

## 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.

## John A. Delaney Self-Report July 2008 – June 2009

This self-report represents the first step in my annual performance appraisal. Organized around our five institutional goals with general comments at the end; this year's report points to our successes and our challenges in a difficult economy. It also provides a picture of how the University of North Florida has remained focused on our vision and mission. In addition, the report highlights some of the statewide initiatives in which I have been involved and how they impact UNF and its future.

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

In our vision and mission statements, we commit ourselves to providing distinctive academic programs in the arts and sciences and in specific professional fields. We also commit ourselves to helping students achieve success in an environment that supports discovery and the application of knowledge. Throughout this past year, we have continued to honor these commitments as documented by the balance we achieved between funding and enrollment, the new initiatives we undertook to enrich our students' learning environment, and the comments we received during our SACS site visit as well as the recognitions awarded to the university from national professional organizations.

**Balancing Human and Fiscal Resources with Student Enrollment** While the state's economic problems have certainly impacted UNF over the course of the past year, we have taken strategic steps to ensure the quality of the education we offer our students. As we moved into the 2008-2009 academic year, we knew that we would be unable to fill a number of vacant faculty lines. To counterbalance this, we made a deliberate decision to reduce student enrollment. As a result, we were able to bring faculty numbers and student enrollments in line with the state's FTE

funding, allowing us to maintain the quality of the educational opportunities offered the students on our campus.

In achieving this balance, we made deliberate and targeted cuts in student enrollments. At the undergraduate level, we lowered the number of first-time-in-college students we would admit, stopped accepting applications from lower-level and upper-level transfers, and focused attention on AA transfers from Florida's community colleges. This led to improvements in our freshmen student profiles for all three terms. And despite the decline in the size of the overall student body, we were able to admit more AA transfer students than in any prior year. The SAT score for freshmen entering in the fall term was 1190 and their GPA was 3.73. We also saw 10 point increases in SAT scores for freshmen entering in the summer and spring terms. In 2007, we enrolled 984 new AA transfers; in 2008 this number climbed to 1,196. At the graduate level, we made a strategic decision to continue to admit new graduate students. In fall 2007, we had 1,686 graduate students enrolled; in fall 2008, we had 1,801. While we decreased fall enrollment to 15,430 students, protecting the quality of our educational offerings, we were able to shape enrollment consistent with our priorities.

**Enhancing Educational Opportunities** Over the course of the year we began several campus-wide and program-specific initiatives to enhance and enrich our students' learning environment. Recognizing the linkage between retention and advising, in June we began to pilot UNF's Academic Roadmaps, a new tracking system for student and advisor use. This system, when fully implemented, will provide a term-by-term schedule for each fulltime or part-time student. It will also alert students and their advisors when individual students have reached or failed to reach specific milestones. In addition to developing this system for the overall student body, we have continued and increased our support for professional and faculty advisors to work with targeted student groups, including Jacksonville Commitment students, athletes and students in the summer Academic Potential Program.

To enrich campus-wide conversations among our students, this past fall we inaugurated our first year of UNF Reads, a program that engages all freshmen in reading a single noteworthy book. This past year's book, *Freakonomics*, served as the bases for discussion in several forums across campus, including a Presidential Lecture by the author Steven Levitt (the student who introduced Mr. Levitt, Laura Rivera was invited by him to take an internship at the University of Chicago this summer which speaks to the quality of our students). In addition, we expanded our work with the American Democracy Project, providing student access to the daily *New York Times* and to student-focused events throughout the year, including forums that addressed the issues raised by this past fall's election campaigns. We also made significant progress in preparing for our Community-Based Transformational Learning program, which I will describe under Goal 4. Each of these endeavors is designed to build the culture of the campus, ensuring that a UNF education is more than a collection of individual courses.

In addition to beginning and expanding campus-wide initiatives like Academic Roadmaps, UNF Reads and the Community-Based Transformational Learning program, we have also supported a number of new and expanded learning opportunities in specific academic majors. Two examples of this are the new logistics solutions lab and the new Ibero-American MBA program. In 2008-2009, UNF became one of five institutions in the country to install a computer-based supply chain technology laboratory – The Logistics Information Technology Solutions Laboratory. Through use of the LITSLab, both undergraduate and graduate students now have access to some of the most powerful computing programs in their field. This access puts UNF's logistics majors, who are enrolled in one of our flagship programs, at a distinct advantage when they enter the job market.

Over the past several years, UNF has been recognized for our Global MBA, a program in which UNF students join peers from Germany, China and Poland, spending a semester in each country studying at the four host universities. Recognizing the success of this program, we have just begun a second international MBA program we are referring to as the Ibero-American MBA program. In this new program we are collaborating with ESEADE in Argentina and the Universidad Rey Juan Carlos in Madrid. Once again, our students are spending a term or more on each of the campuses and completing two master's degrees under the auspices of these three institutions. Both of these international programs have undergone rigorous review and are making a difference in the way we educate students to work in a global business climate.

These two enhancements provide examples of our ongoing efforts to provide the UNF student with the latest technology and the richest possible learning environments. Similar types of modifications are made each year to different academic programs across the campus.

**External Reviews and Recognitions** Over the past three years the university has been engaged in a comprehensive self-study in preparation for this past year's reaccreditation visit by the Southern Association of Colleges and Schools. This self-study was followed by an external review of our programs and an on-campus site visit. Through our self-study, we were able to document the strength of our faculty, our academic programs and the learning environment we provide our students. In their follow-up report, the site-visit team, chaired by Linwood Rose, president of James Madison University recognized this when they said "the confluence of strategic planning, faculty oversight, accreditation, program review, and state mandates provides an institutional commitment to quality and integrity." The team also found "a wide array of services designed to enhance student learning and development consistent with the institutional mission" and they noted that "it is clear that UNF has a good system in place for identifying learning outcomes, assessing them and using the results [for program improvement]." The team's responses to our programs, our faculty and our students could not have been better.

While the university was preparing for our SACS reaccreditation, five of our academic programs also underwent reviews by their national professional accrediting bodies. These programs were our master's degree for nurse anesthetists, our baccalaureate degree in athletic training, our undergraduate and graduate degrees in health administration and the information technology track in the School of Computing. In each case, our programs met and often exceeded the national professional standards.

Accreditation provides us with a systematic review of our academic programs, often pointing to strengths within these programs and, at times, suggesting places where improvements can be made. But these reviews fall short of telling an institution where it ranks compared to other programs across the country. This sense of comparison can come from a few different sources – one of these being national recognition by professional associations. In 2008-2009, two of our academic programs received such recognition for excellence. The Brooks College's School of Nursing was recognized by the American Association of Colleges of Nursing as a recipient of the prestigious Innovations in Professional Nursing Education Award. Later in the year, the College of Education received the Exemplary Professional Development School Achievement Award from the National Association of Professional Development Schools. This is the second national award for Duval County Schools and UNF's collaborative efforts in establishing professional development schools. Both of these awards are testaments to the fact that we are on our way to the national preeminence we speak of in our vision statement.

In addition to the work we have been doing on UNF's campus, over the course of this past year, I was also able to work closely with the Governor's staff and the Legislature to strengthen their commitment to maintaining and improving the quality of higher education in Florida. I continue to lobby for greater investment in higher education premised on the fact that if Florida is to rebuild its economy, it needs to strengthen its state universities. Without increasing the number of citizens who hold baccalaureate degrees and the quality of its universities, Florida will be unable to marshal and sustain the economic growth we all seek for the state. To date, we have seen some promising results from these lobbying efforts, but I will need to continue to devote time and energy to this push.

## **Goal 2: Recruit and support a diverse community of students, faculty and staff**

We continue to place a strong emphasis on the diversity among our faculty, staff and students. In committing ourselves to building a diverse community on our campus, I recognize that we must strive even harder to recruit greater numbers of students, faculty and staff. We must also ensure that all of those individuals who join the UNF family are made to feel welcome and are given the support they need to succeed in their various roles.

**Supporting Student Diversity** In 2008-2009, we took several steps to increase and support diversity within the UNF student body. After more than a year in planning, we launched The Jacksonville Commitment on UNF, FSC at Jax (FCCJ), JU and Edward Waters' campuses. At UNF, this meant admitting 39 Jacksonville Commitment students. Twenty of these students are African-American, seven are Hispanic, three are Asian and nine are white. Four of these students made the dean's list in their first year of attendance and all but two will be returning for their sophomore year. As part of this program, we also placed Jacksonville Commitment counselors in five different Duval County high schools through private funding. In response to this effort, we anticipate adding an additional 60 Jacksonville Commitment students to UNF's student body in the upcoming year. The success of this program is dependent on our continued allocation of resources and the collaboration among our sister institutions, the City of Jacksonville and the Duval County Public Schools.

In addition to the funding for The Jacksonville Commitment, we also added \$200,000 to our SWOOP scholarships last fall. These funds provided four-year scholarships for 12 new students, eight of whom are African-American, two are Hispanic and two are white. In the most recent budget, you approved an additional \$200,000 for this program, getting us within \$50,000 of our goal of supporting 48 students through this program. We also raised a \$100,000 endowed gift and a pledge of \$100,000 for future Jacksonville Commitment students.

As part of our student recruitment effort, we have also begun to collaborate with the Call Me MISTER program. Call Me MISTER is designed to encourage males who come from low-income households to major in elementary education. In connection with this program, we have begun to recruit young men, who are predominantly minorities, to join UNF once they have completed their two-year associate degrees at institutions throughout this region. Upon graduation from UNF, these young men will be positioned to serve as role models for young male students in the public schools during some of their most impressionable years. This Call Me MISTER program is supported by our ongoing work with the Florida Fund for Minority Teachers.

The percent of minorities in the student body did increase over the past year, but the increase was slight. In fall 2007, 22.3% of the student body belonged to an ethnic or racial minority. In fall 2008, this

ticked up to 22.5%. African-American students made up 10% of the overall student body, Hispanics accounted for 6.5%.

As we seek to diversify the campus, we have also been taking steps to increase the number of international students on our campus. To this end, we actively recruited 19 students from India who have entered our engineering and graduate public health programs. As a result of targeted recruitment, we anticipate 11 more students from India this coming year, as well as eight from China.

As I mentioned earlier, we have been working on retention rates with targeted populations and our efforts are showing signs of success. When we tracked freshman to sophomore retention rates by race/ethnicity, we find that 81.6% of the minority students were retained after their first year compared to 78.3% for all FTICs. Eighty-eight percent of 2007-2008 Asian and Pacific Island FTICs were enrolled in fall 2008. This represents a 1.6% increase over prior year figures. Black student retention rates also continued to increase. In 2006, our retention rate for black students was 73.7%. In 2007, this number increased to 81.4% and is up again this year at 83.8%. This is 5.5% higher than the overall freshman retention for 2007. Retention of Hispanic students has increased from 70.9% in 2007 to 73.5% in fall 2008. This is an increase of 2.6%.

**Faculty Diversity** When we look at the ethnic/racial composition of our faculty, we see a slight uptick in minority representation and more significant improvements in gender diversity. In fall 2007, ethnic minorities accounted for 13.5% faculty. In fall 2008, this increased to 13.7%. This would have been higher had it not been for the retirement of some senior minority faculty members hired when we were first opened.

When we break this down based on tenure status, we find that the largest shift in minority representation occurred among tenure earning faculty — 15.5% in fall 2007 and 16.9% in fall 2008. We also find that 20% of the faculty members who received tenure at the end this past academic year were ethnic/racial minorities. These are numbers we will want to continue to track.

In fall 2007, women constituted 43.7% of our teaching faculty. In fall 2008, this number climbed to 46.2%. Again, the greatest increase in the number of women occurred among tenure-earning faculty. They went from 44.5% in fall 2007 to 50% in fall 2008. Fifty-five percent of the candidates who were awarded tenure this year were women.

**Commission on Diversity** In demonstrating our commitment to the goal of diversity, I have empanelled the University Commission on Diversity, charging the commission with recommending strategies, policies, and practices to make the university an even more inclusive environment for underrepresented groups; to improve the working environment for faculty and staff of color; to develop dialogues across campus constituencies; and to promote acceptance of and a common commitment to diverse perspectives. As the commission charts its course, I will keep the Board informed of its progress. ([www.unf.edu/diversity](http://www.unf.edu/diversity))

### **Goal 3: Support and recognize research, community-based inquiry and creative endeavor**

In UNF's vision statement, we make explicit the requirement that faculty participate and excel in scholarship. In our mission statement, we also commit to having students and faculty working together in the discovery and application of knowledge. Through these statements, we acknowledge that our faculty's research and creative endeavors keep them engaged with the larger community of scholars.

These activities also help faculty to remain vital teachers in the classroom, modeling the processes used in research and creative activities. In turn, our students' participation in research enriches their academic experiences, preparing them to address the unanswered questions they will face throughout their professional careers. And when our faculty and students' research is focused on regional problems, we are able to give back to our community.

Because research and other forms of scholarship are central to the life of a university, we worked hard to continue support for both faculty and student research. This support came in various forms: startup dollars for new faculty in the sciences; course releases to allow new tenure-earning faculty to jump start their research agendas; competitive summer research grants for faculty; support for ongoing research centers; and travel allocations for faculty who were presenting papers at national conferences. In fostering student research, we continued to fund student research proposals through our Transformational Learning Opportunities and through our undergraduate research program. Individual departments also supported student scholarship through a variety of mechanisms. ([www.unf.edu/acadaffairs/tlo/](http://www.unf.edu/acadaffairs/tlo/))

As evidence of our success in research during 2008-2009, let me begin by pointing to the increase in sponsored research dollars. In 2007-2008, UNF received \$10.2 million in grant awards. This past year that figure climbed to \$12.8 million, a 24% increase over the prior year. In addition, I would point to our faculty's research productivity as measured by publications and presentations. For example, in 2008-2009 the 19 computing sciences faculty published five books or book chapters and 19 journal articles. The 12 tenured or tenure-earning nursing faculty members published two books or book chapters, 12 journal articles and made 49 national presentations. They also brought in over \$400,000 of grants. UNF's 15 history faculty members published five books and six refereed articles and/or book chapters and made 22 presentations at national and international professional meetings. The 18 educational leadership and school counseling faculty members published eight books or book chapters and 39 articles. During the past year, the 12 biology faculty published 31 scientific papers and book chapters, eight of which were coauthored with graduate students. Their graduate students also presented 29 papers at scientific meetings. Eighty-four undergraduate students worked alongside faculty mentors in research labs. While we don't yet have the 2008-2009 counts for the total university, in 2007-2008 UNF's faculty publications included 50 books, 61 book chapters and 301 professional journal articles. UNF faculty members were also involved in 535 professional conference presentations and the 236 artistic works and performances that year.

The numbers of research projects conducted by faculty and students and the dollars brought in through grants tell a part of the story, but an equally important piece is told by the breadth and depth of research being conducted. As part of their commitment to scholarship, UNF faculty members from across the university are studying a host of topics, ranging from the impact of measurement bias on the health disparity across ethnicities to the history of the protests in Chile from 1983 to 1990, from the risk factors in arm injuries in little league baseball to the abundance of sharks and their use of habitats in Northeast Florida waters, and from the non-linear properties of plasmonic crystals to the use and cost of complementary and alternative medicine in the U.S.

Many of our faculty's projects represent continuous and ongoing research agendas, some of which have captured national attention. This past year, UNF's two largest grant awards were from the Department of the Army. We received \$1.7 million to study the use of methanol fuel cells for powering laptop computers and \$1.4 million to continue the study of remote sensor technologies. We hold patents in the area of remote sensing technologies. Our third largest award came from the National Science

Foundation to study the control of a robotic manipulator via a brain-computer. While these research projects have brought in large nationally-funded awards, we are also committed to conducting research that addresses local issues. One of the better examples of these efforts is the work being undertaken by UNF's Environmental Center. This past year, the Center collected baseline data for the River Accord and established a wireless real-time monitoring system at the mouth of the St. Johns. Both of these efforts will help in maintaining and improving the quality of life in Northeast Florida.

([www.unf.edu/dept/ecenter](http://www.unf.edu/dept/ecenter))

In addition to their own research, UNF faculty members have been active in helping graduate and undergraduate students conduct research across the curriculum. Some of the many undergraduate research projects that have been funded by the university include a mathematical study developing matrix representations of elliptical curves, an investigation into the African Diaspora as shown in refugee resettlements in Jacksonville, a study of protein structures in quantum chemistry, research on coral reef biology, a project to restore gopher tortoise habitat, and a national poll on college student concerns. In many cases, these and other undergraduate research projects have culminated in co-written articles and national presentations.

Research and other forms of academic engagement are alive and well on UNF's campus, helping our faculty to remain vital scholars. Our students are also benefiting from their participation in many of these research programs. The work of our faculty and students is also helping to address local issues of concern including early literacy, healthcare, technology advancements, etc.

At the state level, I have been working with different partners to build support for research throughout the university system. If Florida is to rebuild its economy, in addition to increasing the educational level of its citizens, it must also invest in the research capacity of its universities. For the entire state to benefit, these investments must be made at each university and respond to regional resources and capacity.

#### **Goal 4: Affirm the university's public responsibility through civic and community engagement**

In our vision statement we commit ourselves to serving the needs of Northeast Florida. This is followed by the sentence in our mission in which we pledge to prepare our students to contribute to their communities, wherever they may be. Through these two statements we acknowledge the interdependence between the individual or organization and the community and we make clear the need for individuals and organizations to serve as faithful stewards of the resources they are given. In working to achieve these goals, we know that we must (a) model stewardship through our own community and civic engagement and (b) provide opportunities for UNF students to become involved in various communities during their college education.

Several of the University of North Florida's academic programs have a longstanding history of engaging within the local community and beyond. From nursing to building construction and from engineering to education, UNF students use the community as a living laboratory in which they can develop the skills they will need upon their graduation. As graduates these men and women continue to contribute to the communities in which they are living and working.

Recognizing the value gained by both the students and the communities they serve, we took a major step in enhancing and institutionalizing these types of activities. In choosing Community-Based

Transformational Learning as UNF's Quality Enhancement Plan, we have told our students, the public we serve and our accrediting body that we will ensure that all UNF students have the opportunity to take advantage of community-based activities that will, on many occasions, transform their lives. To this end, we have developed a plan that was reviewed and blessed by SACS, established the Center for Community-Based Learning and hired a director for the center.

In developing this center and the Community-Based Transformational Learning program, a number of departments have been pilot testing these community-based activities with their students. This past year, our Honors students traveled to a community in Ghana, where UNF has been working since 2003. Honors nursing students provided healthcare while our engineering students implemented a plan to improve the drainage and sanitation systems for a children's home. These programs also placed our students at the Heritage Foundation in Washington D.C., the U.S. State Department, the Office of National Drug Control and the World Food Program, as well as in a number of local agencies and corporations. Earlier in this report, I mentioned the work being done by faculty and students through UNF's Environmental Center. Another example of connecting our students to our local community is a newly initiated research project on Jaxport. In the Ports Project, students and faculty are joining together to study the port from the vantage point provided by different academic disciplines – the environmental impact, the economic impact, building the logistics infrastructure, etc. This project helps students apply their knowledge in a community setting and in turn provides much needed data back to the community, helping shape socio-economic growth in this region ([www.unf.edu/coas/cci/ports](http://www.unf.edu/coas/cci/ports)).

In addition to taking UNF students out into the community and conducting research on community-based issues, we have also worked to welcome the community to the university. UNF continues to serve as a cultural resource, providing opportunities for the community to engage with world renowned lecturers and to enjoy musical, theatrical and other fine arts experiences, as well as athletic competitions. On two occasions this year, the speakers we brought to campus became so impressed with our student body that they invited specific students to join them for research internships. Steven Levitt gave a coveted internship to the young woman who introduced him for the Presidential Lecture series. John Zogby, founder of Zogby International, opened internships for two undergraduate students he met while he was here for a UNF/World Affairs Council lecture.

In our effort to contribute to the cultural landscape in this region we have also ventured into a partnership with the Museum of Contemporary Art. As you well know, the Board and this administration have spent considerable time and effort in assessing whether we could help MOCA continue to serve Northeast Florida and become an invaluable community resource for UNF's art and design program. I know this was not an easy decision to make, but I appreciate your advice and willingness to see if we can help MOCA successfully bridge its economic crisis.

As I have reported in the past, UNF has continued our successful outreach to the community through our centers and institutes. These include the Florida Institute for Education, the Small Business Development Center and the Center for Community Initiatives. In 2008, our Small Business Development Center provided over 1,600 hours of counseling to 5,300 new entrepreneurs and helped with 119 start ups. UNF's Center for Community Initiatives has worked with 14 different community organizations over the past year, conducting research studies and providing various consulting services. These organizations have included the Cultural Council of Northeast Florida, Daniel Memorial and the Magnolia Project. CCI has worked with the Magnolia Project to collect data focused on decreasing infant mortality rates in high-impact areas. In 2008-2009, the Florida Institute for Education continued to serve as the research partner for the Early Learning Coalition of Duval and the Jacksonville Urban

League Head Start Program. It also worked collaboratively with the Florida Department of Education/Office of Early Learning and the Agency for Workforce Innovation/Office of Early Learning to publish and disseminate the revised *Florida Voluntary Prekindergarten Education Standards* and the *Birth to Five Early Learning and Development Standards*. Through its various projects FIE assessed over 1,000 young children, measuring the effectiveness of different early learning programs.

One of our most successful mechanisms for community outreach has been the Osher Lifelong Learning Institute (OLLI), which has more than 1,000 local citizens participating in its programs. This past year, UNF's OLLI program received a \$1 million contribution to its endowment from the Bernard Osher Foundation. As recognized by the Osher Foundation, this lifelong learning center has been one of the most successful in the country. ([www.ce.unf.edu/lifelonglearning](http://www.ce.unf.edu/lifelonglearning))

I, too, have been busy in the external community, most notably in my role as President-in-Residence or Interim Chancellor for the State University System. This was certainly challenging and rewarding, and I am grateful to the UNF trustees for supporting my statewide service in this role. The 2009 Legislative session saw historic declines in available state revenue, yet I was able to work successfully with the Board of Governors and my university president colleagues to minimize proposed operating budget and salary reductions and build a foundation of support for future increases in higher education funding. The progress we made in these areas can also be seen in the passage of significant increased flexibility in tuition policy, as well as other legislation supported by the SUS (e.g., expansion of campus police jurisdiction, increased construction flexibility, and revisions to the Florida Prepaid College Program).

We were able help the Governor's office and legislative leaders better understand the critical role higher education must play in Florida's economic and cultural development. Considerable headway was made in building better communication between the Board of Governors and the Legislature, and to forge a path toward the ultimate resolution of the current legal dispute. During my tenure as President-in-Residence, the Board of Governors meetings included two productive workshops and for the first time in its history, the BOG members met with the Governor and legislative leadership in the Capitol during the legislative session. This service afforded me the opportunity to meet with the Governor, Cabinet members and other state agency heads, the Capitol press corps, and legislative committee staff on a regular basis and meaningfully interact with them on issues critical to higher education. The benefits of this service to UNF in terms of increasing its profile within the state have been significant and continue to exceed my expectations.

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

As is true across the state and the nation, we have had our challenges in securing the fiscal resources required to operate the university at optimal level. But despite these challenges, our budgeting process and prudent fiscal management have enabled us to continue to serve our students, offering quality programs. We were also able to continue to build the infrastructure we will need when we once again increase the size of our student body.

Managing our budget with the fiscal constraints imposed by the state's economy required decreasing student enrollment and leaving numbers of faculty and staff positions opened. It also required the use of the reserves we had set aside in the 2008-2009 budget and exercising fiscal restraint throughout the year. Our reserves covered the \$3.5 million in midyear budget cuts that we had anticipated. Recognizing that we were also likely to take another hit in the upcoming budget, we asked units across

campus to cut back on expenditures that weren't absolutely necessary during the 2008-2009 year, providing us with dollars to carry forward into the upcoming year. And we asked them to develop plans for budget reductions in preparation for our projected 2009-2010 allocation from the state legislature. By following this course of action we were able to avoid many of the more drastic actions taken by some sister institutions.

While the economic downturn and the ensuing budget cuts presented significant challenges, we were able to work with the Governor, the Legislature and the Board of Governors to address the long-term funding needs for UNF and the state system. As a result of this collaboration, the Legislature took action on tuition-related issues we had been lobbying for – i.e., extending the authority to charge differential tuition to all 11 SUS institutions and decoupling tuition from Bright Futures. These measures led to an increase in tuition for this coming year, helping to offset some of the General Revenue reductions and the ability to raise our tuition to the national average over time. Our hope is that the Governor and Legislature's appreciation for the role that higher education must play in moving the state's economy forward will lead to even greater collaboration on funding over the next several years.

Balancing our E&G (Education and General) budget has been and will remain challenging over the next year. But at the same time, the successes we have had in securing PECO (Public Education Capital Outlay) dollars and other capital project funding have positioned us well for the future. Our track record in building the physical plant that we will need over the next several years is clearly visible as you drive onto or walk across UNF's campus. In 2008-2009, we opened the addition to the Brooks College of Health, the new College of Education building and the new Student Union. At the end of summer, we will also be opening the Fountains, UNF's newest student residence hall. These various construction projects increase academic and student spaces that will provide for better classroom instruction and improved campus life. All total, these buildings add 684,149 square feet to UNF's building inventory, increasing our overall square footage by 22%. In the upcoming months, we will be renovating spaces which have been left open by the moves into UNF Hall (the old AOL building), Alumni Hall (the old Auchter building) and the new buildings on campus. With these renovations, we will increase the number of classrooms we have on campus and eliminate the overcrowding that we were experiencing when I first assumed the position as president. Over the upcoming year, we will be working to secure the last slug of money we need to begin construction on a new biology building and trying to identify funding to purchase the ADT building.

Despite the national downturn in philanthropic giving, we were able to reach and exceed our goals for 2008-09. We ended the year with \$12.9 million in private support. And we have received a total of \$62.7 million or 57% toward our overall \$110 million goal for *The Power of Transformation* campaign.

## **Reflections**

While we faced a number of significant challenges in 2008-2009, thanks to your guidance over the past three years we were as well positioned to deal with the economic realities of the day while staying true to our vision and mission. And as a result of our collective planning, we begin the new year ready to meet our students' needs, and our faculty and staff have an increased appreciation for your commitment to them and to this institution. The university is in your debt for all that you have done in this regard.

As I noted earlier in this document, we have made significant progress in meeting and exceeding the objectives you established when you approved our campus master plan. At least once a week faculty,

staff, students or members of the community will comment about the metamorphosis in the campus core. Over the course of the upcoming year we will again pause to plan for the next five years of growth. In approaching this task, I have no doubt that we will continue to honor the fact that UNF is located on a parcel of land that highlights the beauty of north Florida. I think it is safe to say that our new buildings and the central landscaping have begun to reflect and reinforce that beauty and that we will continue on this path.

Over the course of the year we have taken significant steps in working with Student Government, Athletics and student support services to improve campus life. The opening of the Student Union and our move to NCAA Division I hold great promise for an increased vitality on our campus. And with this vitality should come an increased attachment and commitment to the institution itself.

This past year also offered UNF an incredible opportunity to help shape state policy and we can take pride in the results. We made significant strides in building a commitment in state government to the importance of higher education and the need for greater institutional flexibility. We have also built better lines of communication with both the legislative and executive branches.

Toward the beginning of this year, I look forward to sharing with you some of the work we have been doing over the summer in terms of benchmarking our progress, addressing retention and graduation needs and tackling some of the issues related to faculty salaries. I think you will see a set of plans that address issues in which you have shown great interest.

My first day on UNF's campus as president was filled with a number of, at times, conflicting emotions. I was assuming a position that I thought I would enjoy and hoped I would succeed at, but with change comes a degree of apprehension. Six years later, I can tell you that I completely underestimated the satisfaction and joy that I have had serving in this role. Each day I have the opportunity to work with some of the brightest and most dedicated people I have ever known, serving as the face and voice for what may well be this community's most important asset in reference to its future growth. These are both gratifying and humbling experiences. Each day also offers me another opportunity to ensure that we stay focused on our priorities with an eye open to possibilities before us. I hope that my performance in fulfilling my position provides a measure of evidence of my commitment to accomplishing both of these.