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CHAPTER 1

THE STATE UNIVERSITY SYSTEM OF FLORIDA

The State University System of Florida consists of ten institutions with main campuses at:

- ! University of Florida (UF), Gainesville, established in 1853;
- ! Florida State University (FSU), Tallahassee, 1857;
- ! Florida Agricultural and Mechanical University (FAMU), Tallahassee, 1887;
- ! University of South Florida (USF), Tampa, 1956;
- ! Florida Atlantic University (FAU), Boca Raton and Broward County, 1961;
- ! University of West Florida (UWF), Pensacola, 1963;
- ! University of Central Florida (UCF), Orlando, 1963;
- ! Florida International University (FIU), Miami, 1965;
- ! University of North Florida (UNF), Jacksonville, 1972; and
- ! Florida Gulf Coast University (FGCU), Ft. Myers, 1991.

The universities are located throughout the State, from Pensacola in the northwest to Miami in the southeast. They provide higher education opportunities

at the main campuses and at 11 branch campuses, eight centers, numerous smaller, off-campus sites (Figure 1) and through distance learning to all citizens of the State. Collectively, the State University System provides an impressive and diverse array of academic disciplines and programs.

Two universities, UF and FSU, are designated Research University I under the Carnegie Council on Policy Studies in Higher Education classification. One, USF, is classified as a Research University II; three, FAU, UCF, and FIU, are Doctorate-Granting Universities II; and three, FAMU, UWF, and UNF, are classified among Master's (Comprehensive) Universities and Colleges I. FGCU has not yet been assigned a Carnegie classification. FAMU is nationally recognized as a leading historically black institution, and, during 1996-97, awarded more baccalaureate degrees to African American students than any other college or university in the nation. In 1997, FAMU was designated by *Time* magazine and the *Princeton Review College Guide* as "College of the Year." Florida International University in Miami led the country in the number of bachelor's degrees granted to Hispanic students, and was third in the number of total bachelors degrees to minority students. The University of Florida is a member of the Association of American Universities, an organization which includes the leading research institutions in the country. The University of Central

Florida is home to the National Center for Forensic Science, one of eight centers in the United State's Department of Justice, National Institute of Justice, National Law Enforcement and Corrections Technology Center System.

The universities vary widely in the number of students enrolled. The largest, UF, including the Institute of Food and Agricultural Sciences and the Health Science Center, had an actual enrollment of 41,429 students in the fall term of 1997. The University of West Florida, the smallest except for FGCU, enrolled 7,855 students. The total enrollment of the entire System in that term numbered more than 213,000 students in 1997. While approximately 90 percent of these students are residents of the State of Florida, the universities benefit from the influence of students from all other states, Puerto Rico, the Virgin Islands and Guam, and from over 192 countries, from Afghanistan to Zimbabwe, resulting in a rich diversity which benefits all aspects of the SUS.

In terms of its physical plant, the State University System is comprised of more than 46.5 million square feet of enclosed space in more than 3,200 buildings scattered widely across the state. The SUS physical plant is larger than that of the rest of state government combined.

Florida's newest university, Florida Gulf Coast University, is making a four-year college experience readily accessible to the citizens of southwest Florida. The university emphasizes distance learning technologies, and schedules many of its classes in the evenings and on weekends to enhance its accessibility to students. FGCU offered its first classes in the fall term of 1997, and is projected to serve 10,000 students by 2003.

A BRIEF HISTORY OF MASTER PLANNING IN THE STATE UNIVERSITY SYSTEM OF FLORIDA

Master planning for higher education in the State of Florida may be viewed as beginning with the enactment of the Buckman Act of 1905, which established the predecessor to the State University System. Over the years, various committees and commissions have subjected the State's higher education system to study and have recommended such innovative steps as a statewide community college system, the creation of new universities in the major metropolitan areas, and the creation of a State Board of Regents to govern an expanding university system. In 1969, the Comprehensive Development Plan for the State University System set out broad guidelines for the entire System for the decade of the seventies:

[To establish a] distinguished university system, which will provide maximum educational opportunities for the citizens of Florida, without unnecessary duplication or proliferation, through distinguished state universities that have separately designated responsibilities and which will collectively offer programs in all disciplines and professions at all levels.

This effort was followed in the late seventies by the work of an inter-institutional task force, which produced 25 system wide guidelines and individualized mission statements for each of the universities. The guidelines and statements were adopted by the Regents in 1978. In late 1982, the Postsecondary Education Planning Commission (PEPC) worked with each of the postsecondary education sectors--the state-supported universities, state-supported community colleges, vocational and proprietary schools, and independent institutions--in the development of the first Master Plan for Florida Postsecondary Education. In 1983, the Board of Regents promulgated the first Master Plan for the State University System, "Quest for Excellence," which was subsequently revised in 1985.

In July, 1988, the Board adopted the State University System of Florida Master Plan, 1988-89 through 1992-93. As part of the planning process, each university

subjected its existing mission statement to critical review and made appropriate revisions. The revised statements were then made an integral part of the Plan and served as benchmarks to guide planning and decision-making at both the campus and Board level. Among other salient elements, the Plan included, for the first time, a listing of new undergraduate and graduate academic programs authorized by the Board for exploration by each university during the five year tenure of the Plan.

That precedent was continued in 1993 and in Chapter Three of this document covering the period 1998-99 through 2002-03.

PROGRESS TO DATE

1983-1988

The years preceding the inception of the 1988-89 through 1992-93 Master Plan saw unprecedented growth in enrollment at all levels. Fall enrollment, not including fee waivers, rose from 140,445 students in 1983, to 158,019 in 1988, an increase of nearly 13 percent.

The same period was characterized by steady improvements in the academic qualifications of the freshman classes entering the universities of the State University System. Between 1983 and 1988, at the same time freshman

enrollments increased nearly eighteen percent, the mean high school grade point average of first-time freshmen entering the State's universities steadily rose from 3.0 to 3.13. During this period, the average scores of entering freshmen on the Scholastic Aptitude Test and American College Testing Program examination rose from 1,012 to 1,043 and from 22.3 to 22.8 respectively. Both of these improvements almost certainly reflected the increased academic course requirements for high school graduation mandated by the Legislature, and higher admissions standards promulgated by the Board of Regents. Between 1983 and 1988, the number of National Merit Scholar and National Achievement Scholar finalists enrolled as undergraduates grew from 563 to 677, an increase of 20 percent.

Just as the preparedness of students rose, so was the quality of the faculty enhanced. The innovative Eminent Scholars Program, by which private gifts are matched by public funds to create endowments of a minimum of \$1 million each, was begun in the early 1980s. The endowments are used to recruit and retain distinguished faculty members across the spectrum of academic disciplines. During the five years preceding the 1988 Plan, the number of fully funded endowed chairs for eminent scholars nearly tripled from 25 in 1983-84 to 74 in 1987-88.

1988-1998

Like the previous five years, the next ten years were marked by significant growth and continued enhancement of quality and excellence throughout the State University System. And, it should be noted, much of the improvement was achieved during a time of economic recession which forced many difficult budgetary choices and decisions by the Legislature, the Board, and by university administrators. The SUS share of General Revenue fell from nearly 11 percent in 1985-86 to a low of 7.7 percent in 1993-94, and to a somewhat higher share of 8.6 percent in 1997-98. Nonetheless, tuition in the State University System has risen less in the last decade than in the nation as a whole, ranking Florida number 49 of the 50 states, with only one state charging a lower tuition for resident undergraduates. At the same time, Florida ranks 41st in state tax effort for higher education. The combination of these two elements places Florida in the lowest position nationally in overall support for higher education.

Pursuing its goal to increase access to opportunities for higher education for the citizens of Florida, the Board of Regents aggressively sought funding from the Florida Legislature to support increased enrollment at every level. Total enrollment (excluding fee waivers) rose to an all-time high of 213,066 for the fall term, 1997, nearly 55,000 more students than were being served in 1988. The

demand for a four-year university experience remained high, as demonstrated by an increase in fall applications from first-time-in-college students of nearly 18,000, or 38 percent between fall, 1988 and fall, 1997. Fall first-time-in-college enrollments over the same period rose by more than 5,000, an increase of a comparable 40 percent. The high school grade point averages, SAT scores, and ACT scores of fall term, 1997, freshmen who did enroll, however, were even higher than those recorded in the fall of 1988: 3.5, 1139 (recentered), and 23.5 respectively. This average SAT score for entering freshmen, which includes those admitted by alternative means, is the second highest average in the nation for public university systems, exceeded only by Delaware, and is 76 points above the average SAT score for all public four-year institution freshmen in the United States. The SUS average SAT score for entering freshmen is 109 points above the average for all test-takers nationally, and 127 points above the average for all Florida SAT test-takers. Since the average score for all Florida SAT test-takers is below the national average score by 18 points, the relative exclusivity of the SUS and the heavy reliance on the public community college system combine to create a significant enrollment imbalance.

Another indication of the heightening quality of students attracted to Florida's public universities is the substantial number of undergraduate National Merit

Scholar, National Achievement Scholar, and National Hispanic Scholar finalists enrolled. In three of the last six years (1992, 1995, and 1997, the freshman classes at Florida A and M University included the highest number of National Achievement Scholar finalists of any college or university in the country. The University of Florida and Florida State University are national leaders in attracting National Merit Scholars, and New College of the University of South Florida is nationally prominent and continually attracts large numbers of National Merit Scholars.

The Eminent Scholar Program, described earlier, has continued to make possible faculty enhancement by the recruitment of distinguished scholars. By 1992-93, the number of fully funded endowed chairs had increased to 131, or nearly 76 percent, since 1987-88. In dollars, the endowments increased from \$55 million to well over \$100 during the same period. By 1996-97, the number of fully endowed chairs had increased another 35 percent to 157. Major private sector gifts eligible for State matching funds, not including eminent scholar chairs, increased from \$10 million in 1987-88 to \$65 million in 1992-93 and \$199 million in 1996-97. In response to a Board of Regents initiative, the 1988 Legislature enacted the State University System Facility Enhancement Challenge Grant Program. The statute established the Alec P. Courtelis Capital Facilities Matching Trust Fund.

The Trust Fund matches funds raised from private sources with state appropriations and the monies are used to “build high priority instructional and research-related capital facilities.” From its inception in 1988 through fiscal year 1997-98, more than \$111.7 million has been made available by this program. These data clearly indicate an increased reliance on private donations and a growing effort to seek them out.

Despite the significantly higher enrollments in the State University System noted above, for 1996-97, the state granted only 82% of the national average of baccalaureate degrees, 80% of the average of master’s degrees, 83% of the average of doctorates, and 69% of the average of professional degrees. When compared to the average of the top 10 economic growth states in the nation in 1994-95, which includes Florida, these percentages fall to 77% for baccalaureates, 58% for master’s, 71% for doctorates, and 60% for professional degrees. In actual numbers, Florida produced 844 baccalaureate degrees per 100,000 persons aged 18-44 compared to 1,113 degrees produced on average by the top ten economic growth states.

Symbolic of the State University System's qualitative advancements are three research enterprises with international stature. The University of Florida was

selected by the United States Department of Defense as the site for a new Brain Institute. The interdisciplinary research activity will draw upon UF's many resources in health sciences and other fields. In Tallahassee, the National High Magnetic Field Laboratory (NHMFL) is a joint enterprise of Florida State University, the University of Florida, and the Los Alamos National Laboratory. The NHMFL is staffed by scientists of international distinction, and provides research facilities to distinguished visiting scientists from around the world. And in Tampa, The Moffit Cancer Center and Research Institute of the University of South Florida has achieved the rare designation of a National Cancer Institute, the only such designation in Florida.

THE STRATEGIC PLAN FOR 1998-2003

After the adoption of the 1993-98 Master Plan, the Legislature directed that subsequent plans be designated "Strategic Plans." In common with its Master Plan predecessors, the 1998-2003 Strategic Plan seeks to capitalize upon success and experience rather than adopt major changes of emphasis.

PURPOSE

The purpose of the 1998-2003 Strategic Plan for the State University System of Florida is twofold. First, to facilitate informed, detailed planning and decision-

making at both state and institutional levels, and to permit the focus of resources on issues of greatest need, the plan describes the higher education goals of the State of Florida. Second, the plan provides a framework within which the unique characteristics and strengths of each university can be built upon and enhanced while at the same time ensuring that current progress toward a cohesive, integrated university system--fully responsive to the needs of the citizens of Florida--is consolidated and continued.

ASSUMPTIONS

The Strategic Plan for 1998-2003 necessarily rests upon certain assumptions that guided the planning process:

Enhancement of the quality of higher education provided

by the State University System of Florida will be a high priority on the State's public policy agenda and will receive adequate support from Floridians, the Florida Legislature, the Governor and other public officials.

§ The economic condition of the State and the nation will remain relatively stable. In urban areas especially, enrollment is often inversely related to economic fluctuations.

§ The State will support the demand for accessibility to higher education with a significant enrollment increase and the continued enhancement of program offerings and technology.

THE STRATEGIC PLANNING PROCESS

To assist in the identification and definition of specific statewide and regional higher education needs for the 1998 through 2003 period, the Long Range and Strategic Planning Committee of the Florida Board of Regents convened numerous workshops and public hearings in 1997 and 1998. To ensure wide community participation, the public hearings were held in nine separate locations throughout the State. Testimony was solicited and received from informed citizens; leaders of business and industry; local educators and government officials; representatives of professional associations; and university students, faculty members and administrators. The testimony heard by the Committee highlighted the many strengths of the individual universities and the importance of not only their educational roles, but also of their contributions to the quality of life--economic, societal, and aesthetic--in the areas served by each. The testimony also provided invaluable information with respect to the aspirations of the universities and the perceptions of need expressed by their constituencies. The Planning Committee and, subsequently, the Board of Regents as a whole,

considered these aspirations and needs with great care. Including these hearings, the Planning Committee held 22 meetings and workshops at various locations in the state to discuss planning issues with university administrators, faculty, and students.

Subsequent to the adoption of the 1993-98 Master Plan, the Legislature modified Florida statutes to direct the Postsecondary Education Planning Commission (PEPC) to develop a Master Plan for all postsecondary education within the State. This Master Plan “shall serve as the basis for the development of strategic plans by the Board of Regents, the State Board of Community Colleges, and the Independent Colleges and Universities of Florida. Development of the sector strategic plans shall be initiated following completion of the master plan to ensure coordination in addressing identified needs and strategies throughout postsecondary education”(S. 240.147, F. S.). This Strategic Plan utilizes information in the current PEPC Master Plan. To this end, the Board of Regents met jointly with members of PEPC and the SBCC to coordinate planning efforts. The Strategic Plan is also strongly linked to the Enrollment Plan, the Five-Year Capital Improvement Program list, and the goals set forth for equal education and employment opportunities for all citizens. The Enrollment Plan is developed to provide a rational basis for institutional and state-level planning and funding of

undergraduate and graduate enrollment. The Capital Improvement Program serves a similar purpose for the construction of new buildings and the renovation of existing structures. Planning for the development of new academic programs, an integral part of the Master Plan, is clearly dependent upon the availability of adequate enrollment and facilities, and consistency with the principles of equity.

\The results of the Board's deliberations are articulated in Chapter Two--Goals of the State University System and Chapter Three--Mission Statements of the State Universities, and New Programs Authorized for Exploration. As a continuing part of the master planning process, the Board will periodically review university performance toward achievement of the goals in this plan, and the program lists will be open for modification after two years.

CHAPTER 2

GOALS OF THE STATE UNIVERSITY SYSTEM

Universities bear a heavy responsibility to society to ensure that the knowledge and skills they impart, produce, and apply are consistent with the values and ideals that are deeply rooted in history. The State University System recognizes that the inculcation of these values and ideals is essential to the general welfare of the State of Florida and its citizens.

VALUES AND IDEALS

In response to the need expressed by most Floridians, and in an effort to assist in the definition of public morality in society, the Board of Regents continues to set forth the following values for use in the State University System:

- § Personal integrity that is rooted in respect for truth and love of learning.
- § A sense of duty to self, family, and the larger community.
- § Self-esteem rooted in the quest for the achievement of one's potential.
- § Respect for all persons.
- § The courage to express one's convictions, and recognition of the rights of others to hold and express differing views.

- § The capacity to make discriminating judgments among competing opinions.
- § A sense of, and commitment to, justice, integrity and fair play.
- § Understanding, sympathy, concern, and compassion for others, including those of different socio-economic position.
- § A sense of discipline and pride in one's work; and respect for the achievements of others.
- § Respect for one's property and the property of others, including public property.
- § An understanding of, and appreciation for, other cultures and traditions.
- § A willingness to perform the obligations of citizenship, including the right to vote and the obligation to cast an informed ballot, jury service, participation in government, and adherence to the rule of law.
- § Civility, including congenial relations between men and women.
- § A commitment to academic freedom as a safeguard essential to the purposes of the university and to the welfare of those who work within it.
- § The courage to oppose the use of substances which impair one's judgment or one's health.

These values and ideals are critical, foundational components of a university education and, to be effectively inculcated and nourished, must be present

throughout the higher education experience. Each university must devise its own ways to provide exposure to these values and ideals: through integration into the curriculum, within regular courses and in educational seminars which focus specifically on these issues; through a strong emphasis on community service, particularly beyond the bounds of the university into the greater society; through the development and use of honor codes, as appropriate; and through certifications on transcripts, to acknowledge and recognize activity and preparation in the development of values and ideals.

GOALS

The Board of Regents and the Chancellor affirm the following goals as the most important priorities to guide the State University System during the next five years and beyond:

- § To improve the quality of undergraduate education;
- § To provide adequate access to undergraduate and graduate education;
- § To increase degree production at all levels;
- § To enhance graduate education and research;
- § To solve critical problems in Florida;

- § To enhance public-private partnerships to preserve and improve quality within the SUS, and to better serve Florida business, industry and government;
- § To develop and implement creative and cost-effective programs to increase efficiency without sacrificing quality;
- § To establish a stable, reliable source of state funding;
- § To enhance public education at all levels;
- § To broaden education, research, and advisement support through the use of information technology;
- § To provide accessibility to state university programs and services for all students;
- § To increase on-campus residential opportunities for undergraduate students.

The following specific numerical objectives are intended to facilitate the accomplishment of the above goals:

- § By 2003, the State University System shall increase baccalaureate degree production to at least 93%, and master's and doctoral degree production to at least 85% of the national average (per 100,000 18-44 year-olds).

§ During the next five years, the SUS should work to increase state and local government support for university research and development by 25%, and industry support by 50%, while maintaining competitiveness in federal support.

§ It shall be an objective of the State University System to increase the capacity for on-campus residency for freshmen and sophomore students at state universities to 55% by 2003, and to 57% by 2010.

The following statements clarify these priority goals and objectives and provide a description of the means by which the Board of Regents plans to achieve them.

The more specific statements which follow clarify these priority goals and provide a description of the means by which the Board of Regents plans to achieve the goals.

TO IMPROVE THE QUALITY OF UNDERGRADUATE EDUCATION

Improvement in the quality of undergraduate education remains a primary Board of Regents' goal. The following objectives will be pursued to achieve this goal:

GENERAL

The State University System will encourage and support continued maintenance of increased standards in the public schools and strengthened high school graduation requirements.

University admissions standards and policies will continue to require that students obtain the necessary skills and courses at the secondary level to provide the proper foundation for undergraduate education. To aid in the effort of creating a seamless system of education, the Board of Regents will work with the Florida Department of Education to develop a voluntary procedure for imprinting on all Florida high school report cards (for those who so choose) a graphic depiction of State University System admissions standards for high school academic units, grades, and standardized test scores in a format that allows each student to monitor his or her performance. The Board will also work with the Department of Education to produce a booklet for middle and high school students describing university admissions standards as well as alternative opportunities for higher education through Florida community colleges.

University academic programs will be supported and complemented through student activities which contribute to the social, cultural, emotional, physical, and

intellectual development of students. Service learning is a critical component of such student development and to enhance service learning universities are encouraged to: (a) request additional legislative resources as needed for service learning; (b) direct appropriate resources toward ensuring that service learning is an important part of the student experience; and (c) report annually to the Board of Regents on the success of such programs.

All students will be afforded an opportunity to acquire fundamental computer skills and a working knowledge of the capabilities and appropriate uses of modern computers and telecommunications appropriate for their fields of study.

The universities will meet accreditation standards in programs for which accreditation is appropriate.

Campus security and safety continue to be a high priority. Emphasis will be placed on programs that ensure student involvement, monitoring, sharing of information between the universities, and annual reporting to the Board of Regents.

Where appropriate, undergraduate students should be afforded opportunities for expanded research, interdisciplinary learning, expanded community based education, and learning centers.

STUDENT AFFAIRS

The commitment of the State University System of Florida to excellence in teaching, research, and service applies equally to the area of student affairs.

Success in college and after graduation is clearly related to the quality of the out-of-class experiences students enjoy. The University experience will be structured to affect the development of students' lives in the social, cultural, emotional, physical, as well as intellectual realms.

For student affairs to be a strong and effective partner in the production of baccalaureate degree recipients, stable funding must be derived from state appropriations, auxiliary services (such as in student housing), student fees (Health, Athletics, and Activity and Service), and the Capital Improvement Trust Fund (for facilities and childcare programs). Additional support for financial aid programs is provided by a student financial aid fee. These various funding sources are just as sensitive to inflationary pressures as funding for academic programs. Adequate state appropriations are essential to maintain student affairs programming.

Each campus in the SUS provides student affairs activities that reflect the values and goals of the individual institution as well as the characteristics of its student population. Both traditional and non-traditional students can be assured that certain student affairs programs are in place at all campuses to facilitate the diverse student needs. Student affairs programs will strive to:

- § Assist students in successful transition to college;
- § Help students learn, understand, and practice the values and ideals contained herein, and develop a philosophy of life;
- § Encourage the development of friendships among students and a sense of community within the institution;
- § Help students acquire adequate financial resources to support their education;
- § Create opportunities for students to expand their aesthetic and cultural appreciation;
- § Teach students how to resolve individual and group conflicts;
- § Provide programs and services for students who require assistance;
- § Help students understand and appreciate racial, ethnic, gender, and other differences, and develop respect for all persons;
- § Design opportunities for leadership development;

- § Help students learn to manage stress and develop coping skills to deal with the pressures of life;
- § Establish programs that encourage healthy living and appropriately confront abusive behaviors;
- § Help students clarify career objectives, explore options for further study, and secure employment; and
- § Provide opportunities for recreation and leisure-time activities.

Student affairs programs, to be effective, must be sensitive to the changing needs of students and the problems of society. Emphasis in all student affairs programs must be placed upon high quality and personalized assistance to individuals, from admissions, orientation, residential life and career development, to graduate school advising and job placements. Each university's goal, through student affairs, is to help students succeed in achieving their personal and professional objectives. Student affairs likely will need to address the following major challenges, if the educational and social needs of students are to be met:

1. *Enhance the Quality of Student Life* by: (a) designing and maintaining facilities (such as residence halls, learning centers/communities, scholarship houses, Greek houses, student unions and recreational facilities) that are conducive to

students working, studying, and living in a quality physical environment; (b) offering student services that meet the special needs of all populations, including transfer students and disabled students; (c) recruiting top staff with nationally-competitive salary levels, and providing opportunities for staff development; and (d) addressing the environmental health and safety of students through the provision of prevention programs, sound facility design, and adequate lighting on campus.

2. *Promote Student Responsibilities and Values* through: (a) resolution of conflicts through mediation, and concern about the destructive nature of abusive behaviors such as sexual assault, harassment, and substance abuse; (b) the development of peer leadership skills, student spiritual and religious expression, civic education, community service and an ethic of service; and (c) attention to students' health and welfare (i.e., housing, physical and mental health, counseling services, activities, recreation, and child care).

3. *Promote Access and Diversity* by: (a) providing the maximum number of opportunities for students to value differences; and (b) inviting student participation in workshops and symposia which address how to further enhance diversity for appropriate groups.

4. *Develop Students' Voices* by: (a) involving students in university decision-making; (b) providing students with the option of resolving student judicial affairs disputes by a student committee or court, with final sanctions approved by the university; (c) promoting student participation at all levels of government, including increased student voter registration efforts; and (d) fostering an advisory role of student services with the Student Government Association and other student organizations.

STUDENT ADVISING

Students need accurate and timely academic advice on a recurring basis throughout their educational careers. They need correct information concerning appropriate sequencing and prerequisites for the courses they must complete in order to fulfill the requirements of their chosen major fields of study in a timely manner. The development of lists of prerequisites common to all universities, which was accomplished during the period of the previous master plan, greatly facilitates this effort.

If students experience delays in completing their coursework, students and universities alike incur additional costs, and access is diminished. The ready

availability of proper academic advising and career counseling for students assists in eliminating the needless expenditure of tuition, living expenses, and state support, and assists in increasing the capacity of the universities to effectively serve additional students.

Each university has a clear responsibility to provide a level of articulation and positive support services to foster student satisfaction, improve retention, and increase graduation rates. As the transition from high school or community college is critically important, programs such as early advisement, early registration, the provision of transfer summary reports and degree audit evaluations, along with early identification of students enrolling at community colleges who intend to transfer, are essential to facilitate smooth transitions. Program expectations and degree requirements must be clearly communicated through electronic means such as the World Wide Web, as well as through more traditional means. Consistent support for transfer students and community college advisors is necessary.

Information on financial aid is often complex, but essential for student retention. Such information should be transferred by the most expeditious means available, through rapid communications technologies.

Academic support programs should continue to address the special needs of students. Such programs may take the form of mathematics and writing laboratories, of computerized programs to help students recognize personal values and career objectives, and of learning communities to provide supplemental opportunities for honors students, leadership students, and in small learning clusters within a large university environment, among others. The adequate provision of career information and placement assistance is also an essential function of university student support programs.

Especially important is the provision of a central location on each campus for student academic support. Such a center should provide a focal point for such activities as special tutoring, CLAST preparation, supplemental instruction, and student mentoring. At large universities which require multiple locations, these activities should be carefully coordinated.

To assure that distance learners are afforded the same level of academic support services as on-campus learners, the state universities will continue to work toward an environment in which such services are individualized, patron-driven, and time and site independent. Among the mechanisms to be explored will be contractual

arrangements for the provision of academic support services with community colleges and universities that are closest to remote learners.

LIBRARY DEVELOPMENT AND ENHANCEMENT

The principal goal of the SUS library system is to increase access to scholarly material for the academic community. In recent years significant advances have been made in extending resources and services to on-site and remote users through the use of electronic networks and delivery systems. However, the philosophy of the library resources funding formula is currently based on volumes required to support students and staff. By redefining the funding formula to include recognition of the use of technology, the SUS library system will have the opportunity to move more quickly toward the goal of mitigating “distance” as a factor in the accessibility and quality of library services in a cost-effective manner. It will also allow the SUS to provide more reliable financial support of its universities and libraries in their continuance of high-quality educational programs.

Services provided by the Florida Center for Library Automation include expanded access to electronic reference and full-text materials and document delivery of print materials. Financial support for the continued enhancement of FCLA and

the further development of interlibrary loan and other devices for sharing materials is essential to the efficient use of scarce and costly library resources.

Access to materials is important. Knowing how to find items is also crucial, however. For distance learners, the Florida Public Postsecondary Distance Learning Institute, under the auspices of the SUS and the State Board of Community Colleges has established a pilot project, the Florida Distance Learning Library Initiative, at the University of South Florida. By assisting students in their use of the online electronic resources and in their research, the SUS will maximize their investment in new technology, information formats, and a new emerging learning model.

During the period of this Strategic Plan, the Board of Regents will work with universities to re-define the philosophy of the library resources funding formula, to establish a national standard in the adoption of a broad-based collection development plan that acknowledges the importance of electronic resources as well as print. Working with librarians, FCLA, and publishers, the Board will lead in developing appropriate licensing agreements to allow the most effective and cost-efficient use of system-wide resources.

ATHLETICS

Extracurricular activities, including athletics, supplement and complement each university's academic programs and are essential components of student life.

Participation in such activities must, however, remain in a proper perspective.

Leaders in all extracurricular activities are representatives of their universities and must comport themselves in an exemplary manner.

Intercollegiate athletics is an important, but not the most important facet of university life in the State University System. The Board of Regents views student athletes as students first and athletes second. The SUS will ensure that intercollegiate athletic programs and their direct support organizations are characterized by the highest standards of honesty and integrity, that they comply fully with all applicable NCAA, conference, and Board of Regents regulations, and that they operate in a fiscally sound manner. The Board will also work closely with the universities to assure that student athletes graduate at the same rates as other students. The SUS should offer Floridians the opportunity to choose among universities that offer a variety of types and levels of athletic participation. Florida has been a national leader in the effort to achieve equity between men's and women's athletic programs. It will continue to support the equitable distribution of resources and work toward the achievement of equity in athletics. Direct support

organizations must be open to the public and responsible to the university president.

TO PROVIDE ADEQUATE ACCESS TO UNDERGRADUATE AND GRADUATE EDUCATION

Florida faces a significant challenge in maintaining access to higher education during this planning period and for the next twelve years of projected student growth. From 1990 to 2010 population growth is projected at nearly five million, with numbers of high school graduates projected to grow by nearly 50,000. Of critical significance is the fact that much of the population growth during this period will be in traditional college-aged students, 18 to 24 year-olds, which group will grow by 30%. This is a reversal of the pattern of the previous twenty year period.

During the period from 1970 to 1990 the SUS grew by more than 100,000 students, an average annual increase of slightly more than 5,000. During the seven years since 1990, the system has grown by 42,000 students, an average annual increase of 6,000. Much of this growth was achieved by the extension of higher education opportunities to older, more non-traditional types of students.

Despite this heroic growth, Florida is significantly below most other states in the provision of baccalaureate opportunities to its citizens. As noted above, in 1996-97 Florida produced baccalaureate degrees at only 82% of the national average, even when private institutions are included in the calculations, and only persons aged 18 to 44 years old are considered.

Certain other factors somewhat counter these considerations, however, when future demand for undergraduate admission to the SUS is estimated. First, while the number of high school students has increased and will continue to increase, the likelihood of these students graduating with standard diplomas and entering colleges and universities is diminishing. This trend has led to repeated downward adjustments in the projected number of high school graduates. The percentage of non-promotions in high school grades also has increased significantly in recent years. As a result of these factors, the Department of Education has adjusted projections of public high school graduates downward to a peak of more than 130,000 in 2007-08.

Additionally, it seems likely that the rate at which Florida high school graduates have indicated plans to immediately enter postsecondary education may be near its peak, although an economic downturn could result in increased enrollment

growth. Further, it seems probable that the earlier increased participation in higher education by non-traditional, especially older, students may not continue to rise.

These factors will likely temper to some degree the number of additional students who may be expected to enroll in the SUS during the next twelve years.

Considering all these factors, the Board conservatively anticipates at least 70,000 new students during this period, which would be an average increase of nearly 6,000 students per year, or about the same level of growth experienced during the previous seven years. It should be noted, however, that in the out years of this projection, success in Florida's efforts to improve the academic preparation of students in pre-Kindergarten through twelfth grade could result in these projections being overly conservative.

Although the use of instructional technology can provide some relief to the challenge of access faced by the higher education system of Florida, it is important to note that technology is not a panacea. The typical Florida SUS student enrolled in a course delivered via technology is also simultaneously enrolled in one or more courses delivered on campus through conventional classroom instruction. For such students, who are usually in the traditional 18-21

college-age group, technology provides a means to “customize” their schedules, often enabling them to proceed through their academic degree course sequences more efficiently and to graduate in a more timely manner. These students may have neither the need nor inclination to forego all aspects of a traditional campus-based education in favor of an education delivered completely via distance learning methods. Alternatively, an indeterminate number of students, because of job and family considerations, disability or other constraints, cannot attend classes on campus. For these students, who tend to be older, working adults, courses and programs delivered via technologies that allow learning to occur at home or work provide the only viable means of access to a college education. As the selection of full academic degrees available via technology broadens within the SUS, the number of students electing this approach likely will increase. If Florida’s experience is consistent with that of the rest of the nation, however, the majority of traditional college-aged students who will be graduating from Florida high schools and seeking admission to Florida’s state universities within the next dozen years will continue to choose a campus-based college experience. The data regarding success rates in obtaining baccalaureate degrees indicates a strong correlation to the selection of such a traditional campus based experience. The State University System, therefore, must provide increased access to such campus based experiences.

An additional consideration is the amount of direct access the state provides to students wishing to pursue a baccalaureate degree. More than any other state, Florida relies on the two-plus-two system, with initial entry for most students being at the community college level, with subsequent transfer to the SUS. The Board recognizes that this articulated system is unique and must be preserved, but the enrollment relationship between sectors should be adjusted as necessary to meet the needs of the State.

An investigation by the Department of Education indicates that about 30% of Florida high school graduates meet SUS requirements for admission, but the number who meet SUS requirements and intend to enter the SUS would be 20%. Additional research indicates that about 900 qualified Florida high school graduates who applied were not admitted to any state university during Fall 1996. These two pieces of data enforce the notion that adoption of a goal to admit all qualified Florida high school graduates would reverse the trend toward exclusivity while not significantly increasing the number of FTICs.

FIRST-TIME-IN-COLLEGE STUDENTS

The Board of Regents, therefore, establishes the goal that the State University System will accept as First-Time -in-College students within the system all qualified Florida high school graduates who meet the admissions criteria adopted by the Board of Regents, up to a maximum of 25 percent of the previous year's high school graduating class, with no significant increase in out-of-state or alternative admissions.

Assuming no relative increase in graduation rates nationally, if the State University System continues its recent pattern of increasing baccalaureate degree production by approximately 1,000 additional bachelor's degrees each year as a result of enrollment growth, the state should achieve 93% of the national average by the year 2002-03 (40,500 degrees within the SUS), and nearly 98% (44,700 degrees) by the year 2007-08, the last year for which projections are available.

If ,however, the State University System is successful in admitting all qualified freshmen applicants who wish to attend, then the most likely effect will be to add approximately 1,000 first-time-in-college students to the system, or about a one percentage point increase in the proportion of previous year's Florida high school graduates. An increase of 1,000 FTICs may be expected to result in an increase of approximately 600 additional baccalaureate degrees after six years, in which

case the SUS will achieve the national average sooner than otherwise anticipated.

The Florida Department of Labor and Employment Security estimates that the number of persons requiring at least four-year degrees for employment will increase by more than 240,000 between 1994 and 2005, an increase of 31%, the greatest percentage increase of any category. This does not include the demand for managers, many of whom will also require baccalaureate or higher degrees. A continuing annual increase of approximately 1,000 additional baccalaureate degrees within the SUS will fulfill about 28% of this demand.

ACCOMMODATE ANTICIPATED UNDERGRADUATE GROWTH

To accommodate the anticipated undergraduate growth through 2010 in the most efficient, cost-effective manner, the SUS should look to a more favorable balance between teaching and research, especially through the hiring of future faculty with fuller teaching loads; development of teaching oriented programs, institutions, and campuses; and direction of future enrollment to these sites.

To this end, the Board of Regents will establish, in consultation with each university president, by January, 1999, both headcount and FTE enrollment plans

for each university and campus, through the year 2010. As part of this process, undergraduate enrollment limits will be identified for the main campus of each research university, particularly for those universities identified as being Research I universities. Emphasis at these universities will be directed toward graduate education and research.

Undergraduate growth will be directed, to the largest degree possible, toward branch campuses located near areas of population growth, and whenever practical, co-located with community colleges. Experience with such joint use facilities in locations such as Broward, Brevard, and other counties have shown this model could be a very cost-effective way to achieve increased baccalaureate degree production. This model has shown that students in such joint-use environments can operate in a seamless, coherent fashion which may approach the degree production effectiveness of traditional four year environments while retaining the cost-effectiveness of the current two-plus-two system.

The Board of Regents will examine with university and community college presidents the development of a new form of educational delivery platform.

These facilities may be created throughout the state, as needed, to provide baccalaureate degree programs from two or more universities at community colleges, IFAS sites, and at other appropriate locations. Degree programs may

be offered to respond to demonstrated demand in local areas, with minimal requirements for facilities construction and other infrastructure costs.

The Board of Regents will also explore the relationship between admissions standards and academic performance, with particular emphasis on examining the possibility of developing differing standards of admission for universities and branches on the basis of mission. Increased baccalaureate opportunities in the next several years will be provided primarily through growth at Comprehensive and Research II universities, at existing and new branch campuses, and at joint-use and concurrent use campuses, including perhaps Regents' Centers. A plan for the creation of specific new campuses and for distribution of enrollment growth is currently under development. It should be noted that these plans are intended to provide for undergraduate growth within the State University System anticipated in the next several years, and in no way should harm or impede anticipated growth in other sectors of Florida higher education. Demand for higher education opportunities during the next decade is likely to exceed the capacity of all sectors.

CONTINUING RESPONSIBILITIES

Although the State University System has succeeded in eradicating policies that discriminate on any unlawful basis, continued attention to these issues is required. The system has fulfilled all of its commitments under the 1978 desegregation order and received an official release from the United States Department of Education, Office of Civil Rights in July 1995. The SUS welcomes all students who are academically prepared for matriculation including members of minority populations, students over 40 years old, veterans, students with disabilities and those from all religions. During the period of this plan, the university system's focus will be on:

- § Targeted recruitment of any under-represented population, according to federal guidelines;
- § Diverse representation of appropriate populations throughout various disciplines within each university;
- § Addressing the perception that minority status is equated to being "at risk" or to being "academically and/or economically disadvantaged;"
- § Ensuring that all such students have access to resources that facilitate their success.

TO INCREASE DEGREE PRODUCTION AT ALL LEVELS

Despite recent gains, Florida continues to fall short of the national average in terms of degree production at all levels, and especially when compared to those states with robust economies, as noted earlier. For 1996-97, the latest year for which comparable data are available, the State of Florida, including public and private universities, granted only 82% of the national average of baccalaureate degrees, 80% at the master's level, 83% at the doctoral level, and 69% at the professional level. It is the goal of the State University System to increase baccalaureate degree production to at least 93%, and master's, and doctoral production to at least 85% of the national average (per 100,000 18-44 year-olds) by the year 2003. Any increase in professional degrees will be a factor of Board decisions on the potential creation of new law schools at FAMU or FIU, and any other professional schools

TO ENHANCE GRADUATE EDUCATION AND RESEARCH

Research is an essential component of the university, a key function dedicated to expanding the frontiers of knowledge. This basic inquiry into how nature and society work is the path to the breakthrough discoveries which propel advances in science, technology, and medicine. Research directed toward specific problems has become an economic engine, driving productivity in the global market. Four universities in the state--the University of Florida, Florida State University, the

University of South Florida, and the independent University of Miami--are among the top 100 recipients of federal research and development (R&D) funding.

Graduate education is inseparable from academic R&D, producing the scientists and engineers who conduct the nation's research and development. Graduate programs also produce most of the 750,000 faculty who educate the nation's 13 million college and university students. Universities provide the state's future scientists, engineers, and technologists as well as much of the knowledge to fuel economic development.

While the Board of Regents must diligently resist unwarranted duplication of expensive, lightly-enrolled graduate programs, Florida has fewer graduate programs than other populous states. As the Postsecondary Education Planning Commission (PEPC), reports in its recently completed Master Plan, Florida public and private universities grant less than one-half the national average number of science and engineering doctoral degrees. If Florida were at the national average in terms of these types of degrees instead of non-technical degrees the additional 150 doctoral degrees in science and engineering would create approximately \$12 million of additional personal income alone each year. The Commission states well the case for graduate education:

The role of graduate education in Florida is to produce the intellectual leadership for the next century. Students with graduate degrees help create and impart valuable knowledge, attract high technology industry and businesses, contribute to the health of the state economy, and enhance the reputation of Florida's universities.

The contribution to the economy of the increased earning power of these advanced degree holders alone is estimated at \$161 million per year. The total economic effect, when combined with off-campus graduate student expenditures is valued at \$242 million annually. For the individual citizen who obtains a graduate degree, the economic benefit is significant. In Florida, the average employed Floridian earned about \$21,000 in 1994, while a new bachelor's degree recipient may expect to earn about \$24,600. On average, a new master's degree recipient may expect \$35,000, and a newly awarded Ph.D. can expect \$42,000, twice the average annual earnings of all Floridians. Over a lifetime a recipient of a baccalaureate degree may expect to earn \$1.4 million, as compared to \$821,000 for a high school graduate. A master's recipient may expect to earn \$1.6 million, a doctoral recipient \$2.1 million, and the recipient of a professional degree such as law or medicine more than \$3 million. If Florida were to achieve the national average in degree production, this would create an annual increase

of approximately \$170 million in state personal income for the recipients alone. In addition, Florida-educated foreign graduate students who return to their home countries provide avenues to enhanced international trade with the state, as well as cultural, intellectual, and academic exchange. Those who remain in the United States increase the pool of highly educated, higher income citizens.

The provision of opportunities for high quality graduate education in Florida guards against the loss of bright, talented students to other states, where these graduates frequently remain. Advanced degree recipients are an important component of the state's workforce, attracting funds from non-state funding agencies, providing a further leveraging advantage by supporting a technological workforce, purchasing services and products from vendors in the state, and attracting talented individuals and industries to the state, especially "clean," high-technology industry. Yet, Florida falls short of awarding degrees even at the level of the national average. The state grants only 82% of the national average of master's degrees (per 18 to 44 year olds, public and private institutions), 83% of the doctoral degrees, and only 69% of the professional degrees.

To improve the functions of research and graduate education within the SUS:

§ Universities shall develop research strategies related to the main geographic corridors within Florida, particularly collaborative efforts focused on Interstate highways I-4, I-10 and I-95. Within these corridors, universities will focus research efforts collaboratively and in partnership with business and industry, with emphasis on the major areas identified by Enterprise Florida and listed below.

§ The university system shall also support statewide research initiatives that provide opportunities for collaboration across the system, integrating intellectual capital within and among universities in which researchers from all campuses may participate in highly leveraged research efforts involving, where appropriate, industry as well as state and federal laboratories.

§ Universities and the State should develop increased support for graduate students in the form of need-based financial aid, fee waivers, fellowships, and teaching assistantship as well as research support for graduate student projects, theses and dissertations, with particular emphasis on under-represented populations, especially in science and engineering. Increased support for graduate students, coupled with increased state support for graduate enrollment and research, will lead directly to increased

enrollment in graduate programs, prevent attrition and reduce time-to-degree. All are important in moving students into the workforce in a more timely manner.

§ The Postsecondary Education Planning Commission recommends that the SUS identify needs of the state that are critical to improving the quality of life for all Floridians, and engage in research projects related to these fields. Enterprise Florida has focused on four areas in which the state can compete effectively for new and improved job creation: Silicon technology; Aviation/aerospace; Health technology; and Information technology. In addition, universities have identified several other areas of research strength, including material science and environmental and agricultural sciences, which enhance economic competitiveness and improvement in the quality of life. The key areas for research within the State University System, therefore, are:

§ Microelectronics

§ Aviation/aerospace

§ Health technology/Biotechnology

§ Information technology

§ Materials science

§ Environmental science

§ Agricultural sciences

§ The Commission recommends that the Legislature designate specific appropriated funds to promote public-private partnerships to conduct applied research critical to Florida's needs, and establish an incentive grant fund to "recognize and reward individual success in obtaining external research support." A modification to this approach which would parallel activity at top research universities would be to establish a fund to stimulate research partnerships between universities and industry that will enhance the economy of Florida and increase the high-technology workforce.

§ As reported by PEPC on the basis of National Science Foundation data, Florida's public and private universities generated nearly \$600 million in research and development activities in 1996, which was 12th among the 50 states. As a point of reference, Florida ranks 4th in total population. The major sources of university federal R&D funding are the Department of Health and Human Services (\$116 million) and the National Science Foundation (\$51 million). Florida's public universities expended \$457

million in total R&D funds in 1996. Less than 7% of this amount was provided by state and local government and only 4% by industry. By comparison, North Carolina public universities spent a similar amount in 1996 on R&D, but state and local government support was 24% and industry support was 7%. At nearly the same level of funding as Florida and North Carolina, similar patterns to North Carolina are seen in Georgia, Ohio, Illinois and other states. The SUS of Florida competes well for federal dollars to support R&D, less successfully for state and local government and industry support. During the next five years, the SUS should work to increase state and local government support for R&D by 25%, and industry support by 50%, while maintaining competitiveness in federal support. In addition, to provide an incentive to the state universities to compete for state contracts, the state should provide a competitive indirect cost rate for state contracts and grants, above the current rate of five percent.

§ In 1996-97 the State University System awarded 472 doctoral degrees in the hard sciences and agriculture. Seven of these degrees were awarded to African-American students. The State of Florida must develop a plan to significantly increase these numbers. The Board of Regents has directed

Florida A&M University to develop a report by September 1999 to identify ways FAMU in particular and the SUS in general can address this significant under-representation.

§ Of critical importance to the future development of Florida's research universities, and consistent with the PEPC Master Plan, is the development and acceptance of a revised funding methodology to support research and graduate education in such a way as to more accurately reflect "the level of research and instruction provided by each institution in accordance with its individual mission."

TO SOLVE CRITICAL PROBLEMS IN FLORIDA

LEGAL EDUCATION

During the preparation of the 1993-98 Master Plan for the State University System, and again during the public hearings for the 1998-2003 SUS Strategic Plan, the Board of Regents received forceful testimony advocating establishment of law schools at Florida A&M University and at Florida International University. In 1993, the Board, after careful study, concluded that the law schools in Florida produce a sufficient number of graduates to meet the needs of the state.

The Board in 1993 did, however, recognize and articulate the critical need for increased minority participation in the judicial system of Florida. The Master Plan for 1993-98 described and proposed establishment of a scholarship program to provide financial, academic, and other support to minority law students based upon the successful McKnight Fellowships administered by the Florida Endowment Fund. This program was fully funded by the Legislature and has been implemented, awarding some 200 scholarships for students enrolled in Florida's six ABA approved law schools. Recently, however, some questions have been raised about the effectiveness of the program in achieving its goals of increasing minority participation in legal education, particularly by African-American students. Despite full implementation of this program, participation of African-Americans in the legal profession remains disproportionately low. The Florida Bar reports that only 666 African-Americans are registered with the Bar to practice law in Florida, two percent of the total membership.

To respond in a comprehensive and thorough manner to the question of establishment of additional public law schools in Florida, and to assess the effectiveness of the Minority Participation in Legal Education Program, which the Legislature funded as an alternative way to address the concerns raised in 1993

regarding opportunities for minority students to enter law schools, and which have been raised again in 1998, the Board of Regents directs the Chancellor to initiate appropriate studies of these matters and to submit a final report with recommendations to the Board by July, 1999. The Chancellor will ensure that the report to the Board includes consideration of at least the following issues:

- § The availability of public and private opportunities to study law in Florida.
- § Supply and demand considerations, including the annual demand for additional lawyers as determined by the Florida Department of Labor and Employment Security, and the number of new members admitted to the Florida Bar, including evaluation of successful completion of the Florida Bar Examination, by racial and ethnic group.
- § Recent trends and projections of future trends in applications to law schools, in Florida and nationally.
- § The history of public legal education in Florida.
- § Geographic considerations, with emphasis on the distribution of minority populations, and the location of universities.
- § Administrative and governance issues.
- § Accreditation.
- § Financial issues (such as tuition, endowment, availability of public and private support).

- § Impact of affordability on the willingness of lawyers to assume public service positions and careers.
- § The opportunity for native Florida students to obtain an affordable legal education.

In addition, by January 15, 1999 an evaluation of the Minority Participation in Legal Education (MPLE) scholarship program, with particular emphasis on the effectiveness of the program in increasing the numbers of minority law students in Florida, will be presented to the Board of Regents.

MEDICAL EDUCATION

State-level policy makers have raised questions about the role that the state's two public and two private colleges of medicine can and should play in assuring that Florida has an adequate supply of physicians. In Florida and nationally, consensus exists that: (a) there is a surplus of physicians, particularly in the subspecialties; (b) that more primary care physicians(family practice, general internal medicine and general pediatrics) are needed; and (c) that physicians are unequally distributed geographically, resulting in rural and inner-city areas that are medically under-served.

Florida differs from most of the rest of the country in several significant ways, however. First, a high percentage of the state's population is over 65, which age group consumes health care at a higher rate than younger individuals. Secondly, as is the case with most other professional degree programs, Florida has relatively limited access to medical education and training, ranking 41st nationally in both the number of M.D. and D.O. medical school student and medical residency positions per 100,000 population. Thirdly, as is the case with most other licensed professionals, Florida imports more trained physicians from other states than it educates, as evidenced by the fact that the Florida Board of Medicine issues more than 2,000 new, active medical licenses annually, while approximately 500 students graduate annually from the state's four medical schools.

To respond in a comprehensive manner to these policy issues, during the period of this strategic plan the Board of Regents will authorize an independent study of medical education and training in Florida. The purpose of the study will be to assess the current adequacy and capacity of the state's undergraduate and graduate medical education and training programs to meet the following objectives, within the context of Florida's unique characteristics and needs : (a) provide an adequate supply of primary care physicians and specialists such as

geriatricians; (b) accomplish adequate geographic distribution of physicians, particularly to under-served rural and inner-city areas; and (c) increase access to medical education and training for under-represented populations, and the opportunity for native students to obtain an affordable medical education.

Recommended strategies to achieve these objectives, and the fiscal and programmatic considerations associated with each recommendation, will be identified and an implementation plan will be developed and submitted to the Board of Regents for appropriate Board action.

OPPORTUNITY FOR ALL

The State University System is committed to and encourages policies and practices that respect the worth and dignity of all persons it serves. It is the system's and each university's continuing responsibility to implement strategies for students and employees to achieve appropriate representation in accordance with federal and Florida laws and regulatory guidelines. The values of access, equity, diversity and equal opportunity will be the guiding principles.

TO ENHANCE PUBLIC-PRIVATE PARTNERSHIPS TO PRESERVE AND
IMPROVE QUALITY WITHIN THE SUS, AND TO BETTER SERVE FLORIDA
BUSINESS, INDUSTRY, AND GOVERNMENT

The relative health of Florida's economy and the general welfare of its people depend on the number of individuals who are able to complete university programs, and, equally important, on the types of programs they complete, the type of research in which they engage, the services provided by universities that link knowledge to their communities, and the types of professional opportunities they pursue. The State University System, therefore, in cooperation with business and industry, will foster partnerships and strategies to link Florida's economic development and general welfare needs and aspirations with funding for instruction, research, and public service in the state universities. Those functions or programs which facilitate the economic health and general welfare of Florida and its citizens will be encouraged through specific funding incentives.

CHALLENGE GRANT PROGRAMS

The Board of Regents recognizes the quality enhancements that have been accomplished through private support of the State University System, and the tremendous growth which has occurred in state matching programs. The

incentives for giving which are provided by the state challenge grant programs are an integral part of institutional fund-raising and development efforts. The Board strongly encourages the continuation of state support for these programs.

ECONOMIC DEVELOPMENT PARTNERSHIPS

The SUS generates \$552 million in research activity, expecting major research universities to generate at least three sponsored research dollars from outside the institution for each state dollar spent on research by faculty, a strongly leveraged return on investment. This research work alone supports more than 27,000 jobs annually and serves to educate and train the scientists and engineers required by knowledge-based industries.

Effective competition in an increasingly global marketplace requires a highly-skilled and productive workforce. Economic development is critically related to research and graduate education. As Malcolm Gillis, the president of Rice University, recently noted, economic advantage is driven by the power of ideas and the command of skills and information. Products of the human mind are those of the greatest value, and the workforce requires people with an array of skills, including the capacity to acquire new skills as markets change.

A remarkable example of effective collaboration between the state universities of Florida and business and industry partners is provided in the I-4 initiative. In this effort, the University of South Florida and the University of Central Florida have joined forces with local business and industrial partners , especially Lucent Technologies and Cirent Semiconductor, to attract major investment by Bell Laboratories in central Florida. With matching funds provided by the Florida Legislature, and sales tax rebate considerations, Bell Laboratories has committed to at least \$300 million in capital investment and a payroll to include at least 100 scientists and engineers with average salaries of \$75,000 and 100 technical personnel with average salaries of \$40,000. In addition to providing appropriately educated personnel, the universities will be participating in at least \$30 million in research and development in direct support of this partnership. Local community colleges are involved in providing trained technical personnel for high wage positions.

During the period of this Strategic Plan, the State University System should establish similar partnerships between state universities, business, industry, and government communities such as hospitals, schools, and community colleges, working in close collaboration with Enterprise Florida.

State universities should also establish advisory committees with business, industry, and government entities to guide economic development efforts, including those related to research and development.

TO DEVELOP AND IMPLEMENT CREATIVE AND COST-EFFECTIVE PROGRAMS TO INCREASE EFFICIENCY WITHOUT SACRIFICING QUALITY

The Board of Regents will promote more efficient expenditure of new and existing funds, and reward universities for development of cost-saving programs.

DISTANCE EDUCATION

Defined as the use of instructional technology to provide education to students who are separated by either time and/or location from faculty, distance education has become an increasingly important component of instruction at all levels, as well as internationally. Within Florida's State University System, the number of distance education courses and programs offered, along with student enrollment in these courses and programs, has grown steadily over the past five years.

During the 1997-98 academic year, approximately 58,000 SUS students enrolled in courses and full academic degree programs in which 50% or more of the instruction was provided via electronic technologies, including 2,500 courses and

bachelors, masters, and doctoral programs in eleven disciplines that were delivered primarily or exclusively by electronic means.

Distance education operates nationally and internationally in a largely deregulated marketplace in which numerous entities, including traditional public and private educational institutions and, increasingly, business and industry compete. The rapidly growing number of organizations using technology to provide academic programming has dramatically expanded educational access and opportunities for students in Florida and around the world. At the same time, academic institutions and entities such as the Board of Regents have been faced with the challenge of re-examining traditional ways of thinking and operating to determine to what extent policies and practices should be revised to maximize the academic potential provided by these technologies. Accordingly, the Board will assure that unnecessary regulation of distance education within the State University System of Florida does not deny students the ability to exercise the choice and flexibility that technology makes possible. In addition, it will insist that state resources are used efficiently and effectively to provide distance education of comparable quality to that of traditional classroom-based instruction.

Distance education will be consistent with, and an integral part of, each university's academic mission and will meet the same academic and accountability standards and quality controls as traditional education. The Board of Regents intends that it be enhanced by the development of an entity to coordinate and promote the distance education courses and programs of Florida's public post-secondary institutions, and potentially some independent colleges and universities. This organization would provide an electronic campus catalog, library services throughout the Systems, marketing for the courses and programs of Florida institutions, and facilitate licensing by institutions of distance education products within the established intellectual property policies of each university and college. It would be able to obtain reduced rates for courseware, Web course tools and templates, and other technology. Degree-seeking students would be registered with the specific institutions at which they have been accepted. Credits, certificates, and degrees would be awarded by member institutions, according to present rules. Universities would continue to be free to develop and offer electronic courses and programs that are compatible with their missions and abilities and that are responsive to students' needs, according to applicable statutes, rules, and Board of Regents policies.

LONG-RANGE PLANNING

Sound planning requires a clear perception of the planning horizon beyond the five year limit of the statutorily mandated Strategic Plan. To this end, the Board will continue to engage in a regular, long range planning process which will consider those factors most likely to affect the State University System ten, fifteen, and even twenty years into the future. The five year Strategic Plan, including goal statements, mission differentiations, and lists of academic programs for possible development, will be the most specific component of the Board of Regents' long range planning process.

The Board will routinely examine information related to population, demographic trends, facilities and academic programs, and develop contingency plans for those events which are most likely to occur, although the timing may be uncertain, such as the creation of new professional schools of law or medicine, or the development of new universities or branches.

TO ESTABLISH A STABLE, RELIABLE SOURCE OF STATE FUNDING

PERFORMANCE-BASED PROGRAM BUDGETING

The State University System of Florida remains committed to performance-based program budgeting as a means of accountability to the state's citizens. The

investment in education to enhance human capital demonstrably increases the wealth of nations and states, as well as the quality of life. Undergraduate and graduate instruction, research, public service, medical services, and agricultural extension services have provided and will continue to provide economic, social, political, and cultural benefits to Florida.

Performance based measures for the State University System will be developed to provide reporting to the Florida Legislature and other government agencies on the success of the system in achieving its goals and fulfilling its responsibilities to the State. These measures will be used to demonstrate the effectiveness of the State University System. In addition, individual institutional measures reflect each university's unique mission, academic program offerings, and demographic profile. Evaluation of the performance and accountability of the system and individual universities is enhanced by the classification of institutions according to their missions as Comprehensive, Research II, or Research I universities.

DIFFERENTIAL TUITION

Tuition and fees should be determined by the Board of Regents upon consideration of system operating needs and the share of costs to be borne by students. Differential tuition, which provides an alternative schedule of fees for

each university on the basis of mission, was established by the Florida Legislature to generate additional matriculation and out-of-state tuition revenue to achieve the accountability/performance-based program budgeting goals described in Florida Statutes. Legislation enacted during the 1998 legislative session equates accountability measures to performance-based funding measures. The classification of universities as Comprehensive, Research II, or Research I on the basis of mission characteristics allows for the improvement of both the system and individual university accountability/performance-based budgeting measures. The Board of Regents, therefore, will seek authority in the General Appropriations Act to implement differential tuition rates on the basis of mission classification, to assist in achieving improvement of programs important to the state and to students.

TO ENHANCE PUBLIC EDUCATION AT ALL LEVELS

One of Florida's most important responsibilities is to maintain a system of public education that provides a well-integrated continuum from pre-kindergarten experiences through university studies and beyond. Such a system should include not only education in the public schools, the community colleges, and the State University System, but also the care and education of Florida's children

from birth to age five. As part of its commitment to the enhancement of public education in Florida, the State University System shall:

- § promote the improvement of early childhood care, education, and school readiness for Florida's children;
- § promote high academic performance standards—and a reliable and valid means of assessing performance against such standards—for students at all levels;
- § forge stronger linkages with the public schools and community colleges to foster school improvement and optimize achievement for all students; and
- § strengthen preservice and inservice education programs to recruit, prepare, support, and retain greater numbers of competent educators.

EARLY CHILDHOOD CARE, EDUCATION, AND SCHOOL READINESS

Through its programs and partnerships with public and private entities, the State University System will aggressively promote the improvement of early childhood health care, child care, stimulation, nourishment, and education for children from birth to age five.

Through its teacher education programs, related research and study efforts, pilot projects, community service efforts, and university developmental research schools or charter schools, the State University System will be integrally involved in school readiness efforts designed to ensure that children in Florida enter school with healthy bodies and healthy minds and ready to succeed in school.

STUDENT PERFORMANCE STANDARDS

The Board of Regents will strengthen the link between high school exit standards and postsecondary admission standards and will maintain university admission policies that require secondary students to obtain the skills and courses necessary for success in undergraduate education.

The Board of Regents will disseminate to the parents/guardians of public elementary, middle, and high school students information regarding the courses and the academic competencies students need to prepare for successful university work.

EDUCATION PARTNERSHIPS

Each State university will establish and support education partnerships with school districts and specific schools in its service area and region—particularly

critically low performing schools and/or schools in socially and economically disadvantaged urban and rural areas.

- § The partners will develop action plans that involve university faculty and students from multiple disciplines and that identify specific instructional, research, and public service activities to improve public schools and optimize achievement for all students.
- § The partners will develop and maintain a comprehensive system of professional development that provides public school personnel with the knowledge and skills needed to assist students in attaining rigorous standards.
- § Each university will allocate, and be accountable for the use of, a portion of its public service dollars for service to the schools.
- § Each university shall consider the quantity and quality of service to public schools by faculty members in promotion, tenure, and other reward measures as appropriate to each faculty member's assigned responsibilities.

EDUCATOR RECRUITMENT AND PREPARATION

Each university will establish specific enrollment and graduation goals that are based on assessments of current teacher/educator needs and that include the

preparation of more minority teachers and administrators and more educators in critical shortage areas.

The State University System will actively promote initiatives that provide incentives for individuals to enter the profession of education.

Each university, in collaboration with its educational partners, will support appropriate campus-wide restructuring and reform efforts to ensure that the System graduates teacher candidates who are able to successfully demonstrate:

- § the ability to teach and assess the content in the Sunshine State Standards in the subject areas and at the grade levels for which they have been prepared to teach;
- § in-depth content knowledge and content-specific teaching strategies;
- § the ability to use the latest educational technologies to enhance teaching and student learning, manage student records, and analyze data for school improvement;
- § the ability to teach students from diverse backgrounds (including disadvantaged urban and rural environments) and students for whom English is a second language;

- § the knowledge and collaborative skills needed to meet the needs of students with exceptional needs;
- § the ability to incorporate real-world experiences into curriculum and teaching to help students develop the thinking skills most required in high performance workplaces;
- § the skills/competencies as identified in the Florida Educator Accomplished Practices and related content standards; and
- § that they have had the opportunity to participate in early, varied, and extended clinical field experiences with diverse student populations, often in professional development schools.

TO BROADEN EDUCATION, RESEARCH, AND ADVISEMENT SUPPORT
THROUGH THE EXPANDED USE OF INFORMATION TECHNOLOGY

The use of modern electronic technology is universal throughout the State University System. Instruction increasingly embraces information and communication technologies to enhance the educational process. Research, a key component to economic competitiveness and to addressing societal problems, requires access to databases worldwide and the ability to perform complex computations and simulations. In support of both instruction and

research, the SUS must continue to invest in library information technology, including access to electronic databases and the creation, dissemination, storage, and retrieval of information archived in digital form.

As more students purchase their own computers, which is now required by some universities, demand will increase for network connection points on campus and for convenient, responsive, access from off-campus locations. Computer laboratories must be open and highly available for those students who do not possess their own personal computers. All students must be afforded opportunities for connectivity with the ever-expanding array of networks and systems that is critical to modern learning.

Administrative and academic support procedures such as admissions, registration, and advising are increasingly provided electronically. Emphasis in the development of these services must be on flexibility and a university-wide, even system-wide view, with wide sharing of information systems, while providing adequate protection of confidentiality and ensuring the reliability of information. As the distinctions between computing and communications functions continue to blur, the SUS must maintain the capability to upgrade and acquire the higher-capacity computers and software that will continue to develop as new

technologies emerge. Total life-cycle costs, including operation and maintenance as well as acquisition, should be recognized.

Although the growth in the strength of personal computers and desktop workstations has been and will continue to be remarkable, large-scale computers are increasingly in demand to support large-volume information resource applications, both in administrative tasks such as registration and library catalog systems, and in a growing number of academic disciplines involved in numerically intensive computing projects. Information technology is also critical to the spread of information beyond the campus, through extension education in areas of human development, natural resource management, food, and agriculture. Undeniably, the citizens of Florida will benefit from the continued expansion of information technology within the State University System.

TO PROVIDE ACCESSIBILITY TO STATE UNIVERSITY PROGRAMS AND
SERVICES FOR ALL STUDENTS

The Board of Regents shall actively request and encourage the Legislature to provide adequate resources to fulfill this purpose and to fully comply with the accessibility provisions of the Americans with Disabilities Act.

TO INCREASE RESIDENTIAL OPPORTUNITIES FOR ALL STUDENTS

Research indicates that an important element in the ability of university students to persist in their studies to graduation is the availability of on-campus housing, especially during the critical first two years of study. Statistical analysis indicates a strong positive correlation between university residence capacity and baccalaureate degree production. Residential life allows students to become full members of the university community, more deeply involved in student life than those who must live remote from the campus. The total Fall 1996 headcount enrollment of freshmen and sophomores within the State University System was 51,633. Spaces were available for 26,886 of these students to reside on-campus (52%). The national average for on-campus residency of freshmen and sophomores is 55%, which shall be the goal of the SUS by the end of this planning period, the year 2003. This capacity should continue to expand to 57% by 2010.

CHAPTER 3

MISSIONS AND ACADEMIC PROGRAMS

STRATEGIC DIRECTIONS FOR STATE UNIVERSITY MISSIONS

During the period of this Strategic Plan, the State University System will be guided by several strategic directions toward achievement of the goals of excellence and responsiveness. These strategic directions start with clarification of university missions to provide greater institutional focus. This clarification leads, in part, to the development of an educational site delivery platform strategy and allows for the development of multiple AAU (Association of American Universities) member research universities; implementation of a statewide research strategy which fosters economic growth and development; establishment of centers of undergraduate teaching excellence at branch campuses and co-located facilities; and implementation of a process to foster institutional accountability for mission achievement. University mission classifications are based on factual data and classifications will be modified as appropriate levels are surpassed on criteria designated by the Board of Regents.

The ten universities which comprise the State University System of Florida discharge their responsibilities to the citizens of Florida within three primary functional areas: teaching, research, and public service. Teaching is the means by which the accumulated knowledge of centuries is transmitted and preserved,

and an enlightened, informed citizenry produced. Research is the process whereby the frontiers of knowledge are extended. There can be little advancement of the common good if the acquisition of new knowledge is not aggressively pursued. Public service is the application of the universities' unique and hard-won knowledge to the solution of problems faced by virtually every element of our society. Clearly, the acquisition, preservation, and transmission of knowledge are at the core of university activities.

The mission of all universities encompasses the three traditional roles of teaching, research, and public service, with varying degrees of emphasis of each of these elements. Within the State University System of Florida (SUS) the irreducible heart of each university's mission is the provision of quality undergraduate instruction. Undergraduate education primarily culminates in the award of a baccalaureate degree, conferring upon the graduate the recognition of the faculty and society that the graduate has achieved a level of learning necessary for informed leadership in society, for entry to certain occupations and professions, or for continued scholarly endeavor. Each university is expected to conduct research, perform service, and provide undergraduate instruction, and all have undergraduate education at the core of their mission. Each university also directs a portion of its effort toward service to the broader community.

In 1970, the Carnegie Commission on Policy Studies in Higher Education developed a system to classify institutions according to mission focus. A chief goal of this taxonomy was to provide opportunity for different types of institutions to achieve excellence, in light of their own mission, without reference to elite research universities as the ultimate goal for all university aspiration. These classification are changed periodically by the Carnegie Foundation to reflect modifications in university missions and effort. They will next be adjusted in the year 2000. At this time, UF and FSU are designated by the Carnegie Foundation as Carnegie Research I and USF as Research II. FAU, UCF, and FIU are designated by Carnegie as Doctorate-granting Universities II, and FAMU, UWF, and UNF are designated by the Carnegie Foundation as Master's (Comprehensive) Universities and Colleges I. In their recent, widely-read study of American research universities, Hugh Graham and Nancy Diamond report that this type of mission focus is the most effective means to create high-quality programs.

Florida trails most other states in the development of research universities. In the United States, the average number of public Research I universities (SUS classification) is more than 3 for every 10 million people. In Florida, the

comparable number is 2 per 10 million. In addition, the national average of public Research II universities is nearly 2.5 per 10 million, compared to only 2 in Florida. At the Comprehensive level, Florida even more significantly trails the nation with only 2 universities per 10 million people as compared to a national average of more than 9.

A university's quality is not determined by the scope of its programs. Many universities focus on a few things and do them very well. Excellence may be achieved in any category through superior performance in fulfillment of the university's mission.

COMPREHENSIVE UNIVERSITIES

Comprehensive universities focus their missions primarily on the provision of quality undergraduate, master's level, and selected doctoral education. Within the SUS these institutions include Florida Gulf Coast University (FGCU), the University of West Florida (UWF), Florida A&M University (FAMU), and the University of North Florida (UNF). These universities offer a comprehensive array of undergraduate, master's, and selected doctoral degrees to meet the needs of the region and the state for qualified teachers, health and social service professionals, business and civic leaders, and an educated citizenry.

Comprehensive universities may offer doctoral programs in carefully selected fields that are responsive to the needs of the region or which address critical statewide or national needs to which the university may be uniquely positioned to respond. Additional graduate offerings to meet regional needs in the areas of these four universities may be provided through cooperative arrangements with other state universities, as has been successfully demonstrated most recently in Southwest Florida. During the period of this plan, UWF and UNF will offer doctoral degrees in educational leadership and, along with FGCU, will work closely with regional interests to develop long-range goals to offer the programs necessary to meet identified needs.

Within the category of comprehensive university, institutions may, over time, develop multiple doctoral programs in a variety of disciplines, achieve significant levels of externally sponsored research, and be designated as comprehensive/doctoral universities. Florida A&M University has achieved the designation of comprehensive/doctoral university by developing sufficient graduate infrastructure to support this classification, while continuing to address its principal undergraduate mission. FAMU received \$22.5 million in external research support in 1996. The university also has in place eight doctoral programs and 33 master's programs, with four additional doctoral and eight

additional master's programs authorized in this Strategic Plan for development in the next five years. In addition, FAMU has been challenged to develop a plan to expand significantly the participation of African-American students in advanced study in the sciences, engineering, mathematics, and technology. Focus on these fields will enable the university to build on its already strong record of externally sponsored research.

RESEARCH II UNIVERSITIES

Three universities, the University of Central Florida (UCF), Florida International University (FIU), and Florida Atlantic University (FAU), are rapidly emerging as providers of quality graduate education and research as well as undergraduate education. While maintaining their critical role as providers of quality undergraduate education, these universities have, in a remarkably short time, developed levels of enrollment, types and levels of programs offered, numbers of degrees awarded at the doctoral level, and an amount of research, including externally supported research, to be distinguished as doctoral-granting, or emerging research universities,. These three universities , along with the University of South Florida ,the University of North Florida, and the University of West Florida, also address the unique needs of urban populations within Florida.

RESEARCH I UNIVERSITIES

Three universities within the SUS are established as major research universities on the basis of those factors which are considered important for membership in the Association of American Universities (AAU), including the number of doctoral degrees granted, the amount of federally sponsored research won, the presence of recognized leaders in research on the faculty (Nobel laureates, members of the National Academy of Sciences, the National Academy of Engineering, the National Institute of Medicine, and so forth), and extensive research libraries. The University of Florida (UF) is the only university in the State of Florida to have been selected for membership in the AAU to date. Florida State University (FSU) is in a position to attempt to qualify for membership in the AAU within the next ten years, and the University of South Florida (USF) is second in the SUS in the amount of sponsored research and host university for a National Cancer Institute (Moffitt). Among them, these three universities account for nearly 83% of the doctoral degrees awarded within the State University System, and more than 89% of the sponsored research conducted within the system. As a reflection of their established size and history, these three universities also award 53% of the undergraduate degrees granted within the system.

Quality undergraduate education is also provided at numerous branch campuses, often co-located with community colleges, throughout the state in areas of high

student demand. As the SUS strives to accommodate more than 70,000 additional undergraduate students by the year 2010, these types of facilities will be a significant component of the university system response to this need.

The State of Florida does not need and cannot support ten identical research universities with a wide range of costly programs such as those in the sciences and engineering. Yet Florida public universities produce only 52% of the national average of doctoral degrees in science and engineering, a relative state ranking of 46th nationally. If the State is to continue to enhance the quality of higher education it provides, it must avoid unnecessary duplication while at the same time provide reasonable access to high quality programs across academic disciplines. Each university must build upon and enhance its own unique strengths, and respond to the salient needs of its own service area, where appropriate. In this way, the State University System as a whole will be able to fully discharge its responsibilities to the citizens of Florida, in an environment of fiscal responsibility and accountability.

POLICY IMPLICATIONS

With increased emphasis on research and graduate education at Research I universities, undergraduate enrollment at these universities' main campuses will

be held constant. Undergraduate enrollment growth at Research II universities will be based on university plans approved by the Board of Regents.

Comprehensive universities, in accord with their missions, will be free to expand undergraduate enrollment during the period of this plan and, along with branch campuses and concurrent-use facilities developed with community colleges in accordance with university plans, will provide the primary, cost-effective SUS response to increased demand for undergraduate access

Doctoral program growth will follow a complementary pattern. campuses and concurrent-use facilities developed with community colleges in accordance with university plans, will provide the primary, cost-effective SUS response to increased demand for undergraduate access

Doctoral program growth will follow a complementary pattern. Doctoral programs may be added to comprehensive institutions when it is determined by the Board of Regents that equity, state and regional economic development, and the goals of the SUS will be strengthened and enhanced by the addition of such programs.

Research I and Research II universities may expand doctoral offerings as appropriate to meet demonstrated need and as adequate funding is available.

Within these considerations, FAMU may develop additional doctoral programs to

fulfill the ten-year plan to increase participation by African-Americans in the advanced study of the sciences, engineering, mathematics, and technology, and in support of the university's Land Grant mission.

Legislative issues which arise from these new strategic directions include the need for:

- § Changes in enrollment funding formulas
- § Expanded university research missions
- § Differentiated tuition
- § Greater flexibility through lump sum funding
- § Development funding for branch campuses and joint or concurrent-use facilities

ACADEMIC PROGRAMS

Following is a listing of those academic programs which each university may consider for development during the period 1998-2003. By statute, this list will be revised after two years. The established Board of Regents program approval process will be followed whenever a university seeks authorization for planning and implementation of any program on these lists.

During the period 1998-2003, universities will have the opportunity to propose programs designed for the purpose of accommodating Associate of Science (AS) degree students who wish to articulate into bachelor's degree programs, and which follow guidelines adopted by the Articulation Coordinating Committee. Such programs may or may not be included in the following lists because the articulation agreement and guidelines were still in the formative stages when the SUS Strategic Plan was adopted.