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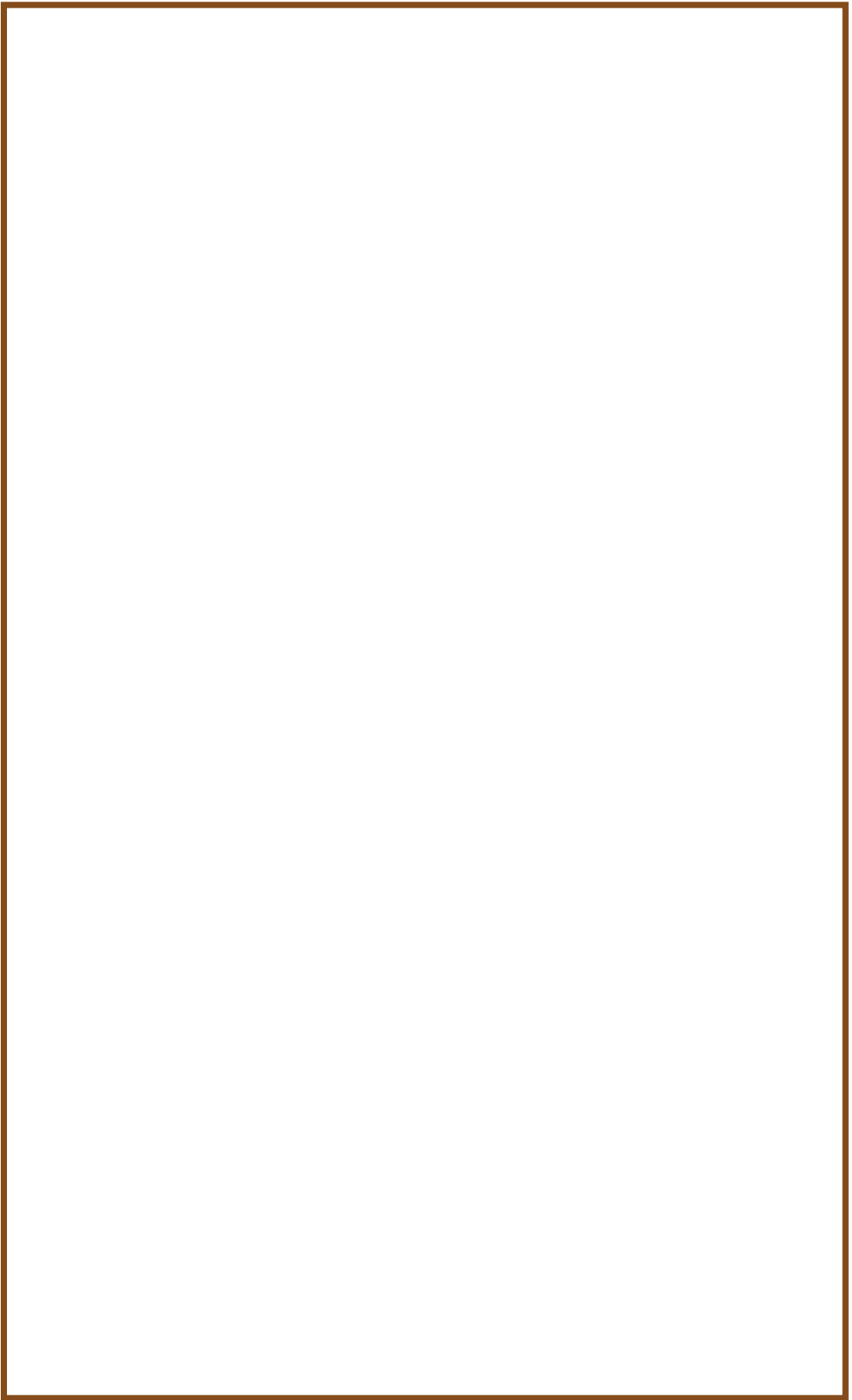
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STATE UNIVERSITY SYSTEM PROFILE

ADMISSIONS, FALL 2004

	Apply	Admit	

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

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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, the following: to coordinate and control the operation of the system, to provide for 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 the goal of ensuring 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 continue to work with the legislature and the public to ensure that the State University System remains the premier provider of higher education in Florida.

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 Board of Governors 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

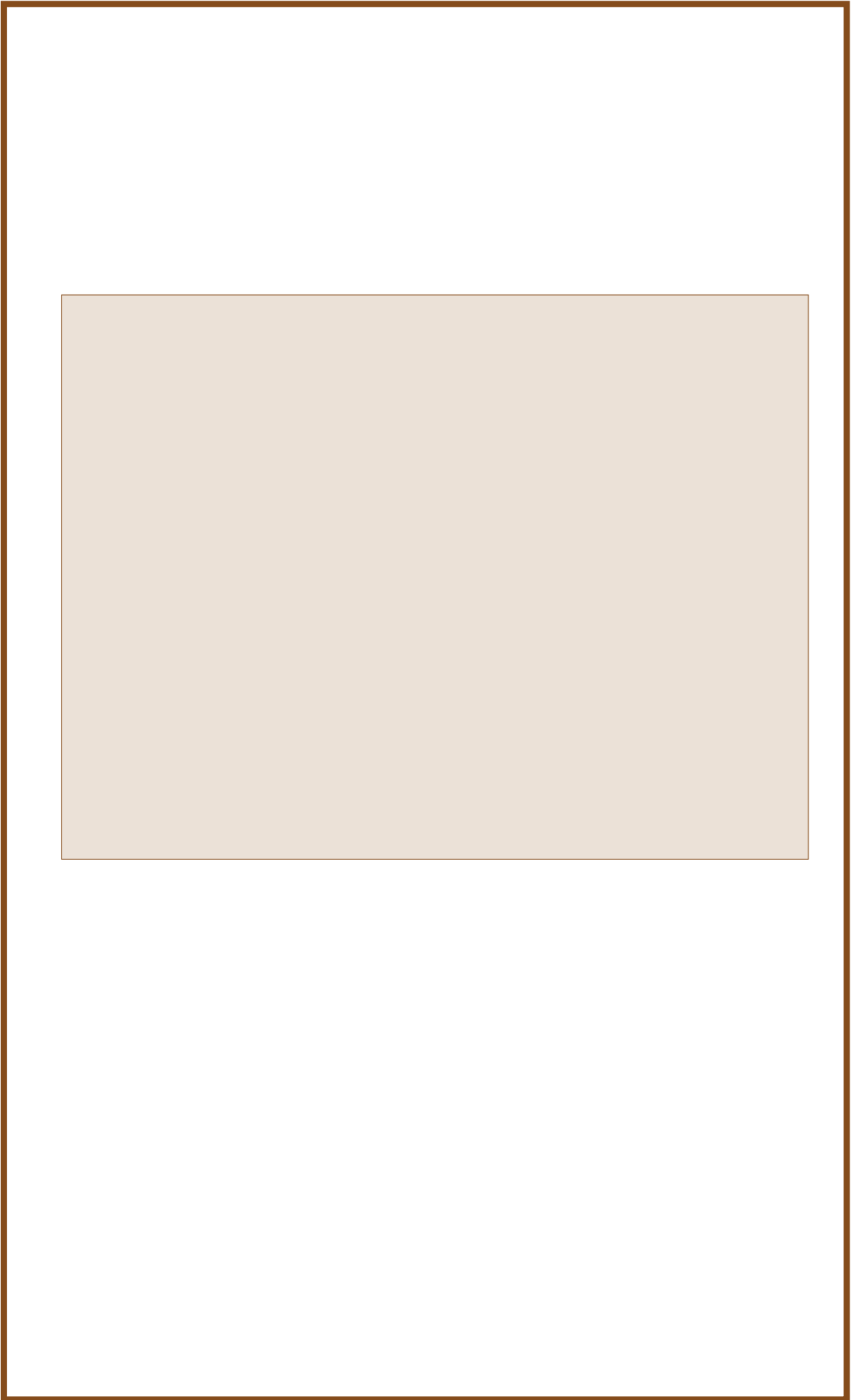
DEFINITIONS USED IN INSTITUTION DESCRIPTIONS			
SIZE (TOTAL DEGREES AWARDED)		ANNUAL GROWTH RATE IN TOTAL DEGREES AWARDED	
Small	0-999	Limited	< 2%
Medium	1,000-4,999	Moderate	2-4.99%
Large	5,000-9,999	Rapid	5-7.99%
Very Large	10,000+	Very Rapid	8%+

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

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	

<p>Strategic Guidance on New Doctoral/ Research Programs</p>	<p>The Board of Governors encourages the advancement or establishment of world-class doctoral/research programs, especially when</p> <ul style="list-style-type: none"> • consistent with institutional mission and statewide goals; • 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 compelling argument for return on investment.
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<p>Strategic Guidance</p>	<p>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.</p>
<p>Weighted GPA of middle 50% of entering freshman class (from 2003-04 SUS fact book)</p>	<p>3.30-4.0</p>
<p>% Full-Time Students</p>	<p>70.5%</p>



CORE VALUES

Florida Agricultural and Mechanical University holds the following values essential to the University's mission and vision.

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

# 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

# of Masters Programs	19
# of Bachelor Programs	25
Research Expenditures	\$1.4 million total, \$0 medical (FY 2003-04)
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	3.17-3.98
SUS fact-book (% Full Time Students)	65.1%

Assessment

# 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. We are committed to providing a high quality education, promoting knowledge through excellent teaching, promoting public service, discovering new knowledge, solving problems through research, and fostering creativity.

INSTITUTIONAL VALUES STATEMENT

We are committed to the following values:

- 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 goals.

- 1. Establish a comparative advantage in our endeavors
- 2. Maximize the use of our resources
- 3. Engage the University community in a consultative process
- 4. Utilize various forms of technology
- 5. Optimize the use of our resources

UNIVERSITY VISION

To be a leading research university.

TOP * URBAN * PUBLIC * RESEARCH * UNIVERSITY

TOP: One of the leading research universities.

IF65B.

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. 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

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

D.

of Doctorate Programs / Degrees 74 / 271

of Masters Programs 108

of Advanced Masters Programs 27

of Bachelor Programs 94

Professional Schools Law, Medic, ~~1264.578n5(L1eBTecotal, \$(L1eB72.8B7r1e57a~~

Research Expenditures

Size and Recent Growth Rate in Degrees Awarded

University's direction based on plans for 2012-13

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

% Full-Time Students

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.

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- learn and conduct research with internationally recognized scholars;
- conduct research in specialized interdisciplinary centers, such as the National High

GOALS

Our goal is to become recognized nationally and internationally for our teaching and research and to be 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.

of Bachelor Programs

Professional Schools

Research Expenditures

Size and Recent Growth Rate in Degrees
Awarded

University's direction based on plans for
2012-13

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

- each student is responsible in the last analysis for his or her education;
- the college should be a place where students are challenged to learn and to grow as individuals; 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, intellectual freedom, and the pursuit of knowledge.

# 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%

# 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,

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 gfcbl`UbX ŪM jVY Zi bXUjcb`Zcf`\\j`\\Yf`Yi Wjcb`j`b`h`Y`&g`h`W`bi`frh`K`\\j`Y`h`Y`Z`W`h`i 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 cZ ci f i bXfgUbx|b|`cZ`h`Y`b`U`i`f`U`k`c`f`X`h`Y`j`b`h`Y`W`U`X`h`Y`g`b`g`g`G`f`j`j`W`f`Y`U`M`g`h`Y` i`b`j`Y`g`h`i`c`V`||`U`h`c`b`h`c`g`U`Y`h`Y`W`b`U`g`c`Z`j`g`f`g`U`W`U`X`_`b`c`k`Y`X`Y`Z`f`h`Y`d`i`V`j`W`c`c`X`

of Doctorate Programs / Degrees

of Masters Programs

of Advanced Masters Programs

of Bachelor Programs

Professional Schools

Research Expenditures

Size and Recent Growth Rate in Degrees
Awarded

University's direction based on plans for
2012-13

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

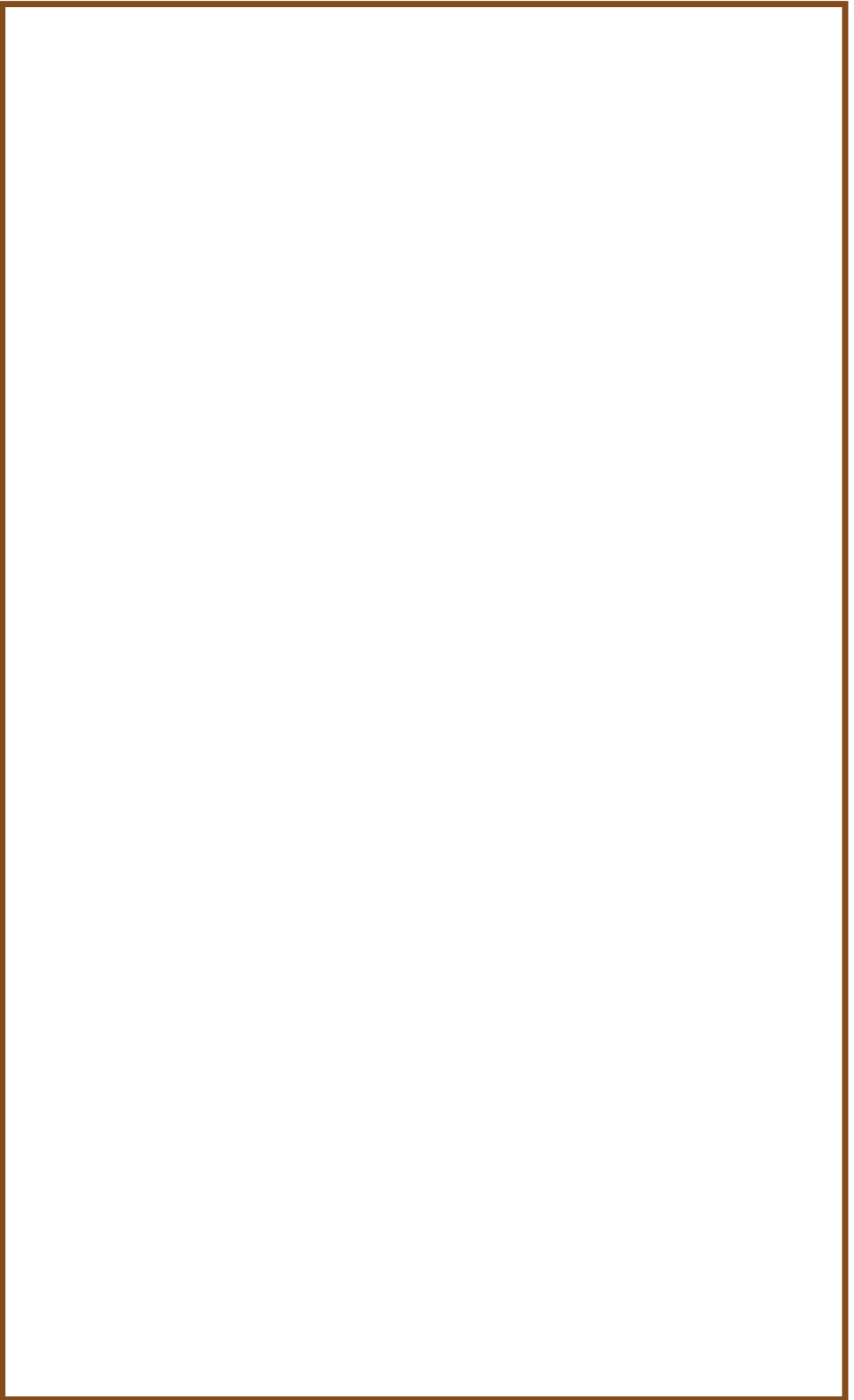
% Full-Time Students

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 the University's purpose. This commitment is reflected in the University's policies and procedures, and in 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

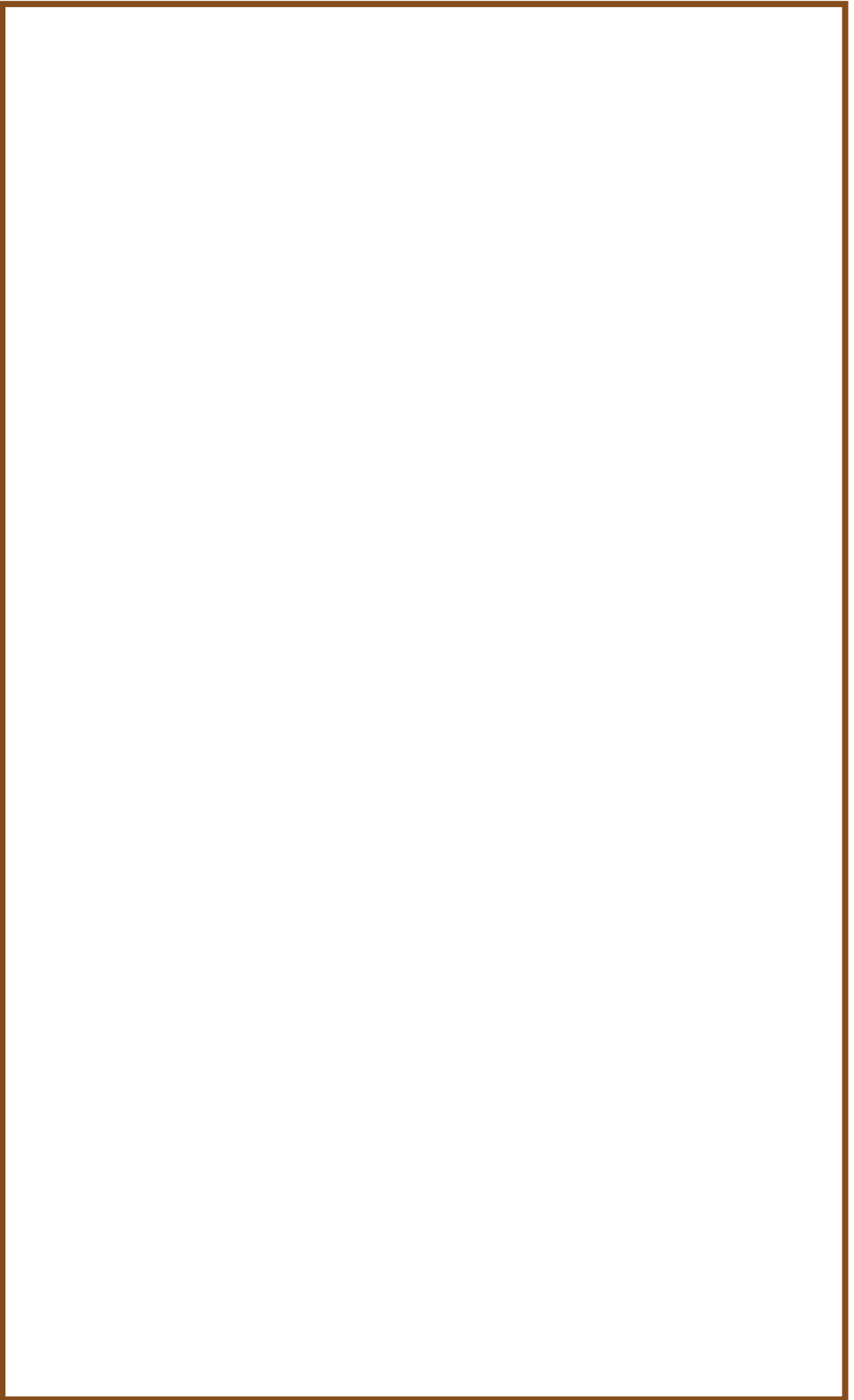
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VALUES

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- 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;
-



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

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- 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

•

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

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. Enhancing Faculty and Staff Salaries
7. Enhancing Faculty and Staff Salaries
- 8.

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

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

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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
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OPPORTUNITIES

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 [fUX Uhg dYf Wd]H U H\Y fYw a YbXUjcb' fYÜMIX WbWfb' hUi: `cf]XUg `ck' fUb]b[f) h' Uä cb[hYgUhg]b'dYf!Wd]HUVUYcf' [fUX Uhg fYÜMIX]bUXei UY'UWgg'rc' Zi fl 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 \hd.##k k k"ÜXcYcf[#<]\Yf9X i bX5Xj 7ci bWXXZU HUG/.

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

A Uhg Ux dfc Zg]cbU Xj fYfHf] Yg UYUg' VgXcb' Udfc' Wcb' cZ hYbi a Vf' hUi will be awarded nationally per capita in 2012-13. The SUS goal for doctoral degrees is only for emerging technology doctorates.

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

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

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	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%

	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

Gei fW IPEDS (Integrated Postsecondary Education Data Set) Peer Analysis System. See \hd ##bWYX[c] #dYg/.

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 hYa " : cf dfc Wcb di fdcg\ck YfzWa a i blmW Y Yg UYcZ hY gUN [cU Zcf 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.



Florida's workforce needs to be met by a combination of factors, including:

- met critical state needs;
- had a record of placing graduates in high-wage positions.

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

Each year, the State Board of Education is statutorily required to identify teacher shortage areas and health care workforce needs.

I.B.1. Critical needs: education

Each year, the State Board of Education is statutorily required to identify teacher 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.

Others, such as foreign language or mathematics instruction, draw both education degrees. Others, such as foreign language or mathematics instruction, draw both

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 technologies used with updated data to identify degree programs that support emerging technologies.

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.

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

- state agency or employer group
- 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

- 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

- level
-

education level

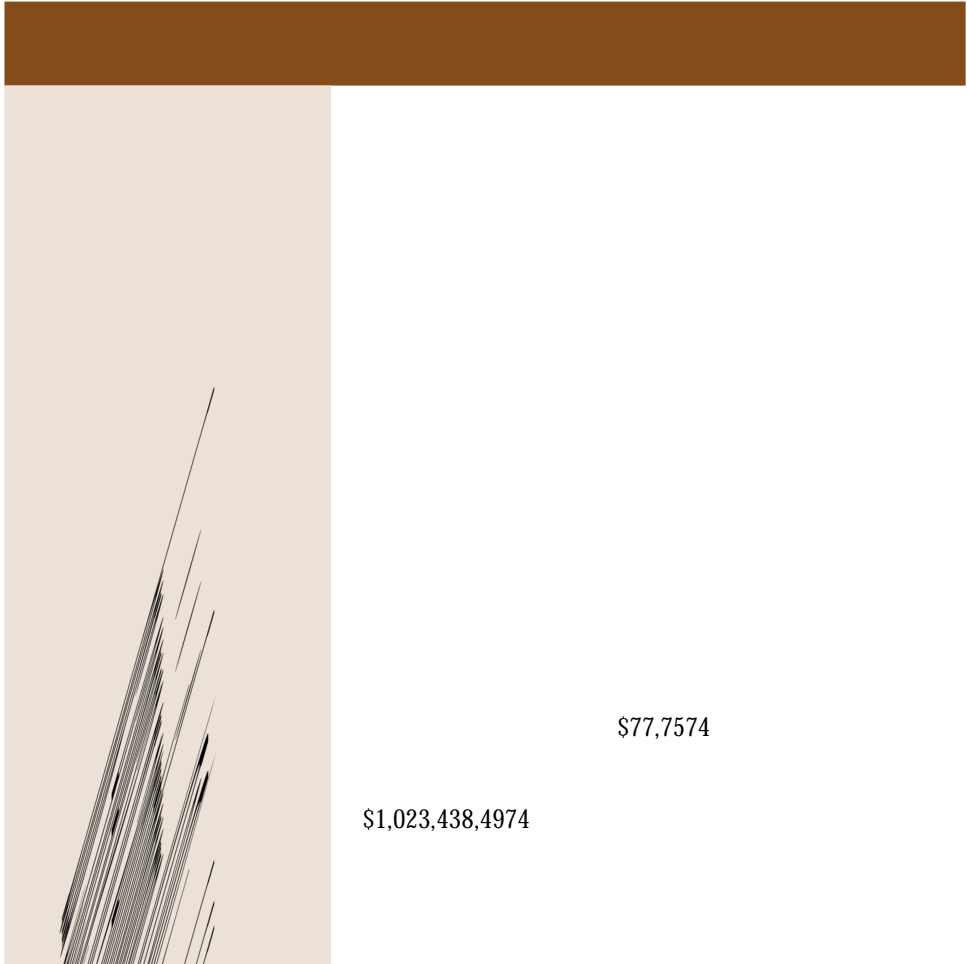
i. (University and professional programs)

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

]]"



\$77,7574

\$1,023,438,4974

Florida academic R&D

academic R&D as % of all

Total academic research expenditures per full-time faculty; and
 I.C.1.c. Total research expenditures per capita

70% 427,583,000

\$580,180,945

\$1,091,327,000

n/a0

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I.C.1.d

having 25% of SUS programs ranked in the top 25% nationally and assumes that the number

be additional national and international recognition.

Since these awards and National Academy memberships are, by design, exceptional and not the norm, 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.nas.edu](#)

I.C.6.b. Major Awards

The Web of Science citation service compiles lists of the most frequently cited scholars in the natural sciences, engineering, 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 the natural sciences, engineering, and social science.

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

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

II. Constituent University Goals

Universities have submitted and will continue to revise goals in a structure parallel to the

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 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

