Strategic Planning – Status Report:

- **Council formed** *(handout)*
- **Working groups** formed around the 5 institutional goals with an additional group focusing on benchmarking/metrics
- **Website** posting ongoing progress – to date: two large meetings, Council meeting set for 11/4, large meeting scheduled for 11/7
- **Strategic Planning template** has been updated *(handout)*
  - The IE team is beginning a review of commercial software packages for assessment and institutional planning. Volunteers from chairs/faculty would be helpful.

Budget Update:

- Declining Revenues
- Special Session – 12/15

President Delaney – Board of Governors Update

Meeting with Dottie Minear and Lynn Pappas regarding UNF Compact

Current Searches:

- Executive Director of Assessment & Testing – Dan Richard, chair (first meeting scheduled for 11/3)
- CBL Director – 3 candidates phone interviewed as of Thursday at 4:00 and the committee met on Friday, 10/31 at 11:00 to determine if any candidates will move to an on-campus interview
- CCEC Dean search – committee met Friday at 8:30 to review the applications. (23 applications as of Thursday)
- Executive Director, Fine Arts Center – committee meets with 3rd and final candidate next week

**SACS** update *(handout)*:

- Compliance report filed with the off-site review team
- Off-site team responds to compliance report in November
- UNF will draft a focused report and submit in December
- UNF will submit QEP in December
- February on-site visit

**Voluntary System of Accountability** – Update

- College Portrait template near completion (data input from Common Data Set on Student characteristics, programs, enrollment statistics, retention and graduation rates, financial, NSSE
2006 data on student experiences. NSSE participation again in spring 2009, CLA in the next few years.

**NSSE Update:**

- Cost ~ $8,500
- IRB approval last week
- Invitation letters, population file, University logo all uploaded
- Spring distribution - survey random sample of freshmen and seniors assessing level of student engagement, identifies strengths and weaknesses within the university, provides comparisons and benchmarks.
- Participation in the Urban Consortium – addition of 20 questions relevant for urban institutions (handout)

**FSSE Update (handout):**

- Cost ~ $1,500
- IRB protocol near completion
- Spring distribution to faculty which complements the NSSE. Sample of faculty – teach at least one undergraduate course
- The faculty version focuses on:
  - Faculty perceptions of how often students engage in different activities.
  - The importance faculty place on various areas of learning and development.
  - The nature and frequency of faculty-student interactions.
  - How faculty members organize their time, both in and out of the classroom.
- FSSE provides campuses with information that can be used almost immediately to improve various aspects of institutional performance and help professors enrich the college experience of their students. Schools use FSSE results in many ways, including:
  - Faculty development programs
  - Faculty workshops and retreats
  - Scholarship of teaching and learning (SOTL)
  - Assessment and improvement
  - Institutional research
  - Curricular reform
  - Accreditation and self-studies

**Lunch – 11:45-12:30**

**QEP Update:**

- Mary Borg – status report on proposal for SACS, identification of learning outcomes
- Examples of Community Based Learning and alignment with learning outcomes:
  - Jorge Febles, World Languages, Wanda Lastrapes, Foundations and Secondary Education
  - David Lambert, Building Construction

**Diversity Task Force – Dr. Mordean Taylor-Archer**
The strategic plan will be organized around our five institutional goals:

1. Cultivate a learning environment that supports intellectual curiosity, academic achievement, and personal growth.
2. Recruit and support a diverse community of students, faculty, and staff who will contribute to and benefit from the university's mission.
3. Support and recognize research and creative endeavor as essential university functions.
4. Affirm the university's public responsibility through civic engagement and community-based learning and research.
5. Secure fiscal, physical, and technological resources aligned with the university's mission and values.

Planning Council

- Mark E. Workman, Provost and Chair – Academic Affairs
- Pierre Allaire, Vice President – Institutional Advancement
- John Barnes, President – Student Government Association
- Alison Cruess, President – A&P Association
- Larry Daniel, Dean – College of Education and Human Services
- David Fenner, Dean – The Graduate School
- Mauricio Gonzalez, Vice President – Student and International Affairs
- David Jaffee, Assistant Vice President – Undergraduate Studies
- Marianne Jaffee, Executive Assistant to the Provost
- Katherine Robinson, President – Faculty Association
- Thomas Serwatka, Chief of Staff and Vice President - President’s Office
- Shari Shuman, Vice President – Administration and Finance
- Kathy Westberry, President – USPS Association

Working Groups

Goal 1: Cultivate a learning environment that supports intellectual curiosity, academic achievement, and personal growth

- **Chair:** David Jaffee, Assistant Vice President, Undergraduate Studies
- Dan Richard, Associate Professor, Psychology, and Director, Office of Faculty Enhancement
- Marnie Jones, Professor, English & Associate Dean, College of Arts & Sciences
- Lynn Hendricks, Director, Residence Life, Student Affairs
- Kellie Woodle, Associate Director, Academic Center for Excellence
- Scott Brown, Assistant Professor, Art History
- Deborah Miller, Director, Center for Instruction & Research Technology
- Laurel Crump Associate University Librarian
- Andres Gallo, Associate Professor, Economics
- Sally Weerts, Assistant Professor, Nutrition & Dietetics
- Kris Webb, Director, Disability Resource Center, Student Affairs, & Associate Professor

Goal 2: Recruit and support a diverse community of students, faculty, and staff who will contribute to and benefit from the university's mission

- **Chair:** David Fenner, Dean of the Graduate School
- Deborah Kaye, Associate Vice President, Enrollment Services
- Barb Hetrick, Dean, College of Arts & Sciences
• Michael Stultz, Instructor, Exceptional Student and Deaf Education
• Tyran Lance, Executive Secretary, The Graduate School
• Rachael Tutwiler, Graduate Student, MPA program
• Kathy Westberry, Enrollment Services

Goal 3: Support and recognize research and creative endeavor as essential university functions

• **Chair:** Larry Daniel, Dean, College of Education & Human Services
• Kathaleen Bloom, Professor, Nursing
• Adam Carle, Assistant Professor, Psychology
• Imeh Ebong, Assistant Vice President, Office of Research and Sponsored Programs
• Radha Pyati, Associate Professor, Chemistry & Physics & Director, Environmental Center
• Christine Weber, Assistant Professor, Department of Childhood Education
• Jay Coleman, Professor, Management
• Maira Martelo, Graduate Research, Student Affairs

Goal 4: Affirm the university's public responsibility through civic engagement and community-based learning and research

• **Chair:** Mauricio Gonzalez, Vice President, Student and International Affairs
• Pamela Chally, Dean, Brooks College of Health
• Annabel Brooks, Manager for Marketing & Publication, Student Affairs
• Lauriane Byll-Cataira, Director, Volunteer Center
• Anita Vorreyer-Hedges, Director, Student Affairs
• Valerie Robinson, Coordinator, Career Development Services
• Jeff Michelman, Professor, Accounting and Finance
• Sharon Wilburn, Professor, Public Health
• Cathy O’Farrell, Director of Academic Support Services, and Office of Field Experiences
• Alison Cruess, ITS/A&P Association President

Goal 5: Secure fiscal, physical, and technological resources aligned with the university's mission and values

• **Co-Chair:** Pierre Allaire, Vice President, Institutional Advancement
• **Co-Chair:** Shari Shuman, Vice President, Administration & Finance
• Janet Owen, Vice President, Government Relations
• Tom Pekarek, Professor, Chemistry & Physics
• Lance Taylor, Chief Information Officer
• Lisa Watson, Director, Advancement Services
• Jeffrey Harrison, Associate Professor, Public Health
• Dennis Gay, Associate Professor, Chemistry & Physics
• Joann Campbell, Associate Vice President, Academic Affairs

Identification of Peer/Aspirational Institutions/Metrics

• **Chair:** Tom Serwatka, Vice President & Chief of Staff
• Marianne Jaffee, Executive Assistant to the Provost
• Rick Powell, Director, Institutional Research
• Fen Yu, Associate Director, Institutional Research
• Krista Paulsen, Associate Professor, Sociology
• La’Tara Osborne-Lampkin, Assistant Professor, Leadership and Counseling
Hands 2: Strategic Planning Template revised

Strategic Planning and Continuous Improvement Process (Rev. 10-22-08)

| Mission Statement | The mission statement should be a clear and succinct representation of the unit’s purpose for existence. It must be congruent with the university and the appropriate divisional mission statements.
|                  | Most importantly, the mission statement is the foundation upon which the unit will examine itself, allocate its resources, and plan its future. One can not overemphasize the importance of a clear mission; none of the subsequent components of this process will make sense if the unit is not certain what its function is within the context of the larger university. |
| Goals           | Goals are the aims that derive from the unit’s mission and which it must achieve in order to fulfill its purpose. Units should specify how their goals contribute to the attainment of the goals of the division of which they are a part. |
| Actions         | Actions describe how a unit is going to achieve its goals and fulfill its mission. Each goal might require multiple actions. Where appropriate, actions should be prioritized. Actions should produce identifiable results that will be subjected to assessment.
|                 | Units should specify those responsible for carrying out actions and a timetable and cost for doing so. |
| Desired Outcomes| What are the targets to be reached? On what basis (e.g., peer benchmarks, BOG-mandated, self-determined) were these targets determined? For new as opposed to ongoing actions, what is the baseline from which progress will be gauged or measured? |
| Actual Results (annual progress report) | The annual progress toward achievement of the desired outcome. |
| Evaluation and Continuous Improvement | A judgment about the actual results relative to the desired outcomes, and an indication of the subsequent modifications that will be made of the mission and/or goals and/or actions to produce better results in the future or to better align the unit with mission of the division of which it is a part. |
### Handout – SACS Timeline:

#### SACS Reaffirmation 2009

Re-affirmation Timeline

<table>
<thead>
<tr>
<th>Major SACS Preparatory Tasks and Associated Timeline</th>
</tr>
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<tbody>
<tr>
<td><strong>Fall 2009</strong></td>
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<td><strong>Summer 2009</strong></td>
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<td><strong>Spring 2009</strong></td>
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<td><strong>Fall 2008</strong></td>
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<td><strong>Fall 2008</strong></td>
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Handout – NSSE Urban Consortium additional questions
A1. About how many hours do you spend in a typical week engaging in community service or some other volunteer activity off campus?
- No hours
- 1-5 hours
- 6-10 hours
- 11-20 hours
- More than 20 hours

A2. About how many hours do you spend in a typical week on your university's campus outside of time spent in class?
- 5 hours or less
- 6-10 hours
- 11-20 hours
- 21-30 hours
- More than 30 hours

A3. How likely is it that your work or family commitments will delay you in completing your undergraduate education?
- Very likely
- Somewhat likely
- Not sure
- Somewhat unlikely
- Very unlikely
- Not applicable

A4. How likely is it that financial problems will delay you in completing your undergraduate education?
- Very likely
- Somewhat likely
- Not sure
- Somewhat unlikely
- Very unlikely

A5. By the time that you expect to receive your bachelor's degree, how long will it have taken, from when you first started attending college, to complete your undergraduate studies?
- 4 years or less
- 5-6 years
- 7-8 years
- 9-10 years
- More than 10 years

A6. How likely is it that you will remain living in the area after you complete your undergraduate education?
- Very likely
- Somewhat likely
- Not sure
- Somewhat unlikely
- Very unlikely

A7. How will your undergraduate education impact your career?
- I am not sure what the impact will be
- There will be no impact whatsoever
- This will help me to change careers
- This will help me to advance in my current career
- This will help me to start my career

A8. To what extent have your experiences at this institution contributed to your understanding of today's international/multicultural world?
- Very much
- Quite a bit
- Some
- Very little

A9. To what extent have your experiences at this institution contributed to your ability to work effectively in diverse/cross-cultural settings?
- Very much
- Quite a bit
- Some
- Very little

A10. As an outcome of your college education, how important to you is acquiring a broad general education?
- Very important
- Moderately important
- Slightly important
- Not at all important

Continued on back
A11. As an outcome of your college education, how important to you is acquiring job- or work-related knowledge and skills?
   □ Very important
   □ Moderately important
   □ Slightly important
   □ Not at all important

A12. As an outcome of your college education, how important to you is writing clearly and effectively?
   □ Very important
   □ Moderately important
   □ Slightly important
   □ Not at all important

A13. As an outcome of your college education, how important to you is thinking critically and analytically?
   □ Very important
   □ Moderately important
   □ Slightly important
   □ Not at all important

A14. As an outcome of your college education, how important to you is developing computer and information technology skills?
   □ Very important
   □ Moderately important
   □ Slightly important
   □ Not at all important

A15. As an outcome of your college education, how important to you is working effectively with others?
   □ Very important
   □ Moderately important
   □ Slightly important
   □ Not at all important

A16. As an outcome of your college education, how important to you is developing your ability to make informed decisions as a citizen?
   □ Very important
   □ Moderately important
   □ Slightly important
   □ Not at all important

A17. As an outcome of your college education, how important to you is understanding people of other racial and ethnic backgrounds?
   □ Very important
   □ Moderately important
   □ Slightly important
   □ Not at all important

A18. How would you characterize the support you receive for going to college from your close friends and family?
   □ Very supportive
   □ Somewhat supportive
   □ Neither supportive nor unsupportive
   □ Somewhat unsupportive
   □ Very unsupportive

A19. If you take less than a full course load (less than 15 or 16 student credit hours per term), what is the most important reason for doing so?
   □ Improve academic performance
   □ Work more hours
   □ Cost of additional courses
   □ Scheduling problems
   □ Course availability
   □ Course load limit set by program
   □ Not applicable—always take a full course load

A20. Do you usually speak a language other than English at home or with family?
   □ Yes
   □ No
Urban Consortium – Membership list:
University of Southern Alabama
University of Arkansas – Little Rock
Howard University
DePaul University
Northeastern Illinois
Southern Illinois Edwardsville
Indiana University Northwest
Wichita State University
Wayne State University
University of Missouri – Kansas City
University of Missouri – St. Louis
Long Island University
Pace University
University of North Carolina – Charlotte
University of Akron
Cleveland State University
University of Central Oklahoma
Norfolk State University
University of North Florida