cost for the IH would depend heavily on the approach adopted.

## **4.3 Enhanced Course Instruction with a Global Focus**

We recommend that each major require one 3-credit course toward the degree to fulfill a "Global Knowledge" requirement. Ideally, it should have a substantial international component suited to the major. It must not be a Study Abroad or Gen. Ed. Course. However, since every department may not have the resources to offer such a course, this requirement may be fulfilled by taking a "Global Knowledge" course offered by another department within the same College. A list of such courses shall be made available to all Advisors.

**Responsible Agents:** The Dean of each College; Chairs; Dept. Undergraduate Committee or Undergraduate Advisor; Global Scholars Committee (we recommend creating one to oversee the Global Scholar Certificate) to review and approve the "Global Knowledge" course submitted for each major.

**Metric:** For the next 4 years, 2009-2012, at least two departments from each of the 7 Colleges (Business, Engineering, Medicine, Visual Arts, Education, Sciences, Humanities and Social Sciences), will adopt the requirement annually, so that each year 12-14 majors emerge with the "Global Knowledge" component.

2009: 12

2010: 14

2011: 14

2012: 14

Total: 56 majors across the Colleges

**Date:** Starting 2009, at the rate of 14 courses added per year,

by 2012, we expect to have 56 majors across the Colleges adopting the Global Knowledge requirement.

In addition, currently, there is a category in the General Education Requirements that requires a global dimension to some course work. This aspect of these courses is often minimal. Courses specifically directed at international or global issues should be required. Coursework currently exists to satisfy such a requirement. It needs only to be submitted and approved by the GenEd Council. Expected completion: eighteen months for a full approval process to take place.

**Funding:** No additional funding required.

**Comparisons:** Students must take at least 3 credits in Global Perspectives in nearly all the peer and aspirational universities. This is in addition to the Gen. Ed. courses in cultural diversity.

#### **4.4 Enhanced Foreign Language Instruction and Requirements**

Minimally, sufficient coursework should be available for undergraduates to major in a broader range of foreign languages, including but not limited to Chinese, Arabic, Japanese, and Hindi. In addition, the Committee strongly recommends that additional language competence be required of undergraduates. Many institutions, including some engineering oriented universities, are moving toward a three semester language requirement.

Consequently, the Committee recommends that the University expand the language requirement to three semesters. This is consistent with those current and aspirational peer institutions that are most aggressive in expanding international experience. To stay competitive with such institutions USF must consider leading from the front rather than following in the pack. Here is what we believe it would take to increase the current two semester foreign language exit requirement (FLEX) to three.

1 Assistant Professor of Hindi - \$55,000  
1 Assistant Professor of Arabic - \$75,000  
1 Assistant Professor of Classics - \$55,000  
1 Assistant Professor of Chinese - \$60,000  
1 Assistant Professor of French - \$55,000 - \$55,000  
1 Assistant Professor of German \$55,000  
.5 Instructor of Italian - \$25,000  
1 Assistant Professor of Japanese - \$55,000  
1 Instructor of Japanese - \$45,000  
2 Assistant Professors of Spanish - \$ 110,000  
3 Instructors of Spanish - \$135,000  
1 Assistant Professor-Director of the Language Laboratory - \$55,000  
(Total of line faculty salaries - \$725,000)  
Benefits for line faculty (at 18% of salary) - \$130,500  
Start-up for Assistant Profs - \$45,000  
3 Teaching Assistants of Spanish - \$45,000  
2 full-time Staff - \$70,000 plus benefits - \$82,600  
11 computers for new faculty - \$11

Upgraded Language Lab - \$50,000

**Grand Total: \$ 1,144,100**

### **5. Timeline for Implementation**

Year 1: 1 Assistant Professor of Hindi, 1 Assistant Professor of Japanese, 1 Assistant Professor of Spanish, .5 Instructor of Italian, 1 Spanish TA. Begin work on an enlarged, upgraded Language Laboratory

Year 2: 1 Assistant Professor of Arabic, 1 Instructor of Spanish, 1 Director of Language Lab. Complete work on Language Lab

Year 3: 1 Assistant Professor of Chinese, 1 Instructor of Spanish, 1 Assistant Professor of Classics, 1 Spanish TA

Year 4: 1 Assistant Professor of German, 1 Assistant Professor of Spanish, 1 Assistant Professor of French

Year 5: 1 Instructor of Japanese, 1 Spanish TA, 1 Instructor of Spanish

# **A Report of the Development Committee of the USF World Task Force**

## **1. Executive Summary**

The Development Committee of the USF World Initiative is composed of Betty Castor, Wilbur K. Milhous, Lynette J. Menezes, Darcy Webber, Sunita Lodwig and Dawood H. Sultan. Dr. Richard (Ran) Nisbett who contributed to the first round of dialogue over development recommendations has subsequently changed his assignment to the Faculty and Undergraduate Committee.

The initial recommendations of the Development Committee were communicated by the Committee co-Chairs to Myah M. Moore, Director of Development for USF Global Initiatives, on Wednesday December 17<sup>th</sup>, 2008 at a formal 2-hour long meeting which took place at the Department of Health Policy and Management, College of Public Health.

The following are responses to questions Dr. Linda Whiteford and Dr. Donna Petersen, USF World Taskforce co-Chairs, directed at each Taskforce committee at the January 28<sup>th</sup>, 2009 Taskforce meeting. These responses constitute abbreviations of some of the Development Committee Recommendations.

## **2. Overview of the Issue(s) Being Addressed**

The issues addressed by the Development Committee included [a] identification of pathways to secure finances for the USF World Initiative, [b] the necessity of University leadership's support of the USF World Initiative, through dedication of a significant amount of time and effort to the promotion of and fundraising for the World Initiative, [c] the importance of direct investment by the University to create a professional fundraising structure dedicated exclusively to the World Initiative, [d] the importance of initial investment by the University to immediately fund either a major-donor fundraiser or a set of large fundraisers, and [e] the importance of presenting the University as a winning institution with significant global goals.

## **3. Methods of Discovery**

Development Committee members have deliberated online through e-mails and, on occasion, in person. The ideas that members exchanged were derived from individual experiences with development, researching development planning and approaches used at a number of higher education institutions and intuitive reflection. These ideas formed the basis of the recommendations and substantive explanations (and in some cases, substantive justifications of particular recommendations) which are included in this report.

## **4. Models the Committee Considered Useful**

The Committee considered a number of useful models which could further inform the activities of the World Initiative. These included (in no exact order) Louisiana State University, the University of California System (especially UCSF) and Cornell University.

## **5. Short Term (2 years) Goals and Actionable Plans**

- build a professional fundraising structure by September 2009

- campaign work with the USF Foundation to indentify 50-100 major individual and corporate donors (at the \$1,000,000 plus, \$500,000 plus and \$250,000 plus levels of donation commitment) by March 2010
- invest in and organize two fundraiser gala events, one in the Fall of 2009 and the other in the Spring 2010, with a target contribution of \$1100 per person for a total of 500 individuals (250 individual at each event), and a net total contribution of \$500,000, assuming \$100 per plate/individual cost deduction from gross proceeds
- organize a major-donor gala in Fall 2010, with a targeted total range of \$12,500,000 to \$100,000,000. **NOTE: Cornell's current target is \$4 billion. In contrast, our target, albeit realistic, is far too modest but quite achievable.**

## 6. Long Term (5 years) Goals and Actionable Plans

- expand donor pool and continue fundraising through regular gala events
- explore new partnerships with corporations
- explore and develop commercial ventures targeted at sustaining USF World Initiatives

## 7. Recommendations on Staffing Needed to Accomplish Development Plans

*The Development plan requires continues effort by top University leadership until the World Initiative is financially self-sustaining. In some sense, University leadership has to be seen as an integral staffing component.*

Additional staffing is needed to

- liaison with the USF Foundation
- campaign and fundraise
- manage USF World finances
- maintain, through mass media activity, individual, community, corporate and government (both locally and at a national scale) awareness of USF globalization and global presence
- The creation of a SINGLE multi-tasked office of about 15-20 professionals who will simultaneously coordinate and perform all of these tasks in imperative. We recommend the elimination of space and distance between the staff of this office in order to insure a circular and seamless flow of both information and activities.

## 8. Appropriate Revenue Sources

The most likely sources of revenues to support and sustain the USF World Initiative are to be found in the following: [a] individual and corporate donors through direct or fundraiser solicitations, [b] corporate partnerships, [c] commercial ventures

## 9. Detailed Committee Recommendations

The following section of this report contains a detailed description of ways to achieve development goals. The section is followed by extraneous recommendations which the Development Committee considers to be of importance to the success of the USF World Initiative.

- Immediate mass media (writing, oral, internet and audiovisual) campaigns to:
  - outline a compelling case of further “institutional” transformation by clearly defining emergent global priorities that will further enhance the University’s global intellectual and business competitiveness
  - to create individual and corporate awareness of the importance of immediate financial and material support of the University global priorities and initiatives
- Develop proposals soliciting support for each global priority or global priority cluster. These proposals should be developed in advance and should be readily adapted to individual/corporate donor interests or needs.
- Top University leadership (President, Provost, targeted Deans; Board of Trustees, etc) should dedicate time to lobby/fundraise specifically for the World Initiative. The Committee stresses the importance of presenting the World Initiative as a stand-alone or a primary item, not to be confused with others, during dialogues with potential donors.
- The support for this initiative should come from the highest levels. It begins with the Board of Trustees. At some point, either a select number of the members of the USF World Taskforce, or perhaps the leadership of the World Initiative, should make a presentation to the Board of Trustees. In addition, it would seem critical to have a discussion with the USF Foundation Board. The Foundation Board is a large body that already represents top alumni and business people. Board members have to be encouraged to see the fact that in addition to the obvious educational value of furthering our global course and program offerings, there is a compelling case to be made for the ultimate economic value of improving USF’s global reach and understanding. Not only that, supporting the institutional transformation required by the World Initiative will also benefit our students who will be enabled to gain more global domain knowledge and graduate with stronger marketable skills and ability to compete aggressively in rapidly globalizing word markets.
- USF Foundation should dedicate personnel to work with/for the World Initiative. The role of Foundation personnel is to liaison with World Initiative development staff for donor identification and recruitment. Foundation staff would be informed of the objective that “development/fundraising for the World Initiative as an ongoing mission”.
- The University should dedicate development personnel to the World Initiative, particularly a staff member who will concentrate on College foundations. Each college has a dedicated staff member, but there is no one dealing with interdisciplinary efforts.

- Initial investment (by the university) to immediately develop a strong and professional fundraising and information services infrastructure dedicated entirely to the World Initiative.
- Use either the university's own funds, Foundation grants or recruit a donor to bankroll an initial major-donor fundraiser gala in 2010. Money from the initial fundraiser will support future fundraising activities.
- Consider World-Region thematic fundraising events. The Tampa Bay Area is home to large communities of individuals who come from various world regions and cultures (e.g., the Caribbean...especially Jamaica and Haiti...; Africa...especially Nigeria and Ethiopia...; Greece, Poland, China, Vietnam, Philippines, to name a few). Showcasing these societies and cultures in fundraising events will not only bring the various communities to the University, but will give community members a sense of connection to the globalization effort underway.
- Extensive detective work utilizing Alumni Center and Foundation databases to map out all USF alumni, first within the State of Florida and later elsewhere.
- Key alumni (specifically those who have already donated money to USF) should be selected from each County/or a small group of counties in the State, constituted as **Alumni Council on USF World Initiative (NOTE: research on philanthropy shows that involved donors will continue to donate and the more they get involved the more they give)** and fully briefed (via information packages, on-campus meetings or teleconferences, etc) about the World Initiative. During these briefings the World Initiative should be presented as a strong, compelling and URGENT necessity for the evolution of USF...This is where top University leadership should be pulled in to present the University's case for a Global Initiative.
- Council members will be tasked with "informally" contacting USF alumni in their area to "get a feel" for interest in supporting the World Initiative (and find out how much/level of support and the right time when they will be able to give) . Those interested will be identified and their details (how much and time frame) will be forwarded to World Initiative Development staff who will tier/rank them in \$ figure groups. Development staff will then coordinate with Foundation staff to solicit for donations from these specific individuals (in the amounts they indicated they will give and at the times which are convenient for them).
- Involve non-council members (those who donate) in dialogue over the World Initiative through information updates, visits, and thematic meetings (on global business, global education, global health, global culture)

**Here again is a reminder that involvement will perpetuate support...Also a reminder that detective work is needed to group donors by global theme or interest.**

- Locate and recruit alumni who are interested in fundraising for the USF World Initiative using their own resources.
- Locate and recruit alumni holding powerful government, private sector or university positions overseas. Such alumni are instrumental as ambassadors, as liaison, as mechanism for speeding up overseas activities through bureaucratic red tape, and as source of other forms of in-kind service or donations.
- Targeted in-kind services and new technical product donations (e.g., free creative marketing or advertising services; free event management services; free/discounted airline ticket/travel packages; free overseas/domestic hotel stay packages; donated concert performances; free overseas freight ground/air/maritime transport; free new computers and other office technologies; free new medical, dental and pharmaceutical supplies; etc).

**NOTE: Provost Wilcox's speech to the USF World Taskforce included a direct reference to the part of USF's Strategic Plan on "enhancing global literacy and global impact". These targeted in-kind donations will facilitate efforts by USF faculty and students to reach out, create tangible footprints (global impact), and contribute to the enhancement of global literacy.**

- Consider "commercial revenue" as an alternative. This might require [1] investment in developing a commercial enterprise, [2] soliciting the donation of an existing viable/profit-making enterprise.....After tax profits to be used in support of USF World activities. **MIGHT BE A PROBLEM BECAUSE OF NON-PROFIT STATUS. However, the Foundation might have a way around this.**
- Raised funds and donations should be kept in readily accessible operating accounts.
- Partner with other USF campuses, local community colleges and local/state-wide NGOs and other organizations engaged in global activities. Such partnerships will enhance efficiency through operating cost reduction.
- Articulate USF World initiative with similar initiatives at other universities across the state. Particular emphasis should be placed on establishing a partnership with a land-grant university engaged in integrative sustainable development and global health. The creation of reciprocal alliances will allow for mutual access to unique opportunities and will, thus, enable optimal use of resources.
- Develop an information package to be distributed to potential individual, local community and corporate donors. The information package should also contain matrices detailing the extent of USF's current global reach (active International Agreements; countries /cultures represented on campus; number of international students; number of exchange foreign faculty; undergraduate/graduate courses with significant global content; faculty with active global engagements; participation in ISEP or NAFSA and other international student/faculty exchange organizations; alumni holding important positions overseas; global activities/engagement by USF Health; etc). **NOTE: USF is already remarkably "globalized". However, this fact must be communicated to the broader community**

**and prospective donors, both of whom seem to have a tendency to fund “perceived winners” and innovative and up-and-running programs.**

- Develop a foreign language data bank containing detailed lists of faculty and current students with foreign language proficiencies that could be tapped by local businesses, schools and healthcare systems, and community groups. The University should be presented as a superior foreign language clearing house at the disposal of the local community and local business with global interests. Though this does not directly create development funds in the short run, it will consolidate the image of the University as a global “winner”, an ingredient which positively correlates with an increased tendency to donate.
- The University administration should seriously consider developing a “globalization” ad to be shown during televised sporting events. **NOTE: This is what the “competitors are doing ALREADY”.**
- Solicit the USF Athletic Department to donate \$1 (per ticket sold at one (or more) regularly scheduled home-game(s)). **[the Globalization ad should be designed and readied for show at game and the \$1 contribution should be announced during the game to generate a sense of community participation in a significant strategic effort].**
- Negotiate for a similar \$1 per ticket sold solicitation at Tampa Bay Buccaneers and Tampa Bay Rays home-games and a free showing of the “globalization ad” at the games where the \$1 per ticket donations are made...**Again, the objective here is to intensify the local community’s sense of involvement in a significant effort on campus.**
- The University should consider a limited issue (1000) of “USF World Initiative” license plates. With aggressive professional advertizing and marketing on an off campus, this may quickly raise a considerable amount of money.
- Assess the potential for Global Sister-Cities possibilities as a means for developing sustained “community presence overseas”. This will promote the University and will improve its competitiveness for Federal government funding.
- Utilize student organizations during fundraisers (for various in-kind services such as valet parking and entertainment.....world cultures dances, music, etc).

## **10. Additional Recommendations**

- The USF World Initiative would benefit through a specification of the following:
  - **A Geographic “Priority” World Region or Regions.**

The Development Committee duly notes the structured and enduring activities of the College of Public Health (COPH) in Panama and the existence on the USF Tampa camps of an Africa Initiatives Group (AIG). The World Initiative, for reasons of

efficiency and expediency, should work towards establishing a strong and instrumental partnership with the AIG, since its members constitute proximate gateways to many countries, regions and societies in Africa. By the same token, the World Initiative should capitalize on the COPH Panama program since it provides a home-grown successful model of global presence and effective global engagement (**REMINDER: both of the latter are integral to USF's Strategic Plan**).

- **A Content Focus.** It is of high importance to define and quantify the terms “global presence”, “global engagement” and “global impact”. Are these terms specific to faculty research or teaching activity? Do they involve students in some way, and if so how, where, and when?
- The World Initiative must quickly determine the type of issues that are pertinent to both faculty and student success in a globalizing world and encourage adjustments to the higher learning continuum (counseling, instruction, undergraduate and graduate research, volunteerism, global engagement patterns, and domain knowledge).
- Mechanisms for **institutionalizing faculty activity within the World Initiative** should be seriously considered and developed. In particular, the World Initiative should somehow be enabled **through University regulation** to house faculty global work and grant-seeking activity. This may require a major “re-thinking of the Sponsored Research” paradigm mechanics.
- USF World Initiative leadership should consider the potential of a rotating “**World Initiatives Council**” composed of USF faculty with instrumental (actual and provable) global interests and activities congruent with the goals and objectives of the World Initiative, a few select students with global credentials, and an even fewer representatives of the business and corporate world with proven and financially instrumental contributions to USF globalization effort. Council membership is not permanent (*but, discretionary continuous membership assignment of members should be granted to the USF World leadership*) and members should rotate out (*except for those retained through discretionary action by USF Leadership for exceptional service*) every 2 years. The Council will have NO actionable power. Its sole purpose is to provide advice, guidance, feedback and recommendations to the USF World leadership. USF World leadership will not be obligated to accept or implement Council advice or recommendations, and can only do so on discretion.

# **A Report of the Research Committee of the USF World Task Force**

## **1. Committee Members**

Thomas Crisman, Ph.D., Professor  
Wendy Greenidge, Ph.D. (Chair), Assistant Professor  
Derrie Perez, Ph.D., Assistant Professor  
William Rowe, Ph.D., Professor  
John Selsky, Ph.D., Associate Professor

## **2. Introduction**

The Research Subcommittee recognizes that research includes both graduate and undergraduate components. Increasingly, undergraduate students are seeking overseas research opportunities to expand their horizons and focus their ultimate professional goals. While most recommendations below concern broad university policy and direction, infrastructure and outreach for faculty, specific recommendations will be made, where appropriate, for graduate and undergraduate research separately. The recommendations below are meant to assist the individual researcher and to establish opportunities for networking within the University of South Florida system. Our method of discovery in developing this report was to divide our mandate into three priority areas: (1) Centralized Research Infrastructure, (2) Policy/Operations and (3) Outreach.

The Research Subcommittee established the following premises going into its task:

- International research activities should not be limited by the current expertise and interests of USF faculty. It is suggested that faculty be encouraged to think outside of the box and develop new research initiatives that can be cooperative foundations among USF and US and international universities.
- Research is faculty driven. We perceive international research as a key component of faculty development. The administration is here to assist such efforts.
- Research that is multidisciplinary in nature should receive highest priority at USF. This supports the thrust areas of the USF Strategic Plan.
- The committee recognizes that international themed research occurs or may occur on all campuses in the USF system and is a key component of faculty development.
- The committee recognizes that AAU is a key objective of USF and that having a strong international research presence is key to achieving this goal.

## **3. Priority Areas**

### **3.1 Initiative One: Centralized International Research Infrastructure**

Establishing a centralized international research infrastructure at USF is vital to maximize the overall effectiveness of the USF World Task Force Initiatives. A centralized infrastructure also facilitates all of the initiatives identified by the Research Subcommittee.

## Recommendations

- *(A) Establish a permanent position in the Office of Research responsible for international research activities and information/databases.* Researchers need a centralized location (physical and virtual) that houses everything associated with international research. This office's responsibilities would include liaising with the Patel Center for Global Solutions and other appropriate centers and institutes regarding research initiatives and projects. It would also include responsibility for fostering a culture of internationalism and global-mindedness at USF.
- *(B) Develop a database of all past and existing international research and make it easily accessible to the USF community.* This database would categorize research by department, geographic location and research area. At a minimum, it would include name and contact information for researcher(s), title of project, contact information (host country), funding sources and duration of project. This database would identify opportunities for collaboration among USF researchers and assist researchers to identify both funding sources for international research and key contacts in target countries.
- *(C) Develop an international research smart board database in collaboration with the IT Unit.* This could be part of the database in (B) or a stand-alone entity. It would be placed on USF's website. One model is a "clickable world map". Individuals accessing the website click on geographical areas of interest to receive contact information for researchers who are currently conducting research in these areas. This map would also provide all of the information listed in (B) above. This smart board should also provide information on our local (Tampa Bay and surrounding areas) ethnic communities to assist researchers in identifying local partners that may be relevant to their research. For instance, an individual who is engaged in research in Haiti may find it beneficial to partner with the local Haitian community here in Tampa. See Initiative Three.

The centralized database(s) in (B) and (C) could make continuation of a particular research activities more likely once a professor leaves USF or is no longer able to continue his/her research project.

- *(D) Ensure that researchers have access to the information portal* regardless of their location. Guests from host (international) countries also need access to research findings to ensure application of research and identification of potential collaborations at USF.
- *(E) Library officials should coordinate with the Institutional Review Board (IRB) office to assist new researchers with critical issues* such as developing effective contacts between researchers and host countries and ensuring that research findings are readily accessible and transparent. The IRB office may be the centralized place to navigate such issues.
- *(F) Build international capability of the library* by encouraging researchers who have funding for library resources to donate those to the library. By doing so, the impact of each project on the University remains long after the project ends.
- *(G) Develop searchable databases in select research areas.* The USF library has assisted in developing a database in karst to support faculty and their position internationally. It is

expected that a limited number of databases be developed, with special consideration to supporting existing and desired strengths within USF and multidisciplinary applications.

- (H) *Establish an electronic “decision room” similar to that operating at Arizona State University. Such a facility would allow small groups of faculty or end users to meet, develop scenarios, and select best options for management decisions in multiple disciplines across USF.*
- (I) *Establish a conference room and classroom to facilitate real time communication with partner international universities. Such a facility is critical for conferencing and joining teaching projects internationally. Coordination with E-Campus facility is critical.*
- (J) *Establish an International House on the Tampa campus to house visiting scholars and provide a venue for international activities. Few universities in the US have such facilities, while most foreign universities do. Such a facility would put USF in the top tier of universities fostering international cooperation and could make a difference in attracting top researchers and teachers to USF.*
- (K) *Work to foster an appreciation of international research within the administrative units of USF. Far too often, administrative units fail to understand the importance of international research and dissuade faculty from pursuing such opportunities. In addition, junior faculty must be mentored when considering basing a significant portion of their research effort on international projects until they have obtained tenure. Pitfalls of doing such research must be clearly communicated, as in-country instability, lack of performance of foreign cooperators and general difficulties in conducting research can derail a project and lead to lack of a product for the USF researcher in spite of a significant time commitment.*
- (L) *Establish a mechanism for updating international research opportunities for USF faculty. It is extremely difficult for individual faculty to find opportunities for international research for US government, UN, NGO’s and private ventures.*

The International Office should designate someone to:

- assume responsibility for navigating websites and RFP’s for opportunities and posting them biweekly for use by USF faculty
- encourage faculty to apply for prestigious international sabbatical and research awards including Fulbright and Jefferson Fellowships. In addition to assisting the career of individual faculty, AAU looks closely at success with these awards as a measure of faculty recognition and quality.
- (M) *Establish a board or other institutional platform of international units at USF. A mechanism should be found for coordination of international activities at USF. It is suggested that key administrators meet on at least a monthly basis to discuss ongoing and potential activities and to evaluate on a continuing basis international operations at USF.*
- (N) *Establish a university policy on international travel. It is suggested that all international travel on behalf of USF follow established guidelines prior to travel approval. One requirement must be demonstration of medical evacuation insurance for the period of*

travel. Additional requirements should include such things as in-country contact information

- (O) *Establish an efficient system for tracking foreign graduates of USF.* It is important that researchers can identify an initial contact and/or potential cooperator in the country of interest. To that end, USF should have a searchable list of international graduates by country along with their current position. Having a well placed USF graduate in a position of power can provide invaluable assistance for our researchers. See also Initiative Two (C).

### **3.2 Initiative Two: Policy/Operations**

#### **Recommendations**

- (A) *Use incentives to facilitate international research.* We recommend the use of sabbaticals to stimulate international research (and the travel that accompanies it) at USF. To assist in increasing the prevalence of international research, incentives such as special sabbatical provisions and stipends (\$5,000-\$10,000) should be made available to help offset living and other expenses associated with international research/travel. For example, priority for sabbaticals could be given to researchers who engage in international research, or sabbaticals may include two semesters abroad and offer 75% of the researcher's pay. Such policies would help to materialize Goal 3 of the USF Strategic Plan. Such practices prove to be effective at other institutions such as Georgetown University, University of Melbourne and McGill University.
- (B) *Encourage current researchers to communicate with key contact persons in the foreign countries in which they research.* These might be consular officials, USF prominent alumni, or prominent former Floridians in the business or university sectors. (See also Initiative One (O)). This would further facilitate research collaborations and new international research projects. A database with this information should be made available to faculty and other people interested in international research activities (see Initiative One (B)).
- (C) *Develop workshops on select research topics.* Assistance should be found to bring key US and international cooperators to USF, at the request of USF faculty teams, in specific research areas to brainstorm and develop grant proposals. It is expected that such workshops result in submitted proposals.
- (D) *Facilitate multi-disciplinary collaboration in grant writing for international project research.* Coordinate with the Research Office. The database(s) suggested in Initiative One (B, C) of past, current and ongoing international research activities here at USF will facilitate collaboration in grant writing and external research support. We recommend liaising with the IRB office on this.
- (E) *Facilitate international and interdepartmental collaborations with a global focus.*

### 3.3 Initiative Three: Outreach

#### Recommendations

- *Seek funding commitment from community partners and businesses to assist with costs associated with international research activities.* Enlisting the support and involvement of both the local and international community are vital to the success of our initiatives. Potential benefits for our partners include access to research findings and the intellectual property that emerges from it. USF may also serve as a marketing agent – opening up business and networking opportunities for our community and business partners.
- (B) *Encourage prompt dissemination of research to relevant local ethnic communities and host (international) communities as appropriate.* This is in addition to publishing research results in professional outlets. Mechanisms should be put in place to allow these non-academic communities access to research findings and thus ensure prompt implementation of recommendations, e.g., access to the databases in Initiative One (B) and (C).
- (C) *Establish funding to support overhead costs of selected teaching/research centers in key centers of interest to USF researchers.* Where feasible, establish research offices in selected, priority countries where major projects and/or collaborative research activities are occurring. This presence would foster USF visibility and facilitate long-term engagement in priority host countries (see Initiative Two (A)). These offices would be staffed by members of the host communities.

#### 4. Models

The following represents four models that this committee considers useful to USF. It is important to note that the committee has not ranked these models and has not specifically picked out those specific elements that might be emulated by the University of South Florida.

- Arizona State University Model (<http://www.asu.edu/>)
- McGill University Model (<http://www.mcgill.ca/>)
- University of Melbourne Model (<http://www.unimelb.edu.au/>)
- University of Wisconsin Model (<http://www.wisconsin.edu/>)

#### 5. Goals and Actionable Plans

##### Year 1

- Inventory of all international activities within the USF system.
- Develop an international coordinating council with representatives from all colleges and campuses to identify international opportunities and coordinate activities within the USF system. This is a communication unit.

- Coordinate all overseas courses and student/faculty short term programs through a single university office.
- Centrally coordinate all international research and databases through a single university office.
- Develop a database of all past and existing international researchers by country and research interest.
- Encourage faculty to seek prestigious international sabbatical and research awards.

### **Years 2 and 3**

- Initiate an international house for visiting faculty stays and to serve as a venue for international activities on the Tampa campus.
- 2. Initiate an international dormitory to house international and select US students together on the Tampa campus.
- 3. Develop an international smart board.
- Develop workshops on select research topics of international importance. Each workshop would bring external faculty to USF to work short term with a group of USF faculty interested in a focused topic with the expectation that they would produce a grant proposal in short order.
- Develop a searchable database through the library identifying activities, individuals and research areas on campus to facilitate faculty interactions in international research.
- Establish an international “decision room” and other electronic based facilities (conference and classroom) to enable real-time interactions between USF and partner institutions internationally for teaching and research activities.
- Engage the private sector and key individuals in the Tampa Bay area and more broadly throughout Florida to support focused research and teaching activities internationally.

### **Years 4 and 5**

By the end of five years, USF needs to have achieved the following:

- International research needs to be an integral component of the Tenure & Promotion process (especially at the Full Professor level)
- Priority funding given to those programs with an international and multidisciplinary component and
- A mechanism for sustainability of international research programs to be secured through non-traditional funding. (*See Section 6 below*).

## **6. Staffing**

Employees are needed for both central coordination of the ideas proposed and to provide and market opportunities for international research.

## **7. Funding Needs and Appropriate Revenue Sources**

The committee recognizes that there is and will likely be very little funding within USF or the State of Florida for international initiatives. Therefore the committee suggests that creative, non-traditional sources need to be cultivated and utilized. As a result, international research funding should be sought from regional and national private sector companies and corporate and public foundations which have vested interests in the programs we are seeking to fund. Negotiated partnerships, rather than simple program or project funding, are likely to be the most promising mechanism.

# **A Report of the Communication Committee of the USF World Task Force**

## **1. Members**

Sandra Cadena (Chair) ,Boo Kwa, Valeria Garcia, Elizabeth Doone, Ann DeBaldo, Marcia Taylor, Vivian Fueyo, and Nicole Bafford.

## **2. An Overview of the Issue Being Addressed**

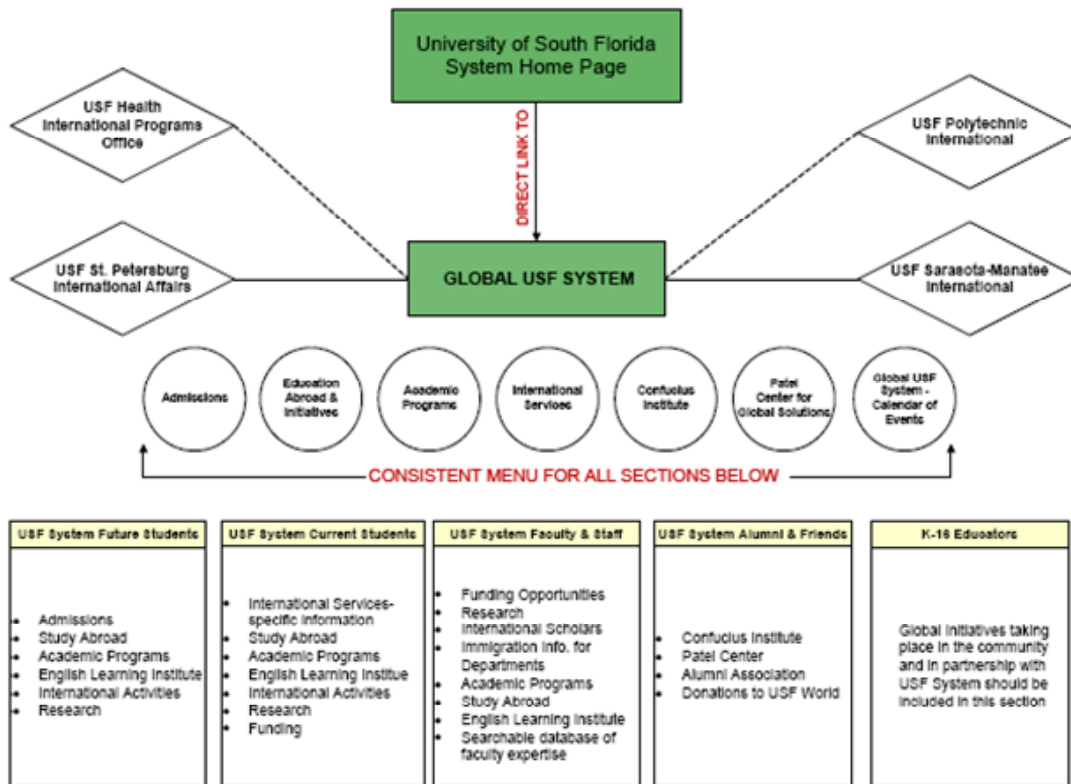
Internal communication within USF and external communication with our surrounding community would be greatly enhanced from a strategically designed plan that identifies and coordinates all of the global initiatives, ongoing activities and future planning conducted by USF faculty, administrators, staff and students. Sharing this wealth of international engagement in a systematic, coordinated manner that 1) utilizes the USF website capabilities, 2) provides opportunities for personal connections throughout the university community, and 3) enhances collaboration with community partners, is critical to meet the USF Globally focused strategic goals for 2008-2013. With an internal USF system of communication in place, USF can more effectively reach out to our community to identify potential supporters and donors to international initiatives. USF can also be in a strategic position to enhance collaborative efforts for research, faculty and student exchange and build consortiums with our universities surrounding areas of interest and need throughout the world.

## **3.Methods of Discovery the Committee Used**

- USF Strategic Plan Goal II
- Faculty Advisory Council for International Affairs (FACIA) minutes (2000-2007)
- Consultation reports and Provost reports (2005 & 2007)
- Dean of International Affairs Yearly Summaries (2003-2007)

## **4.Proposed Model for Internal USF Communication Utilizing Website**

The Communication Subcommittee developed a concept map to depict all centers, colleges and departments with ongoing international activities (see below).



USF World Task Force

Communication Subcommittee

February 2009

## 5. List of Short Term (2 years) and Longer Term (5 years) Goals and Actionable Plans

### 5.1 Short term Goals/Actionable Plans

- Development, selection and purchase of a USF branded gift for international consistent distribution
- Coordinator, International Communications
  - Coordination of all internationally oriented lectures throughout USF
  - Coordination of USF International Web pages
- Initial Global Synergy Hour
- USF First Annual International Workshop

### 5.2 Long Term Goals/Recommendations

- Center for Global Initiatives
- Associate Vice President for Global Affairs
- Collaboration with international universities to establish off shore programs

- Master USF and community scheduling on USF International website for all global events (lectures, study abroad, faculty traveling for research, workshops, etc)

## 6. Recommendations on Staffing Needed

- Center for Global Initiatives
- Associate Vice President for Global Affairs
- Coordinator, International Communications

## 7. Appropriate Revenue Sources and Funding Needs

- Revenue sources would be developed through communication and collaboration with ***community donors***. Focusing on specific international communities in the Tampa Bay area, such as the Indian, Philippine and multi Hispanic populations, there can be support for student study abroad opportunities, faculty support for specific research in countries of donor origin, and other opportunities where community leaders can work with USF members to enhance the “giving back” to one’s country of origin that utilizes USF as the vehicle.
- A second revenue source identified by the Subcommittee is the development and implementation of ***international workshops and off shore programs***. Currently there are numerous continuing education, program, and course needs articulated by faculty from other universities whom USF has collaborating agreements. These are underutilized opportunities that should be expanded USF-wide.
- Funding needs will include: 1) Center for Global Initiatives, 2)Coordinator, International Communications and support staff to manage web pages and all internal and external international communications, 3) Associate Vice President for Global Affairs and the multitude of communication opportunities, including international travel, community engagement conversations as components of that position, 4) purchase the USF branded gifts carried by all faculty , 5) Annual Global Synergy Hours, and 6) Annual USF International Workshops.

Respectfully Submitted,  
Sandra Cadena  
Chair, USF World Initiative Communication Subcommittee

# **A Report of the Faculty Committee of the USF World Task Force**

## **1. Members**

The 'faculty' subcommittee of the USF-World initiative met on October 1<sup>st</sup>. There were four members in attendance: Fraser Ottanelli (History), Hunt Hawkins (English); Michael Gibbons (GIA); and Richard Nisbett (Health).

## **2. Recommendations**

- The committee discussed the need for the USF-World initiative to promote and provide impetus for the establishment of interdisciplinary 'cluster' hires that would promote all four goals of USF's strategic plan. The creation of an inventory of faculty working on issues of globalization (a list might already exist)
- The establishment of a group that will create a common template for cluster hires. This group would address general concerns such as: how will each cluster of hires be administered to insure continued cohesion over time? How team teaching will be accounted for in yearly assignments? How SCHs will be counted? Establish foreign language requirements.
- We agreed that the process of defining the clusters should be driven by the faculty and not mandated by the Administration.
- Finally we also discussed the possibility of creating incentives and rewards to promote enhanced language education for faculty.

## **3. Proposed Cluster Hires**

- "Theory and Practice of Globalization" (History, English, Sociology and Anthropology)
- Health, Society & Medicine
- Ethics, Religion and Ecology
- Sustainable Development & Appropriate Technology
- Macroeconomics, Finance, Micro-credit/micro-finance
- Climate Science & Environmental Science
- Education, Information Science, Communications, Biotechnology & Bioengineering (including nanotechnology)
- Religion, Secularism and Politics (Modeled after Columbia University's Center for the Study of Religion, Democracy and Tolerance; has received Luce Funding and the SSRC is focused on this)

- Society, Technology and Human Values (Modeled after MIT's Science, Technology and Human Values program)
- Sustainable Development and Development Ethics (this could easily be part of Ran's Sustainable Development & Appropriate Technology below)
- Immigration, Race & Ethnicity

#### **4. Measuring Outcomes**

Faculty participating in "clusters" initiatives would work with their department and interdisciplinary colleagues to establish Graduate Certificates. This interdisciplinary structure would provide a framework to ensure the cohesion of the cluster, favor student exchanges and provide a quantifiable way to measure outcomes.

Submitted by Fraser Ottanelli/Professor and Chair/History

# **A Report of the Graduate Committee of the USF World Task Force**

## **1. Members**

Wilfrido Moreno (Engineering), **Chair**  
Christian Wells (Arts and Sciences), **Chair**  
Aurora Sanchez-Anguiano (Public Health)  
Carlos Callegari (Health Sciences Center)  
Nagwa Dajani (Health Sciences Center)  
Inge Wefes (Health Sciences Center)  
Carlos Smith (ISLAC, Engineering)

## **2. Objective**

Develop recommendations in support of the 2007-2012 Strategic Plan to globalize and revitalize the Graduate Education overall experience at USF

## **3. Overview**

The Graduate Subcommittee of the USF World Task Force initiative is charged with conducting an investigation of “best practices” for globalizing the graduate education experience at USF and identifying the strengths and opportunities presently available at USF as well as existing challenges. This report details our efforts to date, described in the following sub-sections: discovery methods, comparative models, action plans.

## **4. Discovery Methods**

Our committee members solicited advice and recommendations from faculty, staff, and graduate students and periodically met over the past five months to exchange ideas and discuss our recommendations. The committee co-chairs also met individually with the directors of offices, centers, and institutes on campus that represent key stakeholders, as well as with Dr. Whiteford. Certain committee members also explored best practices and alternative models via the internet and by speaking with colleagues at other institutions. While these efforts provided substantive and useful information, the committee feels that it would be in the best interest of the World Task Force to administer a survey (can be done by email) representatives of academic and administrative units across campus to collect additional feedback on these issues.

The committee identified four key areas for which additional feedback would be useful:

- How do we make USF attractive to international organizations and graduate students to enroll in our programs and be able to guarantee an exceptional graduate educational experience? This student-centric course of action must start from the initial student contact with USF through the application process, acceptance, enrollment, and advising all the way through graduation. Additional issues must be studied, such as competitive tuition pricing, housing, language barriers, on site vs. distance learning and many others that will need further research and analysis within a coherent and transparent process.
- How do we promote USF graduate programs to be more globally oriented, having our graduate students participate more (with or without international travel experience) in

global initiatives, discussions, multicultural activities and field experiences? Can the global perspective be made a requirement across all university programs?

- How do we create a Global USF multicultural and multidisciplinary environment, where intercollegiate activities within USF and between USF and affiliated institutions are promoted and recognized?
- How do we create an effective reward policy for faculty to be engaged in global activities as part of their academic responsibilities and criteria for tenure and promotion?

The committee identified six target units for the survey: Graduate School, International Student Services, Education Abroad, Graduate Program directors, Graduate students, and Student Government.

Finally, the committee identified several unresolved questions that we were unable to answer. Future data collection efforts should attempt to answer these questions:

- How does USF officially define an International Student?
- What are the historical trends over the past decade regarding international student recruitment, admissions, funding, and graduation across the campus?
- Should USF consider distance learning programs for international students?
- Are there any past surveys on the graduate education experience at USF, specifically concerning satisfaction, challenges, limitations, and so on?
- To what extent and in what ways is USF cost competitive regarding international students compared to other institutions?
- Is it administratively and academically feasible (and desirable) to explore the creation of dual degree programs with overseas institutions of higher learning?

## **5. Comparative Models**

There are numerous successful university models for graduate international study and research. Among these are the University of Florida International Center (<http://www.ufic.ufl.edu>) and the International Center at the University of Michigan (<http://www.internationalcenter.umich.edu>). These units depart from more tradition models, such as the International Students and Scholars Office at Boston University (<http://www.bu.edu/isso>) and the International Student Office at Arizona State University (<http://www.asu.edu/studentaffairs/ed/iso/index.htm>), by drawing on existing strengths at the home institution to coordinate international education and research efforts for both graduate students and faculty across all units in the university system.

An “International Center” at USF might be envisioned as providing all the necessary services, including assistance with visas (work permits, travel), financial questions, social and cultural differences, personal concerns, as well as more specialized programs. For example, the USF International Center might focus on designing programs to help international students/scholars and their families adjust to life in the U.S. and meet people in the USF and Tampa Bay community.

Additionally, the Center could work with USF's English Language Institute (<http://www.eli.usf.edu>), the Writing Center (<http://usfweb2.usf.edu/learning/writing/index.htm>), and the Center for 21<sup>st</sup> Century Teaching Excellence (<http://www.c21te.usf.edu>) to sponsor English language classes and workshops on writing and teaching for international graduate students.

The UF and Michigan centers maintain separate facilities for greeting and hosting international students and scholars. The USF International Center could be housed in conjunction with the Patel Center or have dedicated space in the new Marshall Center. Having such a center at USF would be very useful as a meeting space for international students who need to speak with someone face-to-face. The USF International Center, for example, would serve as the primary liaison between international students and scholars and the U.S. government agencies that have jurisdiction over their stay. In addition, the Center could serve an important role in advocacy with government agencies and legislators on issues concerning international students as well as local and state policies in higher education.

Finally, a USF International Center could play a key role in recruitment efforts abroad, identifying and building relationships with "sister institutions," host an annual international graduate student orientation (as at the University of Miami, [http://www6.miami.edu/UMH/CDA/UMH\\_Main/0,1770,2635-1;30001-2;30286-2,00.html](http://www6.miami.edu/UMH/CDA/UMH_Main/0,1770,2635-1;30001-2;30286-2,00.html)), and maintain important web resources, such as at Florida International University, which provides "one-stop" checklists and forms (<http://iss.fiu.edu/prearrival.htm>) and maintains key statistics (<http://iss.fiu.edu/statistics.htm>).

### **5.1 Example: USF College of Engineering Latin America Program**

Although not an international center akin to the one envisioned above for USF as a whole, the USF College of Engineering's Latin America Program has grown and expanded over the past 15 years such that many of its functions act like a coordinating center. The program partners with Latin American universities and research centers to attract their faculty and researchers to the USF COE doctoral programs. It is intended to attract first rate mature professionals, with funds, and that will return to their countries where they will develop into leaders, and be USF ambassadors.

The program was initiated in 1993 but has changed over the years to address USF Strategic Goals. Specifically, the program directly addresses Goal III, "Expanding local and global engagement initiatives to strengthen and sustain healthy communities and to improve the quality of life... and global collaborations in education, research and service learning, including mechanisms for managing fiscal and human resources for student exchange, study abroad and international field placement programs, and faculty research, teaching, outreach and professional development opportunities." In addition, the program addresses Goal I, "Promote nationally and internationally distinctive and prominent research and graduate programs."

The results, to date, indicate sustained success. Since its founding 15 years ago, the program has graduated 34 students with doctoral degrees from numerous institutions in Venezuela (Universidad de Los Andes, INDESCA—Maracaibo, UNEXPO—Barquisimeto), Colombia (Universidad del Norte—Barranquilla, Universidad Distrital—Bogotá, Universidad Autónoma de Occidente—Cali), Bolivia (Universidad Privada de Bolivia—Cochabamba), and Mexico (Universidad de Veracruz-Veracruz); there are currently 16 PhD students participating in this program pursuing the doctoral degree. Of those who have graduated, 85 percent have returned to their countries of origin, and several have assumed leadership positions including five department chairs, two directors of research, and two engineering deans.

## 6. Action Plans

USF has a strategic opportunity to capitalize on its strengths in two main areas: its geographical location in relation to Latin America and the Caribbean, and its established Education Abroad and Exchange programs in Latin America, Africa, and Europe (<http://global.usf.edu/educationabroad/out-semester.php>) as well as emerging programs in these areas and Asia (<http://global.usf.edu/educationabroad/out-summer.php>). The following short- and long-term recommendations capitalize on these existing strengths.

### 6.1 Short-term Strategy Recommendations

The committee determined three overall strategy recommendations regarding program vision, recruitment, and retention.

First, working with International Affairs, the Graduate School should revisit its statement of purpose and strategic goals to address the following questions: What proportion of the graduate student body should be international and why? Which countries should USF graduate programs focus on for recruitment and why? These questions should be answered with the greater goal of defining USF's "niche" in the international student education community. To address these questions, the Graduate School should conduct a focus group of graduate program directors and/or discuss the issue with the University Graduate Council. Efforts should also be made to link these specific goals to the broader USF strategic goals and objectives.

Second, regarding recruitment, initial efforts to recruit more international students should focus on regions in which USF has a permanent presence, for example, in the City of Knowledge in Panama, and through successful Education Abroad programs, such as at the Monte Verde Institute in Costa Rica. Faculty who lead Education Abroad programs should be key players in international student recruitment and should be financially subsidized to conduct recruitment efforts in host countries. USF can promote international student recruitment more generally by encouraging and subsidizing faculty and graduate student research and travel abroad. International Affairs and the Graduate School should coordinate efforts to establish measurable outcomes and expectations regarding recruitment.

Finally, to create a "customer service" approach to international students, the Graduate School—as with International Services—should dedicate at least one OPS staff member to assisting international students with non-academic issues, such as finding a place to live, immigration compliance issues, and so on. This position should be envisioned as an *advocate* for international *graduate* students. To be cost competitive, the Graduate School should consider discount tuition for international students or other creative ways to bring the costs down for international students, such as by waiving application fees, offering "tuition vouchers," discounting on-campus living and/or dining, and so on. This will require that the Graduate School work with other units on campus, such as residence (housing and dining) services, for example.

In sum, it is possible to globalize the graduate education experience at USF in the short term (i.e., two years), but this will require three specific tasks: 1) create specific and relevant strategic goals based on consensus among academic and administrative units that directly relate to graduate education, 2) invest (financially) in recruitment efforts in geographic locations where USF currently has a strong physical presence, and 3) add an OPS staff member to both the Graduate School and to International Services to deal with graduate student non-academic issues and to coordinate efforts and priorities between the two units.

## 6.2 Long-term Policy Recommendations

The committee has identified seven major policy issues that should be considered over the long-term (i.e., five years):

- USF can build and enhance links between international research and education by developing a system of incentives (e.g., tenure and promotion credit) and rewards (e.g., research grant program based on education along lines of the NSF-REU model) to acknowledge/encourage faculty involvement in global initiatives.
- USF should explore on-line education (such as masters/certificate programs) for students in other countries to study at a distance.
- USF must continue to leverage the Latin American Caribbean (LACS) Scholarship program to continue to attract Latin American students to USF as other state universities are presently doing (e.g., <http://www.fgcu.edu/Admissions/Prospective/3553.asp>).
- USF should examine ways to streamline the admissions process for international graduate students and reduce barriers to applying, for example, by enhancing communication efforts.
- USF needs to establish goals and assessment outcomes (i.e., metrics) that structure accountability.
- USF should pursue community engagement/partnerships to construct sources of funding.
- USF should develop a system to maintain communication with graduates (including international and domestic students) after they leave the university, and to encourage them to act as ambassadors for USF in international venues.

To implement these tasks, funding will be needed to support faculty efforts toward globalizing the USF graduate education experience, to support graduate student efforts to study and conduct research abroad, to recruit and enroll international students, and to develop non-traditional (e.g., distance-learning) programs that can be offered overseas.

**A Report of the Study Abroad Committee of the USF World Task Force**