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## Judy Genshaft oral history interview by Mark I. Greenberg, April 23, 2004

Judy Genshaft (Interviewee)

Mark I. Greenberg (Interviewer)

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USF Florida Studies Center  
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Narrator: Dr. Judy L. Genshaft  
Current Position: President, University  
Of South Florida

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## TOPICS OF DISCUSSION

### *Early years*

Judy Genshaft was born and raised in Canton, Ohio. While her mother was also a native of Canton, her father was an immigrant from Russia who migrated with his parents at a young age in order to escape the mandatory enlistment in the Russian military, where Jews were often put directly into the front lines.

### *Father's family; Migration to the US*

Her grandparents attempted to bring along another child with them to the United States. The child was afflicted with Down's syndrome. When they arrived at Ellis Island and went through the screening process, the child was turned away and sent back to Russia. There was a regional migration from his home in Russia to Canton, Ohio, so that is where her father and grandparents settled. She recalls that her father never spoke to her about his experiences as a twelve-year-old immigrant. Though he completed his education and hoped to study medicine, her father had to dedicate himself to supporting the family as the sole wage earner. As a means of providing for the family, he started a successful meat processing business that was eventually passed on to her brother, who currently runs it.

### *Mother's family; Migration to the US*

Although her mother was born in Canton, Genshaft's maternal grandparents also migrated to the United States from Russia. Genshaft's grandparents met on the boat while crossing the ocean, soon marrying and moving on to Canton where they had seven children.

### *Meeting of her parents*

Her grandfather on her mother's side encouraged her mother to marry her father because, "He was a good honest ... hard worker." Genshaft's father was strict Orthodox, as was his entire family. Her mother grew up in a kosher family as well, though not quite as Orthodox as her father.

### *Early memories*

She recalls a nice, “fairly normal,” childhood with her older brother. Though her grandfathers both passed away quite early in her life, she maintained close relationships with the rest of her family, both immediate and extended. “There were a lot of family gatherings, so we were always together.” She grew up in a kosher home, and always had Friday night dinners with her family, something which was always very important. Community leadership was also particularly important to her parents, both of whom were very active in volunteering and hosting social events. “In order to thrive and survive, you had to give back to the community ... It was our responsibility.”

#### *Jewish community in Canton*

She remembers that the community was “absolutely very accepting” of the Jewish faith. Because her grandparents all spoke Yiddish, she was shocked at a young age to hear an older person at a grocery store speaking English; “I thought all older people spoke Yiddish.” She learned the importance of leadership, especially from her father, who took predominant roles in both the Jewish and non-Jewish communities.

#### *Activities and involvement*

Because her mother emphasized the importance of learning, Genshaft was exposed to an eclectic variety of activities as a child. She took lessons in dancing, playing piano, cooking and sewing. She was also involved in many organizations through both her school and religion, where she often took leadership positions. Though she was always good in school, she remembers being particularly good at organizing events. Sports were also enjoyable activities for her; she was always athletic.

#### *Family travel*

During her high school years, she traveled a great deal with her family, something she particularly loved doing. In addition to annual ventures into the Catskills, the family took trips to Europe and Scandinavia.

#### *Childhood memories*

She remembers as a child being particularly fearful during the Polio epidemic. John F. Kennedy’s assassination also stands out in her mind. She remembers hearing the announcement about it in a classroom in junior high. With the subsequent assassinations of Robert Kennedy and Martin Luther King, Jr., and the Cold War threat of nuclear attack, Genshaft recalls that, “It was a very frightening time.”

#### *Early academic interests*

In high school she was very active in social activities and organizations from yearbook to the honor’s society. Academically, she preferred the social sciences to the hard sciences. She applied only to universities outside of Ohio, feeling that it was “time to get away from home.” She went to the University of Wisconsin originally as an undecided major. Although she developed an interest in art history, her parents insisted that she find “a profession” through which she could support herself. Eventually, she decided on psychology and social work, something that she really enjoyed, while using every available elective to study art history.

### *Experiences at Wisconsin; Campus activism*

The University of Wisconsin in the 1960s was “a real eye-opener [and] a huge adjustment” for President Genshaft. She recalls an especially liberal atmosphere within the university community, citing the Vietnam War as a particularly volatile issue among students. Though a self-described “goody-two-shoes,” who avoided involvement in protests, she was exposed to the tear gas of National Guard troops while coming out of a campus building one day. “We said that people left Berkeley and came to Wisconsin to protest.” She remembers being especially frightened when a building was bombed on campus in 1969 in protest of the Vietnam War. “It was a scary time.” Personally, the issues posed by the Vietnam War and conscription were particularly difficult for her and her brother.

### *Experiences at Kent State*

She graduated from Wisconsin in 1969 and first went home to Canton where she found a job as a social worker. She enrolled as a student at Kent State University in order to pursue her master’s degree, all the while continuing to work full-time. Though she was not on campus at the time of the shootings at Kent State, she felt the unfortunate incident was largely a result of inadequate training among National Guard Troops in handling student protests.

### *Career goals*

Though she enjoyed serving as a social worker, she felt she could do more good and make a greater impact by going back to school and further advancing her own education. She got her master’s degree in short time, and quit her previous job in order to work as a school psychologist at Canton University. Developing a passion for her work, President Genshaft recalls, “I knew right off I wanted to go into academia, I really loved school.” As a result of her enthusiasm and vigor for academics, she began taking doctoral courses even before finishing her master’s thesis.

### *Research interests*

Recognizing a huge racial disparity between the achievements of children, she wrote her master’s thesis on the language differences between black and white children. She discovered that perhaps the students did not come into school with the same knowledge bases, a notion reflected in their collective achievement levels. Her dissertation involved working with cognitive behavior modification and impulsivity among black and white children. The results of both papers were published in prominent journals, and still inform the way in which she approaches and works with different groups.

### *Initial experiences in academia*

After completing her dissertation in 1975, she met a professor from British Columbia at a conference who offered her a position teaching a summer course. “I thought at that point that I had died and gone to heaven ... it was gloriously beautiful out there.” During the academic year she was working as a school psychologist while hoping to find a permanent position in academia.

### *Professor at Ohio State University*

Applying for academic positions all over the country, she was hired as an assistant professor at Ohio State University, a well-known and respected institution. She believes her experience in the field made her a strong candidate for the position and particularly valuable addition to the department at Ohio State. Her research at OSU focused on math anxiety among female students, and she also continued to do work on racial issues in addition to studies devoted to students with hearing and sight disabilities.

#### *Meaningful advice; Mentoring*

Her first year on campus at Ohio State University, she approached the female president and asked essentially, “How do you get where you are?” The advice given to her was to first procure a full professorship while selectively devoting her energy and resources to committee work at the university. She attributes much of early successes to an effective mentoring program at Ohio State.

#### *Advancement at Ohio State*

All the while, her father was desperately trying to persuade her to go into the family’s meat business. “I always resisted going ... but I always kept in close contact.” Because she enjoyed academia so much, she chose to continue pursuing her promising career at the university. After five years at OSU she received an associate professorship, and in another five years received her full professorship. At that time, she was the youngest female full professor at the University.

#### *Administrative experience*

Her vision for the future was quite clear, as she recalls, “I always wanted to be a university president.” She attributes much of her attitude to her father, who expected leadership and achievement from his children. After serving as a full professor for a year at OSU, she applied for an internship with the American Counsel for Education, an opportunity that required sponsorship from the home institution’s president. Though the OSU president refused to let President Genshaft serve elsewhere as an intern, he offered her the opportunity to do so in his own office at Ohio State. She accepted and served as an associate provost for regional campuses and intern to the president. The opportunity allowed her to work in the offices of both the provost and the president, allowing her to appreciate the distinctions between the two. “It was one of the best professional years of my life because you have all these opportunities and no responsibility!”

As a result of her experiences in the provost’s office at Ohio State, she learned a great deal about the relationship of regional campuses to the university, commenting, “They have to meet the needs of their regions ... they are very different than the main campus.” She finds some of those issues to be particularly relevant in light of the contemporary circumstances at USF.

#### *Department chair at OSU; Committee involvement*

President Genshaft was appointed chair of her department (forty-two faculty) at Ohio State University. She also served there as president of the university senate. The experience gave her a great deal of exposure to faculty negotiations and collective bargaining, working alongside both administrators and faculty members. “I really

enjoyed university committees ... because [they] brought people together that I wouldn't have met otherwise." She was also active in some of the women's organizations on campus and became very involved in various fundraising campaigns, including a program that allowed Jewish students to study in Israel.

On a personal note, during the time that she was serving as department chair at OSU, President Genshaft was married.

#### *Move to SUNY at Albany*

Being very eager to move ahead, President Genshaft applied for an associate provost position. Though she was one of two finalists for the position, she lost it to an older applicant with more experience. As a result, she began looking for other opportunities elsewhere. Although she valued her experiences at OSU, she recalls, "It became very clear to me - in order to move up, I had to move out." Because her husband was from New York originally and had some geographic flexibility with his career, they looked towards that area. She was offered a position at SUNY Albany as dean of Education, and took it, noting, "It was the right place at the right time."

#### *Experiences at SUNY*

She served as dean of Education at SUNY Albany for three years, at which time she was offered the position of provost at the University. "I felt like a rising star there ... [I had] a lot of opportunities to really thrive." As provost, she had to deal with tremendous budget cuts, even to the point where certain departments and faculty positions had to be eliminated; "I swore I'd never ... go through that again." Among her accomplishments at Albany, she was able to bring in over \$12 million in grants and research funding, started the initiatives for women, and helped to reorganize the colleges. President Genshaft emphasizes that she did not do the work alone, but rather "always worked as a team" alongside other administrators.

#### *Personal Life*

While at SUNY Albany, President Genshaft adopted two children. The first, Joel, was born in California and became a part of her family while only twelve hours old. Three years later Genshaft and her husband adopted Brian, born in Bangor, Maine, when he was only nine hours old. Because she is so career-driven, her husband works part-time and serves as the children's primary caregiver. They were able to take Joel along with them when they traveled, from the top of a glacier in Alaska, to Russia, "to anywhere." Brian was not as cooperative traveling as his brother, however, and she slowed her travels down until he was older.

#### *Move to USF*

After serving for five years in her position at SUNY Albany, she felt it was time to move on, and began looking for a presidential position. Because many of her "top-level" colleagues in psychology back at OSU had moved on to positions in Tampa at USF, the school was familiar to her, recalling that, "the University of South Florida was on my radar screen for a long, long time." When the position of president became available at

USF in the fall of 1999, “I was really very excited.” Although she was a finalist at other universities across the country, she decided to take the position at USF.”

#### *Applying for the position of university president*

She first looked at the posted advertisement, and found out ahead of time what kind of a university it was, evaluating the character of previous presidencies. A consultant also served as a liaison between her and the university, providing her initial impressions of the school. Genshaft herself was looking for a comprehensive public university with a strong research program. She found Tampa to be a great city with great people, and was particularly impressed by the fact that USF was a Research I state university.

As an applicant, Genshaft had a sense that her experiences at Ohio State would be particularly valuable at USF. She emphasizes, “I understood regional campuses – that was important.” Because there were so many similarities between the two institutions, Genshaft stressed her years at Ohio State to effectively demonstrate her strengths and abilities. However, she notes, “What I did draw from at SUNY was the [highly competitive] politics.”

#### *Interview process*

In January of 2000, she received a call that she was one of eight finalists for the position at USF. They brought her in for a first interview, at which time the field was narrowed down to three. Genshaft then returned to Tampa as one of the three finalists in order to interview with the Board of Trustees. The final application process also included a visit from three USF administrators to SUNY (followed by Tampa-based media representatives), and Genshaft was responsible for arranging approximately 150 interviews among politicians, faculty members, and students at Albany. She recalls the experience to be particularly rigorous and frightening because it required a great deal of risk, both personally and professionally. Despite some misgivings, Genshaft remained optimistic and was continuously encouraged by supporters. “As soon as I visited and talked to people here, I felt a real connection ... that this was the right place for me and my talents ... I could really see how I could make a difference here.”

#### *Issues*

She did not have much advanced information as to what the predominant issues were at the University, “Even though ... I had done as much of my homework as I could possibly do.” Among the issues talked about were the need for the University need to have better accountability, stronger institutional research and data, and increased graduation and retention rates.

After the process was completed, she was invited to return to Florida to meet with the chairman of the Board of Regents for a “very casual” interview, followed by various interviews and visits throughout the state. At the end of a conversation with the chancellor in Tallahassee, she received the job offer, recalling, “I was very surprised [and] thrilled ... I was so happy.” When she returned to Albany, she immediately withdrew from her application to Purdue University in order to accept the offer from

USF. Because her children were of such young ages, Genshaft negotiated her contract in order to allow her to maintain residence at another location.

#### *First day as president at USF*

She officially began her job as president at the University of South Florida on July 5, 2000. “The first day of your presidency is a very important day to plan ... because it’s very symbolic.” She recalls that there were a couple of messages that she wanted to send on that day. The first was that she was a very high-energy person, and thus her day began with a 7:30 breakfast at the Lifsey House with distinguished faculty members. Her day included a trip to the library where she received a \$1 million check from Tampa Bay History, lunch with the deans and department chairs, and toured the construction projects around the campus. Followed around the campus by the local media, Genshaft also took the opportunity to meet with students, and had dinner with regional campus directors. After nearly seventeen hours, her day ended at around 10:00 that evening.

#### *Most significant issues*

The most important thing for her initially was to get her team together, and one of her first projects was finding a new dean for the College of Medicine. As a result of legislative action, the regional campuses were nearly split off from the University that spring, an issue that President Genshaft vehemently protested and ultimately won. Additionally, she had an overwhelming number of new people to meet and develop working relationships with both on and off the campus. She brought David Stamps over from the College of Arts and Sciences to serve as the Interim Provost, and he provided her with a great deal of assistance and support during her first months at USF.

#### *Assembling a team and prioritizing issues*

The first workshop that she had with her leadership team at the Lifsey House addressed the status of USF in relation to other universities across the country. She took notice that the enrollment status was unbalanced and needed attention. Building up graduate programs was also an important issue for her, as was establishing some sense of accountability within the research departments of the institution.

#### *Early conflict at USF*

Only a month after she started on the job, there were “some rumblings” among female athletes at USF who felt that they were not being treated properly. Being a strong proponent of diversity, Genshaft immediately began investigating claims of racial discrimination made by students on the basketball team, while at the same time making sure that the coaches were treated fairly and properly provided for as well. As a result, Genshaft suggests that she had to make “huge institutional changes” in order to facilitate more effective diversity programs at USF.

#### *External issues*

In the meantime, she was working on the development of her own administrative team. Externally, she had a significant issue regarding the relationship of the regional campuses that required attention. Additionally, the Board of Regents was disbanded during her first year and replaced by a Board of Trustees, only to be further complicated by the addition

of a Board of Governors the following year. She approached it one day at a time, going by the mantra, “Work hard and just stay focused.” She regrets having to be so externally focused initially, and was grateful to David Stamps for his assistance in resolving other internal issues.

#### *Internal issues*

Internally, her energies went to negotiating salary raises for faculty members, in addition to promotion and tenure issues. With the annually increasing enrollment of freshmen, Genshaft also undertook the construction of residence halls on campus, an important step for her in establishing institutional loyalties and facilitating connections to the University.

In constructing a team, she recognizes that she is “not a micro-manager,” and thus seeks to surround herself by very strong, talented people. She emphasizes an inter-disciplinary approach among the members of her staff who must function effectively as a team within her administration.

#### *Regional campuses*

When she first visited the regional campuses as a presidential candidate, she observed that they were not being given the attention that they needed in order to flourish, but were instead operating at a “functional level.” Though state politicians were ready to take the regional campuses away from USF, Genshaft argued for an opportunity to revive their programs and better serve the community in ways specific to their respective regions. “We worked it out ... and that was a very important victory.” She sees the future development of the campuses to be dependent upon their access to resources for additional development.

*End interview part 1; Begin interview part 2*

#### *Future of regional campuses*

She asserts that the University of South Florida now operates as a “system” rather than a single institution. While the first step was to extend fiscal responsibility to the regional campuses, the next step was academic responsibility, which USF St. Petersburg has applied for, making it eligible for accreditation on their own. Should the campus receive this accreditation, they will be able to exercise reasonable autonomy, while still maintaining connections to the Tampa campus in area such as accounting, the library, etc. “Basically they’re running their own campus,” under the direction of a “regional chancellor.” The campus at Sarasota-Manatee is hoping to follow in the footsteps of USF St. Petersburg. “If that’s the case, we will have a full-fledged University of South Florida system.”

#### *Benefits of regional autonomy*

The system benefits faculty on the regional campuses because it empowers them with the responsibility of determining their own curriculums. So long as they are accredited, the campuses have full autonomy in determining their own internal organization of

departments and colleges. She asserts that the Tampa campus also benefits because they are not unnecessarily occupied by issues concerning those regional campuses. “All ... have standards they must meet. None of the campuses can admit students under our admission standards ... we absolutely must maintain those standards.”

“At this point in time, all of the campuses have this complementary mission to the Tampa campus as a research university.” While they may be able to change their missions individually in the future, “We haven’t gone through that – but there are possibilities.”

*Dr. Sami Al-Arian*

Before her arrival at USF, President Genshaft had “no knowledge of the situation” regarding the Al-Arian controversy at the University. When she first heard about him through a newspaper clipping sent from a friend, she expected that the issue was something “in the past” that had largely already been resolved. “It didn’t come to my mind at all ... until September 16 when he appeared on [Fox News] ‘The O’Reilly Factor.’”

What was most upsetting was that “the community came out ... in such a horror at his statements and also Bill O’Reilly’s accusations that it became clear that ... the safety of the campus became endangered.” Genshaft recalls that the very next day following the broadcast, Al-Arian was receiving death threats. Though the threat was later rescinded, USF took immediate action by closing down the offices of the engineering department. “It was a nightmare.”

“The pressures were from everywhere ... from media to alumni to students to faculty ... parents, staff members ... there was just a barrage of emails and phone calls all throughout the campus. We knew that we had to take very quick action ... everybody was demanding different corrective actions, or not ... I was calling in all the resources I possibly could to get advice as to how to proceed.” Genshaft received letters from Congressmen in Washington and Tallahassee, “But they were among [this] barrage of letters from national organizations – on both sides.” While some groups were asking that Dr. Al-Arian be returned to his teaching post on campus, others were calling for his immediate dismissal. “It was the full array of controversy.”

To President Genshaft, the key was “his actions, not his speech – and that was what was so difficult for me to convey through the media and everywhere else – that his actions violated the contract ... that was, to me, the crux of ... why I held firm with my stance.”

Dr. Al-Arian was initially placed on administrative leave, with pay. “The situation did not dissipate – it got more intense.” He was not allowed on campus during the ordeal because of the danger. “The citizens of this area were very vehement about him ... we were always concerned that if he was on campus, anyone could come ... and just hurt people. So we kept him off campus.” Because Al-Arian was making speeches around the country defending his position, the issue became increasingly polarized, and it “became a larger firestorm.”

“It was very clear to the Board of Trustees that he should be fired ... and that was what was recommended to me ... in December of 2001 ... but I wasn’t quite there. I was really trying to ... work this process through ... they were very supportive of my presidency, and they said, ‘We will leave the judgment up to you,’ and it just took some time to work all of this through. We absolutely needed to consider all sides of the situation.”

Approximately a year and a half later, Dr. Al-Arian was formally terminated from his position. The termination was precipitated by his perceived violations of the university contract and the issuance of a federal indictment. “I didn’t know whether he was a terrorist, it wasn’t up to me to determine ... all I could do was say, ‘As an employer, did my employee violate the contract that we have?’ That’s all I could do. And it was clear to me that he was using the University and all of its freedoms ... to hide behind that and yet commit actions that were violating the contract. So, that was the final straw for me.”

“I wasn’t arguing about his free speech, I was arguing about his actions, and his endangering the campus and ... violating the contract. It was a very complicated case, and without all of the information, I could understand where the faculty were coming from.”

#### *Transition to Board of Trustees*

Genshaft was hired at USF by a chancellor and Board of Regents, both of whom were replaced one year later by a thirteen-member Board of Trustees. After another year, a constitutional amendment created a seventeen-member Board of Governors. “It has been a lot change, and overall I think it has been tremendously helpful to the University of South Florida, and this is not partisan,” because she found legislative advocates for the University and the surrounding community.

“I’ve just learned that with persistence, institutions typically get what they’ve been requesting ... I work the system for the benefit of the institution.” Genshaft asserts that the creation of the Board of Trustees has eliminated a lot of bureaucratic red tape, allowing USF to begin to fully realize its potential.

#### *Strategic Plan*

President Genshaft devised a strategic plan for the University in 2002 with “accountability measures,” to ensure that USF is meeting the goals that have been established. A consultant was brought in to assist with the project, as well as the inclusion of a variety of people from USFS including members of the BOT, administrators, staff, faculty, and students. “[We] had a retreat to decide what is it that we all hope for ... how do we get there ... then we asked each of the colleges to develop their plans as well ... more specific to their disciplines and such.” “The big difference is the accountability, and making sure that each year we’re trying to move forward.”

“One of the goals that we did not meet was the faculty salary goal ... and we are redirecting all of the university resources in a way that will be dramatic for fiscal responsibility ... and we are going to give substantial salary raises.”

### *Financial autonomy from Tallahassee*

Under the new system, USF is no longer a state agency, and thus is largely responsible for managing its own budget and payroll. Additionally, collective bargaining is now done at the individual campus level.

### *Collective bargaining*

Because of the newly autonomous character of the University, the previous contract was no longer applicable and required renegotiation under the new system. “Change is always dramatic and change is always tough.” She asserts that the intention of the administration was never to eliminate the faculty union at USF. “We would work with them but we had to wait until they were certified by the state in order to bargain with them ... then we could begin our ... negotiations. It was very hard to get that across because it sounded like [the] administration was just being stubborn.” She argues that the union created an unnecessary groundswell to incite hostilities between faculty and administrators during the contract negotiations. The process is moving ahead, however, and negotiations are currently underway.

### *Research Park*

“I think that the twenty-first century ... is looking to ... research universities for their economic development,” indicative of a society based upon “information and discovery.” “You can’t make discoveries without intellectual development.” While the land for the park has been available for years, development has not progressed beyond negotiations until just recently. Upon her arrival, President Genshaft recognized the importance of the park and insisted that construction begin as soon as possible.

The University of South Florida owns the land for the research park. There are two buildings; one serves as an incubator building, the other serves as an interdisciplinary research building. Funds have been provided by the county commission, the city of Tampa, as well as from private investors and the University. “It is the first time that we have brought all of these entities together in a single focus.” The companies that inhabit the park must necessarily have some sort of relationship with the University, either working with graduate students and faculty, or contributing to research efforts within the colleges. “It has to all be related.” The construction is tentatively expected to be completed within a year and a half.

### *Big East athletics*

President Genshaft asserts that USF’s involvement in the conference “puts us with the league of universities that are a very good match for us ... You get better by being with better colleagues.” She sees it as benefiting the University beyond athletics. It situates USF in the context of advanced and well-known research institutions around the country. Additionally, the national involvement brings increased attention to academic programs at the University. “It’s a big leap ... we’ll be challenged.”

### *Commuter school*

Since her arrival, President Genshaft has sought to change the reputation of the University as a commuter school. “I want USF to be among the top twenty-five universities ... in the country ... in order to do that ... there is a quality of student required ... that is committed to full-time study on the campus so that you have that intellectual dialogue.” Among the top universities in the country, Genshaft observes that they all have a “huge residential component.” Currently, though residence hall facilities have increased considerably, there are still waiting lists for dormitory space. Construction has also recently been completed on Greek housing, “Which has also built something new into the life of the University ... chang[ing] the climate and the culture on campus.”

“I want more pride about USF, and you get that kind of connection with the university at your undergraduate level. The graduate level is where you connect with your department, or your college, but at the undergraduate level it’s a broader ... university connection.”

#### *Construction and renovation on campus*

Among other plans, renovations are to begin to make the Marshall Center more student-friendly. Because the Special Events Center is not used very often, it will be torn down and the space will be used for the expansion project. The new building will include activity areas, restaurants, and various shopping facilities for campus residents. She is also hoping that a new music facility will be built onto the addition that will incorporate the Florida Orchestra. “It’s going to be fantastic.” Additionally, the student health center will be expanded, and food service is being improved. President Genshaft would like to see additional entrances onto the campus established.

A state-of-the-art health and education clinic is also slated for construction at USF, which will serve to house many physicians on campus.

#### *Proudest personal accomplishments*

“This is a year when I’ve been able to look back and say, ‘Wow, we’ve really made a difference.’” She is proud of the increased connections between students, faculty, staff, and the local community, and the place of the University within those relationships. An important component in that has been an enhancement of the overall quality and reputation of the University. “It’s making things happen on this campus ... It’s very gratifying, and we’ve only just begun.”

#### *Vision for the future*

She strongly asserts that faculty salaries must be raised to a level competitive with other leading universities. Academics, too, must be improved by raising SAT scores as well as bringing in more graduate students and national merit scholars. She would like to see more programs added to the health sciences college, further development of Ph.D. programs, and the introduction of more faculty awards – that also enhances the depth of the institution.” Ultimately, through the development of such programs, she hopes to make the university eligible for an AAU membership.

*End of Interview*