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UNIVERSITY MISSIONS AND GOALS<sup>(1)</sup>**

**NOTE:** University discussions need to occur in order to describe the goals in terms of outputs, inputs, and performance metrics, and to assure that key strategies from their plans are identified.

UNIVERSITY INFORMATION <sup>(2)</sup>	UNIVERSITY MISSION	UNIVERSITY GOALS
<p><b>UNIVERSITY OF FLORIDA</b></p> <p><b><u>YEAR ESTABLISHED</u></b> 1853</p> <p><b><u>MAIN CAMPUS</u></b> Gainesville</p> <p><b><u>BRANCH CAMPUSES</u></b></p> <p><b><u>FTE</u></b> 32,062</p> <p><b><u>HEADCOUNT</u></b> 45,521</p> <p><b><u>CARNEGIE CLASSIFICATION<sup>(3)</sup></u></b> Doctoral/Research Extensive</p> <p><b><u>SREB CATEGORY<sup>(3)</sup></u></b> Four-Year 1</p>	<p>The University of Florida is the State's premier land grant, research extensive, public university.</p> <p style="text-align: center;"><i>Strategic Plan revised December 2002</i></p>	<p>The goal of this strategic plan is to raise the University of Florida into the ranks of the nation's great universities.</p> <ol style="list-style-type: none"> <li>1. The Provost, in consultation with the deans, will develop a plan to invest in the four colleges in the educational core (Liberal Arts and Sciences, Engineering, Agricultural and Life Sciences within the Institute of Food and Agricultural Sciences, and Medicine); and to achieve and maintain excellence in other college programs critical to the mission of UF. The plan will: <ul style="list-style-type: none"> <li>• Identify the central disciplines in the colleges</li> <li>• Formulate an investment strategy in selected areas in these disciplines as part of a coherent overall strategy to raise the reputations of the departments and the colleges</li> <li>• Develop a method to assess the success of faculty, chairs, and deans in implementing the strategy.</li> </ul> </li> <li>2. UF will strengthen its faculty support programs, including salaries, sabbaticals, family issues, diversity, and leadership development. UF will strengthen its faculty and their ability to concentrate their efforts through vigorous recruitment strategies, revised tenure and promotion policies, and establishment of a career instructional track.</li> <li>3. UF will continue to expand and strengthen the graduate and postdoctoral programs through vigorous recruitment, and enhanced stipends and benefits.</li> <li>4. A state-of-the-art Information Technology system must be built to meet the needs of faculty and students in research and teaching.</li> <li>5. UF must adopt institutional strategies unique to its position, circumstances, and strengths that will achieve maximum impact and enhance its reputation. In particular, UF must foster the following interdisciplinary research and instructional programs on an institutional level: <ul style="list-style-type: none"> <li>• Research in cancer and genetics</li> <li>• Research on the brain</li> <li>• Developments in biotechnology, particularly at the interface of medicine and nanoscience <ul style="list-style-type: none"> <li>• Investigation of social and medical problems associated with Aging</li> <li>• Research into the status of children and families</li> <li>• Research in ecology and the environment</li> </ul> </li> <li>• Internationalization of the campus and the curriculum</li> </ul> </li> </ol>

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		<p>6. UF must continue to strengthen and enhance its undergraduate programs. These include:</p> <ul style="list-style-type: none"> <li>• Developing undergraduate programs to meet critical state shortages in teaching, nursing, and information technology</li> <li>• Establishing a strong and innovative campus-wide undergraduate writing program</li> <li>• Developing an integrated undergraduate program in biology</li> <li>• Strengthening language instruction</li> <li>• Emphasizing these five areas for undergraduates: <ul style="list-style-type: none"> <li>Research with faculty</li> <li>Study abroad</li> <li>Volunteer service</li> <li>Leadership opportunities</li> <li>Internships</li> </ul> </li> </ul> <p>7. UF must develop a process to achieve academic and administrative efficiencies on an ongoing basis to enhance academic offerings and research programs, and to address critical state needs.</p>

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<p><b>FLORIDA STATE UNIVERSITY</b></p> <p><b><u>YEAR ESTABLISHED</u></b> 1851</p> <p><b><u>MAIN CAMPUS</u></b> Tallahassee</p> <p><b><u>BRANCH CAMPUSES</u></b> Panama City</p> <p><b><u>FTE</u></b> 24,257</p> <p><b><u>HEADCOUNT</u></b> 35,442</p> <p><b><u>CARNEGIE CLASSIFICATION<sup>(3)</sup></u></b> Doctoral/Research Extensive</p> <p><b><u>SREB CATEGORY<sup>(3)</sup></u></b> Four-Year 1</p>	<p>The Florida State University is a comprehensive, graduate research university with a liberal arts base. It offers undergraduate, graduate, advanced graduate, and professional programs of study; conducts extensive research, and provides service to the public in accordance 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 style="text-align: center;"><i>Commission on the Future, Fall 1998.</i></p>	<ol style="list-style-type: none"> <li>1. Improve undergraduate education</li> <li>2. Provide adequate access to undergraduate education</li> <li>3. Develop and support state of the art technology supported education and scholarship</li> <li>4. Establish a stable, reliable source of state funding that supports accomplishing the mission of the university</li> <li>5. Develop and implement creative and innovative cost-effective programs to increase efficiency without sacrificing quality</li> <li>6. Solve critical problems in a rapidly growing state and improve the quality of life</li> <li>7. Forge public-private partnerships to help the State University System achieve its goals</li> <li>8. Move Florida's Research I Universities into the top tier</li> </ol>

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<p><b>FLORIDA A&amp;M UNIVERSITY</b></p> <p><b><u>YEAR ESTABLISHED</u></b> 1887</p> <p><b><u>MAIN CAMPUS</u></b> Tallahassee</p> <p><b><u>BRANCH CAMPUSES</u></b></p> <p><b><u>FTE</u></b> 8,164</p> <p><b><u>HEADCOUNT</u></b> 12,347</p> <p><b><u>CARNEGIE CLASSIFICATION<sup>(3)</sup></u></b> Master's I</p> <p><b><u>SREB CATEGORY<sup>(3)</sup></u></b> Four-Year 3</p>	<p>Florida Agricultural and Mechanical University (FAMU), an 1890 land grant University, was founded in 1887. FAMU is a comprehensive, pioneer public co-educational institution in the state that offers baccalaureate, professional, master's, and doctoral degree programs. It is devoted to the discovery, dissemination, enhancement, refinement, and preservation of knowledge. The University encourages and supports innovative teaching and promotes research and scholarship enhanced by evolving technology, including distance learning. FAMU also provides service through its cooperative extension, technology transfer, and public service programs to ever-broadening local, state, regional, national, and international constituencies. Florida Agricultural and Mechanical University will continue its mission of meeting the educational needs of African Americans and other ethnic minorities, while maintaining its leadership in racial desegregation, equal access, affirmative action, and cultural diversity.</p> <p><i>5-Year Strategic Plan, October 14, 1998</i></p>	<ol style="list-style-type: none"> <li>1. Access to the University - to expand access to university programs and improve upon the retention and progression of students.</li> <li>2. Quality of Student Life - to expand and enhance exemplary support programs that facilitate adjustment to college life, improve quality of life, and promote outstanding values.</li> <li>3. Academic Improvement - to provide distinctive quality undergraduate and graduate educational experiences based on challenging academic standards and exposure to new technologies.</li> <li>4. Accountability Process - to develop and implement activities in compliance with accountability goals and measures established by the Florida Legislature and the Board of Regents.</li> <li>5. Improvement of Administrative Process - to improve administrative processes and support services to ensure the achievement of timeliness, quality, effectiveness, and efficiency.</li> <li>6. Communication within the University and with the Public - to establish and promote an environment that is conducive to an open exchange of ideas and information which will enhance the awareness and image of the University.</li> <li>7. Training of Employees - to provide training opportunities for academic administrators, faculty and staff, dealing with such matters as leadership, personnel management, budgeting, conflict resolution, grievance procedures, the use of technology, and techniques of continuous improvement.</li> <li>8. Technology - to enhance the university's computing and technology resources to the levels needed for high-quality support of its administrative, instructional, and research efforts.</li> <li>9. Research - to encourage and support efforts of faculty and professional staff to conduct research and attract external funding for research consistent with the mission of a doctoral degree-granting institution.</li> <li>10. Fund-raising - to broaden the donor base of all potential categories - new donors, new corporations, foundations, alumni, and new contributors and develop a comprehensive plan that will enable the university to increase the amount of funding by diversifying funding sources.</li> <li>11. Athletics - to maintain a high quality, broad-based program of intercollegiate athletics with sports and recreational facilities that will allow students to compete at the highest levels while in pursuit of educational goals.</li> </ol>

(1) Missions and Goals Source: University Strategic Plans (unless otherwise noted)

(2) University Information Source: Fact Book 2001-2002

(3) See Pages 14-15 for Explanation of Classifications/Categories

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		<p>12. Facilities - to ensure that the University's existing facilities are attractive and being used to maximum efficiency and develop the additional space and facilities needed to fulfill its mission and accommodate anticipated growth.</p> <p>13. International Initiatives - to enhance and broaden the international role of the university.</p>

(1) Missions and Goals Source: University Strategic Plans (unless otherwise noted)  
 (2) University Information Source: Fact Book 2001-2002  
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<p><b>UNIVERSITY OF SOUTH FLORIDA</b></p> <p><b><u>YEAR ESTABLISHED</u></b> 1956</p> <p><b><u>MAIN CAMPUS</u></b> Tampa</p> <p><b><u>BRANCH CAMPUSES</u></b> St. Petersburg Sarasota Lakeland</p> <p><b><u>FTE</u></b> 20,959</p> <p><b><u>HEADCOUNT</u></b> 35,716</p> <p><b><u>CARNEGIE CLASSIFICATION<sup>(3)</sup></u></b> Doctoral/Research Extensive</p> <p><b><u>SREB CATEGORY<sup>(3)</sup></u></b> Four-Year 1</p>	<p>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:</p> <ul style="list-style-type: none"> <li>• Teaching and lifelong learning in a student-centered environment.</li> <li>• Research to advance knowledge and promote social, cultural, economic, educational, health, and technological development.</li> <li>• Service based on academic excellence and the ethic of community responsibility.</li> <li>• Community engagement to build university-community partnerships and collaborations.</li> </ul> <p><i>UBOT adopted Strategic Plan 11/21/02.</i></p>	<p>The University of South Florida will continue to expand its influence as a premier research university through:</p> <ul style="list-style-type: none"> <li>• Strengthened research, creative, and scholarly endeavors.</li> <li>• Improved undergraduate and graduate academic programs that promote intellectual development and student success through a diverse, student-centered environment.</li> <li>• Engaged service that strengthens cultural and community life, and promotes lifelong learning and economic opportunity.</li> <li>• Increased fiscal self-sufficiency and appropriate state support.</li> </ul>

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<p><b>FLORIDA ATLANTIC UNIVERSITY</b></p> <p><u>YEAR ESTABLISHED</u> 1961</p> <p><u>MAIN CAMPUS</u> Boca Raton</p> <p><u>BRANCH CAMPUSES</u> Ft. Lauderdale/Davie Jupiter</p> <p><u>FTE</u> 12,906</p> <p><u>HEADCOUNT</u> 23,643</p> <p><u>CARNEGIE CLASSIFICATION<sup>(3)</sup></u> Doctoral/Research Intensive</p> <p><u>SREB CATEGORY<sup>(3)</sup></u> Four-Year 2</p>	<p>Florida Atlantic University is a public university committed through its distributed campus structure to providing access to challenging opportunities in higher education for students in Southeast Florida and beyond. Its mission is to serve its region, state, and nation by preparing students to make meaningful contributions in an increasingly complex global society, by encouraging reflection on and evaluation of emerging needs and priorities, and by supporting research and service that enhances economic, human, and cultural development.</p> <p>FAU accomplishes its mission primarily through its teachers and researchers, its undergraduate educational programs, its graduate and professional offerings, and its linkages to other educational institutions and the community.</p> <p><i>(The above mission statement was found in the FAU Factbook 2002-2003, rather than in their Strategic Plan document 2002-2010.)</i></p>	<ol style="list-style-type: none"> <li>1. To increase student access on each of Florida Atlantic University's partner campuses.</li> <li>2. To provide student support services and other activities that contribute to an exciting and supportive learning environment.</li> <li>3. To encourage curricular and pedagogical innovations responsive to the diverse learning styles, circumstances, and educational needs of Florida Atlantic University's student populations.</li> <li>4. To achieve recognition from local, regional, national, and international constituencies for academic program excellence.</li> <li>5. To enhance graduate education and research.</li> <li>6. To expand partnerships with business, government, cultural, and educational institutions.</li> <li>7. To promote the academic and organizational integration of FAU's partner campuses.</li> <li>8. To allocate and develop resources on the basis of strategic priorities and performance.</li> </ol>

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<p><b>UNIVERSITY OF WEST FLORIDA</b></p> <p><u>YEAR ESTABLISHED</u> 1963</p> <p><u>MAIN CAMPUS</u> Pensacola</p> <p><u>BRANCH CAMPUSES</u> Ft. Walton Beach</p> <p><u>FTE</u> 5,342</p> <p><u>HEADCOUNT</u> 9,063</p> <p><u>CARNEGIE CLASSIFICATION<sup>(3)</sup></u> Master's I</p> <p><u>SREB CATEGORY<sup>(3)</sup></u> Four-Year 3</p>	<p>To empower each individual we serve with knowledge and opportunity to contribute responsibly and creatively to a complex world.</p> <p><i>Strategic Plan adopted June 6, 2002</i></p>	<ol style="list-style-type: none"> <li>1. Promote a learning environment that encourages the development of individual potential in students, faculty, and staff.</li> <li>2. Attract and inspire a diverse and talented student body committed to uncompromising academic excellence.</li> <li>3. Provide solutions to educational, cultural, economic, and environmental concerns.</li> <li>4. Manage growth responsibly through focus on continuous quality improvement of programs and processes.</li> </ol>



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<p><b><u>UNIVERSITY OF CENTRAL FLORIDA</u></b></p> <p><b><u>YEAR ESTABLISHED</u></b> 1963</p> <p><b><u>MAIN CAMPUS</u></b> Orlando</p> <p><b><u>BRANCH CAMPUSES</u></b> Cocoa Daytona Beach</p> <p><b><u>FTE</u></b> 22,825</p> <p><b><u>HEADCOUNT</u></b> 36,013</p> <p><b><u>CARNEGIE CLASSIFICATION<sup>(3)</sup></u></b> Doctoral/Research Intensive</p> <p><b><u>SREB CATEGORY<sup>(3)</sup></u></b> Four-Year 2</p>	<p>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; 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.</p> <p style="text-align: center;"><i>Strategic Plan 2002-2007</i></p>	<ol style="list-style-type: none"> <li>1. Offer the best undergraduate education available in Florida.</li> <li>2. Achieve international prominence in key programs of graduate study and research.</li> <li>3. Provide international focus to our curricula and research programs.</li> <li>4. Become more inclusive and diverse.</li> <li>5. Be America's leading partnership university.</li> </ol>

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<p><b><u>FLORIDA INTERNATIONAL UNIVERSITY</u></b></p> <p><b><u>YEAR ESTABLISHED</u></b> 1965</p> <p><b><u>MAIN CAMPUS</u></b> Miami</p> <p><b><u>BRANCH CAMPUSES</u></b> North Miami</p> <p><b><u>FTE</u></b> 20,008</p> <p><b><u>HEADCOUNT</u></b> 32,614</p> <p><b><u>CARNEGIE CLASSIFICATION<sup>(3)</sup></u></b> Doctoral/Research Extensive</p> <p><b><u>SREB CATEGORY<sup>(3)</sup></u></b> Four-Year 2</p>	<p>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.</p> <p><i>Millennium Strategic Planning - 6/12/03</i></p>	<ol style="list-style-type: none"> <li>1. To educate undergraduate students.</li> <li>2. To educate graduate and professional students.</li> <li>3. To generate research results and creative contributions that achieve national and international recognition and to have at least five academic programs ranked among the top twenty-five in the United States while fostering quality in all of our programs.</li> <li>4. To be a leading university in engagement by developing and implementing effective programs that addresses educational, economic, social, cultural, and environmental needs through lifelong learning opportunities, research, service, and creative endeavors.</li> <li>5. To be a leader in developing information technology alliances and in the effective application of selected information technology to the teaching-learning process, research activities, institutional administration, and global engagement.</li> <li>6. To enhance the financial infrastructure of the University by achieving funding equity within the university system, increasing the proportion of external contracts and grants funding, and expanding significantly the University endowment.</li> </ol>

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<p><b><u>UNIVERSITY OF NORTH FLORIDA</u></b></p> <p><b><u>YEAR ESTABLISHED</u></b> 1972</p> <p><b><u>MAIN CAMPUS</u></b> Jacksonville</p> <p><b><u>BRANCH CAMPUSES</u></b></p> <p><b><u>FTE</u></b> 7,942</p> <p><b><u>HEADCOUNT</u></b> 13,007</p> <p><b><u>CARNEGIE CLASSIFICATION<sup>(3)</sup></u></b> Master's I</p> <p><b><u>SREB CATEGORY<sup>(3)</sup></u></b> Four-Year 3</p>	<p>The University of North Florida is a comprehensive public urban university whose mission is to educate students through a broad array of undergraduate and select graduate programs. The University of North Florida is dedicated to excellence in teaching, scholarship, and service; and the engagement of students in a personal, supportive, and challenging learning environment. In fulfilling its mission, the University seeks to contribute to the betterment of society.</p> <p style="text-align: center;"><i>Strategic Plan 2002/03-2006/07</i></p>	<ol style="list-style-type: none"> <li>1. The university of North Florida will continue its growth in student enrollments providing access to qualified students while the institution continues to strengthen the quality of its educational programs, its faculty, and its students.</li> <li>2. The University of North Florida will work to increase its revenues and to effectively and efficiently manage the fiscal resources it has available to it to build a quality, comprehensive, urban university.</li> <li>3. The University of North Florida will continue to build new high-quality physical facilities and the infrastructure required to support the institution's programs, while maintaining its current physical plant and preserving and enhancing the natural environment and beauty of the campus.</li> <li>4. The University of North Florida will provide a campus climate that supports student learning and student life, and one that enables faculty and staff to fulfill their respective roles and engage in professional growth and development.</li> <li>5. The University of North Florida will continue to work closely with Florida's public schools, its community and four-year colleges, and its public and private universities to improve the quality and accessibility of educational opportunities offered to Florida's citizens. Special emphasis will be placed on the University's relationship with the PK-12 system and the education of future teachers and school administrators.</li> </ol>

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<p><b><u>FLORIDA GULF COAST UNIVERSITY</u></b></p> <p><b><u>YEAR ESTABLISHED</u></b> 1991</p> <p><b><u>MAIN CAMPUS</u></b> Ft. Myers</p> <p><b><u>BRANCH CAMPUSES</u></b></p> <p><b><u>FTE</u></b> 2,389</p> <p><b><u>HEADCOUNT</u></b> 4,216</p> <p><b><u>CARNEGIE CLASSIFICATION<sup>(3)</sup></u></b> Master's</p> <p><b><u>SREB CATEGORY<sup>(3)</sup></u></b> Four-Year 5</p>	<p>Established on the verge of the 21<sup>st</sup> 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.</p> <p>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.</p> <p>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.</p> <p><i>(The above mission was found on FGCU's webpage rather than in their Strategic Plan.) Strategic Plan approved Spring 2001; BOT will vote on new Strategic Plan Sept. 16, 2003</i></p>	<ol style="list-style-type: none"> <li>1. Academics - create and maintain a quality, valued academic experience fueled by intellectual vitality and innovation.</li> <li>2. Student Life - develop a student-centered campus community offering social, recreational, housing, athletic and career-planning opportunities.</li> <li>3. Enrollment Management - Optimize enrollment through a planned and comprehensive program for recruiting, admitting and graduating students.</li> <li>4. Marketing and Public Relations - position FGCU as the "school of choice," through a marketing program aimed at building enrollment and support.</li> <li>5. Diversity - create a University environment of diversity in an increasingly interdependent world.</li> <li>6. Community Partnerships - collaborate actively with community partners to benefit the Southwest Florida region and citizenry.</li> <li>7. Civic Engagement and Ethical Responsibility - develop academic and outreach programs for fostering a commitment to civic engagement and ethical responsibility.</li> <li>8. Sustainable Environment - foster environmental sustainability for the University's campus and beyond.</li> <li>9. Institutional Planning and Effectiveness - implement ongoing planning and effectiveness measures to meet strategic directions and ensure University effectiveness.</li> <li>10. Financial Support - secure public and private financial resources to meet educational, operating, construction, facility and equipment needs.</li> <li>11. Operational Support - support the educational enterprise with sound operations in business services, finance/accounting, purchasing, and human resources.</li> <li>12. Technology and Data - promote effective technology for education and operations, and ensure reliable data collection and reporting.</li> <li>13. Campus and Facilities - develop a campus of facilities, grounds and equipment which is functional, sustainable, safe and attractive for students, faculty, staff and visitors.</li> <li>14. Institutional Culture - create an institutional culture of excellence, civility, compassion, respect and renewal for all who learn and labor here.</li> </ol>

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<p><b><u>NEW COLLEGE OF FLORIDA</u></b></p> <p><b><u>YEAR ESTABLISHED</u></b> 2001</p> <p><b><u>MAIN CAMPUS</u></b> Sarasota</p> <p><b><u>BRANCH CAMPUSES</u></b></p> <p><b><u>FTE</u></b> 548</p> <p><b><u>HEADCOUNT</u></b> 634</p> <p><b><u>CARNEGIE CLASSIFICATION<sup>(3)</sup></u></b> Baccalaureate Liberal Arts</p> <p><b><u>SREB CATEGORY<sup>(3)</sup></u></b> Four-Year 6</p>	<p>New College offers 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.</p> <p style="text-align: center;"><i>Institutional Plan, 2002-2005 Updated July 2003</i></p>	<p><b>Mission Goals:</b></p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. To engage in undergraduate educational reform by combining educational innovation with educational excellence.</li> <li>3. 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.</li> <li>4. To challenge undergraduates not only to master existing bodies of knowledge but also to extend the frontiers of knowledge through original research.</li> </ol> <p><b>Strategic Plan Goals:</b></p> <ol style="list-style-type: none"> <li>1. To provide a viable management and administrative infrastructure for an independent New College of Florida, coordinated with adequate funding streams from both the state and the New College Foundation.</li> <li>2. To continue to increase enrollment from 634 (Fall 2001 - up from 490 in Fall 1992) to at least 800 within five years, while maintaining an 11:1 student/faculty ratio and insuring needed upgrades in campus infrastructure and facilities.</li> <li>3. To provide on-campus housing for 75-80 percent of the student body, with the construction of the needed new residential space serving as the occasion for the renovation of the Pei Complex and the development of a program of "Residential Colleges".</li> <li>4. To exploit opportunities provided by growth in faculty size to enrich and deepen the curriculum, with a continuing emphasis on a strong program of faculty professional development and a concerted effort to enhance faculty compensation to a more competitive level.</li> <li>5. To strengthen the emphasis on co-curricular and experiential learning, including community service, drawing connections wherever possible between academic work and student life.</li> <li>6. To make strategic use of New College's new governance structure to enhance the college's national stature, maintain a strong role in Florida's higher educational system, and assume a greater leadership role in the wider discussion concerning the aims and value of a liberal arts education.</li> </ol>

## CARNEGIE CLASSIFICATIONS

### Category Definitions

The 2000 Carnegie Classification includes all colleges and universities in the United States that are degree-granting and accredited by an agency recognized by the U.S. Secretary of Education. The 2000 edition classifies institutions based on their degree-granting activities from 1995-96 through 1997-98. For definitions and detailed information on classification procedures, refer to the Technical Notes. In addition, important limitations are documented in The 2000 Carnegie Classification: Background and Description.

### Doctorate-granting Institutions

**Doctoral/Research Universities—Extensive:** These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the doctorate. During the period studied, they awarded 50 or more doctoral degrees per year across at least 15 disciplines.

**Doctoral/Research Universities—Intensive:** These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the doctorate. During the period studied, they awarded at least ten doctoral degrees per year across three or more disciplines, or at least 20 doctoral degrees per year overall.

### Master's Colleges and Universities

**Master's Colleges and Universities I:** These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the master's degree. During the period studied, they awarded 40 or more master's degrees per year across three or more disciplines.

**Master's Colleges and Universities II:** These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the master's degree. During the period studied, they awarded 20 or more master's degrees per year.

### Baccalaureate Colleges

**Baccalaureate Colleges—Liberal Arts:** These institutions are primarily undergraduate colleges with major emphasis on baccalaureate programs. During the period studied, they awarded at least half of their baccalaureate degrees in liberal arts fields.

**Baccalaureate Colleges—General:** These institutions are primarily undergraduate colleges with major emphasis on baccalaureate programs. During the period studied, they awarded less than half of their baccalaureate degrees in liberal arts fields.

**Baccalaureate/Associate's Colleges:** These institutions are undergraduate colleges where the majority of conferrals are below the baccalaureate level (associate's degrees and certificates). During the period studied, bachelor's degrees accounted for at least ten percent of undergraduate awards.

## SOUTHERN REGIONAL EDUCATION BOARD (SREB) CATEGORIES

### Category Definitions

Designed for use in making statistical comparisons among states, the SREB system for categorizing postsecondary education institutions is based on a number of factors relevant to determining resource requirements. Institutions are classified based on size (numbers of degrees or full-time-equivalent enrollment), role (types of degrees), breadth of program offerings (number of program areas in which degrees are granted), and comprehensiveness (distribution of degrees across program areas). The SREB classifications do not take into account other factors relevant to determining resource requirements such as cost differences among programs or externally funded research. Beginning in 2002-2002, classifications for two-year colleges and technical institutes or colleges are divided into subcategories based on institutional enrollment.

#### Four-Year Universities and Colleges

**Four-Year 1:** Institutions awarding at least 100 doctoral degrees that are distributed among at least 10 CIP categories (2-digit classification) with no more than 50 percent in any one category.

**Four-Year 2:** Institutions awarding at least 30 doctoral degrees that are distributed among at least 5 CIP categories (2-digit classification).

**Four-Year 3:** Institutions awarding at least 100 master's, education specialist, post-master's, or doctoral degrees with master's, education specialist, and post-master's degrees distributed among at least 10 CIP categories (2-digit classification).

**Four-Year 4:** Institutions awarding at least 30 master's, education specialist, post-master's, or doctoral degrees with master's, education specialist, and post-master's degrees distributed among at least 5 CIP categories (2-digit classification).

**Four-Year 5:** Institutions awarding at least 30 master's, education specialist, post-master's or doctoral degrees.

**Four-Year 6:** Institutions awarding less than 30 master's, education specialist, post-master's or doctoral degrees.