

## **EXECUTIVE SUMMARY OF THE USF WORLD TASKFORCE**

The USF World Task Force finds that USF's global initiative is at an exceptional moment in time - one of great opportunity to accomplish much needed change, and one of considerable risk if those changes do not occur. The risks associated with the failure to act are those liabilities resulting from a fragmented and parochial system of international activities; the opportunities come from a streamlined and consolidated model able to respond quickly to changing global ideas. President Judy Genshaft and Provost Ralph Wilcox, along with student and faculty leaders, are committed to changing the culture of USF into one of global engagement, research, and teaching, and of creating an identity for USF as an innovative leader in global engagement. We are dedicated to USF becoming a globally literate university providing our students the competitive edge for success that comes with global experience. To do so we recommend a model for change built on a shared commitment from throughout the system including Research and Innovation, Health, Academic Affairs, and Advancement to support incentives, rewards, metrics, and responsibilities for students, faculty, and administrators as we leverage USF's strengths in this transformation. The end result we believe, will be a university system to which students, faculty, and administrators are drawn knowing they will develop engaged research skills, be provided global teaching opportunities, and participate in service both in local and global arenas. This transformation must begin with a clearly articulated commitment from the highest levels of the University: The USF Board of Trustees, the office of the President, the Senior Vice Presidents, as well as local constituents, to accept the globalization of USF as their challenge as well as ours.

This moment of change builds on years of tentative and intermittent forays into internationalizing USF, efforts always incomplete and unsustainable. The USF World Task Force report reflects more than eight months of focused work with system-wide representation. The two co-chairs represent Academic Affairs and Health, and the committees have representation from all of the regional and institution campuses. The focus was to assess how to leverage USF's strengths while protecting the system from the risks and liabilities due to fragmented approaches to national security, global exposure, complex emergencies and mitigation.

The Task Force committees' reports are based on: reviews of previous assessments, collection of models from peer and aspirational universities, interviews with international and USF students, and USF faculty, staff, and administrators. This report is informed by the results from eight months of meetings, eight distinct committees, and the active involvement of more than 60 faculty, students and staff from throughout the USF system. And while we recognize that this is a period of significant economic stress, we are convinced that it is imperative to transform USF into a Global University now for USF to remain competitive in the global marketplace, and to protect itself.

This report is divided into six sections, although many topics cross-cut and are interwoven throughout the report. The Task Force Committees were identified by the participants and they are: Graduate/Undergraduate Education, Faculty Development, Communication, Development, Research, Infrastructure, and Study Abroad. This report consolidates the various committees' recommendations into the following sections: 1) Creating and Supporting a Global Learning Environment; 2) Nurturing a Globally Literate Faculty; 3) Stimulating a Global Research Portfolio; 4) Establishing an Effective, Positive Communication System; 5) Developing and Advancing a Global Agenda; and, 6) Leadership and Infrastructure for a Globally Engaged USF. Reports from each committee will be posted on the Task Force website.

The recommendations are informed by a passionate commitment to make USF a globally competitive university system, and the recognition of the significant levels of legal risks of the current fragmented system:

- 1) creation of a centralized coordinating function with a clear reporting line from the level of the President/Senior Vice Presidents through all related operating units;
- 2) funding from the USF system to support a system-wide global initiative that includes research, teaching, and service, education abroad, and global engagement;
- 3) re-conceptualization of the Patel Center as a university-wide center for all international coordination and support functions, particularly in global research, but also in communication, development, infrastructure services and supports, cultivation of innovative ideas, and leadership or the University's global vision .
- 4) expansion of global experience opportunities such as short-term service projects, internships, and professional exchanges;
- 5) generation of a system of incentives, rewards, and faculty development opportunities codified in Tenure and Promotion guidelines to recognize global engagement;
- 6) revised, updated, self-supporting, and revenue generating models of Education Abroad;
- 7) strengthening of the International Affairs Center to be fiscally and administratively responsible for the development and assessment of non-degree granting international units such as the Confucius Institute, the India Studies Center and other potential centers such as a Center for Middle Eastern Studies or Asian Studies, and International Student Services;
- 9) creation of a Global Scholars Residence, Global Student Residence, Global Scholars Program, Global Scholarships, and greater involvement in the Capital Campaign;
- 10) increase educational opportunities both within the General Education curriculum, and outside of it for global learning and exchange;
- 11) strengthening ties with the English Language Institute, and;
- 12) support for a Student Government Initiative for a Global Experience fee.

Many of the recommendations made by the World Task Force are already being undertaken at USF. Their success, however, necessitates committed and on-going attention from the top USF leadership, an infusion of resources in strategic places, and the articulation that positioning USF to become a globally engaged University is a high priority with the USF Board of Trustees, the President, the Provost, and Vice Presidents.

Respectively Submitted, April 27, 2009

Linda Whiteford and Donna Petersen, Co-Chairs



## **Introduction**

“...the most significant trend today is globalization, an economic and cultural force that is propelled by great leaps in technology which have eroded the boundaries of nations....education itself is undergoing a major transformation. Students need to be educated to work in a global environment, where a broader world view and the skills of global leadership are essential. Education in the global age does not only mean an accumulation of skills and information, but also an attitude of openness, tolerance, and understanding.”

Dr. Tayeb Kamali  
Vice Chancellor, High Colleges of Technology  
United Arab Emirates

The University of South Florida recognizes the significance and power of a global learning environment and its direct relationship to student success. The USF World Initiative was created to consider innovative approaches to realize the goals of the University’s strategic plan while also contributing to efforts to position the University for membership in the American Association of Universities (AAU). The World Initiative attracted a diverse group of faculty, administrators, staff and students from across the entire University community (see attached membership list) committed to successfully pursuing a global agenda in all facets of University life, including learning, discovery and engagement. The USF World Initiative also recognized the importance of a strong, stable infrastructure for international work to support not only the University’s global agenda but also its other critical initiatives in community engagement, sustainable healthy communities and transformative health efforts. Each of these efforts will depend on a well-functioning global enterprise to support the achievement of these strategic objectives.

Representatives of nearly every college, every campus and most administrative units gathered as a committee of the whole and in eight subcommittees to deliberate an array of issues important to realizing the global agenda for the University. Because the full globalization of the University will require a comprehensive approach that has both breadth and depth, and promotes full integration, coordination and cooperation across various sectors, these recommendations are complex. In an effort to simplify them, we begin with the ultimate focus of these efforts, our students, and then from our student-centered recommendations we layer on other recommendations that address related and expansive issues and ultimately the requisite leadership that an effort of this magnitude requires.

### **1. Creating and Supporting a Global Learning Environment**

We envision a learning experience for undergraduate, graduate, and continuing education students that promotes USF in the world. To accomplish this will require a concerted effort to globalize the curriculum at all levels; recruit a significantly larger number of international students to our campuses or through distance learning, to our programs; significantly increased opportunities for our students to build their global literacy including enhanced opportunities to study foreign languages; significantly greater opportunities for our students to study abroad; a more welcoming residential and campus environment for international students and those desiring a global immersion experience; a different tuition and fee structure to accommodate various educational efforts, including distance learning; more flexible administrative systems; and a recurring source of financial support for these efforts.

Recommendations:

1.1 Increase the absolute number of students matriculating from countries outside the US in our undergraduate, graduate, post-graduate and certificate programs.

1.2 Increase the absolute number of graduates (matriculating students completing chosen degree or certificate or fellowship programs) from countries outside the US.

1.3 Increase the absolute number of USF students (from any country including the US) who complete some portion of their educational experience in a country outside the US. This could include structured education abroad programs, global field experiences, semesters abroad, global internships, international service projects or research projects set in global settings.

1.4 Enhance the global quality of undergraduate and graduate curricula toward greater global literacy.

1.4.a Engage in a university-wide dialogue regarding the best mechanisms for increasing global literacy among students across degrees, programs, certificates, fellowships. Develop a set of global competencies or learning outcomes, both universal and within specific disciplines. Devise a set of parameters that can guide the designation of “global literacy” for courses and other learning experiences.

1.4. b Participate in the ACE Internationalization Collaborative (the At Home in the World initiative).

1.4.c Invite experts to the Tampa and other campuses/institutions to consult with us and/or offer workshops for faculty seeking to create new courses or “globalize” existing courses, in line with appropriate competencies and learning outcomes.

1.4.d Increase the number of courses designated as “global literacy” (or “G”) courses; consider a requirement for all students of one three-credit course in “global literacy”; craft a menu of “G” courses that students could take toward a global literacy certification (see below).

1.4.e Create a “global certificate” program (or designate “global scholar” on transcripts and/or diplomas) for interested students including required global literacy courses (designated with a “G”); overseas learning, discovery or engagement experiences (see #1.3); volunteer experiences; and leadership positions held on campus or in the community. The certificate status would be reflected on the transcript and/or diploma.

1.4. f Increase the foreign language requirement for undergraduate students [see Undergraduate Committee recommendations].

1.5 Increase the number of courses and programs (certificate and degree) offered via distance learning to students outside the US. (see #1.6 below)

1.6 Develop mechanisms to make distance-learning affordable for students remaining in-country for some or all of their USF educational experiences. (see #1.5 above)

1.7 Develop partnerships with academic institutions in key global locations for dual, coordinated or joint degree programs that could be accessed both by USF students and by students in the partner institution.

1.8 Foster a student-centric culturally competent administrative support system from recruitment to admissions, through the entire academic experience and into the post-graduate period for international students. Experience would suggest that international students truly need “hand-

holding” throughout the entire process from recruitment, through the application process, from admissions to acceptance, from a welcome to campus through registration, etc.

1.9 Coordinate an international recruiting effort across campuses and colleges in conjunction with the Office of Enrollment Management.

1.10 Develop a single, integrated, data system to track international students from recruitment to alumni status AND to track students pursuing global educational experiences.

1.11 Develop a team structure to provide meaningful support services that would include the following stakeholders: international students, global scholars and staff, the Provost’s Office, USF Health, the Office of Research and Innovation, Human Resources/Personnel, Office of the General Counsel, Students Legal Service, Student Health, International Affairs, Student Affairs and the Graduate School to define “meaningful support” for international students and global programs and then develop programs that provide that level of support.

1.11. a Systematically review and modify where necessary, administration processes and procedures for their “international-friendliness”. Our focus has been a domestic one and our systems are set up for domestic students. International students often face challenges using these systems, understanding rules, paying bills on time, registering appropriately, etc.

1.12 Maintain a global residence experience for international students and students interested in a global learning experience.

1.13 Build and nurture a network of global alumni including international students who earned degrees from USF and those students who pursue career opportunities outside the US. Such a group could engage in recruiting new students, hosting visiting students, facilitating partnerships with other institutions, serving as ambassadors for USF, etc.

## **2. Nurturing a Globally Literate Faculty**

Critical to changing the culture of the University necessary to achieve the student goals articulated above is to support the professional growth of our faculty in global literacy. This includes recruiting more faculty from priority regions of the world (see “Opportunities” section); promoting language acquisition among interested faculty; supporting global faculty-development programs that reinforce second languages and build knowledge of culture and opportunities for collaborative partnerships; encouraging more applications to the Fulbright Scholars program and other programs that support global sabbaticals; supporting faculty-led study abroad programs; incentivizing global research and engagement in faculty evaluations and reviews for appointment, promotion and tenure.

Recommendations:

2.1 Increase the absolute number of faculty proficient in at least one second language. Consider creating mini-sabbatical programs for language immersion training in exchange for a commitment to teach that language for two years and to lead a student study abroad program, a research project or a faculty development program in a country where that language is spoken.

2.2 Increase the number of foreign languages offered and the number of sections of each language instruction course offered. This will require aggressive recruiting of new faculty not only with other language fluency and proven teaching proficiency but with scholarly interests consistent with the overall global literacy plan. (see recommendations from the Undergraduate Committee Report).

2.3 Identify faculty with interests in selected priority geographic areas and form interest groups to stimulate exchange of ideas, possible research collaborations, new course ideas, etc. (China Studies, India Studies, Africa Studies, Asian Studies, Middle Eastern Studies, Latin American and Caribbean Studies, etc)

2.4 Create a fund for global travel for faculty for exploratory visits, similar to a seed grant program. Provide professional development opportunities for faculty and administrators through consortia participation such as the College Consortium of International Studies (CCIS) and Council on International Educational Exchange (CIEE). Encourage applications for competitive grants focused on global faculty development offered by the US Department of Education and US State Department.

2.5 Develop mini-grants for curricular development for faculty to enhance the level of global content in their courses and to incorporate international dimensions into their teaching.

2.6 Encourage faculty who are visiting or working in countries outside the US to serve as recruiters for new students or to host meetings with alumni in those countries. Materials have already been produced for these purposes and are available for immediate use.

2.7 Systematically review and make explicit the recognition of globally engaged instruction, research and engagement in faculty recruitment, appointment, tenure and promotion guidelines. Criteria should be developed and operationalized at the department, college and university levels to support the global agenda.

2.7. a Make explicit in faculty recruitment and appointment guidelines, where appropriate, that global experience, foreign language proficiency, etc is a preferred qualification.

2.7. b Make explicit in faculty promotion and tenure guidelines the value of global work, whether in learning, discovery or engagement, and reward faculty who actively engage in such work appropriately.

2.7. c Promote Fulbright opportunities extensively; set goals for the total number of submitted applications and awards made. Recognize Fulbright scholars in meaningful ways.

2.8 Support cluster hires across disciplines interested in promoting the global agenda either around a geographic focus area or a content area; create greater flexibility in hiring across units.

2.9 Increase the absolute number of global scholars who visit USF, either for short-stays or longer periods. This could include distinguished lecturers, visiting scholars and faculty taking sabbaticals with us.

2.10 Establish a Global Scholars Residence; this would make USF more attractive to competitive scholars.

2.11 Contract with a single airline and travel agency to be the sole carrier for the university.

2.12 Work closely with the E-Campus to develop electronic courses with global applications.

### **3. Creating a Global Research Portfolio**

Building a fully globalized institution will require enhanced international depth in our research portfolio, including an extensive array of ongoing research projects in countries outside the US, increased opportunities for students to engage in international research, collaborative partnerships with global institutions for the conduct of research, more USF faculty presenting research at global conferences, and more global scholars visiting USF to collaborate with our researchers on projects of shared interest that contribute to global understanding and global solutions.

#### Recommendations:

3.1 Develop a centralized infrastructure to support global research. This is no small task; conducting research in countries outside the US is a complex undertaking and requires clear guidelines, procedures, accountability measures and performance expectations. This could be housed within the USF Office of Research and Innovation under the Vice President for Research and Innovation, or could be housed within the Patel Center, or some combination of the two. For instance, the Patel Center could identify global research opportunities and communicate those to faculty, broker USF-global partnerships, identify fund sources to support these partnerships, develop guidelines for conducting research with and without in-country partners, organize a global speaker series, serve as the repository for products generated through global research efforts, etc. The Office of Research and Innovation, together with the University's CFO can be responsible for developing administrative policies and mechanisms for conducting research overseas, both with and without in-country partners.

3.2 Support the role of the USF Library system in developing the resources to support global research including increased international collections, more sophisticated searchable data-bases and more facilities for technology-based exchanges with international colleagues (video-conferencing, etc).

3.3 Revise appointment, tenure and promotion guidelines to recognize and reward global work (see #2.7 above). Make expectations clear about the positive value of global research. Allow credit for technical reports; value contracts like grants; recognize USAID funding as legitimate to pursuing University, college, departmental and individual faculty goals.

3.4 Develop faculty development workshops on global research, including discussing opportunities as well as the logistics involved and the University system policies and procedures related to conducting research outside the US (see #3.1 and #2.4 above)

3.5 Develop a user-friendly guidebook for faculty working abroad whether they are teaching, hosting a study abroad group, conducting research or exploring partnerships. Guidebooks should be developed for priority geographic regions, or ideally for specific countries and should include information on what to know and do before you travel and what to know and do when you are in-country, such as visa requirements, transportation and telecommunications access, health promotion (vaccines, safe foods, environmental risks, safe transportation, etc), appropriate behavior within the culture of the region or country (whether a letter of introduction is needed, gift-giving and receiving etiquette, local customs, appropriate attire, etc), contact information (the US embassy, known colleagues, alumni), recruitment materials relevant to the location, policies and procedures around agreements and memoranda of understanding, etc. These guidebooks should also make explicit the responsibility of faculty to report back to some organization upon their return to the US. This would help the USF system monitor productivity, opportunities and outcomes and decrease the perception that faculty traveling abroad are on "junkets" with no real purpose.

3.6 Create a fund to support the overhead costs associated with conducting global research. This is critically important for at least two reasons; one, there are specific costs associated with conducting research in foreign countries that need to be covered and two, many granting, and contract agencies that support global research do not allow indirect cost recovery or limit it to an amount below what it actually costs us to conduct and manage research projects. If USF truly wants to encourage global research, we need a source of funds to cover both the local and the foreign costs associated with that research.

3.7 Recognize global service work as service for purposes of appointment, promotion and tenure reviews (see #2.7 above).

3.8 Develop a Global Scholar Residence for students and visiting scholars that provides a venue for ongoing discussions of questions of global relevance, seminars, salons, etc. (see #2.10 and #1.12 above)

3.9 Consider, in addition to mini-sabbaticals that encourage faculty to work overseas, simply assigning faculty for an extended period of time to work in an international setting, i.e. a semester or annual assignment could be made in another site, provided the faculty member and his or her chair were willing to support such an arrangement.

#### **4. Efficient, Effective, Positive Communication**

The above recommendations for students and for faculty depend on a well-functioning communication system that shares information effectively and engages interested parties efficiently. The culture change we desire also depends on a sophisticated external communication strategy to position us positively as a leader in the area of global engagement, literacy and scholarship and the destination of choice for international students and scholars and any student interested in a rich global educational experience.

Recommendations:

4.1 Create a one-stop web page for our global efforts with a link right on the front page of the USF web page; this link should also be prominently displayed on every campus and institution and individual college web-page. This page should also host a Master Calendar of Global events both on-campus and off (see Community Committee recommendations).

4.2 Designate a Coordinator for Global Communications to serve as the focal point for internal communications around global efforts and as the director of external marketing and promotion of USF as a globally engaged system. This position would also have the responsibility of coordinating communication efforts across the University, including USF Health and the regional campuses and USF St. Petersburg.

4.3 Make global affairs a standing item on the Board of Trustees agenda and the ACE, Research and Health workgroup agendas.

4.4 Every issue of the USF Magazine should feature a student, faculty or staff global experience.

4.5 Recreate a faculty advisory body with a specific charge and schedule of meetings to guide the International Affairs Center, not only to guide and inform efforts, but to serve as an important communication vehicle for faculty across campuses, colleges and programs.

4.6 Host an annual “Global Synergy Social” to engage and re-engage faculty around shared research, education and engagement ideas. Provide seed funding for collaborative research projects, joint teaching efforts, and cross-disciplinary global service initiatives.

4.7 Host an annual USF Global Workshop on a theme relevant to current efforts across the University system, both as a way to bring together the USF community but to exclaim to the outside community that we are serious about our investment in a global strategy.

4.8 Explore faculty connections toward the development of off-shore programs with partner institutions (see #1.7 above)

4.9 Create and produce a USF-branded gift (or gifts) that faculty and university leaders can take to partners and colleagues in other countries together with protocol for how to present them.

4.10 Identify persons in the Tampa Bay community from priority geographic areas who might be invited to engage with faculty and students interested in studying and learning in those same areas, in order to help build bridges from our community to the global communities we wish to learn in.

4.11 Determine our niche in the global education world – how do we wish to market ourselves? We need to distinguish ourselves from those institutions that have been doing this successfully for a long time . . . we also have to make clear to our local community why USF’s global efforts are of value to Florida.

## **5. Development and Advancing the Global Agenda**

Obviously, a plan of this magnitude will require a substantial investment of resources. We have already discussed a new student fee to support some of these efforts (such as UCF has successfully done) and the creation of a knowledgeable flexible research administration structure to support the successful competition of our faculty for research dollars from various sources. There are also philanthropic opportunities as well as federal funding opportunities that we should be prepared to take advantage of.

### Recommendations

5.1 Develop a media campaign to promote “USF in the World”. It will be important for the public and elected officials to know the extent of our global engagement if we are to be successful garnering additional resources. The Task Force members acknowledged that USF is currently not on the map at this time.

5.2 Organize a team to aggressively track federal funding opportunities and link this intelligence to the communication network and advisory committee so that we can have a rational plan and be prepared to capitalize on opportunities as they present themselves. This could be a task for a re-defined Patel Center. We are not at all organized in this way now, which not only causes us to miss out but potentially federal funding, has us competing internally, or chasing money that will not support the strategic goals laid out here.

5.2. a Related to the above, engage our congressional lobbyist and seek opportunities to be known in Washington for our global efforts.

5.3 Develop a strong fundraising team including support from the USF Foundation with connections to involved campuses, institutions and colleges to assure a cohesive development plan: the initial goal should be set at \$100 million.

5.6 Secure clear and ongoing support from the highest levels of leadership in the University, including the Board of Trustees, the President, the Provost and Vice Presidents including the Vice President for Development.

5.7 Create an external World Initiatives Council, advisory to the AVP for Global Initiatives that facilitates our development goals (fundraising and friend raising), as well as a Global Management Council.

5.8 Set explicit targets for every part of the University Strategic Plan that speaks to our global agenda. This will be important for monitoring, evaluation and accountability but also for fund-raising from private or federal sources.

5.9 Consider going after sub-awards with the large, well-known firms that routinely secure federal and philanthropic dollars for international work. USF needs ways to establish our credibility and our worth to these efforts. At this point, we have no continuity – we have to establish a reputation for excellence, reliability and follow-through.

5.10 Make explicit in appointment, tenure and promotion guidelines the value of global work regardless of funding source. (See #2.7 and #3.6 above)

## **6. Infrastructure and Leadership for USF's Global Initiatives**

The ambitious set of recommendations presented here will require both a strong administrative infrastructure and clear leadership at the highest levels of the institution. The leadership function is critical to promote ongoing collaboration, coordination, and communication across the University system; to serve as the champion for the global agenda at the level of the Cabinet and the Board of Trustees; and to promote USF's global agenda to external audiences. This role could be fulfilled in several ways: by recruiting an internationally recognized leader to the position; by elevating the status of the lead administrator (senior international officer) for global affairs to assure the highest level of coordination, communication and advocacy. The person in this leadership position must have extraordinary strong interpersonal skills and solid relationships with leaders at the campus and college levels to assure mission coherence, continuity of effort and open and honest communication. The University system also needs to develop greater depth in its administrative capacity to support all of the above and be poised to address new challenges and opportunities. As the results of the Infrastructure Committee report demonstrate (see attached organizational charts), this can be accomplished in a variety of ways. Some universities have chosen to bring in a foreign career diplomat to become Vice President (i.e. the University of Central Florida), while other universities choose an academic leader to become either Vice President or Vice Provost. That choice propels the agenda. One recommendation is to create a position that combines, for the moment, the two reporting possibilities into a single position that reports to the President, is a member of the President's cabinet, and also reports to the Provost and plays a significant role in Academic Affairs.

Recommendations:

6.1 The USF system needs one nexus of leadership to elicit from various constituent groups such as Regional Chancellors and campus Executive Officers their views on the global agenda; to communicate and champion that agenda at the Board of Trustees, Cabinet and Dean levels and to external audiences; to encourage coordination and cooperation among all units (Academic Affairs, Health, Development, regional and institutional campuses); to work with an external advisory council to generate innovations, establish metrics, and monitor and report progress. This senior

leadership position would be designed to develop strategies, innovative programs, formulate policies, and work with a Global Initiatives Management Council. The A VP/Vice Provost for Global Strategies position should be created at the Cabinet level to demonstrate the highest level commitment to this effort, to assure clear overarching responsibility, and to promote consistent access to all relevant audiences. A review of AAU/Peer/Aspirational universities shows dual reporting lines to both the President and the Provost is frequently found (see attached organizational charts). Most often the position resides primarily in Academic Affairs, but maintains a direct reporting line to the President.

6.2 The day-to-day administrative efforts would reside with the Dean/Executive Director of International Affairs. The complexities of the international agenda within and across campus units require dedicated staff within units, i.e. at a minimum within Academic Affairs, USF Health, Research and Innovation, and Development and the three regional campuses/institutions. In every case, coordination is essential and should be facilitated and coordinated by the A. Vice President/ Vice Provost described above. To create necessary efficiencies, it is suggested that the chief administrator for international affairs processing ( Dean or Executive Director of International Affairs ) serve as the central repository for policies and procedures, protocol, training and technical assistance related to the conduct of all international business be that international agreement negotiation, risk management, study abroad, visas, guidebooks, gifts, safety and emergency guidelines, third party vendor contracts, cell phones and other technology traveling abroad, insurance, coordinating international visits to USF campuses and institutions, supporting USF system visits to other countries, (protocol, gifts, etc), connecting faculty working in similar geographic or topical areas, coordinating scholarships for foreign study, etc. In addition, this same office should coordinate strategic initiatives, conduct programs as discussed in recommendations throughout this report (e.g. faculty development, staff development, study abroad, etc). A Faculty Advisory Group would be designed to incorporate faculty from throughout the system into its efforts.

6.3 Identify natural global leaders among our administrators and faculty and create a leadership group to engage in ongoing discussion around the USF global agenda.

6.4 Develop a clearly identifiable centralized system-wide Office of Risk Management and a set of guidelines and procedures to cover all legal, compliance and safety issues involved in international activities conducted by USF system faculty, staff and students.

### **Ongoing Opportunities for Further Discussion**

Perhaps the biggest challenge facing us is one of will. Can we create a campus culture and a climate of responsibility throughout the various structures of the University system to contribute to the global agenda? Will the leadership of the institution make this the strategic priority it needs to be if the overall effort is to be successful? Who is to be charged with convening conversations and planning on issues of global opportunity and strategic priority? Who is to catalyze formation of cross-disciplinary teams of faculty and others to develop 21st century global curricula, engage in problem-solving abroad and seek synergies across the instructional, research and service missions? Who will develop the performance measures and hold us collectively accountable for achieving these objectives? Will sufficient resources be identified to support the various systems, structures, programs and initiatives that will need to be in place to under gird these efforts?

Other specific topics that were raised that require some immediate discussion include but are not limited to:

Developing regional foci or program foci or some combination of the two.

Creating a Global Scholars' and Global Student Residences.

Naming a Global Management Council to advise the Vice President/Vice Provost for Global Strategies.

Developing integrated data systems to support global work.

Conducting a full "policy" audit – what do we have, what does the system need, what can be eliminated.

Conducting a full "resource" audit – identify opportunities and constraints that must be addressed in this plan; assess resource adequacy, areas in need of new or additional resources, where resources may be reallocated or re-prioritized. Both of the above should be part of an integrated overview of USF's global agenda coupled with the optimal design of an academic, administrative and services structure to achieve the vision.

Identifying possible sources of funds including working with Student Government for a Global Experience fee to support these and related efforts.

Organizing and creating efficiencies and opportunities in the Study Abroad program.

Immediate Action Steps Recommended:

Make the USF Global Initiative a University system-wide activity with support from constituent groups such as USF Health, Academic Affairs, Research and Innovation, and Development.

Institute outcome metrics for all international/global positions related to the University's Strategic Goals.

Develop a system of university-wide communication concerning global initiatives, programs, funding opportunities, and other activities.