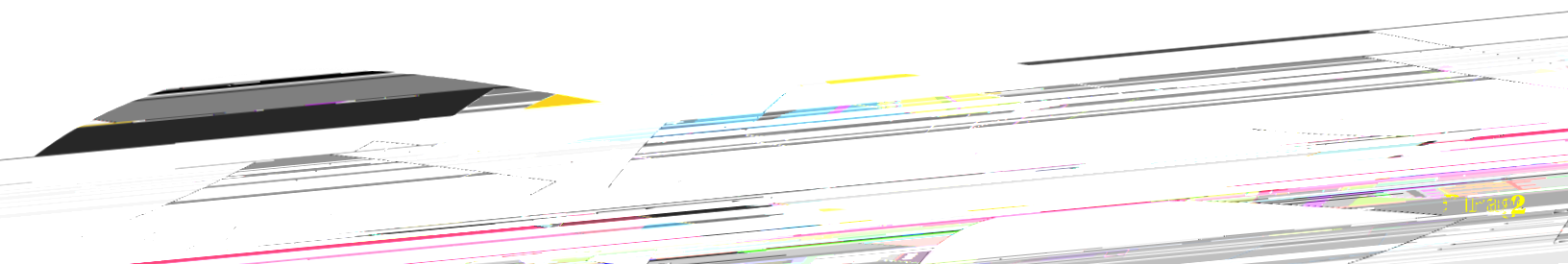




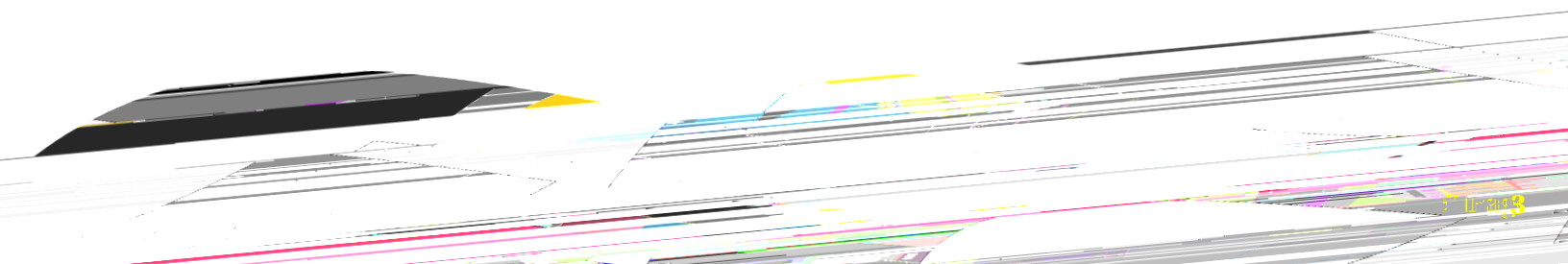
THE SYSTEM AT A GLANCE.....	3
INTRODUCTION.....	4
THE PLANNING CONTEXT.....	5
MISSION OF THE STATE UNIVERSITY SYSTEM FOR THE 21ST CENTURY	8
2025 VISION	10
2025 GOALS.....	11
TEACHING AND LEARNING.....	13
SCHOLARSHIP, RESEARCH, AND INNOVATION.....	14
COMMUNITY AND BUSINESS ENGAGEMENT	15
2025 GOALS: PERFORMANCE INDICATORS	16
DEFINITIONS & RATIONALE FOR PERFORMANCE INDICATORS.....	22
TEACHING AND LEARNING.....	22
SCHOLARSHIP, RESEARCH, AND INNOVATION.....	39
COMMUNITY AND BUSINESS ENGAGEMENT	45



The at a Glance

To be truly great, Florida must have well-educated citizens who are working in diverse fields, from science and engineering to medicine and bioscience to computer science, the arts, and so much more. The State University System of Florida provides access to the teaching, research, and service that is transforming this growing, dynamic state. It is important to remember that university faculty not only share knowledge through world-class teaching; they actually create the knowledge that is shaping society locally, nationally, and globally.

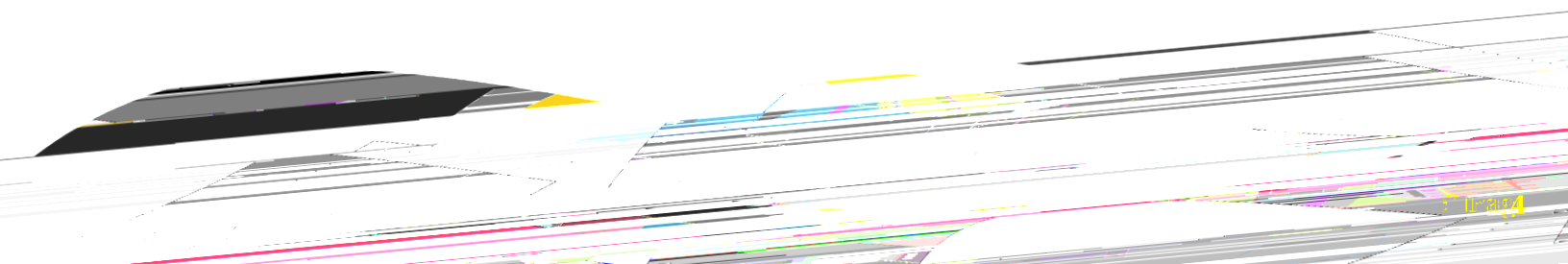
The Florida Board of Governors the constitutional body created by voters in 2002 to individual strengths and unique missions as each one claims its rightful place on the national and international stage.

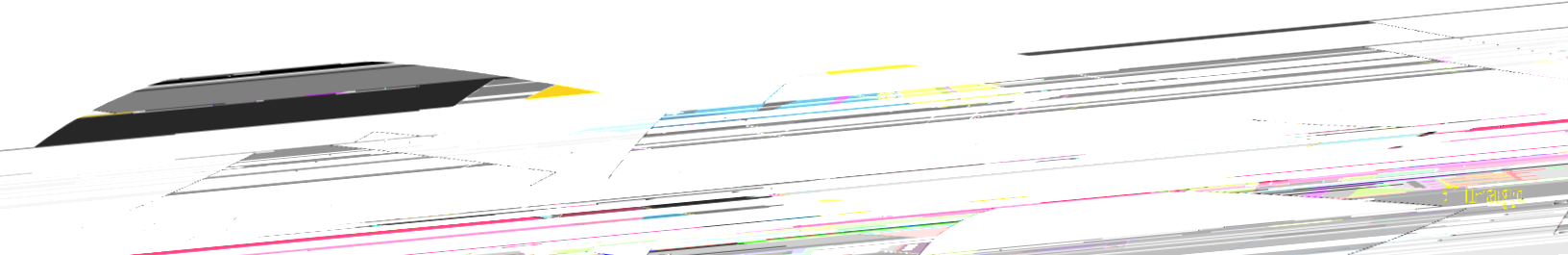


Introduction

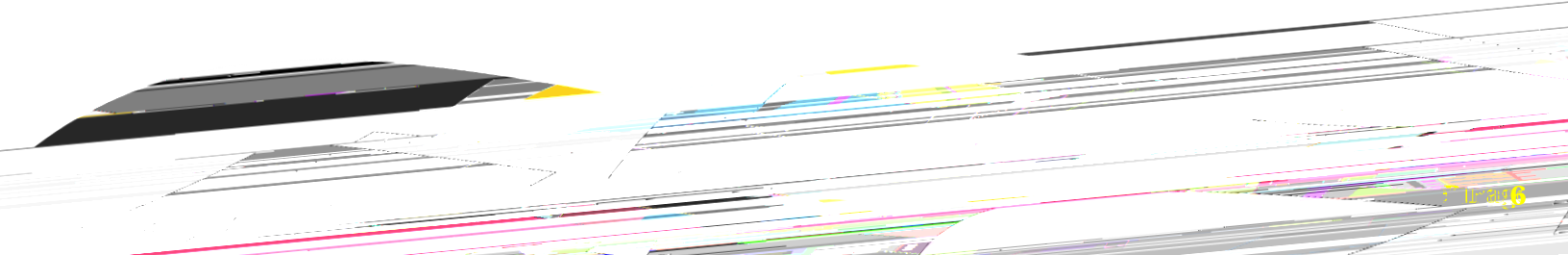
The Board of Governors is authorized in Article IX, Section 7(d), Florida Constitution, to of Florida (SUS), strongly believes that the future of Florida is dependent upon a high-quality, comprehensive, and efficient system of public universities.

The 12 institutions within the System enhance the state and its many valuable assets by providing high-quality academic degree programs to meet state economic and workforce needs, cutting-edge research to address global problems, and community outreach to improve the quality of life for Floridians. The System now enrolls over 400,000 students. State universities collectively offer over 1,700 degree programs at the baccalaureate, graduate, and professional levels and annually award over 91,000 degrees at all levels.





technology, engineering, and math (STEM) fields. While some unproductive academic programs are being re-tooled or terminated, targeted programs are being expanded or established to provide the knowledge, innovation, and commercialization ventures



The Board of Governors will continue to actively engage with university boards of trustees, legislative and governmental constituents, and other community and global partners, and will lead the State University System by utilizing the following guiding principles:

Focus on students and enhancing their learning, development, and success.

Recognize and value the roles and contributions of faculty and staff.

Partner with university boards of trustees to provide support and oversight for the institutions.

The Board of Governors recognizes the importance of coordinating and collaborating with the Florida College System with respect to the production of baccalaureate degrees. To that end, the Board of Governors and the Florida College System will continue to engage in meaningful discussions to ensure that resources and efforts are not duplicated on a statewide basis.

Coordinate with other education sectors and seek the optimal State needs.

Advance the System's interests and promote the System's success educationally, economically, socially, and culturally.

Identify and affirm the distinctive mission and contributions of each institution.

Work with institutions to align undergraduate and graduate programmatic strengths and missions.

Promote an optimal balance between institutional aspirations and the

System's overall goals. Support institutions in their efforts to achieve state, national, and/or international preeminence in key academic, research, and public service programs.

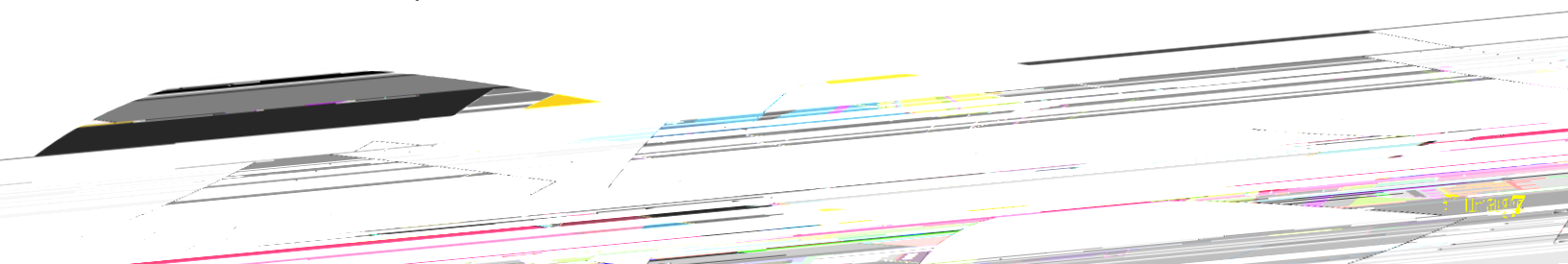
Seek ways to organize and collaborate for increased efficiencies and a stronger System and state.

Advocate for appropriate and predictable funding to achieve System goals that are tracked using a robust accountability system in a Performance Based Funding Model.

Maintain a commitment to excellence and continuous improvement.

Ensure a climate of free expression and civil discourse on each university campus according to the principles set forth in the State University System

Final Report.



iversity System for the 21st Century Mission of the State Un

Article IX, Section 7(a), Florida Constitution, establishes a system of governance for the

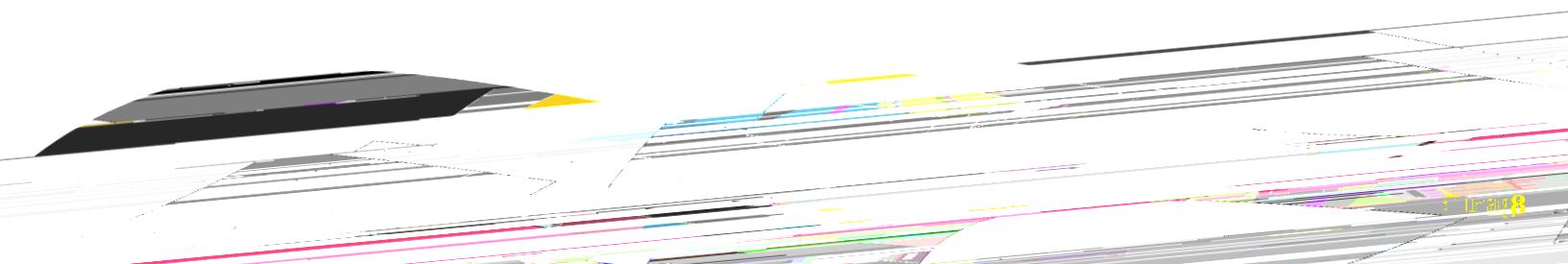
citize

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

In light of this constitutional framework for the State University System, the Board of Governors approves the following mission for the System as it advances toward 2025.

The mission of the State University System of Florida is to provide undergraduate, graduate and professional education, research, and public service of the highest quality through a coordinated system of institutions of higher learning, each with its own mission and collectively dedicated to serving the needs of a diverse state and global society.

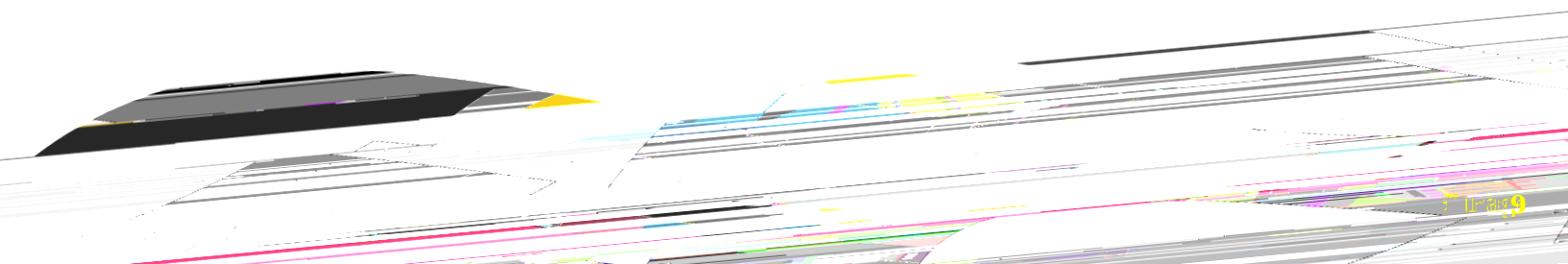
The State University System has a critical, broad-based role in moving Florida forward, yet it also is uniquely poised to respond to targeted, specific challenges that arise. Whether in responding to the 2010 oil spill and its impact on Northwest Florida and the Southern United States, providing expertise in the aftermath of the earthquake in Haiti, creating economic development such as the Florida I-4 High Tech Corridor, or enabling universities transform knowledge into action every day in meaningful ways.



To provide leadership that will find solutions to the educational, economic, and societal challenges of the coming decades, the state universities will continue to focus on the following priorities.

and aptitudes needed for success in the global society and marketplace.

through research, creativity, discovery, and innovation.



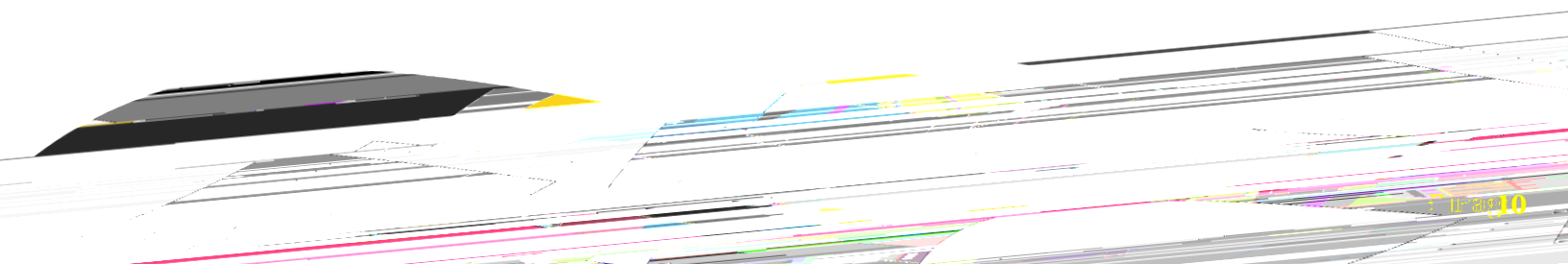
The Board of Governors continues to be committed to achieving excellence in the tripartite mission of its state universities - teaching, research, and public service - for the benefit of Florida's citizens, their communities, and the state economy. In light of the velocity with which the 21st century is moving ahead, however, the Board of Governors recognizes the need to view this public mission through a clearer lens and with a sharper focus on teaching and student learning, research and commercialization, and community and business engagement.

As Florida and the nation face economic competition on an unprecedented scale, the State University System must prepare graduates to excel in the global society and marketplace. Individually and collectively, state universities must advance innovation - new technologies, new processes, new products, new ideas - in their local and state

a steady stream of qualified graduates; and make community and business engagement an integral part of their institutional culture.

The Board of Governors presents the following vision for the State University System to guide the programs, activities, and plans of the state universities during these years.

By 2025, the State University System of Florida will be internationally recognized as a premier public university system, noted for the distinctive and collective strengths of its member institutions.



2025 Goals

To realize its mission and its 2025 vision for the State University System, the Board of Governors will focus on three critical points of emphasis that will provide a framework

public service priorities: *Excellence, Productivity, and Strategic Priorities for a Knowledge Economy.*

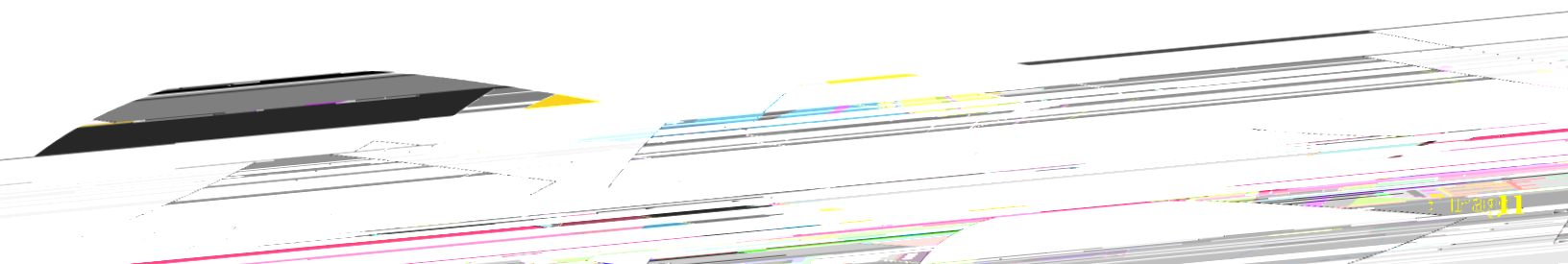
Excellence

The Board of Governors continues to expect the state universities to provide academic programs of the highest quality; to produce world-class, consequential research; and to measurable way.

Productivity

Florida must increase the educational attainment levels of its citizens and increase the entrepreneurial spirit of its workforce. To accomplish this, the state universities must respond by becoming more efficient in awarding degrees and focus on improving the portfolio of research and intellectual property to outside investors.

Strategic Priorities for a Knowledge Economy



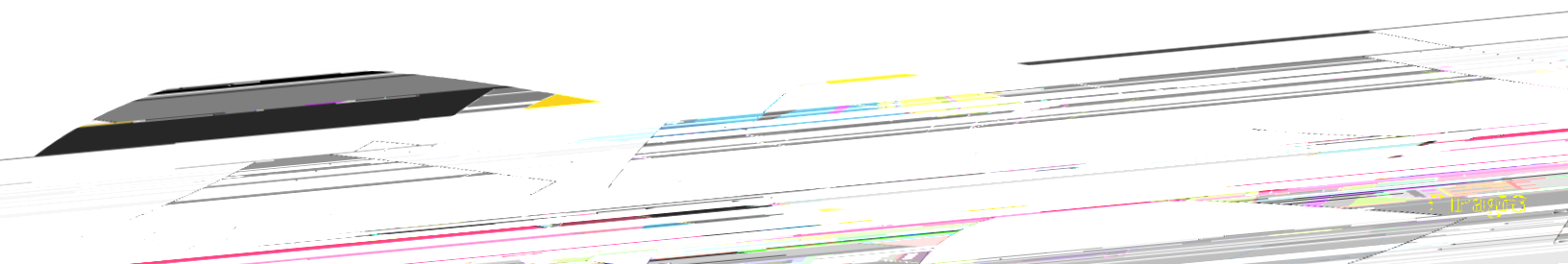
Teaching and Learning

The Board of Governors believes that high-quality teaching and academic programming distinguish the State University System and provide the firm foundation for Florida to build and maintain a nationally preeminent system of public universities. This System reputation of the State University System and to focus its academic resources to lead economy.

The Board expects the state universities to increase efficiencies and broaden their use of innovative methods of delivering educational programs, including distance/online learning, interdisciplinary collaboration, and academic resource sharing. The Board of Governors and universities are committed to a deliberate strategy to increase the number of undergraduate and graduate degrees in science, technology, engineering, and mathematics (STEM) and health and other Programs of Strategic Emphasis disciplines. A general overview of the Board of Governors goals for Teaching and Learning are highlighted below.

Excellence

GOAL: Strengthen Quality and Reputation of the Universities



Scholarship, Research, and Innovation

The component universities is the ability of its scholarship, research, and innovation to transform economies and societies.

Through its research programs, the State University System is now playing a critical role

Governors will work to increase federal and private funding for collaborative research that targets STEM initiatives, and will promote greater opportunities for entrepreneurship and the commercialization of research discoveries to boost production

Specifically, the Board of Governors will more sharply focus the research agenda for the State University System by identifying the research strengths and priorities and by strengthening research collaboration among the universities. The Board expects state

challenges and to more directly lead to commercialization, jobs, and new businesses, with a stronger linkage to local, regional, and state economic development entities.

Excellence

GOAL: Strengthen the Quality and Reputation of Scholarship, Research, and Innovation

Improve the quality and impact of scholarship, research, and commercialization activities.

Increase undergraduate participation in research to strengthen the pipeline of researchers pursuing graduate degrees.

Productivity

GOAL: Increase Research Activity and Attract More External Funding

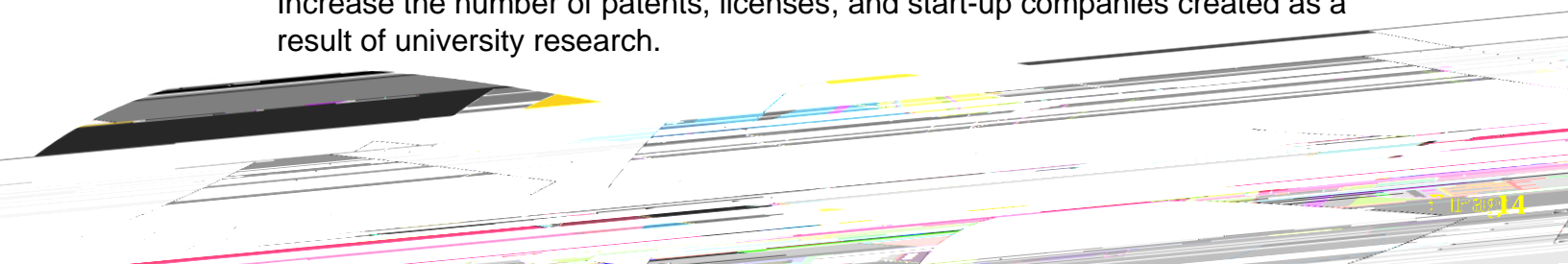
Increase research activities to help foster entrepreneurial campus cultures.

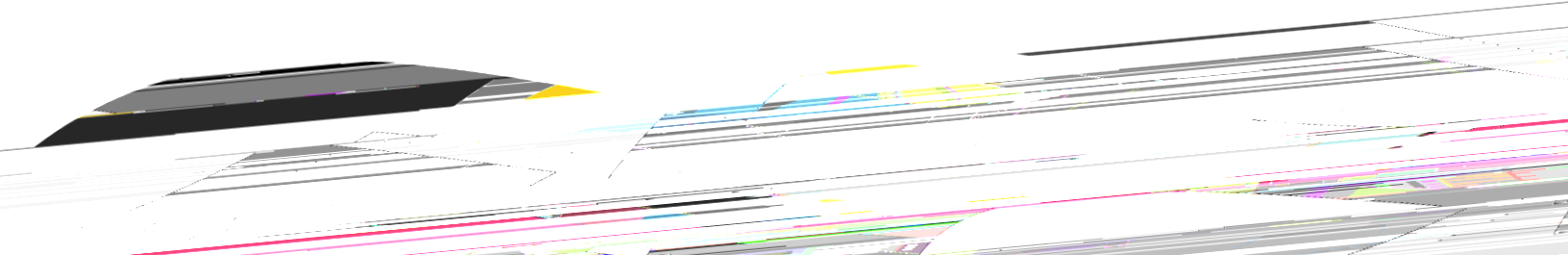
Attract more research funding from external (includes federal and private) sources.

Strategic Priorities for a Knowledge Economy

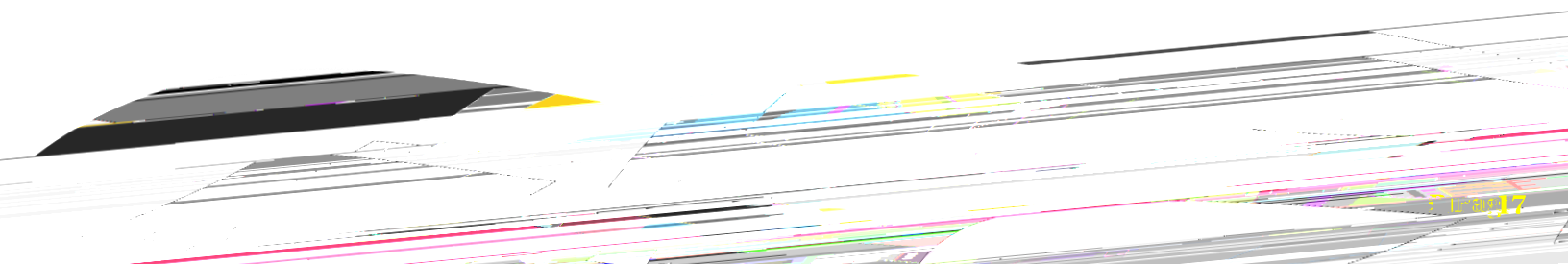
GOAL: Increase Research Commercialization Activities

Increase the number of patents, licenses, and start-up companies created as a result of university research.

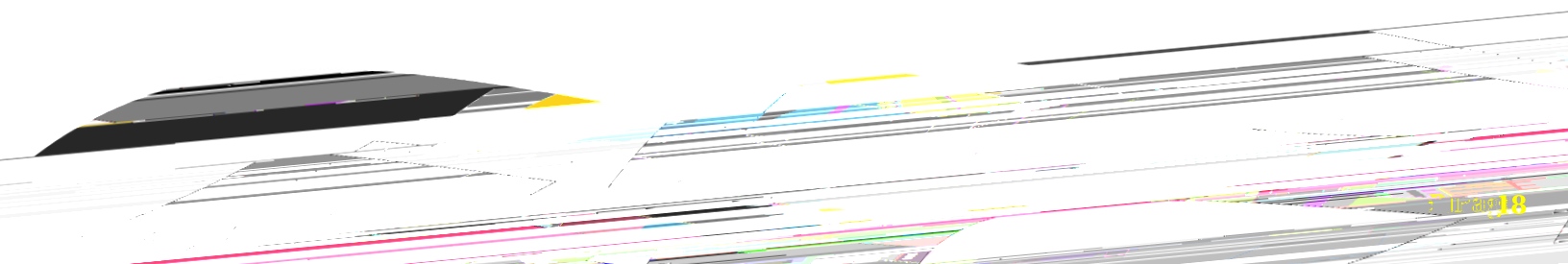


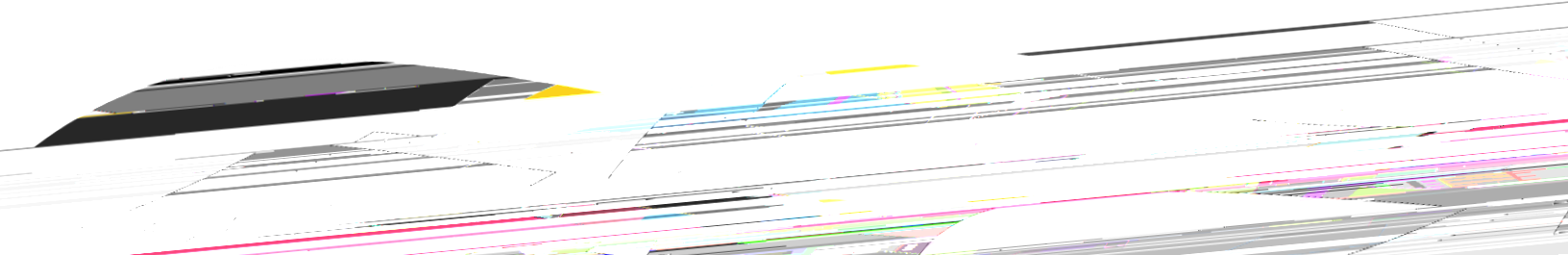


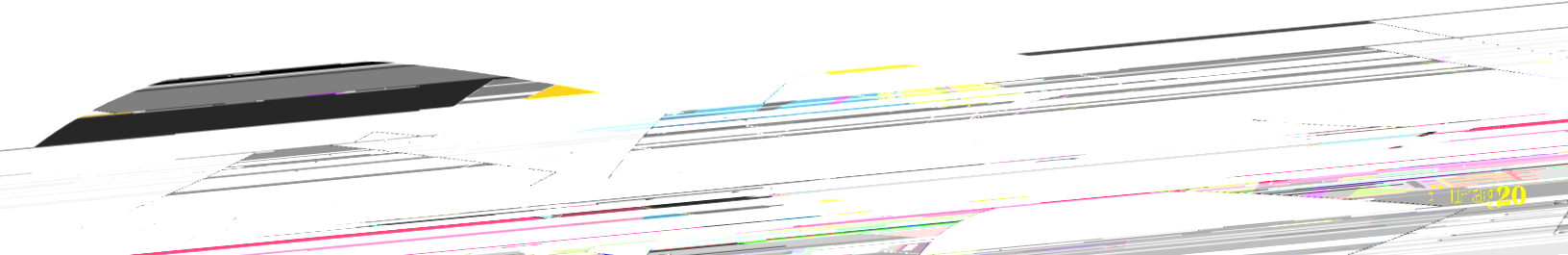
TEACHING & LEARNING	2011 GOAL	2014 GOAL	2019 GOAL
EXCELLENCE			
1) National Rankings for Universities	Five universities ranked Top 50 for public undergraduate	1 in Top 10 Liberal Arts 1 in Top 10 Nation 1 in Top 11-25 Nation 2 in Top 25-50 Nation	1 in Top 10 Liberal Arts 1 in Top 10 Nation 1 in Top 11-25 Nation 2 in Top 25-50 Nation
2) Freshman in Top 10% of Graduating High School Class	50%	50%	50%
3) Professional Licensure & Certification Exam Pass Rates Above Benchmarks	All Exams Above Benchmarks	All Exam Pass Rates Above Benchmarks	All Exam Pass Rates Above Benchmarks
4) Quality Online Courses	n/a	90%	100%
5) Average Time-to-Degree (for FTIC in 120hr programs)	4.0	4.0	4.0
6) Four-Year Graduation Rates (for Full-Time FTIC)	50%	50%	65%
7) Six-Year Graduation Rates (for Full- and Part-time FTIC)	70%	70%	80%
8) Degrees Without Excess Hours	80%	80%	80%



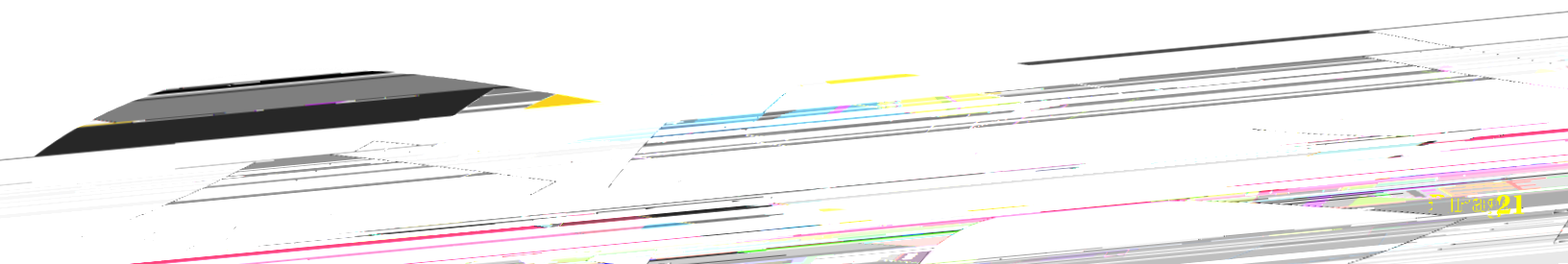
TEACHING & LEARNING	2011 GOAL	2014 GOAL	2019 GOAL
PRODUCTIVITY			
11) Percent of Degrees Awarded to African-American & Hispanic Students	31,500 (35%)	36,000 (40%)	46% Changed from # to %
12) Number & Percent of Adult Aged 25+ Undergraduates Enrolled	75,000 (21%)	75,000 (21%)	75,000 (21%)
13) Percent of Undergraduate FTE in Online Courses	n/a	40%	40%
14) Number of Institutions with at least 30% of Fall Undergraduates Receiving a Pell Grant	n/a	All Institutions Above 30%	All Institutions Above 30%
15) Academic Progress Rate (2nd Fall Retention with GPA >=2.0)	n/a	90%	90%
16) Pell Recipient Four-Year Graduation Rate (for Full-Time FTIC)	n/a	n/a	54%
17) ECS AA Transfer Three-Year Graduation Rate			







COMMUNITY & BUSINESS ENGAGEMENT	2011 GOAL	2014 GOAL	2019 GOAL
EXCELLENCE			
30) Number of Universities with Community Engagement Classification	All	All	All
STRATEGIC PRIORITIES FOR A KNOWLEDGE ECONOMY			
31) Percent of Bachelor's Graduates Employed & Earning \$40,000+ or Continuing Their Education	90%	90%	80% Added wage threshold
32) Median Wages of Employed Full-time One			



Definition of Contributions for Performance Indicators

Teaching and Learning

1. National Rankings for Universities

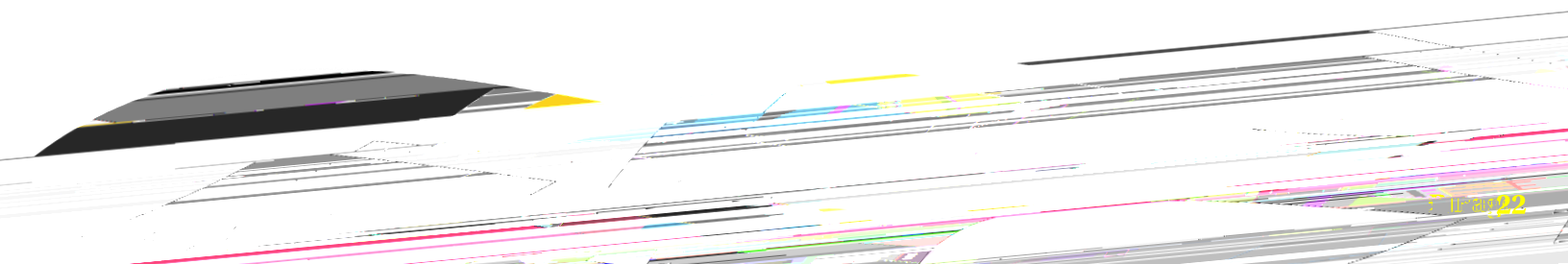
DEFINITION: A ranking on well-known and highly respected national public university rankings using most recent rankings based on the following publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

GOAL: 1 in Top 10 Liberal Arts; 1 in Top 10 Nation; 1 in Top 11-25 Nation; and 2 in Top 25-50 Nation

RATIONALE: Excellence is difficult to quantify and measure. Institutions that do well try to benefit from the enhanced prestige with better student recruitment, increased alumni donations, and government support. Others challenge the methodology by arguing the complexities of educating students, enabling cutting-edge research, and engaging with community and businesses. The purpose of

s live within and to have an external evaluation of how well the universities have carried out their academic responsibilities.

The above goals were established to continue a focus on excellence for the



Teaching (continued)

2. Freshman in Top 10% of Graduating High School Class

DEFINITION: Perce2.

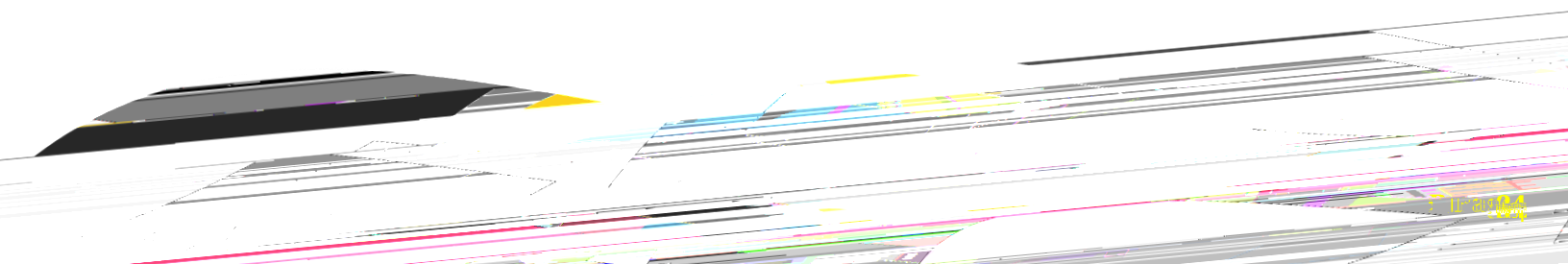
Teaching (continued)

4. Quality Online Courses (REVISED METRIC 2019)

DEFINITION: New and substantively revised online courses must meet Florida standards following an approved review process. Existing and continuing courses will be considered for review on no less than a 5-year cycle. The quality reviews are based on the Quality Matters Higher Education Course Design Rubric Standards, with a review process that is unique to Florida. The Quality Matters standards are in the following areas: Course Overview and Introduction; Learning Objectives; Assessment and Measurement; Instructional Materials; Learning Activities and Learner Interaction; Course Technology; Learner Support; and Accessibility and Usability.

GOAL: 100% of courses meet the Florida standards

RATIONALE: As stated in the 2025 Strategic Plan for Online Education, _____ has been one of the barriers to the adoption and growth of online education. Strategic goals in the plan focus on quality practices and encourage universities to adopt these practices. This performance indicator from th



Teaching and Learning (continued)

6. Four-Year Graduation Rate (REVISED GOAL 2019)

Teaching and Learning (continued)

8.

Hours

DEFINITION: This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the official program length recorded in the Board of Governors Academic Program

Legislature, resulting in multiple cohorts of students with different requirements. In accordance with statute, this metric excludes the following types of student credits: accelerated mechanisms; remedial coursework; non-native credit hours that are not used toward the degree; non-native credit hours from failed, incomplete, withdrawn, or repeated courses; credit hours from internship programs; credit hours up to 10 foreign language credit hours; and credit hours

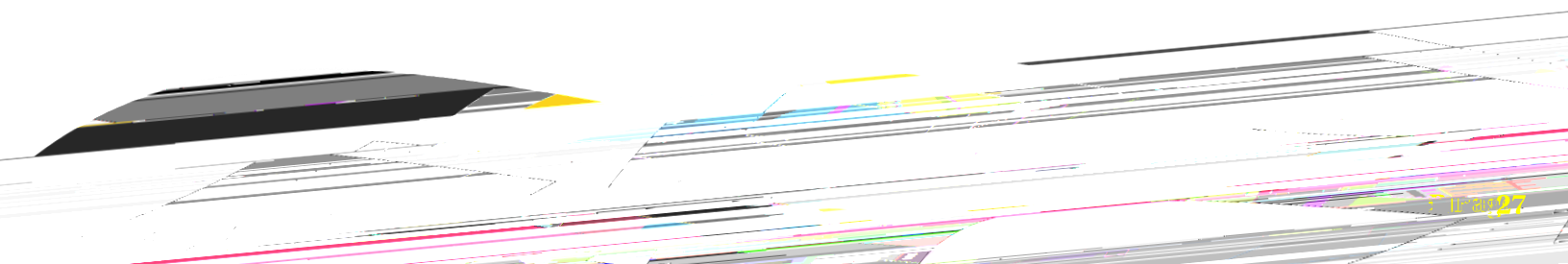
Corps program.

GOAL: 80%

RATIONALE: In 2009, the Florida Legislature established an "Excess Credit Hour Surcharge" to encourage students to complete their baccalaureate degrees as quickly as possible. The Legislature established a threshold of 110% for students starting in the 2012-13 academic year. More recently, in 2019, the Legislature changed the benchmark to 120% of required program hours. However, in 2019, the Board decided to continue using a threshold of 110% of required program hours to ensure a continued focus on graduating students within four years.

The 2025 goal of 80% was set to reflect growth based on prior trends.

SOURCE: Board of Governors staff analysis of the State University Database System



Teaching and Learning (continued)

9.

(REVISED GOAL 2019)

DEFINITION: This is a count of first-major baccalaureate degrees awarded. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between Also

Teaching and Learning (continued)

10. Graduate Degrees Awarded Annually (REVISED GOAL 2019)

DEFINITION: This is a count of first-major graduate degrees awarded. First majors include the most common scenario of one student earning one degree in one CIP code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a dist

counted as separate degrees. In these cases, both degree CIPs receive a made according to

GOAL: 27,400

RATIONALE: In 2012-13, Florida ranked 3rd in the number of graduate degrees awarded by public, four-year universities and the number of graduate degrees awarded annually was initially projected to increase to 35,000.

In 2019, the goal was lowered to 27,400 based on declining enrollments at the graduate level.

SOURCE: Board of Governors strdoard 3n66.7 415585(o)-3()8lys(g)-s on

Teaching and Learning (continued)

11. Percent of Students (REVISED METRIC 2019)

-Americans and Hispanic

DEFINITION: Race/Ethnicity data is self-reported by students. The Non-Hispanic Black and Hispanic categories do not include students classified as Non-Resident Alien or students who did not identify a race/ethnicity. Degree data is based on first-major counts only; second majors are not included. The percentage is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded, excluding those awarded to non-resident aliens and students who did not identify a race/ethnicity.

GOAL: 46%

Teaching and Learning (continued)

12. Number and Percent of Adult Aged 25+ Undergraduates Enrolled

DEFINITION: This metric is based on the age of the student at the time of their fall term enrollment, not their age upon entry. As a proxy, age is based on birth year not birth date. Unclassified students with a high school diploma or general education diploma and above are included in this calculation.

GOAL: 75,000 (21%)

RATIONALE: This metric provides a sense of student diversity based on the age of the student at the time of enrollment. This metric is important to the State University System because Florida's adult educational attainment level is lower than many of the other ten most populous states, which has a negative impact on

13. Percent of Undergraduate FTE in Online Courses

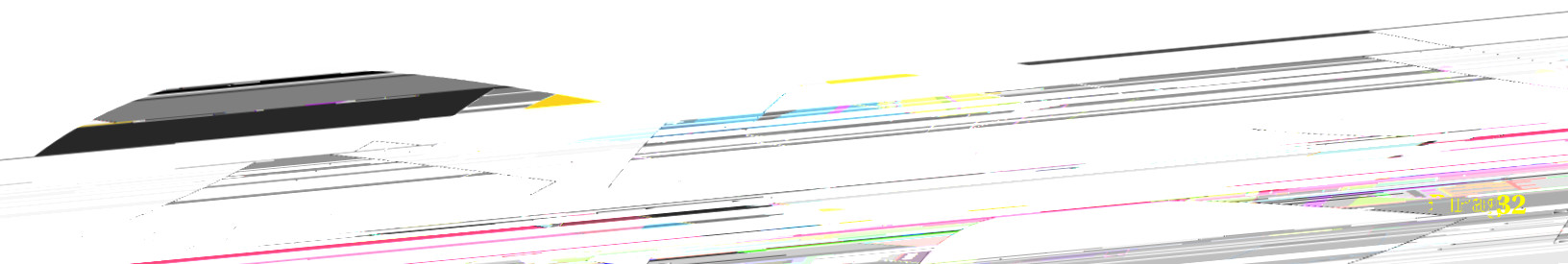
DEFINITION: This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. FTE is a measure of instructional effort based on the total credit hours taken by students. An online course is one in which at least 80% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both as defined by Florida Statute (per 1009.24(17), F.S.).

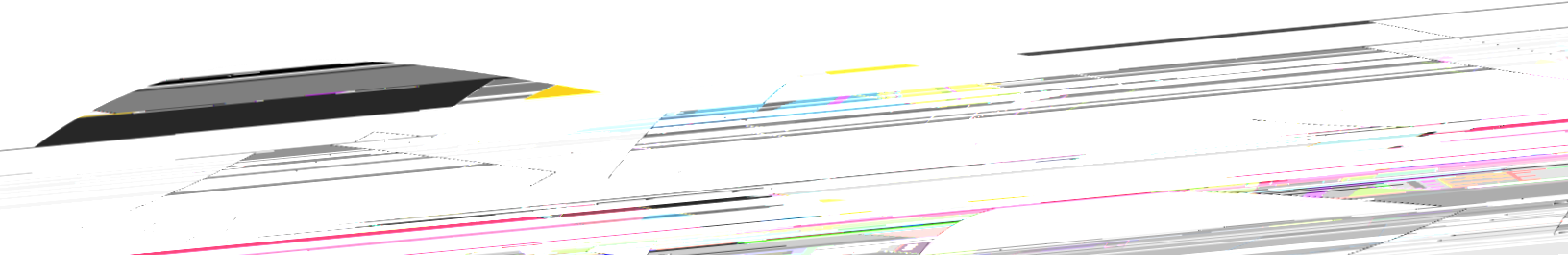
GOAL: 40%

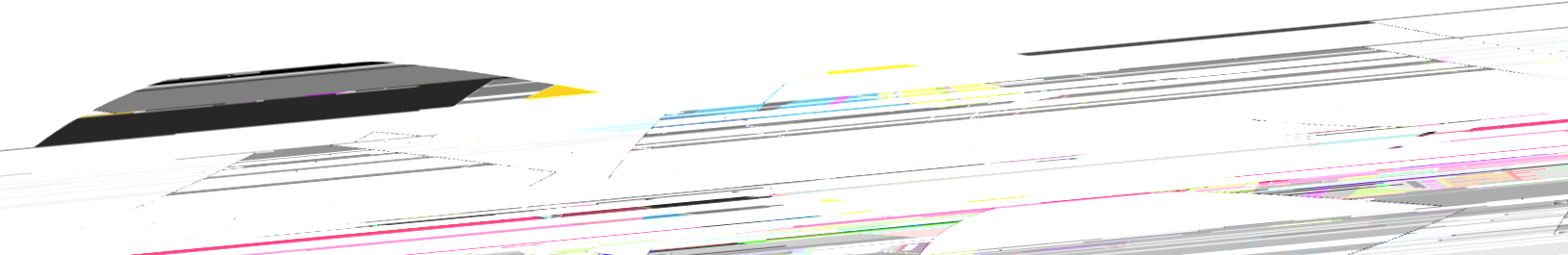
RATIONALE: The Online Education 2025 Strategic Plan is based on the assumption that the system will continue its rapid growth in online education and includes aggressive enrollment targets for 2025, along with strategies for reaching those targets.

The average growth rate from 2010-11 through 2013-14 was used to determine accountability plans presented for years 2014-15 through 2016-17. That annual growth rate of 2% resulted in the projection of 40% of undergraduate FTE enrollment that could be expected by 2025.

SOURCE: Board of Governors staff analysis of the State University Database System







Teaching and Learning (continued)

17.FCS AA Transfer Three-Year Graduation Rate (NEW METRIC 2019)

DEFINITION: This metric is based on the three-year graduation rate of students who transferred from the Florida College System with an Associate in Arts (AA) degree. The three-year metric is based on the percentage of students who started in the fall term, (or summer continuing immediately to a fall term); were enrolled full-time in their first semester; and graduated from the same SUS institution within three years.

GOAL: 62%

RATIONALE: AA transfer students from the Florida College System make up a large proportion of upper-division undergraduate students in the System. These students also warrant special attention in monitoring their progress to graduation. AA transfer students are more likely to be older and enroll part-time. In 2019, the Board decided to include an AA transfer graduation rate metric for both full- and part-time students to ensure these students are graduating in a timely manner. rtion of

Teaching and Learning (continued)

18. & 20. Number and Percent of Programs of Strategic Emphasis

DEFINITION: This metric is based on the number and percentage of baccalaureate and graduate degrees awarded within the programs designated by the Board of Governors. A student who has multiple majors in the subset of targeted CIP codes will be counted twice. Second majors include all dual or second majors and in these instances, each degree CIP receives a degree fraction that is less than one. The calculation of degree fraction is as follows: The calculation

up to one. Second majors are typically used when providing degree information by discipline or CIP, to better convey the number of graduates who have specific skill sets associated with each discipline.

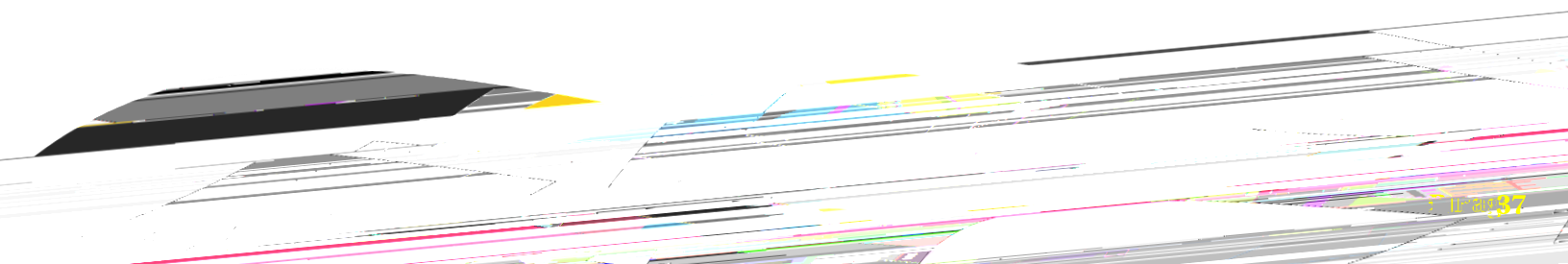
GOAL:

RATIONALE: This metric is designed to promote the alignment of the State University System degree program offerings and the economic development and workforce needs of the State. The Board of Governors maintains a list of Programs of Strategic Emphasis that were revised in October 2019. This list is comprised of the following five areas: STEM, Health, Education, Global, and Gap

and graduate degrees.

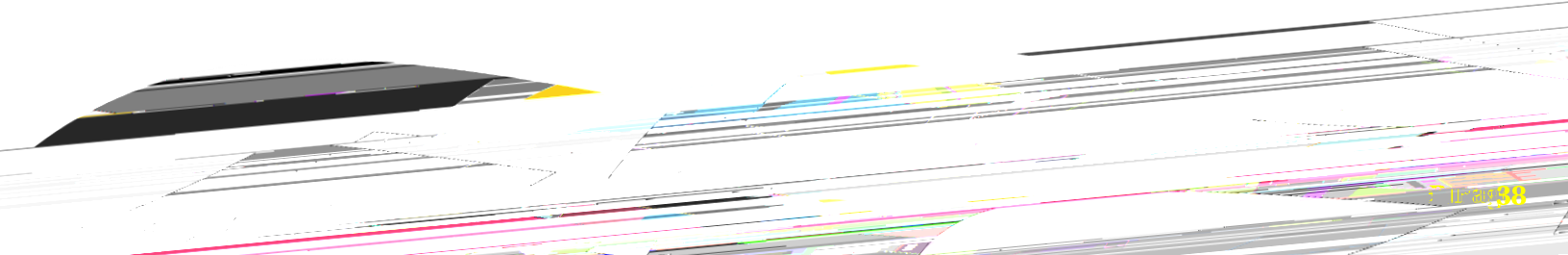
to reflect a Board priority to align degree production with the workforce demands

Due to the uncertainty/63ho0 yfe612 792 reW*n



Teaching and Learning (continued)

19. & 21. Number and Percent of

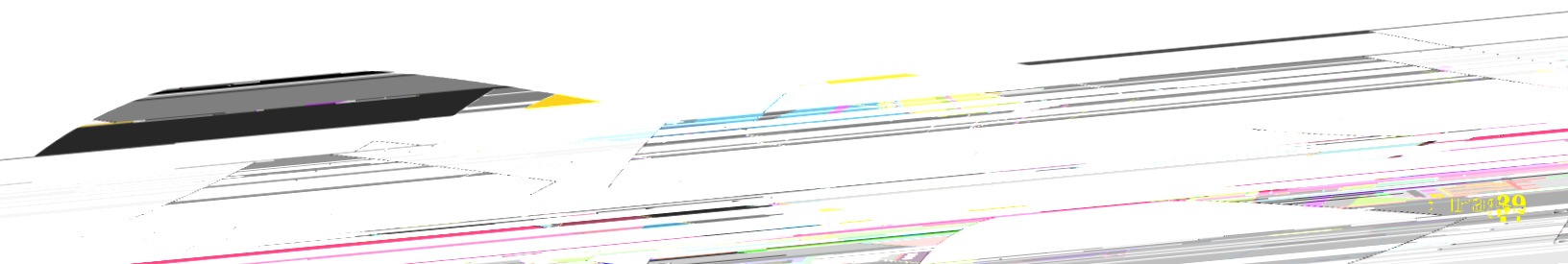


22. Faculty Membership in National Academies

DEFINITION: The number of National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities annual report or the official membership directories maintained by each national academy.

GOAL: 75

RATIONALE:



23. Faculty Awards

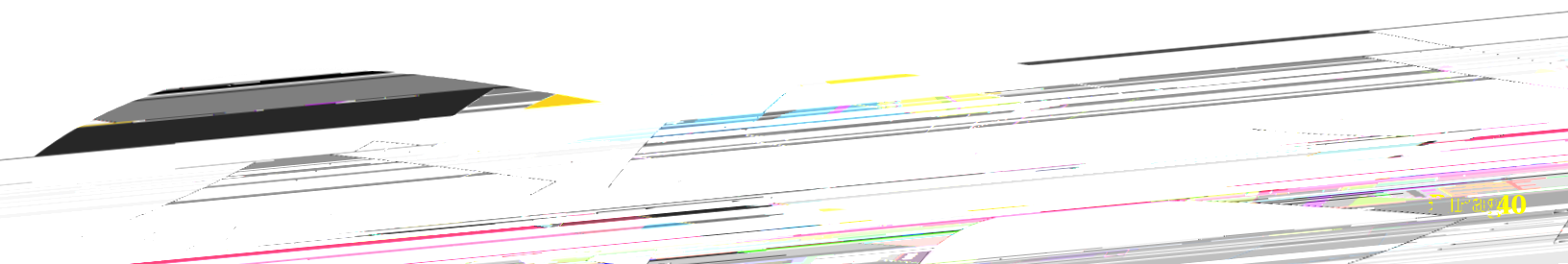
DEFINITION: The number of faculty awards received from any of the following entities: American Council of Learned Societies Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities Fellows, National Humanities Center Fellows, National Institutes of Health MERIT, National Medal of Science and National Medal of Technology, Presidential Early Career Awards for Scientists and Engineers (PECASE), National Science Foundation (NSF) CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, and Woodrow Wilson Fellows.

GOAL: 75

RATIONALE: Faculty awards in the arts, humanities, science, engineering, and health provide a more dynamic and current look at faculty honors than the National Academy members that reflect senior faculty with distinguished careers. In 2011, the System was ranked 4th among states' public universities. Based on 10-year historical trends, faculty are projected to receive 75 awards in 2023, which indicates that the System would be ranked 3rd assuming other state trends remain stable.

The 2025 goal of 75 is to maintain the current trend.

SOURCE: Board staff analysis of various publications

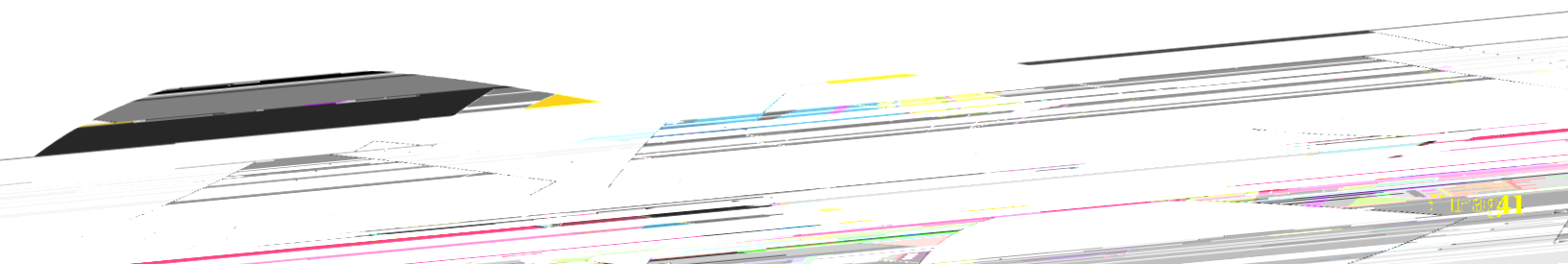


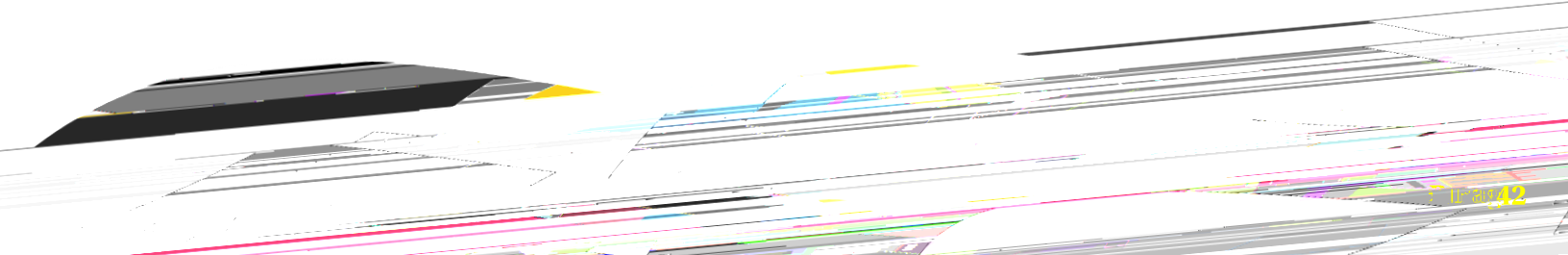
24. Percent of Undergraduates Engaged in Research (REVISED METRIC 2019)

DEFINITION: The numerator includes graduating seniors who completed an honors thesis, worked on their own research and/or creative activity topic with the guidance of a faculty member, worked on research with a faculty member (individually or jointly), submitted an article or research for publication or exhibition, or presented or exhibited research at a professional/academic conference (individually or jointly). The denominator includes graduating seniors who completed the survey.

GOAL: TBD

RATIONALE: A placeholder metric was included in the 2011 version of the System Strategic Plan and was finalized in 2019. The purpose of this metric is to address the emerging role that research plays in the undergraduate curriculum, and it is aligned with the NSF goal of integrating research and education. Undergraduate participation in research can also strengthen the pipeline of students pursuing gradua





27. Number of Patents Awarded Annually

DEFINITION: The number of utility patents awarded by the U.S. Patent and Trademark Office by calendar year. This does not include design, plant or other types of patents.

GOAL: 410

RATIONALE: An important aspect of university research is protecting any new intellectual property (IP) that results from the research. The overall number of patents awarded in a calendar year is a general, but valuable, measure of the amount of IP that a university produces and chooses to protect. The System's goal is to produce 410 patents during the 2024 calendar year.

SOURCE: Board of Governors staff analysis of U.S. Patent Office data

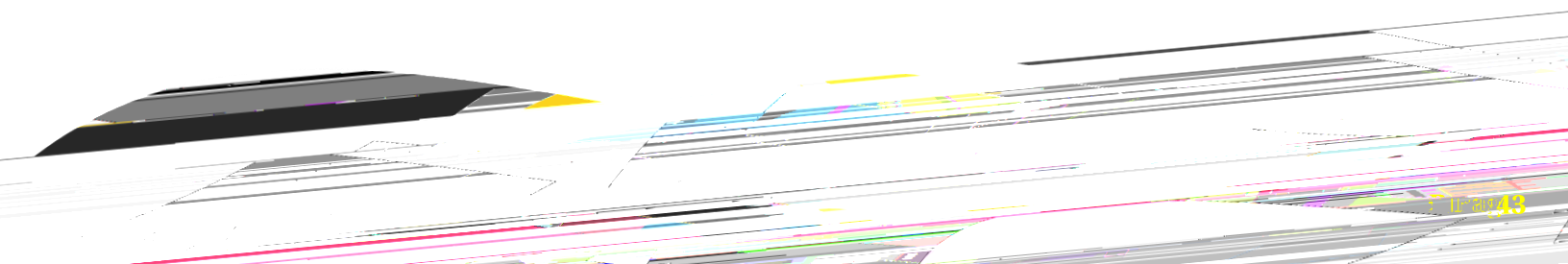
28. Number of Licenses and Options Executed Annually (REVISED GOAL 2019)

DEFINITION: Licenses and options executed in the fiscal year for all technologies as reported by universities on the Association of University Technology Managers (AUTM) Licensing Activity Survey.

GOAL: 500

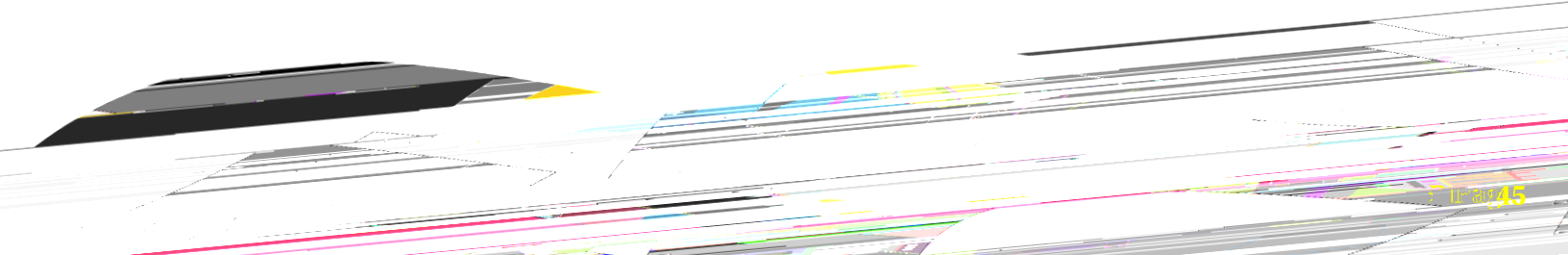
RATIONALE: Another important measure of university research tracks the transition of IP from the lab to the marketplace. Universities make money from patents primarily by licensing them to outside companies, which produce commercial products based on the IP. The overall number of licenses and options that have been executed annually provides a measure of the entrepreneurial nature of the university.

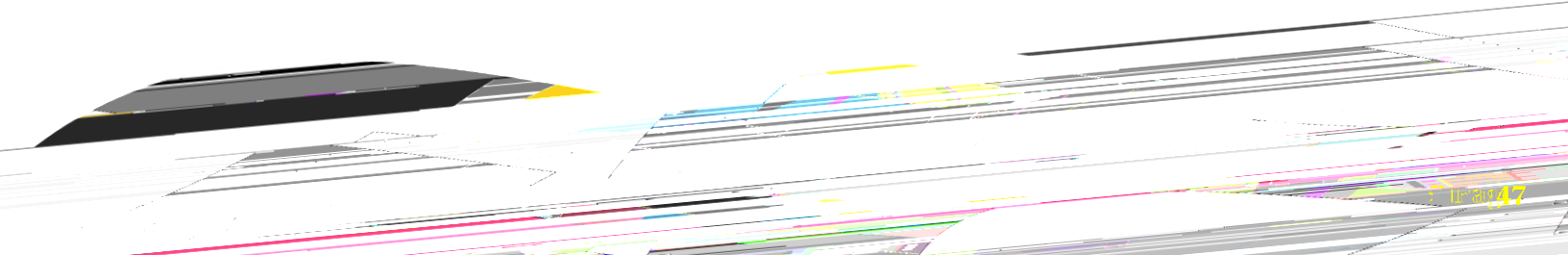
In 2019, the Board set an aspirational goal of 500 licenses and options executed annually. This goal provides a





30.







STATE UNIVERSITY FLORIDA STATE



UNIVERSITY of
WEST FLORIDA



UNIVERSITY of
NORTH FLORIDA

