The Decade Ahead: UF Goals and Plan Forward

Report of the Goal-Setting Task Force
December 2015

I. Introduction

The University of Florida has come a great distance in its journey to becoming a premier university that the nation and world look to for leadership.

From origins in Lake City, UF opened in Gainesville in 1906 with three buildings and 102 students. Today, the university is one of the most comprehensive in the country, with 50,000 students, 5,500 faculty, a $707 million research operation – and top-ranked academic and research programs across 16 colleges that together offer more than 300 undergraduate majors and graduate degrees.

This progress occurred over three eras: beginnings, growth, and excellence.

UF's first president was Andrew Sledd (1904 to 1909). Under President Sledd's leadership, the university embraced its charter as one of the nation's land-grant universities dedicated to providing "liberal and practical education" to Americans. With that mission, and at the instigation of its second president, Albert Murphree (1909 to 1927), UF by 1927 established colleges of law, agriculture, engineering, arts and sciences, pharmacy, architecture and what was then called commerce & journalism (later, the colleges of business and journalism & communications).

The university built upon this foundation in the 1930s under the leadership of President John Tigert (1928 to 1947). President Tigert led the creation of the graduate school and the awarding of UF's first doctoral degrees in 1934. Dr. Tigert also created the University Endowment Corporation, the forerunner to the UF Foundation; built Florida Field, then a 22,000-seat football stadium; and created the General College for freshmen and sophomores.

UF entered its growth phase in the 1940s and 1950s as returning World War II veterans enrolled in droves on the G.I. Bill. Major milestones during this rapid expansion included the admission of women, in 1947; the construction of several landmark buildings such as Weil Hall, home to the College of Engineering, and significant growth of doctoral programs in the graduate school.

The university's fourth president, J. Hillis Miller (1948 to 1953) laid the groundwork for UF's medical system. The medical school was launched in 1956, the same year that the university's first medical science building opened. Shands Teaching Hospital opened two years later in 1958. The J. Hillis Miller Health Science Center was named in honor of President Miller, who died in office.

UF's fifth president, J. Wayne Reitz (1955 to 1967), oversaw construction of more than 300 campus buildings, expanded graduate programs and created the UF Division of Sponsored Research to oversee UF's growing research enterprise. Integration occurred in 1958 with the admission of George Starke Jr. into the College of Law.

The university increased its emphasis on establishing national excellence in the ensuing decades under Presidents Stephen C. O'Connell (1967 to 1973), Robert Marston (1974 to 1984) and Marshall Criser (1984 to 1989).

As one marker of progress during President O'Connell's administration, a 1970 evaluation of graduate programs by the American Council on Education gave national ranking to twenty-two departments, up from eleven in 1965. Milestones in President Marston's tenure include the creation of the College of Fine Arts (now the College of the Arts) and new programs to attract National Merit Scholars to UF. President Marston laid the groundwork for UF's entry into the Association of American Universities (AAU) during President Criser's tenure in 1985. The AAU consists of 62 leading universities in the U.S. and Canada.

The university continued its upward climb under President John Lombardi (1990 to 1999), in part through the creation of national centers and institutes such as the McKnight Brain Institute.

Dr. Lombardi also inaugurated the modern era of UF strategic planning. Under his leadership, the university in 1994 developed a strategic plan called "Responsive Leadership for Tomorrow." Among other areas of focus, "Responsive Leadership for Tomorrow" encouraged the strengthening of UF's graduate school and created a series of task forces to address recruitment of top faculty, evaluation of program quality and sources of financial support.

The university built on "Responsive Leadership for Tomorrow" with "Vision 10-20," initiated by President Charles Young (1999 to 2003). The plan was named for its overarching goal of elevating UF to a top-10 public university and a top-20 research university. The UF Strategic Work Plan, completed in 2007 under President Bernie Machen (2004 to 2014), continued these efforts. The Work Plan set forth a broad array of 48 goals ranging from improving undergraduate education to strengthening research in the life sciences to developing state-of-the-art information technology.

As the university worked toward these goals, President Machen spearheaded UF Preeminence. Just as UF's admission into the AAU recognized the university's stature among the leading national universities, Preeminence provided a road map and resources for UF to move into the ranks of the nation's top public universities.

As a result of Preeminence, the Florida Legislature for the first time recognized UF as the state's leading university and provided added financial support for the hiring of dozens of mid-career and world-class faculty. Preeminence also underpins UF Online, UF's fully online undergraduate degree program; the development of a core program of shared classes for all UF undergraduates; and spurred the construction of a state-of-the-art chemistry building expected to be completed in 2016.

UF's 12th president, Kent Fuchs, began his tenure in January 2015. One of the chief initiatives of his inaugural year has been a university wide goal-setting process to unite faculty, staff and students in reaching their highest aspirations for the university. Led by a Goal-Setting Task Force consisting of 17 representatives from across the university, this process has sought to establish the university's goals for the next five and ten years. In an era when Florida ranks as

the third largest state and a national center of culture and commerce, the vision is to establish UF as one of the most esteemed and emulated universities in the world.

This report outlines the Task Force's proposed goals, accompanying objectives and metrics – and the process for further progress.

II. Identifying Overarching Goals for the Decade

President W. Kent Fuchs appointed a 17-member task force composed of faculty and students to assist in setting campus-wide goals that align with the University of Florida's mission and overall objectives. The Goal-Setting process is a critical step in developing the University of Florida's shared priorities for the next five to ten years. The Task Force developed goals, objectives, and metrics with input from internal and external stakeholders.

About the Process

The Goal-Setting planning began in spring of 2015, with the purpose of ensuring extensive input from stakeholders, including faculty, students, and staff of the University of Florida; members of the broader UF campus including county extension agencies throughout the state; alumni; donors; and community partners. President Fuchs named a Task Force composed of a broad range of perspectives and expertise.

The process included significant interactive involvement from our faculty, staff, students, alumni, and community partners through participation in open forums, online postings, and mass digital communications.

Process

The Goal-Setting Task Force met from April to December 2015. It involved community-wide discussions with faculty, staff, students, and alumni that resulted in a clear vision for future education, research, personnel, and community impact.

Timeline

April 2015: President informs campus community of Goal-Setting.
April 2015: Goal-Setting Task Force meets and preliminary goals are drafted.
May 2015: Goal-Setting website launched.
May 2015: College Deans, Center Directors, Faculty Senate, Staff organizations solicited for feedback.
June 2015: The Student Body solicited for feedback.
July 2015: Student Town Hall meeting held.
July 2015: Draft Goals posted online and shared with campus/community for feedback.
August 2015: Preliminary objectives and metrics are drafted.
September 2015: University Board of Trustees are solicited for feedback.
September 2015: President Fuchs shares draft goals in State of the University Address.

October 2015: Goals and objectives are posted online for feedback.
November 2015: Goal-Setting Task Force finalizes goals, objectives, and metrics.
November 2015: Planning Assignment to Vice Presidents, Deans and Directors.
December 2015: Final Report of the Goals Task Force.
December 2015: Final Goals and Objectives to the University Board of Trustees.
March 2016: Plans from the Units to the Provost.
June 2016: President's Plan to the University Board of Trustees.

III. From Goals to Measures: The UF Plan

ASPIRATION:
The University of Florida will be a premier university that the state, nation, and world look to for leadership.

GOAL 1:
An exceptional academic environment that reflects the breadth of thought essential for preeminence, achieved by a community of students, faculty, and staff who have diverse experiences and backgrounds.

<u>Objective 1.</u>
UF students, faculty and staff with increasingly diverse demographic and geographic characteristics.

Metrics:

- Geographic diversity, including out of state and international students, faculty, and staff.
- Racial/ethnic, cultural, and socioeconomic diversity.
- Diversity across other demographic characteristics (e.g. gender, disabilities).

<u>Objective 2.</u>
A university climate that is inclusive, supportive and respectful to all.

Metrics:

- A climate survey for students, faculty and staff to identify areas for improvement.
- Number and scope of activities and programs that promote diversity.
- Opportunities for interactions among people having a diversity of experiences and backgrounds.
- Annual reports from UPD and student affairs regarding discriminatory activity.

<u>Objective 3.</u>
Diverse, robust educational and interdisciplinary areas of excellence.

Metrics:

- Breadth and balance of educational programs offered on and off campus and online.
- Percent of students and faculty engaged in interdisciplinary collaboration.

Objective 4.
Increased globalization to enhance our effectiveness as world citizens.

Metrics:

- Percentage of students participating in study abroad experiences.
- Percentage of faculty and graduate students participating in international conferences as participants, speakers, and leaders.
- Number of international collaborative agreements in educational programs and research.
- Percent of graduate and undergraduate international students at UF.
- Percent of courses, activities, and organizations that promote globalization.

GOAL 2:
An outstanding and accessible education that prepares students for work, citizenship, and life.

Objective 1.
A high quality, widely recognized, financially accessible undergraduate, graduate and professional education and experience.

Metrics – Undergraduate education:

- Time from graduation to employment or graduate school admission.
- Number of undergraduate programs ranked in the top 10.
- Number of programs offered to students that enhance their educational experience outside of the classroom (fellowships, internships, cooperative experiences, etc.).
- Student retention rates and student placement rates in graduate programs.
- Student satisfaction measures on the quality of the UF experience both academically and experientially.
- Faculty/student ratio (to ensure that there is robust faculty/student interaction).
- Course evaluation data used to improve quality of teaching.
- UF investment in the Teacher's College and other teacher training tools to improve instruction at UF.
- Amount of endowment scholarship dollars as well as number and average size of awards.
- Percentage of students receiving UF awards (e.g. scholarships).
- Number of first in college for first generation students.

Metrics – Graduate education:

- Academic qualifications of graduate student body and enrollment of highly qualified graduate student applicants.
- Funding for professional development.
- Percentage of under-represented minority students.
- Percent of graduate students matriculating and graduating within a reasonable time.
- PhD program rankings.
- Number of graduate programs ranked in the top 10.

- Employment of best practices (communication, mentoring, evaluation) for PhD candidates to successfully complete their degrees.
- Survey graduate student satisfaction and identify improvements for each College.
- Placement rates into meaningful careers, such as positions in government, academia and industry.
- Number of Graduate fellowships, student stipends and benefits to be competitive with our peers for the best students.
- Number of national and international conference graduate student attendees.
- Reduction in student fees for graduate student research and teaching assistants.

Metrics – Professional Education:

- Enrollment of highly qualified students.
- Rankings of professional programs.
- Number of students participating in high quality summer research experiences or internships.
- Placement rates into highly competitive residencies or other post-professional training.
- Employment/post-professional training placement rates both at graduation, and within 6 months of graduation.
- Number of scholarships awarded (number and amount) to attract high-quality students.
- Faculty to student ratios consistent with or better than peers.
- Student satisfaction measures on the quality of the UF experience.
- Pass rate on national licensure exam on first attempt.

<u>Objective 2.</u>
Services that are accessible and available in a timely fashion that support student health, development, and well-being, thereby improving their academic and personal growth and success.

Metrics:

- Wait times for appointments (e.g. in student health clinics, mental health clinics, counseling/advising, academic support/tutoring).
- Satisfaction with healthcare services.
- Health insurance coverage and cost.
- Satisfaction with degree and career guidance and counseling.
- Satisfaction with level and range of academic support/tutoring services.

<u>Objective 3.</u>
Academic programs that promote effective and accessible learning through innovation.

Metrics:

- Number of UF distance education degrees awarded nationally and internationally, and retention above the national standard.
- Recognition of educational innovation through institutional, national and international awards.
- Number of invitations to present UF educational methods as models.

- Number of publications on innovative educational methods.
- Intellectual property development in educational methodology and content.
- Student surveys and subsequent improvements in 1) the quality of experience for online classes vs. resident classroom/studio/lab classes, and 2) experience with UF technology.
- Certificate program development.

Objective 4.
High quality student-faculty interactions in mentored research.

Metrics:
- Number of undergraduates conducting mentored research.
- Amount of funding for undergraduate research.
- Number of undergraduate, graduate and professional student research presentations at UF, regional, state, national, and international venues.
- Number of undergraduate, graduate and professional student research awards from professional societies.
- Number of faculty mentoring awards from professional societies.
- Number of federal (and other) graduate fellowships and grants for research training.
- Number of graduate students mentoring undergraduate student research.

GOAL 3:
Faculty recognized as preeminent by their students and peers.

Objective 1.
An increased number of faculty recognized by distinguished awards, fellowships, and memberships.

Metrics:
- Number of disciplinary, national, and international awards (as defined by the National Research Council http://sites.nationalacademies.org/PGA/Resdoc/PGA_044718).
- Number of research/scholarship awards, teaching awards, prestigious fellowships, and memberships in honorary societies.
    - Number of national academy members.
- Number of highly ranked faculty (e.g. top quartile of their discipline).

Objective 2.
An increased number of high-impact scholarly publications and creative works.

Metrics:
- Number of publications and creative works, particularly in influential venues as defined by the disciplines.
- Number of citations and citation index ranking or through other comparable disciplinary measures.

Objective 3.
An increased professional and public visibility of UF faculty.

Metrics:

- Number of invited lectures at other institutions.
- Number of invited lectures at national and international meetings.
- Number of keynote/plenary lectures at national and international meetings.
- Participation in public discourse and policy discussions (e.g. media, government, etc.).

Objective 4.
An increased faculty participation in professional service and leadership.

Metrics:

- Number and type of service activities.
- Number and type of leadership positions in professional organizations.
- Number and type of leadership positions in government advisory councils.
- Number and type of leadership positions in professional review panels and practice guideline committees.
- Number of editorships, associate editorships, and editorial boards for high-visibility publications.

Objective 5.
A nurturing and invigorating academic and professional environment for all faculty across the research, teaching, and service missions of the university.

Metrics:

- Faculty satisfaction survey (e.g. AAMC Faculty Forward Satisfaction and Engagement Survey).
- Promotion and retention of faculty.
    - % faculty hired under tenure and non-tenure track.
    - % faculty reaching promotion within assigned track.
- Institutional mechanisms/policy (Compensation Plan, T&P Criteria) that reward research, education, and service mission.
    - Incorporation of interdisciplinary and team scholarship participation into T&P criteria.

GOAL 4:
Growth in research and scholarship that enhances fundamental knowledge and improves the lives of the world's citizens.

Objective 1.
Documented advances in productivity and recognition of UF research programs.

Metrics:

- Media
    - Number of publications in influential journals/outlets and national publications (equivalent measures in the arts, performance arts, and other Colleges).
    - Total publication citations and citation rate.

- Honors and Rankings
    - Number of alumni elected to honorary societies.
    - Number of faculty ranked in the top quartile of discipline.
    - Number of prestigious faculty awards and honors as defined by the National Academy of Sciences (http://sites.nationalacademies.org/PGA/Resdoc/PGA_044718).
    - Number of faculty with state-national-international leadership positions, teaching performance, and awards in their discipline.
    - Global and national university and program rankings.

<u>Objective 2.</u>
Exceptional graduate and postdoctoral scholars who will contribute to influential research and scholarship.

Metrics:

- Funding for professional development.
- Number of students and postdoctoral scholars conducting research.
- Number of publications and scholarly works by undergraduate and graduate students and postdoctoral scholars.
- Number of grants awarded for graduate student and postdoc research.
- Number of awards to graduate students and postdoctoral scholars.
- Number of training grants awarded to the university.

<u>Objective 3.</u>
Increased extramural and intramural funding that enhance both basic and translational research.

Metrics

- Internal funding used to enhance research enterprise.
- Income from UF intellectual property.
- Endowment and annual cash gifts.
- Total amount of federal funding.
- Amount of federal funding per faculty member.
- Overall research funding from all sources.

<u>Objective 4.</u>
Processes and systems that facilitate excellence in research and scholarship.

Metrics:

- Interdisciplinary research and collaboration both internally and externally.
    - Institutional mechanisms to promote multidisciplinary research.

    - Survey of current interdisciplinary collaborations at UF.
    - Number of interdisciplinary grants and publications.
    - Number of national and international cooperative agreements.
    - Network analysis metrics that capture multi departmental and multi institutional competitive grant funding collaborations.

- Time to complete processes (e.g. IRB approvals, proposal and grant processing, industrial contracts, admissions, etc.).
- Faculty surveys on institutional research support (e.g. feedback mechanism).
- Access and support of shared research facilities.
- Major instrumentation awards.
- Number of activities of centers that support interdisciplinary scholarship.

GOAL 5:
A strengthened public engagement of the university's programs with local, national, and international communities.

<u>Objective 1.</u>
Increased engagement and outreach of UF programs leading to positive impacts in such areas as health, the economy, environment and community.

Metrics:
- Percentage of faculty, staff, and students engaged in community service.
- Service in national and international organizations that promote the public good.
- Time of UF faculty, staff and students in service to schools and public education.
- Research funding and publications resulting from state-wide community engagement.
- Clients served by UF/IFAS extension service, UFHealth clinicians, and other UF programs.
- Partnerships with local, state, national, and global communities.
- Economic opportunities for individuals, families, and communities.
- Environmental impact based upon use of best management practices and sound public policy.

<u>Objective 2.</u>
Improved communication leading to increased public awareness of and value placed on UF programs and their impact on society.

Metrics:
- Annual publications on the value and benefit of UF as a Land, Sea and Space Grant University.
- National and international news stories about premier UF educational programs, translational science, and applied research projects and their benefit for the public good (Gator Good).

- Number of social media venues and communications about UF programs and opportunities.
- Frequency of coordinated communication and news releases across colleges and units.
- Documented leadership of UF programs resulting in state and federal legislative initiatives.
- Frequency of communication between faculty, staff, students, administration, and Trustees on UF educational and research opportunities and successes.
- Survey of public awareness of value and benefits of UF's contribution to both private enterprise and the public good.
- Resources devoted to professional development for faculty on how to document positive impacts of their programs.

Objective 3.
Increased technology translation and entrepreneurial activities.

Metrics:
- Production of and income from intellectual property developed by UF scholars.
- Number of commercial uses of products, procedures, and protocols developed by UF scholars.
- Local and statewide economic impact and employment opportunities based upon UF technology-based businesses.

GOAL 6:
Alumni who are successful in their careers and in life and who are proud to be graduates of the University of Florida.

Objective 1.
Alumni who make significant contributions to their professions and society.

Metrics:
- Alumni who:
    - are good citizens through their service contributions to the community;
    - have maintained productive professional lives;
    - enter graduate or professional schools;
    - receive accolades for achievements (patents, honors/awards, etc.); and
    - hold leadership positions in their field, professional societies and/or community.

Objective 2.
Alumni who engage with and support the University's educational, research, and service missions.

Metrics:
- Percentage of alumni who:
    - are members of the Alumni Association;
    - are members of local Gator Clubs;

    - donate to endowments that support students, faculty, and programs; and
    - who donate to the annual campaign.
- Alumni who:
    - attend UF-sponsored local and national events;
    - contribute their professional expertise through guest lectures, meetings, mentoring, etc.;
    - are members on College/Department/Center Advisory Boards;
    - volunteer their time to university projects;
    - are engaged in recruiting of university graduates for internships and employment; and
    - are formally and informally engaged in student recruitment (for undergraduate, graduate, and professional programs).

GOAL 7:
A physical infrastructure and efficient administration and support structure that enable preeminence.

Objective 1.
A campus with updated facilities, including modern research laboratories, classrooms to support state-of-the-art teaching and learning, contemporary residence halls, and high-quality technology infrastructure.

Metrics:

- Reviews of UF campus facilities for research, teaching and housing facilities, as assessed by campus climate surveys; social media; and university, college and departmental-level external review boards.
- Square footage of modern, renovated teaching and research lab space, as well as on-campus support/core service facilities; compared and benchmarked with other leading universities.
- Number of modern classrooms and conference facilities; compared and benchmarked with other leading universities.
- Energy efficiency of buildings.
- Timely handling of new and deferred maintenance projects.
- National coverage (via traditional media, social media and awards) of innovative space designs.
- Computational capacity, as assessed externally by formal review boards and ranking systems and internally by students, staff, faculty and visitors.
- Institutional mechanisms to promote funding for university infrastructure.

Objective 2.
An efficient and effective administration that provides superior business services to the campus community, proactively streamlines processes to minimize burden and redundancy, incentivizes excellence through budget appropriations, and attracts and retains talented staff through ongoing professional development opportunities and competitive compensation.

Metrics:

- External review (outside team of experts) of UF administration using established models.
- UF faculty and staff evaluation of administrator effectiveness.
- Ratio of administrators to faculty/students as compared with leading universities.
- Surveys of staff, faculty, and administration on perceptions of lines of communication, and leadership structures.
- Complexity of, errors associated with, and time to complete transactions and processes (e.g. proposal and grant processing, industrial contracts, admissions, etc.).
- Benchmark survey on academic support services, including admissions.
- Professional development, training opportunities, and advancement opportunities for staff.
- Remuneration for staff.
- Staff retention rates.

Objective 3.
An attractive, sustainable, and safe campus that offers a high quality of life to faculty, staff, students, alumni, and the community, making UF a desirable place to visit, live, work, and play.

Metrics:

- Benchmarked reviews of UF campus with peer universities.
- Continual improving a physical interface of campus with surrounding community.
- Number and use of campus recreation facilities.
- Availability of and participation in cultural activities.
- Number of regional, national, and international conferences held on campus.
- Parking facilities and traffic management to support access to campus and cross-campus collaborations.
- Landscaping and maintenance to ensure campus appeal.
- Campus energy expenditures, transportation, waste processing, recycling, and sustainability.
- Number of campus-wide safety and security incidents as compared with similar size universities.
- Security of technology systems.
- Facilities that promote interdisciplinary collaboration among faculty.

IV. The Plan Forward

1. College, Centers and Institutes prepare plans and strategies to support the goals and opportunities, and identify programs of preeminence.

2. Administrative units will develop support plans.

3. Administrative review and President's review.

V. The University Plan: Recommendations

1. Focus on issues: preeminence/faculty/core business/student success.

2. Align budget priorities with the identified strategies to meet university goals for excellence.

3. Identify and support preeminent programs from college and unit plans.

4. Identify and support programs with near term potential for preeminence and support development.

GOAL-SETTING TASK FORCE STAKEHOLDERS

- Alumni
- Board of Trustees
- Center and Institute Directors
- College Deans
- College Faculty Council Chairs
- Community
- Donors
- Dean of Students Office
- Faculty
- Faculty Senate
- President's Cabinet – Senior Vice Presidents and Vice Presidents
- Staff
- Student Leadership
- Student Town Hall
- Undergraduate and Graduate Students
- University Athletic Association

GOAL-SETTING TASK FORCE

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