

ANNUAL REPORT
JOHN A. DELANEY

**July 2014 -
June 2015**

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**John A. Delaney
Self-Report
July 2014 - June 2015**

The University of North Florida

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.

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

We began FY 2015 with an Education and General (E&G) budget of just over \$157 million, a \$13 million increase over FY 2014. Seven million dollars of this increase came from performance-based funding.

The State Legislature also added an additional \$2.5 million to UNF's allocation to support UNF Culture of Completion and career development initiatives. This increase to our base came as a result of Janet Owen's hard work and our efforts working with local legislators and the legislative leadership.

These increases allowed us to take long-needed action on faculty and staff raises, filling some empty and newly reallocated faculty positions, and moving forward on several other initiatives aimed at improving academic support for students.

As most of you will remember, the 2014-2015 academic year ended with two post-season nail biters: how far would UNF men's basketball team go in its drive to March Madness and where would UNF place in the Board of Governor's rankings on the performance-based metrics. While we didn't get to the finals of the NCAA basketball tournament, we made it to the dance for the first time ever. (Go Ospreys!) And while we weren't at the top of the metrics list, we were saved by a post-season tie with FSU from being considered among the bottom three. While that was too close for comfort, it did yield a \$4,692,718 performance-based funding increase to the FY 2016 budget.

It was a year of great success and of tense moments. But in the end, the glass was more than half full.

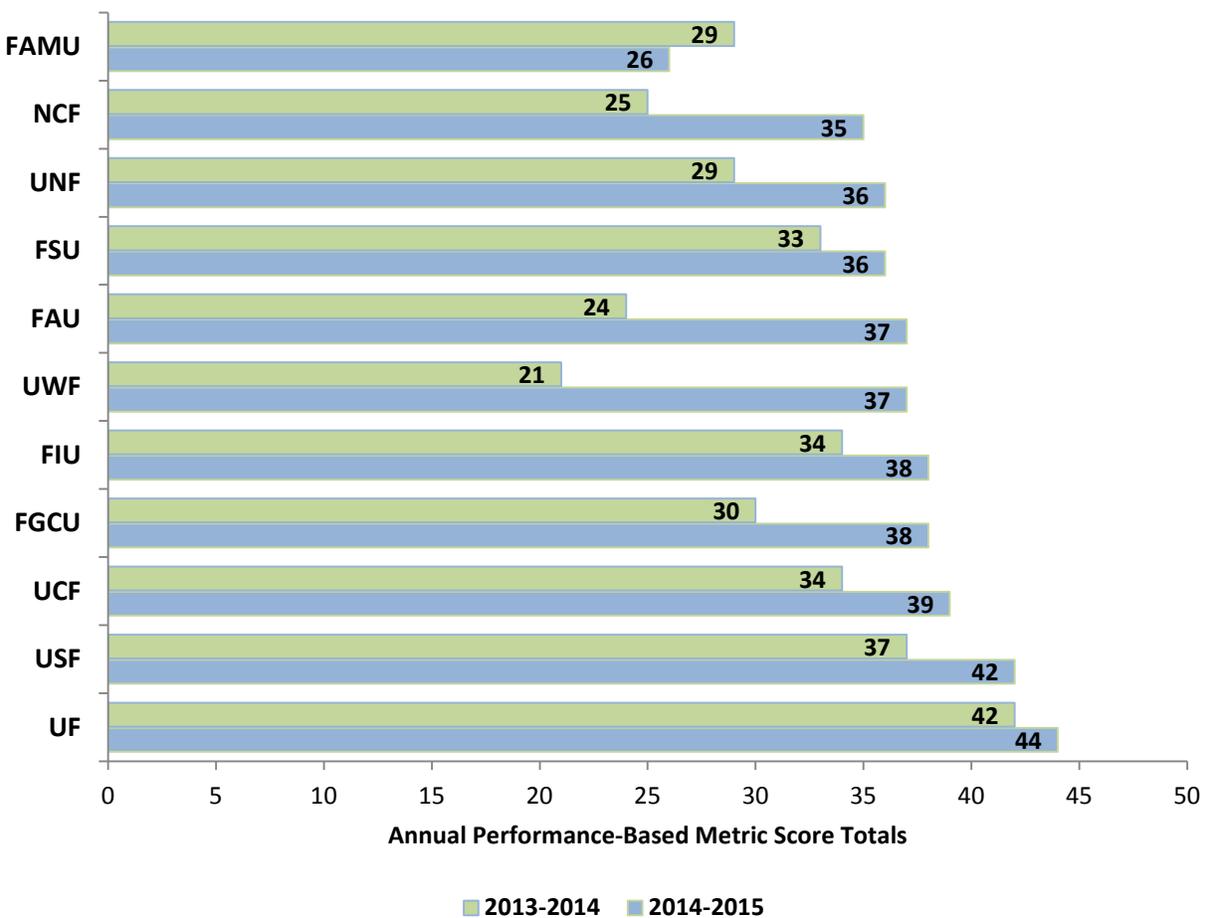
In talking about 2014-2015's accomplishments and challenges, I would like to begin with a discussion about our performance on the metrics; then highlight some key points about our many successes, as well as our challenges.

Performance-Based Metrics

The Board of Governors Performance-Based Funding Plan was an important focus during 2014-2015. I am happy to report, that despite the end-of-the-year cliffhanger, UNF made major improvements on four of the ten metrics with significant growth in areas such as (a) the percent of native students who graduated within six years of first walking onto our campus, and (b) the number of graduates who were employed full-time during their first year out of school. On four other metrics, we held our own – once again, scoring the maximum allowable points for (a) growth in online and blended courses, and (b) our access rates for economically disadvantaged students. As I mentioned above, these successes brought in an additional \$4,692,718 to our operational budget.

Not surprisingly, improving scores on the metrics was also the battle-cry for several of our sister institutions. With this increased focus across the system, there was only a 4-point spread – 35 to 39 points – among eight of the SUS institutions. As shown in Table 1, in 2014-2015 the gap between schools was narrowed considerably and almost all institutional total scores climbed, with FAMU being the one exception.

TABLE 1: SUS Institutional Performance-Based Metric Scores for 2014-2015 and 2013-2014



As you may remember, an institution can earn a score from 0 to 5 on each of the 10 metrics, making 50 the highest possible score. As shown in Table 1, no school has yet to reach that benchmark.

The 0 to 5 points awarded on any of the metrics may be earned based on (a) a given institution’s ranking in relation to preset Benchmarks of Excellence; or (b) how well the institution improved over their prior year performance. Typically a 1 percent improvement yields a 1-point gain on Improvement Benchmarks, up to a maximum of 5 points.

To illustrate how these two different ways to earn points work, let’s use the University of North Florida’s performance on the first metric: ***Percent of bachelor’s graduates employed full-time or continuing their education one year after graduation.***

Table 2 shows the two different criteria for earning points on this metric. If 80 percent or more of University A’s recent graduates were employed full-time or continuing their education, the university would be awarded 5 points, based on the Excellence Benchmarks. If there was a 4 percent increase in the number of first-year graduates who held full-time jobs or were enrolled in post-baccalaureate education at University A, they would be awarded 4 points, based on the Improvement Benchmarks. Each school receives two scores on each metric: one for excellence and one for improvement. The higher of these two scores is used in tallying the university’s overall score. So in the case of University A, they would be awarded 5 points, based on the Excellence Benchmark.

TABLE 2: Point Determinations

Criterion	1 pt	2 pts	3 pts	4 pts	5 pts
Excellence Benchmark	60%	65%	70%	75%	80%
Improvement Benchmark	1%	2%	3%	4%	5%

In 2014-2015 calculations, 76 percent of UNF’s graduates were employed full-time or enrolled in ongoing education. Using the numbers shown in Table 2, this meant we were awarded 4 points on the excellence scale. However, we also moved from 71 to 76 percent of first-year graduates being reported as holding a full-time job, improving our performance by 5 percent. This meant we earned a 5-point score on the Improvement Benchmark. Thus, UNF received 5 points toward its overall score, as opposed to the 4 points earned on the Excellence Benchmark.

While no institution has yet hit the 80 percent Excellence Benchmark for this metric¹, four institutions grew their rate of employment or continuing education by 5 percent. Thus, we were in a four-way tie for first place on final points awarded.²

¹ The failure to hit the 80 percent benchmark is, at least in-part, based on the available database, which doesn’t include employment numbers from California, New York, Colorado and Georgia.

² On a side note, if you examined the actual percentage of students who were employed or in school, UNF was tied as the second highest scoring institution at 76 percent. FIU was the top-performing school, with 77 percent of its recent graduates employed or continuing on with their education.

Table 3 provides a summary on how UNF did on all 10 of the metrics. In this table, you will see five columns. The first column describes the metric. The second column shows the criterion for scoring 5 points on the Board of Governors Excellence Benchmark scale. The third column displays UNF’s achievement level for the Excellence Benchmark and the corresponding points assigned. The fourth column indicates the percent of improvement UNF made from 2013-2014 to 2014-2015 and the points associated with that degree of improvement. The final column shows which of the two scores (points earned on the Excellence Benchmark scale versus points earned from the Improvement Benchmark scale) was used in calculating UNF’s overall score of 36 points.

**TABLE 3: UNF Achievements and Scores on the Florida Board of Governors
10 Performance-Based Metrics for 2014-2015**

Performance-Based Metric	BOG Standards to Receive an Excellence Benchmark Score of 5	UNF Figures and Scores on 2014-2015 Metrics		
		UNF’s Actual Figures/ Excellence Points	UNF’s Rate of Improvement/ Improvement Points	UNF’s Final Points
Percent of bachelor’s graduates employed full-time or continuing their education one year after graduation	80%*	76% 4 pts.	5% increase 5 pts.	5 pts.
Median wages of bachelor’s graduates employed full-time one year after graduation	\$40,000*	\$34,700 3 pts.	1% increase 1 pt.	3 pts.
Average cost per bachelor’s degree	\$20,600*	\$30,750 1 pt.	5% increase 0 pt.	1 pt.
FTIC six-year graduation rate	70%	55% 0 pts.	6% increase 5 pts.	5 pts.
FTIC two-year retention rate with GPA>2	90%	78% 0 pts.	2% increase 2 pts.	2 pts.
Percent of fall undergraduates with a PELL grant	30%	33% 5 pts.	3% decrease 0 pts.	5 pts.
Bachelor’s degrees awarded within programs of strategic emphasis	50%	45% 4 pts.	4% increase 4 pts.	4 pts.
Graduate degrees awarded within programs of strategic emphasis	60%	50% 3 pts.	1% decrease 0 pts.	3 pts.
Percent of bachelor’s degrees awarded without excess hours	80%	72% 3 pts.	1% 1 pt.	3 pts.
Percent of sections offered via distance and blended learning	7%	11% 5 pts.	2% increase 2 pts.	5 pts.

*No university has reached the 5-point Excellence Benchmark

Detailed analyses of these scores not only provide a picture of our performance for 2014-2015, but also valuable information on areas of strength and potential vulnerability in the upcoming year. This may be best illustrated by examining the percent of students who received PELL grants and the percent of students who graduated within six years from first entering college.

As seen on Table 3, UNF earned 5 points on these two metrics. These two metrics combined accounted for 28 percent of our total score. But the way we earned the 5 points on each metric was different. Despite a 3 percent decline in the number of students who received PELL grants this past year, our overall performance put us above the 5-point marker for the Excellence Benchmark. With this score on the Excellence Benchmark, we were able to absorb this fluctuation without any negative ramifications to our overall score. Even if we were to experience a similar scenario in 2015-2016, which is not likely, we would still be rated among the highest performing schools. The nature of our student body indicates we will do well on this metric for the next several years.

Now let's contrast the 5 points earned on the access metric against the 5 points earned on the graduation metric. Despite the fact that we had the fifth highest six-year graduation rate in the system, UNF didn't qualify for even 1 point, based on the Excellence Benchmark on six-year graduation rates. You need to graduate 60 percent or more of your FTIC students within six years to earn 1 point under the Excellence Benchmark. While more than 60 percent of UNF students who enter will graduate from college, many of these students transfer to another school before receiving their degrees. UNF, as a regional university, is among the six SUS institutions that have predictably failed to hit this benchmark.

However, during the past year, we made great improvements in graduation rates. We increased the percent of graduates from 49 to 55 percent, a 6 percent growth over the prior year. This 6 percent increase earned UNF 5 points under the Improvement Benchmark. These 5 points were counted in our overall performance metric score.

While we celebrate outcomes such as these, we are well aware of the impact that year-to-year fluctuations will make as we slowly move our institution forward. Following on the heels of a 6 percent increase, it would have been highly unlikely that we would see another such increase in one year's time. While we worked hard to maintain the same graduation rate or increase it by 1 percent, we fell short and will move down to a 54 percent six-year graduation rate when the data are submitted for the 2015-2016 metrics tally. This means that we are positioned to lose 5 points, even though we are further ahead than any year prior to 2014-2015's significant leap in graduation rates.³

Improving our Metric Scores

In regularly scheduled meetings, I have been working with key administrators from across the university on methods for improving our outcomes on the various BOG performance-based metrics. In some instances we have been discussing strategies for building on ongoing successes. While in other areas we have been looking for ways to make major course corrections. And in some areas, we think we can do very little, except tinker around the edges. Many of these methods are discussed in the remainder of this report.

³ Estimates using actual UNF and UF six-year graduation rates for 2015 extrapolated against overall national rates for 2014, the most current data available, The University of Florida ranks in the upper 13th percentile for graduation rates for Flagship universities. UNF ranks in the upper 17th percentile for public Masters II universities in the U.S.

The UNF Student Body

From fall 1972, when UNF opened its doors, until fall 2008, the institution was on a steady trajectory of growth in student enrollment. This growth was supported by several different variables, including the fact the university was funded through what is called an FTE (full-time-equivalent) Funding Model. In a somewhat over simplification of the FTE Funding Model, each of the state universities was given new state dollars for every additional full-time student the institution projected to enroll in the upcoming year.⁴ Students who enrolled but were not included in the institution's projections went unfunded.

Responding to the state and national monetary crises, in 2007-2008 the Board of Governors alerted the universities that there would be no new funding for enrollment growth and there were likely to be fiscal cutbacks. In response to these projected cuts, we made a decision to lower our enrollment from a high of 16,590 students back to 15,400 students. This decision allowed us to maintain the quality of the educational experience we were offering our students, as shown by our student-to-faculty ratio and the increase in our graduation rates. The following year, with a continuing need for higher education, we climbed back to 16,000+ students, but would resist growing above that level. As the recession continued and state funding was limited, we continued to keep enrollments down with an eye to the quality of the education we were offering those first-time-in-college students who were being admitted to UNF.

With an improving economy, the Governor, the Florida Legislature and the Board of Governors all made a commitment to increase and change university funding for FY 2015 (academic year 2014-2015) from an FTE Funding Model to a Performance-Based Model, as described above. No longer would Florida's universities be funded on how many students were enrolled, but rather on how well each institution performed on the 10 metrics I detailed at the beginning of this report. You could grow as large as you wanted, but there would be no state support for the additional students. The only new funding that would come from adding more students would be student tuition dollars, which would cover just over 40 percent of the actual cost of instruction.

However, if we kept the same enrollment and improved on the metrics, we would see an increase in our state allocation. The advice given by some members of the Board of Governors was: "Don't worry about growth in size; concentrate on your performance on the metrics."

The Student Body Profile

Throughout these funding shifts, we kept working to improve the academic profile for our first-year students. We also worked to find additional funding to provide access for students with strong academic potential but who were in financial need.

We understood that the quality of the students entering and graduating from UNF would play a major role in the quality and reputation of the university and the contributions we could make to our students and community. A strong university helps prepare graduates for professional success and leadership. A well-regarded university would also contribute to regional economic growth.

⁴ The number of full-time undergraduate students is calculated by dividing 40 into the total number of credit hours taken by undergraduate students, assuming a full-time student could take 40 hours. Full-time graduate students are assumed to take 32 credit hours. In most states, an undergraduate FTE was expected to generate 30 credit hours during the fall and spring and a full-time graduate student was assumed to enroll in 24 credit hours over the entire year.

In working to attract students with academic potential, we have also sought to document *value added* in the lives of our students. For example, when we administer the ETS Proficiency Profile, we find significant gains in our students' ability to use critical thinking and communicate in writing by comparing scores from entering freshmen to scores from graduating seniors.⁵ These gains exceed those that would be accounted for by the passage of time and pre-collegiate profiles.

Our continued push to improve the profile of students entering UNF can be seen by the fact that in fall 2008, our average SAT score was 1191. By fall 2014, our average SAT score had climbed to 1214. And in fall 2015, the score increased again to 1218. We also expect fall 2015's entering grade point average to jump to 4.05, from 3.89 in fall 2014.

In fall 2014, our overall student body decreased by 71 students, from 16,258 in fall 2013 to 16,187 in fall 2014. There was an increase in first-year student enrollment from 807 to 984. There was also an increase in graduate enrollment from 1,731 students to 1,785 students. The decline in the student body is linked to the decreasing enrollments at state colleges. In fall 2014, UNF minority enrollment hit 29 percent, a 1 percent increase over the past year and an 18 percent increase over the prior 10 years.

The effort to improve UNF's student profile, the lack of growth in UNF's overall enrollments and the new funding formula have led to a number of questions we are addressing in our strategic planning efforts. The switch to performance-based funding has given us serious cause to consider how fast we grow the student body and the nature of the students we admit into the University of North Florida. The new funding model supports our long-held goal of improving the academic profile of entering FTIC students. It also causes us to question the prudence in growing the size of the student body too quickly and understand the tradeoffs in serving part-time and non-residential FTIC students.⁶

Two of the questions we must consider in this planning for UNF's future student body profile are increasing graduation rates and having a steady stream of funding to support enrollment growth. We realized a 6 percent increase in our six-year graduation rate. This 55 percent graduation rate⁷ was the largest single contributor to our success in earning additional performance-based funding. Preliminary data indicate that we will have a 1 percent decrease for this coming funding cycle, which will bring down our improvement score by 5 points. If we cut back on the profile of our freshman class, how will that affect future graduation rates? A part of our conversation at the retreat, we are planning to look at these questions.

If we admit a significant number of new students to increase enrollment and use performance-based funding to support this increase, or if we use these funds to improve service to current students but then take a cut because we fall among the bottom three schools in the system, how do we continue to

⁵ It should be noted that the entering freshmen who are compared to the graduating seniors in a given test year entered with higher SAT scores and high school grade point averages. This means the seniors started out with a slightly lower academic profile and still showed higher than anticipated growth for the entering freshmen who were coming in with higher profile. A UNF education is changing the quality of the graduates more than time alone would predict.

⁶ Ironically, serving the needs of part-time and place-bound students are two of the fundamental reasons UNF was chartered by the State Legislature in the late 1960s.

⁷ A 55 percent graduation rate is below the figure we need for excellence points; it does, however, place us in the upper 17 percent of comparable universities nationally.

support the additional students or the initiatives to improve services to students without the needed state support?

This past year, we hired a new associate vice president for the Office of Enrollment Services, Albert Colom. Albert comes to UNF with a strong history working in and outside of Florida in this field. In hiring Albert, we established some targets on the undergraduate student body we were seeking. These included an increase in the academic standing of first-time-in-college students. Albert has reshaped his staff and Enrollment Services communication process to help bring this about. He began requiring more off-campus visits by UNF recruiters, he hired a recruiter for out-of-state recruitment and he redesigned the need-based and merit-based financial aid packages to yield more students. He and Barb Hetrick also worked together to initiate a research stipend for top-performing students in the sciences. Under this program, these high-achieving students will receive an annual stipend for four years, supporting their research with a faculty mentor.

We also asked him to work with Edythe Abdullah to develop stronger linkages with the state colleges that would open up new, and enhance existing transfer pipelines. For example, if promising students who don't meet our entry requirements spend a fall term at FSCJ before being admitted to UNF, we can look at the progress they make to see if they are likely to be successful on our campus. If these students are admitted in spring term, they will not be counted in the six-year graduation cohort used in the performance-based metrics. This means that if they take longer to complete their degree, they will not count against us on this metric.

In building our student body, we also face a problem with students who transfer or drop out. Over the past 10 years, we have significantly reduced transfers and dropouts, but in the last few years, this has leveled off and we are working to find ways to improve our numbers even more.

If these students leave UNF after their freshman year, they hurt both our retention rate and our graduation rate. If they transfer out any time after their sophomore year, they continue to lower our six-year graduation rates. Students have a number of reasons for dropping or transferring out to other institutions – the academic work is proving more difficult than they thought; there are financial strains making it difficult to stay in college; the student is moving to another institution for reasons of institutional size and attachment, as well as reputation; or they may be seeking majors unavailable to them at UNF (e.g. they couldn't make the cut to enter nursing in their junior year).

To address the problems of student transfers and students dropping out, the Office of Enrollment Services is developing a sophisticated system of recruiting and follow-up with students during their first two years of college. This system involves the development of predictive enrollment models, a financial aid leveraging program, integrated marketing and strategic communication. Enrollment Services has also developed a Student Enrollment Communication Center, a New Student Orientation office, better academic and social integration, a Transfer Student Services office and the strong articulation and gateway programs with community colleges mentioned above. While it took last year to organize these changes and we won't begin to see full benefits until after this year, we have seen numbers of student visits, numbers of student tours and numbers of student orientations increase over the last few months. All good signs!

The Quality of the Educational Experience

As you have heard me say on numerous occasions, in keeping with UNF's stated mission, we continue to place great emphasis on the quality of the UNF undergraduate educational experience. Throughout all

of the changes in funding and performance-based metrics, this commitment to providing better educational opportunities has not wavered and has been at the foundation of our decision-making process.

When I first arrived at UNF, we were looking for high-impact educational experiences that would add to our students’ experiences. One of these initiatives has been our Transformational Learning Opportunity (TLO) program, now a hallmark of the UNF experience. TLOs provide a broad range of opportunities, all of which are rooted in experiential education. These activities include study abroad, an area where we have a growing reputation; faculty-mentored research; internships; and a host of other activities that take the student out of the classroom. Over the past few years, the TLO program has been extended under the aegis of the university’s commitment to community engagement to the basis of UNF’s regional accrediting body Southern Association of Colleges and Schools (SACS) Quality Enhancement Plan, the theme of which is Community-Based Transformational Learning (CBTL). These have also contributed to UNF being designated as a Community Engaged Campus by the Carnegie Institute, a marker of distinction, and similar recognitions from the White House over the past three years.

Since beginning of the TLO/CBTL programs we have seen a growth in student participation (see Table 6). Our five-year report to SACS, the accrediting body, reviewed the measured successes we have experienced. Comments from the reviewers are strong testimony to the effectiveness of this endeavor.

TABLE 6
Student Participation Levels in TLO/CBTL

	2011-2012	2012-2013	2013-2014	2014-2015
Percent of students participating in transformational learning opportunities	25%	35%	37%	37%

We have also started to provide the UNF student with the opportunity to participate in living-learning-communities (LLCs) alongside peers with a common interest. Future engineers living on the same hall with other future engineers and nursing students living in a common residence hall. These living arrangements provide a great deal of synergistic interaction among students and build cohesive cohorts that support cohort members throughout their academic careers. In 2014-2015, we offered six such communities (see Table 7).

We are looking to expand these Living-Learning Community options to include a College of Education and Human Services partnership, a Career Exploration LLC, a LLC for Transfer Students, a LLC for First Generation College Student and a LLC for PreLaw students. We will track the success of these programs with regard to academic performance, retention and graduation rates.

With greater numbers of students living on campus, we have also moved academic support systems into residence halls.

TABLE 7
2014-2015 Learning Communities

Coggin College of Business	Healthy Ospreys	Brooks College of Health	UNF Honors & Scholars Program	UNF International Center	Biology Department, Chemistry Department, Pre-Med
First-year majors	First-year students in health promotions, campus recreation, or the Brooks College of Health	Second-year in college and beyond interested in the health care profession	First-year student accepted into the UNF Honors Program	First-year students with international interests	First-year students with any interest in a physician field

Another high impact initiative that we pilot tested in spring 2015 provides undergraduates with additional or supplemental instruction (SI) in specific courses that are among the most challenging across the curriculum, helping to turn gatekeeper courses into gateway courses. The pilot test began with seven courses. These intensive SI sessions are making a world of difference in student success. In some cases improving student pass rates from 33 to 82 percent, without lowering academic standards. The courses included biology, chemistry, calculus and principles of accounting.

Starting this fall, we'll be tripling our use of supplemental instruction by providing instruction in 20 different courses that will enroll more than 2,100 undergraduate students. We will include additional biology, math and chemistry classes, and add a set of physics classes.

Last year, we began some pre-entry boot camp courses for newly admitted students in engineering to prepare them for advanced calculus. The results, as I reported last year, were encouraging. In summer 2014, we also pilot-tested a boot camp for biology and pre-med students. Preliminary results are once again encouraging, with higher grade point averages in early biology courses and higher program retention rates.

Class Sizes

We want the UNF student taught in relatively small classes (see Table 8). And we are committed to having full-time faculty members teaching more than 75 percent of our undergraduate classes (see Table 9). As often as possible, we want faculty members to know the names of the students in their classes.

In looking at the size of our on-campus sections, we find that we offer some of the smallest sections in the State University System and this is an accomplishment in which we take pride. However, we also recognize that we can build greater efficiency into our enrollments through better scheduling. When we have three sections of the same course offered during the day and none of them completely fills, we need to examine the ramifications of culling this down to two sections. If one of the sections is offered in the evening to meet the needs of working students, the approach we take may be very different. What we are hesitant to do is open too many large sections to more than 100 students, unless it's appropriate for content and manageable in workload.

TABLE 8
Average Course Enrollment by Student Level

Academic Year	Average Class Size		
	Lower Division	Upper Division	Graduate
2010-2011	34.1	23.7	13.8
2011-2012	33.8	24.4	14.0
2012-2013	33.2	25.2	13.2
2013-2014	31.4	24.5	12.3
2014-2015	33.6	25.0	11.1

Many institutions have large and growing percentages of courses taught by part-time faculty. Our goal has been to have 75 percent or more of our courses taught by full-time faculty. When we examine the data on percent of undergraduate courses taught by full-time faculty, we can see that we have been able to maintain our overall 75 percent target at the upper-division level (junior and senior level courses), but we have slipped over the past five years in lower-division classes, and fell below target for the first time in a number of years for all undergraduate courses combined. The decline in the percent of full-time faculty teaching these courses is attributable to the budget cuts during the recession. And regrettably, we haven't been able to turn the trend around with performance-based funding increases because of the uncertainty of the nonrecurring v. recurring nature of these dollars. While part-time faculty members bring a number of unique qualities to the classroom, they are often unable to provide an ongoing daily commitment to students outside of class. We will need to find ways to continue addressing these issues. Other universities have made the case about the uncertainty of future funding to the Board of Governors in replying to the request for ideas on improving the current performance-based formula.

TABLE 9
Percent of Student Credit Hours Taught by Full-Time and Part-Time Faculty

Year	All Undergraduate Levels %			Lower Level %			Upper Level %		
	Full-Time	Part-Time	GTA	Full-Time	Part-Time	GTA	Full-Time	Part-Time	GTA
2009-2010	80.1	19.6	0.3	78.2	21.5	0.4	81.5	18.3	0.2
2010-2011	77.5	22.2	0.2	73.5	26.2	0.3	80.5	19.3	0.2
2011-2012	77.4	22.4	0.2	71.1	28.8	0.2	81.6	18.2	0.2
2012-2013	76.1	23.3	0.6	69.9	29.1	1.1	80.1	19.7	0.2
2013-2014	75.4	24.1	0.5	70.1	29.6	0.4	78.7	20.7	0.5
2014-2015	74.1	25.6	0.4	66.0	33.4	0.6	79.4	20.4	0.2

Curriculum

As a regional comprehensive university, UNF seeks to have a curriculum that prepares students for employment at the time of graduation or with the skills they will need to pursue the graduate degree that will open up even more career opportunities. In providing this curriculum, UNF fully understands that we must prepare today's student for the changes that are yet to come but will certainly occur in

their professional lives. We also want students to participate in experiences that will prepare them to be civically engaged after graduation, contributing to community growth.

This curriculum must also serve the regional need for well-prepared graduate students. While I continue to stress that we are not on a path to Research I classification, we do need to respond to local industries and agencies which have an ongoing demand for professionals with graduate degrees and to engage with these industries and agencies in research that will improve their operations.

In pursuing these goals, we have placed emphasis on new curricular offerings in health and biomedical science, commerce, advanced manufacturing and materials innovation and collaborative offerings in coastal science and engineering (see later documentation of funded research in these areas). At the same time, we are still supporting specific signature programs that have been designated as Flagship Programs: community-based nursing, transportation and logistics, international business, nutrition and dietetics, coastal biology and music. (Below is a listing of newly approved degree offerings and those that will be pursued over the upcoming year.)

FIGURE 1
Newly Approved Degrees and Degrees Under Consideration

<u>Recently Approved</u>	<u>Under Consideration</u>
B.S. in Radiology*	B.S. in Medical Laboratory Science*
Doctorate in Clinical Nutrition* ⁺ <i>(An emerging degree)</i>	B.S. in Exercise Physiology*
M.S. in Coastal & Port Engineering* <i>(A growing institutional strength)</i>	B.S. in Coastal Environmental Science* <i>(A growing institutional strength)</i>
M.A. in Music Technology ⁺ <i>(A response to changes in the field)</i>	B.A.E. in Deaf Education (institutional strength)
	M.S.W. in Social Work * ⁺
	DNP in Nurse Anesthetist <i>(A need for a standalone doctoral program)</i>
	M.S. in Athletic Training*
	M.S. in Sport Management*

Several of the programs in Figure 1 fit under our categories of regional emphasis and are among those designated as programs of emphasis by the Board of Governors.* Some respond to strengths of the institution and changes in fields of study and professions.⁺

Student Accomplishments

While our student profile and the educational opportunities we afford these students tell part of the story, it is really in the lives of the individual students where we see the full impact of our efforts. The university has an amazing student body that is excited about learning and it shows. We also see incredible community service and outreach from our students, proving that UNF is molding the whole student, providing skills and know-how, but also helping students recognize and appreciate the role they play in society.

Our students work hard and like to be challenged. In the Physics Department, students working with faculty and two private companies launched an ozone sensor payload in February as part of a high-altitude research flight at a record-breaking height of 102,200 feet. It's all part of research focused on possible safe access to the near-space environment. The UNF team launched technology to measure the ozone gas profile in the stratosphere.

Students in Construction Management are consistently involved in projects that impact their community and the world. Students are repurposing rail cars to serve as dormitories for orphans in Haiti. In fact, the student chapter in the School of Construction Management was named the best in the nation by the National Association of Home Builders. Likewise, UNF's Student Nurses Association has also received accolades from their national and state associations.

There are many group and individual successes. Two music students recently received high honors. Kevin Dill won a position with the United States Army Old Guard Fife and Drum Corps, the official ceremonial unit and escort to the President of the United States, and Lisa Kelly received *Downbeat* magazine's 2015 Graduate Jazz Vocalist student music award. Then there is Max Ervanian, a special education major at UNF, who was honored for his leadership and community service at the American Red Cross National Awards Banquet in Washington D.C. in February.

Sara Gaver, a senior Honors student, majoring in health administration, was crowned Ms. Wheelchair Florida 2015. Despite being wheelchair bound and requiring 24-hour medical assistance, Sara is vice president of internal programming for the Presidential Envoys, a member of three honor societies, in a sorority, the Rotaract Service club and more.

These are just a handful of successes among many. If any of you have attended our First Generation luncheons – an event I would encourage each and every one of you to do at some point, you have heard some of the most compelling stories of how our faculty, our educational programs and our incredibly generous donors are changing the lives of UNF students who are, in-turn, changing the lives of the communities in which they live.

The UNF Faculty

Over the past few years, we have continued to engage in national searches, bringing some exciting new faculty members to our campus. In fall 2014, 52 new teacher-scholars joined the UNF faculty. Sixteen of these individuals were hired in STEM fields (e.g., nanofabrication and materials, software engineering, material chemistry, molecular dynamics, physical and organic chemistry, cosmic ray physics, renewable energy, bioinformatics) and six were in health care disciplines. Three of the four faculty members hired in the College of Education and Human Services were also in areas of strategic emphasis, as identified by the Board of Governors. Thirty of these faculty members were in the College of Arts and Sciences, which produces the largest number of student credit hours for the institution. These new members of the faculty received their doctoral training from across the country and France, including some of the leading institutions in their fields of study: the Universities of Chicago, California and Minnesota, Penn and Ohio State, Loyola, Chapel Hill, Georgia Institute of Technology and Université Lille Nord de France.

Despite the number of new hires, resulting from a shift from visiting to permanent faculty, retirements, faculty accepting positions at other institutions and faculty being encouraged to seek other positions before likely unsuccessful tenure reviews; the new hires have not expanded the overall size of the UNF faculty. With a reasonably stable student body, it makes sense that our faculty numbers would reflect

the same level of stability. But these hires have allowed for some reallocation of positions and a different makeup in the composition within the academic ranks of faculty.

As I noted above, Table 10 documents that in fall 2014, we used fewer visiting faculty members (3 percent) compared to 7 percent in fall 2010. In addition, we find that our associate and full professors constitute a larger segment of the overall faculty (53 percent) when compared to numbers for fall 2010 (47 percent). This means our students are studying with strong teachers who have records of proven scholarship.

TABLE 10
Headcounts by Rank and Tenure Status: Fall 2010 to Fall 2014

Rank	Tenure Status	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Professor	Tenured	109	109	113	128	135
	Tenure Earning	3	2	2	2	1
	Non-Tenure Earning	3	1	1	1	
Associate Professor	Tenured	154	158	152	155	161
	Tenure Earning	3	6	6	7	6
	Non-Tenure Earning		1	1	2	1
Assistant Professor	Tenured	1	1			
	Tenure Earning	133	145	148	128	129
	Non-Tenure Earning	34	27	21	23	15
Instructor	Non-Tenure Earning	104	106	102	103	103
Lecturer	Non-Tenure Earning	23	19	19	20	18
Grand Total		567	575	565	569	569

Ensuring the Quality of Faculty

While faculty are routinely evaluated by department chairs and by students enrolled in the faculty member's courses, there are prescribed times in an academic career when a faculty member's teaching, scholarship and service are closely scrutinized by (a) internal peers within their disciplines, (b) an external expert in their specific area study, (c) a panel of peers from across the university, and (d) four different levels of university administration. These reviews include the re-examination of every annual review received, publications or other works of scholarship produced by the faculty member, the faculty member's record of service to the institution and professional communities, and complete documentation on the faculty member's work in formulating and teaching courses, including the entire collection of student ratings during the faculty member's employment at UNF.

The first, and most potentially life-changing of these reviews occurs when an assistant professor seeks tenure and promotion to the rank of associate professor. Faculty members have one opportunity to go through this review. Should they fail to meet the expected standards, they are put on a one-year terminal contract. Failure to achieve tenure at one institution can often affect the ability to find employment at other institutions of higher education. The second such review occurs when an associate professor seeks promotion to the rank of professor. If faculty members fail to meet the required criteria for this promotion, they may seek to have follow-up reviews when they feel their dossier better meets the detailed criteria. Both of these rights of passage are taken extremely seriously by the academic community.

This past year, upon my recommendation, you awarded tenure to 15 candidates. A 16th candidate was denied tenure by the university committee, a decision that was upheld by the Provost and me. A potential 17th candidate withdrew her name from consideration when she realized that she was unlikely to be successful in her bid for tenure and promotion.

Fourteen faculty members applied for promotion to the rank of professors. Typically one or more applicants will not achieve promotion in a given year. In this case, all 14 were promoted. Four of the applicants who were promoted this year had been turned down in prior years. In each case, their scholarship improved from their first attempt at promotion to professor.

As we review candidates for promotion to professor, we check to ensure that they are continuing to teach at a level we expect of our faculty. This is examined in a number of different ways, including an examination of course materials, as well as student ratings on several different questions. While a complete analysis requires looking at all of the questions, quick references are frequently made to a question on the overall quality of the instructor. When we look at this question on the quality of the instructor, the average rating over several years for the faculty across the university is 4.26 on a 5.0 scale [Excellent (5) Very Good (4) Good (3) Fair (2) Poor (1)]. The average rating for those faculty who were promoted to the rank of professor was 4.39 over the past two years. The two highest ratings for this group were Mag Malek and Radha Pyati, the two academic chairs who were promoted: 4.9 and 4.83.

We also ensure that our faculty is actively involved in scholarship. In gaging the strength of our faculty's scholarship, we certainly look at faculty productivity. These measures vary from discipline to discipline: the number of articles in refereed journals or professional proceedings; the number of books on focused topics; the number of general textbooks; book chapters in edited texts; the number of artistic performances or original works produced. A review of all of the dossiers provides evidence of sufficient to high productivity. While productivity does tell part of the story of our faculty's scholarship, other important elements that we look at is student involvement in faculty research and the quality of the work being produced.

For example, when we look at publications by Radha Pyati, we find that nine of her most recent journal articles included undergraduate students as co-authors. When we look at the quality of the work being produced, we find that some of our professors' works are being cited in as many as 100 other works written on similar topics. Professionals and others are reading what our faculty is writing. Our faculty's publications are also appearing in some of the most highly rated national and international journals in their specific fields of study (*Journal of American Nephrology Association*, *Revista de Administração Pública*, *American Annals of the Deaf*, *ACM-SIGARCH's International Conference on Supercomputing*) and printed by some of the best publishing houses in academics (Oxford University Press, Columbia University Press).

A thorough review of the dossiers prepared by each of the successful candidates for promotion and tenure provides compelling evidence that while we are not seeking Research I status, UNF students are working with teacher-scholars who are helping to create new knowledge and helping students to understand the importance of what we know today and what we need to learn for a better tomorrow.

Sponsored Research

Over the past year, our faculty has brought in \$11 million in sponsored research and contracts. This is a \$2 million or 18 percent increase over last year – we’re moving in the right direction. A portion of this came in the form of a National Science Foundation (NSF) Major Research Instrumentation Award of more than \$400,000 to purchase and set up a single-crystal x-ray diffractometer. The effort was led by Christos Lampropoulos and an interdisciplinary group of faculty. The instrument is the powerhouse tool for identifying and describing individual molecules, including the bonds that hold the atoms together. It represents a critical instrument for UNF’s growing agenda in nanoscience and advanced manufacturing, and will be well used by our chemistry and physics departments.

Building on a string of successes in these areas, Dan Santavicca and a collaborator at MIT received more than \$500,000 from NSF to support their research on superconducting nanowires — wires as small as a single atom in width that are components of sensors capable of detecting the smallest possible amount of light, a single photon. Nanowire detectors are used in a wide variety of practical applications, such as secure communications methods and smaller and faster computer chips.

At the same time that we are looking at nanotechnologies, individual faculty members in the Schools of Computing and Engineering are working with the Florida Center for Cybersecurity on several different projects to enhance cybersecurity, including the development of new methods to detect computer malware by identifying the *behavior* of malware rather than trying to find just the well-disguised malware computer code.

As our physics, chemistry, computing and engineering faculty are exploring computer and nanotechnologies, our Coastal Biology Flagship Program was asked to manage a \$400,000 state grant to determine the value of the St. Johns River from an ecological services perspective. This measures the river’s overall ecological impact from water filtration to hurricane buffering.

While STEM and biomedical research are still dominating much of the funded research, others among our faculty are being supported to write and participate in national discussions on a variety of other contemporary issues. David Courtwright, an internationally acclaimed UNF history professor, received a National Endowment for the Humanities grant to write a book on addiction as part of the Public Scholar Program. The Public Scholar Program supports work on current topics intended for a broad readership. Elissa Barr continues to receive private and public support to continue her work on sexuality education and STD prevention. And, Parvez Ahmed, another internationally recognized UNF faculty member, was named to the inaugural class of the Aspen Arthur Vining Davis Fellows by the Aspen Institute, which convenes thinkers across disciplines to engage in dialogue on contemporary issues.

The scholarship on our campus cuts across a broad swath of disciplines, as it should. And the faculty who are most engaged in this work are bringing it into the UNF classrooms and online courses – confirming, extending and challenging our current knowledge bases. We are engaged in the work a university is meant to do.

Fiscal and Physical Resources

Supporting UNF’s academic enterprise demands the stewardship of our fiscal and physical resources. During the economic recession, we were duly challenged and yet managed to hold our own by keeping enrollments in-line with resources. Today, as resources have begun to open up, we face a very different challenge of working with an uncertainty as to how secure new dollars will be from year to year.

We began the FY 2015 with a \$157,464,343 Education and General (E&G) budget. This budget is used to support general operations, including plant operation and maintenance, as well as the academic enterprise of the university. The E&G budget is funded through the state’s general fund, lottery dollars and student tuition. When combined with funds raised through auxiliary enterprises, contract and grants, student activity fees, federal and state government pass-through dollars for financial aid and scholarship grants and other similar resources, the total 2015 university budget was \$273,130,591.

The increase in our E&G budget allowed us to give a long-needed set of raises to UNF personnel. These included a 4 percent across-the-board salary increase to support personnel, an average 4 percent merit increase to administrative and professional personnel and a 4 percent across-the-board increase to all faculty with differing compression and inversion salary increases based on formulas agreed upon in collective bargaining. With the compression inversion increases, the average faculty raise climbed to 7.2 percent. This seems like a large jump until you look at the years with no raises at all.

In addition to the salary increases, we were able to (a) convert visiting positions to permanent positions, (b) hire our new associate vice president for Enrollment Services, (d) create a telephone bank to follow up with students prompting them toward graduation and retention decisions, and (e) support new student scheduling processes and other measures described under high impact activities. At the same time, we built in additional reserves to respond to potential revenue losses or the unknown emergency.

Foundation

During FY 2015, the University of North Florida Foundation raised \$17,815,853 in reportable gifts to the University of North Florida. This represents a 57 percent increase over FY 2014 (see Table 11).

Table 11
Amount of Gifts by Type and Year

Type of Gift	FY 2015 July 1, 2014 – June 30, 2015	FY 2014 July 1, 2013 – June 30, 2014
Cash – Endowment	\$ 4,095,536	\$ 4,447,096
Cash – Non-Endowment	\$ 5,593,225	\$ 5,003,665
Documented Pledges	\$ 4,181,205	\$ 1,018,343
Planned/Deferred Gifts	\$ 3,175,310	\$ 100,000
Grants	\$ 337,068	\$ 270,329
Non-Gift Revenue	\$ 433,509	\$ 446,952
Total:	\$17,815,853	\$11,286,385

When we look at UNF Foundation funding, there are several different measures we can use to judge the impact on the institution. One that I tend to go to first is the support we are offering our students. In FY 2015, over \$2.1 million was provided to students in the form of scholarships and \$200,000 was provided to students in the form of fellowships. During the year, the Foundation received a total of \$412,354 for this

program. In total, there were 309 First Generation Scholarships awarded in 2014-2015. A total of 998 students received scholarships, which included first-year students, transfer students and criteria-eligible students within academic colleges. Twenty-one new endowed scholarship accounts were established during the year, totaling \$2.6 million.

When you combine these figures with the personal stories that emanate from these students, you can't help but understand the value that our community adds to our educational enterprise. Lives are being transformed every day of the week on this campus thanks to this support. And several of you are helping to make this happen.

Physical Facilities

While we are far from being in the thick of the building boom we experienced during my first six years at UNF, we are still leveraging our existing resources to maintain, upgrade and even expand our physical facilities. The most recent expansions of our campus footprint came in the form of both purchases of existing buildings and new construction. This past year, we started and completed construction on a four-level annex to Parking Garage 44 and added a Pita Pit restaurant and convenience store to our new Student Clubhouse. Having been a college president for a few years now, I can tell you that these amenities probably yielded the greatest added student satisfaction on campus. When I first arrived on campus, it seemed like every other call to our office was a student complaint about parking. And as we moved toward more student residential life, grumblings about food venues, especially ones that are opened late at night, also became a hot topic. Now with 545 new parking spaces close to student residence halls and over \$1 million in food sales from one eating venue, there are fewer calls logged into the President's Office and more satisfied students who live by a nocturnal clock. (Ah, those were the days!)

I know from your perspective, you may be more interested in the fact that we have and are making improvements in our instructional and study spaces. This year, we purchased a warehouse that extends UNF to the north of our prior boundary lines. With need for more large-scale academic space in our construction and engineering programs and for our sculpture studios, we were able to purchase and convert this warehouse into a building maintenance facility; freeing up the partially renovated old maintenance building for use by the College of Computing, Engineering and Construction and a growing and quite remarkable sculpture program.

In renovating spaces, we also programmed and completed construction on the new Library Learning Commons, which provides active learning spaces for our students. Within the Library Learning Commons we relocated our UNF computer help desk and a general purpose computer lab. Walk through these areas of the library at most times of day and night and you will find students engaged in individual and group learning. Anyone who thought the days of the library were numbered was terribly mistaken. Libraries, or at least good libraries, remain intellectual hubs of higher education.

In addition to the purchase of the new maintenance facility to our north, we also purchased the Flats, an apartment complex located off Kernan Boulevard across from Alumni and Hicks Halls. This newly acquired 480-bed complex fills the need we had for expanding campus housing, offering upper-level students a sense of greater independence while still providing appropriate student programming. Many of this year's occupants were, in fact, UNF students who wanted to live in an apartment complex-like facility that included 12-month occupancy. From initial applications, we expect that this facility will reach a 90 percent or better occupancy. We have long recognized that to attract more traditional students who are likely to enroll for all four years and graduate on time, we needed to become a more residential and less commuter-based campus. The Flats is one more step in that direction.

Greater Efficiencies

As has been true since arriving on campus, I continue to ask staff to create greater efficiencies in time and dollars. Each year, they find ways to do this. While I can't detail all of the efficiencies we realized this year, allow me to provide you with a quick look at some examples.

As a parent of one student still in college, I take great pride in offering other parents a new understandable and single-bill statement for their children's direct college costs. Since the institution opened its doors, students and families have received different bills for different costs associated with a UNF education – a separate bill for tuition and another one for parking. (The two sets of funds can't be co-mingled and are not fungible.) Often each individual bill was also confusing and hard to track. (Even Shari Shuman had difficulty reading her own child's bill!) Over the past few years, we have been working diligently to remedy this and make our billing system comprehensible and collapse all of our costs onto a single document. We have finally succeeded – a single bill that shows the entire sticker price in an understandable format. This also allows different types of student payments to be deferred until federal and other financial aid hits the system, which can, at times, be delayed. By putting meal plans on this bill, it also allowed these costs to be paid without state sales tax. If you have had a student in college yourself and suffered through a system that billed separately for room, for board, for tuition, for parking and so forth you can probably appreciate how big a help this will be. You probably are also asking yourself, why did it take so long?

In pursuing greater efficiencies, we have also been working successfully to cut utility and other costs and increase savings over the past years. Building on our past many successes, this past year we reduced plant utilities by more than \$600,000. We totaled \$2.6 million in purchasing savings from competitive solicitations, sourcing requisitions and adopting other available competitively solicited contracts. At the same time, we were able to negotiate a half a percent increase in rebates earned on purchases made with our P-card program.

National Recognitions

As it has over the past several years, the University of North Florida continues to appear in national discussions on institutions of higher education and has even made it into sports headlines. Whether it's recognition as a top school for study abroad opportunities, a faculty member making national strides in research, a UNF student honored nationally for service or the men's basketball team making it to the NCAA tournament, without question UNF's national profile is expanding.

UNF Awards/Recognitions

The roster of accolades that the university has received in recent and the past years, shows that the UNF continues to provide great value to students, and consistently competes with peer institutions on just about every level.

For the seventh consecutive year, UNF was named one of the Best Colleges in the Southeast by *The Princeton Review*. The university made it onto a number of *U.S. News & World Report* lists including Best Regional Universities, 2015 Best Online Bachelor's Programs and Best Online Education Programs (graduate), as well as *Kiplinger's Personal Finance's* list of Best Value Public Colleges. *Affordable Colleges Foundation* also ranked the UNF a Best In-State Online College in Florida.

Other honors include a Higher Education Excellence in Diversity Award from *INSIGHT into Diversity* magazine, and the sixth designation as a Military Friendly School by Victory Media, a publisher of military and civilian magazines. Even UNF's state-of-the-art amenities got a shout out, with Osprey Fountains ranked second as one of The 30 Most Luxurious Student Housing Buildings by *Best College Values*, an online ranking site.

Colleges/Programs Awards/Recognitions

Likewise, our programs and colleges continue to receive accolades. The Brooks College of Health received prestigious designations over the past year. Its Physical Therapy Graduate Program was named the best in the country according to *GraduatePrograms.com*, while *Affordable Colleges* named the online nursing program among the nation's best.

Study abroad has become common at UNF. The Institute of International Education ranked UNF 11th in the nation for its short-term study abroad programs, primarily offered through Transformational Learning Opportunities and Student Affairs International Learning Scholarships (SAILS).

UNF's Flagship Music Program often receives national attention, and in June, the Jazz Ensemble 1, directed by J. B. Scott, was recognized as the Large Jazz Ensemble Undergraduate College winner by *Downbeat* magazine.

And for eight consecutive years, the *Princeton Review* ranked the Coggin College of Business one of the nation's best business schools, while the Master of Accountancy Program also received honors during the year.

These are just a few of the many examples of outstanding achievement that are occurring all over our campus.

Individual Activities

As President of the University of North Florida, I have a responsibility to lead, develop and propose policy and establish practice for the institution, as described above. I am also called upon to maintain an active role as an advocate for higher education and chief advocate for the incredible UNF. The position also requires me to stay civically involved in the local community and the state.

Over the past year, I have spent a great deal of time walking the halls of the Capitol and the Turlington Building working with the State Legislature, the Board of Governors and the Governor's Office on behalf of UNF and the system. My calendar had me in Tallahassee on average at least once a month, with the duration of the stays varying on whether the State Legislature was in or out of session. I think the time spent served us well. I sincerely enjoy telling the UNF story of success.

When I look at my time spent locally, in most years I would have served on four to six local nonprofit boards. However, as Chair of the Jacksonville Chamber of Commerce and an active participant of the Jacksonville Civic Council, I did need to cut back to one local nonprofit board, the North Florida School of Special Education. The position of Chair of the Jacksonville Chamber of Commerce afforded me with a number of opportunities, including the chance to lead city-wide initiatives to improve the educational level and the workforce in the greater Jacksonville community.

As several of you know, with Bruce Taylor's approval as the then-sitting Board Chair, I also sit on the Main Street American Insurance and the Jacksonville Bank corporate boards, using personal unpaid leave time in both cases.

A Final Note

There is no doubt that we are a stronger institution than when we opened our doors in 1972 and we will continue to grow over the next several decades. Throughout this process, we are changing the landscape of northeast Florida and educating a bright and ever-more talented student body.

While we have focused a great deal of attention on Performance-Based Funding for the obvious reasons, I want to ensure you that we have not ignored or short-changed the overall mission of the University of North Florida. Our first priorities remain the educational opportunities and related experiences we offer our students. As part of these, we are committed to graduating students who are ready to enter the workforce or graduate school. In either case, these graduates must be critical thinkers and strong communicators. They must also be well prepared in their academic or professional fields of study. It is also critical to our mission that these young women and men gain a better understanding of their future civic responsibilities.

By working with faculty who are actively involved in research, which becomes part of national and international disciplinary conversations, UNF's students have an opportunity to understand that knowledge and professional practice are always in flux. In their future careers, our students will be contributing to these changes. This is one of the reasons we value having our students taught by teacher-scholars and encourage them to be actively engaged in research with faculty mentors.

In enhancing the quality of the educational opportunities available to our student body, we are working to create ever more supportive and challenging educational opportunities. One such example is our effort to elevate our Honors Program to an Honors College. Many of the students we are admitting today can benefit from an Honors College, which reflects strong national models. And in turn, the recognition of having a strong Honors College will enable us to attract even greater numbers of high-achieving students.

Even as we seek to attract students from across the state and beyond, educating them to work in a global economy, we remain committed to our status as a regional university. Since its inception, the University of North Florida has had strong ties to the regional community. Over time, these ties have grown in breadth and depth. With 37 percent of our student body engaging in transformational learning opportunities, many of our students are using northeast Florida as a laboratory for their studies. Upon graduation, a majority of these same students will be contributing to the local and state economies.

Over the course of the next few months, we will continue our work to complete a revised strategic plan for the University of North Florida. As we proceed to accomplish this task, it is unlikely that we will radically change our mission, albeit we may wordsmith it slightly. But we will be putting forth new specific goals and strategies for achieving this mission. This project will involve input from faculty, students and staff. In addition, we will certainly be asking for your review and comments on the outcomes of this collaboration.

The position of President of the University of North Florida brings with it a number of challenges, but there are ever so many more rewards. Listening to the student panel we had at the Board of Trustees Retreat is a great example, as is following the amazing work of our faculty and staff. It is also extremely

gratifying to have the support of the members of the UNF's Board of Trustees. I appreciate each of you as individuals and realize how fortunate the university and I are to have you as collective body, providing governance for this institution. I am looking forward to another year of collaboratively changing the lives of the students on our campus and adding to the richness of this community. And I want to thank every one of you for being a significant part of that process.