

STATE UNIVERSITY SYSTEM OF FLORIDA

STRATEGIC PLAN

1993-94 THROUGH 1997-98

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1993-94 THROUGH 1997-98

Pursuant to Section 186.021
Laws of Florida

FLORIDA BOARD OF REGENTS
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EXECUTIVE SUMMARY

This strategic plan describes the mission of the State University System of Florida and its priorities, objectives, and strategies for achieving the objectives for the five year period 1993-94 through 1997-98. It is based, for the most part, on the *State University System of Florida Master Plan, 1993-94 through 1997-98* which was adopted by the Board of Regents on September 10, 1993.

To assist in the identification and definition of specific statewide and regional higher education needs for the 1993 through 1998 period, the Planning Committee of the Board of Regents convened numerous workshops, public hearings and meetings during 1992 and 1993. At the public hearings, held in Tallahassee, Orlando, and Fort Lauderdale, testimony was received from business and industry leaders, educators and government officials, students, faculty and others within the universities' communities. This lengthy process of information gathering and assessment resulted in a clear definition of mission for the State University System (SUS), and the identification of priority goals and objectives for the next five years.

In defining the mission of the SUS, the Board of Regents states its purpose, assists in the definition of the public morality in society through the delineation of values, explains its philosophical bases, and sets a framework against which to examine system effectiveness. The ten universities which comprise the SUS share fundamental responsibilities that are rooted in tradition: teaching, research, and public service. 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, is a clear obligation of the universities. The Board of Regents seeks to meet this obligation by articulating a set of values for use in the SUS. The system's guiding principles: quality undergraduate education; access to undergraduate education; stable and reliable State funding; cost-effective programs; solution of critical state problems; and public private partnerships are offered as a framework for evaluating effectiveness.

Three priority issues are addressed in this strategic plan. Improving the quality of undergraduate education remains the Board of Regent's primary goal. The diminishing capability of the system to provide Florida's citizens adequate access to higher education is seen as the most significant problem confronting the SUS for the next decade. Balancing quality and access will be the system's greatest challenge. Finally, the solution of critical state problems, such as providing for enhanced opportunities for citizens who are members of minority populations to participate in publicly supported legal education, continues to be a priority of the Board of Regents for the next five

years.

THE MASTER PLANNING PROCESS

The Florida Board of Regents approved the *State University System of Florida Master Plan, 1993-94 through 1997-98* on September 10, 1993. The purpose of the *Master Plan* 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 *Master 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.

To assist in the identification and definition of specific statewide and regional higher education needs for the 1993 through 1998 period, the Planning Committee of the Board of Regents convened numerous workshops and public hearings in 1992 and 1993.ⁱ To ensure wide community participation, the public hearings were held in three separate locations: Tallahassee, Orlando and Fort Lauderdale. 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 Committee and, subsequently, the Board as a whole, considered these aspirations and needs with great care. In addition to the public hearings, the Planning Committee also held more than 20 meetings and workshops at various locations in the State to discuss planning issues and hear additional testimony from university administrators, faculty, and students.

The *Master Plan* is strongly linked to the *Enrollment Plan for the State University System*ⁱⁱ, the *State University System of Florida Five-Year Capital Improvement Program*ⁱⁱⁱ, and the goals set forth for equal education and employment opportunities^{iv} 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. In addition, the *State University System of Florida Master Plan* is informed by the *Master Plan for Florida Postsecondary Education* developed and maintained by the Postsecondary Education Planning Commission.

The results of the Board's deliberations during the lengthy master planning process are articulated throughout this strategic plan: in the purpose, values, philosophy, and guiding principles of the State University System, as well as the objectives identified within the three priority issues addressed in this document. As a continuing part of the master planning process, the Board will periodically review university performance toward achievement of the stated goals. The results of these reviews will be incorporated into each *Agency Strategic Plan Annual Performance Report* and into the *SUS Accountability Plan* and related reports.

NOTES

- i..The schedule of activities leading to adoption of the *SUS of Florida Master Plan, 1993-94 through 1997-98* are shown in Table 1 (p. 34).
- ii..The *Enrollment Plan* is developed each year for presentation to the *Enrollment Estimating Conference* in November. The plan is based on policies adopted by the legislature, with the approval of the Governor. Enrollments included in the plan form the basis for the BOR's enrollment growth issue in its legislative budget request.
- iii..Each university annually submits to the BOR their proposal for facilities projects at their institution for the next five years. These proposals are combined to form the *Capital Improvement Program*. The list of programs for 1994-95 to 1998-99 was approved by the BOR on July 9, 1993.
- iv..In July, 1988 the BOR approved five-year institutional goals related to access and equity for women and racial/ethnic minority students. The term covered by these goals expired in 1993; new goals for the next five years have not yet been approved.

STATE UNIVERSITY SYSTEM MISSION

PURPOSE

The ten universities which comprise the State University System (SUS) 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 how the universities apply their unique and hard won knowledge to the solution of problems faced by virtually every element of our society. The 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.

VALUES

The SUS of Florida recognizes that the inculcation of certain values and ideals is essential to the general welfare of the State and its citizens. In response to the need expressed by most Floridians, and in an effort to assist in the definition of the public morality in society, the Board of Regents continues to set forth the following values for use in the SUS:

- 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 the rights of all persons regardless of their race, religion, nationality, sex and age, physical condition, or mental state.
- 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.
- 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.

PHILOSOPHY

As a result of the pressures generated by its continued rapid population growth and changing economic base, Florida is faced by unprecedented challenges but is also presented with unparalleled opportunities. As the State moves toward an economy based in greater proportion upon continued research and development of complex technologies, Florida requires an ever-increasing supply of researchers and persons with graduate education in the physical and life sciences, engineering, mathematics and computer science, both to create new knowledge and to train those who will apply the fruits of research to the solution of problems. Continuation of the State's economic well-being and growth is largely dependent upon its ability to meet the demands of new industries and expanding commercial interests for managers, scientists, and technicians.

At the graduate level, higher education opportunities for the State's scientists and managers must come primarily from the State University System. Nearly all graduate, particularly doctoral and first professional degree opportunities, are provided within the SUS. Opportunities for undergraduate education are widely available through public community colleges and independent universities as well as the state universities.

The SUS actively promotes economic development through basic and applied research activities. The System is a full partner in Enterprise Florida, a public corporation charged with promoting economic development in Florida. The Chancellor is one of the six public sector members of the seventeen member board of directors, which is chaired by the Governor and has a majority of its members from private sector corporations. Enterprise Florida will facilitate technology transfer from SUS research centers, including the National High Magnetic Field Laboratory in Tallahassee; The Environmental Protection Agency Laboratory in Pensacola; the centers for laser research and simulation and training in Orlando; the Florida Institute for Education in Jacksonville; the Florida Institute for Oceanography in St. Petersburg; centers in materials science research in Gainesville and Tallahassee; the Brain Institute and other medical research in Gainesville; the Moffitt Cancer Center and other medical research in Tampa; microelectronics and transportation research centers in Tampa; phosphate research center in Bartow; Solar Energy Center in Cocoa; robotics and high definition TV centers in Boca Raton; computer engineering, biotechnology and pharmaceuticals in

Miami, electronic communications in Ft. Lauderdale; and agricultural research in 20 research centers distributed across the state under the direction of the University of Florida Institute of Food and Agricultural Science. The research function pervades the state university system and Enterprise Florida's goal is to maximize the economic opportunities of university research for the benefit of all Floridians.

Most people who receive their baccalaureate and higher education in Florida will do so through the ten state universities. The increasing degree of complexity encountered in the technological, commercial, and industrial spheres often requires upgrading of present skills or acquisition of entirely new ones for people to remain productive. Similarly, current teacher recertification requirements have resulted in an increased demand for courses both in pedagogy provided by colleges of education and in subject disciplines from other colleges and schools throughout the universities. And, increasing public demand for government efficiency coupled with decreasing resources mandate retraining and continuing education of the State's employees. The state universities of Florida must provide these continuing education opportunities for Florida teachers and other professionals, if they are to continue their professional development in an affordable, high quality manner.

The urbanization of the State and the increased sophistication of its population have created new demands for the provision of artists and performers and for cultural facilities and events. The SUS recognizes that its universities, as institutions responsible for the dissemination and discovery of knowledge, foster creative productivity in the arts by providing a conducive environment for visual artists, authors and poets, composers and performers, playwrights and actors, choreographers and dancers, and those who specialize in teaching the arts. The universities assume a responsibility to provide educational opportunities in the arts for all their students. Furthermore, each university serves as a cultural center and resource for its community by providing access to arts events of all types. The universities stimulate increased activity and thought about art and culture through workshops, festivals, seminars and symposia. Arts on campuses also foster better cross-cultural understanding by exposing students and the community at large to the artistic and intellectual achievements of a multiplicity of cultures.

GUIDING PRINCIPLES

Guiding principles form the framework against which the State University System will examine its effectiveness. In all its instructional and research programs, activities and services, the State University System seeks to promote:

Quality Undergraduate Education -- Improvement in the quality of undergraduate education remains the Board of Regents' primary goal.

Access to Undergraduate Education -- The most significant problem confronting the SUS for the next decade is the diminishing capability of the system to provide Florida's citizens adequate access to higher education. While community colleges will remain the primary point of entry for freshman students, the SUS must provide more direct baccalaureate opportunities for Florida citizens, and reverse the trend toward exclusivity and exclusion which results from overly limited opportunities. Balancing quality and access will be the system's greatest challenge.

Stable, Reliable State Funding -- The Board will work to secure sufficient resources to grow, improve, and provide services to meet the higher education needs of a growing Florida. Accountability measure data bases to support a performance-based funding process have been developed by the Board, the Governor's office and the Legislature.

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

Solution of Critical State Problems -- The Board of Regents recognizes the particularly great need to provide for enhanced opportunities for citizens who are members of minority populations to participate in publicly supported legal education. The Board recognizes, also, the compelling need for continued development of publicly supported advanced graduate programs in Southeast Florida. Emphasis will continue to be placed on the education of teachers and health professionals.

Public-Private Partnerships -- The SUS, in cooperation with business and industry, will develop 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.

PRIORITY ISSUE A

IMPROVE THE QUALITY OF UNDERGRADUATE EDUCATION

TRENDS AND CONDITIONS

The last ten years have been marked by significant growth in enrollments and continued enhancement of quality throughout the State University System. Much of the improvement was achieved during a time of economic recession during which many difficult budgetary choices and decisions had to be made by the Legislature, the Board, and by university administrators. While budgetary limitations constrained growth in the number of first-time college students, the quality of freshmen who did enroll was maintained or increased. The high school grade point averages, SAT scores, and ACT scores of fall term, 1992 freshmen were as high or higher than they have been at any time since 1980.^v The grade point averages and test scores have risen to such a level that some observers of the university system are concerned about possible elitism and excessive selectivity.

Another indication of the heightening quality of students attracted to Florida's public universities is the increased number of undergraduate National Merit Scholar and National Achievement Scholar finalists enrolled, which grew by nearly 300 from 679 in 1988 to 966 in 1992. The 1992 freshman class at Florida A and M University included the highest number of National Achievement Scholar finalists of any college or university in the country.

Throughout the master planning process, the Board assumed that enhancement of the quality of higher education provided by the SUS will be on the State's agenda and will receive adequate support from citizens, the Legislature and the Governor. Without adequate support, the achievements of past years will be further threatened, as they have been during recent budget reductions. From 1989-90 to 1992-93, the real Educational and General appropriation of General Revenue funds plus Educational Enhancement Trust Fund (Lottery) dollars fell from \$7,156 constant dollars to \$5,356 per full-time-equivalent student (FTE). This decrease of \$1,800 per FTE occurred at the same time that the number of students enrolled in the universities increased by 14,585. As well as the overall decrease in State General Revenue, these data reflect a decrease in the SUS share of General Revenue from 9.8 percent in 1987-88 to 7.7 percent in 1992-93. Nonetheless, tuition in the State University System has risen less in the last decade than in the nation as a whole, ranking Florida number 42 of the fifty

states, with only eight states charging a lower tuition for resident undergraduates.

In addition to instruction and funding, the Board recognizes that student services such as academic advising and libraries, and the availability of extra-curricular activities are essential to providing quality undergraduate education. Students urgently need accurate and timely academic advice on a recurring basis throughout their educational careers. They need assistance concerning appropriate sequencing and prerequisites for the courses they must complete in order to fulfill the requirements of their chosen major fields of study. Without such advice on course and degree requirements, students may enroll in unnecessary courses, experience delays in their academic progression due to course unavailability, and incur significant additional expense and frustration in the completion of their degrees. Each of these occurrences results in diminished access to the State University System. As students experience delays in completing their coursework, our universities incur additional costs in the support services provided to these students. The ready availability of proper academic advising and career counselling for students should assist in eliminating the needless expenditure of tuition and living expenses presently incurred by students and should assist in increasing the capacity at our universities to effectively serve additional students.

Extra-curricular activities, including athletics, supplement and complement each university's academic program and are essential components of student life. Participation in such activities must, however, remain in a proper perspective. Leaders in all extra curricular activities must comport themselves as representatives of their respective universities. While recognizing the importance of intercollegiate athletics to the quality of the college experience, the Board of Regents is nonetheless keenly aware of the potential tension between the universities' primary responsibility to provide a quality education to all its students and the desire on the part of all constituents for a winning team. At the direction of the Board, the State University System of Florida was the first in the nation to publish the graduation rates of its athletes, and to make their academic performance an element of considerations in the evaluation of the performance of its presidents. The SUS led the nation, as well, in the expectation that the universities' presidents would exercise control of, and be singularly responsible for, the activities of all direct support organizations, including alumni booster clubs.

No university program can be better than the university's library. The principal goal of the SUS library system is to increase access to scholarly material for the entire academic community. Continued financial support and enhancement of the SUS libraries are essential to the achievement and maintenance of high quality educational programs, including adequate resources for acquisition, professional staff, support

personnel, and equipment. Support for the continued enhancement of the Florida Center for Library Automation (FCLA) and for expanded use of interlibrary loans (ILL) and other devices for sharing materials is essential to efficient use of scarce and increasingly costly library resources.

Several statutes are designed to help the SUS improve the quality of undergraduate education. Chapter 240.2095, Florida Statutes, instructs the BOR to include as a criterion when considering requests for new graduate programs, whether the addition of graduate programs would alter the emphasis on undergraduate education. Chapter 240.2099 requires the SUS to develop plans for implementing a computer-assisted student advising network statewide to be used by students in state universities, community colleges and secondary schools. Chapter 240.214 mandates the implementation of an accountability process that provides for "the systematic, ongoing evaluation of quality and effectiveness" in the SUS to "...monitor performance at the system level in the major areas of instruction, research, and public service..." Chapter 240.233 sets specific minimum academic requirements for undergraduate admission to a university, with exceptions.

OBJECTIVES

1. The State University System will encourage and support continued maintenance of increased standards in the public schools and strengthened high school graduation requirements (Ch. 187.201(1)(a), (b)11, 17d, F.S.).
 - a. 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.
 - b. Except as provided by Florida Statutes, universities will not offer remedial education.

2. University academic programs will be supported and complemented through classroom and non-classroom activities which contribute to the social, cultural, emotional, physical, and intellectual development of students (Ch. 187.201(1)(a), (b)11, 15, F.S.).
 - a. Academic advisement will be enhanced through full implementation and continued refinement of the Student Academic Support System.
 - b. Each student will be afforded an opportunity to acquire fundamental computer skills and a basic understanding of data processing and interpretation.
 - c. The Board will work with librarians and the Florida Center for Library Automation in developing appropriate licensing agreements with publishers to allow the broadest and most efficient use of library materials.
 - d. The Board will work closely with the universities to assure that student athletes

graduate at the same rates as other students.

NOTES

v..In 1980, the mean high school GPA, SAT and ACT scores were 2.97, 957, and 20.9, respectively. By 1985, they had risen to 3.08, 1024.5, and 22.5. The 1992 statistics are 3.3, 1061.8, and 23.4. A history of high school GPAs, SAT scores and ACT scores since 1980 is presented in Table 2 (p. 35).

PRIORITY ISSUE B

PROVIDE ADEQUATE ACCESS TO UNDERGRADUATE EDUCATION

TRENDS AND CONDITIONS

The years preceding the inception of the *SUS of Florida Master Plan, 1988-89 through 1992-93* saw an unprecedented growth in student enrollment. Fall headcount (not including fee waivers) rose from 140,445 in 1983 to 158,019 in 1988. Undergraduate and unclassified student headcount, during this period, rose from 119,773 to 133,081, an 11 percent increase.^{vi} Between 1983 and 1988, freshman enrollments increased nearly eighteen percent, and the number of National Merit Scholar and National Achievement Scholar finalists enrolled as undergraduates grew from 563 to 679, an increase of 20 percent. The years covered by the 1988-89 through 1992-93 Master Plan were, like the previous five years, marked by significant growth. During this period the number of students enrolled in the universities increased by 24,877, with undergraduates and unclassified students accounting for 75 percent of the increase.

Increasing access to opportunities for higher education for the citizens of Florida has been a long-time goal of the Board of Regents. The Board has aggressively sought funding from the Florida Legislature in accordance with Chapter 240.209, Florida Statutes, to support increased enrollment at every level, even during years of economic recession. But, the demand for a four-year university experience remains high, as demonstrated by an increase in applications from first-time-in-college students of nearly 8,000, or 16 percent between fall, 1988 and fall, 1992. In an effort to improve access, the Board, the Legislature, and the Governor, taking a step unprecedented anywhere in the United States in the past decade, pressed forward to establish a new university to be located in Southwest Florida near Fort Myers (Florida Statute 240.522). Florida's newest university, as yet unnamed, will make a four-year college experience readily accessible to a student population that presently is located nearly 150 miles from the nearest state university. The university will emphasize distance learning technologies, and schedule many of its classes in the evenings and on weekends to enhance its accessibility to students. The university in Fort Myers is now scheduled to offer its first classes in 1997.

The Board has identified the diminishing capability of the State University System to provide Florida's citizens adequate access to higher education as the most significant

problem confronting the System for the next decade . The greatest challenge facing the System is satisfying the increasing demand for access while maintaining quality during a period of reduced resources. Access to the baccalaureate degree is more limited in Florida than in nearly any other state, regardless of whether students begin their higher education experience in a community college or in a university.^{vii} By design, most Florida students matriculate through the freshman and sophomore year at community colleges. More than any other state, Florida relies on this articulated mechanism.^{viii} While this relationship between community colleges and universities is unique and must be preserved, it should be adjusted, if necessary, to meet the needs of the State. During the period of this strategic plan, the Board will seek to expand access to the State University System to allow for 20% of Florida high school graduates to enroll as first-time-in-college students at state universities. While community colleges will remain the primary point of entry for freshman students, the SUS must provide more direct baccalaureate opportunities for Florida citizens, and reverse the trend toward exclusivity and exclusion which results from overly limited opportunities.

The upper divisions of state universities must be viewed as the primary points of entry for juniors, just as the community colleges are for freshmen. With adequate funding for all qualified upper division students, the Board of Regents will reduce designations of limited access programs to only those required by physical constraints and necessary prerequisites, including statutory and accreditation requirements.^{ix} Unnecessary competition between community college and university lower division students for inadequate upper division opportunities must be eliminated if reasonable access is to be provided.

OBJECTIVES

1. Provide increased opportunities for Florida high school graduates to attend state universities (Ch. 187.201(1)(b)9, F.S.).
 - Increase the proportion of Florida high school graduates who enroll as first-time-in-college students at state universities each year by one percent until a level of 20 percent is attained.
2. Eliminate unnecessary competition between community college and university lower division students for inadequate upper division opportunities (Ch. 187.201(1) (b) 9, 17b, 17c, F.S.).
 - a. Request adequate funding for all qualified upper division students.
 - b. Reduce the number of educational programs designated as limited access.
3. Develop a structure to enable the use of telecommunications instruction to overcome the barriers of time and place (Ch. 187.201(1)(b) 8, 17c, 17i, F.S.).

- a. Establish an office to coordinate advances in distance education.
- b. Create pilot programs in selected areas of the State which effectively use distance learning technology.

NOTES

- vi..Students who are not admitted to a degree program, or who are not formally admitted to the university and, thus, are not seeking a degree are considered "unclassified". The majority of these students are undergraduates. Table 3 (pp. 36-39) gives a history of full-time-equivalent and headcount enrollments in the SUS from 1975-76 to 1992-93.
- vii..Figure 1 (p. 40) shows Florida ranked 47th among all the states in the number of baccalaureate degrees granted by public and private four-year institutions in 1989-90.
- viii..Chapter 240.115, Florida Statutes, describes the terms governing the articulation agreement between community colleges and state universities. The statute mandates the acceptance of qualified community college graduates into the upper division within the SUS.
- ix..The Legislature authorized the Board in Chapter 240.2097, Florida Statutes, to adopt rules related to assigning limited access status to educational programs. The Board is required to make a report to the Legislature on such limited access programs by December 1 each year.

PRIORITY ISSUE C

SOLVE CRITICAL PROBLEMS IN A RAPIDLY GROWING STATE

TRENDS AND CONDITIONS

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 the university that link knowledge to the community, and the types of professional opportunities they pursue. University research, especially in high technology areas, is essential for maintaining the competitiveness of the United States in the world economy. Advancing our nation's high technology capacity has been a longstanding priority of the Board of Regents and the State of Florida. A \$166 million engineering education enhancement program was completed during the 1982-1987 period. In 1987 the Board of Regents and the Florida High Technology and Industry Council targeted seven key technology areas for research emphasis in support of economic development and adopted a five-year plan for the 1988-1993 period. The successful completion of that plan is demonstrated by Florida's recognized international leadership in areas of materials science, high magnetic fields, electro-optics and lasers, simulation and training, biomedical devices, biotechnology and medical and agricultural technology.

The Board of Regents is working in full partnership with state government and the Florida business community in the Enterprise Florida effort to develop a comprehensive statewide economic development plan based in part on the capacity of Florida's universities to provide world-class, state-of-the-art research in key technology areas. An example of that effort is our collaboration with Enterprise Florida and the Florida business community in responding to the federal government's Defense Conversion Technology Reinvestment Project. With the endorsement of Enterprise Florida, Florida universities and business will jointly compete for over \$500 billion in federal government research awards in fields of information infrastructure; manufacturing design and technology; health care technology; educational technology; environmental technology; electric vehicle and battery technology and shipbuilding industry technology. Florida's ability to compete at this level is the direct result of the foresighted investment in high technology begun in the early 1980's and carried through to today. One indicator of the

success of this program is the increase in research sponsored by private corporations and the federal government. Sponsored research in Florida's state universities has increased from a level of \$100 million/year in 1986 to over \$700 million/year in 1992-1993.

Critical to the improvement of access to legal education for Florida's minority citizens is the development of public/private partnerships between the Florida Bar, Florida law firms, the State University System, and the various law schools in Florida. These partnerships would provide assistance and guidance through internships, clerkships, summer jobs, employment opportunities, and other supportive activities. The Board of Regents recognizes the particularly great need to provide for enhanced opportunities for citizens who are members of minority populations to participate in publicly supported legal education. This view is consistent with the report of the Florida Supreme Court Racial and Ethnic Bias Study Commission. The Board also recognizes that providing increased minority access should not be confused with building or establishing a third public law school. Studies show that Florida presently does not need a third public law school, but the state does need more minorities to be involved in Florida's legal and judicial systems.

During the next five years, the American system of health care delivery is expected to undergo constant scrutiny and profound change. As a myriad of proposals for health care reform is being considered at the federal level, Florida has emerged as one of the first states to enact a comprehensive health care reform law. These proposals have the potential to radically affect both the institutions that deliver health care and those that educate and train health care practitioners. Virtually all of the proposals include strategies to contain costs, expand access and improve the accountability and efficiency of health care delivery. The two State-supported colleges of medicine are being called upon to produce more primary care and minority physicians. To achieve these objectives, the medical schools should evaluate their recruitment and admissions policies, their undergraduate and graduate medical education curricula, and relationships with their affiliated teaching hospitals. Such an evaluation would help to identify and address practices and perceptions that may discourage minorities from seeking careers as physicians and that may discourage medical students, generally, from entering practice in primary care. Colleges of nursing, public health and health-related professions must also increase the number of skilled health professionals who are available to extend and enhance access to primary health care, particularly to those Floridians living in medically under-served inner city and rural areas.

The Board of Regents recognizes the compelling need for continued development of publicly supported advanced graduate programs in Southeast Florida. The industrial

and social health of the State is dependent on meeting, as quickly as possible, the educational needs of this, its largest population center. Substantial academic strength in the public sector is evident at Florida Atlantic University and Florida International University, respectively, and additional support can be drawn from other State University System units as needed. Additionally, the private sector has substantial strength at the post-baccalaureate level, through the University of Miami and selected programs in other universities. On November 20, 1992, the Board of Regents adopted a plan for the continued development of State University offerings in Broward County, in response to direction provided by the 1989 Florida Legislature in Chapter 240.522, Florida Statutes. Implementation of the Broward County plan, and development of the North Palm Beach Campus of FAU, will contribute significantly to higher education development in the Southeast Florida corridor. The Regents are committed to meeting these needs through the development of new stand-alone programs and the use of state-assisted or contract programs with private sector institutions. Decisions will be made on a program-by-program basis and the programs will be reviewed after an appropriate period with regard to progress, quality and continuing evidence of need and the desirability of the present arrangement.

To accomplish all the goals and objectives established for the SUS over the next five years, the Board of Regents has as a major goal the securing of sufficient resources to grow, improve, and provide services to meet the higher education needs of a growing Florida. In addition to securing enhanced funding, the Board will implement and promote more efficient expenditure of new and existing funds, and reward universities for development of cost-saving programs. The SUS accountability process, authorized by Florida Statute 240.214, will be crucial in this regard.

OBJECTIVES

1. Increase the number of minority students enrolled in Florida law schools by 200 during the next three years (Ch. 187.201(1)(b) 17c, 17k, F.S.).
 - a. Develop a law school component for the Florida Education Fund (McKnight program).
 - b. Develop a pre-law minority scholarship program.

2. Increase production of primary care physicians, nurses and allied health professionals (Ch. 187.201(1)(b) 1, 9, 12, 13, 17b, 17c, 17e, F.S.).
 - a. Evaluate nursing program articulation to ensure there is easy articulation between and among nursing programs offered by area vocational-technical centers, community colleges and universities.
 - b. Monitor the effect of strategies to contain costs on the funding of medical education.
 - c. When necessary, adjust allied health program curricula to reflect the dynamic demands of the health care labor market.
 - d. Continue efforts to increase allied health baccalaureate degree production by 50 percent over the 1987-88 base year.
 - e. Examine the need for additional baccalaureate degree programs for physician assistants in the next allied health program review.

3. Continue to develop publicly supported advanced graduate programs in Southeast Florida (Ch. 187.201(1)(b) 12, 17c, 17e, 17g, 17i, 17j, F.S.).
 - Develop new stand alone programs based on documented needs, unmet student demands, institutional mission statements, and the availability of the program at other public and independent institutions in the area.

4. Increase by ten percent each year, in constant dollars, the amount of private giving to the State University System (Ch. 187.201(1)(b) 14, 17l, F.S.).
 - a. Seek unrestricted gifts from benefactors.
 - b. Expand programs, such as the Eminent Scholars program, which match public and private monies to provide restricted funds to meet identified needs.

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