

**JOHN A. DELANEY
2006-2007
SELF-REPORT**

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This evaluation addresses each of the annual goals that we discussed and you approved at the beginning of 2006/07 academic year. Many of these are drawn from our Strategic Plan and are organized under the headings used in the current plan. Other goals are drawn from the Board's most recent presidential evaluation.

As you will note, some of the goals that appear in this year's list are large and broad, demanding a stretch on the part of the university, while others might be characterized as a bit in the weeds. In tracking our progress we have been able to complete the vast majority of these goals, some are still "in process" of being achieved as they are multi-year, and on one or two we just plain missed. A goal we may want to consider for the coming year will be to refine the goal setting process itself – one that will obviously involve the Board.

In characterizing our overall progress, I think it is fair to say that this was another very successful year – the trend-line for our University is strongly positive. The campus simply feels better. The energy on campus, our budgeting processes and management of the same, our fundraising, our external reputation, our share of the Tallahassee financial pie, and even the physical aesthetics of the landscape are better each year. We are in the midst of a quarter billion dollars worth of construction. More people know more about UNF. The quality of our incoming students, and their diversity, continues to improve. We are increasingly a player in the higher education dialogue statewide. To borrow a phrase from Dr. McTaggart's report to the Board, we are in what he refers to as a "sweet spot."

In saying all of that, we still have much to do. I think that Chancellor McTaggart also captured this when he suggested that we still needed to crystallize our mission. We all know that we have selected the correct direction (a Miami of Ohio type of institution), but I have yet to articulate it in a way that has universal buy-in and understanding. His suggestion that we need to build toward that objective throughout this next year is timely and appropriate, and is consistent with the oft-stated desire of the Board.

You will see much of the advice and counsel I received from the Board reflected throughout this document. I appreciate your ongoing input and support. I am also thankful for and proud of the group of individuals that execute the day-to-day decisions on behalf of this administration, helping to build an even greater university.

Student Learning

Eight of the goals that I identified for this past year address student learning. This is, of course, the core to UNF's mission and the first element mentioned in our strategic plan. Our focus on student learning mandates a clear academic plan, strong academic programs and quality teaching. In considering our academic programs we understand that they must be responsive to student and community needs and be subject to rigorous review. They must also have clearly stated outcomes. We also understand that quality instruction requires that we engage our students in a rich array of learning experiences. The goals under student learning address each of these factors.

- I will work with the Provost to set and refine the academic agenda for the University.

This year begins Dr. Workman's second full year as Provost. Over the past year, in multiple and ongoing conversations, he and I have been working to assess, refine and reaffirm the University's academic mission. In doing this, the Provost and I have continued to stress UNF's focus on the strength and quality of our undergraduate programs balanced with an understanding of the importance of offering appropriate graduate programs that meet regional and student needs. We have also sought to make clear that UNF's faculty must engage in scholarship if we are to fulfill our overall mission.

A number of the goals that appear below provide evidence of the actions we have taken in support of these three elements in the University's mission. Our focus on undergraduate education is apparent in the work we have done in the development of learning outcomes and in providing increased opportunities for students to participate in transformational learning opportunities. This focus can also be seen in our initial steps to establish a center for community-based learning and in the development of the University's Quality Enhancement Plan. Approval of UNF's second and third doctoral programs as well as three new masters programs in engineering speak to our commitment to graduate education. And, the released courses and startup funds for faculty document our support of research and scholarship.

- The Provost and I will hold discussions with members of the Educational Policy Committee on how UNF defines and assesses academic excellence and on the relationship between teaching, research and service in achieving this definition.

During the past year, Provost Workman provided leadership in structuring a series of conversations on our pursuit of academic excellence. These conversations between this administration and the members of the Educational Policy Committee have focused on how we measure the quality and success of our academic, research and service enterprises. In these dialogues, we have examined our success in improving our student profile while maintaining access, our annual and five-year program reviews, our selection and assessment of flagship programs, and our successes and challenges with externally-funded research programs. We have also begun providing regular reports on specific student, faculty and program accomplishments at the beginning of each Board meeting. These have been used to highlight faculty-mentored student-research and new community-focused programs offered through our Division of Continuing Education.

- I will explore issues of quality teaching and research through dialogues at national conferences and through meetings with executive leaders from peer and aspirational institutions.

This past year, I attended meetings held by the Association for Governing Boards and the Southern Association for Colleges and Universities. Members of our leadership team and I also visited the Miami University (Ohio) campus. Each of these occasions offered an opportunity to engage in conversations with other university leaders on a range of topics. The discussions helped to reinforce the appropriateness of our mission. At the same time, these conversations made clear the challenges we will face in moving forward: challenges in funding; in balancing our teaching, research and service commitments; in strengthening the academic profile of the institution while ensuring access; and in documenting our accountability measures. Over the course of the upcoming year, we will continue to engage in similar dialogues.

- In our ongoing efforts to ensure the quality of student learning, the University will advance assessment of learning outcomes in general education and undergraduate and graduate majors.

As one of the steps in ensuring the quality of our academic programs, in 2005/06, the University faculty developed an Academic Learning Compact for each undergraduate major offered through the University of North Florida. These learning compacts are designed to delineate the mission statement for each program as well as the expected student learning outcomes. Each ALC also specifies how our students will be assessed to determine if the program is meeting its stated goals. The Graduate School developed a similar set of documents for each graduate program which are referred to as the Graduate Learning Outcome (GLO) statements. And, the General Education Council has developed learning outcome statements for students who are completing their general education coursework.

The ALCs, GLOs and General Education outcome statements were reviewed by the administrators with oversight responsibility for program effectiveness and subsequently returned to the appropriate academic departments for any recommended modifications. The revisions to the ALCs and GLOs included a set of curriculum maps that document in which courses each outcome is to be developed and assessed. Once these modifications were made, each program set out to assess student performance for the 2006/07 academic year. Results of these assessments are now being reviewed and will serve as a foundation in making changes to current programs. Later in the year, the Provost will present an overview of these results to members of the Educational Policy Committee.

- In our effort to enhance student learning experiences we will allocate an additional \$200,000 to transformational learning opportunities (TLOs).

In the 2006/07 budget, I recommended and the Board approved an additional \$207,000 to support student transformational learning opportunities (TLOs). This brings total support for this initiative to \$407,000. In the past year these funds supported 11 international and 12 domestic TLOs involving 325 students. Some of the international activities in which these students engaged included the study of business practices in Japan, China, Argentina, and India; teaching internships in Great Britain; the study of art history in Italy; and political studies in South Korea. Students also engaged in research projects involving gopher tortoises, green mussels, geotechnical engineering, and the St. Johns River.

- The University will also establish a center for community-based learning to advance initiatives designed to increase civic awareness and student engagement.

The University approved a new position to head this program. Over the coming year, we will track the progress made in this initiative.

In response to community and student needs, the University will seek approval for two new doctoral programs – the Doctor of Physical Therapy and Doctor of Nursing Practice degrees.

The faculty, BOT, BOG and SACS all voted to approve the new doctorates. SACS also approved these

programs without an onsite visit. In keeping with our strategic plan, these two degrees represent milestones for UNF. External approval was not pre-ordained or lightly achieved. Personal engagement with members of the Board of Governors was essential to allay their concerns and ensure them that expanding our doctoral offerings was not “mission creep,” but was mission fulfillment.

- During the course of the year, the University will also initiate development of a Quality Enhancement Plan. This plan will focus on one element of our current instructional program.

Over the course of the year, a university wide committee has been meeting to begin development on the University’s Quality Enhancement Plan (QEP), a requirement for SACS reaccreditation. As stipulated by SACS, our QEP must constitute a new university initiative designed to improve student learning. The plan must include a set of well defined goals and assessment strategies and must be consistent with the University’s mission. Actual implementation of the plan will occur after SACS review and approval in 2009.

Based on an extensive internal process which took place this past year and which involved all levels of the university, the Provost and I will select a proposal this fall that will serve as a foundation for UNF’s QEP. We anticipate presenting the topic to the Board early in the academic year.

Flagship Programs

An important element of our strategic plan has become the selection and development of a set of flagship programs – programs that would be tied to our inherent strengths, reflect our core competencies and mission and be nationally regarded. In setting our 2006/07 goals for this element of the strategic plan, I committed to budgeting additional funds for support of these programs. I also committed to identifying one additional program and to ensuring that we develop a system by which we can track our progress in program development.

- In the 2006/07 budget, we will add \$400,000 to funding for flagship programs.
- During the course of the year, we will also identify one additional flagship program.
- In response to Board recommendations, I will also identify the estimated number of flagship programs that we envision creating over the course of the next five years.

In the 2006/07 budget, the Board approved a \$400,000 increase in flagship funding, bringing the total recurring dollars for this initiative to \$1,650,000. In October, we named coastal biology as our fourth designated program. During the course of the year, the University reviewed proposals for additional flagship programs but felt that none of the proposals met the established criteria and chose not to name a fifth such program.

As specified in our Strategic Plan, we believe that we will have eight to ten flagship programs in total. What remains intentionally uncertain, however, is the time frame for naming each new program. Following the revisions to the selection process, there are no cutoff dates for when particular programs might be named. Instead, the Provost has recommended a review process that will enable us to respond to strong proposals as they are brought forward on a rolling basis.

- The flagship program committee will develop a process for evaluating the progress in realizing the stated goals for each of these programs.

The flagship program committee has developed a template for reporting progress in meeting the stated goals for each program. This template includes achievement of proposed benchmarks; benefits accrued to students, faculty, the university and the community; scholarship produced by the faculty; and future plans. To date, community nursing has been the only program required to complete the annual report. A summary of this report was shared with the BOT's Educational Policy Committee this past year. In fall 2007, the committee will meet to review annual reports from all four of the designated flagship programs.

Research

Research and other forms of scholarship are critical to UNF's commitments to excellence and relevance. We know that scholarship serves to inform and energize faculty's teaching, engaging them with the larger academic community. In addition, student involvement in research serves to add depth to their educational experiences, helping them to learn how new knowledge is discovered and created.

For 2006/07, I identified six goals under this element of our strategic plan. Four of these are designed to foster our research efforts. The remaining two measure our progress in research output. In presenting the data on our research productivity, it is important to note that we use additional ongoing measures to assess the quality of this research. Such measures are integral to the tenure and promotion processes.

In support of faculty research, we will

- provide \$400,000 in startup funds for new hires in the sciences, engineering, and health;
- provide \$200,000 to support course releases allowing faculty with proven records to pursue their ongoing research agendas;
- develop a course release program to kick start research programs for untenured faculty; and
- increase summer research development stipends for faculty.

In recruiting new faculty, the University was able to fund \$425,000 in startup expenses. These startup funds allowed us to hire faculty with ongoing research agendas in the sciences, psychology, and physical therapy. Absent these funds we would have been unable to attract most if not all of these eight researchers to the University.

Over the 2006/07 academic-year, we also funded course releases for twenty faculty members with established research agendas. Through this support, these faculty members were able to pursue a host of different research and artistic projects. These included work on scholarly books assessing popular dieting trends, providing the history of diabetes in Britain, analyzing the literary works of Spanish poet Juan Goytisolo and translating the writings of Japanese philosopher Kuki Shuzo. Faculty also pursued research and publication on individual choice to pursue and not to pursue terrorism in Northern Ireland, women in Islamic Mali, the mathematics in the selective decay principle for two dimensional magnetohydrodynamic flows in plasma physics, peer-to-peer computing, and ethics in journalism and in finance.

We have also established a program that provides each newly hired tenure-earning faculty member

with a three-credit hour course release during her or his first year of employment, allowing the faculty member additional time to establish her or his scholarly agenda. Further, each tenure-earning faculty member will be provided another three credit hour course release during the fourth year of tenure-earning service to further the faculty member's scholarship, research, and/or creative activity.

This past summer, we increased the number of grants, as well as the dollar amount for summer research, bringing the total number to twenty-two such awards. Each grant was increased to \$7,500, which matches the average per-faculty-salary for summer courses.

- In 2006/07, we will document an increase in federally funded research.

UNF recorded a 15% increase in direct federally funded research awards at the same time that we experienced a 14% decrease in federally funded flow-through dollars. Because the flow-through dollars are passed on to other non-university entities, they are not the best indicators of local research activity, which are captured by 15% increase.

During the past year, UNF's research programs have been reexamined under the direction of Dr. Imeh Ebong, our new Associate Vice President for Research. With new support systems, accounting and indirect cost sharing policies, we anticipate additional growth in the upcoming year.

- We will track faculty research productivity and compare this to the most recent 3-year average.

Table 1 compares faculty research productivity for academic-year 2005/06 (2006/07 data are now being collected) to a prior 3-year average extending from 2002/03 to 2004/05. As shown in this table, the average number of refereed presentations and proceedings was at an all time high in 2005/06 as was the average number of juried creative works and performances. The average number of books was also higher for 2005/06 than the 3-year average.

Table 1: UNF Faculty Research Productivity for 2005-2006 Compared to 3-Year Rolling Average

Year in which research was published or presented	Number of faculty in departments publishing/presenting research	Number of faculty in departments participating in creative works and performances	Published books	Published refereed articles	Refereed presentations and proceedings	Juried creative work or performance	Grant and contract awards	Grant and contract expenditures
2002/03	288	51	18	239	286	102	\$9,814,179	\$6,032,306
2003/04	316	56	29	285	337	90	\$7,743,617	\$7,354,716
2004/05	329	31	50	345	300	68	\$7,627,505	\$8,941,991
3-year per faculty average			0.10	0.9	1.0	1.9	\$26,994	\$23,932
2005/06	360	31	41	314	549	134	\$9,509,354	\$9,566,729
2005/06 per faculty average			0.11	0.9	1.5	4.3	\$26,415	\$26,574

The record on contracts and grants was mixed. While the 2005/06 average per faculty dollar award was lower than the 3-year average, the average per faculty dollar expenditure was higher. This second figure is considered a more reliable measure of actual research productivity than are award dollars.

Community Connections

In keeping with the fourth element of our stated mission, the University of North Florida must maintain strong community connections and serve as an intellectual hub of northeast Florida, adding to the cultural, economic, and civic life of the community. The community should serve as a learning laboratory for our students. To these ends, I identified nine goals for 2006/07. Two of these goals serve to assess the impact we have on the community, six speak to actions we have taken during the year to increase this impact, and one speaks to our communication about our efforts with the Board.

- It is my intention to continue providing leadership in formulating public policy at the community and State levels as it relates to higher education and the mission of the University of North Florida.
- In concert with the above stated goal, I will host an on-campus event for our congressional delegation and for State representatives.
- I will also host a set of meetings with key community leaders to build stronger relationships with businesses in this region.

One of the more important roles for any university president is serving as the institution's chief advocate in public and political forums. My calendar over the past year documents a commitment to fulfilling this role, including meetings with local educational and community leaders, considerable time spent in Tallahassee working closely with Vice President Owen as she has lobbied state legislators, regular conferences and communication with members of the Board of Governors and Chancellor Rosenberg, and meetings with Representatives Crenshaw and Brown.

During the year, I have worked with the presidents of Jacksonville University, Edward Waters College, Florida Coastal School of Law, and FCCJ on a number of matters, including the formulation of the Jacksonville Commitment concept. In collaboration with these colleagues, we have addressed strategic issues related to garnering community support for higher education, increasing access, ensuring affordability, and increasing minority enrollments.

I meet or communicate regularly, during and outside of scheduled BOG meetings, with members of the Board of Governors, including Chair Roberts, and with the Chancellor. In our various conversations, we have discussed concerns about the future direction for the system and for UNF.

UNF has hosted Congressman Crenshaw and Congresswoman Brown on several occasions, and has hosted state legislative leaders in higher education policy and appropriations to highlight UNF's mission, strategic directions and resource needs. We are planning an August on campus event for the Congressional delegation and their staff.

Particular to UNF's mission and of more local impact, the UNF Community Outreach Council has expanded its list of projects to include service, outreach and consulting to area nonprofit organizations; partnering with local businesses to promote math and science education for K-12 students; and a public health outreach project.

We have realized several important outcomes as a product of these various meetings, including clearly identifying immediate and long-range agenda items and establishing improved channels of communication. In some cases, I can point to tangible results. For example, UNF has the second highest number of federal earmarks for fiscal 2008, including proposed projects in school readiness

and sensor array technology. We can also point to a commitment to improving local access to higher education, funding for the purchase of the AOL building, an increased potential for federal grant funding (an intricate and multi-year dance), and a much improved understanding of the importance of regional universities in Florida's economic development among State legislators. I also feel confident that we have built partnerships that will serve us and our community well in the future.

- I will work with our staff to develop additional mechanisms to articulate and disseminate our statements of values, vision, and mission to internal and external constituencies.

This is a perpetual process, and one constantly in need of the "new." My personal profile is fairly high, the calendar is filled with never-ending internal and external functions, and each contact is an opportunity to disseminate what UNF is.

In saying this, this needs to be a continuing priority, especially internally. The McTaggart process will be helpful in moving this forward.

- Under my direction, UNF will conduct an economic impact study detailing UNF's economic contributions to the region.

In an effort to document UNF's role in building a stronger community, we have actually undertaken two different studies to more fully situate UNF. The first of these is a traditional economic impact study, completed in May. The second, to be completed in October, is a community impact study. This piece examines our many partnerships and outreach programs within the community and UNF's contributions to the business, educational, social and cultural development in northeast Florida.

The completed study determined that UNF had an impact of close to \$1 billion on the local economy last year, a major economic driver within the Jacksonville MSA. We will be providing the Board and the community-at-large with a complete overview of these studies once the second one completes the picture.

- In recognition of our need to reach out to specific communities in the region, I will work to hire a liaison for community outreach to minority students and related constituencies.

This past year, I asked former Sheriff Nat Glover to join UNF's leadership team as a community outreach envoy at the vice-presidential level. Since joining our administrative team, Sheriff Glover has taken an active role externally, but has been a huge asset internally as well. He has been most active in working with our sister institutions and with the Duval County School District in developing the Jacksonville Commitment.

- In setting the agendas for Board workshops, we will conduct one workshop during which the Board and I, along with our staff, will discuss strategies for building stronger community connections.

As you will recall, the Board and the staff spent time at our February 2007 workshop talking about the University's proposed strategies to ensure that regional high school students have the financial and educational resources necessary to pursue a college education. As discussed at this meeting, we are working with our sister institutions, the Duval County Public Schools, and Mayor Peyton to structure a collaborative program to realize these outcomes. In addition to these discussions, at our April 2007 meeting we asked Dean Wood, Continuing Education, to provide highlights of some of our other significant community outreach efforts including the work we are doing with the Chamber of Commerce and Work Keys, as well as our Lifelong Learning Institute. Over the course of the upcoming year, we will continue to highlight other community outreach programs.

- The University will publish a monthly calendar of events in major newspapers to inform the community of opportunities on our campus.

In an effort to increase community awareness of the events sponsored on our campus, this past year we ran calendar ads in the *Florida Times-Union*, *Folio Weekly* and the *Jacksonville Business Journal*. In the course of the year, attendance at most UNF sponsored events has increased as documented by a 5% in attendance at the World Affairs Council Lecture Series.

- We will track the increase in UNF's media coverage to document our efforts to enhance the University's reputation.

As we have done previously, this past year we were able to increase news coverage on the University and our accomplishments. In 2006/07 we saw a 14% increase in coverage over the past year. Our television coverage for 2006 included 1,484 "hits," which represents a 41.5% increase over 2005 data. This higher profile is part of a multi-year trend of ever increasing exposure.

As part of the increased attention in the media, UNF received national coverage on CNBC's "On the Money" show, CNN's *American Morning* show, ABC news, FOX news, CBS news and the USA network. Our national print coverage included *Forbes*, *New York Post*, *USA Today*, *Washington Post* and the *Los Angeles Times*, just to name a few. Stories were also picked up by the Associated Press and the United Press International.

Quality Students

As stated in our strategic plan, UNF seeks to recruit, retain, and graduate students who will contribute to their chosen professions and to their communities. These students should reflect the diversity of our community. Entering students must display competence in basic skills, demonstrate good character, and be committed to learning. Current students must take advantage of the opportunities afforded them and contribute to the quality of their peers' educational experiences. Upon completion of their studies, graduates must possess a firm foundation in general studies and a strong background in their field of study.

In support of these objectives, over the past year we have strategically increased our financial support for UNF's students. We have also grappled with finding a balance in our commitments to grow the quality of our student body and to maintain and increase access, especially for underserved populations. While we have had success in achieving this balance, we understand that we must remain mindful of the perceived and actual tensions between these two objectives.

- Upon my recommendation, the University will set aside increased financial support for targeted groups of students. These efforts include
 - providing \$500,000 of new recurring funding for merit scholarships, which include funding for TLO experiences,
 - providing \$167,000 recurring funding for targeted SWOOP scholarships,
 - providing \$154,000 of new funding for need-based scholarships,
 - providing \$105,000 of new funding for graduate assistantships, and
 - raising \$378,605 for the First Generation Matching Gift Program for need-based scholarships.
- We will use the above listed scholarship programs and other protocols to recruit and retain targeted students, including high-achieving students and students from diverse backgrounds.

These goals have been accomplished, and represent another major shift in funding priorities. The 2006/07 budget approved by the Board of Trustees included \$500,000 in additional funding for merit scholarships (known as Presidential Scholarships), \$165,000 in funding for SWOOP scholarships (targeted outreach awards), \$154,000 of additional funding for university-supported need-based scholarships and \$105,000 in funding for new graduate assistantships. The UNF Foundation also raised \$378,605 for first-generation scholarships. This figure was matched by State funds.

In fall 2006, the Presidential Scholarship program supported a total of 405 students, 162 of these were new first-time-in-college (FTIC) students. The 162 new FTICs entered with 4.22 average GPA and a 1302 average SAT compared to the 3.58 GPA and 1166 SAT averages for all fall 2006 FTICs. Ten percent of these students were ethnic/racial minorities. In tracking the success of this program, we have been able to document higher retention rates for students who receive these scholarships. FTICs entering in fall 2005 had a 94% freshman-to-sophomore year retention rate compared to 79% rate for all fall 2006 entering freshmen. The sophomore-to-junior retention rate for Presidential Scholars admitted in fall 2004 was 89% compared to an overall sophomore-to-junior rate of 62%. (See Table 2)

Table 2
Retention Rates for All Freshmen and for Merit Scholars

Year Admitted as a FTIC	Year under Study	Percent of Original Group Retained	
		All Students	Presidential Scholars
2004/05	sophomore	76%	98%
	junior	62%	89%
2005/06	sophomore	79%	94%

SWOOP scholarships were initiated this past year. These scholarships help support students from select high schools as well as students who enrolled in UNF's SAT test preparation courses. In its first year, forty-four students were funded through the program. Forty-one (93%) of these students were ethnic/racial minorities.

In 2005/06, UNF used \$1,838,000 of its Education and General funding (E&G) to support need-based scholarships for students. With the additional allocation approved by the Board we were able to increase this support to just under \$2 million for 2006/07. When student financial aid fees are added to this figure, we were able to offer our students \$2.5 million in need-based aid. This aid is used to

supplement federal and other available funds and helped support 1,800 students, averaging almost \$1,400 per student. This additional support allowed many of our neediest students to receive 100% of the support permissible under federal guidelines. The racial/ethnic breakdown for students who received this aid shows that 40% of these students were ethnic/racial minorities.

The \$378,605 UNF raised in private support for First Generation scholarships was matched by the State, bringing the total to \$757,210. This program provided an average of \$2,220 in support for 341 students. The average GPA and SAT scores for these students were 3.66 and 1077, respectively. Thirty-eight percent of these first-generation students were ethnic/racial minorities.

The \$105,000 of new funding for graduate assistantships helped support 10 additional graduate teaching assistants. Seven of these new graduate assistants received fulltime support at \$12,500 (1 in philosophy, 2 in mathematics/statistics, 2 in history, and 2 in biology) and 3 in psychology received part-time support.

- I will structure a Board workshop on opportunities for enhancing the quality and diversity of the UNF student body.

During our February 2007 workshop, we engaged the Board in a set of conversations on strengthening the quality and diversity of our student body. In particular, we discussed UNF's projected student profile as well as programs for recruiting high merit students and increasing student diversity on our campus. One of the programs we discussed was our collaborative efforts with FCCJ, Jacksonville University, Edward Waters College and Duval County Public Schools to ensure greater access to higher education. We have continued planning for and will be making a major announcement about the program at the beginning of the academic year.

We also discussed our desire to increase the academic profile of our freshman class and the use of merit scholarships to accomplish this. We see several positive outcomes for the University and local region from improving this profile. Among them are the improved retention rates discussed above and the overall effect on improving academic programs across campus. An improved academic profile will also enable us to attract increasing numbers of bright students from outside northeast Florida to the region and to encourage local high achieving students to remain in the greater Jacksonville area.

Student Life

As the University of North Florida has moved to a more traditional student body with a growing number of these students living on-campus, student life activities are playing an increasingly important role in the life of the UNF student. As we continue to strengthen our educational opportunities we must also pay close attention to associated student activities on our campus. The following goals provide examples of these efforts.

- As has been my practice, I will work closely with members of Student Government to ensure the University understands and responds to student needs.

During 2006/07, I continued to meet regularly with Student Government leadership. In these meetings we addressed a number of issues raised by Student Government, including our plans for Greek housing, the new Student Union and other student-life programs. As noted throughout the Board

meetings, Student Government leadership and my administration also worked closely and successfully on issues such as student fees, tuition increases, and parking and the new shuttle service which will go online in fall 2007. To further strengthen our collaboration, I asked then president Damiano and his chief of staff to accompany me and Vice President Serwatka to an AGB conference. Attending the conference afforded Mr. Damiano and Mr. Simms an opportunity to develop a greater understanding of university governance and development. The personal and professional relationships I have been blessed to have with each Student Government administration during my tenure as president have been extremely rewarding for me personally.

- At my request, we are implementing our plan for an active parents' program.

In 2006/07 we completed the first year of implementation for our Parents Association. During the year we had close to 400 parents join and participate in the association. As members, these parents received emailed updates throughout the year and were invited and encouraged to become active participants in various on-campus activities. As a result, we had over 700 family members in attendance during Family Weekend. Members of the Parents Association also funded the purchase of two scanners used in scanning textbooks and helped make audio CDs for students who are blind or have other visual impairments. They also helped fund a low ropes challenge course as part of UNF's nature trails.

- The University will provide students with increased opportunities to engage in meaningful out-of-class discussions through our membership in the American Democracy Project and our partnership with the *New York Times*.

In partnership with the *New York Times*, the University hosted the American Democracy Project. As part of this project, the University sponsored an *NYT* student readership program and hosted two on-campus, student-focused lectures by Ethan Bronner, deputy foreign editor for the *New York Times*. The lectures addressed the War on Terror. As part of American Democracy Project, we also joined with Student Government to sponsor a voter registration drive and a public debate on the constitutional basis for executive power and authority. We are also partnering with the Duval County Supervisor of Elections Office to host mock Republican and Democratic conventions for high school seniors and students from UNF, FCCJ, Edward Waters College and Jacksonville University.

Over this past year, the *NYT* student readership program involved freshmen English classes, but will be expanded during the upcoming year. It is also worth noting that the Coggin College and *Wall Street Journal* cosponsor a similar readership program for business students.

In addition to the above activities, we have begun conversations with the leadership of WJCT to explore potential partnership in promoting other civic engagement opportunities for our students and the broader community.

- Over the course of the year, we will move forward on adding facilities to support student services and student life,
 - designing a model program for students with disabilities,
 - programming and establishing the design-build criteria for eastern ridge housing,
 - beginning construction on a new student medical center and pharmacy,

- completing the building program and design for our new student union,
- developing the timeline and plan for Greek housing, and
- increasing on-campus food retail outlets for students.

Each of these goals is essentially complete. As part of our ongoing efforts to serve all UNF students, we have been working to design and implement a model program for disabled students. We have taken a number of steps to this end, beginning with reassigning a faculty member from the Department of Special Education to head our Disabled Resource Center (DRC). Dr. Webb has researched and written professionally on meeting disabled students' needs in post secondary settings and is nationally recognized for her efforts in this arena. As a second step in supporting this program, we asked Dr. Webb and her staff to develop a draft building plan for a state-of-the-art DRC. In collaboration with our Office of Facilities Planning, Dr. Webb and her staff have designed a 6,000 square-foot facility that would be added to the new College of Education building. We are working with Student Affairs and Institutional Advancement to secure the necessary funding for the new center. We have \$850,000 in private funds pledged for this project.

As discussed at several of our Board meetings, we have completed the programming and design-build criteria for the eastern ridge housing. The design-build firm has also been selected and a contract negotiated and executed. At the end of the year, we also sold the bonds for this project.

At the same time, we have also completed the designs for the new student medical center, which will become a part of the new expansion for the Brooks College of Health, and for the new student union. Contracts for both facilities have been executed. Construction on student health facility and student union began in July 2007.

A comprehensive plan has also been completed a preliminary design for Greek Housing. Based on this plan, we have worked with ARCADIS to survey the property and have begun working with student chapters exploring various funding plans.

In response to the last goal in this section, we opened two new food retail outlets on campus – Sub Generation and Starbucks. Both have proven to be successful, with UNF Starbucks booking the best first day receipts for any of their Jacksonville and adding greatly to on-campus student life.

Quality Faculty

The success of this University is dependent upon the quality and dedication of its faculty. In recognition of this, we seek to hire, retain, and develop faculty who have strong records as teacher-scholars. This faculty must be committed to teaching/learning and must also recognize that research and other forms of scholarship serve as foundations for their professional vitality. As a collective body, UNF's faculty should represent diversity in training and philosophy, and in geographic, socioeconomic, and ethnic/racial origin. In setting my goals for the past year, I continued to place emphasis on recruiting sufficient numbers of faculty to meet the needs of our growing student body, to work toward increasing faculty salaries, to ensure the diversity of our faculty, and to continue building my own relationships with faculty and faculty leadership.

- Upon my recommendation, the University will provide funding for 22 new faculty positions in fall 2006.
- Upon my recommendation, the University will provide \$1 million in additional funding to be used for recruiting new faculty positions beginning in fall 2007.

Funding faculty positions presents a number of challenges, not the least of which is posed by the time differences in the legislative funding and academic hiring cycles. To be competitive in hiring tenured and tenure-track faculty, a university must begin the process in the middle of the fall semester for the following academic year. However, because of the legislative calendars, Florida's universities can not be sure of their funding until three months before the fall term begins. This conflict in timelines requires that this administration strike a balance between approving recruitment of some positions before budget figures are out while delaying hiring other tenured and tenure-earning faculty until a year after funding is received.

In 2006/07, we took three separate actions in striking this balance. First, we approved recruiting some faculty for fall 2006 based on a very conservative estimate of future funding. When we learned our actual allocations, we increased the number of approved lines to 22. In addition, because we had a record year in funding for 2006/07, we set aside an additional \$1 million for funding new faculty lines for fall 2007. These set-aside funds were used for nonrecurring expenses in the 2006/07 budget. This last step proved providential considering the budget allocation for 2007/08.

As a result of these actions, we began fall 2006 with 540 faculty, an increase of 33 faculty over the prior fall year. Twenty-seven of these faculty members were on tenured and tenure-earning lines. (Table 3 shows the increase in faculty over the past five years.) At the same time, we used set-aside funds to approve 14 new faculty lines for fall 2007. We added 11 additional lines to these 14 lines using 2007/08 funds. As a result of these strategies and despite the State's budgeting constraints, we have been able to hire most of the faculty needed to keep up with enrollment growth.

Table 3
Fulltime Faculty by Tenure Classification for fall 2002 through fall 2006

Tenure Status	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Tenured and Tenure Earning	301	331	346	364	391
Non-Tenure Earning ¹	138	122	130	143	149
Grand Total	439	453	476	507	540

¹ Includes faculty on multi-year contacts, visitors, instructors and lecturers

- I will work with the Board to provide funding for a 2% negotiated salary increase above the 3% across-the-board raise given by the State.

As approved by the Board, in 2006/07 we were able to provide faculty with a 3% across-the-board salary increase funded by the State and an additional 2% increase funded through university dollars. One-half of the 2% university-funded increase was used for merit raises; the other 1% was used to compensate faculty for the effects of compression and inversion. To be eligible for this latter category, faculty had to have been judged as satisfactory or better using departmental merit criteria.

As shown in Table 4 below, for 2006/07 UNF's faculty salaries exceeded the mean and median salaries for public, Master's Level I institutions from across the country. When we compared UNF salaries to salaries for all public four-year institutions, we found that UNF exceeded median salaries at all ranks. However, UNF fell below the mean salaries for the institutions included in this category. This second category, all public four-year institutions, includes Research Level II and Level I institutions, as well as

master's level institutions. These data were taken from national salary studies completed by the College and University Professional Association for Human Resources (CUPA-HR).

Table 4
UNF Faculty Salaries Compared to Peer Institutions in the South and Across the Nation:
2006/07

Academic Rank	UNF Salaries		Masters Level I Institutions: All Public		4-Year Institutions: All Public			
	N	Average	N	Average	Median	Average	Median	
				Percent above or below mean	Percent above or below median		Percent above or below mean	Percent above or below median
Professor	87	\$89,010	13,692	\$80,848	\$75,636	38,658	\$94,100	\$85,511
				+10.1%	+17.7%		-5.4%	+4.1%
Associate Professor	122	\$65,801	13,349	\$63,873	\$59,375	35,516	\$70,033	\$62,961
				+3.0%	+10.8%		-6.0%	+4.5%
Assistant Professor	145	\$54,820	15,409	\$53,796	\$49,834	37,610	\$58,363	\$52,159
				+1.9%	+10.0%		-6.1%	+5.1%
New Assistant Professor	25	\$53,280	2,006	\$51,042	\$48,364	4,650	\$55,427	\$51,235
				+4.4%	+10.2%		-3.9%	+4.0%
Instructor	46	\$40,871	4,347	\$40,707	\$38,614	9,570	\$42,103	\$39,680
				+0.4%	+5.8%		-2.9%	+3.0%
Overall	400	\$64,002	46,797	\$61,248	\$56,959	121,354	\$67,825	\$61,527
				+4.5%	+12.4%		-5.6%	+4.0%

As a result of our efforts, over the past three years we have been able to improve our standing relative to mean and median salaries for Master's Level I institutions across the country. When comparing to national averages for Master's Level I institutions, our overall faculty salaries climbed from 1.4% above the mean in 2003/04 to 4.5% above the mean in 2006/07. When we track salaries for full professors UNF's salaries climbed from 4.9% to 10.1% above the national mean, for associate professors UNF salaries went from 0.4% below the mean in 2003/04 to 3% above the mean, and for assistant professors the numbers went from 0.6% above the mean to 1.9% above the mean. Salaries for new assistant professors climbed from 2.1% above the mean to 4.4% above the mean and instructor's salaries moved from 3.7% below the mean to 0.4% above the mean during this time frame.

When we compare UNF's 2003/04 to 2006/07 salaries to those at all public universities, we find that our median salaries have climbed faster than national figures in all categories except for new assistant professors. Overall we went from 0.6% above the median to 3.0% above the median. For new assistant professors, however, we slipped from 7.2% above the median to 4% above the median.

In our contract with the United Faculty of Florida, we set an objective of raising UNF faculty salaries to 10% above the mean for all public institutions. Because the means for all public universities include the salaries at top Research I institutions, these numbers will be higher than those of peer or aspirant institutions. Despite this fact, we have made progress toward realizing that contract target in a number of disciplines over the past three years, while slipping in a few of the most highly competitive disciplines on research campuses.

In 2003/04, we were at or above 110% of the mean for all public universities in 6% of the CUPA-HR categories where we employ faculty. In 2006/07, UNF's salaries were at or above 110% of the mean in 13% the CUPA-HR categories. In 2003/04, we were at the mean salary or better in 22% of the categories. In 2006/07, UNF faculty salaries were at or above the mean in 41 (31.5%) of the categories. It should be noted, that our contract with the United Faculty of Florida prohibits us from raising current faculty salaries in one discipline faster than in others, making it impossible to respond to discipline fluctuations. The exception to this is at the point of hire.

A measure we have employed in judging our success in building competitive salaries is comparing our salaries to the upper quartile for Master's Level I institutions. When we look at national data for public Masters Level I institutions, we find that in 2006/07 UNF's mean salaries are at or above the upper quartile for faculty at the rank of professor in the fields of communications, computer and information sciences, education, foreign languages, English, biological and medical sciences, philosophy, building construction, social sciences, visual and performing arts, health professions and related clinical sciences, business, and history. In five other broad discipline categories (engineering, mathematics/statistics, physical sciences, and psychology) UNF's mean salaries for professors were above the mean but below the upper quartile. Comparative data make clear that we have made progress in raising salaries relative to peers and aspirants.

- I will support Academic Affairs' efforts to develop a plan for increasing recruitment of minority faculty members.

We have seen an increase in the ethnic/racial minorities among our tenured and tenure-earning faculty. At the same time, we recognize that we need to make further progress. As reported at our Board meeting in June 2007, when we compare fall 2005 figures to fall 2006 data we find that minority faculty climbed from 12.9% to 14.32% of the total. Nonetheless, we believe that we can make even greater strides in recruiting minorities.

As a result of our conversations on this topic, the Provost established a Diversity Task Force. This task force has been charged with drafting a five-year strategic plan for enhancing the ethnic/racial diversity among UNF faculty. The task force is comprised of faculty from across the campus. They are currently examining best practices that we might implement in working toward our goal.

- I will utilize regular meetings with departmental chairs, coffees with faculty, and attendance at Faculty Association meetings as three mechanisms for continuing conversations with members of UNF's faculty.

I've met this goal, but I can always do more. Part of the process of crystallizing our mission will involve some formal process of engagement with the faculty on a routine basis; it is a bit ad hoc now. My practice is to accept every faculty request to meet personally, and to do so within a day or so of the request.

Quality Staff

UNF's staff serves essential roles in the operation of the institution, from recruiting students to supporting instruction, from building and maintaining the campus to providing all of our financial services, and from ensuring an active campus life to building strong community connections.

Recognizing the importance of this group of employees, we committed to each of the following three goals over the past year.

- I will work with the Board to provide funding for a 2% merit salary increase for staff above the 3% across-the-board increase funded by the State.

In October 2006, we gave each eligible UNF staff member a 3% across-the-board raise funded by the State. With Board approval, we also distributed merit increases equal to 2% of wages. For employees covered by AFSCME, who include some of our lowest paid staff members, there was a guaranteed .25% increase included in the merit pool.

- Under my direction, we will develop an expanded array of training opportunities for UNF staff members.

As you know, we have revamped our human resources operations (an acknowledged weak area), elevating this function to a vice presidential level. As part of these changes, we added new training paths in the areas of change management, communication, supervision, workplace issues, and customer service. A total of 21 new courses were developed and offered. Our professional development and training staff also began offering organizational development and consulting services, partnering with Physical Facilities, Auxiliary Services, Student Affairs and Enrollment Services to address some critical staff needs. The progress in offering these courses is being used as part of documentation on the University's continuous improvement protocol. These improved staff development efforts were funded in the budget the Board approved for this past year.

In addition to the programs sponsored through Professional Development and Training, our Office of the General Counsel has offered formal training sessions on topics including FERPA guidelines, the TEACH Act, and UNF's newly instituted Code of Ethics. The Office is also in the process of expanding its webpage to include power points and FAQ's on these and other topics. Finally, the Office has supported a number of nationally broadcast web seminars for faculty and staff.

- Human Resources will continue its redesign of UNF's employee classification system, allowing for greater flexibility and more appropriate position classifications and as a basis for better market analysis.

The Office of Human Resources has completed 70% of Phase II of the redesign of our employee classification system. In completing this work, the Classification Redesign Team has met with the divisional vice presidents and unit leaders (i.e. deans, associate deans, associate vice presidents, etc.) to communicate the project status and proposed recommendations. Once Phase II is completed, we will be able implement more appropriate position titles building the infrastructure required to conduct better market analyses.

Physical Plant/ Master Plan

To ensure that we can meet student, faculty, staff, and community needs we must pay close attention to

the long and short range development and maintenance of our campus and its infrastructure. Our road map for accomplishing this is our Campus Master Plan. In accordance with the goals in the Strategic and Master Plans over the past year we pursued the following annual goals.

- Engage in an active building program to meet the needs of our growing student body. This program will include:
 - completing the Social Sciences Building on time and on budget, and complete move-in before the start of the semester in August 2006,
 - programming, designing and building the new College of Education and Human Services building, and
 - programming, designing and building an addition to the Brooks College of Health for the School of Nursing.
- In pursuing the above building program we will increase our use of LEED guidelines.

We have established an ambitious, but absolutely critical, construction plan, and have more than met our goals. As part of this plan, prior to the beginning of the fall 2006 semester we opened our new Social Science building. This building also houses the College of Arts and Sciences administrative offices. The Social Science building was completed on time and on budget, and it has allowed us to bring together a group of related departments that were scattered across campus. This building was also the first LEED certified (a certification used to designate environmentally responsive construction) building in northeast Florida and has set the standard for UNF's future construction.

The next two academic buildings which we will bring online are the addition to the Brooks College of Health and the new College of Education and Human Services building. Both of these buildings will also follow LEED guidelines, and both are on schedule.

In addition to construction on these buildings, we were also able to secure funding to purchase the former AOL Building, now known as UNF Hall. Acquisition of this building will allow us to move several administrative functions out of the core campus, freeing space for our academic enterprise.

- In upgrading our campus, we will
 - review, update and implement a comprehensive landscape plan; (The plan will include three major landscape installations: one at each entrance to the campus and one at the entrance to Building 10.) and
 - improve on-campus transportation by (a) building a road connecting the southern portion of the campus with the northern parking lots, and (b) implement a new shuttle/on-campus transportation system.

As noted by visitors and members of the campus community, during the past year we have made major strides in improving the landscaping on UNF's campus. In pursuing this goal we have also developed landscape plans for each of the entrances to the campus. Beginning in July, the Department of Transportation began implementing the first of these plans – the entrance along 9A. This \$1.9 million plan is being funded by DOT and will replace the entrance we lost as part of the road construction. In addition to a variety of trees and grasses, the plan includes a new campus sign and some water features. We have placed the plan for Kernan Road on hold pending the decision from the city to reroute Kernan to the other side of UNF Hall.

We are currently completing construction on the North-South Road, which will provide vehicular access from the core to the northern part of the UNF campus. This road will be completed by the beginning of the fall term, at which point we will begin offering the on-campus shuttle service which will provide improved access to parking lots located in the north campus and to UNF Hall.

- In working to improve our use of technology we will
 - implement the FAMIS software as the consolidated maintenance management system for the University, and
 - implement a disaster recovery plan for ERP.

Over the past year, we implemented FAMIS Integrated Workplace Management System, a new software program designed to improve our efficiency in facilities management. The software program has allowed us to improve our facility and capital project management capabilities, as well as our interface with outside contractors.

As part of our disaster recovery planning, we identified the University's Enterprise Resource Planning suite (ERP), Banner, as a critical resource. Because of this, special attention has been paid to ensure we have a disaster recovery plan for these systems. A key part of this plan was to establish a warm site facility at Northwest Regional Data Center (NWRDC). This was accomplished and the Banner data is now kept synchronized between Central Florida Regional Data center (CFRDC), where Banner is hosted, and NWRDC on a schedule that minimizes the window of potential data exposure. The data is synchronized roughly every 15 to 30 minutes, depending on activity. In testing the disaster recovery plan, we processed one complete payroll from the warm site. Lessons learned from this test are being used to improve our Disaster Recovery Plan and the goal for next year is to perform a campus-wide test from the warm site.

Fiscal Resources

In our efforts to seek new funding and to use wisely the funding we have, I established seven goals for the 2006/07 academic year. Five of these goals address current funding needs and two address the need for future planning.

- I will be working with the Board of Governors and the State legislature to secure funding for 10,500 FTE for the 2007/08 academic-year.

To support our enrollment increases, we requested funding for 10,500 FTE for 2007/08, which included money for 229 unfunded students. The BOG supported this recommendation, as did the Governor, but the economy forced the Legislature to discount university requests for new FTE across the board. Based on the State's calculations, we were funded for 10,241 FTE for 2007/08, providing \$3,006,369 in new enrollment funding and an increase of 351 students over last year.

- I will also be working with the Board of Governors and the State legislature to secure \$21 million in PECO funding, including the dollars needed to purchase the AOL building.

While funding for enrollment growth fell below the SUS expectations, we were able to exceed our local goal in PECO dollars. Through intense negotiations with the members of Board of Governors and its staff, we increased our PECO allocation to \$29.3 million. These dollars provide the needed funding for the purchase of the AOL Building (now referred to as UNF Hall), completion of the new education building, and renovation of UNF's One-Stop Center. The One-Stop Center provides improved recruitment and enrollment services for UNF's students.

These dollars represent a third year of record PECO funding for the University.

- For this year, my goal is to raise \$10 million in private donations for support of academic programs and other campus initiatives,
- increase UNF's endowment to \$80 million by June 30, 2007, and
- increase the support given by UNF alumni, in terms of both dollars and number of participating alumni.

Once again, we had a successful year in securing private support for the University. We received a total of \$12.9 million of which \$9.8 million was from private gifts through the UNF Foundation and another \$2.1 million of support received from the Office of Sponsored Programs and TSI. UNF also has documented almost \$800,000 in future bequest commitments.

The endowment grew to almost \$87 million. The change in investment managers and strategy this past year has proved to be a good decision and the Investment Committee of the Foundation continues to monitor performance.

Alumni giving increased in terms of the number of donors (2,032 up from 1,613) and dollar amounts (\$464,427 to \$643,872). The percent of alumni participation increased from 5.69% to 6.58%, a key gauge and a wonderful movement.

- I will work with Institutional Advancement in preparation for UNF's next capital campaign, helping to set priorities for our academic and non-academic needs.

We are on schedule to formally kick-off the campaign in about 18 months, and all elements are on track.

- Given our Strategic Plan and our vision, mission, and values, we will explore our funding needs for the year 2012, making an estimate on what percentage of this funding is likely to come from State revenues, tuition, private donations, and other sources. Upon completion of this goal, we will bring our long-range funding needs and plan to the Board.

We completed this goal as part of our 2007/08 budgeting process. During the second budget hearing this spring, we presented the Board with two budget scenarios, each with its own set of assumptions. Both scenarios projected our budget out for the next three years. The first of these scenarios ended with a balanced budget but failed to meet our needs. The second of the two scenarios met our estimated needs, but based on revenue projections we ended with deficit spending. As part of this discussion, we

also showed the Board our current revenue streams and their respective contributions to our overall fiscal operation.

Over the course of the next year, I would recommend that we continue our discussion on our future budgeting and on what percentage of our budget should be covered by each of our different revenue streams. These discussions will, with out a doubt, need to be informed by the decision on what role the Board of Governors will play in setting tuition policy and the response from the State Legislature and Governor.

Additional Goals

UNF's commitment to excellence and accountability provides a strong rationale for ongoing strategic planning and the use of continuous improvement protocols. Throughout this document, you will find goals that focus on data collection to be used in these continuous improvement efforts. At the request of the Board, I included two additional planning goals.

- I will be working with faculty, staff and students to define the core values that serve as the foundation for our University.

During our fall term leadership retreat last year, we asked two focus groups comprised of faculty and staff to develop a list of proposed value statements for the University. The recommendations from these focus groups were reviewed by the University's executive staff and served as the basis for a draft set of value statements. We sent these statements to all faculty, staff, and students for their review and comment. Over seven hundred responses were received from this online survey. These responses were used to craft the following draft of value statements:

- ❖ UNF values and places an emphasis on pursuing knowledge through dialogue and discovery
- ❖ UNF values and seeks relationships founded upon mutual civility and respect
- ❖ UNF values and supports diversity in its myriad forms
- ❖ UNF values and encourages a commitment to civic and ethical responsibility
- ❖ UNF values and acts with a sensitivity to its impact upon the environment

It is our intent to offer these for Board review.

- The University will examine its vision and mission statements and determine if revisions to these statements are needed.

In working with Chair Taylor, early in the year we entered into a contract with Dr. Terry MacTaggart, Chancellor of the State University System of Maine. He provided a summary of his report this spring. As part of this continuing contract, Chancellor MacTaggart will be working with the University's administration and the Board of Trustees to review our current mission statement and help clarify our vision for the institution.