

*STRATEGIC PLAN FOR  
NEW COLLEGE OF FLORIDA  
2008-2018*

*Enhancing Student  
Learning*

*Adopted by the New College of Florida  
Board of Trustees  
March 1, 2008*



**New College**  
THE HONORS COLLEGE of Florida

# **STRATEGIC PLAN FOR NEW COLLEGE OF FLORIDA 2008 to 2018**

## **Enhancing Student Learning**

### **Introduction**

This Strategic Plan will serve as a roadmap for the development and improvement of New College of Florida over the next decade. It is based upon extensive discussions over a period of more than two years among all constituencies of the College – trustees, faculty, staff, students, friends and donors.

The Florida Board of Governors established four goals for the entire State University System in 2005 and further refined these with three key strategic initiatives adopted in 2007. The New College of Florida Strategic Plan advances the Board of Governors' goal of building world class academic programs while implementing that Board's three strategic initiatives -- improving institutional quality; increasing baccalaureate degree production; and developing appropriate and predictable funding.

The Strategic Plan is focused on one overarching aim, Enhancing Student Learning at New College. This enhancement of learning is supported by eight major goals and many subgoals. Most subgoals deal with academics and/or student life (recognizing that when a residential liberal arts college is at its best, learning takes place not only in the classroom but in all domains of a student's college experience). Other goals and subgoals address the creation of places and physical facilities in which learning thrives. Yet others address raising and husbanding financial resources so that our learning-focused strategies can be implemented.

This document should be read as a living document. We will return to it periodically and modify it to reflect changes in our environment that call for new or changed goals and new or modified strategies. It is an ambitious document, but one that can lead us to make this remarkable institution even more effective in achieving its mission.

### **History and Mission**

Founded in 1960 as a private liberal art college by inspired leaders of Sarasota and Manatee counties, New College flourished academically from the outset, due to a committed faculty, bright students, and an innovative and student-centered educational program. Yet the small private college did not build an endowment sufficient to sustain its ambitious aspirations, and by the early 1970's there were serious doubts about institutional viability. The solution that helped to create New College's special niche as a premier public liberal arts college was a merger with the state system, which occurred in 1975, when New College became the Honors College of Florida's public system of higher education. The original Board of Trustees was transformed into the New

College Foundation that, to this day, provides private funding that augments the public resources that support the College. The College itself was left in full control of its academic program, its admissions standards, and its enrollment goals.

At the time of the merger with the state system, the College became affiliated for administrative purposes with the University of South Florida in an arrangement that continued until July 1, 2001. On that date, New College became independent of the University of South Florida and was renamed “New College of Florida,” thereby becoming the eleventh member of a reorganized state university system. Together with the other ten members of the system, New College gained its own governing Board of Trustees, with members appointed by the Governor.

New College’s autonomy is thus best viewed as a culminating moment in its institutional history that reflects a strong endorsement of its success over a 40-year period. The fact that low state tuition rates create wide access to an educational experience typically available only at expensive private liberal arts colleges underscores the special role New College plays in the state of Florida and, indeed, the nation.

In the course of this institutional history, New College has developed a reputation for innovative, student-centered undergraduate education and for a high rate of acceptance of its graduates to leading graduate and professional schools. The fact that New College has so rapidly achieved this success against the background of early financial challenges and major administrative changes testifies to the power of the original four educational principles adopted by the College and still in place today:

*Each student is responsible in the last analysis for his or her own education.*

*The best education demands a joint search for learning by exciting teachers and able students.*

*Students should have from the outset opportunities to explore in depth areas of interest to them.*

*Students’ progress should be based on demonstrated competence and real mastery rather than on the accumulation of credits and grades.*

The **Mission Statement** of the College, as endorsed by the faculty, adopted by the New College Board of Trustees in 2001 and incorporated into Florida statute is:

*New College offers an undergraduate liberal arts education of the highest quality in the context of a small, residential public honors college with a distinctive academic program which develops the student’s intellectual and personal potential as fully as possible; encourages the discovery of new knowledge and values while providing opportunities to acquire established knowledge and values; and fosters the individual’s effective relationship with society.*

Commentary on the Mission Statement, closely tied to it in official publications of the College including the General Catalog follows.

*As a member of the State University System of Florida, New College of Florida, the 4-year residential liberal arts honors college of the State of Florida, preserves its distinctive mission as a residential liberal arts honors college. To maintain this mission, New College of Florida has the following goals:*

- a. *To provide a quality education to students of high ability who, because of their ability, deserve a program of study that is both demanding and stimulating.*
- b. *To engage in undergraduate educational reform by combining educational innovation with educational excellence.*
- c. *To provide programs of study that allow students to design their educational experience as much as possible in accordance with their individual interests, values, and abilities.*
- d. *To challenge undergraduates not only to master existing bodies of knowledge but also to extend the frontiers of knowledge through original research.*

*New College pursues these goals through highly selective admissions, an individualized and intensive "academic contract" curriculum, frequent use of individual and small-group instruction, an emphasis on student/faculty collaboration, a required senior thesis, and innovative approaches to the modes of teaching and learning.*

It is now almost seven years since New College achieved the status of an independent college within the State University System. That seven year period was one in which New College became accredited for the first time (in 2004) as a public independent institution by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). A number of highlights of this period of independence include:

- creating much of the infrastructure for the college to function independently, including its own business operations, policies and procedures of operation, information technology infrastructure and administration, and policies and procedures of faculty governance;
- acquiring the leasehold to its own campus after University of South Florida/Sarasota-Manatee moved from a shared campus to its own new campus;
- achieving recognition in many national publications as an outstanding public liberal arts college (ranked no. 1 in that category in 2006 by US News) and an outstanding value (ranked among the top 5 in that category by Princeton Review);
- earning acclamation for the success of its graduates in winning many national honors including Fulbright Fellowships, National Science Foundation Graduate Fellowships, a Gates Cambridge Fellowship, and others;
- developing effective planning procedures that have led to the creation and adoption by the Board of Trustees of a new Campus Master Plan, a new Academic Master Plan, and annual budget and financial plans.

From the start, clarity regarding its mission has been one of New College's major strengths. The College's mission is translated into practice through distinctive measures: the use of student learning and academic contracts rather than credit hours as the means of assessing progress to graduation; the use of narrative evaluations rather than grades as the means of feedback on student work; and an emphasis on research education from the first year of a student's career at New College, culminating in a senior thesis and oral baccalaureate examination. The aim throughout is for each student to acquire a sense of ownership of his/her own learning process.

We hold the conviction that such an approach promotes the acquisition by each of our graduates of the skills and the desire to live a life of continued learning and critical exploration of ideas.

## **The Current Environment for New College**

*Strengths.* New College of Florida in 2008 is a stronger, healthier institution than at any time in recent memory and perhaps in its entire history. The student body is relatively stable at 750 with a near-term goal of 800. The faculty is excellent and has undergone significant rejuvenation in recent years as many senior faculty members have retired and young faculty members have joined our ranks. There is a strong tradition of shared governance. The College has made considerable progress toward the goal of building the human infrastructure appropriate for an independent liberal arts college of its size. Five new dormitories were completed in 2007, permitting the college to take fuller advantage of the educational opportunities inherent in a residential campus. Public funding is in place for the construction of a new academic/administrative building, and planning for that building is underway. New College students are winning national awards (e.g., Fulbright Fellowships, National Science Foundation Graduate Fellowships) at a high and growing rate. As its national reputation has become enhanced, numbers of applications from prospective students have increased greatly. In 2007 the New College Foundation became a Direct Support Organization of the College, sharpening its focus on fundraising to support mission-related initiatives. Drawing directly from the mission statement, New College is successful in *developing our students' intellectual and personal potential and encouraging the discovery of new and established knowledge.*

*Weaknesses.* The student body and faculty of New College are less diverse, viewed in terms of race and ethnicity, background, interests, and geographic origins, than is optimal for the maintenance of a vibrant learning environment. The Pei dormitory complex is badly in need of renovation, and funding for this has not been identified. Philanthropic fundraising has not been sufficient to meet the facilities and programmatic needs of the College. The distinctive features of the academic program (e.g., narrative evaluations, theses and baccalaureate exams, etc.) create workload issues for faculty that can impede the faculty members' own scholarly activity (a particularly important matter for a school in which faculty need to model scholarship for students who are learning to become independent scholars themselves). *Drawing again from the Mission Statement, there is room for improvement at New College in encouraging the discovery of values and in fostering the individual's effective relationship with society.*

*Opportunities.* New College has completed much of the fundamental work of creating the human infrastructure necessary for an independent institution. It is now well positioned to focus its energies on continuous improvement of already strong programs in support of its primary mission – the education of outstanding students. We have the opportunity to incorporate into our educational programs the newly invigorated efforts to make the New College campus sustainable and minimize its energy footprint. We have the opportunity to develop a variety of collaborative partnerships with other entities, ranging from city, county and state government to arts and scientific institutions. We have the opportunity to develop articulated 3-2 programs with other colleges and universities to provide the chance for interested students to combine a New College BA degree with a second bachelors degree in an engineering field and 4-1 programs in which a student can efficiently earn a New College bachelors degree and a master's degree from a

participating graduate school. Recent awards of Federal funds will make it possible to greatly enhance the ability of the Jane Bancroft Cook Library to make available digital images and other digital files and to implement advanced technology for the enhanced learning of languages.

The number of liberal arts colleges in the United States continues to decline. At the same time, the cost of attending college, particularly private institutions, is rising. This heightens the importance of providing excellent public liberal arts education, emphasizing the crucial role New College of Florida fulfills.

*Threats:* As a public institution in a state in which the legislature sets tuition and controls funding from other sources, New College is subject to difficult financial pressures when Florida's tax revenues fall. Such is the case in 2007/8 and it is likely to be the case at least through 2008/9. In order to maintain the excellence of its programs and to achieve the ambitious goals for improvement described in this planning document, it will be necessary for the College to deploy its resources wisely and to seek new sources of private funding aggressively.

## **Previous Cycles of Planning at New College**

Over its history, New College has undertaken many planning exercises, including *Growth and Enhancement Plan* (1993) and *Blueprint for the Future* (1999). With its emergence as an independent public institution, the College developed a planning document entitled *New College of Florida 2002-2007 Institutional Plan*. That plan laid out six overarching goals. Progress on each of these goals as of February 2007 is described in a document entitled *Report on New College of Florida Institutional Plan 2002-2005 Matrix of Goals*, and is summarized directly below each goal.

- A. to provide a viable management and administrative infrastructure for an independent New College of Florida, coordinated with adequate funding streams from both the state and the New College Foundation;

*The first phase of this goal has been achieved. In 2004 New College took over management of services shared with University of South Florida Sarasota/Manatee. Essential administration is in place and functioning well. More remains to be accomplished to reach the higher level of functioning to which we aspire. This is the focus of one of the goals of the 2008-2018 Strategic Plan.*

- B. to continue to increase enrollment from 634 (fall 2001 – up from 490 in fall 1992) to at least 800 within five years, while maintaining an 11:1 student/faculty ratio and insuring needed upgrades in campus infrastructure and facilities;

*Enrollment has increased to 750 students. The student faculty ratio remains at 11:1.*

- C. to develop the student's intellectual and personal potential and encouraging the discovery of new and established knowledge;

*Student research experiences have been enhanced with the support of external funding from several government agencies. Student affairs programming has been enhanced. Learning has become more intentional as disciplines have become used to Academic Learning Compacts and Institutional Improvement*

*Plans. Student retention and graduation rates remain below target, and this continues to be an active focus of improvement.*

- D. to provide on-campus housing for 75-80 percent of the student body, with the construction of the needed new residential space serving as the occasion for the renovation of the Pei Complex and the development of a program of “Residential Colleges;”

*This goal has been accomplished with the opening of five new dormitories in Fall 2007. The Pei dormitory complex still awaits renovation.*

- E. to exploit opportunities provided by growth in faculty size to enrich and deepen the curriculum, with a continuing emphasis on a strong program of faculty professional development and a concerted effort to enhance faculty compensation to a more competitive level;

*The curriculum has been deepened and broadened with the addition of several faculty members and a new concentration in Chinese Language and culture. Expertise in computational science has been added. Interdisciplinary teaching has been encouraged. Enhanced new faculty orientation programs have been implemented. Faculty salaries have been significantly improved over the past five years, particularly at the junior level.*

- F. to strengthen the emphasis on co-curricular and experiential learning, including community service, drawing connections wherever possible between academic work and student life;

*Progress has been made and work on this goal is ongoing. Student Affairs has been strengthened with additional staff and additional programs. The Dean of Students and the Provost meet regularly to discuss a wide range of issues that affect both student life and academic life. Students are increasingly engaged in service work in the Greater Sarasota area.*

- G. to make strategic use of New College’s new governance structure to enhance the college’s national stature, maintain a strong role in Florida’s higher educational system, and assume a greater leadership role in the wider discussion concerning the aims and value of a liberal arts education.

*New College has a healthy system of shared governance. It is engaged with organizations of other liberal arts colleges (COPLAC, CIEL) and other regional organizations of colleges and universities (FACU, SUC) for discussion and sharing of ideas.*

Under those six overarching goals, seventeen institution-wide goals were detailed, with additional goals for academic divisions and some administrative units. There has been considerable progress on most of these as well.

An *Academic Strategic Planning* process led by former Provost Callahan in 2003 and 2004 engaged the majority of New College faculty and focused on academic program development. The emphases of this plan were on the creation of new faculty positions and, to a lesser extent, the acquisition of equipment and the hiring of support staff. By June 2007, the majority of the strategic goals outlined in that plan had been achieved, including hiring of faculty for new positions in Anthropology, Economics, Computational Science, Chinese Language and

Literature, Political Science and Spanish. An adjunct faculty member in choral music, increased staff support for the academic enterprise and some facilities improvements have also been added in response to the 2004 Academic Strategic Plan.

The 1995 Master Plan for USF Sarasota/Manatee addressed the combined physical facilities needs for two distinct academic missions, New College and the regional programs of the colleges of USF which, until 2006 shared the same campus. Under this plan, New College added the Heiser Natural Science Building, the Pritzker Marine Biology Research Center, Dort and Goldstein dormitories, Keating Center (home of for the New College Foundation) and several nearby residential homes. Following New College's independence in 2001, USF developed a new master plan and relocated its regional programs to the Crosley tract under a 2003 update of the 1995 Master Plan.

## **Creation of the 2008-2018 Strategic Plan**

New College has recently undergone two major planning efforts. During the summer and the fall semester of 2007 a committee of faculty and students, worked to create an *Academic Master Plan* focused on enhancing student learning at the College. In 2005 through 2007 another committee, working with outside planning consultants, created a *Campus Master Plan* focused on designing the physical infrastructure in which the College could fulfill its mission. Each planning process frequently and repeatedly engaged all stakeholders. The 2008-2018 Strategic Plan has been created by extracting and interrelating key parts of the Academic Master Plan, the Campus Master Plan, as well as priorities of the Office of Student Affairs, and the budgetary and financial plans of the College.

### *The Academic Master Plan*

The *Academic Master Plan* builds on two documents prepared by the Academic Master Planning Committee. The first was a paper entitled *Values and Issues* that took as a starting point the responses voiced at an open meeting of the campus community on June 28, 2007 to the question "What do we value in the educational environment and programs of New College?" Seven core values were clearly identified in this process:

- freedom to be creative and innovative;
- responsibility to self and other;
- respect for differences
- intellectual rigor and academic achievement;
- individualism and independence;
- community;
- civic engagement.

The second was the document *Possible Strategies*, posted on the web for comment on November 26, 2007. That document and a draft Academic Master Plan were revised numerous times to reflect comments at open meetings during December, 2007 and early January 2008 as well as assessments of consensus as determined by web surveys. The final Academic Master Plan document was approved by the New College Board of Trustees on January 29, 2008. The goals and strategies of that document form the core of this Strategic Plan, and are discussed in some detail in a subsequent

section. A matrix of goals, subgoals, strategies, timelines, parties responsible for implementation and budgets may be found in Appendix I.

The goals for the academic master plan are motivated by seven clearly identified core values of the New College community:

### *The Campus Master Plan*

Site planning prior to the development of the 2005 Campus Master Plan had treated buildings as isolated objects. Newly independent New College realized that a comprehensive master plan was needed to insure the College's future as a coherent and unified place supportive of our unique educational mission. This need became the starting point for the 2005 New College Campus Master Plan.

The Campus Master Plan was developed over a six –month period in 2005-2006. Two design charrettes captured the ideas of the campus and campus neighbors. The discovery charrette raised issues and alternative ways to address them, while the design charrette developed solutions for the campus. A complete plan was prepared and reviewed by the Board of Trustees in October of 2006. Following state regulations, the plan underwent extensive review by local, regional, and state government agencies, and was formally adopted in March 2008. The plan presents four phases of campus development and addresses six components: conservation/preservation, architecture, landscape, parking and transportation, sustainability, and civil/utility infrastructure.

Eleven principles guide the resulting plan principles, constituting the framework of a 25-year vision for the Campus Master Plan. These principles incorporate extensive campus and public comments received during development of the plan. (Full text of principles is in Appendix II.)

1. *Support the emotional, spiritual and physical well-being of the campus community.*
2. *Increase interaction between faculty and students.*
3. *Design small scale facilities for a small college.*
4. *Increase walkability and reduce parking.*
5. *Increase the diversity of the landscape.*
6. *Comprehensively manage campus resources.*
7. *Design buildings and landscapes for environmental performance and efficiency.*
8. *Mix housing and recreational uses.*
9. *Encourage regular communication with neighbors.*
10. *Minimize long-term maintenance requirements.*
11. *Establish an implementation protocol for the plan.*

Appendix III shows the additional buildings planned for a student population of 800, and the existing and proposed buildings envisioned for the 25-year life of the plan. During the first phase of the plan (2006 -2016) campus development will be concentrated on the west campus, beginning just to the north of the Jane Bancroft Cook Library, and then, with the development of a new academic quadrangle, moving westward toward Sarasota Bay. Funding from the State of Florida for the first of these major building projects, and academic building, is now in hand. Planning has begun. The building will be occupied during Academic Year 2010/11. The timing

of future projects will depend upon availability of funding. The nature of those projects will be determined by the academic needs of the College which, in turn, will flow from the Academic Master Plan.

## **Strategic Goals for New College 2008 – 2018**

The heart of this Strategic Plan lies in eight Strategic Goals, all focused on *enhancing student learning* in the next decade.

Strategic goals A through F are drawn from the *Academic Master Plan*. Strategic goal G is drawn from the *Campus Master Plan* and is in support of Goals A through F. Strategic goal H addresses the financial and philanthropic planning necessary to implement Goals A through G.

The New College Strategic Plan supports all of the strategic initiatives called for by the Florida Board of Governors in its own 2007 Strategic Plan. Implementation of Goals A through F will enable New College to provide its students with an undergraduate education of yet higher quality than at present. Goals A through G will enhance baccalaureate production by increasing retention and graduation rates. Goal H calls for enhanced philanthropic fundraising to supplement funds the College receives from public sources, enhancing financial stability and facilitating the undertaking of new initiatives.

### **Goal A. Enhance the curriculum/co-curriculum for a highly effective academic program.**

We reaffirm the distinctive components of the College's academic program (the centrality of advising and contracts, narrative evaluation of student work instead of grades, a variety of research and/or creative experiences, culminating in a senior thesis and baccalaureate exam, tutorials, and independent study projects), while enhancing our emphasis on a broad Liberal Arts education to complement our existing strong disciplinary program.

We will provide adequate depth and breadth in disciplinary programs while strengthening interdisciplinary programs. We will create a new Strategic Plan for the Arts. We will improve first-year and transfer student success. Recognizing that residential life is crucial to learning, we will better integrate curricular and co-curricular activities to enhance the educational experience. We will improve our processes for curricular planning. We will improve participation in, and reassert the academic value of, off-campus study, study abroad, and internships.

### **Goal B. Enhance opportunities for the professional development of the faculty and instructional staff as teachers, advisers and scholars within the bounds of a sustainable, balanced workload.**

We will improve faculty access to training, mentoring, and coaching, and we will share best practices with respect to teaching, learning, and scholarly life at New College. We will consider flexible faculty assignments as a way to respond responsibly to changing curricular needs, priorities in student learning outcomes, and faculty development. We will develop measures for managing Thesis Advising workload for faculty along with guidelines and programs that would

also improve the overall success of the senior thesis project as a critically important component of the academic program. We will increase funding to support faculty research and faculty and instructional staff career development.

**Goal C. Enhance the diversity of the College community.**

The College will foster a campus climate based on tolerance, mutual respect, and multiculturalism. We will implement a plan to recruit and retain students, faculty, and staff from underrepresented populations. We will provide incentives to develop curriculum that, in its content and its approaches, recognizes the range of knowledge and experiences of diverse peoples.

**Goal D. Focus technology, facilities, media and support staff to generate academic program improvements.**

We will fully integrate the Writing Resource Center, the Quantitative Resource Center, the Information Commons, and Educational Technology Services into curricular and co-curricular learning. We will ensure the library's capacity to keep pace with the rapidly changing demands of undergraduate learning and faculty scholarship. We will develop policies and procedures governing the role of part-time and full-time assistants, adjuncts, and instructors in teaching, laboratory teaching, art and performance instruction, language instruction, field study, and interterm group projects. We will ensure that Laboratories and Studios are effective settings for student learning and research. We will enhance the ability of Institutional Research to inform and improve the academic program.

**Goal E. Ensure the size of New College is in harmony with our academic program and mission.**

First, we will become a well-functioning academic program for 800 students. We will define principles to govern future decisions regarding size and growth, and establish a cycle of periodic review of the appropriate size to meet our mission. We will conduct biennial monitoring of the impact of growth on the academic program, student life, and campus space needs, and of our progress in meeting the conditions under which growth without loss of quality is feasible. Should growing beyond 800 students prove desirable, we will adopt strategies and procedures for growth that is sustainable and incremental.

**Goal F. Enhance community decision-making and governance processes to better support innovation, change, and improvement in order to accomplish our mission.**

We will improve communication surrounding shared governance to overcome isolation and build constructive engagement across the NCF community for positive institutional change. We will develop the capacity for decision-making promoting well-being of the College rather than its constituent parts. We will clarify the roles that should be played by faculty, students, staff, administration and trustees in academic governance.

**Goal G. Develop the physical facilities to support the academic and student life activities of New College**

We will regularly review the space inventory to assess the evolving space needs of the College as it implements Goals A through F. We will assign the use of space by individuals and administrative units in a holistic manner, taking a long-term College-wide perspective. We will clarify the roles of college committees (vetting projects) and the Board of Trustees (approving

projects) in capital improvements. We will create a structured project approval review process to determine which projects require rigorous internal/external review. When working on specific projects, we will look for ways to incorporate Campus Master Planning goals broadly, thereby improving the natural, built, economic and social environments on the campus. Administrative and facilities staff will enhance the incorporation of sustainable design practices into large and small projects. There will be a regular review of progress in achieving the goals of the Campus Master Plan.

**Goal H. Develop the administrative support structures, financial and budgetary plans and the philanthropic fundraising to implement the ambitions strategic goals for New College**

We will enhance administrative support functions in support of the academic enterprise. Our budget and financial planning processes will be guided by the need to implement Goals A through G of this Strategic Plan. That is, budget planning will reflect the Matrix of Goals (Appendix I) with estimated timelines and costs, and this matrix will be updated at least annually. Recognizing that even when the economy of the State of Florida is robust, tuition and public funding will be insufficient to implement Goals A through G, the New College Foundation will align its fundraising efforts with Goals A through G and will redouble its efforts to significantly enhance gifts and grants from philanthropic sources.

## APPENDIX I. MATRIX OF GOALS AND STRATEGIES

Goal	Subgoal	Commentary	Responsibility	Schedule	Financial
A. Enhance the curriculum/co-curriculum for a highly effective academic program	A1: Reaffirm or revise as appropriate the distinctive components of the academic program (advising, contracts, narrative evaluations, baccalaureate exams, senior thesis/project, independent study project).		EPC	Underway 2/08. Target completion 1/09	Minimal cost
	A2: Provide adequate (a combination of desirable and practical) depth and breadth in disciplinary programs.		Provost	AY 2008/09 and ongoing	Minimal cost for planning. Implementation will depend on faculty size, retirements, and funds for hiring adjuncts
	A3: Strengthen interdisciplinary programs, with sensitivity to the variety of individual programs.	We need to develop mechanisms for making decisions about budgeting for interdisciplinary programs as well as hiring, tenuring and promoting faculty members in interdisciplinary fields. We will need to develop a plan for providing staff and facilities support for interdisciplinary programs.	Provost, EPC, Interdisciplinary Programs	AY 2008/09 and ongoing	Implementation will depend on faculty size and funds for hiring adjuncts

<b>Goal</b>	<b>Subgoal</b>	<b>Commentary</b>	<b>Responsibility</b>	<b>Schedule</b>	<b>Financial</b>
	A4: Create a Strategic Plan for the Arts: Examine the place of the creative and performing arts at New College, including their curricular, co-curricular, extra-curricular aspects, and propose changes and/or enhancements for some or all of the following : Studio Art, Art History, Creative Writing, Dance, Film Studies, Music, and Theater.		Provost	Spring 2008 through January 2009	\$20K
	A5: Affirm the value of Liberal Arts education as part of New College.	While our general education program has served us well for several years, it is due for review and possible revision.	EPC	Spring 2008 through Spring 2009	\$12K
	A6 Improve first-year and transfer student learning, transition to New College, and success	Includes Quality Enhancement Plan (QEP)	EPC, WRC, QRC, QEP committee	AY 2008/9 (planning); AY 2009/10 and ongoing	\$250K per year recurring
	A7: Integrate curricular and co-curricular activities to enhance the educational experience.		Provost, Student Affairs, Counseling and Wellness Center	AY 2009/10 Ongoing	\$20K per year recurring
	A8: Develop an improved process for curricular planning and oversight to support learning outcomes.		EPC, Academic Administrative Council, Provost	AY 2010/11	Minimal
	A9: Improve participation in, and academic value of, off-		CSOCS, Provost	AY 2008/9	\$60K recurring

<b>Goal</b>	<b>Subgoal</b>	<b>Commentary</b>	<b>Responsibility</b>	<b>Schedule</b>	<b>Financial</b>
	campus study, study abroad, and internships.				
B: Enhance opportunities for the professional development of the faculty and instructional staff as teachers, advisers and scholars within the bounds of a sustainable, balanced workload.	B1: Improve faculty access to training, mentoring, and coaching and share best practices with respect to teaching, learning, and scholarly life at New College.	Develop a center for teaching and learning that would organize workshops and training opportunities, facilitate faculty communication on local best practices, convene discussions of techniques and approaches for improving teaching and learning, and work with faculty on improving various aspects of their work. The center should include personnel trained to assist faculty and instructional staff in the use of new educational technology.	Provost	AY 2010/11	\$80K recurring
	B2: Consider flexible faculty assignments as a way to respond responsibly to changing curricular needs, priorities in student learning outcomes, and faculty development.	Develop standard measures for assessing faculty workload, making it possible to define both “part time” and “overload” conditions. Factor tutorial loads as well as official course offerings into full time teaching assignments.	FASC, EPC, IRA	AY 2010/11	Minimal
	B3: Develop measures for a	Develop measures for	FASC	AY	Minimal

<b>Goal</b>	<b>Subgoal</b>	<b>Commentary</b>	<b>Responsibility</b>	<b>Schedule</b>	<b>Financial</b>
	managing Thesis Advising workload for faculty, along with guidelines and programs that would also improve the overall success of the senior thesis project as a component of the academic program.	assessing sponsorship of thesis projects and service on baccalaureate committees as a component of faculty workload.		2009/10	
	B4: Increase funding to support faculty research and faculty and instructional staff career development		Provost	AY 2009/10	\$80K recurring
C: Enhance the diversity of the College community.	C1: Foster a campus climate based on tolerance, mutual respect, and multiculturalism.	Appoint an institutional ombudsperson to create an alternative chain of communication for students, faculty, and staff to discuss issues of discrimination, harassment, etc. The ombudsperson could be a senior faculty or staff member (though not an administrator, division chair, PAC member, or anyone with evaluative responsibilities), or an outside professional retained on a contract basis.	President, Provost, Student Affairs	AY 2008/09	\$90K recurring
	C2: Implement a plan to recruit and retain students, faculty, and staff from underrepresented	Clarify policy on “opportunity hires” of diverse candidates.	Provost, President	AY 2009/10	\$100K/yr recurring

<b>Goal</b>	<b>Subgoal</b>	<b>Commentary</b>	<b>Responsibility</b>	<b>Schedule</b>	<b>Financial</b>
	populations	Develop strategies to ensure that these hires will serve the broader academic goals of the college?			
	C3: Provide incentives to develop curriculum that in its content and its approaches recognizes the range of knowledge and experiences of diverse peoples.	Articulate diversity (in a variety of senses) as a positive goal in curricular planning process. Connect this goal to the institution's mission statement.	President, Provost	AY 2009/10	\$16K/yr recurring
D: Focus technology, facilities, media and support staff to generate academic program improvements	D1: Fully integrate the Writing Resource Center, the Quantitative Resource Center, the Information Commons, and Educational Technology Services into curricular and co-curricular learning.	Engage faculty, students, and IT in choosing open, flexible, technology-based teaching systems that will serve the college in the long run. Rather than conform teaching to new technology systems, technology should serve our ways of teaching. Improve academic computing through grants for upgrades, shared facilities agreements with other colleges/universities, and expansion of multi-platform support systems to be accessible to all students and faculty.	Provost, ETS	AY 2009/10	\$100K/yr recurring

Goal	Subgoal	Commentary	Responsibility	Schedule	Financial
		\$450K capital funding is in hand for digital infrastructure (digital images, language learning) is in hand.			
	D2: Ensure the library's capacity to keep pace with the rapidly changing demands of undergraduate learning and faculty scholarship.	Prepare a strategic plan for the Cook Library, articulating goals for both New College of Florida and University of South Florida. Develop an operational and financial plan to implement the strategic plan.	Dean of Library, Provost, President, VP Finance, USFSM CEO		\$35K for planning. Recurring costs to be determined by plan
	D3: Develop policies and procedures governing the role of part-time and full-time assistants, adjuncts, and instructors in teaching, laboratory teaching, art and performance instruction, language instruction, field study, and interterm group projects.	Work with faculty and Division Chairs to define teaching roles for additional adjuncts, full-time continuing instructors, and post-doctoral instructors to enrich the academic program. Provide additional (non-tenure track) teaching staff to assist with technology and laboratory teaching/learning in the natural sciences, social sciences, languages, and other areas where appropriate.	FASC, Division Chairs, Directors of Interdisciplinary Programs	AY 2010/11	\$220K/yr recurring

<b>Goal</b>	<b>Subgoal</b>	<b>Commentary</b>	<b>Responsibility</b>	<b>Schedule</b>	<b>Financial</b>
	D4: Ensure that Laboratories and Studios are effective settings for student learning and research.	Develop short and long term plans, schedules and recurring funding (depreciation and replacement) for critical lab equipment, studio equipment, language learning equipment.	Provost, Division Chairs, VP Finance	AY 2008/9 and ongoing	See Goal G. Costs to be determined
	D5: Enhance the ability of Institutional Research and Assessment to inform and improve the academic program.	In February 2008 the Office of Institutional Research took on additional responsibilities and became the Office of Institutional Research and Assessment	IRA	AY 2007/8	\$80K/yr recurring
E: Ensure the size of New College is in harmony with our academic program and mission.	E1. First, become a well-functioning academic program for 800 students.	Add new faculty positions sufficient to grow to a total of 80 faculty members, restoring the college's 10:1 student faculty ratio.	Provost, President, VP Finance and Administration, Foundation	AY 2009/10	\$500K/yr recurring
	E2: Implement biennial monitoring of impact of growth on the academic program, student life, and campus space needs, and of our progress in meeting the conditions under which growth without loss of quality is feasible. Define principles to govern future decisions regarding size and	Assign the Administrative Council, the EPC and the Office of Institutional Research and Administration the charge to monitor the impact of growth on the academic program, student life, facilities, and other aspects of the college, and	Provost, Division Chairs, IRA, EPC	AY 2010/11	Minimal

Goal	Subgoal	Commentary	Responsibility	Schedule	Financial
	growth, and establish a cycle of periodic review of the appropriate size to meet our mission.	to prepare an biennial report to be presented to the Academic Administrative Council, the Educational Policy Committee, and possibly an Ad-Hoc Committee on Campus Size and Growth. The report and reviews of its findings by these committees would be presented for discussion to the entire faculty.			
	E3: Adopt strategies and procedures for sustainable, incremental growth beyond 800 students should such growth be recommended, to be implemented after the conditions outlined in Subgoal E1 have been met.	Establish cycle of periodic review of the appropriate size of the college, in relation to other cyclical reviews and planning considerations.	Provost	AY 2011/12	Minimal
F: Enhance community decision-making and governance processes to better support innovation, change, and improvement in order to accomplish our	F1: Improve communication surrounding shared governance activities to overcome isolation, and build constructive engagement across the College community for positive institutional change.	Convene a short-term campus-wide discussion to explore faculty, student and administration expectations and desires regarding communication, coordination and leadership (from faculty, administration and students), and to explore ways to enhance those	Provost, Student Affairs	AY 2008/9	Minimal

<b>Goal</b>	<b>Subgoal</b>	<b>Commentary</b>	<b>Responsibility</b>	<b>Schedule</b>	<b>Financial</b>
mission.		within the current governance structure.			
G. Develop the physical facilities to support the academic and student life activities of New College	G.1 Assign space in a holistic manner, taking a long-term College-wide view		Provost, VP Finance and Administration	2007/8 and ongoing	Minimal
	G.2 Create a structured project approval review process to determine which projects require rigorous internal/external review. Clarify roles of College committees, administration and trustees in capital improvement projects.	Projects can vary widely in terms of scope and ambition. Some require little planning and funding, while others require years of planning, budgeting, and architectural feasibility studies.	President, Provost, Chair of BOT	2009/10	Minimal
	G3: When working on specific projects, we will investigate ways to incorporate other master plan goals in order to comprehensively and continuously improve the performance of the natural built, economic and social environment on the campus.	Projects are typically undertaken within individual, limited geographic areas, and require localized efforts. Specific plans will be developed over the ten-year period for these systems and areas of the campus: the bayfront, the overall landscape, future growth objectives, energy policy, mixed-use village, foundation architecture,	VP Finance and Administration, Director Facilities Planning	AY 2008-09	Minimal

Goal	Subgoal	Commentary	Responsibility	Schedule	Financial
	G4: Administration and facilities staff will incorporate sustainable design practices into large and small projects	and technical master plan. The vitality of the campus sustainability program depends on the knowledge base of those who design and construct projects. A key component of that base is staff expertise in sustainable design practices and the priority that sustainable design receives during project implementation.	Director Facilities Planning, Director Physical Plant, VP Finance and Administration	AY 2009-10	25K
	G5: Regular review of progress in achieving the goals of the Campus Master Plan	The progress of the master plan from the initiation to the completion of individual projects, small and large should be reviewed regularly	Administrative Council, BOT	AY 2008-09	Minimal
H. Develop the administrative support functions financial and budgetary planning and philanthropic fundraising to support the ambitious financial	H.1 Use the strategic plan as the basis for annual budgeting and financial planning.				

<b>Goal</b>	<b>Subgoal</b>	<b>Commentary</b>	<b>Responsibility</b>	<b>Schedule</b>	<b>Financial</b>
objectives of New College					
	H2. Substantially enhance fundraising by the New College Foundation	Fundraising targets for next five years included funding for several endowed chairs, renovation Pei Complex, scholarship endowments and planning for new academic facilities.	Foundation		

## **APPENDIX II. ELEVEN PRINCIPLES GUIDING THE 2006 NEW COLLEGE OF FLORIDA CAMPUS MASTER PLAN.**

### **1. Support the Emotional, Spiritual and Physical Well-being of the Campus Community**

The College's role as a place of education includes the opportunity to create a cohesive, close-knit community. The College's physical environment should offer safe, appealing, attractive and open places which encourage people to engage in study, debate, and meaningful interaction.

### **2. Increase Interaction Between Faculty and Students**

The mainstay of New College's success has been a liberal arts education which offers regular contact between faculty and students. As the campus grows and changes, its character should respect and enhance this quality, which represents one of New College's deepest traditions and strengths.

### **3. Design Small Scale Facilities for a Small College**

The individually-directed style of academic activity at New College works best when the opportunity for informal exchange exists. Architecture should embrace that scale of interaction, and effectively serve the educational needs of small, intimate groups of students and faculty. For this reason, smaller buildings and varied spaces will best serve New College in the future.

### **4. Increase Walkability and Reduce Parking**

This policy promotes the enhancement of a pedestrian-friendly environment by new or strengthened pedestrian connections between the east, west, and Caples campuses, and by the limiting of vehicular traffic and parking in the most central and prominent campus areas.

### **5. Increase the Diversity of the Landscape**

The New College campus enjoys an abundance of open space and scenic vistas. An opportunity exists to diversify the palette of landscape for both sustainability and botanical variety. This approach allows both formal and informal landscapes to contribute to the beauty of the campus and define outdoor living spaces at multiple scales.

### **6. Comprehensively Manage Campus Resources - Historic, Natural, and Built**

As the College grows, the need to alter the existing campus will become more and more evident. For this reason, the College must find ways to address the many kinds of challenges it faces, including the need to preserve, remodel, reconfigure, remove or replace dysfunctional buildings or buildings with limited horizons. Natural resources and the existing landscape must also be conserved and designed to provide outdoor settings for instruction, recreation, and social interaction.

**7. Design Buildings and Landscape for Environmental Performance and Efficiency**

The notion of "greening" the campus includes both the enhancement of existing landscape as well as implementation of prudent conservation measures through facility design. This policy acknowledges the importance of an aggressive environmental program and the adoption of green building standards that can be flexibly applied to campus buildings and maintenance.

**8. Mix Housing and Recreational Uses**

On a small educational campus, there are tremendous opportunities to encourage interaction by mixing uses. Buildings can be designed that vertically incorporate more than one use in them, such as housing and places of instruction. Horizontal mixed use is also a desirable campus ingredient. Uses in buildings can be brought together next to each other, with often very desirable results, as in the adjacency between housing social and recreational facilities.

**9. Encourage Regular Communication with Neighbors**

This policy seeks means to better physically integrate the College with the surrounding community and to enhance contact with neighbors on issues of mutual interest. This may include, but is not limited to, encouraging and cooperating with neighborhood compatible development approaches.

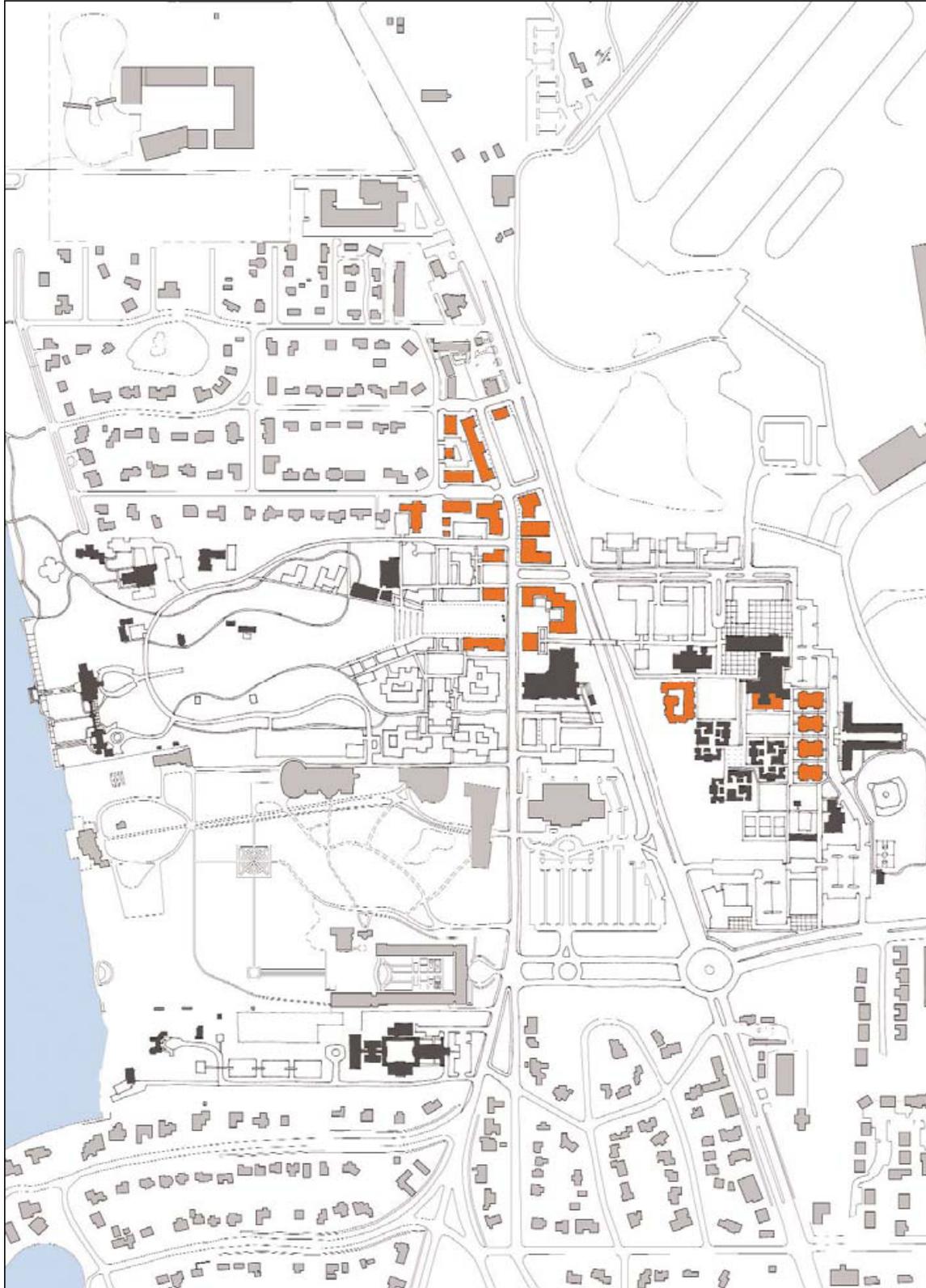
**10. Minimize Long-Term Maintenance Requirements**

Colleges and universities are some of the longest-lived institutions in the U.S. Given this long-term view, building and planning for minimal long-term maintenance is an essential survival strategy which can yield significant financial benefits. This policy anticipates building high-quality sustainable buildings and landscapes which endure for the long-term.

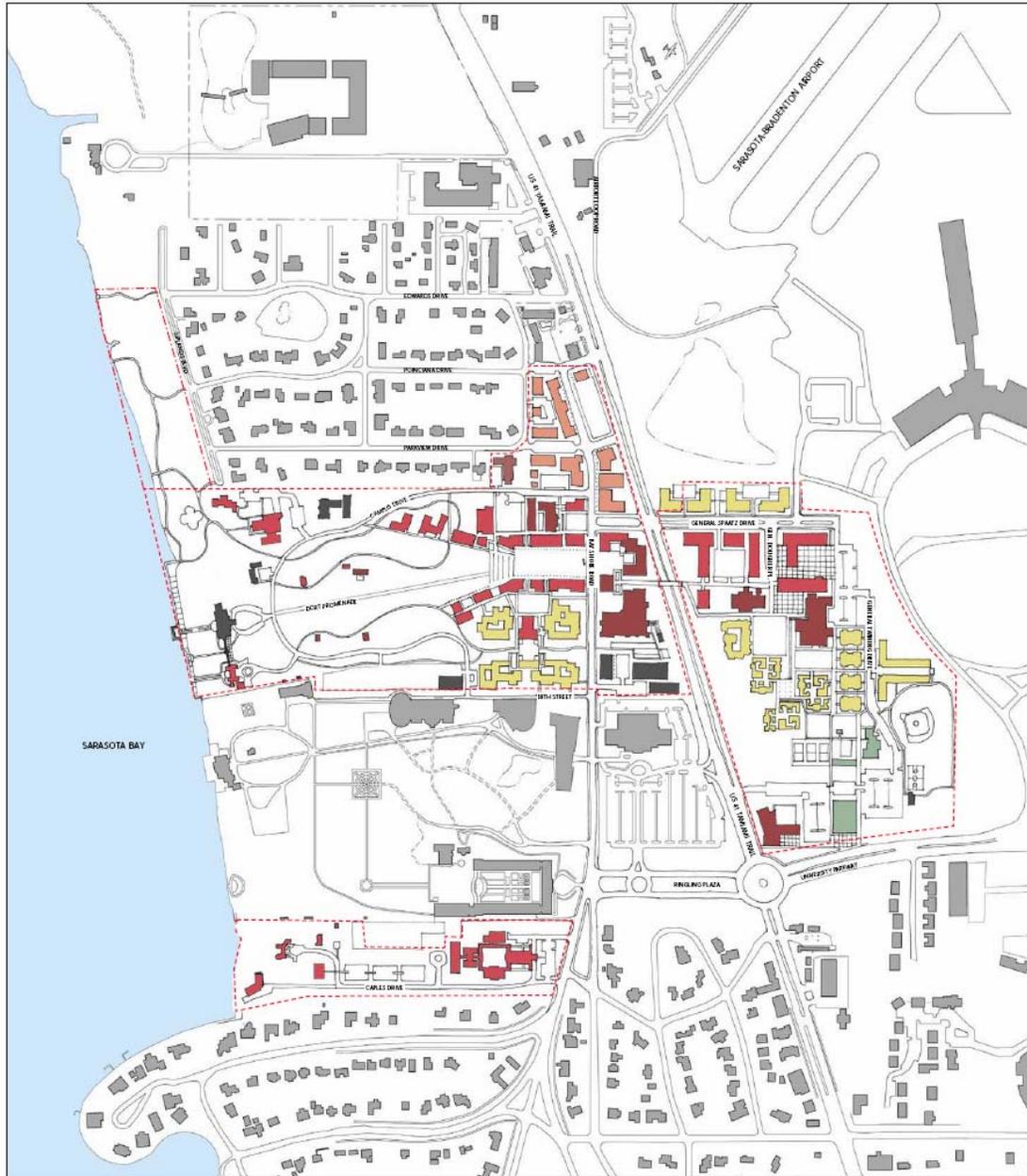
**11. Establish an Implementation Protocol for the Plan**

A key outcome of the master plan process is that new program requirements will require new, specific projects. A primary means of undertaking new projects should be a project protocol, which identifies the issues which every project should address, to insure it is well-coordinated with the master plan's goals and with the existing campus context. The Board of Trustees will serve as the principal means for the College's approval, implementation and stewardship of the Master Plan.

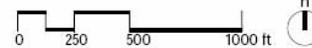
**APPENDIX III. PHASE 1 PLAN 800 STUDENTS: EXISTING BUILDINGS IN BLACK, PHASE 1 BUILDINGS IN ORANGE, HYPOTHETICAL PHASE II AND III SHOWN IN OUTLINE**



# APPENDIX III. EXTENT OF ARCHITECTURAL DEVELOPMENT AND USES OVER TWENTY YEARS OF CAMPUS MASTER PLAN



Proposed Architectural Projects and Uses



**ARCHITECTURE PROJECTS -**

The above diagram indicates the extent of architectural development and the various uses over the next twenty years of the master plan.

- Administration/Facilities
- Commons
- Academics
- Residential with mixed-uses
- Athletics
- Village center