

**John A. Delaney**  
**Self-Report**  
**July 2004 - June 2005**

In 2004, I presented the Board of Trustees a set of goals that I committed to work on during the 2004-2005 academic year. These goals addressed the key elements of UNF's strategic plan and could be used as representative examples in assessing my success in moving that plan forward. This self-evaluation presents the progress we made in meeting these goals during the past academic year.

In reading through this document, you will note that we have realized significant accomplishments over the year. You will also find that we have much to do in fulfilling our plan.

The 2004-2005 academic year was one marked by a number of successes, some of which are referenced in this report, others I have reported to you throughout that year. For these successes, I am indebted to our faculty, staff, and students who made them a reality. In particular, I want to thank the members of my administrative team who have once again proven to be an invaluable asset. I am also grateful for the guidance and ongoing support the members of this Board have provided me.

### **Student Learning**

The first element mentioned in both our mission statement and the strategic plan is the University of North Florida's central focus on student learning. This element of the plan demands that we build and maintain rigorous academic programs, our faculty engage in quality teaching, and we provide the support services students need to take full advantage of their educational opportunities. In setting my annual goals, I picked five exemplars you could use to judge our success in moving this element forward: a brief summary of our program review process, a summary of the changes we have and will make to our advising program, a report on our progress in supporting the capital needs of our academic programs, our passing rates on certification and licensure examinations, and an example of the work we are doing to provide students with a unique, quality learning experience. In addition to the five goals discussed below, under this element I would point to the steps we are taking in developing individual learning compacts for each academic program, our student-to-faculty ratios compared to other state institutions, the involvement of senior faculty in undergraduate and lower division teaching, the numbers of additional faculty we have hired, and the unique learning opportunities that we are already providing our students.

**Continue progress on program-by-program review.** Each of UNF's academic programs is required to complete a program review as part of a regularly scheduled five-year rotation. These academic program reviews require an internal self-study and an evaluation by an outside consultant. In cases where academic programs have national professional accreditation, the program review process is often linked to the accreditation process.

Academic program reviews are designed to encourage a continuous planning effort at the program level. The stated purposes for these reviews are:

1. to evaluate the quality, productivity, and role of each academic program in the fulfillment of the University's mission;

2. to encourage self-study and planning within units and to strengthen the linkages connecting the planning agendas and practices of individual programs with those of the college and the University as a whole; and
3. to inform budgetary planning decisions at every level of administration.

These self-studies must address program goals, student outcomes, indicators of program quality, measures of productivity, and resources. They must also identify strengths, weaknesses, and plans for continuous improvement. The outside evaluator is asked to examine and comment on the curriculum, program administration, assessment of student learning, and the quality and sufficiency of the faculty and staff.

During the 2004-2005 academic year, anthropology, communications, physics, the Honors program, and civil and mechanical engineering completed full program reviews. The programs in civil and mechanical engineering completed their reviews as part of their accreditation process. Thus, their external reviews were the reports coming from site reviews by the Accreditation Board for Engineering and Technology (ABET). The programs in the Coggin College of Business completed program reviews that were the midterm reviews required by their accrediting body. Because of the extensive site visit that occurs during the reaccreditation process, this midterm review did not involve an outside consultant.

Following are summaries from the site reviews conducted for the physics, engineering, communications, and Honors programs. There is also a summary of the changes made within the Coggin College of Business in response to accreditation site review.

Dr. Porter, the external reviewer for the physics program, discussed and praised the rigor of the curriculum. He, however, did feel that the number of requirements in the engineering physics tracks might be overly restrictive, allowing for few electives. He acknowledged the faculty's involvement in research in areas such as experimental and theoretical condensed matter physics, nuclear physics, material science, optics, theoretical astrophysics, and chemical physics. He also commented on undergraduate student involvement in a number of the department's research projects, a goal of this institution. His lead recommendation for the department was to monitor the progression of the assessment required of students, making modifications to the assessment system as needed.

Dr. Lattimore, the external evaluator for the communications program, recognized the faculty in this field as "a strong, young faculty ... serving a large number of students in the major as well as through the basic speech communication courses." In his report, he offered the faculty guidance on curriculum issues to be addressed in seeking national accreditation. He also suggested that faculty develop additional outcome criteria for assessing students and the program, and that they develop a plan to increase diversity among students and faculty. His recommendations to the institution included reducing current class sizes and providing an adequate broadcast facility.

In his review of the Honors Program, Dr. Braid, dean and director of University Honors at Long Island University, gave particular attention to the experiences within the program that "wed knowledge and practice." These represented the types of experiences UNF is referring to as transformational learning experiences. Among these are the Honors Program's Ghana project and its service learning activities. In his recommendations to the faculty, he asked them to consider building more flexibility into the curriculum and into points of entry. In his

recommendations to the University, he suggested improving and enlarging the current space occupied by Honors.

In their site review for mechanical engineering, the ABET team noted the faculty's enthusiasm for and commitment to undergraduate education, emphasizing student involvement in industrial projects. The team also noted the competency of program graduates and the quality of the new building and its laboratories. At the same time, the team cited a weakness in developing a system for ongoing student evaluation and the use of these evaluations to strengthen the program. The ABET visiting team for civil engineering commended the program on the strengths of the faculty and its active community advisory council. The team also discussed the quality of the facilities in the new Science and Engineering Building. This team cited the same need for an improved student evaluation system and the use of the results in program improvement. Both programs received full accreditation.

For its five-year review, the Coggin College of Business presented its mid-cycle response to the Association of American Colleges and Schools of Business. In this report, the College provided follow up on suggestions made during its past site visit. Among these, the Coggin College documented the ways in which it supported faculty development and research efforts and enabled and encouraged faculty to more fully adopt the use of technology. The report also mentioned how the College adjusted faculty assignments, requiring fewer faculty overloads, and improved its assessment of part-time faculty. The report clearly demonstrated that the Coggin College is maintaining and improving its curriculum and its interface with its students and the community.

As indicated by the reports from the external consultants, our programs are generally strong. But, as would be expected, each has areas where improvements can and will be made. Academic Affairs is currently making a detailed review of the self-reports and external evaluations. Once these reviews are complete, they will work with the programs to establish appropriate goals.

**Determine unfunded capital needs in academic programs and establish a plan to correct deficiencies.** Upon my request, Provost Giordano surveyed colleges, the Library, and academic departments to determine their current capital needs. We were able to address many of the Library's needs with \$300,000 we had set aside for this purpose. The Provost used his equipment budget to address a number of the needs that came from academic departments. I added an additional \$400,000 to address college and departmental needs that could not be met through the first two sources. These included the music program's need for new instruments, new laboratory equipment for our natural science and nursing programs, as well as classroom and research technology and instructional equipment for each of the five colleges. We spent an additional \$100,000 toward making UNF's campus wireless. In total we spent over \$1.2 million on these and other projects to address this goal.

While we made significant progress in meeting capital needs, as described above, we were unable to fill all of our needs, leaving over \$750,000 of requests unfunded. We will continue to fund these needs through one-time dollars included in the 2005-2006 budget.

**Track licensing and certification pass rates and begin a process to set goal and benchmarks.** A number of UNF programs track graduates' licensing or certification pass rates. These include nursing, teaching, accounting, physical therapy, athletic training, and both the graduate and undergraduate dietetics programs. As a result of the established timing for reporting these

rates, data are not yet available for the 2004-2005 academic year. The most recent pass rates for first time test takers in each of these programs are reported in the following table. As available, state and national passing rates are reported.

Program (most recent year or years for which data are available)	Most recent UNF pass rate	Most recent Florida pass rate	Most recent national pass rate
Nursing (2004)	86%	82%	85%
Physical Therapy (2002-2003)	87%	72%	84%
Athletic Training (2004)	73%	n/a	42%
Dietetics Undergraduate (2000-2004 average)	79%	n/a	80%
Graduate	93%	n/a	81%
Accounting (November 2003)	21%	19%	17%
Teaching (2002-2003)	98%	77%	93%*

\*Average passing rate for states requiring state-mandated teacher certification examination rates. These are individually developed by the administering states.

As seen in this chart, in all but one case we have exceeded state and national norms.

In reviewing their program performance on these tests, departmental chairs have established differing program goals. In Education the goal will be a 100% pass rate. This reflects the fact that the college will require passing the test as a condition of graduation from an approved program. Nursing commits to exceeding national rates and aims for a 90% or higher pass rate. Because the administration of the test in accounting has changed, that department is seeking to determine what data will be available for tracking its students. Under the new system, test takers will not be required to take all three parts of the test at the same time or disclose whether they are first-time test takers. Dietetics and Athletic Training commit to exceeding national pass rates and Physical Therapy commits to exceeding state rates.

**Develop strategies to improve student advising in response to retention issues and student surveys.** Data on UNF retention rates and student satisfaction surveys strongly suggested a need to assess UNF's advising system and develop a plan to improve this academic support system. To this end, I charged Provost Giordano with conducting a review of our current advising program. At his behest, a faculty and staff committee undertook this charge.

As a result of their study, the members of this committee proposed the following strategies: (a) lowering the student-to-advisor ratio across campus, and, more specifically, within particular colleges and programs; (b) improving the quality of advising services through professional development and a career ladder for advisors; (c) improving communication between advisors and faculty, as well as between advisors and students and parents; and (d) increasing the participation by faculty in faculty-student mentoring programs/activities. Their report provides detailed strategies for each suggestion.

In response to this report, I have made improving advising a presidential initiative, which is reflected in our reallocation of positions during 2004-2005 and in our 2005-2006 budget. Earlier in the year we moved one advising position from a college where the student-to-advisor ratio was 233:1 to freshmen/sophomore advising, where the ratio was 885:1. For 2005-2006, I also approved adding five new advisors and reallocating two additional positions to advising. The

increase in the number of advisors will reduce the University's overall ratio from 631:1 to 465:1 and will bring the freshman/sophomore ratio down to 451:1.

Academic Unit	Number of advisors beginning 2004-2005	Number of advisors beginning 2005-2006	Advisor-to-student ratio beginning 2004-2005	Advisor-to-student ratio beginning 2005-2006
ACE (freshmen and sophomores)	5.2	10.2	885:1	451:1
Honors Program	0.8	0.8	478:1	478:1
Arts and Sciences	4.5	5.5	717:1	587:1
Business	2.0	3.0	904:1	603:1
Computing, Engineering, and Construction	1.7	1.7	419:1	419:1
Education and Human Services	4.0	3.0	233:1	310:1
Health	1.5	2.5	505:1	303:1
UNF TOTAL	19.7	26.7	631:1	465:1

Over the course of the next few years, we will continue our focus on improving advising services through lowering student to advisor ratios, providing increased professional development and recognition for advisors, and increasing participation in faculty-student mentoring.

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

I have asked colleges and programs to provide a listing of what might constitute an enriching/transformational experience for their students. Their preliminary lists include international study programs, participation in faculty mentored research, and internships in specific clinical settings (e.g., urban professional development schools). Co-curricular activities include serving in leadership roles in Student Government and participation in sustained service learning activities. We will use these lists to track rates and benefits of student participation.

In our budgeting process we set aside \$200,000 to support expansion of enriching/transformational learning experiences. Academic and related programs are currently submitting proposals for the use of these funds.

## Flagship Programs

In considering our commitments to excellence and focus, we recognize that UNF has the capacity for national prominence. In seeking the benefits that come from such prominence, an important element of our strategic plan is the selection and development of a set of flagship programs. These programs must be tied to our inherent strengths, reflecting our core competencies and mission. They should include a range of disciplines/fields of study in which we are uniquely qualified to provide local, regional, and national leadership.

My goals for last year were to define and begin the selection process, to ensure that we had the initial funding to support the first of these programs, and to select our first programs to receive this designation.

**Define the process for selecting flagship programs.** In meeting this goal, we asked academic units seeking flagship program status to prepare a formal request for that designation and for the resources that would follow. In these proposals, programs were to provide evidence of the ability to achieve a level of performance and recognition intrinsic to a flagship program. Such evidence might include measures of past performance, the strength of the current faculty, current program rankings, etc. Proposals were also to identify (a) the resources required, both financial and human, to achieve this success; (b) an expected timeline; (c) annual measurable benchmarks to permit the evaluation of progress; (d) overall achievements necessary to determine the success, e.g., national ranking; and (e) how the program, once it achieved flagship program status, would continue to meet the resource requirements necessary to maintain and continue to improve overall quality.

Fifteen programs submitted proposals in accordance with the guidelines. A committee of ten faculty members (two from each college) reviewed and ranked these proposals. At the same time, but in separate deliberations, the academic deans reviewed and ranked the proposals. Each of these review panels submitted its rankings and comments to the provost and to me.

**Select two flagship programs for fall 2005.** In July we selected UNF's first flagship program: our bachelor's program in community nursing. The program was recommended by the faculty review committee, which defined the selection process, and a review panel composed of the five academic deans.

After being designated as a flagship program, the nursing program became the recipient of a \$1.2 million state funded SUCCEED grant. We also anticipate announcing additional private support for this program.

**Set aside funding for flagship programs.** In the 2004-2005 budget, I set aside \$1,000,000 of recurring money for flagship programs. The 2005-2006 budget added an additional \$250,000 for this purpose. As we move forward with building flagship programs, we will continue to assess the need for additional resources.

## Research/Scholarship

In our strategic plan, we recognize the importance of research and other forms of scholarship in the life of this institution. Our faculty's involvement in scholarship enriches and adds to the

vitality of their professional lives and serves to energize and inform their teaching. Our students' involvement serves to add a valuable depth to their educational experience.

This past year we have had some significant successes in the research output by both faculty and students, and we have had some set backs. Among our successes, the Florida Institute of Education obtained a \$1.9 million federal grant to evaluate the implementation of its early learning literacy model (ELLM), faculty in biology received over \$150,000 in support from the National Science Foundation (NSF) to study heavy metal detoxification in crustaceans, faculty in engineering also received \$240,000 from the NSF to build new linkages between our engineering programs and local industry, faculty in the College of Computing, Engineering, and Construction received over \$300,000 to continue their research on mesoscale weather stations, and faculty in the College of Health received continued federal funding for ongoing research in detecting microbial pathogens in food, water, and on surfaces. On the other side of the equation, at the beginning of this year we lost one of our top researchers. Upon leaving UNF he took \$794,000 in grant awards with him.

Under research, I set four goals that I sought to accomplish during the 2004-2005 academic year: increase the amount of awards we received during 2004-2005, increase the number of grant applications we submitted during the year, establish benchmarks for our research productivity, and implement LambdaRail. Complete data for one of our goals will not be available until later in the fall: establish and meet benchmarks for research productivity. We fell short of meeting two goals: increasing contract and grant awards and increasing the number of submitted grant applications. We have met the fourth goal, implement LambdaRail.

**Realize \$15 million in contract and grant awards.** In 2003-2004, we booked \$14.4 million in awards. This past year we received \$14 million in awards. Within three weeks of the close of the 2004-2005 fiscal year we received three awards that were expected to be made during the 2004-2005 fiscal year. These grants totaled \$2.7 million. Had they been booked prior to July 1, 2005 we would have met and exceeded our goal.

To strengthen our performance in this area, we have begun a search for an assistant vice president for research. Our long range goal is to grow our sponsored contract and grant portfolio to over \$20 million over the course of the next four to five years.

**Increase the number of contract and grant applications and awards over the previous year.** Current numbers indicate that we did not achieve this goal. In 2003-2004 faculty submitted 155 proposals. Sponsored Research reported that at the close of the year, faculty submitted 147 proposals. Upon hire, one of the goals of the new associate vice president for research will be to work with faculty to increase the number of proposals submitted.

**Set goals and bench marks for scholarly activities (articles, books, performances, etc.).** Each year, Academic Affairs collects data on faculty research and other scholarly activities. In 2002-2003, the reporting forms became more detailed, providing clearer definition for each of the reporting categories. The table that follows on the next page summarizes the data collected over the past two years by college.

Academic Affairs is currently collecting data for 2004-2005. Once the data collection is completed, 2004-2005 productivity will be compared against college and university two-year averages to determine if there is an increase in research productivity compared to these metrics.

**Complete decision making process and implement LambdaRail.** At the Board's January 2005 meeting, I requested your approval for UNF to join a consortium of Florida universities operating Florida LambdaRail, a wideband, high speed network for use by academic researchers. This statewide network would join a national LambdaRail that was being routed through Jacksonville. My recommendation was based on the capacity that this would provide UNF's researchers and the relatively low cost for this capacity.

Since your approval of this recommendation, we entered into an ownership agreement with the other universities, connecting to LambdaRail in May. This connection allowed UNF to apply for and receive a subcontract from University of North Carolina for an NOAA grant.

Faculty Research Productivity

College/Year/ Summary	Number of faculty in departme nts producing written research or making presentati ons	Number of faculty in departme nts participati ng in juried creative works and performan ces	Publishe d books	Publishe d refereed articles	Juried creative work or performance	Refereed presentation s and proceedings	Grant and contract awards	Grant and contract expenditure s
<b>Arts and Sciences</b>								
2002-2003	132	51	12	95	102	132	\$1,518,880	\$929,081
2003-2004	147	55	8	89	89	132	\$1,638,225	\$1,338,679
2-year per faculty average			0.07	0.7	1.8	0.9	\$11,316	\$8,128
<b>Business</b>								
2002-2003	46		0	49	n/a	19	\$1,420,775	\$1,457,860
2003-2004	46		10	32	n/a	26	\$1,546,510	\$1,422,326
2-year per faculty average			0.11	0.9		0.5	\$32,253	\$31,306
<b>Computing, Engineering, and Construction</b>								
2002-2003	29		1	49		19	\$1,059,043	\$634,214
2003-2004	35	1	1	73	1	34	\$1,447,449	\$1,115,965
2-year per faculty average			0.03	1.9	1.0	0.8	\$39,164	\$27,347
<b>Education and Human Services</b>								

2002-2003	50		5	30	n/a	53	\$2,658,473	\$1,695,221
2003-2004	52		9	55	n/a	97	\$1,680,670	\$2,086,977
2-year per faculty average			0.14	0.8		1.5	\$42,541	\$37,080
<b>Health</b>								
2002-2003	31			16	n/a	63	\$3,157,008	\$1,315,930
2003-2004	36		1	36	n/a	48	\$1,430,763	\$1,390,769
2-year per faculty average			0.01	0.8		1.7	\$68,474	\$40,398
<b>College Totals</b>								
2002-2003	288	51	18	239	102	286	\$9,814,179	\$6,032,306
2003-2004	316	56	29	285	90	337	\$7,743,617	\$7,354,716
2-year per faculty average			0.08	0.9	1.8	1.0	\$29,069	\$22,164

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## Community Connections

In this element of the strategic plan, we focus on the fact that our students, faculty, and staff benefit from strong connections to the region, as does the community. The examples of faculty research provided above demonstrate the synergistic benefits that result from these connections. The ELLM Project and the research on its effectiveness is one example of our work to improve the quality of education in northeast Florida. The grants supporting the development of linkages between our engineering programs and community businesses and our research in mesoscale weather stations provide further evidence of our increasing connections and contributions to the community.

We readily acknowledge that our academic programs rely on input from community advisory committees. Our internships and service learning activities provide important opportunities for students. Our public lecture series and the performances at UNF's Fine Arts Center open the campus to the community, enriching the intellectual and cultural dialogue in this region. And hosting events such as the Philadelphia Eagles for the Super Bowl and a practice scrimmage for the U.S. Olympic Dream Team also bring positive attention to UNF.

In setting goals for this element, I asked members of the University administration, faculty, and staff to better define the message we carry to the community and to increase our outreach programs. I also actively represented the University within the community, interacting with community members to gain insights into the various roles we can play in aiding intellectual, civic, cultural, and economic development.

**Come to substantial completion on UNF's branding and marketing plan.** A survey conducted by UNF's polling center confirms that UNF has high and increasingly positive name recognition within the local area. The survey also confirms (a) that our recognition begins to diminish as one moves further away from the region, and (b) that there is no clear brand or identity for the University among those who recognize the institution.

In response to these and other data, I asked that we develop a branding and marketing plan for the University – a plan that would capitalize on the strengths and future aspirations of the institution. In consultation with Husk, Jennings, Galloway, and Robinson, Dan Dundon, director of Marketing and Publications, and thirty other members of the University's faculty, students, and staff accomplished this goal.

The plan we have adopted focuses on our commitment to provide individualized attention to our students, something that distinguishes UNF from other, similar institutions. This commitment extends to providing learning opportunities that have the potential for being life-changing experiences for our students.

We made a formal announcement of our stated commitment in August, at the beginning of the 2005-2006 academic year. Continued and growing implementation of this commitment is an ongoing project that requires buy-in from faculty and staff as well as budget support. Several of the presidential initiatives in our 2005-2006 budget reflect the beginning of this commitment: hiring more faculty to reduce the student-faculty ratio, increasing the number of academic advisors, and setting aside funding for transformational learning experiences. Our commitment to our students will also be the focus of a more intense marketing effort in the current fiscal year.

The progress UNF makes in achieving this commitment will be monitored on an ongoing basis, allowing us to evaluate the success of the project.

**Continue to raise UNF's public profile.** We understand that for UNF to attract the students and resources we seek, it is necessary that we build a clearer identity for the institution and foster greater recognition among individuals outside of our region. Sharon Ashton, director of Media Relations and Events, has taken several steps to this end, including making a concerted effort to raise our public profile in television and print media.

As a result, over the past year we have seen an increase in the number of U.S. newspaper stories mentioning UNF. During calendar year 2004, we tracked 3,347 such stories as compared to 3,061 in 2003 – a 9% increase. And we tracked 969 television stories, compared to 922 in 2003. This means that in 2004 we had an average of 11 UNF stories in the news every day.

While most UNF stories appear in local media, the work of our faculty is also getting press in national media. These include articles in the *New York Times*, *U.S.A. Today*, *Chicago Sun Times*, the *Los Angeles Times*, and the *Detroit Free Press*. They also include stories on the *CBS Morning Show*, *CNN Daybreak*, and National Public Radio.

In fulfilling this goal, we have initiated two regular television segments that highlight UNF's faculty, students, and staff. In the summer of 2004, we began a program with WJXT-TV4 called *Ask the UNF Expert*. Every Monday morning, UNF has a faculty or staff member appear for a live, four- to five-minute interview on her or his area of expertise. An estimated 32,000 households watch this segment every week, which translates to 40,000 adults in thirteen counties around Jacksonville. If UNF were to buy that airtime, it would cost \$1,750 per segment.

*UNF: Campus Connection* is a half hour public affairs television talk-show that airs in numerous markets in Florida and on a national commercial satellite service. The show features interviews with students, faculty, and staff, promoting UNF programs, classes, and events. *UNF: Campus Connection* provides a clearer identity for the University and does so across markets where we have had little to no visibility. Twelve Florida channels, both commercial and public access, are now airing the show, all without any charge to UNF. In addition, the show has been picked up by DISH network, so any of the satellite network's viewers in the United States can watch the show. In response to the success of this program, I have included it for funding for 2005-2006 in our budget.

**Participate in five significant alumni events, including three out-of-state.** During the past year, I have been involved in a number of alumni events on and off campus. In the fall, these included events held in Washington DC, Charlotte, and Atlanta. In the spring, they included events in Tallahassee, Tampa, and Orlando.

**Hold monthly meetings with community leaders.** From September to April, I was able to host a series of luncheons with over forty northeast Florida community leaders. Luncheon guests included executives from CSX, Blue Cross Blue Shield of Florida, Winn Dixie, Merrill Lynch, Clear Channel, UPS, AT&T, and several banks. Guests also included UNF alumni, local physicians and attorneys, real estate developers, and political leaders.

Conversations at these luncheons allowed me to share our vision for the University of North Florida as well as our accomplishments. I was also able to hear the views of leading citizens on the role this institution has played and will play in serving the needs of the region.

**Continue personal involvement in nonprofit boards.** During this past year I have been a member of the following boards: Shands HealthCare, WJCT Board of Trustees, The Nature Conservancy Florida Board of Directors, Episcopal High School Board of Trustees, Delta Upsilon Education Foundation, and the Jacksonville Regional Chamber of Commerce Board of Trustees. I also accepted the position as the United Way of Northeast Florida 2005 campaign chair and have been hard at work in that endeavor.

Participation on each of these boards affords me opportunities to understand the various roles UNF can play within the community and helps inform my practice of leadership on our campus. I am also able to bring increased visibility to our institution. Recognizing the numerous benefits that accrue from participation in such community activities I have encouraged members of my administrative team to engage in similar activities.

**Develop more formal program of diversity outreach.** As you will read below, we have had successes in increasing diversity on our campus over the past year. That being said, it is still apparent that we have some distance to go before we realize our ultimate goals. To foster achievement of these goals, in February 2005 I funded a new position to strengthen our diversity outreach. I placed this position in the Center for Multicultural Affairs within the Division of Student Affairs and hired Mr. Eric Green to serve in the role.

In concert with our efforts to achieve greater diversity, the inaugural class of *Leadership*UNF proposed a program that, under Mr. Green's direction, will bring together key members of the UNF community to serve as resources to the community and to seek involvement from community leaders in achieving our diversity goals.

Our Office of Admission also contributed to meeting this goal. During 2004-2005, they participated in or hosted over fifty events with the intent of encouraging minority students to consider UNF as an option for their post secondary studies. These activities and events included working with members of the Hicks Prep Club; working with Beaches' Habitat; attending college fairs at predominantly minority high schools and churches, and attending various events sponsored by and for minority student organizations. Some of the results of these activities are cited under the Quality Student section of this report.

We focused further attention on this goal at our May 2005 UNF Leadership Retreat. During the day we involved 120 of UNF's administrators in a diversity workshop. The session was coordinated by Mountain Top Institute, a consulting firm that specializes in diversity training for profit and nonprofit organizations. Several of our faculty members have been participating in projects with Mountain Top over the past two years.

**Continued interaction with elected officials - local, state, and national.** In selecting me as UNF's fifth president, one of the qualifications members of the Board hoped that I would bring to the position was an ability to interact with elected officials in moving the University's agenda forward. During the past year, I have worked alongside Vice Presidents Owen and Shuman in securing the help of local and state officials on funding and master planning issues. Two examples under funding are the work we completed to secure both PECO dollars (also noted below) and to lower the gap in unfunded FTE for 2005-2006. We were successful in both areas. Under master planning, we are working with local officials to reroute Kernan Road to improve our ability to utilize land currently in the technology park.

## Quality Students

Throughout our planning discussions, the Board and the administration have talked about the importance of increasing the quality of our student body as measured by standardized tests and grade point averages and providing greater access to previously underserved populations: great cities need great universities, and they need a better educated citizenry. To the extent that we can accomplish both of these at times competing goals, we must attract more and more meritorious students and increase our overall number of graduates. We must also provide all of our students with a quality educational experience.

There are several indicators that suggest we are achieving our objectives under this element. UNF's enrollment and graduation rates continue to grow, while SAT scores and GPAs for entering freshmen are on the rise. At the same time, program reviews and certification and licensure pass rates provide documentation of program quality.

In setting specific annual goals for last year, I selected four that would aid in achieving the balance we seek and help track our successes in doing so. Two of these goals required increasing support for both need-based and high merit students. The second two tracked our minority enrollments and our success in enrolling first generation college students.

**Increase financial aid for need-based students.** Creating opportunities for need-based students is one of our ongoing goals. To this end, I recommended and the Board approved an increase in our institutionally budgeted commitment. We also received an increase in federal support for these students. The table that appears below provides data on these increases.

UNF funded need-based programs	Who qualifies	2004-2005 increase	Total dollars
UNF's match to the Federal Supplemental Educational Opportunity Grant	No family assistance, eligible for Pell Grant, minimum 2.0 GPA	\$66,791	\$324,122
UNF Institutional Grants	Demonstrated need, minimum 2.0 GPA	\$390,895	\$2,633,978
UNF Pathway Scholarships	Need-based with additional criteria set by donors		\$742,637

Continuing this commitment, I proposed and you approved an additional \$247,862 to be set aside for UNF's need-based grants for the 2005-2006 academic year. This will be augmented by financial aid funds from student fees.

**Increase merit scholarships for students programs.** As a presidential priority, and with the Board's concurrence, I set aside \$400,000 for merit scholarships in the 2004-2005 budget. Based on the timing of the budgeting and recruiting processes, it was understood that these funds would be first used in recruiting students for fall 2005. These scholarships allowed UNF to recruit 229 high merit students for fall 2005, as compared to 107 in fall 2004.

As a second step in this presidential initiative, we have set aside an additional \$400,000, allowing us to recruit another cohort of merit students for fall 2006. I will make similar requests in our 2006-2007 and 2007-2008 budgets. This will allow us to meet our goal of \$1,600,000 for recruiting high merit students.

**Increase diversity of first-time-in-college students' programs.** The following table presents minority enrollments among first-time-in-college students for the past three fall terms. The table includes both the number of students in each ethnic/racial minority category and the corresponding percent of the total student body represented by the group.

Ethnic/racial group	Fall 2002		Fall 2003		Fall 2004	
	Number	Percent of total FTIC	Number	Percent of total FTIC	Number	Percent of total FTIC
Black	102	6.6%	81	5.1%	140	7.9%
Hispanic	85	5.5%	80	5.1%	122	6.9%
Asian/Pacific Island	66	4.2%	76	4.8%	88	5.0%
American Indian/Alaskan Native	4	.3%	2	.1%	10	.6%
Total Minority	1553	16.5%	1576	15.2%	1766	20.4%

As shown in this table, there was a significant increase in both the number and percent of minority students admitted in fall 2004. The greatest rates of increase occurred among Black and Hispanic students.

Data on admissions for fall 2005 indicate that we again increased minority representation within our student body. Preliminary data show 21.7% minority representation among fall 2005 FTICs.

The long range target we have set forth in our strategic plan calls on us to have a student body that represents the same diversity found among the high school graduates in the regions from which we recruit.

**Increase the number of students who are the first family member to attend college.** Over the past three years, the percent of entering undergraduate students who are either first in their family to go to college or among the first generation in the family to go to college has increased. The table below documents the percentages of these students using data from online applications of admitted and matriculated students. These data serve as one proxy for UNF's success in improving accessibility.

Student status as related to family members prior admission into college	Percent of newly admitted students in each category		
	2002-2003	2003-2004	2004-2005
First in the family to go to college	14.5%	15.2%	15.5%
Among the first generation in the family to go to college	24.7%	24.9%	25.8%

## Student Life

Toward the end of the last academic year, we added a new element to our strategic plan: Student Life. Participation in an active campus life provides our students with opportunities to grow intellectually and psychosocially. Such participation also affords our students occasions to develop an awareness of their civic responsibility, explore leadership potential, and engage their other unique talents. While coursework and associated academic activities must always be the foundation of the educational experience, participation in campus life offers students a host of activities that allow them to explore, grow, and mature.

Three of my annual goals fit under this new element within our strategic plan. Two were originally listed under the master plan element: programming for a new student union and expanded on-campus housing. The third goal was to begin the process of moving UNF's intercollegiate athletic program to NCAA Division I status.

**Complete student union program, including the financing plan.** We have signed an agreement with an outside consultant who has begun the initial phases of programming for this building. I now anticipate that the programming documents will be completed by the end of November 2005. Once the program is completed, we will add the final details to the funding plan for this building.

**Complete new housing building program, including the financial plan.** As with the Student Union, we have signed an agreement with outside consultants who have started the initial phase of programming. I anticipate program documents for this phase of housing to be completed by the end of December 2005. To accelerate this project, we will start working on utilities, roadway design to access the eastern ridge, and other infrastructure as soon as we have agreed upon the number of units to be se. We have initiated the review process for permits through the St. Johns River Management District.

**Make final recommendation regarding the Athletics Department move to NCAA Division I.** In October 2004, I recommended to the Board that UNF begin a five-year process to move our intercollegiate athletic program from NCAA Division II to NCAA Division I. This recommendation was made after a thorough review of the implications of this transition, including academic and financial ramifications. In presenting our recommendation to the Board, we provided data that documented that tier I comprehensive universities were more likely to be Division I than Division II schools. We also examined the impact of such a move on universities with similar characteristics to UNF. Prior to making a final recommendation on the move, UNF's students agreed to impose on themselves an additional \$2.00 per credit hour fee to support the move, giving Athletics the fiscal resources needed to fund the move to Division I.

Upon my recommendation, the Board approved UNF's entering the five-year transition period. Since that vote, UNF has withdrawn from the Peach Belt Conference and has been ratified as a member of the Atlantic Sun, a Division I conference. We will continue to examine the effects of this transition, routinely reporting back to the Board.

### **Quality Faculty**

A quality faculty is absolutely essential if we are to fulfill our commitment to excellence. It is for this reason that we seek to hire, retain, and support a faculty of teacher-scholars who understand the importance of both roles in their professional lives and in the life of the institution. We also seek a faculty that represents diversity of training and philosophy, and of

socioeconomic, geographic, and racial/ethnic origin. In addition, our faculty should be diverse in multiple categories such as gender, age, and academic rank.

Our commitment to building and supporting this faculty can be found in a number of different actions we have taken over the past two years. In our budgets, I have committed over \$4 million for new faculty lines and set aside funds to support 6% faculty raises. The state has likewise committed funds to add an additional 3.6% to faculty salaries.

In the annual goals I submitted to the Board early in the year, I articulated five goals under this element of our strategic plan. Three of these required negotiations with the United Faculty of Florida: completion of a faculty contract, strengthening merit pay criteria, and increasing faculty salaries. As noted in discussions on the impasse in bargaining, we have been unable to reach agreement on a contract with the United Faculty of Florida. I have provided details on meeting these three goals below.

My other two goals focused on strengthening our faculty through funding endowed chairs and by increasing the ethnic/racial diversity found within the faculty. I have given details on our successes in these areas below.

**Endow two professorships.** We were successful in meeting this goal. Through the efforts of Institutional Advancement; the College of Computing, Engineering, and Construction; and private donors, we solicited and received full funding for a new, and as of this writing unannounced, presidential professorship and completed funding of the Fidelity National Financial Distinguished Professorship in engineering. Both of these professorships will enrich the work of our faculty.

We also recently selected the first recipient of the John Delaney Presidential Professorship: David Courtwright, a distinguished professor in history. This professorship was funded by the Martin Stein family.

**Complete the faculty contract.** At the end of the academic year, the University's bargaining team and the United Faculty of Florida bargaining team had reached agreement on fifteen of approximately thirty-two articles and agreed to remain status quo on eleven others. However, significant disagreements on the distribution of salary increases and issues involving assignments and performance evaluations led to the University calling an impasse in bargaining.

While proceeding with the impasse process, we have continued to engage in meetings with the union to see if we can find resolution on the articles in which we are in disagreement.

**Work to strengthen merit pay components within the various academic programs.** In accordance with the provisions of the collective bargaining agreement between the former Board of Regents and the United Faculty of Florida, all academic departments were required to develop criteria for the distribution of any funds available for merit salary increases. Those criteria remain in effect.

Upon conclusion of the current collective bargaining negotiations, all academic departments will be required to reevaluate their merit criteria and either revise or readopt the criteria within ninety days of the ratification of the agreement.

**Increase pay 6% for FY 2005.** I set aside the funds for the increase in 2004-2005 budget and have also set aside funds to support an additional 0.7% increase within our 2005-2006 budget. This would be matched by a state funded 3.6% across-the-board raise. We have, however, been unable to come to agreement with the union of the distribution of these funds. This is one element in the bargaining process that led us to impasse.

**Increase diversity among faculty.** The following table displays the number and percentages of instructional faculty by minority status for the past two years. It is broken down by college.

As the table shows, in 2004-2005 we were able to increase minority representation among faculty in all but one college. When broken down by race/ethnicity, the percent of minority groups, while small, exceeds what might be expected based on recent Ph.D. graduates. The highest percentage for any minority group at UNF was for individuals with Asian/Pacific Island heritage at 6.4%, followed by Black faculty at 5.5% and Hispanics at 4.2%.

The Woodrow Wilson National Fellowship Foundation reported that in 2003 Blacks and Hispanics together made up 7% of Ph.D. recipients. At the same time Asian/Pacific Islanders made up 5.2% of Ph.D. recipients.

While UNF faces the same pipeline issues that other colleges and universities face, we understand the advantages that a diverse faculty offers our students. We will therefore continue to seek to increase minority representation within our faculty. In fall 2005, minorities composed 22.5% of the new hires among tenure-earning faculty, continuing this trend.

College	Fall 2003				Fall 2004			
	White		Minority		White		Minority	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Arts and Sciences	190	83.3%	38	16.7%	214	82.3%	46	17.7%
Business	56	81.2%	13	18.8%	51	76.1%	16	23.9%
Computing, Engineering, and Construction	33	78.6%	9	21.4%	35	81.4%	8	18.6%
Education and Human Services	55	90.2%	6	9.8%	55	88.7%	7	11.3%
Health	49	90.7%	5	9.3%	52	89.7%	6	10.3%
UNF Total*	391	84.3%	73	15.9%	411	83.0%	84	17.0%

\* The total includes instructional E&G funded faculty not assigned to specific colleges.

### Quality Staff

Under the Quality Staff element of our strategic plan, we committed ourselves to improving our recruiting and hiring practices, developing programs that will provide greater staff development opportunities, providing the support and resources staff members need to be successful in their various roles, and improving our evaluation systems. For 2004-2005, I included five annual goals that would move us forward in meeting these objectives.

**Complete contracts with the University's two non-faculty unions.** We have successfully completed contracts with our university service personnel, who are represented by AFSCME, and with our law enforcement officers, who are represented by the Teamsters. Negotiations with both groups went smoothly and were completed in a relatively short time frame. In our contract with AFSCME, the union agreed to work with the University on merit pay criteria for its employees.

**Institute a *LeadershipUNF* program, encouraging leadership development among staff members.** We instituted our first *LeadershipUNF* in September 2004. We enrolled ten faculty and staff members into the program. This class cut across all of the divisions (Academic Affairs, Student Affairs, Administration and Finance, and Institutional Advancement) and job classifications (three faculty, five administrative and professional staff, and two university service personnel members) within the University.

Modeled after Leadership Florida and Leadership Jacksonville, the program helped inform each class member about the University's overall operations and developed improved cross divisional communications. Members of the class worked with UNF faculty in leadership development skills as well. The program was also used to introduce class members to state and regional policy makers and political figures.

Assessment of the program has led us to build in permanent funding for the program, with a new class to be admitted for 2005-2006. We will enroll our second class in October 2005.

**Complete competency-based performance evaluation system.** At this writing we have not completed this goal. The competency-based performance evaluation system is directly connected to a merit pay proposal currently under development. As a result, this goal will carry forward into next year.

**Establish rigorous rewards and recognition program.** It is important that any organization take the time to recognize the contributions of its employees, finding ways to celebrate their successes on behalf of the institution. While UNF had such programs for faculty, the programs for our staff were limited in scope. Therefore, at my request, Mary O'Neal, director of Human Resources, and a committee of staff members representing a cross section of the campus worked on the design for a UNF rewards and recognition program. They have presented the program to our associate vice presidents. Upon completion of their review, the program will be presented to me and our executive staff.

This program provides us with a mechanism to recognize and support those employees who are making significant contributions in the lives of our students and this institution.

**Institute revised personnel policies, which include streamlined termination procedures.** At my request, a collective and diverse group of individuals from our various divisions has revised our personnel policies, with the exception of those related to faculty and collective bargaining. The ad hoc committee, chaired by Mary O'Neal, has presented these policies to our associate vice presidents. This body sits as a review panel for new policies and procedures. Once the associate vice presidents' review is complete, the policies will be disseminated to our constituent assemblies for comment and then to the executive staff for approval.

This endeavor represents a significant effort on the part of all involved. The provisions provide a number of improvements to our policies from the standpoint of both our employees and our administration.

For example, the leave donation policy allows employees to donate their personal leave hours to other employees who have exhausted their leave and need time to care for sick family members or for their own personal sickness or injury. A proposed dependent tuition assistance policy would allow the immediate family members (spouse and children) to take courses at UNF tuition-free.

To provide administration with greater flexibility, UNF's policy on employee separation is being revised to shorten the notice period required for administrative employees when there is a need to terminate the employment. Currently the notice period is either six months or one year, depending upon length of service. Newly hired administrative employees would be subject to sixty days notice if they are in the first two years of employment, and ninety days notice if they are in their third year and beyond. Our sick leave transfer policy will codify the practice that has been in place since devolution. Under current practice, UNF will accept only eighty hours of accrued sick leave from new hires who were employed with our sister public universities in Florida. We accept no annual leave. This significantly decreases the amount of liability that UNF will inherit from leave transfers.

### **Master Plan**

It is critical that we pay close attention to the short and long range development and maintenance of our campus facilities. Over the next several years, we will be making significant investments in new and existing buildings. In doing so, we must ensure that our facilities meet current needs and that, by design and location, they support future growth. We also must invest in the infrastructure that sustains our operations.

In 2004-2005, I set six annual goals that would help us accomplish these objectives. Four of them appear in this section of my self-report: completion of our Master Plan, a soft landscaping plan, the addition to the Thomas Carpenter Library, and beginning construction on a new social science building. The other two goals - programming for a new student union and expanded on-campus housing - are discussed under Student Life.

**Complete Master Plan for Board approval.** Using input from students, faculty, and staff, we have completed UNF's Master Plan. As Associate Vice President Crosby presented at both the Educational Policy and Finance and Audit committees, this plan will guide us as we continue our development over the next ten years. It identifies sites for a number of new buildings including the new Student Union, the education building, and expansion of on-campus housing. It opens up the eastern ridge of the campus and provides transportation access between the main and northern sections of campus. In developing the Master Plan, we were careful to ensure that the plan was congruent with our projected enrollment growth and with the initiatives identified in our strategic plan.

The plan has been submitted to the appropriate governmental agencies for their review and has been presented at two open hearings. We will bring the plan to the Board for approval at your October meeting.

**Complete a comprehensive landscape master plan.** We are in the process of completing a soft landscaping master plan. In addition, we are designing two enhanced walking entry ways from our parking lots into the campus; one between buildings 3 and 4 and one between the new Library addition and the Coggin College of Business. By the end of September, parking lot 2 will be redesigned and landscaped, creating a more appealing entry point from our parking lots into the campus. We have also issued a request for proposals for those entities or individuals who are interested in creating a new icon and road entryway to the campus.

**Begin construction on social science building by summer 2005.** Site mobilization was completed at the end of May and utilities were completed in August. At this writing the footings and foundations are being poured. We anticipate building occupancy in August 2006. Completion of this building will aid us in meeting the demand for office space for new faculty and for classroom space for the increased number courses we are offering each term.

**Finish Carpenter Library addition by fall 2005.** The addition to the Library was substantially complete in July 2005 and as of this writing is almost fully occupied. Renovation of the existing library is scheduled to be finished by the end of September 2005.

This project adds an additional 79,000 square feet to the 120,000 square foot library, provides wireless access for laptops throughout the entire building, offers group study rooms, increases graduate carrels to about forty, provides three teaching seminar rooms, provides expansion space for growing print and electronic collections, and completely renovates and modernize the existing building. The design of the entrance to the addition will also serve as a distinctive campus landmark.

### **Funding**

To achieve the outcomes we have identified under each of our strategic plan's key elements requires the judicious use of our fiscal resources and an increase in funding from current and new revenue streams. In the budget hearing we held in preparation for our 2005-2006 budget, Vice President Shuman described a number of actions we took over 2004-2005 to redirect funds to areas of greatest need. She also described in detail how we have matched our 2005-2006 budget to the strategic plan: e.g., increasing the number of advisors and faculty members, increasing need-based and merit-based financial aid, and setting aside funds for flagship programs and transformational learning opportunities. In my annual goals, I identified seven targets we would pursue to increase funding through the Legislature and through private donations.

As I look back at last year, I am happy to report that it was once again a good year for our institution. We received support from legislators, members of the Board of Governors, and the community, which made 2004-2005 one of the most successful years the University has ever had in state and private funding. I am indebted to the numerous advocates who have helped us realize and exceed our goals.

**Seek legislative authorization for \$6 million in PECO funding.** Through Vice President Owen's efforts and the support of the Board of Governors and a number of key legislators, this past legislative session we received \$19.9 million in PECO funding, well exceeding our goal. As shown in the table below, this constituted over 8% of the 2005-2006 PECO allocations for state universities, almost double what UNF's pro rata share would be.

Year	UNF's PECO funding (after vetoes)	Percentage of state university funding received by UNF
2003-2004	\$4,000,000	2.2%
2004-2005	\$17,345,989	8.0%
2005-2006	\$19,957,362	8.3%

Funding for 2005-2006 includes an increase in support for utilities and infrastructure (\$2.8 million in total), the first allocation for a new building for the College of Education and Human Services (\$12 million), and the final allocation for an expansion to the College of Health (\$5 million).

While we are uncertain as to how we will fare in the Legislature for 2006-2007, we do know that the Board of Governors has proposed that UNF receive 11.2% of the BOG's overall PECO funding, placing us fourth among our sister institutions. When we examine PECO funds for new construction/purchases, eliminating funds for infrastructure, we receive 15.5% of the proposed allocation, placing us third among our sister institutions.

**Secure PECO funding to begin purchase of the Technology Park.** While, as noted above, we had an extremely successful year in securing PECO funds for infrastructure and capital projects, we were unable to secure initial funding for the purchase of our Technology Park. The request for this money has been placed third on our 2006-2007 PECO requests. Vice President Owen and I are currently working to have a portion of funding included in the BOG's recommendation to the Legislature.

**Raise \$12.5 million, setting a UNF record.** For fiscal year 2004-2005, Institutional Advancement booked \$13.2 million in contributions. This means that we exceeded our goal and set a record for annual contributions. Our goal for 2005-2006 is set at \$10 million.

**Reach \$61.5 million in the endowment by June 30, 2005, a 50% increase since June 30, 2003.** On June 30, 2004, UNF's endowment was \$53.3 million. Since then we have been able to raise an additional \$9.4 million. This brought the endowment to a total \$63.8 million.

**Begin planning for an endowment campaign, with a goal of reaching \$100 million by February 2010.** At my direction, Vice President Allaire and his staff have prepared a working draft outlining a five-year endowment campaign plan. In preparation, we have also had an outside consulting firm do an internal readiness assessment to determine whether we have the appropriate internal resources to conduct the campaign. The consultant's report found that we do have the basic resources and offered some areas where we will want to strengthen our current operation. Based on this, the UNF Foundation approved funds to conduct a feasibility study.

We will conduct the feasibility study this year. We will be presenting specifics on the campaign to the Board of Trustees later in the academic year.

**Raise \$325,000 for the President's Venture Fund (toward a three-year goal of \$750,000).** The amount raised for the President's Venture Fund was \$305,000.

**Increase numbers of alumni donors.** The number of alumni donors rose from 1,585 to 1,714.

## Continuous Improvement

For 2004-2005, I included six annual goals under the heading of Continuous Improvement. These were the adoption of our mission statement, achieving substantial progress on our strategic plan, the development of dashboard indicators tracking our progress in key areas, improved financial and budget reporting, and the development of satisfaction surveys. In each case we have met, or soon will, the targets I set for the year.

A number of the other goals and achievements discussed above give further confirmation of our use of accountability and continuous improvement: e.g., the programs to improve student advising and lower our faculty-to-student ratios, the increased minority representation among students and faculty, our work on developing academic learning compacts that we will use to track student progress and success. As a growing institution, we know that we must use continuous improvement protocols and our commitment to accountability to ensure that we manage our growth and fulfill our mission and our commitments to excellence, focus, and relevance.

**Adopt UNF's new mission statement.** The following is UNF's mission statement:

The University of North Florida's primary focus is on instruction, with scholarship and community involvement playing vital roles. The University provides a comprehensive array of degree programs, with a targeted emphasis on select programs where the University is a national leader.

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

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

The new mission reflects the Board's stated commitments to focus, relevance, and excellence, and it serves as a foundation for our strategic plan.

**Make substantial progress on UNF's strategic plan.** On May 6, 2004, I initiated UNF's first campus-wide leadership retreat, inviting 120 members of UNF's administrative team to a one day meeting held at the Ribault Club. The focus of this retreat was the initial development of a university strategic plan. In particular, participants of the retreat helped to refine and put greater definition to the key elements I outlined in my inaugural address. Participants also asked that a new element be added to the plan: Quality Staff.

In a second campus-wide leadership retreat, UNF's administrators defined strategies and a draft of outcomes that could be used to achieve and assess our success in realizing the definitions and goals established in the prior meeting. Further work was also done on the new element recommended in the prior meeting.

Following this meeting, a series of focus groups involving over 130 UNF faculty, staff, and students were held to review and build on the plan as drafted in the leadership retreats. These focus groups resulted in a number of changes to the plan. The relationships among the four elements of the mission statement were further defined, with a stronger commitment to the research component. Student Life was pulled out from Student Learning to become its own element. Continuous Improvement was articulated as a parallel and synergistic function to strategic planning, bracketing all of the key elements within the plan. And strategies and outcomes were changed and refined.

The product of this process is the strategic plan that has been submitted to the Board for review. The plan is congruent with the principles set forth by the Board and with the strategic plan being developed by the Board of Governors. It also sets some ambitious goals for the University. As we move forward with the plan, I recognize that we will need to provide more specificity to our outcome measures and that we will need to update the plan on an annual basis.

**Come to agreement on and establish initial dashboard indicators.** At the Board's request, I worked with the Division of Academic Affairs to develop a set of dashboard indicators that provide a scorecard for a number of variables on which the University could be judged. Provost Giordano and Assistant Vice President Perkins presented these indicators to the Board at your October 2004 meeting. These indicators documented positive trends for most charted variables: e.g., overall headcount, minority headcounts, first-time-in-college graduation rates, entering freshmen SAT scores and GPAs, the E&G and auxiliary operating budgets, sponsored research awards, and endowment assets. Some indicators, however, point to areas where the University must increase its efforts: faculty salaries, average undergraduate class size, AA-transfer graduation rates, and graduate student headcount.

The budget you adopted for 2005-2006 reflects our assessment of these indicators. For example, you approved funds to increase the size of the faculty to help lower the faculty-to-student ratio and to increase the number of undergraduate advisors to improve transfer-student graduation rates and to continue the recent upward trends we have seen in overall graduation and retention rates. Last year and in this current budget we also set aside funds to increase faculty salaries. We await resolution with the United Faculty of Florida to distribute these funds.

As we move forward with our new strategic plan, we will identify additional variables for use as a scorecard on our implementation of the plan.

**Develop first stage satisfaction surveys for students, staff, faculty, alumni, and vendors.** I have empanelled a committee that is currently working on this goal. The committee, chaired by Associate Vice President Perkins, includes staff members from Institutional Research, Human Resources, Alumni Services, Career Services, and Student Affairs. The committee membership also includes Dr. Smallwood, our new associate provost for undergraduate education and assessment and one of the developers of the *National Survey on Student Engagement*. This particular instrument is one we have adopted for our own use. It will allow us to compare our instructional strategies with those of other universities from across the country.

The committee is reviewing existing surveys used by the University, national surveys that can be used for comparisons, and relevant outcome statements included in the strategic plan. They should have their work completed by the end of the fall term.

**Develop enhanced budget reports to support budgeting process.** In preparing this year's budget, we took to heart the recommendations made during last year's budgeting process and expanded our discussions at the most recent budgeting workshops. As a result, in presenting the 2005-2006 budget, Vice President Shuman began with a discussion on how we redirected existing resources during 2004-2005 and where we planned to do the same in 2005-2006. Following our discussion on redirection, we outlined our new resources for 2005-2006, including those from enrollment growth, tuition increases, over enrollment, reserves, ERP, and earned interest. We then offered the trustees a detailed analysis of how we were allocating new resources in accordance with the strategic plan and the data that supported these decisions.

The presentation at the budget workshop provided trustees with our 2005-2006 E&G, auxiliary, and capital outlay budget requests. In the E&G budget request, we provided detail down to the division level. We also provided trustees with an E&G summary report, an auxiliary summary report, and an annual capital outlay report.

Response from the trustees at the workshop indicated that we had met your expectations for our budgeting process and for our presentation to the Board. With this said, we will continue to work with the Board to provide all additional information trustees find helpful in their deliberations on our behalf.

**Develop quarterly budget indicators for the Board.** In response to requests from members of our Finance and Audit Committee, we began to provide the Board with a quarterly budget report broken down by division. This report presents the budget, expenditures to date, projected expenditures, and the variance between these two figures. In addition, there is a written summary of the highlights of the report. We are also presenting a quarterly treasurer's report showing current cash and investment balances along with the investment income and investment rate earned.

### **Final Comments**

Within this self-report we can find much to celebrate, as well as parts of the road map we will follow to fulfill our mission and stated commitments. Accreditation and external program reviews by outside consultants and certification and licensure pass rates attest to the current level of quality found in our academic programs. The increase in the number of faculty and our efforts to reduce faculty-to-student and advisor-to-student ratios document our commitment to strengthening this quality.

In moving forward, the actions we have taken toward naming and funding flagship programs and increasing student involvement in enriching and transformative learning experiences will further enable us to improve the quality of our educational programs and to individuate UNF's reputation. The development and use of academic learning compacts and the proposed use of national survey instruments will allow us to assess the quality of our instruction and the outcomes our students achieve, providing us with data for improving student learning.

While we failed to reach our goal for external research funding, we know that our faculty are involved in examining critical issues. We have faculty who are making contributions to the knowledge-bases in early childhood education, remote sensing technologies, bioterrorism, weather prediction, the efficacy of social service programs, prenatal care among indigent mothers, and a host of other topics. We also know that their research provides greater opportunities for student involvement and helps forge connections with our community. At the

same time, we recognize that we need to provide further support if we are to grow our sponsored research portfolio to \$20 million over the next few years. We are taking steps in that direction, including recruiting a new assistant provost for research.

Last year and this fall we were able to improve the fall profile of our entering freshmen. We also saw an increase in the diversity within our student body. These successes were, at least in part, predicated upon an investment in student support we made in prior year budgets. The budgets you adopted for 2004-2005 and 2005-2006 continue to increase financial support for both merit and need-based students. Our Admissions Office is also continuing an aggressive campaign to attract some of Florida's brightest students, including those from underrepresented groups.

Our attention to students is also seen in the priority we have placed on building a new student union and new student housing. For UNF to achieve the stature that we seek, we must enhance student life on campus and provide opportunities for greater numbers and a greater percentage of our students to live in on-campus housing.

In the course of last year we achieved a number of successes related to funding. PECO dollars exceeded our expectations as did contributions to the UNF Foundation. Additionally, we sought and received funding for new enrollment, which will allow us to close the gap in unfunded FTE. At the same time, we improved our budgeting and fiscal reporting processes.

We take pride in what we have accomplished during the 2004-2005 academic year. Based on our successes and the foundation we have laid, our expectations for this academic year are even higher.