

**BOARD OF GOVERNORS**  
**STATE UNIVERSITY SYSTEM OF FLORIDA**  
**STRATEGIC PLAN**  
**JUNE 9, 2005**

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## INTRODUCTION

Article IX, Section 7, subsection (d) of the Florida Constitution establishes a statewide Board of Governors with a mandate to

operate, regulate, control, and be fully responsible for the management of the whole university system. These responsibilities shall include, but not be limited to, defining the distinctive mission of each constituent university and its articulation with free public schools and community colleges, ensuring the well-planned coordination and operation of the system, and avoiding wasteful duplication of facilities or programs.

In July 2003, the Board began the process of developing a strategic plan, centered around clearly-articulated goals, that would fulfill its constitutional responsibilities and ensure that Florida's universities form a coordinated system.

After reviewing national and state data, studies by the Council of 100 and the Council for Education Policy Research and Improvement, research studies commissioned by the Board, and input from universities, the Board of Governors established a set of goals for the State University System. These goals focus on providing access, meeting the workforce needs of the state, and building world-class academic programs and research capacity. The Board will work with universities to establish parallel goals that reflect each institution's appropriate level of participation in the statewide plan. While the goals are specific, the Board's intention is to provide broad flexibility in developing plans to achieve them. The Board will support universities' efforts and provide leadership when progress toward goals requires funding, state-level policies, or collaboration with other agencies.

In addition to the statewide goals, each institution will adopt additional, measurable goals consistent with its distinctive mission. Once these are approved by the Board of Governors, the Board will provide support to universities in their efforts to make progress toward important institutional as well as statewide goals.

## STATE UNIVERSITY SYSTEM STRATEGIES

### I. ESTABLISH GOALS AND DISTINCTIVE MISSIONS

The Board has established specific, measurable goals related to: access to and production of degrees, meeting statewide professional and workforce needs, and building world-class academic programs and research capacity, while defining and approving university missions that meet community needs and fulfill unique institutional responsibilities. The definitions and derivations of these goals may be found in Appendix 3.

<b>GOALS</b>	
<b>A. Access to and production of degrees</b>	<b>2012-13 Goal</b>
1. Bachelor	57,638
2. Master's	17,514
3. Professional	2,167
4. Emerging technologies doctoral degrees	941-1317
5. Access/diversity: minority representation in SUS graduates as percentage of expected representation	100%
<b>B. Meeting statewide professional and workforce needs</b>	
Degrees in targeted programs at all degree levels	40,307
1. Critical needs: education	2,729
2. Critical needs: health professions	5,375
3. Economic development: emerging technologies	
a. Mechanical science and manufacturing	5,235
b. Natural science and technology	5,544
c. Medical science and health care	1,774
d. Computer science and information technology	6,432
e. Design and construction	1,136
f. Electronic media and simulation	410
4. Economic development: high-wage/high-demand jobs	11,671
<b>C. Building world-class academic programs and research capacity</b>	
1. Research expenditures	
a. Total academic research expenditures	\$ 2,067,019,626
b. Total academic research expenditures per full-time faculty	\$ 143,518
c. Total research expenditures per capita	\$ 126
d. Federally-financed academic R&D	\$ 1,146,933,862

e. Federal research expenditures per full-time faculty	\$ 77,757
f. Federal research expenditures per capita	\$ 76
g. Research expenditures - contracts and grants	\$ 2,354,304,598
2. U.S. patents issued per 1000 full-time faculty	15.9
3. National Research Council rankings (number of ranked programs in top 25% nationally)	36 out of 146 programs ranked in top 25% nationally
4. Centers of Excellence	Goals set for each center.
5. Doctoral degrees per 1000 full-time faculty	201
6. Other forms of national recognition for Institutions' academic and research programs	Institutions establish goals for other forms of recognition
a. Faculty admitted to the national academies in the last five years	13
b. Highly Cited Scholars	62
c. Nobel Prizes, Pulitzer Prizes and MacArthur Fellowships awarded to faculty in last five years	2
<b>D. Meeting community needs and fulfilling unique institutional responsibilities</b>	<b><i>See "Distinctive Missions" on following pages and consult institutions' own strategic plans.</i></b>

## ***DISTINCTIVE MISSIONS***

The role of each university in achieving the system goals is determined by the distinctive mission of each institution. The strategic guidance provided by the Board of Governors will determine how those missions evolve over time.

The systemwide guidance and institutional profiles on the following pages provide a picture of how the individual components of the system currently fit together and how the Board intends to provide for evolution in institutional missions. Aspects of university missions that do not relate to statewide goals but that are critical to the identity of the institution or to its regional responsibilities are included in the Board's goals in section D, "Meeting community needs and fulfilling unique institutional responsibilities."

Following the description of the system and its shared mission is a page describing the unique role of each institution within the State University System, including the core elements of its mission and goals as they relate to the statewide strategic plan. In addition, institutionally-adopted statements of missions, visions, values, and/or goals that precede the adoption of the Board's strategic plan, are included in Appendix 2.

<i>DEFINITIONS USED IN INSTITUTION DESCRIPTIONS AND MISSIONS</i>					
RANGE OF DOCTORAL PROGRAMS		SIZE (TOTAL DEGREES AWARDED)		ANNUAL GROWTH RATE IN TOTAL DEGREES AWARDED	
		Small	0-999	Limited	< 2%
Focused	<20	Medium	1000-4999	Moderate	2-4.99%
Extensive	20-49	Large	5000-9999	Rapid	5-7.99%
Comprehensive	50+	Very Large	10000+	Very Rapid	8%+

## State University System (SUS)

### Overview and Strategic Guidance

<i>Shared Mission</i>	The State University System of Florida consists of ten public universities and one public liberal arts college, each with its distinctive mission, collectively dedicated to serving the needs of a diverse state through excellence in teaching, research and public service.
<i>Range of Doctoral Programs</i>	Comprehensive
<i># of Doctoral Programs / Doctoral Degrees</i>	144 / 1,464
<i># of Masters Programs</i>	222
<i># of Advanced Masters Programs</i>	43
<i># of Bachelor Programs</i>	214
<i>Professional Programs</i>	Four law schools, three medical schools, two pharmacy schools, one veterinary school and one dentistry school.
<i>New Programs Under Consideration</i>	Three medical schools
<i>Research Expenditures</i>	\$1.09 billion total, \$311 million medical (FY 2003-04)
<i>Strategic Guidance on Professional Schools</i>	The system will continue to study the need for professional programs in relation to the workforce needs of the state. Until a statewide need for additional professional programs is clearly established, proposals for will continue to be considered on a case-by-case basis.

*Strategic Guidance on New Doctoral/Research Programs*

The Board of Governors encourages the advancement or establishment of world-class doctoral/research programs, especially when they are:

- consistent with institutional mission and statewide goals;
- in targeted fields;
- non-duplicative or sufficiently unique compared to similar SUS programs;
- demanded by both students and employers, especially in the context of economic development; and,
- capable of demonstrating that their costs, when weighed against their measurable benefits, make a compelling argument for return on investment.

**Systemwide Growth and Access**

*Strategic Guidance*

The system will strive to maintain appropriate levels of access given the state's rapid population growth in the traditional undergraduate age group, combined with improved high school graduation and college continuation rates. The challenge will be particularly acute in the fastest-growing urban areas in the state. University plans should include strategies for responding to regional and statewide growth and rising K-12 achievement.

*Weighted GPA of middle 50% of entering freshman class (from 2003-04 SUS fact book)* 3.30-4.0

*% Full-Time Students* 70.5%

## Florida Agricultural and Mechanical University (FAMU)

<p><i>Distinctive Mission and Goals</i></p> <p><i>(Please note university's institutionally-adopted mission statement in Appendix 2)</i></p>	<p><b>MISSION:</b> FAMU, as Florida's only historically black public university, serves the entire state through its land grant status and a comprehensive range of undergraduate programs and with focused graduate and research programs. FAMU has grown rapidly in recent years and plays a critical role in providing minorities in Florida and the nation access to undergraduate and graduate education and research, especially in the sciences.</p> <p><b>GOALS:</b> While FAMU continues its historic mission of educating African Americans, persons of all races, ethnic origins and nationalities are welcomed and encouraged to remain life-long members of the university community. FAMU plans for moderate enrollment growth within existing programs and a targeted number of new doctoral/research programs within its traditional areas of strength.</p>
<p><i>Range of Doctoral Programs</i></p>	<p>Focused</p>
<p><i># of Doctorate Programs / Degrees</i></p>	<p>11 / 24</p>
<p><i># of Masters Programs</i></p>	<p>46</p>
<p><i># of Advanced Masters Programs</i></p>	<p>0</p>
<p><i># of Bachelor Programs</i></p>	<p>61</p>
<p><i>Professional Schools</i></p>	<p>Law, Pharmacy</p>
<p><i>Research Expenditures</i></p>	<p>\$31 million total, \$11 million medical (FY 2003-04)</p>
<p><i>Size and Recent Growth Rate in Degrees Awarded</i></p>	<p>Medium, Rapid Growth</p>
<p><i>University's direction based on plans for 2012-13</i></p>	<p>Medium, Moderate Growth</p>
<p><i>Weighted GPA of middle 50% of entering freshman class (from 2003-04 SUS fact book)</i></p>	<p>3.03-3.56</p>
<p><i>% Full-Time Students</i></p>	<p>88.0%</p>



## Florida Atlantic University (FAU)

<i>Distinctive Mission and Goals</i>  <i>(Please note university's institutionally-adopted mission statement in Appendix 2)</i>	<p><b>DISTINCTIVE MISSION:</b> FAU is a research university with multiple campuses along the southeast Florida coast, offering a comprehensive range of undergraduate programs, and focused graduate and research programs.</p> <p><b>GOALS:</b> Among FAU's goals for the next several years are providing access, building depth in existing programs, and enhancing the innovative collaborations with businesses and other educational institutions that have been part of the identity of the university since its founding.</p>
<i>Range of Doctoral Programs</i>	Focused
<i># of Doctorate Programs / Degrees</i>	14 / 51
<i># of Masters Programs</i>	57
<i># of Advanced Masters Programs</i>	1
<i># of Bachelor Programs</i>	61
<i>Professional Schools</i>	None
<i>New Professional Schools under Consideration</i>	Medical
<i>Research Expenditures</i>	\$26 million total, \$2 million medical (FY 2003-04)
<i>Size and Recent Growth Rate in Degrees Awarded</i>	Large, Rapid Growth
<i>University's direction based on plans for 2012-13</i>	Large, Moderate Growth
<i>Weighted GPA of middle 50% of entering freshman class (from 2003-04 SUS fact book)</i>	3.03-3.68
<i>% Full-Time Students</i>	51.5%

## Florida Gulf Coast University (FGCU)

<i>Distinctive Mission and Goals</i> <i>(Please note university's institutionally-adopted mission statement in Appendix 2)</i>	DISTINCTIVE MISSION: FGCU is a comprehensive university serving the educational needs of the rapidly growing southwest Florida population.  GOALS: In the coming years Florida Gulf Coast University will seek to achieve national prominence in undergraduate education with expanding recognition for selected graduate and research programs.
<i>Range of Doctoral Programs</i>	None
<i># of Doctorate Programs</i>	0
<i># of Masters Programs</i>	19
<i># of Advanced Masters Programs</i>	0
<i># of Bachelor Programs</i>	25
<i>Professional Schools</i>	None
<i>Research Expenditures</i>	\$1.4 million total, \$0 medical (FY 2003-04)
<i>Size and Recent Growth Rate in Degrees Awarded</i>	Small, Very Rapid Growth
<i>University's direction based on plans for 2012-13</i>	Medium, Very Rapid Growth
<i>Weighted GPA of middle 50% of entering freshman class (from 2003-04 SUS fact book)</i>	3.17-3.98
<i>% Full-Time Students</i>	65.1%

## Florida International University (FIU)

<i>Distinctive Mission and Goals</i>	DISTINCTIVE MISSION: FIU is a major, urban research university serving South Florida, the state, the nation and the international community. FIU offers extensive undergraduate, masters, and doctoral/research programs.
<i>(Please note university's institutionally-adopted mission statement in Appendix 2)</i>	GOALS: FIU seeks to become recognized as one of the top public urban research universities in the nation.
<i>Range of Doctoral Programs</i>	Extensive
<i># of Doctorate Programs / Degrees</i>	24 / 78
<i># of Masters Programs</i>	79
<i># of Advanced Masters Programs</i>	1
<i># of Bachelor Programs</i>	86
<i>Professional Schools</i>	Law
<i>New Programs Under Consideration</i>	Medical
<i>Research Expenditures</i>	\$64 million total, \$9 million medical (FY 2003-04)
<i>Size and Recent Growth Rate in Degrees Awarded</i>	Large, Moderate Growth
<i>University's direction based on plans for 2012-13</i>	Large, Moderate Growth
<i>Weighted GPA of middle 50% of entering freshman class (from 2003-04 SUS fact book)</i>	3.14-3.82
<i>% Full-Time Students</i>	56.5%

## Florida State University (FSU)

<p><i>Distinctive Mission and Goals</i></p> <p><i>(Please note university's institutionally-adopted mission statement in Appendix 2)</i></p>	<p><b>DISTINCTIVE MISSION:</b> FSU is a comprehensive, graduate-research university with a liberal arts base. It offers undergraduate, graduate, advanced graduate, and professional programs; conducts extensive research, and provides service to the public in accord with its statewide mission. The University's primary role is to serve as a center for advanced graduate and professional studies while emphasizing research and providing excellence in undergraduate programs.</p> <p><b>GOALS:</b> FSU seeks to become recognized nationally and internationally for its teaching and research programs, including making significant progress towards the goal of being invited to become an AAU member institution.</p>
<i>Range of Doctoral Programs</i>	Comprehensive
<i># of Doctorate Programs / Degrees</i>	74 / 271
<i># of Masters Programs</i>	108
<i># of Advanced Masters Programs</i>	27
<i># of Bachelor Programs</i>	94
<i>Professional Schools</i>	Law, Medical
<i>Research Expenditures</i>	\$168 million total, \$12 million medical (FY 2003-04)
<i>Size and Recent Growth Rate in Degrees Awarded</i>	Large, Moderate Growth
<i>University's direction based on plans for 2012-13</i>	Very Large, Moderate Growth
<i>Weighted GPA of middle 50% of entering freshman class (from 2003-04 SUS fact book)</i>	3.30-4.00
<i>% Full-Time Students</i>	82.3%

## New College of Florida

<p><i>Distinctive Mission and Goals</i></p> <p><i>(Please note college's institutionally-adopted mission statement in Appendix 2)</i></p>	<p><b>DISTINCTIVE MISSION:</b> New College is the independent public honors college for the state of Florida. It offers a distinctive interdisciplinary academic program for highly motivated, self-directed students who can manage the freedom and responsibility of designing their own education.</p> <p><b>GOALS:</b> New College plans growth that is rapid in percentage terms but small in absolute numbers while retaining its distinctive character and individualized attention to students.</p>
<i>Range of Doctoral Programs</i>	None
<i># of Doctorate Programs</i>	0
<i># of Masters Programs</i>	0
<i># of Advanced Masters Programs</i>	0
<i># of Bachelor Programs</i>	1
<i>Professional Schools</i>	None
<i>Research Expenditures</i>	\$305,000 total (FY 2003-04)
<i>Size and Recent Growth Rate in Degrees Awarded</i>	Small, Very Rapid Growth
<i>University's direction based on plans for 2012-13</i>	Small, Moderate Growth
<i>Weighted GPA of middle 50% of entering freshman class (from 2003-04 SUS fact book)</i>	3.50-4.09
<i>% Full-Time Students</i>	100.0%

## University of Central Florida (UCF)

<i>Distinctive Mission and Goals</i>	DISTINCTIVE MISSION: UCF is a multi-campus, metropolitan research university dedicated to serving its surrounding communities with their expanding populations, technological corridors, and international partners. It offers an extensive range of undergraduate, graduate, research and creative programs.
<i>(Please note university's institutionally-adopted mission statement in Appendix 2)</i>	GOALS: UCF aspires to become one of the nation's leading metropolitan research universities.
<i>Range of Doctoral Programs</i>	Extensive
<i># of Doctorate Programs / Degrees</i>	22 / 138
<i># of Masters Programs</i>	67
<i># of Advanced Masters Programs</i>	3
<i># of Bachelor Programs</i>	80
<i>Professional Schools</i>	None
<i>Research Expenditures</i>	\$103 million total, \$3 million medical (FY 2003-04)
<i>New Programs Under Consideration</i>	Medical
<i>Size and Recent Growth Rate in Degrees Awarded</i>	Large, Rapid Growth
<i>University's direction based on plans for 2012-13</i>	Very Large, Moderate Growth
<i>Weighted GPA of middle 50% of entering freshman class (from 2003-04 SUS fact book)</i>	3.40-4.10
<i>% Full-Time Students</i>	70.1%

## University of Florida (UF)

<p><i>Distinctive Mission and Goals</i></p> <p><i>(Please note university's institutionally-adopted mission statement in Appendix 2)</i></p>	<p><b>DISTINCTIVE MISSION:</b> UF is the state's largest and most comprehensive research university. Among the nation's most academically diverse public universities, it is one of only 17 public, land-grant universities that belongs to the Association of American Universities and is the only AAU member in Florida.</p> <p><b>GOALS:</b> The University is striving to become one of the top ten public research universities, and one of the top twenty universities, public or private, in the nation.</p>
<i>Range of Doctoral Programs</i>	Comprehensive
<i># of Doctorate Programs / Degrees</i>	86 / 694
<i># of Masters Programs</i>	123
<i># of Advanced Masters Programs</i>	22
<i># of Bachelor Programs</i>	99
<i>Professional Schools</i>	Law, Medicine, Pharmacy, Dentistry, Veterinary
<i>Research Expenditures</i>	\$447 million total, \$117 million medical (FY 2003-04)
<i>Size and Recent Growth Rate in Degrees Awarded</i>	Very Large, Moderate Growth
<i>University's direction based on plans for 2012-13</i>	Very Large, Moderate Growth
<i>Weighted GPA of middle 50% of entering freshman class (from 2003-04 SUS fact book)</i>	3.60-4.20
<i>% Full-Time Students</i>	86.6%

## University of North Florida (UNF)

<i>Distinctive Mission and Goals</i>	DISTINCTIVE MISSION: UNF is a comprehensive urban university in northeast Florida offering a broad array of undergraduate and select graduate programs.
<i>(Please note university's institutionally-adopted mission statement in Appendix 2)</i>	GOALS: UNF seeks to continue providing comprehensive education opportunities while advancing in quality and prominence a select set of programs in which the university is a national leader and that enhance UNF's overall curriculum.
<i>Range of Doctoral Programs</i>	Education Only
<i># of Doctorate Programs / Degrees</i>	1 / 5
<i># of Masters Programs</i>	29
<i># of Advanced Masters Programs</i>	0
<i># of Bachelor Programs</i>	50
<i>Professional Schools</i>	None
<i>Research Expenditures</i>	\$3 million total, \$1 million medical (FY 2003-04)
<i>Size and Recent Growth Rate in Degrees Awarded</i>	Medium, Moderate Growth
<i>University's direction based on plans for 2012-13</i>	Medium, Moderate Growth
<i>Weighted GPA of middle 50% of entering freshman class (from 2003-04 SUS fact book)</i>	3.14-3.93
<i>% Full-Time Students</i>	66.1%



## University of South Florida (USF)

<i>Distinctive Mission and Goals</i>	<p><b>DISTINCTIVE MISSION:</b> USF is a multi-campus national research university that supports the development of the metropolitan Tampa Bay region, Florida, the United States and the world with a comprehensive mix of undergraduate, graduate, professional and research programs.</p> <p><b>GOALS:</b> As its campuses grow to meet the needs of the region, USF seeks to become one of the top 50 public universities in the nation. USF's longer-term goal is to become eligible for membership in the Association of American Universities (AAU).</p>
<i>(Please note university's institutionally-adopted mission statement in Appendix 2)</i>	
<i>Range of Doctoral Programs</i>	Extensive
<i># of Doctorate Programs / Degrees</i>	35 / 179
<i># of Masters Programs</i>	84
<i># of Advanced Masters Programs</i>	2
<i># of Bachelor Programs</i>	87
<i>Professional Schools</i>	Medical
<i>Research Expenditures</i>	\$240 million total, \$156 million medical (FY 2003-04)
<i>Size and Recent Growth Rate in Degrees Awarded</i>	Large, Moderate Growth
<i>University's direction based on plans for 2012-13</i>	Very Large, Very Rapid Growth
<i>Weighted GPA of middle 50% of entering freshman class (from 2003-04 SUS fact book)</i>	3.22-4.00
<i>% Full-Time Students</i>	62.7%

## University of West Florida (UWF)

<i>Distinctive Mission and Goals</i>	DISTINCTIVE MISSION: UWF serves civilian and military communities in the northwest Florida region and beyond with a comprehensive range of undergraduate programs, selected master's-level programs, and one doctoral program.
<i>(Please note university's institutionally-adopted mission statement in Appendix 2)</i>	GOALS: UWF plans to become one of the best regional comprehensive universities in America.
<i>Range of Doctoral Programs</i>	Education Only
<i># of Doctorate Programs / Degrees</i>	1 / 24
<i># of Masters Programs</i>	25
<i># of Advanced Masters Programs</i>	2
<i># of Bachelor Programs</i>	57
<i>Professional Schools</i>	None
<i>Research Expenditures</i>	\$8 million total, \$34,000 medical (FY 2003-04)
<i>Size and Recent Growth Rate in Degrees Awarded</i>	Medium, Moderate Growth
<i>University's direction based on plans for 2012-13</i>	Medium, Rapid Growth
<i>Weighted GPA of middle 50% of entering freshman class (from 2003-04 SUS fact book)</i>	3.10-3.90
<i>% Full-Time Students</i>	63.6%

## **II. ESTABLISH OPTIMUM STRUCTURE**

The Board will continue to study ways to create the optimum structure for the university system, including number and location of universities, number and location branches, and number and location of subsystems, reflecting the geographic needs of the state.

In establishing the optimum structure, the following questions must be answered:

A. With attention to quality, cost and access, what is the optimal mix of campus models to serve the state, both in satisfying demand and in minimizing cost?

- Stand-alone
- Branch
- Distributive
- Joint-use
- Additional universities
- Other models

B. What is the fixed, variable and marginal cost differential to meet growth challenges of each model?

C. How will this growth be financed?

## **III. ESTABLISH ACCOUNTABILITY**

The Board has developed and will continue to refine a system that holds universities accountable for:

A. Each institution's contribution to the statewide goals and fulfillment of its individual mission;

B. The efficiency of each institution's operation; and

C. The financial health of each constituent university and the system.

The measures adopted by the Board of Governors Accountability Committee address these three areas and are included in an appendix.

## **FUNDING**

According to an analysis presented by MGT of America at the November 2004 Board meeting, \$694 million (in 2004 dollars) in additional annual operating costs by 2012-13 would be required to attain the Board of Governors degree production goals. The additional costs are related both to growth in degrees and to a shift toward more necessary but expensive targeted programs. Capital costs associated with the increase in capacity would total \$1.4 billion in constant (2004) dollars.

Through its legislative budget request process, the Board has begun linking its strategic goals to funding requests, and will work to further reinforce this connection in future requests.

## **CHALLENGES**

Challenges the system will face as it works to achieve its goals include:

### **I. BALANCING INSTITUTIONAL SUPPLY AND STUDENT AND EMPLOYER DEMANDS**

The Board has begun evaluating supply and demand in programs such as nursing, in which student demand currently outstrips the supply of seats in the system's programs, and teaching, in which low student demand is leaving unused capacity. The level of preparation of incoming students is another factor that may limit growth of programs in certain high-skill fields. Over the next year, additional program areas will be evaluated in consultation with universities and strategies developed to increase supply and/or demand as the situation warrants.

### **II. ENSURING GEOGRAPHIC ACCESS**

A report by a business geographer for the Board of Governors recently identified areas of the state in which demographics may make the demand for higher education particularly acute. The outlying parts of metropolitan areas in central and south Florida in particular will face rapid growth in the traditional college-aged population, generating pressure both on the urban institutions in those areas and on the institutions in the north of the state with a statewide service mission. While students in some fields may be relatively mobile and able to attend programs in another region of the state, others will by choice or necessity create demand for programs close to home.

### **III. COMPETING INTERNATIONALLY WITH OTHER INSTITUTIONS AND SYSTEMS**

Florida's universities compete for research funding and for faculty and students not just with other public institutions in the United States, but with private universities and with public higher education systems around the world.

### **IV. RECRUITING FACULTY AND STUDENTS**

Faculty recruitment will be needed to support growth, especially in targeted areas, and to replace large numbers of retiring faculty.

In order to attract and retain world-class faculty and students, Florida will need to provide state-of-the art facilities and competitive financial packages for faculty, graduate students, and postdoctorates. A small wave of retirements, as baby boomer faculty reach retirement age, will further increase hiring needs over the next ten years. In addition to competitive salaries, start-up costs in the sciences and engineering are likely to be considerable. A 2002 survey of Research I institutions by the Cornell Higher Education Research Institute found that average assistant professor start up costs in these fields ranged from \$390,000 in engineering to \$490,000 in chemistry. Costs for senior faculty were considerably higher.

The Board of Governors will work with institutions, through their institutional strategic plans and through coordinated statewide initiatives, to address these and other challenges facing the system.

## **OPPORTUNITIES**

Florida also has many advantages, or “opportunities” to support ambitious goals for the State University System.

### **I. DEMOGRAPHICS**

While many states are experiencing population and enrollment stagnation or decline, Florida is a growing state with an increasing number of potential students in the pipeline. The Legislature’s Office of Economic and Demographic Research projects that the state’s 18-24 year-old population will increase by 13% between 2004 and 2010 before it begins to level off.

### **II. RISING STUDENT ACHIEVEMENT AND INTEREST IN FLORIDA PUBLIC HIGHER EDUCATION**

In the 1990s, a number of initiatives intended to get more Florida students into college were created, including programs aimed at academics, such as the A+ plan and the College Board Partnership, and programs that targeted finances, such as Bright Futures and the Florida Prepaid Tuition plan. At the same time, Florida maintained one of the lowest average in-state tuition rates in the country, while public and private colleges outside of Florida rapidly increased the cost of leaving the state. As a result, the percentage of Florida high school seniors taking the SAT test, a major step toward attending college, has increased from 50% in 1995 to 61% in 2004. Often, expanding the pool of students taking the test means declining scores, but in Florida the average combined score has actually risen slightly, from 993 to 998. The percentage of Florida residents attending college out-of-state has also declined, from 9% in 1994 to 6% in 2002.

Improving students’ preparation for higher education remains an important goal of the K-12 system, and higher education institutions in the state should plan for the improvement to continue.

### **III. STATE QUALITY OF LIFE AND GROWING ECONOMY**

Florida offers an attractive environment for prospective faculty and students, with sunshine, vibrant cities, a variety of cultural attractions, and a reasonable cost of living compared to some cities in the Northeast and on the West Coast, where faculty salaries may not go as far. Internal migration within the United States and from outside the country, at all age levels, has contributed to the state’s population growth and is projected to continue.

### **IV. EFFICIENT AND IMPROVING UNIVERSITIES**

Strong graduation rates and low costs relative to other public universities will make growth more affordable. While there remains room for improvement, Florida’s average public university graduation rate is the tenth highest in the nation, while our educational expenditures per credit hour are the tenth lowest. Continued attention to cost and performance will ensure that the system is efficient in reaching the Board’s goals.



**APPENDIX 1: BOARD OF GOVERNORS APPROVED ACCOUNTABILITY MEASURES**

<b>The Board of Governors' Seven Accountability Measures</b>	
<b>Measurement Area</b>	<b>The SUS Will Be Accountable for:</b>
<b>I. Graduation Rates</b>	Increasing its graduation rates for first-time-in-college and community college transfers.
<b>II. Production of bachelor's, master's, professional, and doctoral degrees</b>	Increasing the number of degrees granted.
<b>III. Meet statewide professional and workforce needs</b>	Producing more degrees in education, the health professions, programs that promote economic development, programs involving emerging technologies, and other high-wage / high-demand areas.
<b>IV. Number and percent of students from underserved populations who enroll in and complete a baccalaureate degree program.</b>	Granting more baccalaureate degrees to minorities.
<b>V. Proportion of test takers who pass required licensure/certification exams</b>	Increasing passage rates on critical licensure and certification examinations.
<b>VI. Academic Learning Compacts</b>	Identifying, for every baccalaureate program, what content knowledge and communication and critical thinking skills students will have learned by the time they graduate, and how those areas are measured.
<b>VII. Build world-class, academic research capacity and nationally recognized programs</b>	Increasing total research expenditures per State-funded Faculty, total federal research expenditures per State-funded faculty, number of patents per full-time faculty, and, optionally, other areas of progress per institution.



## **APPENDIX 2: INSTITUTIONALLY-ADOPTED MISSION STATEMENTS**

### **Florida Agricultural and Mechanical University**

#### **VISION STATEMENT**

Florida Agricultural and Mechanical University will provide the citizens of Florida, the nation, and the world with inspirational teaching, relevant research, and meaningful service by offering opportunities to enhance humankind.

#### **MISSION STATEMENT**

The mission of Florida Agricultural and Mechanical University (FAMU), as an 1890 land-grant institution, is to provide an enlightened and enriched academic, intellectual, moral, cultural, ethical, technological and student-centered environment, conducive to the development of highly qualified individuals who are prepared and capable of serving as leaders and contributors in our ever-evolving society. The University seeks and supports a faculty and staff of distinction dedicated to providing outstanding academic preparation at the undergraduate, graduate, doctoral and professional school levels, with a particular emphasis on integrity and ethical conduct. FAMU is committed to inspirational teaching, exemplary research and meaningful public and community service through creative partnerships at the local, state, national and global levels. The University is also committed to the resolution of complex issues that will enhance humankind. While the University continues its historic mission of educating African Americans, persons of all races, ethnic origins and nationalities are welcomed and encouraged to remain life-long members of the university community. The University, through its diverse faculty and staff, provides a caring, nurturing, collegial and respectful environment.

#### **CORE VALUES**

Florida Agricultural and Mechanical University holds the following values essential to the achievement of the University's mission:

- Scholarship
- Excellence
- Openness
- Fiscal Responsibility
- Accountability
- Collaboration
- Diversity
- Service
- Fairness
- Courage
- Integrity/Ethics
- Respect
- Collegiality
- Freedom

*(From the University's website.)*

## **Florida Atlantic University**

### **MISSION STATEMENT**

Florida Atlantic University is a public research university with multiple campuses along the southeast Florida coast serving a uniquely diverse community. It promotes academic and personal development, discovery, and lifelong learning. FAU fulfills its mission through excellence and innovation in teaching, outstanding research and creative activities, public engagement and distinctive scientific and cultural alliances, all within an environment that fosters inclusiveness.

*(From the University's website.)*

## **Florida Gulf Coast University**

### **VISION**

Florida Gulf Coast University will achieve national prominence in undergraduate education with expanding recognition for selected graduate programs.

### **MISSION**

Established on the verge of the 21st century, Florida Gulf Coast University infuses the strengths of the traditional public university with innovation and learning-centered spirit, its chief aim being to fulfill the academic, cultural, social, and career expectations of its constituents.

Outstanding faculty uphold challenging academic standards and balance research, scholarly activities, and service expectations with their central responsibilities of teaching and mentoring. Through these efforts, the faculty and University transform students' lives and the southwest Florida region.

Florida Gulf Coast University continuously pursues academic excellence, practices and promotes environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, cultivates habits of lifelong learning, and keeps the advancement of knowledge and pursuit of truth as noble ideals at the heart of the university's purpose.

### **GUIDING PRINCIPLES**

The founding of Florida Gulf Coast University at the advent of a new century is a signal event. It comes at a moment in history when the conditions that formed and sustained American higher education are fundamentally changing, and at a time when rapid shifts wrought by technology and social complexities are altering the very nature of work, knowledge, and human relationships. As a public institution, Florida Gulf Coast University eagerly accepts the leadership opportunity and obligation to adapt to these changes and to meet the educational needs of Southwest Florida. To do so, it will collaborate with its various constituencies, listen to the calls for change, build on the intellectual heritage of the past, plan its evolution systematically for the twenty-first century, and be guided by the following principles:

Student success is at the center of all University endeavors. The University is dedicated to the highest quality education that develops the whole person for success in life and work. Learner needs, rather than institutional preferences, determine priorities for academic planning, policies, and programs. Acceleration methods and assessment of prior and current learning are used to reduce time to degree. Quality teaching is demanded, recognized, and rewarded.

Academic freedom is the foundation for the transmission and advancement of knowledge. The University vigorously protects freedom of inquiry and expression and categorically expects civility and mutual respect to be practiced in all deliberations.

Diversity is a source of renewal and vitality. The University is committed to developing capacities for living together in a democracy whose hallmark is individual, social, cultural, and intellectual diversity. It fosters a climate and models a condition of

openness in which students, faculty, and staff engage multiplicity and difference with tolerance and equity.

Informed and engaged citizens are essential to the creation of a civil and sustainable society. The University values the development of the responsible self grounded in honesty, courage, and compassion, and committed to advancing democratic ideals. Through service learning requirements, the University engages students in community involvement with time for formal reflection on their experiences. Integral to the University's philosophy is instilling in students an environmental consciousness that balances their economic and social aspirations with the imperative for ecological sustainability.

Service to Southwest Florida, including access to the University, is a public trust. The University is committed to forging partnerships and being responsive to its region. It strives to make available its knowledge resources, services, and educational offerings at times, places, in forms and by methods that will meet the needs of all its constituents. Access means not only admittance to buildings and programs, but also entrance into the spirit of intellectual and cultural community that the University creates and nourishes.

Technology is a fundamental tool in achieving educational quality, efficiency, and distribution. The University employs information technology in creative, experimental, and practical ways for delivery of instruction, for administrative and information management, and for student access and support. It promotes and provides distance and time free learning. It requires and cultivates technological literacy in its students and employees.

Connected knowing and collaborative learning are basic to being well educated. The University structures interdisciplinary learning experiences throughout the curriculum to endow students with the ability to think in whole systems and to understand the interrelatedness of knowledge across disciplines. Emphasis is placed on the development of teamwork skills through collaborative opportunities. Overall, the University practices the art of collective learning and collaboration in governance, operations, and planning.

Assessment of all functions is necessary for improvement and continual renewal. The University is committed to accounting for its effectiveness through the use of comprehensive and systematic assessment. Tradition is challenged; the status quo is questioned; change is implemented.

*(From the University's website.)*

## **Florida International University**

### **INSTITUTIONAL MISSION STATEMENT**

Florida International University is an urban, multi-campus, research university serving South Florida, the state, the nation and the international community. It fulfills its mission by imparting knowledge through excellent teaching, promoting public service, discovering new knowledge, solving problems through research, and fostering creativity.

### **INSTITUTIONAL VALUES STATEMENT**

As an institution of higher learning, Florida International University is committed to:

- Freedom of thought and expression;
- Excellence in teaching and in the pursuit, generation, dissemination, and application of knowledge;
- Respect for the dignity of the individual;
- Respect for the environment;
- Honesty, integrity, and truth;
- Diversity;
- Strategic, operational, and service excellence.

### **OPERATIONAL PHILOSOPHY**

Strategic operational and service excellence is an institutional imperative at Florida International University. The University seeks to employ concepts and strategies that foster systematic institution-wide continuous improvement in providing services and in achieving constituent satisfaction. We have the following guides for management excellence:

- Quality: generating outcomes and services that exceed constituent expectations
- Competitiveness: performing in a way that allows the University to achieve a comparative advantage in our endeavors
- Accountability: monitoring and assessing the results of policies, programs, and processes to ensure that results are achieved in an efficient, effective manner
- Innovation: exploring and implementing new ideas in our administrative, research, and academic endeavors
- Collegiality: formulating decisions, policies, and management practices through a consultative process engaging the University community
- Diversity: creating a University environment that is responsive to diversity in all of its forms
- Operational Excellence: implementing improved information and management systems to optimize use of our resources

### **UNIVERSITY VISION**

These five words summarize FIU's vision:

**TOP \* URBAN \* PUBLIC \* RESEARCH \* UNIVERSITY**

TOP: To be recognized in national rankings as one of the top urban public research universities.

URBAN: To address metropolitan and community issues and contribute through teaching, research, and service to the economic growth and cultural richness of the region. Students, faculty, staff, and alumni reflect the diversity of the urban region.

PUBLIC: To be known for the breadth and quality of academic programs, affordable tuition, and engagement with local communities, industries, and governments.

RESEARCH: To be recognized as contributing to the discovery, invention, and reinterpretation of knowledge as well as for the innovative application of knowledge and techniques that contributes to the enhancement of human understanding and to the promotion of artistic accomplishment.

UNIVERSITY: "Magistorum et scholarium": to be dedicated to teaching, scholarship, and service while offering a full range of programs from baccalaureate to doctoral level with professional schools and programs for professional development and life-long learning.

*(From the University's website.)*

## Florida State University

### VISION STATEMENT

Florida State University aspires to be recognized as one of the top twenty public universities in the nation, with no fewer than one-third of its Ph.D. programs ranked among the top fifteen such programs at public universities nationally. The faculty are committed to earning membership in the American Association of Universities.

### MISSION STATEMENT

Florida State University is a comprehensive, national, graduate research university that puts research into action for the benefit of our students and society. Our extensive graduate programs and our law and medical schools enrich the graduate, professional and undergraduate experiences, making Florida State University a demanding and intellectually stimulating environment for students and faculty.

With an impressive breadth of programs, Florida State University has leading undergraduate, graduate and professional programs in a variety of fields. Some of the many programs that consistently rank among the top twenty-five at the nation's public universities include those in Business, Chemistry, Creative Writing, Criminology, Ecology and Evolutionary Biology, Information, Law, Meteorology, Oceanography, Physics, Political Science, Psychology, Public Policy, Sociology and Statistics. Our mission is to maximize the excellence in all our programs, with special emphasis on programs that already have earned national and international acclaim.

Florida State University's arts programs—including Dance, Film and Music—rank among the finest in the world.

At the Ph.D. level, notable research faculty provide a range of interdisciplinary offerings that transcend the traditional disciplines, including Neuroscience, Molecular Biophysics, Computational Science, Materials Science and research at the National High Magnetic Field Laboratory.

Florida State provides world-class opportunities for graduate and professional students to:

- learn and conduct research with internationally recognized scholars;
- conduct research in specialized interdisciplinary centers, such as the National High Magnetic Field Laboratory, the Reading Research Center, the Institute of Molecular Biophysics and the School of Computational Science;
- participate in other interdisciplinary work across campus, such as efforts that integrate economics, geography, climate forecasting, law and other environmental courses and programs;
- work with faculty to forge new relationships among professions, including medicine and information, the physical sciences and engineering, business and law, human sciences, nursing and social work.

Florida State provides extraordinary opportunities for undergraduate students to:

- select from nationally ranked programs, ranging from the basic sciences to the performing arts;
- build a strong liberal arts base for their chosen field of study;

- live and learn in residence halls designed around academic programs;
- study abroad at the finest centers in the world;
- participate in an Honors Program, ranked among the best in the country;
- interact with a diverse faculty including outstanding minority and women scholars; and
- study with some of the finest graduate and professional students and faculty in the nation.

Florida State University owes special allegiance to the citizens and taxpayers of the State of Florida. Florida State exists to:

- educate students from the diverse communities in Florida, the nation and the world in an environment that emphasizes research, inquiry, and excellence;
- identify, create, celebrate, and disseminate important knowledge;
- maximize the opportunities for its students;
- contribute to the economic development of the State of Florida and the nation;
- harness contributed dollars and contract and grant activity for the benefit of our students and society; and
- generate research that will benefit the citizens of Florida, the nation and the world.

## GOALS

Our goal is to become recognized nationally and internationally for our teaching and research programs, including making significant progress towards the goal of being invited to become an AAU member institution.

- Enhance undergraduate education by recruiting, retaining and educating outstanding undergraduate students on a diverse campus.
- Promote excellence in undergraduate teaching by fostering a campus community of excellence.
- Ensure academic excellence by developing, retaining and rewarding talented and diverse faculty.
- Promote excellence in graduate education and research.
- Encourage the dissemination and transfer of knowledge by providing broad access to institutional resources and services to the community and to the State.
- Promote and foster learning by maintaining and expanding facilities and technology.

*(Submitted by university staff, May 24, 2005)*



## **New College**

### **MISSION AND GOALS OF NEW COLLEGE**

The mission of New College is to offer an undergraduate liberal arts education of the highest quality in the context of a small, residential public honors college with a distinctive academic program which develops the student's intellectual and personal potential as fully as possible; encourages the discovery of new knowledge and values while providing opportunities to acquire established knowledge and values; and fosters the individual's effective relationship with society.

As a member of the State University System of Florida, New College of Florida, the four-year residential liberal arts honors college of the State of Florida, preserves its distinctive mission as a residential liberal arts honors college. To maintain this mission, New College of Florida has the following goals:

- To provide a quality education to students of high ability who, because of their ability, deserve a program of study that is both demanding and stimulating.
- To engage in undergraduate educational reform by combining educational innovation with educational excellence.
- To provide programs of study that allow students to design their educational experience as much as possible in accordance with their individual interests, values, and abilities.
- To challenge undergraduates not only to master existing bodies of knowledge but also to extend the frontiers of knowledge through original research.

New College pursues these goals through highly selective admissions, an individualized and intensive "academic contract" curriculum, frequent use of individual and small-group instruction, an emphasis on student/faculty collaboration, a required senior thesis, and innovative approaches to the modes of teaching and learning.

In particular, the College since its inception has subscribed to and attempted to foster the following principles:

- Each student is responsible in the last analysis for his or her education.
- The best education demands a joint search for learning by exciting instructors and able students.
- Students' progress should be based on demonstrated competence and real mastery rather than on the accumulation of credits and grades.
- Students should have from the outset opportunities to explore in depth areas of interest to them.

The mission and goals of New College evolved out of intensive dialogue about higher education at the College's inception, involving administration, trustees and the charter faculty. Subsequently, the faculty developed a unique curriculum that enabled it to realize the four principles that appear above and to sustain the College's broad commitment to individualism, pluralism, flexibility, freedom, and excellence.

*(From the College's website.)*

## **University of Central Florida**

### **THE MISSION OF THE UNIVERSITY OF CENTRAL FLORIDA**

The mission of the university is unambiguous about the university's purpose and role. It clearly establishes UCF's identity as a metropolitan research university and describes who we are and what we do. The mission adopted with this strategic plan is an important step in the evolution and maturation of the university.

### **UCF'S MISSION**

The University of Central Florida is a public multi-campus, metropolitan research university, dedicated to serving its surrounding communities with their diverse and expanding populations, technological corridors, and international partners. The mission of the university is to offer high-quality undergraduate and graduate education, student development, and continuing education; to conduct research and creative activities; and to provide services that enhance the intellectual, cultural, environmental, and economic development of the metropolitan region, address national and international issues in key areas, establish UCF as a major presence, and contribute to the global community.

### **The Values that Guide the University**

The UCF values comprise the guiding principles that direct the actions of the university, its students, and its employees.

### **UCF'S VALUES**

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

These values have been incorporated into the UCF Creed that prescribes behavior for members of the UCF community.

### **THE UCF CREED**

#### **Integrity**

I will practice and defend academic and personal honesty.

#### **Scholarship**

I will cherish and honor learning as a fundamental purpose of my membership in the UCF community

#### **Community**

I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

#### **Creativity**

I will use my talents to enrich the human experience.

#### **Excellence**

I will strive toward the highest standards of performance in any endeavor I undertake.

## REALIZING A VISION OF PROMINENCE

The University of Central Florida's mission is comprehensive, its vision ambitious, its goals challenging, and its core values fundamental to its success. The UCF Strategic Plan builds on this foundation to identify the pathways that will lead to reaching the university's aspirations.

### VISION

In the context of our mission, UCF's Vision describes our desired end state—a condition of being fully successful in achieving our mission. In a word, the vision is prominence.

### UCF'S VISION

The University of Central Florida will be the nation's leading metropolitan research university recognized for its intellectual, cultural, technological, and professional contributions and renowned for its outstanding programs and partnerships.

### GOALS

The university established five goals in the previous strategic plan. The goals are recognized among the university community and have been embedded in many of our evaluation and planning processes. The SPC and university community reviewed the goals and determined that they capture the essence of what it will take to achieve the university's vision. Therefore, the five goals supporting the university vision in the 1996-2001 UCF Strategic Plan are unchanged.

### UCF'S GOALS

Goal 1: Offer the best undergraduate education available in Florida.

Goal 2: Achieve international prominence in key programs of graduate study and research.

Goal 3: Provide international focus to our curricula and research programs.

Goal 4: Become more inclusive and diverse.

Goal 5: Be America's leading partnership university.

*(From the University's website.)*

## University of Florida

### INSTITUTIONAL PURPOSE

The University of Florida is a public, land-grant, sea-grant and space-grant research university, one of the most comprehensive in the United States, encompassing virtually all academic and professional disciplines. It is the largest and one of the oldest of Florida's 11 universities and is a member of the Association of American Universities (AAU). Its faculty and staff are dedicated to the common pursuit of the university's threefold mission: teaching, research and service.

Teaching—undergraduate and graduate through the doctorate—is the fundamental purpose of the university. Research and scholarship are integral to the education process and to expanding humankind's understanding of the natural world, the mind and the senses. Service is the university's obligation to share the benefits of its knowledge for the public good.

### MISSION

The University of Florida faculty renews its commitment to serve the citizens of Florida and educate students so they are prepared to make significant contributions within an increasingly global community. In affirming the university's academic mission, we honor the human component of our mission: our students, faculty, staff and administrators; and recognize the importance of these human resources to the university's success. Towards this affirmation, the University of Florida faculty specifically encourages a campus-wide culture of caring.

It is the mission of the University of Florida to offer broad-based, exclusive public education, leading-edge research and service to the citizens of Florida, the nation and the world. The fusion of these three endeavors stimulates a remarkable intellectual vitality and generates a synthesis that promises to be the university's greatest strength.

The university maintains its dedication to excellent teaching and researching by creating a strong and flexible foundation for higher education in the 21st century. While the faculty remains committed to key aspects of the university's original mission, changing times will require that we continually expand and evaluate our academic aspiration. We do this in order to assure that quality education at the University of Florida remains the highest goal and most valued contribution to society.

The University of Florida belongs to a tradition of great universities. The faculty and staff of the university are dedicated to the common pursuit of its mission of education, research and service. Together with our undergraduate and graduate students we participate in an educational process that links the history of Western Europe with the traditions and cultures of all societies, that explores the physical and biological universes, and that nurtures generations of young people from diverse backgrounds to address the needs of our societies. The university welcomes the full exploration of our intellectual boundaries and supports our faculty and students in the creation of new knowledge and the pursuit of new ideas.

Teaching is a fundamental purpose of this university at both the undergraduate and graduate levels. Research and scholarship are integral to the education process and to

the expansion of our understanding of the natural world, the intellect and the senses. Service reflects the university's obligation to share the benefits of its research and knowledge for the public good.

These three interlocking elements span all of the university's academic disciplines and represent the university's commitment to lead and serve the State of Florida, the nation, and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The University of Florida aspires to advance the state, nation and the international community by strengthening the human condition and improving the quality of life.

*(From the 2003-04 Undergraduate Bulletin on the University's Website.)*

## **University of North Florida**

### **MISSION STATEMENT**

The University of North Florida's primary focus is on instruction, with scholarship and community involvement playing vital roles. The University provides a comprehensive array of degree programs, with a targeted emphasis on select programs where the University is a national leader.

In fulfilling our mission, the University of North Florida has pledged to follow four guiding principles set forth by our Board of Trustees. These guiding principles are stated as

- a commitment to excellence,
- a commitment to focus,
- a commitment to relevance, and
- a commitment to accountability

*(From the University's website.)*

## University of South Florida

### MISSION

The University of South Florida is a multi-campus national research university that supports the development of the metropolitan Tampa Bay Region, Florida, the United States and the world. Building upon unique strengths inherent in Florida's population, location, and natural resources, the university is dedicated to excellence in:

- Teaching and lifelong learning in a student-centered environment
- Research to advance knowledge and promote social, cultural, economic, educational, health, and technological development
- Service based on academic excellence and the ethic of community responsibility
- Community engagement to build university-community partnerships and collaborations

### GOALS

The University of South Florida will continue to expand its influence as a premier research university through:

- Strengthened research, creative, and scholarly endeavors
- Improved undergraduate and graduate academic programs that promote intellectual development and student success through a diverse, student-centered environment
- Engaged service that strengthens cultural and community life, and promotes lifelong learning and economic opportunity
- Increased fiscal self-sufficiency and appropriate state support

### VALUES

The University of South Florida values:

- Teaching, research and service based on the highest standards of discovery, creativity, and intellectual attainment
- Development of the personal and professional potential of students, faculty, and staff, and enriching the quality of campus life
- An ethic of collegiality based on integrity, civility, academic freedom, professional responsibility, and collaboration among disciplines and units
- Access to an excellent education
- University/community engagement that increases the understanding of urban issues and advances community development
- Cultural and ethnic diversity and global understanding

### VISION

The University of South Florida envisions itself as a premier national research university that serves the metropolitan Tampa Bay Region, Florida, and the nation through:

- Excellent undergraduate and graduate instruction in a student-centered environment

- Creative, innovative, engaged scholarly endeavors, and the furthering of advanced knowledge
- Education that promotes freedom, unity, democracy, and understanding in the presence of our Nation's historical diversity
- Generation and dissemination of knowledge to strengthen our society and the environment
- Greater fiscal self-reliance.

*(From the University's website.)*



## **University of West Florida**

### **VISION**

To distinguish UWF as the best regional comprehensive university in America.

### **MISSION**

To empower each individual we serve with knowledge and opportunity to contribute responsibly and creatively to a complex world.

### **VALUES**

1. Caring - Providing a safe and dynamic learning environment that encourages the development of individual potential
2. Integrity - Doing the right thing for the right reasons
3. Quality - Dedication to uncompromising excellence
4. Innovation - Dedication to exploring and expanding the boundaries of knowledge
5. Teamwork - Working together to achieve shared goals
6. Stewardship - Managing and protecting our resources
7. Courage - Daring to be different by design

### **GOALS**

1. Promote learning and living environments that encourage the development of communities of learners and individual potential in students, faculty, and staff.
2. Attract and inspire a diverse and talented student body committed to uncompromising academic excellence.
3. Provide solutions to educational, cultural, economic, and environmental concerns.
4. Manage growth and development responsibly through focus on continuous quality improvement of programs and processes.

*(From the University's website.)*

## APPENDIX 3: Y-AXIS GOALS METHODOLOGY

### I. State University System Goals

#### *I.A. Access to and production of degrees*

##### **I.A.1. Bachelor degrees**

In December 2002, the Commissioner's Higher Education Funding Advisory Council recommended that Florida seek to reach the national average in number of bachelor degree graduates per capita. The recommendation reflected concern that Florida's low ranking (45<sup>th</sup> among the states) in per-capita bachelor graduates reflected inadequate access to four-year education. While not everyone should be expected to complete a bachelor degree, the Council believed the national average would be a reasonable, though challenging target to set for long-term planning. For further background on the Council's recommendations, see

<http://www.fldoe.org/HigherEdFundAdvCounc/default.asp/>.

##### **I.A.1-3. Bachelor, master's, and professional degrees**

Master's and professional degree targets are also based on a projection of the number that will be awarded nationally per capita in 2012-13.

In earlier drafts of the goals, a target was set for all doctoral degrees. In response to universities' input, however, this target was replaced, at the Board's March 24, 2005 meeting, by a goal only for emerging technology doctorates.

Key data, assumptions and calculations used to arrive at the targets include:

Projected U.S. Population age 18-44 in 2013: 109,708,000. U.S. Census Middle Series Projections. See <http://www.census.gov/population/www/projections/natproj.html/>

Projected U.S. Degrees Awarded in 2012-2013:

Bachelor:	1,509,000
Master's:	556,000
First Professional:	95,900
Doctoral:	47,300

National Center for Education Statistics, *Projections of Education Statistics to 2013*, Middle Series Projection. See: <http://nces.ed.gov/programs/projections/>

Given these projections, degrees per 100,000 population nationally in 2012-13 would be:

Bachelor:	1,375
Master's:	507
First Professional:	87

Projected Florida population age 18-44 in 2013: 6,307,817. Office of Economic and Demographic Research, *Florida Total Population by Age, Race, and Gender: April 1 1970-2025*. See <http://www.state.fl.us/edr/population.htm/>

At the national average rate per capita, Florida's share in 2012-13 would therefore be:

Bachelor:	86,732
Master's:	31,981
First Professional:	5,488

The following analysis assumes that the State University System's share of degrees awarded would remain constant, with the exception of an increasing share of degrees awarded by community colleges.

**State University System Degrees Granted:**

	97-98	98-99	99-00	00-01	01-02	02-03	<u>03-04</u>
Bachelor	34,075	34,529	35,437	35,724	38,078	39,989	<u>42,680</u>
Master's	9,830	10,008	10,036	10,766	11,623	12,179	<u>13,040</u>
First Professional	1,128	1,141	1,237	1,245	1,335	1,380	<u>1,370</u>

**Non-SUS Degrees Granted in Florida, 2003-2004**

	Bachelor	Master's	First Professional
Private Institutions	20,902	10,761	2,099
Community Colleges / Public Non-SUS	123	10	0
<u>Total</u>	<u>21,025</u>	<u>10,771</u>	<u>2,099</u>

Source: IPEDS (Integrated Postsecondary Education Data Set) Peer Analysis System. See <http://nces.ed.gov/ipeds/>.

The proportion of bachelor degrees awarded by public and private institutions over the last 20 years has been relatively constant at approximately 2/3 public, 1/3 private. Community college bachelor degrees are a new variable, however, and no formal goals have been set for them. For projection purposes, however, community colleges' share of the state goal for bachelor degrees awarded in 2012-13 is assumed to be 1% (867), rather than the 0.2% share in 2012-13. The 1% reduces proportionally the number assumed to come from the SUS and private institutions. Otherwise, the SUS share is based on its current, 2003-04, proportion of degrees awarded.

Applying the system's share of all degrees granted (public + private) in 2001-02 to the 2012-2013 combined target yields:

Bachelor:	66.4557% x 86,732 =	57,638
Master's:	54.7646% x 31,981 =	17,514
First Professional:	39.4926% x 5,488 =	2,167

**I.A.4. Emerging technology doctorates**

The target range for emerging technology doctorate degrees is based on the ratio of research expenditures in part B of the Y-Axis to emerging technology doctorate degrees awarded, using both the national average (low end of range) and the current SUS average (high end of range).

The goals for emerging technology doctorates were derived by calculating the amount of federal research expenditure associated with each emerging technologies doctorate, using 2001-02 NSF research expenditures and 2002-03 NSF doctorate degrees for all reported disciplines except psychology, social sciences, and interdisciplinary. All numbers are in thousands of year 2002 dollars.

SUS Federally-financed R&D Goal:	\$1,146,934
a. Projected share from emerging technologies (based on 2001-02 percentage from NSF emerging technology disciplines):	\$991,394
b. 2001-02 NSF emerging technology research expenditures per 2002-03 SUS emerging technology doctorate:	\$753
c. 2001-02 NSF emerging technology research expenditures per 2002-03 national emerging technology doctorate:	\$1,054
d. Lower bound of target range = a divided by c:	941
e. Higher end of target range = a divided by b:	1317

**I.A.5. Access/diversity**

There are many forms of diversity to which individual institutions and the system need to be attentive. The broad measure on the Y-axis is the ratio of the representation of historically under-represented minorities (Black, Hispanic, and Native American) among SUS graduates (27.3% of graduates, excluding non-resident aliens and ethnicity unknown graduates, in 2002-2003) to their representation in the total 18-44 year-old population (36.8% in 2003). In 2002-2003, this ratio was: 27.3 divided by 36.8 = 74.3%. If minority graduates were as well represented as they are in the total population, this figure would be 100%, which is the target for 2012-13.

In addition to the broad issues of race and ethnic representation, there may be diversity issues at the program or institution level that differ from the larger patterns statewide. There will also be other diversity problems—in terms of geography, gender, age, disability status, family background, etc.—that institutions should identify and plan to address. Each institution's plan should enumerate its unique diversity goals and issues as well as its contribution to the objective of reducing the statewide minority educational attainment gap.

### ***I.B. Meeting statewide professional and workforce needs***

In addition to aggregate degree-level goals, the Board of Governors has established separate goals for targeted program areas. The list of targeted programs is based on those included in the report, *Targeting Baccalaureate Degree Programs for Florida Workforce Enhancements*, which was submitted to, and adopted by, the Workforce Estimating Conference in 2001. This list, which used the then-current 1990 Classification of Instructional Programs (CIP) taxonomy, has been updated to use the 2000 series and to include graduate and professional programs.

The 2001 report identified baccalaureate degree programs that could be expected to have high demand for at least one of three reasons. Programs either:

- met critical state needs
- were identified by the Advisory Group on Emerging Technologies as being important to continued high-tech industry development in the state; and/or
- had a record of placing graduates in high-wage positions.

#### **I.B.1-2 Critical needs in education and health care**

As in the 2001 report, the two areas identified as **critical state needs** are health care and education.

##### **I.B.1. Critical needs: education**

Each year, the State Board of Education is statutorily required to identify teacher shortage areas. For the 2004-05 school year, the SBE identified the following subject fields as critical shortage areas:

- Middle and high school level mathematics;
- Middle and high school level science;
- Reading;
- Exceptional student education programs;
- English for speakers of other languages (ESOL);
- Foreign languages;
- School psychologists; and
- Technology education/industrial arts.

The number of education graduates does not reflect the system's only contribution in these areas. Some of these fields (such as exceptional education) do generally require specific education degrees. Others, such as foreign language or mathematics instruction, draw both from education programs and from subject-area majors.

##### **I.B.2. Critical needs: health care**

The Florida Hospital Association released a report in December 2003 that indicates that Florida will need 61,000 more nurses in 2020 than are currently being produced, as determined by the National Center for Health Workforce Analysis. In addition to a

shortage of nurses, faculty shortages in nursing programs were documented in a report released in May 2003 by the American Association of Colleges of Nursing.

In its July 2000 report, *Shortages of Allied Health Professionals*, the Florida Hospital Association documents that hospitals are experiencing shortages in other key patient care positions, such as in Pharmacy and Medical technology.

### **I.B.3. Economic development: emerging technologies**

The Advisory Group on Emerging Technologies consisted of individuals from Florida industry and universities who were selected based on their broad knowledge of cutting edge scientific research and technological developments. The Group's basic methodology in 2001 is used with updated data to identify degree programs that support emerging technologies.

The Advisory Group had merged targeted industry sectors identified in the Workforce Florida, Inc. 2000-2001 Strategic Plan with areas of research identified by the State University System 1998-2003 Strategic Plan as being important to economic development in Florida.

The Workforce Florida/SUS targeted areas were analyzed by the Advisory Group to determine those areas in which Florida had an advantage or critical mass. From this analysis, Areas for Strategic Emphasis were developed.

The Advisory Group then created a list of degree programs that prepared graduates for employment in each area.

Because of the great overlap of degree programs associated with each area, the Advisory Group grouped the programs under broad descriptive headings as follows:

#### **I.B.3.a. Mechanical science and technology programs**

#### **I.B.3.b. Natural science and technology programs**

#### **I.B.3.c. Medical science and technology programs**

#### **I.B.3.d. Computer science and information technology programs**

#### **(n/a) Analytical and conceptual programs**

This list has been modified slightly to replace Analytical and Conceptual Programs with two related categories:

#### **I.B.3.e. Design and construction**

#### **I.B.3.f. Electronic media and simulation**

The 2001 report included, within existing programs, tracks that could prepare graduates for employment in high-tech fields. For example, the Cognitive and Psycholinguistics track within Psychology could prepare students to work in the strategic area of Simulation Training and Modeling. Other programs, such as Landscape Architecture, do not have specific tracks, but a certain percentage of program graduates could be expected to work in a high-tech area. Since the present Classification of Instructional Programs Code system and the university databases are not configured to track students at either of these levels, the Board of Governors Strategic Plan does not include the tracks and programs identified by either of these approaches.

#### **I.B.4. Economic development: high-wage/high-demand jobs**

In economic terms, employer demand is most directly measured by how many people are hired and how much employers are willing to pay. When the demand for workers exceeds the supply, employers may have to raise wages to attract the workers they want (or reduce their expectations...). Many of the critical need and emerging technology fields also have relatively high wages, but this group also captures some fields not included in those two categories.

The criteria used to determine **high-wage** programs were similar to those used in the 2001 *Targeting Baccalaureate Degree Programs for Florida Workforce Enhancements* report: (1) the program had to have at least 25 graduates and 15 in-state job placements and (2) the median salary of bachelor degree graduates had to be at least \$32,000. This approach was expanded for graduate and professional degree programs – graduates had to earn an average of \$50,000. If a program is listed under either of these categories (critical needs or emerging technologies), it is not listed again under high-wage.

If a program is not listed as high-wage, it may just mean that it was too small to be included even though wages are actually very high. In the future, the Board of Governors or individual universities may wish to propose groups of related programs that would collectively have enough graduates and placements to be included.

#### **GOALS AND PROCESS FOR REVISING TARGETED PROGRAM LIST**

In earlier drafts of the Y-Axis, the Board had set a goal that 50% of degrees would be in targeted areas by 2012-13. After internal analyses, some universities came to the conclusion that the goal was not realistic and requested that a goal be set in absolute numbers. At its April 21, 2005 meeting, the Board agreed in concept to absolute numbers as goals.

The listed targets are based on sum of university degree plans that were submitted in June 2004 and, in one case (USF), updated in February 2005. Since they are based on input from universities, the targets should provide a good initial direction for the system, although universities are continuing to revise their plans and will submit additional updates in October 2005. Until then, these numbers will be used only in aggregate form and not be used to hold individual institutions accountable.

The Board has also adopted a recommendation that the targeted program areas and goals be reviewed.

#### **RECOMMENDATIONS ADOPTED AT THE MARCH 2005 BOARD MEETING:**

##### **1. Establish process to update list of targeted programs and review 50% goal**

Board of Governors Research and Economic Development committee will

- a. Review list of targeted programs and goals, in consultation with state's business leadership and workforce organizations.
- b. Update current list within next 12 months
- c. Review biennially thereafter

d. Develop and apply minimum screening criteria to programs for inclusion on targeted list, such as . . .

Suggested “Critical Needs” criteria

- A significant present or potential workforce shortage has been identified by a regional or state agency or employer group.
- There are significant negative consequences to a shortage in a given occupation.
- Market forces alone are unlikely to resolve the shortage.
- There is a direct link between an academic program and the critical shortage.

Suggested “Emerging Technologies” criteria

- New or developing technologies have been identified in Florida or nationally as potential sources of economic competitiveness and development.
- An academic program directly relates to one or more those technologies.
- An academic program supports that technology with basic research or undergraduate training.

Suggested “High-Wage” criteria

- Initial median earnings of graduates are significantly above the average for the education level.
- Long-term median earnings of graduates are significantly above the median for the education level.
- Earnings of graduates are significantly higher than before entering the program. (Graduate and professional programs.)

2. Set goals differently for different types of doctoral programs

a. Emerging Technologies Doctoral Degrees

- i. Set goal of national average research funding per capita
- ii. Set doctoral goal as a range: 941 to 1317 emerging technologies doctorates, proportionate to national average research goal
- iii. Support growth and new doctoral programs in emerging technologies areas linked to high levels of external funding
- iv. Give special emphasis to biological/biomedical sciences

b. Critical Needs/High-Wage Doctoral Degrees

Support universities’ planned growth and new programs in doctorate fields in critical needs or high-wage areas (e.g. Physical Therapy, Nursing, Special Education)



- c. Non-Targeted Doctorate Degrees
  - i. Set no goal for doctorates in non-targeted areas
  - ii. Allow growth consistent with mission
  - iii. Evaluate funding needs for growth on case-by-case basis for legislative budget request
  - iv. Conduct rigorous review of new program requests

## ***I.C. Building world-class academic programs and research capacity***

### **I.C.1. Research expenditures**

Florida lags the nation in research expenditures per capita. SUS faculty, however, are above the national average for public institutions in productivity per faculty member. This suggests that the gap exists because there are not enough of those highly productive faculty for the size of the state.

Federally-funded contracts and grants are an important source of income for university research programs and, indirectly, for economic development. They are also an indirect measure of the quality of a university's research program. New contracts and grants are more likely to be awarded to universities who have done excellent research in the past. Governmental and private funding entities will not provide funding if they have been unsatisfied in the past with the research work provided by a university or if the university's research faculty does not have a good reputation. Expenditures are a more consistent way to compare year-to-year productivity than "obligations" or "awards" that may cover multiple fiscal years.

In the most recent national data available, Florida ranked 45th in total academic R&D expenditures per capita and 44th in federal academic R&D per capita. (See the National Science Foundation data compiled at [www.higheredinfo.org](http://www.higheredinfo.org).) The Board of Governors goal is to lead the state in bringing Florida's research productivity to a level appropriate to the fourth-largest state while maintaining or improving the system's high level of faculty productivity. Goals for total research expenditures are based on the assumption that the system's share of the state total will remain the same as the state achieves the national average. Goals for expenditures per faculty assume that current levels of productivity, already well above the national average, will be maintained as new faculty come into the system.

*In the following tables, unless stated otherwise, "faculty" are full-time tenured and tenure-track faculty from the fall Integrated Postsecondary Education Data Set (IPEDS) survey.*

*Dollar figures are year 2002 dollars, adjusted where necessary using the Gross Domestic Product fixed-weight price index.*

<b>U.S.</b>	<b>2001-02</b>	<b>2003-04</b>
US Population (50 states and DC)	287,973,924	293,655,404
Full-time faculty at public four-year degree-granting institutions	225,364	230,470
Academic research expenditures (50 states and DC)	\$36,243,803,000	n/a
Federally-financed academic research expenditures (50 states and DC)	\$21,771,139,000	n/a
Academic research expenditures (50 states and DC) at public institutions	\$24,830,706,000	n/a
Federally-financed academic research expenditures (50 states and DC) at public institutions	\$13,367,288,000	n/a
US academic research expenditures per capita	\$125.86	n/a
US federally-financed academic research expenditures per capita	\$75.60	n/a
US public institution academic research expenditures per full-time faculty	\$110,180	n/a
US federally-financed academic research expenditures per full-time faculty	\$59,314	n/a

<b>FLORIDA</b>	<b>2001-02</b>	<b>2003-04</b>	<b>2012-13</b>
Florida population	16,691,701	17,429,280	19,845,212
Total Florida academic R&D	\$1,085,764,000	n/a	\$2,497,677,374
Total Florida federally-financed academic R&D	\$559,327,000	n/a	\$1,500,319,414
Florida academic R&D per capita	\$65.05	n/a	\$125.86
Florida federally-financed academic R&D per capita	\$33.51	n/a	\$75.60

<b>SUS</b>	<b>2001-02</b>	<b>2003-04</b>	<b>2012-13 goal or assumption</b>
Full-time faculty	7,218	7,289	n/a
SUS academic R&D as % of all Florida academic R&D	83%	n/a	83%
SUS federally-financed academic R&D as % of all Florida academic R&D	76%	n/a	76%
SUS academic R&D	\$898,553,000	\$1,046,106,268	\$2,067,019,626
SUS academic R&D (undeflated)	\$898,553,000	\$1,091,327,000	n/a
SUS academic R&D per full-time faculty	\$124,488	\$143,518	\$143,518
SUS federally-financed academic R&D	\$427,583,000	\$566,767,945	\$1,146,933,862
SUS federally-financed academic R&D (undeflated)	\$427,583,000	\$591,268,000	n/a
SUS federally-financed academic R&D per full-time faculty	\$59,238	\$77,757	\$77,757
Total SUS contract and grant expenditures	\$1,023,438,497	\$1,328,885,232	\$2,354,304,598
Total SUS contract and grant expenditures (undeflated)	\$1,023,438,497	\$1,386,329,839	n/a

**I.C.1.a Total academic research expenditures;**

**I.C.1.b Total academic research expenditures per full-time faculty; and**

**I.C.1.c.Total research expenditures per capita**

In the National Science Foundation's Survey of Research and Development Expenditures at Universities and Colleges, "Total Academic R&D Expenditures" are defined as

“. . . separately budgeted research and development (R&D) expenditures in science and engineering (S&E). It includes:

- all funds expended for activities specifically organized to produce research outcomes and commissioned by an agency either external to the institution or separately budgeted by an organizational unit within the institution;
- research equipment purchased under research project awards from current fund accounts; and
- research funds for which an outside organization, educational or other, is a subrecipient.

“Excluded are:

- training grants,
- public service grants,
- demonstration projects,
- clinical trials, and
- departmental research expenditures that are not separately budgeted.”

Data and definitions for I.C.1.a-b are available through <http://webcaspar.nsf.gov>.

**I.C.1.d Federal research expenditures;**

**I.C.1.e Federal research expenditures per full-time faculty; and**

**I.C.1.f Federal research expenditures per capita**

Expenditures are reported National Science Foundation's (NSF's) annual *Survey of Research and Development Expenditures at Universities and Colleges*. According to NSF, “Federally Financed Academic R&D Expenditures”

“ . . . indicates awards for research and development (R&D) in science and engineering (S&E), including direct and reimbursed indirect costs, by all agencies of the Federal government.”

**I.C.1.g. Research expenditures - contracts and grants**

Contract and Grant Expenditures are listed in the annual SUS Operating Budget. Unlike the measures of Academic R&D and Federally-Financed R&D, this number includes contracts for non-research programs and for research in areas other than science and engineering. Since comparable national per capita figures are not available, the Y-Axis goal is set based on growth at the same rate – 7.87% annually from 2001-02, in constant dollars – as in Total Academic R&D Expenditures.

**I.C.2. U.S. patents awarded per full-time faculty member**

The Association of University Technology Managers conducts an annual *Licensing Survey*. Summary information is available at <http://www.autm.net>. The Board of Governors goal is to maintain or improve the rate of patents awarded per 1000 faculty in the system, even as more faculty are added.

<b>UNITED STATES</b>	2001-02
Full-time faculty at public four-year institutions	225,364
Patents awarded	3,109
Patents per 1000 full-time faculty at public institutions	13.8

<b>STATE UNIVERSITY SYSTEM</b>	2001-02	2012-13 Goal
Full-time faculty	7,218	n/a
Patents awarded	115	n/a
Patents Per 1000 full-time faculty	15.9	15.9

### **I.C.3. National Research Council rankings**

The National Research Council conducts a survey every ten years of doctoral/research programs around the country, asking programs to evaluate the faculty and educational quality of their peers. To be considered for ranking, programs must have a minimum number of doctoral graduates. In the most recent survey, 62 SUS programs were ranked, and six out of those were ranked in the top 25% nationally for faculty quality (All six were at the University of Florida: Anthropology, Chemistry, Electrical Engineering, Material Science, Physics and Psychology. See Appendix P of the report *Research-Doctorate Programs in the United States: Continuity and Change* at <http://books.nap.edu/html/researchdoc/>). The survey for 2002-2003 has been delayed and results will not be available soon. The strategic plan sets the goal of having 25% of SUS programs ranked in the top 25% nationally and assumes that the number of research programs (regardless of rank) will grow in proportion to the increase in doctoral degrees granted.

This survey is the most direct indicator of a program's reputation within a discipline. However, because it is only revised once each decade, intermediate related measures must be used to gauge progress.

### **I.C.4. Centers of Excellence**

Universities with existing centers of excellence should specify their measurable goals for those centers over the next ten years. Existing centers include:

#### **I.C.4.a. Biomedical and Marine Technology (FAU)**

#### **I.C.4.b. Photonics (UCF)**

#### **I.C.4.c. Regenerative and Health Technology (UF)**

#### **I.C.4.d. Other Centers**

Institutions that plan to apply for establish new centers should so indicate as part of their strategic plan.

### **I.C.5. Doctorates per full-time faculty member**

This goal assumes that Florida will maintain its high ratio of doctorates per full-time faculty member through 2012-13.

<b>UNITED STATES</b>	2003-04
Full-time faculty at public four-year institutions	230,470
Doctorates awarded at public institutions	29,774
Doctorates per 1000 full-time public institution faculty	129

<b>STATE UNIVERSITY SYSTEM</b>	2003-04	2012-13 Goal
Full-time faculty	7,289	n/a
Doctorates awarded	1,464	n/a
Doctorates per 1000 full-time faculty	201	201

## **I.C.6. Other Forms of National Recognition for Institutions' Academic and Research Programs**

Certain types of national recognition would be good indicators that a program, institution, or the system as a whole, is on track to world-class status. Targets on the Y-Axis assume that these forms of recognition will increase at a rate proportional to increasing contract and grant expenditures. For some institutions and programs, however, world-class status may be related to factors other than research or contract and grant expenditures.

### ***Examples of significant forms of national recognition:***

National Academy membership and awards at the level of the Nobel Prize are unusual enough that any “targets” are purely speculative. As SUS institutions and programs raise their levels of research activity and national prominence, however, it would be expected that there would be additional national and international recognition.

Since these awards and National Academy memberships are, by design, exceptional and not to be expected every year, the number awarded in the previous five years is given. To create a better link with recent levels of SUS research and creative activity, only those given to faculty who had been in the SUS for three or more years were included. The goals for these examples are based on the assumption of growth at the same rate as total academic research expenditures—7.87% annually.

### **I.C.6.a. National Academy Membership**

Membership in the national academies (Institute of Medicine, National Academy of Science, and National Academy of Engineering) is granted to only a small percentage of prominent researchers. For membership lists, see <http://www.nationalacademies.org/>

### **I.C.6.b. Major Awards**

Of all the national and international awards, the Nobel Prize (<http://www.nobel.se/>), the Pulitzer Prize (<http://www.pulitzer.org/>), and the MacArthur Fellowships (<http://www.macfdn.org/>) signal a unique national achievement. They are often, although not always, awarded to university faculty and cover a range of fields of achievement in science, humanities, and social science.

### **I.C.6.c. Highly Cited Scholars**

The Web of Science citation service compiles lists of the most frequently cited scholars in each of 21 fields. Other measures of faculty productivity could be used, but this is a good high-level indicator of the number of influential researchers in the system. See: <http://hcr3.isiknowledge.com/home.cgi/>

### **I.C.6.d. Academic Programs that Will Receive National Recognition**

Universities may also propose forms of national recognition for academic programs that are of systemwide significance.

## **II. Constituent University Goals**

Universities have submitted and will continue to revise goals in a structure parallel to the statewide goals. Definitions and methods remain the same, except as noted below.

### ***II.A. Access to and production of degrees***

#### **II.A.1-4. Bachelor, master's, doctoral, and professional degrees**

Universities have submitted plans to Board of Governors for degrees to be awarded through 2013-14 and are updating their degree plans

#### **II.A.5. Access/diversity**

##### **Other access/diversity issues**

In addition to the broad issues of race and ethnic representation, there may be diversity issues at the program or institution level that differ from the larger patterns statewide. There will also be other diversity problems—in terms of geography, gender, age, disability status, family background, etc.—that institutions should identify and plan to address. Each institution's plan should enumerate its unique diversity goals and issues as well as its contribution to the objective of reducing the statewide minority educational attainment gap.

#### **II.C.4. Centers of Excellence**

Universities that have or plan to establish Centers of Excellence will provide measurable goals for those centers.

#### **II.C.6. Other forms of national recognition for institutions' academic and research programs**

Universities may list any forms of national recognition that are part of an institution's goals. These may be the same as the examples given in I.C.6 or they may be different (e.g., AAU membership, major accreditation milestones, major faculty or student awards, etc.) They should be clearly measurable; that is, it should be clear when and whether the goal has been reached.

#### **II.D. Meeting community needs and fulfilling unique institutional responsibilities**

Major institutional priorities that are not reflected in the statewide goals should be included here. They should be measurable; that is, it should be clear when and whether the goals have been reached.

This would include, but is not limited to, degree programs included in II.B.5 that are not part of the statewide targeted list but that are targeted at an institution.