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Strategic Plan 2005-2013

STATE UNIVERSITY SYSTEM OF FLORIDA

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State University System Of Florida

Strategic Plan

Adopted June 9, 2005

STATE UNIVERSITY SYSTEM PROFILE

ADMISSIONS, FALL 2004

	Apply	Admit	Enrolled
First-Time-In-College (FTIC)	68,491	45,634	27,254
Community College Transfers	23,778	18,446	13,738
Other Undergraduate Transfers	19,238	10,057	5,580
Graduate	35,986	19,188	11,210
Total	147,493	93,325	57,782

STUDENT POPULATION BY LEVEL, FALL 2004

	Full-time	Part-time	Total
Freshman	39,665	3,874	43,539
Sophomore	42,644	6,867	49,511
Junior	34,849	14,040	48,889
Senior	47,172	24,440	71,612
Master's	21,753	16,345	38,098
Doctoral	7,223	3,910	11,133
Unclassified	2,384	12,416	14,800
Total	195,690	81,892	277,582

STUDENT POPULATION BY INSTITUTION, FALL 2004

	Full-time	Part-time	Total
FAMU	11,498	1,572	13,070
FAU	13,227	12,435	25,662
FGCU	4,034	2,164	6,198
FIU	19,813	15,248	35,061
FSU	31,860	6,834	38,694
NCF	691	-	691
UCF	30,043	12,794	42,837
UF	42,066	6,494	48,560
UNF	9,679	4,962	14,641
USF	26,668	15,889	42,557
UWF	6,111	3,500	9,611
Total	195,690	81,892	277,582

DEGREES AWARDED, 2003-2004

Bachelors	42,680
Masters	13,040
First Professional	1,370
Doctoral	1,464
Total	58,554

PERSONNEL, SPRING 2005

	Full-time	Part-time	Total
Faculty	15,068	563	15,631
Instructional Support	2,993	15,407	18,400
Other	23,893	738	24,631
Total	41,954	16,708	58,662

BOARD OF GOVERNORS

STATE UNIVERSITY SYSTEM OF FLORIDA

STRATEGIC PLAN

ADOPTED JUNE 9, 2005

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 2.

GOALS	
A. Access to and production of degrees	**2012-13 Goal**
1. Bachelor	57,638
2. Master's	17,514
3. Professional	2,167
4. Emerging technologies doctoral degrees	941-1,317
5. Access/diversity: minority representation in SUS graduates as percentage of expected representation	100%
B. Meeting statewide professional and workforce needs	
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
C. Building world-class academic programs and research capacity	
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 1,000 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 1,000 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
D. Meeting community needs and fulfilling unique institutional responsibilities	**See "Distinctive Missions" on following pages and consult institutions' own strategic plans.**

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."

DEFINITIONS USED IN INSTITUTION DESCRIPTIONS			
SIZE (TOTAL DEGREES AWARDED)		**ANNUAL GROWTH RATE IN TOTAL DEGREES AWARDED**	
Small	0-999	Limited	< 2%
Medium	1,000-4,999	Moderate	2-4.99%
Large	5,000-9,999	Rapid	5-7.99%
Very Large	10,000+	Very Rapid	8%+

Number of programs listed in university descriptions are from the September 2004 Academic Program Inventory

State University System (SUS)

Overview and Strategic Guidance

Shared Mission	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.
Range of Doctoral Programs	Comprehensive
# of Doctoral Programs / Doctoral Degrees	144 / 1,464
# of Masters Programs	222
# of Advanced Masters Programs	43
# of Bachelor Programs	214
Professional Programs	Four law schools, three medical schools, two pharmacy schools, one veterinary school and one dentistry school.
New Programs Under Consideration	Three medical schools
Research Expenditures	$1.09 billion total, $311 million medical (FY 2003-04)
Strategic Guidance on Professional Schools	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 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)

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.

# of Doctorate Programs / Degrees	11 / 24
# of Masters Programs	46
# of Bachelor Programs	61
Professional Schools	Law, Pharmacy
Research Expenditures	$31 million total, $11 million medical (FY 2003-04)
Size and Recent Growth Rate in Degrees Awarded	Medium, Rapid Growth
University's direction based on plans for 2012-13	Medium, Moderate Growth
Weighted GPA of middle 50% of entering freshman class (from 2003-04 SUS fact book)	3.03-3.56
% Full-Time Students	88.0%

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

Florida Atlantic University (FAU)

# of Doctorate Programs / Degrees	14 / 51
# of Masters Programs	57
# of Advanced Masters Programs	1
# of Bachelor Programs	61
New Professional Schools under Consideration	Medical
Research Expenditures	$24 million total, $2 million medical (FY 2003-04)
Size and Recent Growth Rate in Degrees Awarded	Large, Rapid Growth
University's direction based on plans for 2012-13	Large, Moderate Growth
Weighted GPA of middle 50% of entering freshman class (from 2003-04 SUS fact book)	3.03-3.68
% Full-Time Students	51.5%

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.

Florida Gulf Coast University (FGCU)

# of Masters Programs	19
# of Bachelor Programs	25
Research Expenditures	$1.4 million total, $0 medical (FY 2003-04)
Size and Recent Growth Rate in Degrees Awarded	Small, Very Rapid Growth
University's direction based on plans for 2012-13	Medium, Very Rapid Growth
Weighted GPA of middle 50% of entering freshman class (from 2003-04 SUS fact book)	3.17-3.98
% Full-Time Students	65.1%

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.

Florida International University (FIU)

# of Doctorate Programs / Degrees	27 / 78
# of Masters Programs	80
# of Advanced Masters Programs	1
# of Bachelor Programs	85
Professional Schools	Law
New Programs Under Consideration	Medical
Research Expenditures	$64 million total, $9 million medical (FY 2003-04)
Size and Recent Growth Rate in Degrees Awarded	Large, Moderate Growth
University's direction based on plans for 2012-13	Large, Moderate Growth
Weighted GPA of middle 50% of entering freshman class (from 2003-04 SUS fact book)	3.14-3.82
% Full-Time Students	56.5%

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.

STRATEGIC THEMES

Strategic themes are areas of activity (academic programs, research, and service) that offer opportunities for development and the potential to achieve strategic advantages in higher education. Given rapid globalization in the 21st century, FIU's strategic themes necessarily involve engagement at both the local and global level.

A. Health

Primary care, prevention of disease, rehabilitation, public health, and environmental health are concerns of every community. FIU has established a role as a provider of health professionals – nurses, physical therapists, biologists – and researchers dedicated to addressing the health needs of the local community. In recognition of the increasing multidisciplinary nature of health care, FIU encourages multidisciplinary instructional and research activities, including the creation of a Center for Biomedical Engineering. The University intends to continue its engagement with the health care needs of the community and to expand its response through its School of Medicine initiative. Our involvement in these efforts will help meet the needs of the local community and provide us with the experience needed to develop health care services and techniques that have application beyond the local community.

B. International

Florida International University was originally chartered with a mission to promote international understanding. We responded to this mission by appointing faculty who have professional expertise in fields that are international in content and application and who have professional experience abroad as well as by encouraging our students to pursue a bilingual/biliterate competency and study abroad experience. These efforts led to a distinguished international reputation, particularly in international business and the study of the Latin American and Caribbean region.

Our efforts in the international sphere are supported by our geographic location; the cultural and ethnic diversity of the South Florida community; the continued globalization of the Florida and national economies; and the State's desire to be a global leader in economic development in the 21st Century. These conditions provide a unique opportunity for FIU to be a major connecting point between nations and their citizens.

C. Environment

South Florida is a fragile blend of the ocean, Everglades, and urban areas. Continued development of the area provides a unique opportunity for environmental education and research. Understanding our natural and man-made environments and the relationships between them is necessary for the continued vitality of both. Population growth and exploitation of natural resources and the environment have created local and global environmental problems that must be addressed to ensure a sustainable environment and development.

Environmental knowledge relies on the humanities to help clarify our values and attitudes toward our environment, the basic and applied sciences which teach us how environmental processes work and how we can influence these processes, and planning and management disciplines to develop and implement effective and efficient improvement efforts. Applying our understanding of the dynamics of these systems can provide models that will assist in addressing both local and global environmental issues.

D. Florida and Local Economic Development

FIU's future is strongly tied to the economic health and development of the state of Florida and the South Florida community. The opportunity to partner with the local community to provide the research and innovation required to address social and economic problems and to enhance economic development is critical to the University's future. Our greatest contribution to economic development is our graduates, who constitute a major portion of the region's educated workforce. However, the University's role in economic development extends beyond the local community to include the global community. The State of Florida has a vision of "being a global leader in knowledge-based jobs, leading- edge technology, and competitive enterprises in traditional and new businesses" (Partnering to Shape Florida's Economic Future: 2001-2006). FIU has a major determining role to play in helping the state achieve this vision and enhancing the economy of the local community by providing expertise in management, law, economics, commerce, science, and especially in new technologies, such as information and biomedical technologies, which are critical to South Florida.

E. Arts, Culture, and Diversity

South Florida and FIU have diverse populations that create opportunities to understand and appreciate different artistic and cultural traditions and modes of artistic expression, recognize the interplay of culture and artistic expression, and celebrate diversity. FIU's two museums, the Art Museum and The Wolfsonian-FIU, and outstanding programs in Music, Art, Theatre, Dance, and Film offer students unique academic and professional experiences. These facilities and programs enrich campus life, enhance community involvement, and support our quest for excellence. FIU will continue its leadership in these areas and in providing learning opportunities to meet the needs of diverse populations.

F. Learning Opportunities

Formal education is and will continue to be a major element of FIU's engagement with its constituent communities, particularly the South Florida community. Graduates are encouraged to pursue a bilingual/biliterate competency and to experience study abroad programs. However, opportunities for the future lie beyond the traditional undergraduate and graduate education models. Changes in the economy and career patterns will result in situations in which individuals will have to renew/develop career skills. This shift will create a need for new or additional programs in adult learning, continuing professional education, and technology-based education as well as self-improvement programs. Meeting these needs will require the increased use of distance learning technology as a means of enhancing access to educational opportunities. Moreover, the need for traditional students to become better integrated into their communities will increase the demand for experiential and service-learning programs.

Florida State University (FSU)

# of Doctorate Programs / Degrees	74 / 271
# of Masters Programs	108
# of Advanced Masters Programs	27
# of Bachelor Programs	94
Professional Schools	Law, Medical
Research Expenditures	$168 million total, $12 million medical (FY 2003-04)
Size and Recent Growth Rate in Degrees Awarded	Large, Moderate Growth
University's direction based on plans for 2012-13	Very Large, Moderate Growth
Weighted GPA of middle 50% of entering freshman class (from 2003-04 SUS fact book)	3.30-4.00
% Full-Time Students	82.3%

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 Association of American 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; and
- 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.

New College of Florida (NCF)

# of Bachelor Programs	1
Professional Schools	None
Research Expenditures	$305,000 total (FY 2003-04)
Size and Recent Growth Rate in Degrees Awarded	Small, Very Rapid Growth
University's direction based on plans for 2012-13	Small, Moderate Growth
Weighted GPA of middle 50% of entering freshman class (from 2003-04 SUS fact book)	3.50-4.09
% Full-Time Students	100.0%

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:

- 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;
- engage in undergraduate educational reform by combining educational innovation with educational excellence;
- 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; and
- challenge undergraduates not only to master existing bodies of knowledge but also 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; and
- 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.

University of Central Florida (UCF)

# of Doctorate Programs / Degrees	22 / 138
# of Masters Programs	67
# of Advanced Masters Programs	3
# of Bachelor Programs	80
Research Expenditures	$103 million total, $3 million medical (FY 2003-04)
New Programs Under Consideration	Medical
Size and Recent Growth Rate in Degrees Awarded	Large, Rapid Growth
University's direction based on plans for 2012-13	Very Large, Moderate Growth
Weighted GPA of middle 50% of entering freshman class (from 2003-04 SUS fact book)	3.40-4.10
% Full-Time Students	70.1%

THE MISSION OF THE UNIVERSITY OF CENTRAL FLORIDA

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.

UCF'S VALUES

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

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.

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.

University of Florida (UF)

# of Doctorate Programs / Degrees	86 / 694
# of Masters Programs	123
# of Advanced Masters Programs	22
# of Bachelor Programs	99
Professional Schools	Law, Medicine, Pharmacy, Dentistry, Veterinary
Research Expenditures	$447 million total, $117 million medical (FY 2003-04)
Size and Recent Growth Rate in Degrees Awarded	Very Large, Moderate Growth
University's direction based on plans for 2012-13	Very Large, Moderate Growth
Weighted GPA of middle 50% of entering freshman class (from 2003-04 SUS fact book)	3.60-4.20
% Full-Time Students	86.6%

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.

University of North Florida (UNF)

# of Doctorate Programs / Degrees	1 / 5
# of Masters Programs	29
# of Advanced Masters Programs	0
# of Bachelor Programs	50
Professional Schools	None
Research Expenditures	$3 million total, $1 million medical (FY 2003-04)
Size and Recent Growth Rate in Degrees Awarded	Medium, Moderate Growth
University's direction based on plans for 2012-13	Medium, Moderate Growth
Weighted GPA of middle 50% of entering freshman class (from 2003-04 SUS fact book)	3.14-3.93
% Full-Time Students	66.1%

MISSION STATEMENT

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

In fulfilling this mission, the University of North Florida has pledged to follow four guiding principles. These principles are an overarching commitment to excellence, as well as a commitment to focus, to relevance, and to accountability. The first of these principles, a commitment to excellence, is founded on a clear understanding of the University's responsibility to its students, who deserve nothing less. It also acknowledges that the social, cultural, economic, and civic development of Northeast Florida and the state are linked to the development of this institution.

The University's focus on student instruction requires students to engage in learning experiences which a) foster critical thinking, thoughtful decision making, and effective communication; b) build strong general and disciplinary/professional knowledge bases; and c) engender integrity, ethical development, a global perspective, and a sense of civic responsibility. The University's focus on building strong academic programs reflects the fact that the value of a student's experience at the University of North Florida must be greater than the sum of the individual courses that the student completes, and that academic programs must prepare students who are well-grounded in their academic specialty, capable of meeting the demands

of their professional and societal responsibilities, and able to adapt to the changing global environment. In their academic programs students are introduced to the central theoretical concerns of their discipline, as well as to practical skills suitable to the work force. The acquisition of these skills and aforementioned bodies of knowledge serves as an indicator for measuring the quality of the graduates who earn degrees at UNF and the strength of the strength of the institution's programs.

As a guiding principle, UNF's commitment to relevance requires that each decision made or action taken by the University supports its mission and focus, while furthering the attainment of excellence. Relevance must be evidenced in the significance of the institution's contribution to the lives of UNF's students and alumni, the region, and the world, as well as in its research and community involvement.

Through accountability, the University is committing to improve and measuring the quality of the institution. UNF's students, the taxpayers who support the institution, and its employees deserve an understanding of the University's progress in comparison to its definition of excellence, commitments to focus and relevance, and the goals set for the institution.

University of South Florida (USF)

# of Doctorate Programs / Degrees	35 / 179
# of Masters Programs	84
# of Advanced Masters Programs	2
# of Bachelor Programs	87
Professional Schools	Medical
Research Expenditures	$240 million total, $156 million medical (FY 2003-04)
Size and Recent Growth Rate in Degrees Awarded	Large, Moderate Growth
University's direction based on plans for 2012-13	Very Large, Very Rapid Growth
Weighted GPA of middle 50% of entering freshman class (from 2003-04 SUS fact book))	3.22-4.00
% Full-Time Students	62.7%

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; and
- 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; and
- 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; and
- 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; and
- greater fiscal self-reliance.

University of West Florida (UWF)

# of Doctorate Programs / Degrees	1 / 24
# of Masters Programs	25
# of Advanced Masters Programs	2
# of Bachelor Programs	57
Professional Schools	None
Research Expenditures	$8 million total, $34,000 medical (FY 2003-04)
Size and Recent Growth Rate in Degrees Awarded	Medium, Moderate Growth
University's direction based on plans for 2012-13	Medium, Rapid Growth
Weighted GPA of middle 50% of entering freshman class (from 2003-04 SUS fact book)	3.10-3.90
% Full-Time Students	63.6%

OUR VISION

To distinguish UWF as the best regional comprehensive university in America

OUR MISSION

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

OUR VALUES

Caring: Providing a safe and dynamic learning environment that encourages the development of individual potential
Integrity: Doing the right things for the right reasons
Quality: Dedication to uncompromising excellence
Innovation: Dedication to exploring and expanding the boundaries of knowledge
Teamwork: Working together to achieve shared goals
Stewardship: Managing and protecting our resources
Courage: Daring to be different by design

OUR GOALS AND IMPERATIVES

Promote learning and living environments that encourage the development of communities of learners and individual potential in students, faculty, and staff

- Attract a high-quality, diverse faculty and staff dedicated to putting students first
- Demand excellence in teaching, research, and service
- Create a new standard in education focused on learning outcomes
- Promote integrity through intellectual inquiry and open discourse

Attract and inspire a diverse and talented student body committed to uncompromising academic excellence

- Promote creativity by the exchange of ideas in the spirit of academic freedom and professional responsibility
- Promote diversity through a respect for and appreciation of differences

Provide solutions to educational, cultural, economic, and environmental concerns

- Align University services with community needs and interests through teamwork and collaboration
- Engage in scholarly research and creative activity to solve regional problems and enhance the quality of life
- Develop targeted areas in education and research that address critical national and international objectives

Manage growth and development responsibly through focus on continuous quality improvement of programs and processes

- Promote development of instructional, research, and service sites throughout the University's service area
- Target markets of opportunity with effective communications programs
- Align financial resources with performance expectations
- Continuously develop and improve processes and methods in delivering the University's brand promise

OUR PRIORITIES

The following goals and priorities will guide UWF in its planning and operational activities during 2005-2006, and beyond:

Goal One:

Promote Learning and Living Environments that Encourage the Development of Communities of Learners and Individual Potential in Students, Faculty, and Staff

1. Offering Highest-Quality Undergraduate, Graduate, and Continuing Education/Distance Education Programs and Promoting the Value of Life-Long Learning
2. Engaging Students in Career, Experiential Learning, Leadership, and Service Programs that Will Prepare Them to Make Significant Contributions to Society
3. Aligning Innovative Curricula and Co-Curricula to the University's Mission
4. Enhancing the Quality of the Learning Environment, Academic Experience, and Student Services
5. Identifying and systematically assessing learning outcomes for curricular and co-curricular programs and activities
6. Systematically Effecting the UWF Information Technology Strategic Plan
7. Providing Faculty and Staff Development, Recognition, and Rewards

8. Acquiring and Utilizing adequate Space to Foster Learning and Living Environments
9. Systematically Effecting the Campus Master Plan

Goal Two:

Attract and Inspire a Diverse and Talented Student Body Committed to Uncompromising Academic Excellence

1. Increasing Student Enrollment and Retention
2. Increasing Enrollment and Retention of Academically Talented Students
3. Marketing to, Enrolling, and Retaining a Diverse Population – Including Military Populations
4. Aligning Facilities and Other Resources to Strategic Initiatives
5. Delivering the University's Brand Promise (as synthesized in a related document)

Goal Three:

Provide Solutions to Educational, Cultural, Economic, and Environmental Concerns

1. Aligning UWF Instruction, Research, and Service Programs to the Communities We Serve – Including Military Base Communities
2. Assisting Students to Develop and Apply Leadership and Life Skills to the Solution of Community Problems
3. Converting Research to Products through Technology Transfer
4. Providing Comprehensive Data for Decision-Making
5. Developing Educational Partnerships and Community Services
6. Enhancing Research and Service Centers and Institutes
7. Identifying and Developing Programs and Centers of Excellence
8. Enhancing Continuing Education/Distance Education (including Certificate Programs)

Goal Four:

Manage Growth and Development Responsibly through Focus on Continuous Quality Improvement of Programs and Processes

1. Emphasizing Exemplary Customer/Client Service to Students, Faculty, Staff, and External Constituencies
2. Acquiring Outside Funding Enhancements
3. Continuing Development of Instructional, Research, and Service Sites within the University's Service Area (e.g., Fort Walton, Downtown Pensacola)
4. Promoting stewardship of the University's physical and natural environments
5. Identifying and Implementing Campus Safety and Security Improvements
6. Modifying Human Resource Systems (includes classification and pay plans)
7. Enhancing Faculty and Staff Salaries
8. Enhancing Institutional Effectiveness, Accountability, and Performance Reporting
9. Implementing Governance Structure Improvements

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 Appendix 1.

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 (IPEDS residency and migration data).

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

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

APPENDIX 2: 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 (45th 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. The SUS goal for doctoral degrees is only for emerging techonology 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.

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

State University System Degrees Granted

	99-00	00-01	01-02	02-03	03-04	12-13	% Change
Bachelor	35,437	35,724	38,078	39,989	42,680	57,638	35.0%
Master's	10,036	10,766	11,623	12,179	13,040	17,514	34.3%
First Professional	1,237	1,245	1,335	1,380	1,370	2,167	58.2%

Non-SUS Degrees Granted in Florida, 2003-2004

	Bachelor	Masters	First Professional
Private Institutions	20,902	10,761	2,099
Community Colleges/ Public Non-SUS	123	10	0
Total	21,025	10,771	2,099

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 2003-04. 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.

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 forecasted to be available 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 the 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 1,317 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.). 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.

U.S.	2001-02	2003-04
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

FLORIDA	2001-02	2003-04	2012-13
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

SUS	2001-02	2003-04	2012-13 goal or assumption
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 1,000 faculty in the system, even as more faculty are added.

UNITED STATES	2001-02
Full-time faculty at public four-year institutions	225,364
Patents awarded	3,109
Patents per 1,000 full-time faculty at public institutions	13.8

STATE UNIVERSITY SYSTEM	2001-02	2012-13 Goal
Full-time faculty	7,218	n/a
Patents awarded	115	n/a
Patents Per 1,000 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.

UNITED STATES	2003-04
Full-time faculty at public four-year institutions	230,470
Doctorates awarded at public institutions	29,774
Doctorates per 1,000 full-time public institution faculty	129

STATE UNIVERSITY SYSTEM	2003-04	2012-13 Goal
Full-time faculty	7,289	n/a
Doctorates awarded	1,464	n/a
Doctorates per 1,000 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://nobelprize.org), 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.

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