

Introduction

▶ **Mission**

- ▶ The University of North Florida fosters the intellectual and cultural growth and civic awareness of its students, preparing them to make significant contributions to their communities in the region and beyond. At UNF, students and faculty engage together and individually in the discovery and application of knowledge. UNF faculty and staff maintain an unreserved commitment to student success within a diverse, supportive campus culture.

▶ **Vision**

- ▶ The University of North Florida aspires to be a preeminent public institution of higher learning that will serve the North Florida region at a level of national quality. The institution of choice for a diverse and talented student body, UNF will provide distinctive programs in the arts and sciences and professional fields. UNF faculty will excel in teaching and scholarship, sharing with students their passion for discovery. Students, faculty, staff, alumni, and visitors will enjoy a campus noteworthy for its communal spirit, cultural richness, and environmental beauty.

▶ **Other Contextual Introductory Comments**

UNDERGRADUATE EDUCATION

The enduring commitment of UNF to high quality undergraduate education has been reaffirmed by the university's pledge to provide individualized instruction in response to the unique needs and ambitions of all its students. As one means of achieving this end, the university has implemented a broad array of [transformational learning opportunities](#). These curricular and extra-curricular opportunities include activities like study abroad, service learning, collaborative research projects with faculty, and leadership experiences.

GRADUATE EDUCATION

The university offers a rich array of master's programs in the colleges of Arts and Sciences; Computing, Engineering, and Construction; Education and Human Services; the Brooks College of Health; and the Coggin College of Business. UNF also currently offers doctoral degrees in Educational Leadership, Nursing, and Physical Therapy. All new masters and doctoral programs will be developed with a keen sense of the educational and professional needs of the greater Jacksonville area so that citizens of the region will be able to look to UNF to meet their educational and professional aspirations and so that the region can count upon UNF to supply it with a talented, articulate, and progressive workforce.

SCHOLARSHIP

The University of North Florida is a university which strongly values and vigorously supports scholarship. It does so for two reasons: faculty who are engaged scholars and committed teachers, a combination which at UNF is the norm, are best able to provide informed, stimulating pedagogy; and because UNF faculty are well qualified to make important contributions to pure and applied knowledge.

COMMUNITY ENGAGEMENT

UNF is a public university committed to serving the citizens of the region and state in ways that capitalize upon the mutual needs and resources of the community and the university to the mutual benefit of both. Faculty and students contribute in myriad ways to the advancement of health care, education, the economy, the environment, and every other physical and social aspect of the First Coast.

BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM
GOAL 1: ACCESS TO AND PRODUCTION OF DEGREES

Access to Degrees - Student access to a high quality education is at the core of the UNF mission. Over half (54%) of our FTIC students and more than 70% of our transfer students are from the immediate northeast Florida region. We maintain strong partnerships with the high schools and community colleges that serve as feeder institutions. We have recently embarked on a new initiative to strengthen the articulation between UNF and those community colleges through our new Transfer Student Advisory Council coordinated through our Undergraduate Studies office. UNF has also initiated certain programs designed to reach out specifically to urban public schools which have high drop-out rates and large proportions of students in free and reduced lunch programs. Initiatives such as the Jacksonville Commitment program and CROP are two examples of how UNF approaches our goal for greater access and diversity in our undergraduate population.

UNF has created a range of opportunities to increase both access and diversity for our local students:

- Due to budget shortfalls, UNF constricted its enrollment slightly from 2007 to 2008. However, our number of Pell recipients and total dollars committed increased from \$32,201,363 serving 5,787 students to \$36,513,723 distributed among 6,278 students.
- [Summer Academic Potential Program](#) serves as a bridge for students who do not meet our fall admission requirements to begin in the summer. The APP program provides a specially designed set of summer courses, a longer transitional support period (summer), and more intensive first-year advising.
- The [Jacksonville Commitment](#) is a UNF partnership with Duval County high schools, Jacksonville University, Florida State College at Jacksonville and Edward Waters College to support and prepare Duval high school students from low income families to attend college with seamless admission to one of the institutions in this partnership. UNF's first cohort of students had a 100% first year retention rate. In the spring,

UNF expects to transition about 40 8th grade *PreCollegiate Scholars* to the Jacksonville Commitment Program at Raines, Ribault, Lee and Parker high schools, thus strengthening the college-going pipeline in Jacksonville.

- Florida Institute of Education coordinates the Pre-Collegiate Connections College Reach-Out Program ([CROP](#)) working with approximately 160 Duval County sixth graders in Eugene Butler and Paxon Middle Schools - "D" schools with 92% and 79% free and reduced lunch students - to chart a path toward college. The long-term goal of the program is to increase the numbers of students from low-income families who are (a) prepared for success in middle and high school; (b) graduate from high school; and (c) are admitted to and successfully complete a postsecondary education program. The program is jointly funded by the UNF Office of Academic Affairs, FIE, and the FLDOE with in-kind contributions from the schools and community agency partners.
- Increased distance learning course offerings - online course offerings has increased from 33 courses and 977 students enrolled in fall 2005 to 84 courses and 2227 students enrolled in fall 2009. It is anticipated that with the newly established distance learning committee and with distance learning a priority in the university strategic plan, continued increases are expected.
- UNF's first completely online M.Ed Educational Technology Leadership degree has been launched with plans to develop a MSH track in Nutrition and an online DNP in Clinical Nursing.
- The Undergraduate Studies office has formed a new Transfer Student Advisory Committee with community college partners (FSCJ, SJRCC) to work with transfer/articulation coordinator and support services for the transfer student population.
- Increased funding for Graduate Scholars Program by \$4,000. Graduate Scholars compete for a \$500 award to pursue a self-initiated/self-directed scholarship project.

Production of Degrees - UNF offers a comprehensive array of undergraduate programs that affirm our mission to be a comprehensive university that is responsive to the intellectual needs of our students, and graduate programs which meet the advanced training needs of the regional population. We provide opportunities for students to pursue study in 52 major areas at the undergraduate level, along with 24 masters and 3 doctoral programs. Since 2007, UNF has added masters programs in Civil, Mechanical, and Electrical Engineering, Mental Health Counseling and doctorates in Nursing Practice and Physical Therapy. In 2008, we awarded 2, 892 undergraduate degrees (up from 2, 262 in 2004) and 619 graduate degrees (slightly down from 634 in 2004).

One way to ensure the production of degrees is to retain and graduate students admitted to UNF. Improving UNF's first-year persistence rate of 78% and 6-year graduation rate of 48% are high priorities of our strategic plan. Current initiatives to increase these rates and become more comparable to our peer-aspirant institutions include programs which promote *social integration, student engagement, and academic support*:

- Expand the faculty undergraduate program coordinators initiative developed to increase student-faculty interaction. This program advances and formalizes the role of the faculty in the mentorship of students within the context of their majors. Gains on the NSSE benchmark "Student-Faculty Interaction" from a mean of 36.9 in 2006 to 39.5 in 2009 for seniors points to the effectiveness of programs which provide more opportunities for students to engage with faculty.
- Funded new position within Undergraduate Studies: Director of Retention and Transition Programs. This person will be responsible for new student transition, and the development and coordination of programs designed to support the effective retention and graduation of first-year and transfer students consistent with the strategic goals.
- Implementation of Academic Roadmaps program which is designed to systematically track and monitor the native and transfer undergraduate student progress toward graduation. This program provides students with a term-by-term schedule

for their selected academic major and highlights the mile marker courses that must be successfully completed at critical junctures along the way. (See [Roadmap example](#).)

- Implementation of mandatory common reading program, [UNF Reads!](#), for incoming FTICs.
- Lower class size in freshmen writing courses from 27 to 22.
- Continuation of funding for [Transformational Learning Opportunities](#) and implementation of [UNF's Quality Enhancement Plan: Community Based Transformational Learning](#) will provide students with a range of learning opportunities to promote further engagement within the UNF, Jacksonville, and global communities. Opportunities include undergraduate research, internships, and study abroad. Gains in NSSE benchmark "Enriching Educational Experiences" were also made from a mean of 36.4 in 2006 to 39.5 in 2009 for our seniors.

**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM
GOAL 2: MEETING STATEWIDE PROFESSIONAL AND
WORKFORCE NEEDS**

There is a certain degree of overlap between UNF's response to Goal 2 -- meeting statewide needs -- and addressing local concerns within our Jacksonville community (Goal 4). As the state prepares to shift from a heavy economic reliance on tourism and agriculture to a "knowledge economy," UNF has a renewed sense of responsibility to contribute to the workforce by responding to the local employment demands by graduating students in areas of great but unmet needs.

Duval County has a 30% high school drop-out rate. If UNF is to set targets for increasing the number of graduates in the fields of sciences, education, and healthcare, it is incumbent upon us to provide support to the K-12 system through faculty mentoring and enrichment programs aimed at making the study of, and career opportunities in, these workforce areas more accessible and attractive.

"Make the Connection" is an academic and career exploration program designed to provide outreach to our local schools aimed at increasing the quality, diversity, and number of students prepared to major and work in engineering and technology fields.

According to a study by the Duval County School system, *over one-third (36.2%) of the students who did not graduate failed a math course.* In order to address this challenge, our Mathematics faculty offers a 2-week intensive summer camp in math with integrated activities in science and engineering for 20 middle school students.

UNF's College of Education and Human Services impacts our local schools while also addressing statewide needs in critical areas in K-12 education. One example is our distinguished Professional Development School partnership program. UNF collaborates with several high-needs schools through pre- and post internships for education majors in four schools with at-risk populations. This partnership has resulted in achievement gains for the students and school turnarounds, as in the case of West Jacksonville Elementary

which went from an "F" grade to an "A" grade. Most significantly, each of these partnering schools benefited from an increase in the number of teaching faculty available.

In 2005, UNF established its first Flagship Program in the School of Nursing. With a special emphasis on community-based nursing, our faculty and students provide essential healthcare to underserved populations in the region. The School of Nursing also contributes to the Volunteers in Medicine program which provides healthcare to over 16,000 patients a year who are not eligible for either Medicaid or Medicare. The number of nurses graduating from our program has increased from 290 in 2004 to 440 in 2008. NCLEX pass rate was 97.4% for first-time test takers, and 100% of first-time test-takers passed the CRNA exam. Jacksonville is a health services hub for Florida and, in response to community needs for graduate training, UNF added two doctorates in Nursing Practice and Physical Therapy.

Within the College of Computing, Engineering, and Construction, Construction Management majors are heavily immersed in community projects such as Habijax, making an immediate impact on the Jacksonville area. Labor statistics indicate that there will be a significant demand for construction professionals in the next five years. Our enrollment figures have doubled since 2004, with 269 majors in 2008.

Early on, the Florida Board of Regents designated UNF's Transportation and Logistics program a "Program of Distinction," and it was subsequently selected as one of four university flagship programs. The city of Jacksonville is a growing metropolitan center of finance, commerce and trade, which offers four modes of transportation - air, water, motor carrier, and rail. In addition, leading transportation and logistics companies such as CSX Transportation, CEVA Logistics, Crowley Maritime, APL Logistics, and Landstar System, Inc. have major corporate facilities on the First Coast and all contribute to and benefit from a strong partnership with UNF and our faculty and students. In recent times, the number of students seeking a B.B.A with a major in Transportation and Logistics has tripled in

size, and MBA concentrations in Logistics and Supply Chain Management have more than doubled in the same time frame.

**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM
GOAL 3: BUILDING WORLD-CLASS ACADEMIC PROGRAMS
AND RESEARCH CAPACITY**

While there is a high value placed on quality teaching at UNF, that teaching is carried out by a scholarly faculty in the context of strong academic programs some of which have achieved national and even international status. The university has developed a robust infrastructure to support the research activity of its faculty and students and thus, as the university continues on its trajectory of growth it will continue to build research capacity and productivity and the reputation of its programs.

To advance this effort the university has provided special funding for a number of programs that have particular relevance to regional needs and in which the faculty have distinguished themselves through their research and teaching (these programs are also referred to under BOG Goals 2 and 4). Currently there are four such programs: Community-Based Nursing; Coastal Biology; International Business; and Transportation and Logistics. To take only the last as a case in point, UNF's T & L program has been ranked as the 13th strongest in the nation, far ahead of those at much older and more prestigious universities. There is obvious synergy between the program and city of Jacksonville which is growing in prominence as a center of international trade and distribution.

One program whose excellence does not manifest itself in terms of research expenditures but that has nevertheless achieved international distinction is our bachelor's degree in jazz. UNF bands have regularly won top honors at national competitions, and the department itself has been regularly identified as housing among the very best collegiate jazz programs on the basis of the reputation of its faculty (which includes multiple Grammy award winners) and the success of its graduates.

The university is proud to list among its programs the Center for Global Health and Medical Diplomacy under the leadership of the internationally recognized director Dr. Yank Coble. UNF is among a

small number of institutions, including Johns Hopkins University, University of Pennsylvania School of Medicine, and Harvard School of Public Health, to house such a center. As of 2006, 1 out of every 6 employees in Jacksonville worked in a health care, bioscience, or a related industry which collectively contribute over \$26 billion dollars annually to the regional economy. The Center has been instrumental in facilitating communication and collaboration among the myriad branches of this enormous industry.

UNF has been the source of a number of patents and new technologies. Some of the most exciting research currently being conducted at the university focuses on sensor technology, innovative fuel cell technology, and weather information systems.

Sensors Research

The UNF Sensors Research Group has developed four types of advanced sensor technologies, two of which employ the use of next-generation nanocrystalline thin-film layers (oxide semi-conductive gas and enhanced quartz crystal microbalance sensors), one that is the first in its field (photoelectric chemical sensors), and one that has highly developed microbial sensing capabilities (photoelectric microbe sensors). One patent has been issued for one of the technologies and patent applications are on file with the USPTO for our other sensor technologies. All the technologies are component-based, multi-functional platform technologies. Applications span a wide area, from healthcare to defense and homeland security. This research effort has provided more than 100 UNF students with knowledge and experience in sensor science and technology. It has been funded by the U.S. Army for a total of \$5.5M, over the last five years.

Direct Methanol Fuel Cell (DMFC) Research

A collaborative effort between UNF and the University of Florida spans research areas that include DMFC sensor and component development, optimization of fuel cell performance, fuel cell stack design, fluid management devices, power and energy storage density,

durability of integrated DMFC systems, and advancements in control strategies and system architecture. The outcomes of this research include the development and delivery of prototype DMFC to the Army for long run-time applications in mobile electronic devices for intelligence, surveillance and reconnaissance systems. UNF Engineering has been able to provide numerous graduate and undergraduate students with knowledge and experience required to support the emerging alternative fuel and energy industry in Florida. The effort has been funded by the U.S. Army for a total of \$2.8M in the last three years. UNF and UF have been able to leverage the capabilities developed within this research thrust into numerous projects, including successful responses to recent U.S. Department of Energy Fuel Cell Requests for Proposals. UNF and UF will continue to leverage their capabilities in advanced materials, sensors, components, and system architectures to create a domestic foundation of expertise to enable/accelerate commercialization of this leading technology in Florida.

Advanced Weather Information Systems Research

This work includes the development of mesoscale (neighborhood-scale) weather data, including mesoscale data analysis and real-time environmental models used for both monitoring and predicting environment-related management tasks. Activities also include developing a high-resolution ensemble Hurricane Model for Florida and using multiple versions of the Weather Research and Forecasting (WRF) mesoscale model to increase the accuracy and resolution of the hurricane structure, wind field and rainfall. UNF personnel produced the first quasi-operational WRF modeling effort in the country (2003), including the most successful (third party verified) Florida results, capturing the Florida sea breeze and precipitation. UNF has gained significant National expertise and recognition in this area since 2003. Better hurricane weather forecasting has the potential of positively impacting public safety and all sectors of Florida economy. This effort has received total funding of more than \$1.0M, from a variety of sources including the EPA and NOAA, in the last six years. Three related patents have also been awarded to members of this research group during this period.

**BOARD OF GOVERNORS - STATE UNIVERSITY SYSTEM
GOAL 4: MEETING COMMUNITY NEEDS AND FULFILLING
UNIQUE INSTITUTIONAL RESPONSIBILITIES**

UNF's vision statement commits it to "serve the North Florida region at a level of national quality." It is systematically moving towards fulfillment of this aspiration in a wide variety of ways. While UNF is still a relatively young institution, at this point in its history it already has graduated over 60,000 students, over 70% of whom have settled permanently in the Jacksonville metropolitan area. The number of UNF graduates who live in the region is in fact far greater than the number of UF and FSU graduates. It is quite clear that UNF is thus contributing, through the creation of intellectual capital, to the growth and prosperity of North Florida.

This claim is further borne out by a 2006-07 economic impact study conducted by two UNF economists at the request of the president and provost. This study determined that UNF has an annual impact of approximately \$ 833,267,610 in expenditures within the Jacksonville MSA. Since that study was completed a little more than a year ago UNF has brought to completion over \$250 million dollars in new construction projects that have supported significant job opportunities to non-UNF employees. With plans for substantial further growth in the enrollment and physical plant of the institution more such job generation and even more extensive economic impact will certainly occur in the future.

Virtually all of UNF's academic programs have some connection to the immediate community. To single out only a few of the most prominent, it is important to note that while UNF has entered into a partnership with JU, FSCJ, EWC, and the Duval County School System, UNF in fact has been the moving force behind the Jacksonville Commitment program that provides guaranteed funding through the completion of college for graduates of Jacksonville high schools who are academically qualified and who demonstrate sufficient financial need. To assure the success of students high school-based guidance counselors begin to consult with students in their sophomore and junior years of high school and each of the

participating higher education institutions has established a support infrastructure to maximize personal contact with the JC students throughout their undergraduate careers. Initial retention data at UNF are highly promising.

Another prominent way in which UNF is meeting community needs has been through its development of Flagship Programs. These are academic programs that have qualified through a rigorous application process for special funding. The criteria for selection require programs to demonstrate not only that their faculty have a shared research focus, a record of significant scholarly achievement, and an ability to leverage institutional funding for the acquisition of external research support, but also that their program has direct relevance to the needs of the region. Thus far UNF has funded four such programs: Community-Based Nursing; Coastal Biology; International Business; and Transportation and Logistics. The relevance of the first two is self-explanatory. The relevance of the latter two is directly related to the fact that Jacksonville is a major port city and distribution center and thus at the center of a great deal of international trade.

UNF's commitment to serve its region and its students has been formalized in the theme of its recently adopted Quality Enhancement Plan mandated as a critical component of the university's recently reaffirmed SACS accreditation. The focus of UNF's QEP is Community-Based Transformational Learning. This initiative is designed to expand learning beyond the classroom to "authentic" sites of learning off-campus, most commonly in the local community, where students have an opportunity to utilize theoretical knowledge to address real rather than hypothetical issues and problems. When this initiative is fully implemented the university will seek designation as a Carnegie "community engaged" institution, confirming that UNF takes seriously its obligation as a steward of place.

In sum, the North Florida region, whether viewed from the perspective of its economy, the health of its citizens, the quality of its K-12 schools, its cultural richness, or any other appropriate metric,

would not be as advanced as it is were it not for the presence and contributions of the University of North Florida.

Additional Information on Quality, Resources, Efficiencies, and Effectiveness

(Other limited information. For instance, a university might want to highlight efforts made to share services or increase efficiencies, to highlight particular public service efforts, or to outline some specific challenges or opportunities encountered by the institution during the year.)

Shared services/increased efficiencies:

UNF shares a number of services with other SUS institutions. Within the university itself, efforts to increase efficiency have been achieved through the following initiatives:

- A controlled spending committee reviews every purchase order other than for standard office supplies.
- All travel requests are reviewed by the appropriate divisional vice president or his or her designee to assure that such travel is mission-critical.
- Postal services were outsourced. Mail pickup and delivery across campus increased the level of service while reducing costs of operation by over \$30,000 annually.
- The Duplicating Services operation was closed and digital printing was outsourced. While service levels remained stable, pricing to departments was reduced by approximately \$40,000 annually and the annual operating loss of approximately \$100,000 was eliminated. The overall cost reduction related to this program is \$140,000 annually.
- The Convenience Copier and Pay for Print programs were outsourced. Overall cost reduction is estimated at approximately \$70,000 annually. In addition, University departments will save up to \$.06 per page. The Pay for Print program services were enhanced to add additional color devices and web based printing that will allow students to print from their laptops or PDA. Costs for printing/copying were reduced from \$.11 per page for black and white to \$.09 per page. Color printing/copying was reduced from \$1.00 to \$.50 per page. These reductions will reduce costs to students by approximately \$35,000 annually.

- Undergraduate and Graduate Catalogs moved to online only format saving printing costs.
- A vacancy pool committee was constituted to review all non-faculty hiring and to oversee the redeployment of human resources consistent with critical needs.
- Human Resources was charged with reviewing all requests for special compensation.
- Currency on computers has been extended by one year except where absolutely current technology is required by users.
- The university implemented a content management system to reduce the cost of web maintenance.

Institutional effectiveness:

- The greatest confirmation of the university's effectiveness is provided by the success of its graduates and the efficiency with which the university produces them. On a more practical level, SACS accreditation requires member institutions to demonstrate their effectiveness through the documentation of the sound processes they have in place for ongoing self-scrutiny and continuous improvement. To that end UNF produced a compliance report which was determined to be virtually flawless by the SACS visiting team. Consequently, at the most recent SACS meeting (earlier this month), UNF received official confirmation that it has been reaccredited for a 10-year period.

Public service efforts:

- During the past academic year the university established a Center for Community Based Learning, which works as an interface between the university and the community to identify opportunities for authentic learning which results, not coincidentally, in civic good.
- During the past academic year the university recruited a new director for an expanded Environmental Center, which brings a broad range of disciplinary expertise to bear upon the myriad and complex issues of a region noteworthy for its

multiple aquatic features as well as for its rapid growth and development.

- Other institutional contributions to public service during the past year are documented elsewhere in this report.

Challenges:

- Along with every other SUS institution UNF dealt with the challenge of carrying out its mission with reduced resources. Through prudent management of its budget the university was able to avoid layoffs, to align its enrollment commensurate with the size of its faculty, and to recruit on those faculty lines which were deemed to be critical to the maintenance of the integrity of its academic programs.

Special opportunities:

- Last year the chair of the board of trustees of the Museum of Contemporary Art Jacksonville (MOCA) asked the president of UNF to consider taking possession of the museum. While the museum is a critical component of the cultural resources of the city of Jacksonville, like other cultural institutions the museum was operating at a deficit and was in need of new vision, new leadership, and effective management. After much due diligence and with the approval of the UNF BOT, UNF did indeed assume responsibility for MOCA last spring, and while there is much work to be done and many challenges to surmount in order to make this venture a success, the relationship between the university and the museum appears to be evolving in a mutually beneficial manner resulting thus far in a new dynamism in an important civic resource and in wonderful opportunities for learning and teaching for UNF students and faculty.

Additional Resources

[For example, university links should be included for the following]

- ▶ **Carnegie Classification**
<http://www.collegeportraits.org/FL/UNF/carnegie>
- ▶ **Voluntary System of Accountability College Portrait of Undergraduate Education**
<http://www.collegeportraits.org/FL/UNF/>
- ▶ **Common Data Set**
<http://www.unf.edu/dept/inst-research/Common Data Set 2009.pdf>
- ▶ **College Navigator**
<http://nces.ed.gov/COLLEGENAVIGATOR/?q=university+of+north+florida&s=FL&zc=32224&zd=0&of=3&id=136172>
- ▶ **University Institutional Research Unit**
<http://www.unf.edu/dept/inst-research/index.htm>

UNF STRATEGIC PLAN 2009-2014

GOAL 1: CULTIVATE A LEARNING ENVIRONMENT THAT SUPPORTS INTELLECTUAL CURIOSITY, ACADEMIC ACHIEVEMENT, AND PERSONAL GROWTH

STRATEGIES

- Develop interconnected programs that academically engage and socially integrate incoming students at all levels
- Create and communicate opportunities for personal growth and pathways to academic progress and success
- Enhance existing or develop new academic programs that meet student career aspirations and community needs
- Provide diverse opportunities for fostering interaction among students, faculty, and staff
- Prepare students for lifelong learning and professional success

GOAL 2: RECRUIT AND SUPPORT A DIVERSE COMMUNITY OF STUDENTS, FACULTY, AND STAFF

STRATEGIES

- Increase the diversity of faculty, staff, and students to reflect or exceed the diversity within appropriate recruitment populations
- Create and implement strategies to foster retention of students, faculty, and staff from underrepresented populations
- Provide opportunities for intercultural and educational experiences that improve the climate for less represented groups, and ultimately prepare all members of the UNF community to be global citizens of our diverse world

GOAL 3: SUPPORT AND RECOGNIZE RESEARCH, COMMUNITY-BASED INQUIRY, AND CREATIVE ENDEAVORS

STRATEGIES

- Allocate resources to advance basic and applied research, community-based inquiry, and creative activities
- Improve the physical infrastructure to facilitate the research and creative activities of our faculty and students
- Enhance internal system of rewards and incentives for faculty and students engaged in research, community-based inquiry, and creative activities
- Actively pursue research partnerships with other postsecondary institutions, business and industry, the non-profit sector, and P-12 education

GOAL 4: AFFIRM THE UNIVERSITY'S PUBLIC RESPONSIBILITY THROUGH CIVIC AND COMMUNITY ENGAGEMENT

STRATEGIES

- Enhance the University's capacity for community-based learning
- Integrate community-based pedagogies in academic disciplines, general education, and extra-curricular programs
- Reward participation in community-engagement activities by students, faculty, and staff

- Advance the University as a resource in the local, regional, and global communities

GOAL 5: SECURE FISCAL, PHYSICAL, AND TECHNOLOGICAL RESOURCES ALIGNED WITH THE UNIVERSITY'S MISSION AND VALUES

STRATEGIES

- Increase the available resources to support academic learning, student services and research
- Exercise prudent stewardship of the environmental resources that are a part of the university
- Create and maintain the physical resources necessary to fulfill the university's mission
- Acquire, implement, and support technologies and instrumentation that enhance the educational, research, service, and administrative activities of students, faculty, and staff

UNF Peer-Aspirant Institutions:

University of Maryland-Baltimore County
Towson University
Montclair State University
James Madison University
Portland State University
Appalachian State University
The College of New Jersey
Miami University (Ohio)
University of North Carolina - Wilmington
University of North Carolina - Charlotte

[University Performance Indicators](#)