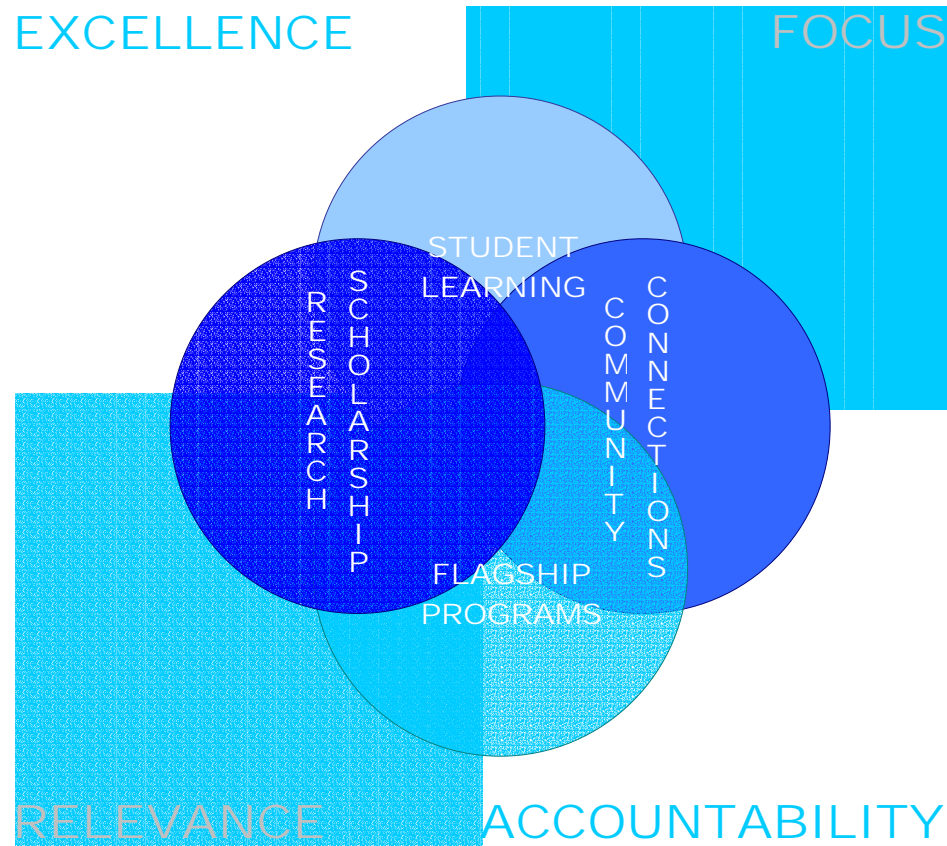


University of North Florida Strategic Plan



2004/2005 through 2009/2010

10/28/05 edition

University of North Florida A Commitment to Our Students

At UNF, students are our first priority

The University of North Florida recognizes that every student is an individual, with different goals, different learning styles and different needs. UNF is committed to offering each student an individualized educational experience made possible by an engaged faculty and dedicated staff. UNF's commitment to individualized attention includes opportunities to participate in life-changing experiences such as internships, study abroad, on- and off-campus programs and dynamic research projects.

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THE UNIVERSITY OF NORTH FLORIDA STRATEGIC PLAN FOR 2004-2005 THROUGH 2009-2010

As we developed and now implement this strategic plan, it is critical that we seek involvement and input from a number of constituencies. The plan is anchored in the commitments established by the University of North Florida Board of Trustees. The plan also reflects the Board's conversations on issues of quality and access, the need to provide all undergraduate students with a strong liberal arts foundation, the importance of research in the life of the institution, and UNF's role in meeting state and regional needs. Additionally, the plan also addresses the goals for higher education as established by the Florida Board of Governors.

UNF's campus leadership was instrumental in providing the vision for and framing this plan, beginning with President Delaney's inaugural address in which he articulated a vision for UNF's future which stresses our focus on student learning and sets forth an initiative to build flagship programs. This vision also emphasizes the critical roles of faculty, staff, and students, and the need to attract and support strong and committed individuals in each of these categories. With the commitments confirmed and the vision articulated, over one hundred leaders from all of UNF's academic and nonacademic units proceeded to frame the plan. They worked cross divisionally to establish goals and operational strategies for executing the plan. With this draft in hand, an additional one hundred plus area experts and stakeholders confirmed and modified the goals and strategies and defined the outcome statements and measures we will use to determine our success in meeting the goals.

Our final task before adopting the plan was to put the plan out for review by the whole campus community and external constituencies. This was done electronically and through phone and face-to-face meetings.

In developing the current plan, we recognized that for it to be useful, it must be an ever changing document. To this end, our plan includes outcome measures yielding the data we will use to judge our success in meeting the stated goals and guide us as we make changes to the plan throughout its duration. In articulating this, we speak of strategic planning as one of two brackets in our overall process. The other bracket is our attention to continuous improvement, which is informed by the plan and the data collected as part of the plan. The continuous improvement process, in turn, informs our modifications to the plan. This relationship is depicted in the schematic shown on page 6 of this document.

Completing the current draft of this plan required the time and input of over two hundred and fifty people. Bringing the plan to fruition will require even greater effort. We must find ways to clearly communicate the essentials of what has become a rather lengthy document. We must also find ways to encourage involvement of every member of the University community in the plan. These are essential, albeit not easy, tasks before us.

One final note of introduction, in many places the plan is written in the first person. While the third person is most often used in scholarly writings, this plan is meant to be a personal commitment by all involved, hence the use of the first person when referring to the University in general.

University Mission

The University of North Florida's strategic plan begins with our institutional mission:

The University of North Florida's primary focus is on instruction, informed by scholarly activity and a commitment to community involvement. The University provides a comprehensive array of degree programs, with a targeted emphasis on select programs where the University can be a national leader.

This mission statement affirms the importance of teaching and learning and clearly states UNF's role as a comprehensive or Masters I institution. We recognize that our focus on instruction mandates that the campus maintain an intellectual vitality requiring active faculty participation in research and other scholarly endeavors. Our commitment to relevance also mandates the University's active involvement in the community.

UNF's mission statement, in concert with the Florida Board of Governors' Strategic Objective II.C.6 (BOG Strategic Plan), also asserts that, as a comprehensive university, we offer and will continue to provide national leadership in specific disciplines and fields of study.

Guiding Principles

In fulfilling our mission, the University of North Florida has pledged to follow four guiding principles set forth by our Board of Trustees. These guiding principles are stated as

- **a commitment to excellence,**
- **a commitment to focus,**
- **a commitment to relevance, and**
- **a commitment to accountability.**

The first of these principles, our commitment to excellence, is founded on our responsibility to our students, who deserve nothing less. It also acknowledges that the social, cultural, economic, and civic development of this community, the community in which we live and work, is linked to the development of the University of North Florida.

Throughout our history, UNF has sought excellence. Thus our commitment to excellence did not start with, nor is it unique to, this strategic plan. Likewise, we find numerous similarly stated values in other institutional

strategic plans. The uniqueness of the commitment found in UNF's plan resides in the definition we give to excellence.

We begin our definition by stating that UNF cannot attain excellence by trying to be all things to all people. Rather, we achieve excellence by remaining true to our other guiding principles, including our commitment to clearly identify the focus of this institution – a focus which builds on our strengths and competencies. In considering UNF's focus and our definition of excellence, we must, as Jim Collins challenges us, transcend the curse of competence, understanding our unique strengths and core competencies and excel beyond our peers in these areas.

UNF's mission mandates a definition of excellence that places our highest priority on quality instruction and providing rich learning opportunities for our students. In writing our definition of excellence, we know that great college experiences require more than completing a prescribed set of courses; great college experiences rely on the relationships built between students and their faculty mentors. Great college experiences also require student engagement in activities that challenge and transform them. UNF is dedicated to providing these educational opportunities to each of our students and to defining and measuring expected outcomes through out academic learning compacts.

As UNF moves towards excellence, our definition and focus also include the development of a set of flagship programs – programs that are built on unique strengths and opportunities and that enhance the University's overall curriculum.

As a guiding principle, UNF's commitment to relevance requires us to ensure that each decision made or action taken supports our mission and our focus, while furthering our attainment of excellence. UNF considers relevance in many different contexts. In pursuing and documenting the University's commitment to relevance, there are a number of questions we must continually ask ourselves: e.g., Are we offering the degrees that will most

appropriately fulfill our mission and address the interests of our students, as well as the economic and social needs of our region and the state? (See Goal II.B. of the BOG Strategic Plan.) Is our curriculum accessible to students? (See Goal II.A. of the BOG Strategic Plan.) Does our curriculum reflect current knowledge bases in the professions and disciplines? Do we understand and follow wisely national and regional trends? Are we making significant contributions to the lives of our students and alumni?

Relevance is evidenced in our research and our community involvement. The fact that the University of North Florida is focused on providing leadership in undergraduate education does not signal an abrogation of our responsibility to participate in scholarship. For the University to realize its destiny, we must continue to expand an already active applied and basic research agenda that spans our entire curriculum. (See Objectives II.C.1. and 2. of the BOG Strategic Plan.) This scholarship helps to keep the curriculum up to date, it also energizes the faculty who are simultaneously teaching and conducting the research. And equally important, this scholarship serves as a contribution to our fields of study and to society. In addition, our commitment to relevance is seen in the strong and enduring partnerships forged with our community.

Understanding the importance of inquiry is fundamental in the life of any university. We take pride in formulating and asking questions, and in teaching students the methods needed to pursue answers. Thus, it is not surprising that UNF embraces accountability through both asking and answering the appropriate questions on how we are progressing as an institution. As UNF continues to grow in size, we must be aware of the impact this has on the quality of the educational experiences we offer. As we pursue flagship programs, we must document our successes and the impact of these programs on the rest of the curriculum. While we invest more resources in recruiting students, we must understand and measure the return on these investments. The same is true for our investments in faculty and staff recruitment and development.

We are committed to using the data collected to improve the quality of the institution. Accountability and the ensuing quality improvement are the responsibilities of the overall University and each unit within the University. Our students, the taxpayers who support this institution, and we, ourselves, deserve to understand how UNF is doing in comparison to our definition of excellence, our commitments to focus and relevance, and the goals we have set for ourselves. We must be thoughtful in using the answers to these questions to become an even greater institution.

Strategic Planning Process Key Elements and Strategic Goals

In achieving excellence and our commitments to focus, relevance, and accountability, the University of North Florida has established a number of strategic objectives. Within our strategic plan, these objectives are organized under ten key elements.

The first four elements further define UNF's mission. The first two of these, Student Learning and Flagship Programs, address our core mission – a commitment to quality instruction. The next two address our supporting missions: Research/Scholarship and Connections to the Community. While the core of any university should be the instruction of its students, we are made stronger and add new knowledge when our faculties and students actively participate in research and other forms of scholarship. We are also made stronger and contribute to society by our involvement with local and larger communities.

The fifth (Quality Students) and sixth (Student Life) elements are grouped under the category Student Focus. In the Quality Student element of the plan, we consider applicants as well as enrolled and graduating students. Our overarching goals for this segment of the plan are (a) to admit a diverse student body that includes an increasing number of high-merit and talented students, (b) to provide these students with the experiences and support

needed to be successful in their courses of study, and (c) to ensure that these students graduate well prepared in their major fields of study, and with the knowledge and skills needed to think critically, communicate effectively, and fulfill their civic responsibilities.

The sixth element in the plan is Student Life. In this element we recognize the importance of the co-curricular activities which occur on a university campus as well as the nonacademic services that enable students to realize the full benefits of a college education.

The seventh and eighth elements address the critical human resources needed to accomplish our mission: Quality Faculty and Quality Staff. The ninth and tenth key elements deal with the stewardship of our physical and fiscal assets: Master Plan and Funding.

Continuous Improvement, serves as complementary bracket to our strategic planning process. Through continuous improvement we are called upon us to ask and answer critical questions about our operations and progress, and to use the resulting data in maintaining and improving the quality of the institution. While described at the end of this document, continuous improvement is in fact a part of each of the ten key elements. We must use the data collected for the key element to determine if we are successfully meeting our stated goals. The answer to this question will enable us to revise this strategic plan throughout its duration.

In the diagram that appears below, we provide a visual depiction of the interrelationships among the various components in this strategic plan and the planning process itself. The background for the plan and the process are UNF's commitments to excellence, focus, relevance, and accountability.

The plan itself, represented on the left side of the diagram, provides our beginning definition of our mission, the needed resources, and the steps we undertake to achieve this mission. This plan is a working document that must be examined and changed each year, reflecting what we learn through

data collection and analysis and through our continuous improvement process.

Our students and graduates are positioned in the center of the diagram, depicting their importance to the University. They are our *raison d'être*. Surrounding our students are the key components of our mission: student learning, flagship programs, research, and relevance.

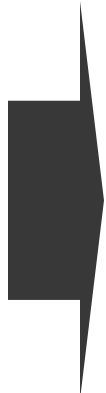
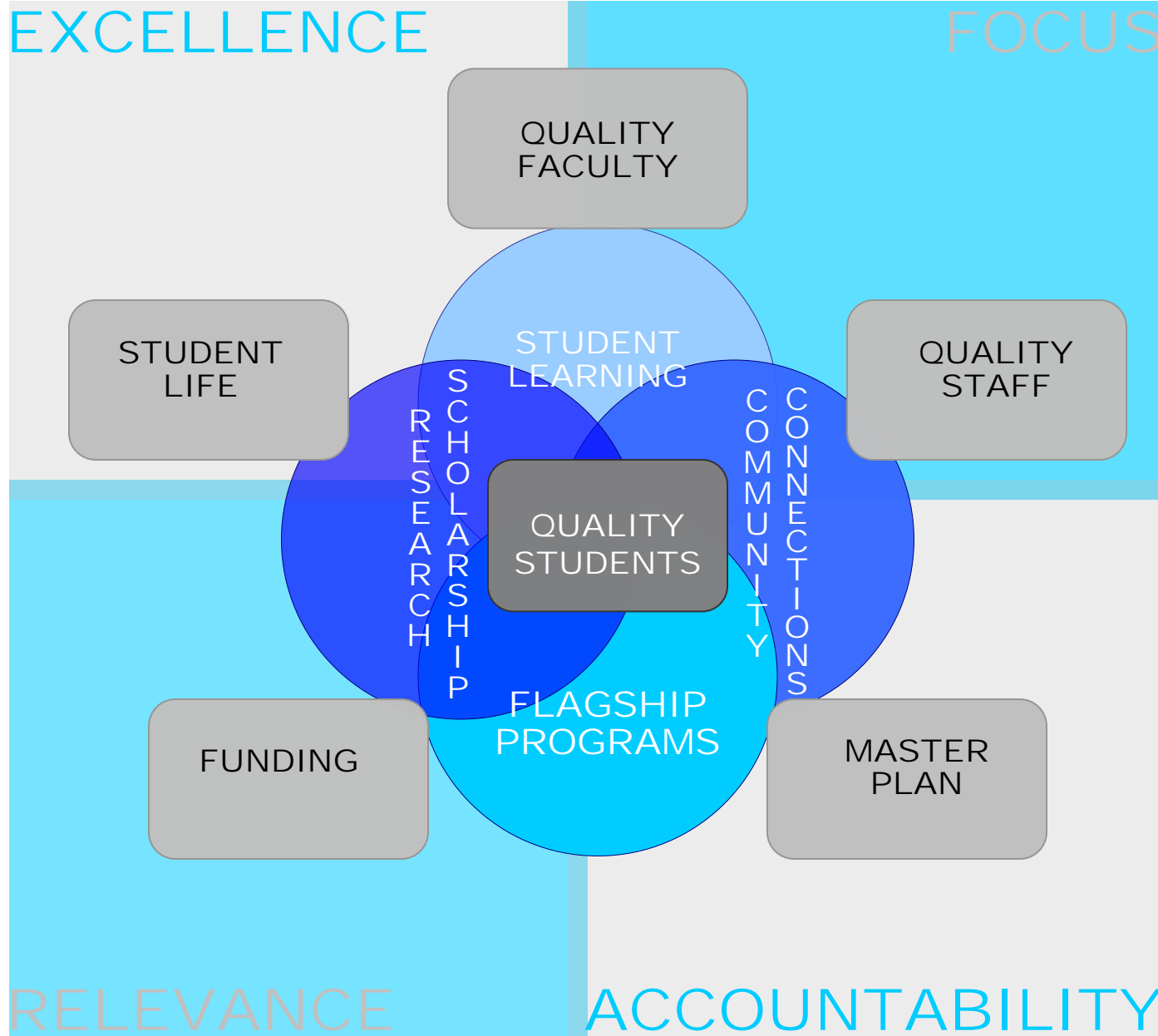
The elements that delineate our mission are shown as interlinking circles, representing the interrelationships among them. The four major resources we need to fulfill our mission surround the interlocking circles of our mission, the most critical of these being our faculty and staff. In talking about our physical plant, we present it in the context of our Master Plan. In talking about our fiscal resources, we consider a number of different revenue streams, with a focus placed on our endowment.

On the right hand side of the drawing is the returning arrow which depicts the continuous improvement segment of the plan. The measurements we include within each of the ten critical elements of our plan all serve to inform our continuous improvement process. In turn, the continuous improvement process is the basis for judging our success in meeting the plan's current objectives and for changing and refining these objectives. The model shown in the drawing is also meant to clarify the fact that UNF's strategic planning process follows a systems approach, with ongoing modification based on data analysis and reflection.

NOTE: As would be expected, there is considerable overlap between goals and strategies found under key elements. This overlap is recorded throughout the document.

STRATEGIC PLAN 2020-2025

2020-2025 STRATEGIC PLAN



FULFILLING OUR MISSION

Student Learning

To realize our goals for student learning in existing and developing programs

- ▶ faculty teaching in an academic major must have a shared and stated definition of what constitutes excellence for that particular program;
 - Departmental faculty, as a committee of the whole, will examine and, when appropriate, reconceptualize the curriculum for each major within their department. This may occur at any time as part of the continuous improvement process, but it must occur in preparation for accreditation or at least every seven years as required in program reviews.
 - Our faculty will also identify the resources needed to move their respective programs/majors to excellence. This may occur at any time as part of the continuous improvement process, but it must occur in preparation for reaccreditation or at least every seven years as required in program reviews.
- ▶ the goals and outcomes for general education must be understood, supported, and assessed by faculty teaching in general education and, as appropriate, by those teaching at the upper division level (see Appendix A- Goals for General Education), and
 - Our General Education Committee will review and reaffirm or revise the General Education goals and expected outcomes.
 - Appropriate General Education skills will be referenced in upper division undergraduate course syllabi. These will include communication and critical thinking skills.
- ▶ UNF will assess student progress across coursework and throughout students' respective programs of study.
 - Each major will establish an Academic Learning Compact which specifies program outcomes and the evaluation system used to measure student success and corroborate achievement of the expected outcomes, including external evaluations. (Also listed under Quality Students.)
 - Academic learning compacts should reflect national professional accreditation standards.

In keeping with UNF's focus on student learning

- ▶ all students will have opportunities to engage in transformational/enriching learning activities, which may be academic or co-curricular in nature (Also listed under Quality Students);
 - We will provide a definition for the use of the term *transformational learning experiences*.
 - Our academic programs will identify transformational/enriching learning activities appropriate for the field of study. These experiences may be tied to current courses or may become program requirements or transcribed options with 0 credit hours assigned.
 - Academic programs will establish mechanisms to engage students in these activities.
 - Working with the Faculty Association's Academic Standards Committee, we will develop a mechanism to track student

Core to UNF's mission is our focus on instruction. This focus demands strong academic programs and quality teaching.

Our academic programs have clearly stated goals and outcomes. Faculty members draw these goals from their scholarship and their own professional experiences, as well as from the professional literature and accreditation standards when available. They also work in consultation with practitioners in the field.

Program goals reflect the belief that the value of a student's experience at the University of North Florida is greater than the sum of the individual courses completed. They also reinforce the critical interface between a student's general education courses and her or his major and minor studies courses.

Our emphasis on quality student

instruction mandates that we engage students in a rich array of learning experiences. These experiences should facilitate active learning, open opportunities for enrichment and transformation, and afford students individual attention. These experiences will incorporate a variety of instructional strategies, including technology-supported learning activities; internships, service-learning and cooperative-learning opportunities; and students' direct participation in research. (See Goal II.D. of the BOG Strategic Plan.)

The learning experiences we provide our students should a) foster critical thinking, thoughtful decision making, and effective communication; b) build strong general and disciplinary/professional knowledge bases; and c) engender integrity, ethical development, a global perspective, and a sense of civic responsibility.

The University's commitment to accountability requires that we assess the quality and relevance of the learning experiences provided

- participation in transformational/enriching learning experiences.
- Our Division of Institutional Advancement will establish specific goals for and solicit private gifts which support a wide range of enriching and transformational learning experiences such as undergraduate research and study abroad.
- ▶ all students will have available appropriate student support services;
 - Our Academic Center for Excellence will provide academic support services, including ongoing services for students who are admitted through the Academic Potential Program.
 - Our Academic Center for Excellence, the Honors Program and individual colleges will provide and routinely evaluate student advising services.
- ▶ faculty members must constantly work to broaden and improve their teaching strategies and their instructional delivery, including the use of student-centered and active learning, distance learning and other current technologies;
 - Through our Office of Faculty Enhancement and the Center for Instruction and Research Technology, we will offer faculty ongoing support in improving teaching strategies.
 - In their annual self-reports our faculty will document how they have improved or strengthened their teaching over the past year.
 - Tenure and promotion committees will be charged with carefully examining teaching in making their decisions.
 - We will develop rewards to encourage improvement in teaching.
- ▶ UNF must maintain reasonable faculty-to-student ratios at each level of instruction; and
 - Our academic colleges and Honors Program, in consultation with the Provost, will establish class size ranges and targets for different levels and types of instruction.
 - Our academic colleges will monitor and report on class sizes during the academic year.
- ▶ full-time, senior faculty will teach at the lower, upper, and graduate levels of the curriculum.
 - In establishing term schedules, academic departments/programs will ensure that there are tenured and tenure-earning faculty members teaching at each of the academic levels offered by the department/program. These will include senior level faculty.

and we document the outcomes that result from student participation in these learning experiences. This is accomplished, in part, through our academic learning compacts.

We will judge ourselves as successful when we document that

- ▶ communication, critical thinking, and analytical skills in the curriculum are linked demonstrably and directly to activities found in coursework in each academic major;
 - ✓ Communication, critical thinking, and analysis skills will be referenced in appropriate undergraduate course syllabi and will be further enhanced through specific course assignments.
- ▶ programs are accredited by professional societies;
 - ✓ We will achieve professional accreditation or program approval in those academic areas eligible to pursue accreditation or program approval when endorsed by respective program faculty.
- ▶ alumni rate the academic programs from which they graduated as excellent;
 - ✓ We will conduct annual surveys of graduating seniors and alumni (cohorts of graduates who completed their degrees one and five years earlier). These surveys will document alumni opinion of the quality of their educational experience.
- ▶ the number of available transformational learning opportunities and the number of students engaged in these opportunities has increased for each of the next five years;
 - ✓ Student transcripts and co-curricular transcripts will track increases in student participation in transformational or enriching learning opportunities. ▶ students successfully achieve the stated outcomes for academic advising;
 - ✓ Advising offices will periodically assess and document results on an annual basis.
- ▶ prior to graduation, all students receiving master's or doctoral degrees have completed an exit exam or capstone course/experience;
 - ✓ Our programs of studies will document the requirement of an exit exam or capstone course/experience.
- ▶ students are successful in achieving the goals identified in the academic learning compacts; and
 - ✓ Our departments will annually document student success rates for their academic learning compacts.
- ▶ student and/or alumni passing rates on licensure and certification examinations exceed state, regional, or national norms, where appropriate.
 - ✓ We will collect and report on pass/fail rates on licensure and certification examinations.

Flagship Programs

In considering our commitments to excellence and focus, we acknowledge that UNF has the capacity for national prominence. Seeking the institutional and student benefits that come from such prominence, an important element of this strategic plan is the selection and development of a set of flagship programs.

These programs must be tied to our inherent strengths, reflecting our core competencies and mission. They should include a range of disciplines/fields of study in which we are uniquely qualified to provide local, regional and national leadership.

In developing these programs we must evaluate existing and potential resources. We also must assure strong academic leadership in each program, hiring faculty and staff who can nurture these programs.

In selecting flagship programs we will

- ▶ identify candidate programs with recognized potential;
 - As resources are identified, existing academic programs will submit proposals to be designated as a Flagship Program in which they document their potential for developing national recognition.
- ▶ find areas where UNF would have a competitive advantage; and
 - In seeking designation as a Flagship Program, academic programs will document their competitive advantage.
- ▶ collect input from key stakeholders and report to the Board of Trustees about the designation and subsequent achievement of Flagship Programs.
 - A faculty committee and the academic deans will review proposals, rating them based on the potential for national recognition and their competitive advantage.
 - The President and Provost will review the proposals for flagship designation and the recommendations of the faculty review panel and the academic deans.

In building flagship programs we must

- ▶ build an exceptional faculty through new hires and faculty development;
 - In proposals for designation as a flagship program, academic programs will detail their needs for additional faculty and for faculty development.
- ▶ provide significant financial support for the programs, including funds raised through endowments and funds to support related auxiliary programs and facilities;
 - The Board of Trustees will allocate funds for the E&G Budget to support Flagship programs.
 - Flagship programs will apply for external funding. Their potential to attract outside funding will be detailed in the proposal seeking designation as a flagship program.
 - Institutional Advancement will raise contributions for the President's Venture Fund which will be used, in part, to support the flagship programs. (Also listed under Funding.)
- ▶ examine and learn from other institutions with noted programs for benchmarks;
 - Programs receiving a flagship designation will identify and visit nationally recognized programs in the discipline/field of study.
- ▶ recruit and attract top-quality students to the program, including, when appropriate, international students; and
 - Tuition waivers and scholarship funds will be set aside for flagship programs.

- ▶ leverage strengths by developing partnerships inside and outside the University.
 - In submitting proposals for designation as a flagship program, the faculty will detail how they are responsive to and engaged with significant issues within the various communities we serve.
 - As appropriate, flagship programs will submit grant and other external funding proposals.

We will judge ourselves successful when we document that

- ▶ our flagship programs require competitive admissions based on students' prior academic performance; and
 - ✓ Each program will track profiles for students and program graduates.
- ▶ our flagship programs have established and documented state, regional or national reputations.
 - ✓ Each flagship program will develop and track progress in meeting criteria that will demonstrate program improvement.
 - ✓ Each flagship program will develop and track progress in meeting criteria that will document the program's reputation.

Research and Scholarship

Research and other forms of scholarship are critical to achieving our commitment to excellence and to our primary focus on teaching. Scholarship serves to inform and energize faculty's teaching, engaging faculty members with the larger academic community. Student involvement in research serves to add depth to their educational experience, helping them to understand the nature of scholarly

In building our scholarly and research agendas, we will

- ▶ recognize the value of and reward both basic and applied research, as well as other appropriate scholarship; and
 - Our departmental and college criteria for tenure, promotion, and merit increases will include clear statements on research and scholarship expectations.
 - Our Division of Academic Affairs will refine criteria for inclusion of scholarly publications, presentations, and performances in the annual report on faculty scholarship (e.g., limited to published as opposed to submitted work, establish categories for different types of journals). (Also listed under Quality Faculty.)
- ▶ provide and maintain adequate laboratory and other spaces to support research, production and performances; library facilities; and related resources, including electronic research tools.
 - Our departments and colleges will determine specific expenditures needed to support the research agendas of new faculty hires.
 - Each year, whether through the initial budgeting process and/or through mid-year allocations, we will fund capital and non-capital resources needed to support faculty research and scholarship. These funds will be reported in the institution's annual expenditure reports.

inquiry. Scholarship also serves as one of our major contributions to society-at-large. (See Goal II.C. in the BOG Strategic Plan.)

The University of North Florida supports both basic and applied research, and other forms of scholarship. This research may address persistent community or global problems, or it may create new knowledge and expression. Particular emphasis is placed on research and scholarship that promote student participation, as well as research and scholarship that connect UNF to the community we serve.

- We will connect with the Florida Lambda Rail and the National Lambda Rail, improving our transmission of data. (Also listed under Quality Faculty.)
- We will utilize Courtelis funds to assist in constructing, renovating, and equipping laboratory and classroom facilities.

In the process we will

- ▶ increase collaborative research partnership with other institutions, agencies, businesses and community partners, encouraging interdisciplinary research and research that focuses on community needs;
 - The Division of Sponsored Research will provide support for inter- and intra-institutional research proposals. This support will include working with our SUS Washington-based lobbyist. (Also listed under Quality Faculty.)
 - Centers and institutes (e.g. the Florida Institute for Education, the Northeast Florida Center for Community Initiatives, the University of North Florida Public Opinion Research Laboratory, the Florida Center for Public and International Policy, the University of North Florida Environmental Center, and the Center for Research and Consulting in Statistics) will continue working with organizations to address persistent community challenges.
 - Research projects in which faculty step outside their own discipline will be accepted as valid contributions for tenure and promotion.
- ▶ increase our students' direct involvement in research and other scholarly activities;
 - Academic Affairs will continue to fund faculty-mentored student initiated research projects.
 - In selecting summer research grant recipients the Faculty Association Research Committee will give additional consideration to those which include student involvement.
- ▶ support senior faculty with solid track records in research and invest in new faculty who are beginning their research careers; and
 - Faculty work assignments will include time for research. (Also listed under Quality Faculty.)
 - Faculty will receive financial assistance for research presentations. (Also listed under Quality Faculty.)
 - New faculty will be provided with work assignments that allow the development of a research agenda. When possible, these work assignments may include fewer course preparations and reduced course loads. (Also listed under Quality Faculty).
- ▶ increase the amount of outside funding we receive in support of our research, including financial support for students.
 - Maintain incentives for participation in sponsored research including development accounts for principal investigators to encourage application for outside funding.
 - Continue summer program supporting faculty who are preparing external proposals.
 - The Division of Sponsored Research will provide support for inter and intra-institutional research proposals. This support will include working with our SUS Washington-based lobbyist. (Also listed under Quality Faculty and above in this section.)
 - The University will encourage scholarship donors to include funding to support undergraduate student participation in transformational learning experiences, including faculty-mentored research.

We will judge ourselves successful when we document

- ▶ increased research/scholarly productivity,
 - ✓ Using criteria established by Academic Affairs, we will compare annual data on scholarly activities to two year rolling averages, tracking increases in faculty productivity. (Also listed under Quality Faculty.)
 - ✓ We will compare the count of UNF faculty publication listed in the Scientific Information Publication Count from one year to the next.
- ▶ increased student involvement in research, and
 - ✓ The University will develop a system for tracking student involvement in research and other scholarly activities and issue an annual report on their involvement.
- ▶ increased external financial support for research.
 - ✓ Annually, our Division of Sponsored Research will document the number of awards submitted, the number funded, the dollar amount funded, and the number of faculty submitting and receiving funding. This listing will also classify awards as research, teaching, or service awards; and as funded by federal, state, or local governments, or private foundations and industry. (Also listed under Quality Faculty.)
 - ✓ We will compare the dollars in external grants awarded per UNF faculty member to the per faculty member dollars awarded at peer and other SUS institutions.

Community Connections

The University of North Florida should serve as the intellectual hub of our surrounding community. We should also add to the cultural, economic and civic life in the community.

Through our community involvement we obligate UNF to build and demonstrate mutually supportive relationships with stakeholders and the community, evident in UNF's research and

Through our community involvement we must ensure that

- ▶ we engage in research and service activities which address local and regional issues, and that we do this in collaboration with community and other state partners (Also see Research earlier in this document.);
 - Our centers and institutes (e.g. the Florida Institute for Education, the Northeast Florida Center for Community Initiatives, The Small Business Development Center) and other university entities (e.g., Volunteers In Medicine, the University of North Florida Public Opinion Research Laboratory, the GIS lab) will collaborate with other organizations to address persistent community challenges.
 - Through their service and research assignments our faculty will also focus on community needs.
 - Our Division of Continuing Education will provide training for professionals within the region.
- ▶ UNF's curriculum includes undergraduate and graduate degrees which respond to student and community needs;
 - Program faculties will work with members of professional communities in Northeast Florida to identify potential new academic programs and to develop the standards for new and existing programs;
 - We will use the BOG Strategic Plan in enrolling students in targeted need areas and in examining the viability of new programs.

service agendas. The degrees we offer and the content of our curriculum must also reflect close relationships with employers and professionals in the region. (See Goal I.B. and Goal I.D. in the BOG Strategic Plan.) And for many of our students, the community should serve as a learning laboratory.

These connections mandate ongoing needs assessments and advice from a wide variety of community members. The results of building stronger community connections should be an improved university and surrounding community. It should also serve as a part of the story we tell.

- ▶ we seek advice from key members of the community as we refine UNF's curriculum, as well as our strategic and master plans;
 - Our leadership will seek advice and feedback on UNF's various roles in the region and state through a series of community meetings, including meetings with our various advisory boards.
- ▶ we build and strengthen those connections that allow our students to use the community as a diverse learning laboratory;
 - We will accomplish this goal through our volunteer center, internships and practica within courses, service learning projects, and our co-op programs.
 - We will establish a listing of community mentors who are willing to work with UNF students.
- ▶ we add to the intellectual and cultural conversations in Northeast Florida and beyond; and
 - We will offer various lecture series for our campus and community.
 - Our Fine Arts Center will offer cultural events for the Northeast Florida community.
 - Our various departments will host cultural events for the community.
 - Our Division of Sponsored Research will host an annual Research Day focusing attention on UNF's ongoing research and research potential.
- ▶ we clearly articulate the full range of resources UNF has to offer to the community.
 - Our faculty and staff will be actively involved in community initiatives, reporting these in their annual self-reports.
 - Our Integrated Marketing Team will refine and implement a new branding program for the University.
 - We will develop improved internal communications.

We will judge ourselves successful when we document

- ▶ increased levels of research and service in UNF centers and institutes which have community-based missions (e.g. SBDC, FIE, CCI);
 - ✓ We will compare numbers of local/regional/state contracts and grants for our various centers and institutes against prior years.
- ▶ increased student participation in service-learning and cooperative-learning activities; and
 - ✓ The University will through cocurricular transcripts track student participation in service-learning and cooperative learning experiences and document increased participation.
- ▶ robust community involvement in campus lectures and cultural events.
 - ✓ We will document attendance at events and the number of such events, tracking increases in those numbers.

STUDENT FOCUS

Quality Students

In recruiting and admitting students who fit UNF's ideal student body profile, we must

The University of North Florida seeks to recruit, enroll, retain, and graduate students who have a demonstrated ability to meet or exceed UNF's performance standards. As such, entering UNF students must display competence in basic skills such as reading, writing, and mathematics, as well as the intellectual capacity to succeed in college. These students should also demonstrate good character, be committed to learning, and be predisposed to working hard. Significant numbers of these students should have meritorious academic records and/or exhibit leadership and other special talents.

As a member of the student body, each student should contribute positively to the quality of her or his peers' educational experiences. This is accomplished by admitting students who have the predispositions mentioned above and by ensuring a richly diverse

- ▶ establish a projected student profile and use targeted recruitment strategies for merit, talented, and underrepresented students;
 - Annually we will review our current student profile and establish goals for the composition of the future student body – e.g. lower division/native versus transfer; number of high merit students; preferred levels of diversity within the student body; the mixture of in-state, out-of-state, and international students.
 - Based on the goals we establish, our Office of Admissions will develop strategies for targeted recruitment.
 - We will encourage our academic departments/programs to develop specific recruitment strategies. These may include special summer bridge programs, general and content specific recruitment fairs (e.g. graduate student fairs, engineering contests), alumni referrals, and work with high schools, community colleges, and historically black institutions.
- ▶ increase scholarships for merit, talented, and underserved students, and increase graduate assistantships;
 - During each budget cycle, we will determine how much additional money it can and should allocate for student financial support in each of the various categories (e.g., need-based, merit, talent scholarships, graduate student assistantships).
 - In applying for grants, UNF faculty will be asked to budget for student support.
 - Through the UNF Foundation, we will raise and distribute an increasing number of scholarships and fellowships for student support.
 - Through the coordination of Institutional Advancement, we will raise endowment for merit scholarships to attract the top 10% from high schools throughout the University's admission marketing area.
 - Through the Office of Admission, Financial Aid, and Graduate Studies, we will provide improved communication on available funding for students.
- ▶ use faculty, alumni, and other university volunteer advocates in recruiting prospective students; and
 - The Office of Admissions will develop a list of faculty, alumni, volunteers, and students who can aid in selectively recruiting students.
 - The Division of Academic Affairs will establish a system that encourages and rewards faculty participation in recruitment activities.
- ▶ continue to raise our admission standards.
 - We will use institutional and private merit scholarships to recruit students with increasingly higher GPAs and SAT/ACT scores.
 - We will explore the use of additional and alternative admission criteria including student essays, demonstrated leadership, and assessment of talent in specific majors.

student body, composed of individuals from differing ethnic groups, socio-economic backgrounds, and regions of the country and world. (See Goal I.A. in the BOG Strategic Plan.)

Upon graduation, UNF students will be critical thinkers and communicate effectively, possessing a strong background in their major field of study. Each graduate will also be a well-rounded and responsible citizen, who contributes to her or his profession and community.

- Our colleges will consider making additional academic programs into limited access programs.

In supporting students while they attend UNF, we must

- ▶ provide our students with challenging and motivating learning experiences as described under Student Learning;
 - Our academic and student support programs will identify academic and co-curricular transformational/enriching learning activities appropriate for UNF students. These experiences may be tied to current courses or may become program requirements or options with 0 credit hours assigned.
 - Our programs will establish mechanisms to engage students in enriching and transformational learning experiences.
 - We will develop a mechanism to track student participation in transformational/enriching learning experiences.
- ▶ provide increased opportunities for students to work directly with faculty and other mentors;
 - We will develop mechanisms to encourage faculty mentoring programs.
 - Through our Division of Academic Affairs, we will continue to fund faculty-mentored student initiated research projects.
 - In selecting summer research grant recipients, the Faculty Association Research Committee will give additional consideration when reviewing grants which include student involvement.
 - The offices of Alumni and the Career Services will support connecting students with alumni and community mentors.
- ▶ assess student progress throughout students' respective programs of study (Also noted under Student Learning.); and
 - Each major will establish an Academic Learning Compact which specifies program outcomes and the evaluation system used to measure student success and corroborate achievement of the expected outcomes, including external evaluations. (Also listed under Student Learning.)

We will judge ourselves successful when we document

- ▶ higher G.P.A.s and standardized test scores for our entering freshmen and newly admitted graduate students; [outcome statement]
 - ✓ Our Office of Admissions will employ higher admission standards for freshmen, making us the third most competitive university in the SUS by 2011. This goal will be measured by tracking GPAs and SAT/ACT scores for entering freshmen.
 - ✓ We will strengthen our graduate student profile as tracked in GPAs and GRE scores for entering graduate students.
- ▶ that we are admitting students in accord with the profile we have established for the student body.
 - ✓ We will measure our success in achieving this outcome by tracking the numbers and percentages of students in each of the following categories: (a) in-state, out-of-state, and international; (b) lower division, upper division, and graduate levels; (c) ethnic and racial classifications; and (d) first-time-in-college and transfer students.
- ▶ increased percentages of high achieving and talented students admitted to UNF;
 - ✓ This goal will be measured by tracking student profiles for limited access programs.
 - ✓ This goal will be measured by tracking student profiles for entering student-athletes.
- ▶ increased percentages of underserved students admitted to the University;

- ✓ Our ultimate goal is to mirror the racial/ethnic makeup of high school graduates in the communities from which we recruit. Success toward meeting this goal will be measured by tracking minority and gender representation for the University and for particular programs.
- ✓ This goal will also be measured by tracking numbers of disabled students served.
- ▶ improved retention rates at the lower, upper, and graduate levels;
 - ✓ This goal will be measured by tracking freshmen to sophomore, sophomore to junior, and junior to senior retention rates.
- ▶ increased academic performance by students;
 - ✓ This goal will be tracked by progress on Academic Learning Compacts.
- ▶ improved graduation rates for student cohorts;
 - ✓ We will measure this outcome by tracking 4 and 6 year graduation rates for transfer and first-time-in-college student cohorts. These rates will be compared against our past graduation rates and against graduation rates of other institutions.
 - ✓ This outcome will be measured by tracking the percent of students who complete their undergraduate degrees within 115% of the hours required for the degree.
 - ✓ We will further measure this outcome by tracking the numbers of graduates in specific fields of study.
- ▶ increased or sustained high alumni satisfaction ratings; and
 - ✓ Through our Office of Institutional Research we will conduct annual surveys of alumni (cohorts of graduates who completed their degrees one and five years earlier). These surveys will document alumni satisfaction ratings.
- ▶ increased or sustained high employer satisfaction ratings.
 - ✓ Through our Office of Career Services we will conduct annual surveys of regional employers. These surveys will document employer satisfaction with employees who are UNF alumni.

Student Life

In building a stronger student life program, we must

The college experience, both undergraduate and graduate, provides students with opportunities to grow intellectually and psychosocially. It should also provide opportunities for them to develop an awareness of their civic responsibility, explore leadership potential, and engage their other unique talents. While coursework and associated academic activities provide students with a host of

- ▶ strengthen our student programming and student life activities,
 - Student Life will work to develop a stronger club advisor program.
 - Student Affairs will develop leadership training programs for UNF students.
 - Our Athletics program will move to NCAA Division I.
 - Student Life and Residential Life will establish joint programming activities.
 - Osprey Productions, Osprey Radio, and Campus television will seek increased student input in planning their programming.
 - We will include more student programming activities within the northeast Florida community. These will be both recreational and service oriented.
- ▶ expand support services we offer residential and nonresidential students,
 - Student Affairs will assess the need for making support services available on campus on 24X7 basis.
 - Student Affairs will work to enhance nonresidential students' use of support services.

opportunities for growth, college graduates proudly look upon nonacademic student life activities that allowed them to explore, grow, and mature.

Over the past several years student life activities have played an increasingly important role in the life of the UNF campus and the lives of our students. This trend is expected to continue into our foreseeable future. The increased importance of these activities can be traced to several factors, including the decreasing age of our student body, the increasing percentage of students who are enrolled on a fulltime bases, and the numbers of residential students.

To recruit, retain, and graduate quality students we will need to strengthen our student life program. Strengthening this program will add to the quality of the overall educational experience our students receive while on our campus.

- ▶ support diversity throughout the student body,
 - Our campus will seek to become a model for meeting the needs of disabled students.
 - We will work to internationalize our student body.
 - We will support more events celebrating cultural diversity on our campus.
- ▶ build a stronger university identity and school spirit, and
 - We will develop more campus rituals with student, faculty, and staff participation.
 - Student Affairs will improve communications promoting student life activities.
 - We will complete implementation of our branding initiative.
- ▶ expand and improve the facilities used for student life activities.
 - Student Affairs and Administration and Finance will complete a building program for and begin construction on a new Student Union. (Also see Master Plan.)
 - Student Affairs and Administration and Finance will complete building program for and begin construction of new residence halls on the Eastern Ridge. (Also see Master Plan.)
 - We will site Greek housing on the Master Plan.
 - Housing will explore the opportunities for upper class housing, Honors housing, and an International Student house.
 - Student Affairs will work with student groups to develop a plan for upgrading and building new student facilities.

- ▶ secured funding for and have begun construction on the Student Union and completed construction of new resident halls,
 - ✓ We will have funding secured for the Student Union by 2006.
 - ✓ We will break ground on the Student Union in 2006.
 - ✓ We will have secured bonding for new student resident halls by 2006
 - ✓ We will break ground on the student resident halls in 2006
 - ✓ We will have added 500 or more beds in student resident residence halls by Fall 2008
- ▶ increased student involvement and satisfaction with student services, programs and activities
 - ✓ We will conduct a biennial student engagement, satisfaction, and/or climate survey.
 - ✓ We will conduct a set of biennial student focus groups.
 - ✓ We will track student attendance at student life activities
 - ✓ We will evaluate the effectiveness of selected Student Affairs services.
- ▶ increased student participation in service-learning and cooperative-learning activities, volunteerism, and civic engagement
We will track student participation in service-learning, cooperative learning, volunteerism, and civic engagement and will document increased participation.

KEY PERSONNEL

Quality Faculty

The success of any university is dependent upon the quality and dedication of its faculty. Recognizing this, the University of North Florida seeks to hire, support, and retain faculty members who have, and will continue to develop records as excellent teacher-scholars and as experts within their respective areas of specialization.

Each UNF faculty member is committed to the teaching/learning process as the primary focus of the university. In their commitment to teaching and learning, full-time faculty members recognize that research/scholarship serves as a foundation for their professional vitality and is integral to the quality of their teaching. They also recognize their responsibility to be actively involved in the university, local, and professional communities. These faculty members are able to find an appropriate balance for their teaching, research and service

In recruiting the best possible faculty, we must

- ▶ ensure that each faculty member possesses the appropriate credentials to teach at the level and in the discipline in which he or she is hired;
 - We will detail the necessary academic credentials for each position in our position advertisements and adhere to these in the screening process. These criteria will begin with SACS criteria and those criteria established by professional accrediting bodies.
 - Our colleges will document that all new faculty have appropriate academic credentials upon hire. Academic Affairs will document the required credentials in the faculty member's personnel file.
- ▶ ensure that each new hire has the skills and predisposition to be an excellent teacher and a scholar;
 - Each candidate will demonstrate the ability to teach through past teaching evaluations and/or presentations during the interview process.
 - Each candidate will demonstrate an ability to maintain an active scholarly agenda, including securing outside grants in appropriate fields of study.
- ▶ seek diversity among the faculty with regard to gender, ethnicity, background, and philosophy within their respective fields of study; and
 - We seek to employ underrepresented groups at rates commensurate with or above the national data on the availability of minority and females in specific disciplines. Our Office of Equal Opportunity Programs will prepare an annual report on the gender and ethnic/racial composition of the faculty. The report will be reviewed by the colleges and Academic Affairs.
 - Our academic departments will review the educational background and specialization areas of current faculty prior to conducting a search for new faculty members. In screening and interviewing faculty, one of the goals of the committees and hiring officers will be to ensure diversity in training and background.
- ▶ offer new faculty competitive salaries and the support necessary for their professional growth.
 - We seek to hire new faculty at salaries which are within the upper quartile for master's level institutions. Hiring officers will document and use national and regional salary data for master's level institutions in determining starting salaries.
 - Our Division of Institutional Advancement will coordinate with academic units to raise funds to enhance or create additional endowed professorships.
 - Our academic departments will provide new faculty with work assignments that allow the development of an ongoing research agenda. When possible, these work assignments may include fewer course preparations and reduced course loads. (Also listed under Research).

commitments.

Quality faculty members are collegial and demonstrate enthusiasm for their professions. They also actively participate in the life of the university.

As a collective body, UNF's faculty should represent diversity of training and philosophy, and of socioeconomic, geographic, and racial/ethnic origin. The faculty should also be diverse in multiple categories such as gender, age, and academic rank.

We are committed to sustaining this faculty through the tenure and promotion process, through competitive salaries, and through support for faculty development and research. Department, college, and university criteria for and reviews in the tenure and promotion process must reflect the stated priorities for quality faculty: a commitment to quality teaching and learning, supported and enhanced by research/scholarship.

- The Faculty Association Research Committee will set aside a pool of summer research grants for first and second year faculty.

To retain the best possible faculty, we must

- ▶ structure and utilize a meaningful, developmental faculty-evaluation process;
 - Our faculty will complete annual self-reports which document success in teaching and student learning, progress and completion (publication) of research projects or other scholarly activities, sponsored research projects, and professional and community involvement. Faculty self-reports should reference progress toward meeting goals set in the previous year. These reports will include data from student evaluations.
 - Using the above described self-reports, chairs, in concert with the faculty members, will complete rigorous annual appraisals of faculty accomplishments for the year, establishing teaching and research goals for the upcoming year and evaluating success in accomplishing goals from previous years.
 - Academic chairs will complete annual tenure appraisals for tenure-earning faculty, establishing goals toward earning tenure.
 - Our Division of Academic Affairs will create a mid-point tenure review process for faculty.
- ▶ provide faculty with opportunities for faculty development;
 - The Office of Faculty Enhancement, in concert with the Division of Sponsored Research, will create a new-faculty mentorship program. New faculty satisfaction with the program will be evaluated.
 - The Office of Faculty Enhancement will establish learning communities for our faculty members.
 - Academic Affairs will create opportunities for faculty to prepare for campus leadership roles.
- ▶ support best practices in teaching and research activities;
 - The Office of Faculty Enhancement and the Center for Instruction and Research Training will offer support for our faculty's teaching and research activities.
 - Academic Affairs and the Division of Sponsored Research will offer competitive summer grant programs to support faculty involved in (a) improving their own instruction, (b) conducting research, or (c) developing proposals for external funding.
 - We will annually invest in (a) expanding, upgrading and improving instructional space; (b) expanding our library collection; and (c) replacing laboratory and instructional supplies.
 - Faculty work assignments will include time for research. (Also listed under Research.)
 - Our faculty will receive financial support for research presentations. (Also listed under Research.)
 - The Division of Sponsored Research will work with our faculty to increase externally funded research on campus.
- ▶ encourage and support interdisciplinary collaboration among faculty;
 - We will continue and expand support for common boundary courses and Freshmen Interest Group collaborations.
 - We will encourage interdisciplinary programs by removing the barriers which have made them difficult to initiate.
 - The Division of Sponsored Research will provide support for inter- and intra-institutional research proposals. This support will include working with our SUS Washington-based lobbyist. (Also listed under Research.)

- ▶ encourage and support faculty who are applying for national awards;
 - The Office of Faculty Enhancement will inform our faculty of national teaching and research awards.
 - The Office of Faculty Enhancement will aid interested faculty in preparing applications for national awards.
 - Academic Affairs will provide financial support to assist faculty who are applying for national awards.
- ▶ ensure appropriate and competitive salaries for faculty at different stages in their careers; and
 - We seek to have our faculty salaries in the upper quartile for master's level institutions. Biennially, Academic Affairs will compare our faculty salaries to those of comparable institutions in the nation and the region. This study will be used to establish goals for salary increases.
- ▶ maintain an appropriate ratio between full-time tenure earning faculty and non-tenure earning and part-time faculty.
 - Our Division of Academic Affairs will monitor the use of adjunct and non-tenure earning faculty against these established ratios. Academic Affairs will establish appropriate ratios for courses taught by full-time tenured or tenure earning faculty versus part-time and non-tenure earning faculty. These ratios may vary for lower, upper, and graduate level courses.
 - Where we do employ part-time faculty those faculty members will meet all SACS requirements.

We will judge ourselves successful when we document

- ▶ increased diversity among faculty members;
 - ✓ Each year Academic Affairs, in collaboration with the Office of Equal Opportunity Programs, will publish a report that documents the overall numbers of underrepresented groups by department and college in each faculty rank.
 - ✓ Each year Academic Affairs, in collaboration with the Office of Equal Opportunity Programs, will publish a report that documents the numbers of newly hired faculty from underrepresented groups broken down by department, college, and faculty rank.
- ▶ sustained excellence in teaching using student and peer teaching evaluations;
 - ✓ Our departments and colleges will establish methods for evaluating teaching which go beyond student evaluations. Departments will report the results of these evaluations annually, comparing them to prior year data.
 - ✓ Summary data showing overall teaching evaluations for a department will be compared to the same data from prior years and to data from other departments for the same year.
- ▶ that alumni rate the quality of faculty instruction as excellent;
 - ✓ Our Office of Institutional Research will conduct annual surveys of alumni (cohorts of graduates who completed their degrees one and five years earlier). These surveys will document and track alumni evaluations of teaching quality.
- ▶ increased scholarly productivity among faculty (publications and performances);
 - ✓ Using criteria established by Academic Affairs, we will compare annual data on scholarly activities to two year rolling averages, tracking increases in faculty productivity. (Also listed under Research.)

- ▶ increased grant awards (Also listed under Research.);
 - ✓ Annually, Sponsored Research will document the number of awards submitted, the number funded, the dollar amount funded, and the number of faculty submitting and receiving funding. This listing will also classify awards as research, teaching, or service awards; and as funded by federal, state, or local governments, or by private foundations or industry.
- ▶ national and international reputations for members of the UNF faculty;
 - ✓ In their annual reports on faculty scholarly productivity, our colleges will include data on faculty awards and recognition.
- ▶ strong faculty satisfaction levels; and
 - ✓ Faculty will complete annual surveys rating the performance of their chairs, their dean, and the Provost.
 - ✓ Faculty will complete an overall workplace satisfaction survey on a biennial basis.
 - ✓ We will conduct exit interviews with faculty leaving the institution.
- ▶ favorable comparisons of UNF salaries and other conditions of employment to peer institutions.
 - ✓ Biennially, Academic Affairs will compare our faculty salaries to those of comparable institutions in the nation and the region. This study will be used to document current salary levels compared to the upper quartile for public master's level institutions.

Quality Staff

From recruiting students to supporting instruction and research, from building and maintaining the campus to providing financial services, and from ensuring an active campus life to building strong connections to our alumni and the community, UNF's success depends upon the strengths and full-engagement of the members our non-faculty staff. The quality of UNF's employees is critical to the success of all our endeavors.

In recruiting and hiring new staff members we must ensure that they have

- ▶ a demonstrated competence for their position,
 - Human Resources will implement an online job description and classification module.
 - Hiring departments will identify critical competencies for each position.
 - Candidates will be required to demonstrate or document these competencies through at least three of the following: responses to questions on OASIS, on-site testing, on-site interviews, statements from both candidate-nominated references and other references selected by the hiring officer, and prior employment evaluations.
- ▶ a strong work ethic,
 - Candidates will be required to document a strong work ethic through at least three of the following: responses to questions on OASIS, on-site interviews, statements from both candidate-nominated references and other references selected by the hiring officer, and prior employment evaluations.
- ▶ excellent interpersonal communication skills,
 - The hiring officer will develop a set of criteria for the communication skills needed in the advertised position.
 - Candidates will be required to demonstrate good communication skills through at least three of the following: responses to questions on OASIS, on-site interviews, statements from both candidate-nominated references and other references selected

Upon being hired, UNF's employees must have the requisite skills and possess those dispositions that will enable them to be contributing members to the University family.

In turn UNF must foster our staff's professional and personal development and provide them with the support and resources they need to fulfill their responsibilities and realize their potential.

by the hiring officer, and prior employment evaluations.

- ▶ an ability to work effectively in teams, and
 - The hiring officer will define the attitudes and skills needed to work effectively in a team within the hiring unit.
 - Candidates will be required to document the ability to work in teams through at least three of the following: responses to questions on OASIS, on-site interviews, statements from both candidate-nominated references and other references selected by the hiring officer, and prior employment evaluations.
- ▶ a caring and respectful attitude toward others.
 - Candidates will be required to document a caring and respectful attitude toward others through at least three of the following: responses to questions on OASIS, on-site interviews and role-plays, statements from both candidate-nominated references and other references selected by the hiring officer, and prior employment evaluations.

While at UNF, our employees must

- ▶ develop a strong commitment to the University of North Florida and our mission,
 - In their self-evaluation employees will comment on how they have demonstrated their commitment to the University over the past year. This might include examples how they have gone above and beyond their job requirements and/or participated in other university related activities.
- ▶ be student-focused and other customer-centered,
 - We must offer our staff members training on how to adopt a student-focused and customer-service approach to their positions.
 - In their self-evaluations employees will provide examples of how they have shown a student-focus and customer service.
 - We will also evaluate this goal by using customer satisfaction surveys for certain units.
- ▶ demonstrate a willingness to accept change.
 - In their annual self-evaluation employees will comment about how they achieved the goals they set for themselves the following year.
- ▶ be outcome oriented in performing their various jobs, and
 - In their annual self-evaluations employees will document the outcomes that have been realized from their engagement in continuous improvement initiatives within their respective divisions.
- ▶ be aware of the importance of seeing a problem through to a successful resolution.
 - In their annual self-evaluations employees will document examples of “seeing problems through to resolution.”

UNF employees should also avail themselves of opportunities to engage in ongoing professional and personal development. To aid in staff retention and staff development, UNF should

- ▶ provide employees with the tools necessary for success, including professional development; Units will offer support for professional staff to attend off-campus professional development training activities. Our Center for Professional Development and Training and our Office of Human Resources will provide on-campus skill-based professional development training for UNF employees.
 - We will bring online various modules associated with Banner.
 - We will implement Luminis Portal.
 - We will continue to offer tuition waivers for staff and faculty.
 - We will encourage units to cross-train staff.
- ▶ ensure that staff salaries are competitive with the marketplace, including a merit pay program;
 - Through the Division of Administration and Finance, we will develop a compensation strategy and plan that includes a merit pay program for USPS employees.
 - We will continue to offer merit pay increases for A&P employees.
- ▶ provide flexible employee benefits;
 - We will review the feasibility of offering additional benefits including tuition waivers for dependent children, domestic partner benefits.
 - We will develop a ‘light duty’ program for employees who are experiencing physical or mental illnesses.
- ▶ develop a process for staff recognition (monetary and non-monetary);
 - Human Resources will implement a Recognition and Rewards Program.
- ▶ establish ways for employees to move up a career ladder; and
 - We will continue to support *LeadershipUNF* as one program for leadership development.
 - Administrators and supervisors in individual units will be encouraged to explore succession plans.
 - During employee evaluations our unit leaders should work with individual employees to establish goals and identify training needs for the upcoming year.
- ▶ create opportunities for cross-divisional collaboration.
 - Our employees should be given opportunity for and encouraged to participate in cross-unit committees.

In evaluating employee and customer satisfaction, the University should

- ▶ develop employee and customer satisfaction surveys.

- Human Resources will implement an online employee feedback survey to assess morale and satisfaction levels.
- ITS, TSI/Foundation Accounting, Advancement Services, and Purchasing will conduct and analyze results of customer satisfaction surveys, establishing benchmark measurements.
- Purchasing will form a focus group to receive direct feedback to increase customer satisfaction.

We will judge ourselves successful when we document

- ▶ improved or sustained high levels of employee performance;
 - ✓ We will execute a new staff evaluation process and track employee performance.
- ▶ improved or sustained high levels of employee satisfaction;
 - ✓ We will track employee satisfaction through employee surveys.
 - ✓ We will track our employee retention rates.
- ▶ improved or sustained high levels of customer satisfaction; and
 - ✓ The University will track customer satisfaction through internal customer surveys.
- ▶ improved or sustained high levels of supervisor satisfaction.
 - ✓ We will track employee ratings of supervisors through employee surveys.

PHYSICAL AND FISCAL RESOURCES

Facilities Master Plan

As mentioned, the most critical resources needed to meet the goals established in this plan are UNF's students, faculty, and staff. In addition to these, we must pay close attention to the short and long range development and maintenance of our campus facilities. During the course of this plan, we will be making significant investments in new and existing buildings. In doing so, we ensure that our facilities meet current needs and that, by design and location, they support future growth. We also must invest in the infrastructure that sustains our current operations.

UNF begins to meet the above objectives by completing a new master plan.

This plan must project and accommodate short and long term growth in

- ▶ academic programs,
 - Our plan will include future academic buildings and will be written in consultation with representatives from Academic Affairs.
- ▶ our student body (both residential and nonresidential),
 - Our plan will include space for student activities, student residence halls, and other student housing and will be written in consultation with students and Student Affairs staff.
- ▶ our faculty and staff, and
 - Our plan will include space for the expected growth in faculty and staff and future needs of both groups.
- ▶ alumni and volunteers participation.
 - Our plan will include a location for an alumni center and other meeting and conference locations around campus.

At the same time, our Master Plan must also

- ▶ reflect our sensitivity to the natural beauty and the ecology of our campus,
 - Through our Division of Administration and Finance, we will develop a Comprehensive Landscape Master Plan.
- ▶ meet environmental standards
 - Facilities Planning will apply LEED design guidelines to the Social Sciences Building
 - Administration and Finance will design and develop of a comprehensive irrigation system utilizing only reclaimed water to reduce maintenance cost; reduce water consumption by 56.0 million gallons from the aquifer and eliminate use of well water for irrigation.
 - Our Landscaping Plan will be developed in consultation with on-campus environmental groups.
- ▶ interface with the surrounding community, and
 - We will consult with local city officials as we complete our Master Plan and implements our Landscape Master Plan.
- ▶ reflect input from varied internal and external constituencies.
 - We will hold open forums on the Master Plan.

- We will meet with community representatives, including donors and friends.
- Our Master Plan will be brought to the Board of Trustees for adoption.

To implement the master plan we must seek the needed funding. Over the course of the next several years this means identifying and securing financial support for

- ▶ a new student union,
 - We will complete a building program for the Student Union by July 2005. The program will incorporate input from students and Student Affairs staff. (Also listed under Student Life.)
 - The Division of Administration and Finance will obtain a written commitment from the Bookstore contractor for funding to build-out the space provided to them in the Student Union in an approximate amount of \$750,000.
 - We will secure PECO funding from the Legislature for the E&G portion of the Building.
 - We will secure CITF dollars for the Student Union project.
 - We will work on bonding the Student Union.
 - We will utilize our auxiliary fund balance.
 - We will seek support from our Alumni Association.
- ▶ new student residence halls,
 - Student Affairs and Administration and Finance will complete building program of the new residence halls on the Eastern Ridge. The program will incorporate input from students and Student Affairs staff.
- ▶ completion of the allied health facility,
 - We will pursue the additional PECO funds needed for the allied health addition.
 - Academic Affairs and Administration and Finance will complete the building program for the allied health facility. The program will incorporate input from College of Health faculty and administration.
- ▶ construction of a new education building.
 - Academic Affairs and Administration and Finance will complete the building program for the education building. The program will incorporate input from College of Education faculty and administration.
 - We will secure PECO funds for construction of the education building.
 - The College of Education will secure private support for the education building.
- ▶ renovation of the Robinson Center,
 - Academic Affairs and Administration and Finance will complete the building program for the Robinson Center.
 - We will secure PECO funds for construction of the Robinson Center.
- ▶ expansion of Mathews Building and the Coggin College of Business, and

- Academic Affairs and Administration and Finance will complete the building program for the expansions of Matthews Hall and the Coggin College of Business. The program will incorporate input from Coggin College of Business and the Computing Sciences faculties and administrations and from Information Technology Services.
- We will secure PECO funds for the expansions of Mathews Building and the Coggin College of Business.
- The colleges of Business and Computing, Engineering, and Construction, coordinating through Institutional Advancement, will secure private support for the expansions of Mathews Building and the Coggin College of Business.

▶ the alumni center.

- We will explore a variety of funding sources including alumni, friends, corporations, foundations, PECO funding, Courtelis matching monies, and affinity revenue programs.

The infrastructures needed to support campus operations requires us to

▶ invest in new and replacement computing technology,

- Information Technology Services will conduct wireless network site survey to list candidates for wireless networking including costs associated with implementation by March 2005.
- The University will join the Florida Lambda Rail and connect with the statewide network and the National Lambda Rail with a successful transmission of data.
- Each year the University will equip additional classrooms with instructional technology

▶ maintain and improve university grounds, and

- The University will implement its Master Landscape Plan.

▶ upgrade our utilities.

- The University will seek annual PECO funding to maintain and upgrade campus utilities.

We will judge ourselves successful when we have

- ▶ an approved Facilities Master Plan,
 - ✓ The Board of Trustees will approve the plan in fall 2005
 - ✓ We will submit the Plan to the Division of Colleges and Universities for review and approval.
- ▶ an approved Landscaping Plan,
 - ✓ We will complete implementation of the plan.
- ▶ completed construction of the expansion of the Thomas Carpenter Library,
 - ✓ We will complete construction and have full occupancy by September 2005.
- ▶ completed construction of the replacement for the Social Science Building,

- ✓ We will complete construction by fall 2006.
- ▶ secured funding for and begun construction on the Student Union,
 - ✓ We will have funding secured by 2007.
 - ✓ We will break ground on the Student Union in 2008.
- ▶ completed construction of new student residential halls,
 - ✓ We will have added 500 or more beds by fall 2008.
- ▶ completed a plan to site and construct an alumni center in the next ten years.

Funding

In garnering the resources needed to carry out this strategic plan, we should

Adhering to UNF's four guiding principles and realizing the goals under the key elements in this plan require thoughtful and judicious use of current and future fiscal resources.

Support for these efforts comes from various funding streams. Many of these funding streams have limitations on how they can be used (e.g., grants and contracts, equipment and laboratory fees, state funding) and some have additional limitations on the increases the University may accrue at any given time (e.g., tuition, student activity fees). Other funding streams offer more flexibility, both in terms of use and possible increases (e.g., fund

- ▶ examine our current operations and expenditures to determine where savings can be realized;
 - We will seek cost reductions through automation and the increased use of paperless processing.
 - We will identify potential resources savings through reorganization opportunities including combining programs for efficiency and the elimination of marginal programs.
 - Through Physical Facilities we will work to reduce our current and future use of utilities through energy efficient construction and reduction in the use of resources such as potable water.
 - We will seek cost reduction through outsourcing and enhanced procurement procedures.
 - Administration and Finance will examine financing alternatives for new projects.
 - Through our annual budgeting process we will identify opportunities for reallocation of funds.
- ▶ examine revenue sources for additional opportunities;
 - We will seek additional sales through current and new auxiliaries.
 - We will identify opportunities for additional facility utilization during university-nonuse times.
 - Administration and Finance will seek to increase our investment earnings.
 - We will explore the possibility of starting new direct support organizations.
- ▶ work with other state universities to lobby for increased financial support and greater flexibility in setting tuition and fees;
 - The Board of Trustees and the University administration will advocate for and lobby to have FTE funding (both the state's contribution and students' tuition) at or above the national average.
 - The Board of Trustees and the President will work with Board of Governors and other state universities, lobbying for increased flexibility in setting tuition and fees.
- ▶ increase private support for the University; and

raising, certain auxiliary enterprises).

As we seek new funding, and as we allocate new and reallocate existing fiscal resources we must consider UNF's principles and priorities, as set forth in this plan. We recognize that the fiscal resources needed to fulfill this strategic plan are significant. Yet, the benefits of meeting the goals warrant the investment. We will document our return on investment through our commitment to accountability.

- Institutional Advancement will coordinate a university-wide effort to increase our endowment, both in terms of the total dollars and total number of endowment accounts.
 - Institutional Advancement will work with colleges and other units to increase overall restricted and unrestricted giving.
 - Athletics will seek increased funding to support the move to Division I through fundraising, sponsorships, and box office sales.
 - Student Affairs will explore funding opportunities such as class gifts and club sponsored scholarships.
- ▶ increase the external support we receive through contracts and grants.
- Sponsored research will work with faculty to increase the number of contracts and grants awarded, counting the number of grants, the total dollars received, and the number of faculty involved.
 - Sponsored Research will coordinate faculty efforts to enter into new collaborative arrangements with other universities in seeking contracts and grants.

We will judge ourselves as successful when we document

- ▶ increased efficiencies in the way we use current resources,
 - ✓ We will track and report improved efficiencies in utility usage and automation.
 - ✓ We will track and report changes made and savings realized through reorganization, outsourcing, and alternative financing.
 - ✓ We will track and report reallocations of current budgets.
- ▶ exploitation of revenue sources,
 - ✓ Auxiliaries will report increased sales through current and new operations.
 - ✓ Direct support organizations will increase their support to our overall operations.
 - ✓ We will track and report earnings on investments.
- ▶ increased state support for our educational programs,
 - ✓ We will track state and student support for FTE funding compared to the support we received prior years and to other states and institutions.
- ▶ increased private donations, and
 - ✓ Institutional Advancement will demonstrate an increase in annual contributions each year of the plan.
 - ✓ Our endowment gifts will total at least \$8 million, with the Endowment reaching over \$100 million by February 2010.
 - ✓ We will maintain the cost to raise a dollar at or below the national average.
 - ✓ Athletics will track and report the support they receive through fundraising, sponsorships, and box office receipts.

▶ increased revenues through the Division of Sponsored Research.

- ✓ Annually Sponsored Research will document increases in the number of awards submitted, the number funded, the dollar amount funded, and the number of faculty submitting and receiving funding. This listing will also classify awards as research, teaching, or service awards; and as funded by federal, state, or local governments, or by private foundations or industry. (Also listed under Research.)

ACCOUNTABILITY AND CHANGE

Continuous Improvement

UNF's commitment to excellence and accountability provides a strong rationale for adoption of a continuous improvement protocol for the key elements in this plan. Continuous improvement mandates that we examine and gauge our progress and guides us in self-evaluation, improvement, and innovation. It also requires us to update our strategic plan on a recurring basis.

We recognize that continuous improvement must occur at both the University and individual unit levels. We further recognize that our self-examination must begin with our mission and our commitments to excellence, focus, relevance, and accountability. In our self-examination and ensuing planning we must assess how we are progressing in each of the key elements of this plan. This means that our teaching and the learning outcomes are critical, as are our measures of research and relevance. We also attend to the stewardship of our resources including our faculty and staff, our fiscal assets, and our physical plant. Central to our continuous improvement is our assessment of the quality of our students as they enter the institution and, even more importantly, as they progress through and graduate from the University. We must also routinely examine the quality of our campus and student life.

In executing a continuous improvement protocol, we begin by utilizing the defined measures for each of the key elements in this plan. These measures are listed under the expected outcomes for each element: "We will document our success when". The measures include student retention and graduation rates, rates of participation in transformational/ enriching learning experiences, measures of scholarly productivity, employee and supervisor satisfaction ratings, community involvement in UNF-sponsored activities, increases in State and Foundation funding, and increases in funded research projects. In our strategic planning and continuous improvement processes these measures are tracked and the data analyzed to determine our success in reaching goals stated in this plan. The analyses of these data are used to reevaluate and alter this strategic plan.

In conducting a continuous improvement protocol, units on campus will

◆ pose questions about an area of operation (e.g., quality of instruction, efficiency and effectiveness of resource management, student and other consumer satisfaction, and the quality of outcome or end product);

- **In posing questions the unit should seek to clearly communicate the goals of the continuous improvement study.**
- **When appropriate, units should work across divisions and units to pose and answer the questions at hand.**

◆ establish and carry out a plan for data collection

- **Data collection should be broad and varied, utilizing both direct and indirect measures.**
- **The plan should identify the measures for data collection, which may include an environmental scan.**
- **Data collection should, where applicable, incorporate information from students, faculty, staff, alumni, donors, and other key stakeholders; the achievements of faculty, staff, students and alumni; evaluations conducted by experts from inside and outside the University; and national benchmarks.**
- **The plan should delineate responsibilities for data collection and analyses.**
- **The appropriate individuals will implement data collection and complete data analysis.**

◆ establish strategies to improve operations based on data

Unexpected or unexplained trends in the data collected may lead to additional data collection and analyses, helping us to understand our success or lack of success in a particular area. Throughout the course of this strategic plan we will also expect units to undertake continuous improvement studies in problem areas not identified in the plan, as well as in areas where new innovations are being implemented.

At the end of a continuous improvement protocol, the unit should file a report with its respective vice president summarizing the study and the recommendations arising from the study.

analysis; and

➤ **The team may wish to establish benchmarks based on data collection.**

◆ **execute a plan for follow up to determine effectiveness of strategies implemented.**

APPENDIX A

General Education Outcomes

The following are the outcomes currently listed for UNF's General Education Program.

Skills

- Ability to read and write effectively
- Ability to reason soundly, and to think critically and analytically
 - Ability to utilize information systems effectively

Knowledge

- Understanding of the natural world
- Understanding of the social/political/economic world
- Understanding of history, literature, and philosophy

Values

- Appreciation of significant artistic achievements
- Understanding and appreciation of cultural, racial, and gender differences
 - Reflective understanding of one's own values

APPENDIX B

A student's college education should equal more than the sum of its parts. In partial fulfillment of this goal, we are committed to offering our undergraduate students the opportunity to engage in enriching and, for many, transformational learning experiences. Such experiences will focus on active participation in new and unique activities, broadening the individual student's intellectual and world view. They may occur within courses or may be distinct, non-course based opportunities. Such experiences will often be remembered long after graduation and be viewed as one of the hallmarks of the student's academic program. Participation and successful completion will demand a rigorous commitment on the student's part.

Examples of Enriching and Transformative Learning Experiences

- International study program
- Service learning experience
- Time spent with visiting scholars
- Leadership role in student government
- Participation in intercollegiate athletics
- Internship
- Co-op learning activity
- Participation in faculty-sponsored or faculty-mentored research

Examples of Capstone Experiences

- Completion of a thesis or dissertation
- Practicum or internship
- Faculty supervised research project