

ANNUAL REPORT
JOHN A. DELANEY

**July 2013 -
June 2014**

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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.

Institutional Values:

- the pursuit of truth and knowledge carried out in the spirit of intellectual and artistic freedom;
- ethical conduct;
- community engagement;
- diversity;
- responsibility to the natural environment; and
- mutual respect and civility.

Annual Report July 2013 – June 2014 John A. Delaney

In my annual report for 2012-2013, I began by contrasting the fiscal cuts we incurred in the 2012-2013 budget with the modest increase we were looking forward to in 2013-2014. As you might expect, the tone of this report is somewhat different. I celebrated the fact that we were able to give 2 percent salary increases in 2013-2014 (the year covered in this report) – a celebration that is heightened by the fact that in 2014-2015 we will, for a second year in a row, be able to give desperately needed and more generous salary increases to faculty and staff. It has been and will be another year when it will be gratifying to be president, by virtue of having the ability to reward outstanding performance. That being said, it would have been nice if we were able to do even more.

We still faced challenges this past year and are destined to do so as we move forward. But challenges are an ongoing reality in building any strong institution. Yet, we have successes to celebrate. **In 2012-2013 our six-year graduation rate was 49 percent. We ended 2013-2014 with a 54 percent six-year graduation rate.** This reflects the performance of the freshmen who entered the year we cut back on freshmen admission, because of the cuts in state budgets.

While one data point does not a theory prove, it does suggest an increase in entering SAT scores and smaller class sizes can make a difference in student success as measured by completion rates. Of course, the downside of this was that we have not been able to maintain the same student-to-faculty ratio. In addition, our summer enrollment, where our SAT scores are lower, has grown indicating a reversal in this trend. But we have made progress and remain hard at work at addressing this and other challenges.

Organization of This Year's Report

In past years, I have organized this report around the five goals within our strategic plan. This year, as we work on a new strategic plan, I thought it would be appropriate to begin the body of this text with a discussion on our efforts and accomplishments in addressing Florida's 10 metrics. Following this, I wanted to talk about measures of UNF quality – students and their educational experiences, faculty accomplishments, our utilization and stewardship of our fiscal

and human resources, as well as and our national rankings. Each of these different pieces is necessary if we are to provide an overall picture of the institution.

BOG Performance-Based Funding Metrics

As we have discussed throughout the year, the Board of Governors (BOG), the Legislature and the Governor have each weighed in strongly on moving the university funding model from an FTE driven model (more students leads to more funding) to a Performance-Based model (the higher the achievement on certain metrics the greater the increase in funding, with low achievement potentially penalized by budget cuts). The conversation on changing funding models has not been specific to this state, with a variety of performance-based funding models mandated throughout the U.S. Some of these have been formulated with guidance by think tanks such as the Lumina Foundation. Different states have adopted different linkages between performance and funding and different metrics for use in assessment of performance.

In Florida's self-developed model, the BOG established 10 metrics for each university. Eight of these metrics are used system wide, the ninth varies based on institutional category and the tenth metric reflects the choice of the individual institution.

A given university can score from 0 to 5 points on each metric. The 0 to 5 points may be assigned based on the institution's ranking in relation to performance across the system or the 0 to 5 points are awarded based on an increase in the metric score over the past year, without regard to ranking. You can earn more points by being closer to the top of the list or by making progress in that direction. The better of the two scores becomes the final score awarded to the institution for that metric. Eight of the metrics form related couples: 1 and 2, 4 and 5, 6 and 8, and 9 and 10.

The total score across the 10 metrics is used to distribute performance based funding. The dollars come from new money allocated by the legislature and dollars taken from each institution's prior year funding. This means institutions must score high enough to earn back dollars taken from their prior year budget (the skin in the game) and then sufficient points above this level to receive additional funding for the upcoming year.

Metrics 1 and 2

The first two of the BOG's metrics speak to undergraduate alumni performance after graduation: Are they working in Florida or attending graduate school and, if they are working, how much are they earning?

- 1. Percent of bachelor's graduates employed full-time in Florida or continuing their education in the U.S. one year after graduation***
- 2. Median wages of bachelor's graduates employed full-time in Florida one-year after graduation***

While these two measures are areas in which UNF has traditionally done well, there are significant limitations to the data used in calculating the numbers. Employment data across state lines is currently unavailable. And even within Florida, federal employment data, including data on military personnel, are not included in the state's database. UNF graduates who are federal employees or in uniform would not show on these rolls. This means we are working with an incomplete data set.

This year, two universities had 70 percent of their new graduates employed in the first year. These schools were each given 4 points, no school hit criterion for 5 points on this or the next metric. UNF had 69 percent of its students employed in the first year, yielding 3 points. The year earlier, 71 percent of UNF's students were employed in the first year. Variances such as these can be expected from year to year. In addition, the data do not indicate at what level or in which economic sector the graduate is employed – a full time clerk at the Gap is counted the same as an entry level software engineer.

When we look at annualized salaries earned the first year after graduation, UNF was assigned 3 points (average salary of \$34,200). Salaries for graduates from other schools earning 3 points ranged from \$30,300 to \$34,900. No school earned 5 points, and FIU, located in the Miami job market, was the only school to earn 4 points with an average first-year salary of \$35,100.

UNF's strength in both of these areas is attested to by the numerous national awards the institution wins for best rate-of-return on investment. Such measures look at percent of students employed at graduation, initial and mid-career salaries of new and older alums and the students' cost of tuition. (*Forbes*, *Kiplinger's* and *The College DataBase*)

UNF's success in this area is attributable to internships and other TLO experiences which prepare students for success in the workplace and our career planning programs. This past year, 30 percent of UNF students were engaged in internships; faculty directed research; community, national, and international service; and other such activities. Our long term goal is 35 percent annual involvement. Our outcomes in these areas are also attributable to our career advisors who serve each of the colleges.

To continue building on our success we have invested in hiring an assistant director of career services to increase student participation in career development activities and to establish a student-alumni connection program. This year, UNF will be cosponsoring career fairs targeted for veterans and students with disabilities. With growing enrollments in these categories, it is a natural progression for us.

Metric 3

The third metric calculates the cost of state funding and student tuition expended on a 120 credit hour degree. The calculations are based on cost of instruction per undergraduate credit hour. The lower the cost the more points earned by a university.

3. Average cost per bachelor's degree*[instructional costs to the university]

The cost per undergraduate degree is calculated on the amount spent by an individual institution in offering 1 undergraduate credit hour of instruction to a given undergraduate student, multiplied by 120 credit hours (the average length of a bachelor's degree in the Florida system). This calculation includes state funding and student tuition which is expended toward direct instruction (faculty and support staff salaries, prorated library and advising costs and so forth.) It does not include money spent on research, graduate education and other functions of the institution.¹

¹ If cost per degree was calculated based on total tuition and fees spent by a full-time undergraduate student over four years, the estimated cost for an undergraduate degree for a student enrolled in a Florida public university would be \$25,344. Nationally the cost at a public university would be \$35,572, placing Florida as offering the 44th least expensive degree in the country. Retrieved from <http://www.flbog.edu/about/budget/tuition.php> on July 26, 2014.

Two variables will significantly impact a university's ranking on this measure: The more students sitting in a classroom or taking the course online, the lower the per student credit hour cost; the lower paid the instructor, the lower the per student credit hour cost. Schools with large doctoral programs will most often use graduate teaching assistants to keep these cost artificially low.

If a university values having fulltime tenured faculty teaching smaller classes, inevitably the cost will climb. Only one school earned 4 points on this metric; that being UCF at \$21,200. Three schools earned no points on this metric: NCF (\$74,640), FAMU (\$37,250) and UWF (\$31,080). FGCU and UNF were the two schools to score only one point on this measure. UNF's cost per undergraduate degree was \$29,350 per degree. In today's public and private school national markets this seems to be a reasonable cost, as attested to by UNF's ranking as a best buy school and comparative rates of state funding for higher education. We will, however, be able to lower the cost calculations by moving faculty's non-instructional assignments into the correct accounting buckets on UNF's annual expenditure analysis.

We believe a better metric would be cost per degree, including graduate and undergraduate degrees or two separate metrics: cost of undergraduate and cost of graduate degrees. These different approaches would give taxpayers a clearer understanding of their investment in higher education. Similar recommendations have been put forward to the Board of Governors.

For us to dramatically change our numbers would mean a dramatic change in our vision for this university. We pride ourselves in small class sizes and individualized attention, which works against us in this metric.

Metrics 4 and 5

The next two metrics speak to undergraduate persistence toward graduation. The most commonly used measures of student success toward degree completion are a six-year graduation rate and second year retention rate. There are several variations on how the six-year graduation rate can be calculated.

4. FTIC 6-year graduation rate [includes full- and part-time students]

5. Academic progress rate [FTIC 2-year retention rate with GPA \geq 2]

The reason for a six-year graduation rate as opposed to a four-year rate is because many students are unable to complete the 15 credit hours per semester required to complete a 120 credit hour degree in four years. For purposes of federal financial aid, 12 credit hours per semester are considered fulltime attendance. This means that a fulltime (12 credit hours per term) student could take 5 years to graduate, unless they included summer school attendance at 8 hours per summer for three summers into their college scheduling. To help break this pattern of 12 hours a term, we will be working with our advisors to schedule students for 15 credit hours in cases where the student can handle the load.

Not surprisingly, many UNF students begin on a fulltime basis, but finances and home-life often get in their way, slowing down their progress to degree completion. In one UNF cohort studied, 57 percent of FTICs didn't work at all and only 1 percent worked over 30 hours a week. By their fourth year, these students' work patterns had shifted: only 27 percent of fourth year students weren't working while more than 27 percent were working 30 hours or more, slowing down their progress to degree.

There are two points in a UNF student's academic career that provide a strong indication as to whether (a) the student will complete a degree or (b) that degree will be awarded by UNF. In one cohort we tracked closely, 46 percent or 812 of the students left UNF without having a UNF bachelor's degree in

hand within six years. Of those students who didn't complete a UNF degree, 56 percent left between their freshman and sophomore year, with the majority transferring to a state college because of low GPAs. Of the students who were successfully enrolled but didn't complete a bachelor's degree at UNF, 256 or 32 percent of them transferred to another four-year institution. The majority of these students transferred between their sophomore and junior year. Twenty-four percent of these students who left UNF did earn a bachelor's degree in six years, but the degree came from another institution, many from other Florida public institutions.

The Board of Governors metric for assessing student retention is the percent of students who return to the same university for their second year. To score any points on this metric at least 80 percent of a university's students needed to return or the retention rate had to increase by 1 percent over the prior year. Only UF received full credit on this metric. UNF was one of three schools that receive no points because we had a 2 percent downturn in second year retention. For fall 2014 we have an 83 percent second year retention rate which will yield an increase on this metric. The current metric does not differentiate among reasons for not returning.

Graduation rates are, of course, the final measure of student persistence. Because an institution serves native and transfer students, there are ongoing discussions on how to best measure graduation rates. Do you only count students who start and finish at the same institution, the most traditional method used? Do you count the number of students who start at your institution but may complete their degree at your or another institution? This method, called Student Success Rate by the national Voluntary System for Accountability, recognizes that families move and students may need to transfer institutions for a change in major. Or do you work on a different system which aggregates graduation data for all native and transfers students who enter with the intent to complete a degree?

When using any of these methods, do you reference an institution's graduation rates against other publics in a state system or against a body of national peers that have predefined characteristics: Carnegie classification of university, specific geographic parameters, and/or students with similar profiles?

Currently, the Florida Board of Governors uses the first or traditional method for individual institutions and a hybrid of the recommended Rate of Student Success in calculating system-wide data. For the most recent application of the individual institution graduation rate metric, the BOG used 2012-2013 data. This accounts for six-year graduation data for FTICs starting in 2006-2007. UNF's graduation rate was 49 percent for this cohort. If we calculated our rate using the Student Success Rate, it climbs to 62 percent. And if we compare ourselves to all national, public, comprehensive universities in urban areas we rank as the 4th highest in the country.

The data we will submit for 2013-2014, which has just been calculated, has UNF at a 54 percent six-year graduation rate, which constitutes a 5 percent increase, equating to a 5 points gain on the performance funding formula. This increase is significant and will probably increase our funding. But our projections for the next cohort suggest we will drop the following year due to increased summer enrollment.

As pleased as I am to see this increase, we have been studying these data to see what steps it suggests for future actions. One of the most significant differences between 2006-2007 and 2007-2008 enrollments is the size of the class and in particular when the students entered: summer or fall. In 2006-2007 we had a smaller class and a larger percentage of this class first enrolled in the fall term. In contrast in 2007-2008 the class size grew and the percentages of students starting in different terms

shifted. (See table below). Further exacerbating the problem the difference between the fall and summer and fall and spring SAT scores and GPAs grew from 2007-2008. Not surprisingly, the difference between these scores is the lowest in 2006-2007.

Cohort	Total number of FTICs	Percent who began in summer	Percent who began in fall	Percent who began in spring	Graduation rate
2006/2007	2340	30%	69%	1%	49%
2007/2008	1955	35%	60%	5%	54%
2008/2009	2336	50%	47%	3%	Projected to decline

We are continuing to mine these data to design better recruitment and admissions procedures and requirements. Over the next few months, we will be bringing a revision to our waiver policy which will serve as one of the lynchpins in these new procedures. We are also investing performance based funding in additional advisors.

Metrics 6 and 8

The sixth and eighth metrics constitute the next couplet, which addresses the types of undergraduate (Metric 6) and graduate (Metric 8) majors from which students are graduating. What percent of UNF students are completing studies in areas of strategic emphasis, most needed by the state? These include specifically designated STEM fields, healthcare professions, low enrolled/high need teacher education certification categories, security professions and globalization.

6. Bachelor's degrees awarded within programs of strategic emphasis [based on list approved by BOG at their Nov, 2013 meeting]

8. Graduate degrees awarded within programs of strategic emphasis [based on list approved by BOG at their Nov, 2013 meeting]

By using these metrics as a basis for performance funding, the Florida Board of Governors is encouraging universities and students to pursue professional degrees which will help economic growth in the state. The state has been working on further refinement of this list resulting in some changes in performance based scores. While we will need to unpack the last calculations used in awarding funds for this year, UNF's greatest growth is at the graduate level with 51 percent of our degrees fitting within the most current list of strategic emphasis categories. At the undergraduate level 45 percent of UNF degrees fit into this schema. Our strongest performance is fueled by the growth in healthcare fields.

As you are well aware, we have been adding new degree programs at the undergraduate and graduate level that respond to local needs or utilize unique university strengths, which are also aligned with the state's categories of programs of strategic emphasis: B.S. in Medical Laboratory Sciences, B.S. in Coastal Environmental Science; M.A. in International Affairs and an M.S. in Coastal and Port Engineering. Moving forward we anticipate continuing this trend. We are also looking at the curricula in these areas in an effort to increase student success in these fields.

Some of our efforts are proving successful, especially in retooling typical gatekeeper courses into becoming gateway courses. I have spoken of this in terms of the math boot camp we have run for entering engineering students. You have also heard about the work we are doing in developing writing classes for students in different majors. This coming year, we launch our math emporium which is

another such effort. This is being funded through performance funding dollars. We are also investing these funds in new faculty positions in these areas of study.

Metric 7

The seventh BOG metric focuses on universities being open and accessible to students whose economic standing makes it difficult for them to attend college. The typical measure of financial need for these students is receipt of federal PELL grants.

7. University access rate [percent of fall undergraduates with a PELL grant]

While it is important that we provide access to financially disadvantaged students, it's also critical that we provide these students with the specialized support services they will need to succeed in school. Without well designed and executed support systems these students are at the greatest risk of failing to complete their degrees and of leaving school with high debt levels.

Based on the BOG's point allocation system, nine out of ten universities receive the maximum 5 points for this metric. These universities ranged from having 65 percent (FAMU) to 32 percent (UF) of their students with PELL grants, an over thirty percent spread. Little differentiation was drawn on this metric. New College received 4 points toward their total performance based funding score with 29 percent of their students on PELL grants.

Metrics 9 and 10

The ninth and tenth metrics are individuated by university type or by specific goals of the institution. The nine metric used in performance-based funding varies by category of institution and is selected by the BOG for the different groupings of institutions. The tenth metric is selected by the institution's board of trustees and vary from institution to institution. For eight universities the BOG's ninth measure was the percent of students who graduated without excess hours. As UNF's tenth metric, our board selected the percent of courses offered by distance learning (DL) or a hybrid of DL and face-to-face instruction.

9. Board of Governors Choice Metric - Percent of bachelor's degrees without excess hours

10. Board of Trustees Choice Metric - Percent of course sections offered via distance and blended learning

Seventy-one percent of UNF's students graduated without any excess hours. The only school with a better record was Florida Gulf Coast with 74 percent of their students graduating without excess hours. Both UNF and FGCU received 3 performance based funding points. The lowest number of students graduating without any excess hours was FAMU at 31 percent.

One of the steps UNF took this past year to limit the number of excess hours was to set a limit on the number of courses a student could drop in their program of study. We have set a maximum of 3 withdrawals per student during their academic career at UNF. We have also installed a new software program that allows students to better schedule their coursework around their work commitments.

On the tenth metric, UNF scored 5 points, as did every other institution in the system. Not surprisingly every institutional board of trustees selected a metric on which its school would score well. Below is a table showing our increase in DL and Hybrid course offerings. It shows past and expected progress rates.

Growth in Distance Learning and Hybrid Course and Program Offerings

Growth in online offerings	2012-2013 ACTUAL	2013-2014 ACTUAL	2014-2015 GOAL	2015-2016 GOAL	2016-2017 GOAL
Percent of Course Sections Offered via Distance and Blended Learning	9%	11%	13%	15%	17%

This growth is the result of individual faculty and whole departments adopting DL and Hybrid for portions of their programs of study, offering students greater flexibility in scheduling courses. Projected growth is a reflection of entire degree programs that are being placed on line, including four programs offered through a public-private partnership.

Quality of the Student Body and Faculty

The two most critical elements of any successful university are the quality of its student body and its faculty. Neither of these is directly measured in the BOG Performance Funding Formula. It would take several additional metrics to capture this information. Nonetheless, this past year has been a banner year in both of these areas.

Student Profile

The quality of a university is certainly dependent on its faculty, but a bright, highly engaged and diverse student body is essential to the institution's overall success.

In fall 2013 we enrolled 16,358 students contrasted against 16,452 students in fall 2012. The decline in this number is attributed to the decline in community college transfer students. Across the state these schools have seen a drop in enrollment. Ethnic/racial minority enrollment was at an all-time high of 28 percent, a 1 percent increase over the prior year and an 18 percent increase over the past 10 years.

The fall 2013 freshman class ticked up to 807 students. This group had an average verbal and quantitative SAT score of 1214, a 2 point increase over the entering fall 2012 class. Ten years earlier the average SAT was 1152. The fall 2013 class had an average GPA of 3.94 compared to 3.89 in fall 2012.

Graduate student enrollment climbed from 437 in fall 2012 to 503 in fall 2013. New transfer student enrollment dipped from 1,772 in 2012 to 1,671 in fall 2013.

These students were engaged in a host of academic and personally enriching experiences throughout the 2013-2014 academic year. And many of them received notable accolades as a result of their hard work.

Transformational Learning Opportunities With TLOs being a UNF hallmark, we worked hard to get thirty percent of these students engaged in one or more transformational learning opportunity over the course of the year. Our goal is to hit 35 percent. Many of these experiences are designed to better prepare the student for future work experiences. I would like to highlight six of these experiences.

This past year a group of engineering undergraduate students designed, fabricated and tested adaptive toys that will assist physical and cognitive therapists in working with children with disabilities in the

Jacksonville area. These engineering students were exposed to a unique interdisciplinary and transformational experience. They engaged in hands-on activities that required using knowledge from courses to design devices that meet an immediate social need in the community. These students also engaged in interdisciplinary planning activities as they connected and interacted with UNF's doctoral physical therapy students throughout the process.

In a second TLO, biology students were given hands-on experience with biomedical research. The specific project examined how the outer surface of bacteria changes as it develops antibiotic resistance. In this project students characterized the immune responses to different strains of antibiotic resistant bacteria. As part of this project, students tested the hypothesis that acquisition of drug resistance to a single antibiotic causes significant changes to the outer surface composition, and that these changes can impact the effectiveness of the host's immune response. In addition to their lab work, these students met with medical professionals at Mayo Clinic. Students who participated in this TLO presented a poster of their research at the American Society for Microbiology General Meeting in New Orleans, LA.

A third group of students studied specific molecules produced by bacteria, fungi and plants which may lend themselves to serving as drugs for humans. Such natural products represent the single most valuable source of clinically useful drugs. In fact, over half of drugs on the market today can be traced to such natural origins.

The UNF Intensive Chinese in China program featured total language immersion and time-honored training strategies to produce fluent speakers of Mandarin Chinese. ICIC followed the established model used by the Harvard Beijing Academy and Princeton in Beijing. The language training is embedded in a Chinese setting, with speakers from many sectors of Chinese society joining the UNF participants to discuss their lives. In addition, students were encouraged to take lessons in Chinese arts, such as martial arts, calligraphy, cooking, or music. On the weekends, there were performances (e.g. Chinese Opera) and excursions (e.g. museums and galleries). Students also spent time on weekends with host families to experience the daily lives and customs of Chinese families.

A team of nine UNF engineering students, known as The Orbital Ospreys, was among a select group chosen by NASA to fly their own research experiment aboard the agency's G Force One aircraft this past June. The flight was a part of NASA's Reduced Gravity Education Flight Program, which takes student-designed research projects and places them in a reduced-gravity environment generated by a state-of-the-art NASA aircraft, which produces periods of weightlessness and hyper gravity. The UNF students were able to fly along with their research prototype.

The Orbital Ospreys' prototype bioreactor was designed to study the effects of radiation on bone cells to emulate blood flow in the human body in the zero-gravity environment. The team believes that a similar system could be further developed in the next generation for use in long-term space biomedical experiments related to bone marrow transplants.

There are a number of other activities in which UNF students engage in competition with other universities from across the country. For example, this past year, UNF's Ethics Bowl Team made it into the semi-finals at the 18th Annual Intercollegiate National Ethics Bowl Competition. Thirty-two of the best teams in the country participated in the national competition, each having placed first or second in their regional competition.

Student and Campus Life Programming for students extends past the classroom and related TLO experiences. If students are to maximize their college experience and to identify themselves with the university we must build a campus with a full range of active student life experiences.

In 2013-2014 we undertook the building of the Osprey Clubhouse, which has quickly become one of the more popular additions to our campus life program. The Osprey Clubhouse is a \$6 million, 14,000 square foot facility open all UNF students. It was funded by housing revenues. With a pool, a 24/7 game room and a food venue that stays open until 3 a.m., this facility is helping student engage in the campus community and building stronger ties to the university. These ties in turn increase the likelihood of undergraduates staying with us through graduation.

Our full range of experiences extends beyond the pool and the game room. When Bruce Taylor joined the board he brought his own experiences from 4 years at an Annapolis, where there was a focus on leadership. While we are obviously a dramatically different institution than Annapolis, we did begin a program for student leadership. This program has now become a collaborative program with Education Leadership in the College of Education and became a minor program of study for students from across the campus last fall. The students who are completing this minor develop the skills that they will be taking into the workforce and into their communities.

While Bruce helped guide this leadership program, Myron Pincomb, as a UNF alum, has been working with our students over the past year to help define our existing traditions. These traditions are another source of building community and identity with the institution.

Also include in building a full range of activities is career planning and development. In 2013-2014 we saw a significant increase in participation in these activities by students and by regional employers. More than 1,686 students took part in our STAR program. This program provides students with skills in resume preparation, job searching and interviewing techniques and support in applying to graduate and professional schools.

In addition to the STAR program, UNF Career Services offers a host of other career planning resources designed to help students research and explore career options and prepare for the world of work. In 2013-2014, Career Services' website had 49,926 unique visitors, a 54 percent increase from 31,210 in 2012-2013. Career Spots videos were viewed 3,472 times, a 9.4 percent increase from 2012-2013. And 210 practice interviews were conducted using *InterviewStream*.

In the past year we saw an increase in the number of employers at our ten on-campus career fairs. These fairs include generic and field specific opportunities for students to present themselves to employers from within the region. On average 76 percent of employers at these fairs ranked UNF students as being well to extremely well-prepared for positions in their field.

Student Recognitions Many of UNF's students are distinguishing themselves through individual achievements. Kelly Hunt, a junior in nursing was recently elected president of the National Student Nurses Association. This is the third time a UNF student has held this national nursing leadership role, which speaks to the quality of the flagship designation our nursing program carries.

Two University of North Florida students in the School of Computing were selected as the recipients of 2013 Upsilon Pi Epsilon Scholarship Awards. These awards are competitively given on a national basis, recognizing students for their academic accomplishments as they strive to complete degree programs in the various fields within computing. Joe Hoepfner received the award in the graduate student category, while Lisa Lamontagne received the award in the undergraduate student category from UPE, the only international honor society for the computing and information disciplines.

And in nutrition and dietetics, Michael Tan, a senior, was awarded the Academy of Nutrition and Dietetics Foundation's Commission on Dietetic Registration Diversity Scholarship. Martha "Nikki" Dallam was selected Student Liaison to the Academy of Nutrition and Dietetics' Student Advisory Committee.

Billy Petersen, a master's degree student in English, had an article, *From Realizing Rhetoric to Rhetoricizing the Real: The Puritan Footprints in Thoreau's Walking*, accepted by the journal *Literary Imagination*, which is the official journal of the Association of Literary Scholars, Critics, and Writers and is published by Oxford University Press.

Nan Kavanaugh, another graduate student in English, received first prize for her critical essay entitled "The Abstraction of Interpretation" in the category of American Literature from Sigma Tau Delta, the International English Honors Society. She delivered her paper at the Society's national conference in Savannah, GA.

In music, UNF students have had similar successes. Niki Roman won 2nd Place in the 2014 North American Saxophone Alliance Collegiate Solo Competition. Three UNF music students also won 1st (Aaron Lehrian), 2nd (Oscar Perez), and 3rd (Ryan Slatko) place at the 2014 International Jacksonville Jazz Piano Competition.

These recognitions speak well of our student body. But they also point to strong faculty and staff mentorships. This again speaks to our focus on having faculty teaching and engaging with the undergraduate student body in small face-to-face classes.

Quality of Faculty

In 2013-2014 we were able to successfully complete 52 faculty searches. While not the largest number of successful searches in any year, the funding we received in the 2013-2014 budget did move the needle compared to completed searches over the past six years. We hired 5 visitors, 5 instructors and 37 tenure earning faculty. Of those 52 searches, 47 of the selected candidates held terminal degrees.

Twenty-two of the faculty members with terminal degrees are on tenure earning lines in Areas of Strategic Emphasis (Metrics 6 and 8). Fourteen of the terminally degreed received their doctoral degrees from among the top fifty universities in the nation, including University of Chicago, Northwestern, UNC-Chapel Hill and Georgia Tech. Thirty graduated from non-Florida universities. One of these faculty members graduated from the Universite du Littoral – Cote d'Opale, which furthers our efforts to prepare our students for a global society.

Review of Tenure-Earning and Promoted Faculty While each faculty member is evaluated on an annual basis, the most comprehensive assessments of the faculty quality are made during the tenure and promotion process. Recognizing this, each year I highlight examples of the successful candidates for tenure and promotion to associate professor as well as the candidates who are promoted to the rank of (full) professor.

Allow me to begin with a faculty member who was granted tenure and promoted to associate professor in history, Gregory Domber. In October, Greg's new book *Empowering Revolution: America, Poland and the End of the Cold War* will be published by the University of North Carolina Press. The book has already received strong reviews from the director of Cold War Studies at Harvard and the director of History and Public Policy at the Woodrow Wilson Center. Before coming to UNF, Greg was the Hewell

Post-Doctoral Fellow at Stanford University and received his doctoral degree from The George Washington University.

Greg's area of specialization is Cold War history with a focus on Eastern Europe, which is supported by his fluency in Polish and his knowledge of German, Russian and Czech. Greg has written chapters that appear in seven different books covering the Cold War and its end. One of these is written in Polish. The others are published by houses such as the Johns Hopkins University Press, Oxford: Bergman Book, and the Copenhagen University Press. His two articles on the Cold War appear in the *Journal of Cold War Studies* and the *Polish Review*. He is also an active online scholar. His twenty international and national conference presentations are equally impressive as are his invited lectures at the University of Warsaw, Stanford University and Jagiellonian University in Krakow. He just received a two year fellowship from the Smith Richardson Foundation in Strategy and Policy to support his upcoming research on *Cultivating Moderates: American Exchange Programs, Social Networks and Negotiated Revolutions of 1989/90*. The project will examine the potential values of high end student exchange programs.

The next three faculty members that I would like to point to all earned promotion to the rank of professor: Erin Bennett (music), Alexandra Schonning (mechanical engineering) and Matthew Gilg (biology). I place these three together because of the strength of their scholarship which is balanced by their commitment to student scholarship.

If you were to look through Erin's vita you would find an incredible list of sixty-one international, national and regional solo, ensemble, and orchestral performances. These include four premieres. You would also find thirteen presentations at international, national and regional conferences, and professional publications. Erin has also taught twenty Master Classes across the country and locally, including four at Interlochen. This record exceeds what you would expect from a faculty member in the performing arts.

Alexandra, who specializes in mechanical systems design, computer-aided engineering, rapid prototyping, biomechanics, and design optimization, has been the principle investigator or a member of the research team on nine externally funded grants, totaling more than \$1.1 million. She has also led eight internally funded grants. In addition, Alexandra has published ten refereed journal articles and presented at 52 national and international conferences.

Matt completed a year of post-doctoral work at the University of South Carolina before joining UNF's faculty. His areas of specialization include population genetics and evolutionary ecology. He has published or co-published twenty peer reviewed journal articles. He has also worked on twenty-four funded grants and presented forty-two conference and invited papers.

At the same time that these faculty members have engaged in research-based and artistic scholarship, they have been focused on their interactions with UNF students. Each of these faculty members has received one or more undergraduate teaching awards and Matt was also named as an outstanding graduate teaching award winner. But even more impressive are the number of students these faculty members have mentored in their research labs and by taking undergraduate music students on international performance tours. Matt and Alexandra have published with undergraduate students, and co-presented with these students at national conferences. They have also worked closely with graduate students. Matt has mentored 86 students over the past 12 years. Erin serves as the director of the Educational Programs for students who travel with her to Le-Bois-d'Oingt France for a music study abroad program which allows UNF students to perform in France and teach special classes for French children. Alexandra has prepared sixteen of her students to present at on-campus conferences and has

served as primary advisor on four master's theses and a secondary advisor to four others. She has also served as the U.S. advisor to two Swedish students completing their master's projects in the U.S.

The final faculty member I would like to highlight this year is JeffrieAnne Wilder in Sociology. JeffrieAnne has written and presented extensively on colorism in minority communities. She has also written on children with ADHD (Attention Deficit Hyperactivity Disorder). With twelve journal articles and book chapters, she has presented 24 papers on these topics. She has a forthcoming book entitled *Black Women and Colorism in the 21st Century*. This most recent research was funded by the McKnight Foundation. The winner of an outstanding undergraduate teaching award, JeffrieAnne is active with student organizations and is the chair of the Presidential Commission on Diversity. Over the past few years, JeffrieAnne has also become recognized as an expert on racial issues, appearing in or on media outlets such as ABC, CNN, *the New York Times*, *Black Enterprise*, and several national radio outlets. A frequent commentator on the Trayvon Martin case, JeffrieAnne has teamed up with a seemingly unlikely collaborator – Mark O'Mara, George Zimmerman's attorney. Together they are working on a project to engage in national conversations on racism. Each time JeffrieAnne hits television or radio waves or the print material the name of UNF travels with her.

While I highlight these five faculty members, they are by no means alone. The quality and characteristics these faculty members represent can be seen throughout the faculty educating UNF's students. This past year several of our individual faculty have received national recognition or made notable contributions to their fields of study.

Faculty Recognitions and Accomplishments Annual and tenure and promotion reviews are used to assess faculty performance. Another marker that we use is special external recognitions the faculty receive. For example, Mark A. Tumeo, dean of the UNF's College of Computing, Engineering and Construction, was recently elected a fellow of the American Society of Civil Engineering. He was selected for this prestigious honor in May by the leadership of the ASCE.

Judy Comeaux, assistant professor of nursing and faculty adviser for the UNF chapter of the National Student Nursing Association, was awarded the national Leader of Leaders Award, presented each year to an outstanding dean, faculty advisor or state consultant who has provided exceptional commitment to his or her students and to NSNA.

Michael Hallett, professor in the Department of Criminology and Criminal Justice and a recognized expert on and advocate for criminal justice reform, recently received the Legends, Pioneers and Trailblazers Award from the Florida chapter of the Southern Christian Leadership Conference for his invaluable service and scholarly research. He accepted the award for his work on behalf of civil rights and social justice in speaking out about the connection between poverty and crime.

Don Resio, director of the Taylor Engineering Research Institute at the University of North Florida, received the 2013 International Coastal Engineering Award from the American Society of Civil Engineers. Don was given the award at an international conference in Banff, Canada. The International Coastal Engineering Award recognizes an individual who has made significant contributions to the advancement of coastal engineering in the form of engineering design, teaching, professional leadership, research or planning.

Faculty Research The UNF faculty is engaged in ongoing research across the academic spectrum. Once again, allow me to highlight the work of five of these faculty members as examples of what we accomplish each year in research.

The rise of social networking sites has led to changes in the nature of our social relationships, as well as how we present and perceive ourselves. Although social media, like Facebook, allow us to connect, are we becoming more self-centered and less empathic towards other human beings?

In her most recent study, Tracy Alloway, an assistant professor of psychology, investigated the relationship among adult Facebook users, between ages 18 and 50, and found that some Facebook features are linked to selfishness and some Facebook activities may encourage empathy. It's a mixed bag.

Using thermal imagery, researchers are exploring what lies beneath the ground. With this technology, John Kantner, UNF's new graduate dean and assistant vice president for research, and a colleague from the University of Arkansas have successfully used drones and thermal imagery to unearth a 1,000-year-old village in northwestern New Mexico, revealing never-seen-before structures and unique insight into who lived there. The research results were published in the May issue of the *Journal of Archaeological Science*.

A national expert on Lyme disease, Kerry Clark, associate professor of public health, and his colleagues have found additional cases of Lyme disease in patients from several states in the southeastern U.S. These cases include two additional Lyme disease species, recently identified in patients in Florida and Georgia. Overall, 42 percent of 215 patients from southern states tested positive for some Lyme *Borrelia* species. More than 90 cases of Lyme infection were confirmed among patients from Florida, Georgia, North Carolina, Texas and Virginia. Of these southern cases, 69 percent were found to have infection with *B. burgdorferi*, 22 percent with *B. americana* and 3 percent with *B. andersonii*. All of this research counters previously held and still reported research suggested the Lyme disease doesn't occur in the southeastern U.S.

Two UNF scientists received prestigious Cottrell College Science Awards from the Research Corporation for Science Advancement (RCSA), a leading advocate for the sciences and a major funder of scientific innovation and of research in America's colleges and universities.

Christos Lampropoulos, an assistant professor of chemistry, and Daniel Santavicca, an assistant professor of physics, each received \$35,000 from RCSA, plus \$10,000 each in matching funds from the university to pursue their research. Only about 14 percent of proposals submitted to RCSA are selected for funding, making these awards true testaments to the quality of their ground-breaking research and their considerable talents at engaging students in hands-on learning opportunities.

Shira Schwam-Bird, professor in Languages, Literatures and Cultures, is part of a multi-institutional team that received a National Endowment for the Humanities grant to translate, edit, and make available digitally a Medieval Franco-Italian epic, "Huon d'Auvergne," which is about the adventures of the title character, whose travails include a descent into Hell to extract tribute from Satan.

Heather Truelove, assistant professor in psychology, is also part of a multi-institutional, interdisciplinary team that received National Science Foundation funding to examine whether pro-environmental behavior in one domain (e.g., recycling) leads to, or detracts from, pro-environmental behavior in another domain (e.g., renewable energy use). While there are a lot of assumptions about this relationship, no one has systematically studied it. Heather has been assessing this issue researching UNF's students' cafeteria and dorm behaviors.

Receiving funding this past year from the US Fish and Wildlife Service's State Wildlife Grants Program, Cliff Ross, associate professor in biology, has been studying the combined effects of ocean warming and pollutants, especially those for mosquito control, on coral reefs. He is collaborating with a colleague from the Mote Marine Laboratory in Sarasota on this project.

Computing professor Sanjay Ahuja is one of several UNF faculty members to receive a grant through a unique industry-university partnership with Johnson & Johnson's Vistakon division. Funded entirely by Vistakon, the project explores the potential utility of Google Glass wearable technology for enhancing productivity in advanced manufacturing workflow. Students are serving as participants in the project, with the secondary goal of growing advanced manufacturing industry in Northeast Florida.

The funded elements of these and other university wide research agendas total \$9 million. The UNF faculty is made up of active and engaged scholars. At the same time, these scholars are providing personalized attention to our students in the classroom and in campus labs, from the entering freshmen through the doctoral degree candidates. It is an amazing balance of which we are very proud.

Fiscal Resources

With a better understanding of how our BOG funding is being allocated, let's look at an overall picture of what our efforts over the past year have yielded in new fiscal resources.

In 2013-2014, we operated with an E&G budget of \$144,028,962. Over the course of 2013-2014, Janet Owen and I worked with the Florida State Legislature and the Board of Governors to increase the E&G budget for the upcoming year to \$157,775,018.

Performance funding accounted for a net recurring increase of \$7,360,977. There was also an automatic \$3,285,079 increase that came from adjustments to health insurance rates, annualizing the state funded salary increase that occurred last year, increases in retirement costs, changes in expected tuition, and plant, operation and maintenance dollars to cover costs for new construction.

The State Legislature also added an additional \$2,500,000 to UNF's allocation to support UNF Cultural of Completion and career development initiatives. This \$2.5 million increase came as a result of us closely working with legislative leadership.

When the \$158 million E&G budget is combined with our other, most-often restricted, revenue streams, UNF's total budget for the year will be \$273,130,591. These additional revenue streams include auxiliary enterprises \$43,466,492, contracts & grants \$6,514,179, student activities \$13,049,579, athletics \$9,681,335, financial aid/scholarships/loans \$38,000,000, technology fee revenues \$2,190,213, concession (snack & vending) \$247,974 and board approved fees (SL&S) \$2,205,801. If you take out the \$38 million in financial aid, which is basically pass through funding, the net budget is \$235,130,591.

Salary Increases

For the first time in seven years, we can see that the glass is more than half full and we have the resources to address some longstanding fiscal issues, including faculty and staff salaries. We continue to negotiate with the faculty union on how faculty raises will be distributed. We are proposing a two-step process: first raising all salaries by 4 percent, which will be twice the estimated national average increase. Second we would then go back in and provide a second raise to the lowest paid faculty based on a formula that considers their academic rank and their relative position within that academic rank. There would be a cap on which salaries would be included in this second set of raises. In certain ranks and disciplines we are competing with peers, in some we fall below.

For administrative and professional staff, the average increase will be 4 percent, but individual raises will be based on merit. For our university service personnel, we negotiated a 4 percent across-the-board increase. These are our lowest paid employees.

PECO Funds

In working with the BOG and the legislature we were also able to \$11,750,000 to renovate Skinner Jones North and South Halls. This will increase our space for STEM programs among others. We are seeking additional funding for this project in the upcoming session. We also have other significant projects on our list, including a first payment for university purchase of the Technology Park land across Kernan.

Private and Corporate Gifts

Our fundraising efforts in 2013-2014 also brought in significant support dollars for the university. The breakdown of the \$11 million raised is shown in the table below.

Fiscal Year 2013-2014 Fundraising Activity	
Cash – Endowment	\$ 4,447,096
Cash – Restricted	\$ 5,137,103
Cash – Unrestricted	\$ 313,514
Documented Pledges	\$ 1,018,343
Planned/Deferred Gifts	\$ 100,000 (\$83,378 remainder value)
Total:	\$11,016,056

Stewardship

Throughout my administration, I have asked units to find ways to operate more efficiently. This became a critical part of our strategy during the six-year economic downturn, and it remains a priority for the entire campus. The more we save in operations the more we can devote to increasing educational opportunities for our students. Below I have provided a few examples of how we are proceeding on this part of our internal scorecard.

From 2013 to 2014, we realized a 20 percent reduction in water and sewer charges equating to \$93,000 in savings.

We have also completed deployment of a mobile work management system. The deployment, including placing approximately 5,000 QR codes around campus for use by staff in responding to or creating work

orders, allows staff to open and close work orders in the field thereby eliminating time traveling back and forth to the shop and increasing time available to respond to service requests.

This past year, we saw a 10 percent reduction in fuel consumption with a full deployment of GPS-based tracking system for fleet vehicles.

With a new contract, all vending machines on campus are brand new, energy efficient units. This resulted in an annual electric saving of more than \$8,000.

Through centralized strategic sourcing of our contracts and purchases we have documented savings totaling \$853,922 for the prior fiscal year.

We also continue to emphasize our commitment to "green" and sustainable facilities. We now have nine "green" buildings, saving us money now and in years to come.

Within Information Technology, we continue to utilize server virtualization which results in significant savings in power, cooling, networking and space requirements. We have also moved or positioned several systems in the "cloud" resulting in reduction in costs for hardware and staff support. Examples include: student email, strategic planning software, contract management, and Help Desk software. A specific example of costs savings include more than \$17,000 annually for our parking services system being moved to a hosted environment.

In 2013-2014, we created our first virtual lab for student and faculty use. This enables students and faculty to access their required systems for lab use anywhere at any time. Long term, this allows us to more efficiently respond to student needs without the creation of expensive new physical lab and classroom space.

We have also changed business processes to provide better and more affordable services. Previously, students' only option to pay for a parking permit was via credit card, check or Ozzie Bucks (campus cash). Students with financial aid were required to wait to purchase a parking decal until they had liquid funds available which meant possibly losing out on the opportunity to purchase a premium parking space. This was causing distress for students and the Parking Services staff. By allowing students to put the cost on their student account, Parking Services is offering equal service to these students. While there will be some loss of interest revenue due to later receipt of cash, the expense in merchant fees will reduce by approximately 40 percent (savings estimated at \$24,000 per year).

Each of these efficiencies builds on the significant utility and purchasing cost savings we have experienced over the past several years.

In an effort to keep employees on the cutting edge in their job performance we have also invested in internal professional development for our employees. We saw an 11 percent increase in employee attendance at our professional development forum and a 24 percent increase in other professional development for our employees, including webinars in specialized areas. At the same time, HR has also facilitated or executed the termination of 22 employees, 7 non-reappointments and 2 separation agreements. In each of these cases, the employees were not meeting UNF work standards or policies. As part of our stewardship of resources, we work with our staff to strengthen their performance. At the same time we want to keep individuals accountable for their ongoing level of service to the institution.

National Recognitions

As you well know, our students and faculty are being recognized by peers and others. And over the past few years we have been receiving a fair amount of recognition on various college ranking systems. This past year has been no exception. The university and our colleges have continued to rank well when compared to campuses across the country. Our ROI has certainly been noted as one of our several strengths.

For the sixth consecutive year, the University of North Florida was selected as one of the best colleges in the Southeast, according to *The Princeton Review*. The *Princeton Review* editors narrowed their choices based on institutional data from several hundred colleges in each region, staff visits to schools over the years and the opinions of college counselors and advisors whose recommendations the company invites.

According to the *Princeton Review*, the University of North Florida was also among the nation's Top 75 "Best Value Colleges." This was the fourth year in a row for this recognition. UNF was listed among 150 colleges (75 public and 75 private). The education services company identifies "Best Value" schools based on its surveys of 2,000 undergraduate institutions in 2012-13. The measure looks at academics, cost and financial aid rewards.

The University of North Florida has also been named to *Kiplinger's Personal Finances* list of the 100 best values in public colleges for 2014 for the third consecutive year. The ranking cites four-year schools that combine an outstanding education with great economic value. Kiplinger's assesses quality using a number of measurable standards, including the admission rate, the percentage of students who return for sophomore year, the student-faculty ratio and the four-year graduation rate. Cost criteria include low sticker prices, abundant financial aid and low average debt at graduation.

The recognition from Kiplinger's came on the heels of UNF receiving several other national designations, including Top Colleges in Florida: Shaping the Next Generation by *The College Database*, Best Regional Universities by *U.S. News & World Report*, and Top Florida College for Return on Investment by *The College Database*.

Florida Campus Compact recently awarded the University of North Florida the 2013 Engaged Campus of the Year award, which recognizes one Florida college or university for advancing the public purposes of higher education, improving community life and educating students for civic as well as social responsibility. More than 9,000 students have participated in courses redesigned to include community-based learning since the beginning of this institution-wide effort.

When we look at our colleges we see similar recognitions. For instance, according to the *Princeton Review* The Coggin College of Business is one of the nation's most outstanding business schools. The company features UNF's Coggin College in the 2014 edition of its annual guidebook, "The Best 295 Business Schools." This is the seventh consecutive year Coggin College has earned this recognition.

The Master of Accountancy Program in the Coggin College was named among the Top 30 Affordable Master's in Accounting Programs by *Master's in Accounting Degrees*, an online guide to master's degrees in accounting. The ranking was based on both affordability and program quality. The Master of Accountancy Program at UNF ranks No. 12 for affordability and No. 28 for the quality of the program. UNF is the only Florida University listed in the ranking, which includes schools such as Vanderbilt University, Purdue University and University of North Carolina-Chapel Hill, among others.

Last year, UNF ranked No. 1 in the state for the best dollar-for-dollar return on investment for a computer science degree, according to new data recently released in the *2014 PayScale College ROI Report*. *PayScale* uses alumni salary data and cost of attendance in its rankings. The 2014 College ROI Report ranked UNF No. 1 in the state for its 20-year net return on investment and No. 2 for its annual return on investment, second only to the University of Florida, for obtaining a degree in computer science.

The College Database, considered by some to be the most current and comprehensive source for U.S. college and university data, named the UNF to its top colleges in the state for teacher education. The new list, *Top Colleges in Florida: Shaping the Next Generation*, highlights the post-secondary institutions in the state that produced the most education graduates during the 2012 academic year.

In 2013-2014, the Brooks College of Health's School of Nursing was recognized as a national academic leader by the American Association of Colleges of Nursing, the national voice for baccalaureate and graduate nursing education.

And finally, this past year UNF's Interfaith Center was the only public and the only Florida university to win a national Interfaith Youth Core Award. Of the 162 competing schools across the country, only six were named winners by the Interfaith Youth Core, an organization that works with institutions of higher learning to build interfaith cooperation by committing to religious diversity on an institution-wide basis.

You will also remember that we have been recognized as one of the greenest campuses in the U.S. and we have a string of awards for architecture, with our Student Wellness Center being recognized this past year.

Final Comments

For some, a college education is nothing more than the completion a specific string of courses and the receipt of a diploma. For some students that may be all that it can be. But it is not all that it should be.

College should be a time of exploration of all that is around us and within us. It is a time to make connections across the curriculum: how does history affect my goal to become an engineer, how does art inform my future as a civically engaged citizen, and how does philosophy help me understand from my political beliefs?

We certainly owe Florida's taxpayers an accounting of how their dollars are spent: How many students are we graduating and at what cost? What are they contributing to society when they graduate and throughout their lives?

At the same time, we owe our students an accounting of the time spent on campus. Certainly they must walk off this campus well prepared to enter the workforce. But have they changed and matured beyond just the passage of time? Have they challenged themselves and do they see themselves in a more reflective manner than they did on the day walked on our campus? Do they and others see a new depth to their character? Are they more literate citizens and are they prepared to assume leadership roles grounded in ethical principles in their professions and their communities?

The task of accomplishing all of these goals is made more difficult when confronted by the fact that many of our students face the need to work to support their college education and are often distracted by other challenges they face in their personal lives: disabilities, the ravages of having served on the

battle field, the lack of parental support and so forth. And if we admit these students, as we should, we have an obligation to support them in facing these challenges.

Our students need to be professionally well prepared, but they deserve so much more than that. And it is my privilege to work with a faculty and a staff and, most especially, for a Board of Trustees that understands and appreciates these goals.

While the Board of Governors metrics provide a measurement of the easily counted, we must, as an institution, keep an eye on the other measures that will bring us and our students to overall success.