University of North Florida
Data definitions are provided in the Appendices.

Note concerning data accuracy: The Office of the Board of Governors believes that the accuracy of the data it collects and reports is paramount to ensuring accountability in the State University System. Thus, the Board Office allows university resubmissions of some data to correct errors when they are discovered. This policy can lead to changes in historical data.
<table>
<thead>
<tr>
<th>Sites and Campuses</th>
<th>Main Campus</th>
<th><strong>Enrollments</strong></th>
<th><strong>Headcount</strong></th>
<th><strong>%</strong></th>
<th><strong>Degree Programs Offered (As of Spr. 10)</strong></th>
<th><strong>Carnegie Classification</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL</strong>&lt;br&gt;(Fall 2009)</td>
<td>16,719</td>
<td>100%</td>
<td><strong>TOTAL</strong></td>
<td>90</td>
<td>Undergraduate Instructional Program:</td>
<td>Balanced arts &amp; sciences/professions, some graduate coexistence</td>
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<tr>
<td>Black</td>
<td>1,735</td>
<td>10%</td>
<td>Baccalaureate</td>
<td>54</td>
<td>Graduate Instructional Program:</td>
<td>Single doctoral (education)</td>
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<tr>
<td>Hispanic</td>
<td>1,153</td>
<td>7%</td>
<td>Master’s &amp; Specialist’s</td>
<td>33</td>
<td>Enrollment Profile:</td>
<td>Very high undergraduate</td>
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<tr>
<td>White</td>
<td>12,415</td>
<td>74%</td>
<td>Research Doctorate</td>
<td>1</td>
<td>Undergraduate Profile:</td>
<td>Medium full-time four-year, selective, higher transfer-in</td>
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<tr>
<td>Other</td>
<td>1,416</td>
<td>8%</td>
<td>Professional Doctorate</td>
<td>2</td>
<td>Size and Setting:</td>
<td>Large four-year, primarily nonresidential</td>
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<tr>
<td>Full-Time</td>
<td>11,258</td>
<td>67%</td>
<td>Faculty (Fall 2009)</td>
<td><strong>Total</strong></td>
<td>Elective Classification:</td>
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<tr>
<td>Part-Time</td>
<td>5,461</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Undergraduate</td>
<td>14,219</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Graduate</td>
<td>1,781</td>
<td>11%</td>
<td>Tenure/T. Track</td>
<td>338</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unclassified</td>
<td>719</td>
<td>4%</td>
<td>Other Faculty/Instr.</td>
<td>149</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BOARDS OF GOVERNORS - STATE UNIVERSITY SYSTEM GOAL 1:**

**ACCESS TO AND PRODUCTION OF DEGREES**

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**Baccalaureate Degrees Awarded**

- Bachelor's: 3,563*<br>- 2005-06: 3,563*<br>- 2009-10: 3,563*

**Graduate Degrees Awarded**

- Master's: 600*<br>- 2005-06: 600*<br>- 2009-10: 600*<br>- Doctorates: 33*

**Baccalaureate Degrees Awarded by Group**

- Black: 33%<br>- Hispanic: 10.7%<br>- Pell: 5%<br>- Bachelor's: 3,563*<br>- Master's: 600*<br>- Doctorates: 33*

**Baccalaureates by Group as Percentage of Total UNF Baccalaureates**

- Black: 5.0%<br>- Hispanic: 6.4%<br>- Pell: 30.7%<br>- 2005-06: 3,563*<br>- 2009-10: 3,563*

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*2012-13 Targets for Degrees Awarded.<br>Note: All targets are based on 2010 University Workplans.

[2012-13 Targets for Baccalaureates By Group Reported in Volume II - Table 4I.]
**BOARD OF GOVERNORS – STATE UNIVERSITY SYSTEM GOAL 2:**
**MEETING STATEWIDE PROFESSIONAL AND WORKFORCE NEEDS**

**Baccalaureate Degrees Awarded in Select Areas of Strategic Emphasis, 2009-10**

- Bachelor's: 398
- Master's: 22
- Doctorates: 42

**Graduate Degrees Awarded in Select Areas of Strategic Emphasis, 2009-10**

- Master's: 36
- Doctorates: 35

**Licensure Exam Pass Rates**

- Nursing: 89.8%

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

**Academic Research and Development Expenditures**

- Federal Only: $10.7 M*
- Total - All Sources: $14.65 M*

*2011-12 Targets for Research & Development Expenditures.

University of North Florida - Page 4
Key University Achievements

► Student awards/achievements

1. UNF student newspaper awarded the Associated Collegiate Press 2010 Print Pacemaker award.

2. Transportation and Logistics students defeated 14 universities to win the national 2010 Operation Stimulus Case competition at the 28th Annual Denver Transportation Forum.

3. A UNF engineering students placed fourth out of thirty-four teams in an international competition on design of Underwater Remote Vehicle. The team also received the “Design Excellence” Award.

► Faculty awards/achievements

1. Dominik Guess (Psychology) Fellowship Alexander von Humboldt Foundation.

2. Michael Toglia (Psychology) Fulbright as a US Senior Specialist at the Universidad Autonoma de Sinaloa, Mexico.

3. David Jaffee (Sociology) Fulbright Scholarship at City University of Hong Kong.

► Program awards/achievements

1. UNF and Duval County Public Schools partnership awarded Exemplary Professional Development School.


3. Brooks College School of Nursing awarded Campus-Community Partnership Award by Florida Campus Compact.

► Research awards/achievements

1. Department of Biology received over $1.8 million in external grant funding including 2 NIH, 2 NSF, and 3 NOAA grants totaling $1.2 million.

2. School of Engineering faculty member awarded $9.4 million contract from Army and Department of Energy to study methanol fuel cells for military and commercial applications.

► Institutional awards/achievements

1. UNF among top “military friendly” schools.

2. 2010 Princeton Review awarded UNF “Best in the Southeast.”

Goal 4: **Affirm the University’s public responsibility**

UNF is committed to serve its region at a level of national quality. This commitment is achieved through the provision of relevant academic programs and research, direct and indirect economic impact, and the cultivation of citizenship among students many of whom likely will become permanent residents of the region. All of these efforts are advanced through the University’s Quality Enhancement Plan that centers on community-based transformational learning. UNF identified three actions in its work plan in support of its QEP and the broader goal which encompasses it.

*Train faculty to deliver meaningful Community Based Learning (CBL) experiences:* First, the Office of Faculty Enhancement sponsored two workshops on Community-Based Research. Second, the Center for Community-Based Learning (CCBL) initiated three new faculty development initiatives during this period. Beginning in February 2010, seven faculty members participated in the Community Scholars Program. Additionally, the CCBL funded a team of five faculty and student affairs professional to participate in AAC&U’s Greater Expectations Institute to develop a plan to diffuse community-based learning throughout the general education curriculum’s “Venture Studies Program.” Lastly, the CCBL funded 4 faculty members to attend a community-based learning conference sponsored by AAC&U.

*Increase Transformational Learning Opportunities (TLO) funding:* UNF provides its students with extraordinary opportunities for enhanced or non-traditional authentic learning. Some of these opportunities are community-based, some involve international travel, and many occur through direct student involvement in faculty research. As evidence of its estimation of the value of these learning experiences, UNF increased its TLO funding from $300,000 to $450,000 in the 2010-11 fiscal year.

*Seek Carnegie designation as an “engaged” institution:* In September 2010, UNF submitted its application to the Carnegie Foundation for the Advancement of Teaching to receive the optional designation as a community engaged university.

**Metrics:**
- Number of students enrolled in CBTL courses: CBTL designation process is still in development.
- Participation in community and civic engagement: Co-curricular designation process is also still in development.
- Economic impact of region: The most recent data (2006-07) indicate that UNF’s annual economic impact on the metropolitan region was over $833,267,000.
RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

**Graduation Rate from SAME Institution.**

The composition of "Other Transfer" cohorts may vary greatly by institution.

**FTE for this metric uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates.**
MISSION

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

VISION

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

INTRODUCTORY COMMENTS

While only five months have elapsed since UNF submitted the work plan upon which this annual report is based, the University nevertheless has made some progress toward the achievement of the goals delineated in that work plan. Perhaps as importantly the UNF strategic planning process is being enhanced so that it will articulate effectively with the Board of Governors strategic planning process.

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

- While UNF has been fortunate to increase its faculty lines in the past year by recruiting on what were previously frozen positions, the size of the faculty remains a limiting factor on enrollment growth. UNF is intent upon adhering to its enrollment plan in order to affect the appropriate balance of faculty and students as reflected by its student-faculty ratio. As funding permits, UNF will continue to increase its student population until it reaches its ultimate goal of approximately 25,000 students, with a proportionate number of degrees awarded.

- UNF’s first-year persistence rate increased dramatically from 78.6% for the Fall 2007 cohort to 84.5% for the Fall 2008 cohort. While it is too soon to determine cause and effect relationships, the University has implemented a variety of measures to increase first-year student success and retention such as implementing a student academic “roadmap” system, additional advisors, and funding to reduce class size in appropriate curricular areas.

- In order to meet the challenge of achieving its stated goals of FTIC and transfer graduation rates, UNF has taken a number of positive steps whose impact will take several years to assess. UNF is hopeful that its commitment to the very distinct needs of its freshman and transfer populations through specific programming such as
freshman convocation, a separate transfer orientation program, a Transfer Student Advisory Council, and departmental level articulation agreements with regional state colleges, will translate into an increase in retention and graduation rates.

- UNF remains committed to a diverse student population and the Board of Governors goal to facilitate graduation rates for students of need and in underrepresented categories. This past year, UNF saw an increase in graduation rates, as well as the number of degrees awarded to Blacks, Hispanics, and Pell recipients. UNF also observed a concomitant increase in the Black and Hispanic enrollments. Moreover, approval of UNF’s tuition differential resulted in an additional 119 students awarded financial aid.

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

- UNF has strong partnerships with local and statewide educational and health organizations through such initiatives as the College of Education and Human Services Urban Professional School program, the Florida Institute of Education, and Brooks College of Health and Department of Biology agreements with area medical and research facilities including the Mayo Clinic and Vistakon.

  - Education degrees (undergraduate) declined somewhat from 83 to 72, while the graduate (master’s and doctoral) remained the same (42 degrees). It is likely that the decline at the undergraduate level reflects the downturn in recruitment of teachers.

  - Undergraduate STEM degrees increased from 380 to 398 and graduate degrees awarded in STEM fields remained stable at 22 degrees.

  - Both undergraduate and graduate enrollments in Nursing remain robust and in high demand. UNF did experience a slight decrease in the number of degrees in Nursing from 2008 due to the reduction of the additional cohort that was added in the year following a SUCCEED Florida-Nursing Education Grant. The Nursing program continues to innovate in order to increase its student capacity; for instance, it has initiated a blended course delivery pilot program with the goal of adding a third cohort in the future.

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

- UNF realized gains in all areas of research and development from 2009-10 to 2010-11 (estimated):

  - Institutes and Research Centers expenditures increased from $994,572 to $1,003,551.

  - Contracts and Grants Revenues went from $12,336,927 to $12,325,087, and Expenditures went from $11,223,731 to $11,740,199.

  - R&D awards (includes non-Science and Engineering awards), federally funded, went from $2,234,000 to $6,164,000.

  - R&D awards (includes non-Science and Engineering awards), total funding, went from $3,109,000 to $7,461,000.
With the distribution of New Florida 2010 funding, UNF’s School of Engineering will receive additional one-time monies for the following initiatives:

- Scholar’s Boost Award – $250,000 will support UNF’s effort to recruit a scholar to direct the Taylor Engineering Research Institute.
- Clustering Award - $125,000 in partnership with Florida State University to collaborate on research for the development of a highly individualized, high-performing prosthesis.
- Commercialization Assistance Grants - $40,000 to develop a high-tech, spin-out company “Omnii Sense.”

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

[On separate template. (See page 6)]

PROGRESS ON PRIMARY INSTITUTIONAL GOALS
AND METRICS AS OUTLINED IN THE UNIVERSITY
WORK PLAN

Goal 1: Cultivate a rich learning environment

UNF committed itself to undertaking four specific actions to increase retention and graduation rates and thus degree productivity. In general, the thrust of these actions was to create a supportive learning environment, greater scheduling flexibility through distance learning, and a rich student life to generate a bond between students and the University. Progress was made in each of these areas.

1. **Significantly expand undergraduate advising.**

   The University is in the process of recruiting eight new advisors. Five of these have been assigned to colleges based upon the distribution of majors. The goal is to reduce student-advisor ratios from the current level of 400:1 at the lower level and 354:1 at the upper level to the recognized ideal of 300:1. In addition, five new positions have been assigned to the Academic Center for Excellence, which advises freshmen and undecided sophomores. Three of these positions will be new academic advisors, one will be a Math/Science Tutor Coordinator, and one an ESL/Reading/English Tutor Coordinator.

   The University also has increased the number of “Faculty Contacts” who have responsibility for mentoring students within their major areas of study. This program began a year ago with three Faculty Contacts; that number has now grown to nine.

   The University also will soon initiate a search for an executive director of advising and retention who will work with a newly recruited dean of undergraduate studies to assure that UNF advising adheres to best practice.

   As the expansion and enhancement of undergraduate advising is in process, it is too soon to report the impact of the initiatives detailed above, but collectively they do signal the University’s intentionality with regard to assuring the success of its students.
2. **Increase the number of faculty.**

As a result of budget reductions, the University eliminated 41 vacant positions and subsequently froze 23 more vacant lines. As of this year (2010-11), the University will have refilled or commenced searches on all previously frozen lines. Although these hires provided more tenure-track faculty, the transition from visiting to permanent faculty will result in a loss of some instructional sections since visitors have a higher teaching load than do tenure track faculty.

3. **Expand distance learning.**

The University implemented a new technology fee in 2010-11. Revenue from this fee will enable UNF to add critical technology positions in instructional design and systems engineering, as well as continued expansion of distance learning sections to facilitate time-to-degree for our students.

4. **Enhance student life.**

The University invested resources in enhancing the transition to college of new freshmen and transfer students and a number of events and activities that contribute to student engagement and retention. These include:

- Student Summit
- Week of Welcome
- Freshmen convocation
- Homecoming
- Worldfest

**Metrics:**

- 1st year persistence rates increased from 78.6% in Fall 2007 to 84.5% in Fall 2008.
- Number of distance learning courses (online and hybrid) increased from 180 in 2008-09 to 219 in 2009-10.
- Participation rates in experiential and alternative learning environments: UNF is still working on the process to designate community-based learning courses. With the recruitment of a new dean of undergraduate studies, UNF anticipates an increase in learning communities and freshman interest groups.

**Goal 2: Promote a more inclusive university community**

UNF recognizes the need to support a diverse community of students, faculty, and staff. It aspires to this goal for two reasons: (a) engagement with difference promotes learning and understanding, and (b) the composition of the University should reflect the composition of the community of which it is a part. To these ends, the University utilizes its resources to recruit qualified students who will contribute to UNF’s diversity, whether by virtue of their backgrounds or talents. UNF is pursuing two actions to advance this goal.

1. **Increase need-based scholarship funding and the relevant infrastructure to support student success.**

In July 2010, UNF hired a High Need Coordinator who provides needy students assistance with every aspect of financial aid from help with filing the FAFSA through disbursement of aid. This employee meets with students and parents to collect the required documentation. In addition, the Coordinator performs Professional
Judgments and Dependency Overrides, which are often necessary for this population. The High Need Coordinator works with students from a number of programs including Jacksonville Commitment, SWOOP, and Pathways.

2. *Increase non-need-based scholarship funding.*

At the same time, UNF also hired a Merit/Talent Coordinator. This position works with Admissions and Honors to identify and meet high-profile students. This coordinator will be making a financial aid presentation at the Honor First Year Colloquium (IDH 1990) each Fall. Plans are underway to meet with the Music department regarding financial aid presentations for their students.

**Metrics:**

- Percentage of underrepresented students increased from Fall 2008 to Fall 2009. Black and Hispanic percentages increased from 10.0% to 10.4% and 6.5% to 6.9%, respectively.
- 1st year persistence rates among underrepresented populations increased to 89% for Black students (from 83%), and 81% for Hispanic students (from 74%).
- Distribution of institutional need-based funding (in all categories) increased from $4,684,352 in 2008-09 to $5,014,787 in 2009-10; the student recipients of this aid increased from 2,921 to 3,232 for the corresponding years. Institutional non-need-based funding (in all categories, including merit) increased from $5,626,413 in 2008-09 to $7,020,002 in 2009-10; the student recipients of this aid increased from 2,102 to 2,619 for the corresponding years.
- UNF average entering SAT scores increased from 1191 in Fall 2008 to 1199 in Fall 2009.

**Goal 3: Advance the pursuit and application of knowledge**

UNF faculty and students are actively engaged in the discovery and application of knowledge through pure and applied research. In addition, the University supports the New Florida initiative by contributing to a vigorous knowledge-based economy. The University committed itself to four actions to advance the achievement of these ends.

1. *Provide targeted funding to the Taylor Engineering Research Institute.*

The University has extended an offer of employment to Dr. Don Resio, an internationally prominent coastal engineer, to serve as the first permanent director of the Taylor Institute. This offer entails a long-term commitment to recruit additional faculty in civil engineering who will join Dr. Resio in developing a new degree program in coastal engineering drawing upon the University’s existing strengths in environmental science and coastal biology. UNF applied for a “scholars boost” award to strengthen its offer to Dr. Resio.

2. *Recruit faculty to programs to contribute to workforce development in areas of critical need.*

In addition to hiring Dr. Resio, UNF hired or plans to hire approximately 18 new faculty in STEM areas.

3. *Provide adequate support to graduate teaching and research assistants to educate the next generation of Florida professionals.*

While the University was not in a position to provide full tuition waivers and stipends to its graduate teaching and
research assistants, it did provide 30 to 40 awards to assist these students in attending professional conferences for the presentation of their work. In addition, the Graduate School provided numerous training opportunities to GTAs and GRAs in the areas of pedagogy, research ethics, and career development.

4. Provide electronic and print resources to the UNF Carpenter Library sufficient to support advanced university research.

The Library budget has increased to reflect the growing cost of research materials in areas such as science, health, and engineering. The library is also investigating joining an institutional repository platform, Digital Commons, which will allow faculty and student research to be easily accessed and disseminated.

Metrics:

- UNF has not added any new graduate programs since its last Annual Report, but it has approved the Master of Arts in International Affairs for inclusion on its master list; additional programs in social work, coastal engineering, and public health will likely be added in the near future.
- The total library expenditures increased from $2,601,753 in 2009-10 (actual) to $2,605,705 in 2010-11 (estimated). The library budget increased from $2,655,446 to $2,685,460 for the corresponding years.
- The number of new contracts and grants increased from 40 in 2007-08 to 52 in 2008-09.
- UNF’s total Research and Development awards more than doubled from $3,109,000 in 2007-08 to $7,461,000 in 2008-09.

ADDITIONAL INFORMATION ON QUALITY, RESOURCES, EFFICIENCIES, AND EFFECTIVENESS

Academic Efficiencies:

In response to the Board of Governor’s charge to the Council of Academic Vice Presidents to consider how SUS institutions might realize academic efficiencies, the provost has established a faculty task force to identify opportunities for enhancing student learning, curricular options, and faculty expertise through the use of technology and intra-institutional collaboration. The task force also will give consideration to the implications of program redundancy across the SUS. As a result of its regular review processes, UNF has eliminated or suspended a number of programs in the past three years. The University also regularly reviews the distribution of its resources to make certain that it is responsive to evolving enrollment patterns and to Board of Governors and institutional priorities such as STEM degree production.

Shared services/increased efficiencies:

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

- A controlled spending committee reviews every purchase order other than for standard office supplies.
- All travel requests are reviewed by the appropriate divisional vice president or his or her designee to assure that such travel is mission-critical.
- Postal services were outsourced. Mail pickup and delivery across campus increased the level of service while reducing costs of operation by over $30,000 annually.
The Duplicating Services operation was closed and digital printing was outsourced. While service levels remained stable, pricing to departments was reduced by approximately $40,000 annually and the annual operating loss of approximately $100,000 was eliminated. The overall cost reduction related to this program is $140,000 annually.

The Convenience Copier and Pay for Print programs were outsourced. Overall cost reduction is estimated at approximately $70,000 annually. In addition, University departments will save up to $.06 per page. The Pay for Print program services were enhanced to add additional color devices and web based printing that will allow students to print from their laptops or PDA. Costs for printing/copying were reduced from $.11 per page for black and white to $.09 per page. Color printing/copying was reduced from $1.00 to $.50 per page. These reductions will reduce costs to students by approximately $35,000 annually.

Undergraduate and Graduate Catalogs moved to an online-only format saving printing costs.

A vacancy pool committee was constituted to review all non-faculty hiring and to oversee the redeployment of human resources consistent with critical needs.

Human Resources was charged with reviewing all requests for special compensation.

Currency on computers has been extended by one year except where absolutely current technology is required by users.

The University implemented a content management system to reduce the cost of web maintenance.

Institutional Effectiveness:

Two years ago, UNF received official notification from SACS that it had been reaccredited. It is noteworthy that the SACS visiting team praised UNF for its virtually flawless compliance report. More significantly, UNF not only has maintained the processes it put in place to generate that high degree of compliance; it has, in fact, built upon them so that institutional effectiveness is truly integrated into the fabric of the University. What had been an Institutional Effectiveness Team assembled for the purpose of preparing the SACS report has now been transformed into a standing Institutional Effectiveness Committee. Further, home-grown strategic planning and assessment software will very shortly be replaced by sophisticated electronic programs provided by a national vendor and tailor-fit to UNF’s particular needs. This investment will facilitate continuous rather than intermittent improvement across all units and programs of the University.

ADDITIONAL RESOURCES

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

UNF Peer-Aspirant Institutions:

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