

COLLEGE OF LIBERAL ARTS & SCIENCES

Annual Program Review March 2006

I. INTRODUCTION

The College of Liberal Arts & Sciences forms the academic core of the University of Florida, setting the standards of excellence in the most fundamental disciplines in research at the frontiers of contemporary enquiry and in teaching those students preparing for professional schools. No university can aspire to be in the top 10 of public institutions without a strong, vibrant faculty in the Arts & Sciences whose graduates emerge as future leaders in academe, public service, and industry.

The College has been successful in the three core areas (Natural and Physical Sciences, Social Sciences, and Humanities), and has implemented the long-term vision of creating a College where interdisciplinary knowledge flourishes, undergraduate teaching is of high quality, and mentoring the next generation of scholars, scientists, and citizens is the top priority. Several key hires have brought scientific and scholarly visibility to UF, and the investment in programs, new faculty, and departments in the past several years has shown how important implementing strategic goals is in the College. Just as importantly, hiring and mentoring junior faculty has been especially successful, and the fruits of these investments can be seen throughout the College.

CLAS highlights in this document reflect the work of the faculty and students in making CLAS a preeminent Liberal Arts and Sciences College. The touchstone of the College is that our faculty and students do arts AND sciences, and the connections between the sciences of art, the arts of sciences, and the social and behavioral disciplines that work with both, create great successes.

II. COLLEGE STRATEGIC HIRING & PLANNING (MAJOR ACHIEVEMENTS & PARTICULAR ADVANCEMENTS)

(a) MAJOR ADVANCES IN THE SCIENCES

The College has focused on strategic areas in the sciences that resonate with the UF Strategic Plan in interdisciplinary areas where we can build programs of distinction that sets UF apart as a national and international leader. The Department of Astronomy has developed an **observational astronomy** group now generally viewed internationally as the top in its field. The group received a prestigious Keck Foundation grant and has been cited (*Science, Nature*) for new discoveries related to exo-planets. The team is designing and constructing the detector for the new optical telescope in the Canary Islands. The highlight of 2005 was the aggressive recruitment of two leadership hires: Steve Eikenberry and Jian Ge. In addition, we hired a top experimental astrophysicist (Laura Baudis) to bridge astronomy and astrophysics. She will leave to become group leader and full professor at Aachen in Germany. We need to replace this loss rapidly to rebuild our strength in this very competitive field and seek support for start-up funds for the hire.

The cross-disciplinary field of **genetics** has been an important focus for the College. We have now assembled a strong group in genomics with the addition of Adrian Hegeman and Sixue Chen in Botany and So Hirata in Chemistry, complementing the 2001 hiring of Pam and Doug Soltis. This effort is part of the multi-university NSF Floral Genome Project, and in conjunction with our collaboration with the NSF Tree of Life program, has established a strong fundamental science base for the UF Genetics Institute. A number of CLAS faculty have leadership/administrative

roles in the Genetics Institute as well. The completion of the UF Genetics Institute building will provide the interdisciplinary environment necessary for creating top research programs in Genomics and Bioinformatics. The grouping of plant genetics with bio-statisticians and biological anthropologists will create a new synergy for collaborative research. A major priority for the College is the addition of an interdisciplinary researcher in molecular biology to replace Steve Benner. We seek help from the UF Strategic Plan Fund to meet this need.

In the field of **nanosciences**, one of UF's major strategic efforts, we have focused on giving the program a competitive, unique niche in using novel instrumentation and interdisciplinary approaches in studies of living systems and molecular structures at the microscopic level. To this end, three key hires were made: Gail Fanucci and Ken Merz in Chemistry and Aneta Petkova in Physics. Their collaborations with colleagues in the McKnight Brain Institute, the NHMFL and with Biomedical Engineering have given UF a competitive edge. Of special note is Petkova's work on beta-amyloid fibrils, which is relevant to Alzheimer's and prion diseases, published in *Science*.

(b) MAJOR ADVANCES IN THE SOCIAL SCIENCES

The CLAS initiative to engage in **joint hires** has been used effectively to bring value added to Area Studies programs and traditional departments. These include Hansjoerg Dilger, a specialist in medical anthropology, especially HIV/AIDS in Africa, who joined the Center for African Studies; Badredine Arfi, a political scientist theorist first trained in Physics who also works on issues of Arabic culture and conflict resolution; Won-Ho Park, a political scientist and Asian Studies hire; and Jack Kugelmass, Director of Jewish Studies whose intellectual strengths include media studies, history, and anthropology, to name a few. The CA Pound Human Identification Laboratory has proposed to become one of the major DNA forensic labs in the country. The imminent move of the Pound Lab to the new Genetics Institute building is coupled with an initiative to expand forensic DNA research, service, and education at UF.

Social Science areas identified in the CLAS strategic plan have included **Political Science, Criminology, and Area Studies** (most notably European Studies and African Studies). To this end the Political Science Department has seen notable successes in hiring, improvements to the graduate program, grants, and fund raising. Perhaps the clearest example of this is the development of the Graham Center initiative in Public Policy and Service. Area Studies in the College include African Studies and European Studies. A major impact of the investment in these areas has resulted in the addition of many language opportunities at UF, such that the University is now known nationally as the place to come for training in Czech, Polish, Yoruba, and many other lesser-taught languages. In collaboration with the Center of Latin American Studies, we seek support for a junior faculty position in Inter-American Studies /Cuban History.

(c) MAJOR ADVANCES IN THE HUMANITIES

The Department of Religion, with the strategic hire of Robin Wright, has now solidified its position as the top department in the country that explores environment, values, ethics, and religion. The very well regarded "Religion in the Americas" project of Religion Professor Manuel Vasquez and Political Science Chair Philip Williams has received continued funding through the Rockefeller Foundation and the Ford Foundation. UF's English Department, especially the areas of Film Studies, Poetry, and African-American literature, has received top recognition for the influences of UF professors on the field. African and Asian Languages and Literatures has hosted

Fulbright-sponsored language teachers which have allowed the teaching of critical languages such as Indonesian in the College as well as broadening the teaching of Arabic.

Challenges: Faculty retention, especially junior faculty precisely in the key areas where the College has placed strategic resources, is a major challenge in all three core areas. Specifically, competitive salaries at the advanced assistant/beginning associate level are a priority for the College. Research support through travel, equipment, and graduate research assistants has to be developed to retain the most productive of our faculty. We need to gain support for undergraduate and graduate preproposals in African Languages and Literatures, a graduate preproposal in East Asian Media and Culture, and an undergraduate preproposal in African American Studies before we can move toward developing full proposals for each. These new degree programs will contribute knowledge in both diversity and international issues.

International Programs: The areas of the humanities working with area studies programs provide the critical structure for the College's and UF's international programs. Our charge is to develop initiatives that allow the university to be recognized as a more international institution in terms of cultural studies, opportunities for students and leadership in area studies. To aid this effort we created a new associate dean position to oversee international programs and collaborate with partner colleges in efforts such as the Paris Research Center.

Renewals were completed for the two Title VI Resource Centers in CLAS: African Studies and European Studies (both arguably in the top five of such centers nationally), and we had strong participation in the other two Resource Centers (Latin American Studies and Transnational Studies). Hiring in these area studies programs has been done strategically in clusters to provide consistent strength in chosen areas: African L&L, and Central European/Slavic L&L and cultural studies with their links to history, anthropology, and political science. We seek joint hires with these area studies programs consistent with matching requested in the renewal proposals, and seek assistance for four new positions supported 50% by academic affairs if the renewals are successful.

Challenges: We have not succeeded in building Asian Studies at the level we need for a top tier university. We started late and need to make up for lost ground and also build strategically with other units and other Colleges, e.g. in environmental areas, studies of religion and cultures.

CLAS faculty have developed four new Study Abroad courses (Berlin, Brussels, Spain, and Cracow), and coordinated with Engineering on the creation of a Beijing Research Center. The Center for Study of Hindu Traditions (with strong affiliation with Oxford University) launched in 2005 with two visiting postdoctoral researchers from Oxford teaching Sanskrit and Hindu philosophy and traditions. New curriculum highlights include the addition of four new languages; Hindi, Indonesian, Korean, and Turkish; and the submission of a proposal to create a new B.A. in International Studies (currently in the University approval process). A collaboration among Political Science, Criminology, Sociology, and Women's Studies has resulted in a proposal to US AID for support of graduate student and faculty exchanges with the University of West Indies.

III. GOALS FOR ADVANCING RESEARCH AGENDA

The philosophy of the College of Liberal Arts & Sciences is to have a faculty composed of world-class teacher scholars. Scholarship, in the form of research activity (publications and grant income), remained strong during 2005. Grant income from all sources was \$43,877,400 – this represented a 2.8% decline from the previous year. However, this decline largely represents a loss in grant income from Florida State agencies and other non-federal sources (see Appendix 1). In

contrast, grant income from **federal agencies rose** to \$39,327,344 in 2005, compared to \$31,004,390 received in 2004; a 21% increase.

In addition to increased federal funding, faculty productivity in publications continues to be very good and publications in the leading science journals (i.e., *Science, Nature and Proceedings of the National Academy of Sciences*) is comparable or better than our sister science units on campus (see Appendix 2). If compared to sister institutions, or those we hope to compete with for students and research dollars, our activity is very good. For example, if one examines papers in *Nature*, University of Florida faculty published 7 papers in 2005, whereas the faculty from the University of Wisconsin had 16 papers, University of Michigan had 9, Michigan State had 5 and Florida State University had 4. Clearly, there is room for improvement, and looking at just one journal does not represent the true strength and diversity of scholarship in CLAS. A second measure of scholarship could include the number of highly-cited scholars (based on ISI Web of Science - Highly Cited means that an individual is among the 250 most cited researchers in a given broad field) at an institution. The University of Florida has 20 individuals listed (8 from CLAS) compared to 50 from University of Michigan, 47 from the University of Wisconsin, 23 from Michigan State and 8 from Florida State University. Taken together, these data do suggest that the scholarship performed by faculty in CLAS is being internationally exposed and recognized, but future development of our scholarship is needed.

Faculty in CLAS continue to participate actively in international and campus wide research programs, such as leadership roles in 1) the development of the Emerging Pathogens/Disease program, 2) the School of Natural Resources and the Environment, 3) the Genetics Institute and 4) the development and planning for a major initiative to bring an NIH Center for Basic and Translational Sciences here to UF.

Finally, to foster an environment that is helpful to new faculty in CLAS, Dr. Margaret Fields, CLAS Associate Director for Research & Grants, led the development of a Web site for research in CLAS. Further, we developed a formal workshop to introduce all new faculty to the research-oriented services offered at UF (i.e., RGP) and in CLAS. We have followed up this workshop with the development of a specialty workshop for faculty in the Humanities and Cultural Social Sciences, to be offered in the near future. We also have begun to plan for a major training program in grant development and writing.

IV. REPRESENTATIVE AREAS OF EXCELLENCE IN SCHOLARSHIP

(a) Biological Sciences & Nanoscience

Faculty, primarily in the Department of Chemistry, are major contributors in the development of a campus wide program in Bionanoscience. The key researchers come from CLAS and the COM. A major NIH Center grant proposal was submitted this year to establish a center on campus. In collaboration with the College of Engineering we seek support to hire a Science Director as a joint appointment in 2006-07 for the Nanoscience Program.

While many institutions have built nanoscience facilities focused on electronics, UF has an opportunity to create a unique group that uses ultra-small scale techniques to probe biological systems. Key hires in chemistry (see above) need to be complemented by additional hiring in this field to support the current group. The challenge will be in meeting start-up costs. This group can be part of and enhance the new strategic area of **emerging pathogens** and new areas of biophysics. The hiring of Aneta Petkova in collaboration with the AMRIS facility and the NHMFL is a first start, and support for an additional hire in biological physics is needed for a viable group.

(b) Gender & Women's Studies

A major proposal was developed and submitted, led in part by CLAS faculty, for an NSF Advance award to further the development and recruitment of women in key science areas at UF. The appointment of Yeomans Professor of Women's Studies Florence Babb has added an important leadership position in the area of gender and cultural global politics. A new junior hire in Women's Studies, with potential links to Asian Studies and Religious Studies will strengthen the international offerings in this interdisciplinary area, and allow Women's and Gender Studies to continue to move toward creation of a Ph.D. program.

(c) Environmental Sciences

Development of the environmental sciences has been a major strategic priority for CLAS during the last 4 years. We have hired four faculty in this area that have lead to a strengthening in interdisciplinary areas. Two of these new faculty (J. Gilloly; B. Sillman) have published major papers in *Nature* or *Science* this past year in this research area, and two of the senior faculty in this area are listed as most highly cited. Additionally, CLAS faculty led the effort to have the **GK-12 NSF** funded S.P.I.C.E. program, which places our graduate students in middle school classrooms in Alachua County, expanded to departments outside of CLAS and Engineering. UF was notified this spring that a five year extension has been funded. CLAS faculty were also part of a recently funded **NSF IGERT** program led by the College of Engineering. Further, we have partnered with the French University system to develop training and research programs in Coral Reef Conservation and Biology with world recognized marine laboratories in French Polynesia. From its inception, CLAS faculty have actively participated in the development of the new **Water Institute**. In addition to assistance with development of a vision for this program, CLAS faculty have served on the launch team and search committee for the external Director.

(d) Center for Public Service (Graham Center)

The Graham Center will create an opportunity for UF to emerge in leadership positions in the area of public policy studies with the creation of a new BA/MA in Public Policy, an Internship Training Program (Washington, D.C.), and a distinguished lecturer series that will attract parliamentarians and national leaders in public service to UF to teach our students and carry out research with our faculties. The Center will sponsor and support interdisciplinary conferences, workshops, dissertation fellowships and seed grants for research in collaboration with departments and several Title VI National Research Centers. In order to start the academic programs (while we seek private funds) we need support for a 0.5 FTE staff person for 2006-07.

IV. QUALITY IMPROVEMENT OF GRADUATE PROGRAMS

Great departments can only advance if they have the best graduate students. The College has invested significantly in support of graduate students through continuing efforts to raise Graduate Assistant stipends, development activities aimed at creating more graduate student awards, and by instituting professional development training in the departments. CLAS departments must ensure they are attracting the best students, and that these students accept admission, complete their graduate degrees, and are well prepared for careers in industry, service, or academia. The following challenges face CLAS as we seek to advance the research agenda of the College:

- **Stipend levels** in more than half of the departments are \$2-4,000 below peer institutions. CLAS realizes that it is not necessary to raise stipend levels across the board, as some disciplines have adequate support levels for their students. Others, however, lack sufficient numbers of assistantships to support teaching missions, and the stipend levels are so low that top students simply go to lesser programs for significantly greater amounts of money. Additional funding of \$260,000 is requested to make this important adjustment.

- **Graduate Research Funds.** Many of the science departments in the College have funded research that allows for graduate support. In the humanities and social sciences, graduate research support is low, and yet such support is part of the “package” of graduate support at most research institutions. Supporting research in these fields is critical for the retention and success of the graduate student cohort. To this end, CLAS proposes an initiative of developing graduate student research support through gift giving, the allocation of some IDC returns, and a review of the “Grinter Fellowships” by RGP to allow some portion of them to be used for retention of graduate students by supporting research.

- **Alumni Awards.** The University Alumni Awards program as applied to CLAS was increased this year to reflect the growth in graduate programs, the numbers of graduate students, and their graduation rates. But the numbers of students who are supported through this prestigious award program has declined by 40% (from a high of 86 in 2002-03 to 50 currently). We realize this is due to the necessity of funding the tuition for these scholars. CLAS looks forward to working with the Provost’s Office to increase this endowment in order to fund more awards. We also propose a working group made up of appropriate Associate Deans from different colleges to work with the Provost to find ways to make this program more effective.

VI. GOALS FOR TRANSFORMING THE UNDERGRADUATE EXPERIENCE

(a) Innovative Lower Division Courses

The College plays a leadership role in the integration of arts and sciences through interdisciplinary initiatives that connect the core disciplines across the University. To that end, the College is proposing the development of three lower division impact courses: Frontiers of Science, Frontiers of Society, and Frontiers of Culture modeled on the very successful former Frontiers of Science series. This initiative will be geared toward lower division students (150 person classes) and will combine four guest lecturers with one of the College’s Teachers of the Year as the coordinating faculty. The new Frontiers courses will share a common thread, so that students taking Frontiers of Culture (a humanities centered course) would share points of contact with Frontiers of Society (Social Science) or Frontiers of Science. A quick example might be a “Frontier Year” that takes on a theme of “ethics, morals, and scholarship,” or “disasters in nature, culture, and society.” We request support (0.25 FTE faculty, 0.5 FTE staff and visitor funds) to initiate this innovative approach. This program will increase lower division enrollment and encourage reflection on the intersection of arts and sciences in the College for both faculty and students.

(b) Advising, Mentoring, Incentives for Students to Take 15 Hours Per Semester.

CLAS continues to serve by far the largest undergraduate population of majors on campus, while providing most of the lower-division service courses for majors in other colleges as well. As the undergraduate population has grown at UF, the College’s obligation to undergraduates also has grown, especially with the tendency of students to migrate to CLAS majors during their four years at UF. Our upper-division major headcount has grown rapidly during the last five years, despite a roughly 20% decline in the number of upper-division transfer students admitted and enrolled.

Despite this growth, there has been no systematic support for the increased teaching effort necessary to meet undergraduate demands. Since UF has the capacity to project course demand based upon the universal tracking system, it would be advantageous to UF to hire additional teaching staff or TAs, if the funds needed were made available in advance and on a recurring basis. A study of EM funding over the years would indicate the pattern of resources, and with

reasonable lead time, enable the College to hire quality teachers rather than simply hiring available teachers at the last moment. The growth of SCHs in the College has been very significant in the last three years; 446k (02-03), 461k (03-04), 464k (04-05), and we seek four additional lecturers in Biology, Math, Psychology and Chemistry to meet our teaching needs.

The biggest challenge is to get students to challenge themselves. First-year students at UF have three common characteristics: (1) a Bright Futures Scholarship, and (2) Substantial amounts of advanced credit (dual enrollment, AP, IB, AICE, etc.). For the most part, they also want their four years at UF. (3) Finally, perhaps 50% of them consider their undergraduate degree as only the first step in their post-secondary journey. These characteristics contribute to a tendency among students to take only the minimum course load (12 credits) necessary to be full-time students. UF and the College would prefer that our students challenge themselves more by taking 15 or more credits per semester (18 is the maximum load). While we consistently pushed heavier course loads during Preview last summer, we were only able to raise the average course load in our college by about half a credit (from 13.2 to 13.6). UF needs to address the problem on a number of fronts. First, we must revalue **laboratory credits** (from 1 to 2) in the basic sciences to reflect the work actually devoted to them. This would bring the typical science or pre-health major's schedule to 15 credits per semester immediately. Second, we must make available enough courses to allow students outside the sciences to find that “**extra elective**” that will interest them. The proposed new Frontiers series would help meet this need.

(c) UF TEACH PROPOSAL

One of the most significant challenges facing the state and the nation is the need to increase the number of qualified, well-trained science and mathematics teachers to provide the foundation of knowledge required for students entering the fields of health sciences, engineering, biological and physical sciences, agriculture and business. We propose to meet this need with the UF Teach Program, which would be a collaboration between CLAS, the College of Education (COEd), and the Alachua County School Board District's secondary schools to address the critical shortage of qualified teachers of math and science. Students entering the UF Teach Program will major in mathematics or the sciences in CLAS, with a minor in Education. As freshmen, students will be tested for their ability and adaptability for a career in teaching. Upon completion of the program, students will be prepared to take two examinations that lead to certification in the state of Florida. Once successful, we hope that other SUS schools will adopt the model to address the statewide critical shortage of mathematics and science teachers. Seed funds (1 teacher/advisor, 0.5 staff) are sought to initiate this program, and CLAS also will seek donors and foundation awards for permanent support. It should be noted that the Governor's new A+ Plan calls for roughly a 33% increase in teaching efforts in secondary school Mathematics (increasing the number of high school credits of Math from three to four for graduation). UF Teach, if launched quickly, could help the state meet this increased demand.

VI. SPACE, BUILDINGS, IMPROVING TEACHING ENVIRONMENT

The addition of research space continues to be a top priority for the University as evidenced by the completion of the UF Genetics Institute, the initiation of construction of the Nanotechnology facility, and the beginning of design and construction of the bio-medical engineering/animal care building (along with pre-planning for the emerging pathogens building), all of which will have some minor CLAS presence. New CLAS buildings, Ustler Hall for Women's Studies and Gender Research and Pugh Hall for the Graham Center, will bring some relief to our serious overcrowding but will not address a fundamental university-wide shortage of classrooms and teaching labs (both basic science and language). In the sciences, lab sections now run in nearly

every available M-F period. In Chemistry, enrollment pressures have increased to the point where a growing backlog is being generated every semester in lower division classes. Although it is clearly necessary to continue to build research-centric buildings, we are approaching a critical point in terms of maintaining quality undergraduate education and our ability to guarantee critical tracking courses if construction/renovation dollars are not also used to create state-of-the-art teaching labs and classrooms. We have long proposed a new Life Sciences Building that would house both research and teaching space and hope that it will continue its slow, but steady, rise on the PECO list.

Both short and long term space goals for the College include, along with Ustler Hall and Pugh Hall, the renovation of Newell Hall (and Rolfs Hall) to continue the development of interdisciplinary and international centers in the Historic District of campus near the new International Center in the Hub. Astronomy, the world-leader for the design and construction of detectors used in the major optical telescopes, has clearly outgrown its present home in Bryant Hall, and the College is pursuing the possibility of relocating that department to a site near the New Physics Building in order to foster natural collaborations with Astrophysics and Engineering. As the sponsored research profile of the Psychology Department continues to escalate, it is also becoming apparent that the 1960s-era building that houses the department is no longer adequate for the sophisticated, federally-sponsored neuro-psychology research being conducted there. We also await the release of space in Turlington once AT begins its move to the renovated Hub and are developing a utilization plan for the area. Finally, in the most general sense, if the President's plan to hire 150 new faculty to meet the teaching demands presented by a 35,000-student undergraduate population comes to fruition, the College (and the University) has no capacity to provide these new faculty with offices (much less other infrastructure needs such as computers, etc).

VII. SUMMARY OF HIRING IN 2005

Twenty one searches are underway after delaying current searches in the hard sciences until next year as we work to identify the sources for necessary start-up costs. We are seeking assistance from RGP for this need. The hiring has been strategic to fill important leadership areas, consolidate interdisciplinary programs, in particular the new Title VI programs where there are gaps in the underpinning core disciplines such as African history, medical anthropology, race and ethnic studies, and socioeconomic. Of the 21 searches, 7 are for social sciences, 8 for humanities, 2 for natural sciences, and 4 for area studies/international programs; 3 have major support from external grants (Title VI and the Japan Foundation). The key strategic planning for the current hiring is reviewed below.

Environmental Sciences: The College is collaborating with CALS to appoint a Director of the Water Institute that will be the hallmark that distinguishes Environmental Sciences at UF from other national programs. In Geography and the Earth Sciences, we also seek to fill a position in environmental economics to expand and strengthen the research program using modern GPS technologies to study land and water use. This will enhance both the College and overall UF programs. We also are attempting to hire in the field of political economics to bridge area studies (Africa, Latin America and Global Studies) with modern political science and political theory.

Leadership hires: Anthropology, the College's highest-ranked department can, with a hire that maintains a nationally unique program (linking social anthropology and scientific areas), move this field from ranking 11th in the nation to well inside the top 10. Bridging to area studies and the environmental sciences can be the key. We also are seeking to fill a position in medical anthropology.

We are seeking a Director of **African American Studies** as a critical move to build a viable program in studies of African American culture, history, and literature. This program has been woefully limited at UF despite four hires during the last two years.

The new academic program in **Women's Studies and Gender Research** will add a position in global feminism that will create an international character to the UF program and attract graduate students seeking to research this field and benefit from the strong transnational studies program operated by the UFIC and CLAS.

Searches are underway in **Germanic and Slavic Studies (GSS) (2), and the Centers for Jewish Studies (2) and European Studies (2)** to add faculty in new fields of Slavic Studies, Israel Studies and Global Studies that will through the expected collaborations, not only add the key modern research areas that are missing but create a strength in Slavic Studies that will transform the programs in GSS from just Russian and German to a more relevant central European focus that is attractive to students. These additions are also part of UF's matching support for the Title VI grants and will consolidate the recent strengths in less commonly taught languages to related literature and cultural studies that are appealing to undergraduates and support the new international studies degree. We aspire to have European Studies and Jewish Studies emerge in the top 5 of their fields nationally.

Searches also are underway to replace departures/losses in important basic academic areas: speech pathology, children's literature, Spanish linguistics, moral philosophy, Russian history, race and ethnicity, Japanese history and judicial politics.

VIII. PROGRESS IN ACHIEVING A MORE DIVERSE FACULTY

In 2005, 42% of the hires made were female and 58% male. 18% were Asian American, 14% African American, 4% Hispanic and 64% Caucasian. The College made 16 offers to potential new faculty members in under-represented areas. We succeeded in hiring 10: 2 African Americans, 6 Hispanics, 2 female faculty in the physical sciences, and one was a spousal hire to an African American faculty member. One was at the associate level, 8 were assistant professors, and one was a lecturer. Of the 10, 3 were partially supported by aid from Academic Affairs. Of the failed attempts: 4 were African American and 2 Hispanic. Two difficulties were encountered: first the ability to assure departments that the candidate, if advanced from another unit or in addition to a current hire, would not necessarily count against future hires, and second, the limitation of available funds to make more competitive offers

A recent hire in Women's Studies has strong links to Asian Studies and Religious Studies. This hire will strengthen the international offerings in these interdisciplinary areas and allow the program in Women's Studies and Gender Research to continue to move toward the creation of a Ph.D. program. In addition, CLAS continued to work on infrastructure changes that would encourage a more diverse faculty. Specifically, a team headed by a CLAS Associate Dean submitted a proposal for an NSF Advance Grant to promote institutional change for women and minorities in STEM (July 2005 with College of Engineering). Building on programs outlined in this grant, the CLAS Associate Deans initiated a draft proposal on accounting for diversity in faculty evaluations.

One area where support is requested is for a dedicated faculty line for Asian American Studies as requested by the student body. This person would provide the mentorship and leadership needed to anchor the program and increase course offerings and SCHs in related subjects.

IX. PROGRESS IN ACHIEVING A MORE DIVERSE STUDENT BODY

The CLAS Office for Academic Support & Institutional Services (OASIS) provides support services to students from nearly every academic discipline and college. These services include: academic preparation (e.g., time management, study skills, preparing for graduate school), academic support (mentoring, tutoring, course selection, etc.), student support (social, advising, peer-counseling, psychological, leadership, etc.), and cultural support (community involvement, family support concerns, expectations, etc.). In the fall of 2006, roughly 100 new Latino-Hispanic students will participate in a new transition program that will run coterminous with the PAACT program such that African American and Hispanic-Latino students can participate in joint programs and activities.

Last year, OASIS required all new PAACT (Pledging to Achieve Academic Competence Together) participants to enroll in First-Year Florida, as an extension of their orientation and transition to UF. During 2005, approximately 325 newly admitted black and African American students participated in the PAACT program, representing about 40% of the entering cohort. This year, OASIS is working closely with the CLAS Academic Advising Center, to revitalize the "Academic Life-Line (A-L-L), for minority students with <2.0 GPA. During the fall 2005 semester, we met with 120 CLAS at-risk minority students to determine what factors were negatively affecting their academic performance and to advise them appropriately. OASIS continues to participate in Destination Gainesville, visiting nine cities in Florida, and Atlanta where we actively recruit high-caliber minority students. A major task for OASIS is to develop data that reflects the *impact* of our services, not merely participation rates.

X. CHALLENGES & OBSTACLES

(i) Start-up Costs for Science Hires

The greatest challenge facing the College is the need for start-up funding for new hires in the sciences. Competitive offers for junior faculty members in the physical sciences and the biological sciences range from \$0.3M to \$0.8M. With the DROP program in place, we are at severe risk of losing faculty members in the key fields of physics and chemistry where the faculty numbers are already small compared to our peers. We need to plan for a minimum of 5 hires a year across the physical and biological sciences. Funds reserved by the upper administration for the Strategic Plan can help but will not be sufficient. In addition to the start-ups requested for key leadership or replacement positions described above, we seek support for start-ups in chemistry/pharmochemistry, environmental sciences, evolutionary biology, and applied mathematics.

(ii) Information Technology Infrastructure

The importance of information technology increases each year as faculty, staff, and students increasingly rely on electronic media to carry out their daily tasks. On the other hand, the funding for maintenance and expansion of the IT infrastructure has been shrinking. There has been *no* IT maintenance/upgrade budget for the past several years.

The most important part of the College IT budget is to keep the infrastructure alive and well. Although many of the switches, routers, and servers in the College are still functional, many of them are well past their design lifetime. If these go down, and we have had several failures in the past year, it could put large groups of faculty, staff, and students out of productive business until repairs could be made. To meet the demand of ever increasing services, the CLAS computer

infrastructure (mail servers, web servers, storage, etc.) needs to be maintained, replaced, and upgraded. This cost is estimated to be \$100,000 per year.

At a second level, many faculty and departmental staff are using desktop computers that are at the end of their useful lives since they cannot run new operating systems or newer applications, and replacement parts are no longer available. With more than 1,000 faculty and staff members in the College, approximately \$250,000 per year would be needed to keep the desktop computers on a four-year replacement cycle.

In addition, the College runs three language labs and five writing labs, comprising about 250 computers. These machines and their servers are all past the end of their life cycle and need to be replaced on a four-year cycle at a cost of approximately \$70,000 per year. We closed down one language lab during the summer of 2005 due to lack of funds to keep it running. In addition, there is pressure to build more language labs for less commonly taught languages and more writing laboratories.

A similar analysis applies to the Networked Writing Environment labs, which service the bulk of the University Writing Program classes (ENC1101, ENC1102, and ENC3254) with their 150 computers and infrastructure, with an estimated cost for maintenance, upgrades and licenses of some \$130,000/year.

There is a plan to centralize and standardize some of the IT services on campus, with the view that some cost savings might be realized. With the great diversity of IT needs and services in a college such as CLAS, we will develop a detailed financial and service plan to assess how best the College can participate.

The total annual cost for CLASnet infrastructure is at minimum \$600,000 per year continuing.

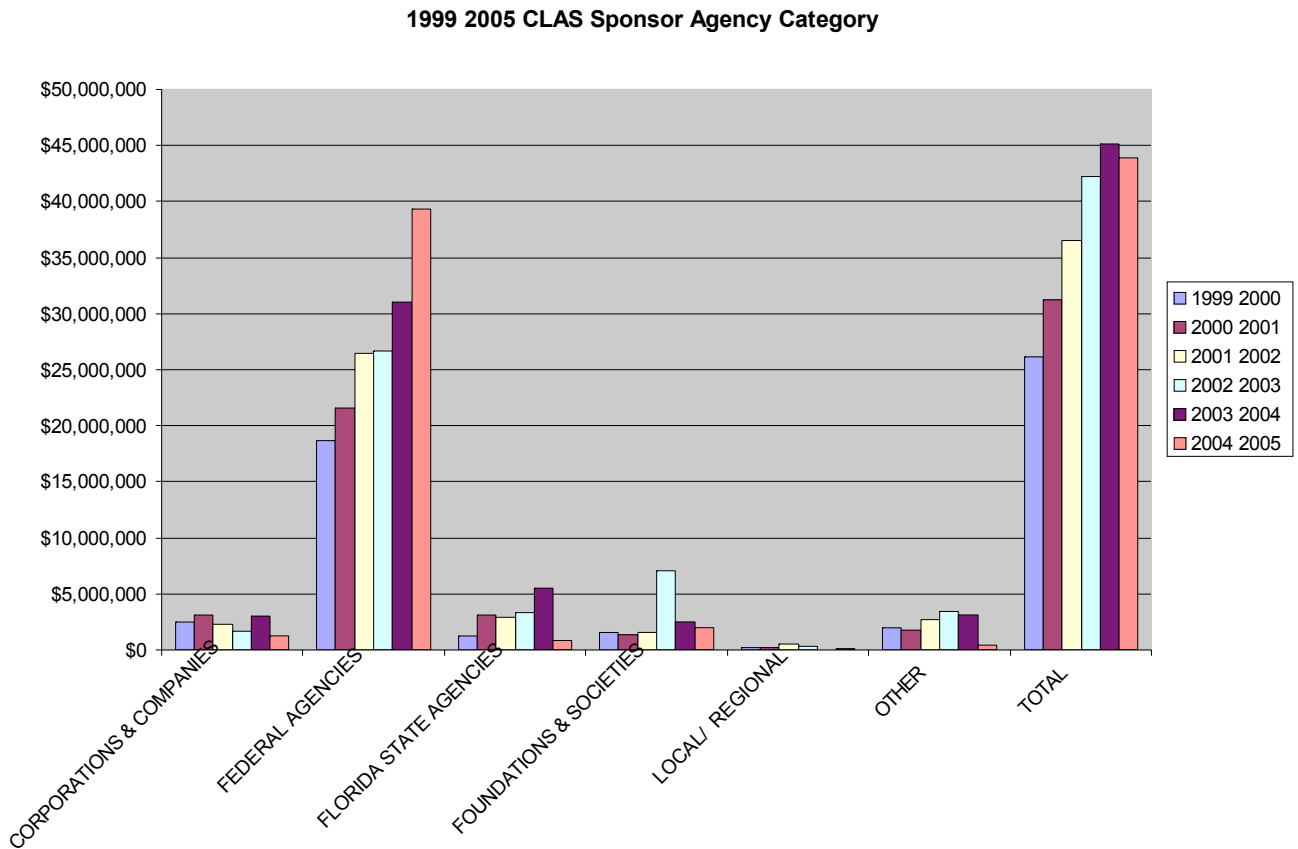
XI. AREAS OF COMPRESSION OR RESTRUCTURING

The Center for Gerontological Studies provides an educational program for a relatively small number of students and has no appreciable organized research activity. A board has been appointed to review the program and operate it in liaison with the Departments of Psychology and Sociology that have active research programs in aging.

In the areas of information technology and advising, we have held off on filling vacancies due to departures, and we will focus on services provided to departments as we plan to integrate efficiently with the restructuring of IT in Academic Affairs. We also are considering consolidating the number of advising staff members CLAS currently funds.

One area where a restructuring could provide new synergies would be the formation of a School of Biological Sciences that embraces Botany, Zoology, Genomics, Biological Sciences and related areas. This union would be better positioned to support the modern areas of research at the molecular and cellular level and also provide the research connections with the study of the spread of infectious diseases and the Emerging Pathogens Program.

Appendix 1. Research Grants by Source



Appendix 2. Significant Publications Data

Publications in leading science journals by faculty from representative UF colleges – 2005^a.

Journal	CLAS	^b COM	CALS
<i>Science</i>	5	3	0
<i>Nature</i>	2	2	2
<i>PNAS</i>	7	9	4

^aData obtained from citation index in the ISI Web of Science and is based on the primary affiliation listed by the authors. Only actual data papers are included, not letters or commentaries.

^bIncludes the COM, as well as other Health Sciences (i.e., Dentistry, Veterinary Medicine)