

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 2009 – June 2010

As with most for-profit, not-for-profit and governmental entities, the University of North Florida has been challenged over the past year. Would we be able to serve more students than the year before with diminishing resources? Would it be possible to improve the profile on our entering freshmen, increase our diversity and improve retention and graduation rates? Could we grow our research portfolio in an economic downturn? And, could we plan and build for the future while struggling to meet current needs?

In considering our accomplishments, I can tell you that we found ways to address each of these challenges, although it was not without cost. Our faculty and staff went for a third year without a pay raise, and the number of UNF faculty decreased for a second year in a row, while the number of students grew. As a consequence our faculty-to-student and our advisor-to-student ratios went in the wrong direction. But the good news is that based on the budget you approved for 2010-11, we will begin to address at least some of these issues.

I was also able to help the Legislature and the Governor understand the importance of investing in the future of higher education, and by extension, Florida's economy—even at a time when the Legislature was once again forced to cut budgets. And through Vice President Owen's and my time spent in Tallahassee, we helped establish a much improved relationship between the Board of Governors and the Legislature.

In the next several pages allow me to point to our specific accomplishments over the past year, as well as future trends I see on the horizon. I have organized this discussion around the five goals we have written into our strategic plan.

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

UNF's first and most central goal places attention on our students' academic and personal growth and on preparing them for professional success and lifelong learning. To achieve these outcomes, we have committed ourselves to (a) immersing new students in academic, cultural and social experiences on campus, (b) offering academic programs that respond to student interest and community needs, (c) providing students with unique transformational learning opportunities, and (d) fostering greater interaction among students, faculty and staff.

In fulfilling these strategies, we begin by considering our students' readiness to engage in college-level work, the support systems and learning opportunities they will need to succeed in the college setting, and the depth and breadth of UNF's undergraduate and graduate curricula. Key metrics we use in measuring our success under this goal include our students' retention rates (a gauge of their persistence in moving through their programs of study), their graduation rates (a measure of our students' and state's return on investment), and the types of degrees our students complete upon graduation (an assessment of our ability to meet local needs).

When talking about undergraduate admissions and a student's readiness to learn, I often describe UNF as having three primary points of entry: (1) fall term admission for freshmen who meet our SAT/ACT and GPA standards, (2) summer admission for select students who fall below our standard criteria but show academic potential, and (3) ongoing admission for AA transfers from Florida's state colleges. The students admitted in each of these groups bring with them specific characteristics needed to fulfill our 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 . . .*

Over the past six years, I have directed our Office of Admissions to intentionally improve the academic profile of our fall freshman class, moving UNF from being rated as "competitive" to "very competitive," based on the Barron's rankings. With the commensurate increase in our institutional reputation, UNF has begun to convince a growing number of the region's top high school graduates to stay in Northeast Florida. We have also been able to recruit student scholars from other areas of the state and beyond to relocate to the First Coast.

Freshmen admitted in fall 2009 had an average SAT of 1199; the prior year the average SAT score was 1190. This fall we anticipate having an average SAT score above 1200, which will serve as another milestone for the reputation of the university. Over the same period, we have maintained access through summer admissions and served many others in our region through open enrollment for AA transfers. Students in this latter group have entered with an average lower division GPA above 3.0 for the past four years.

As a result, our fall admits and our AA transfers come with academic records that bode well for success in their college careers. In contrast, freshmen who enter in the summer often require different support systems if they are going to persist to graduation. This is documented by a

comparison of the summer admits' six-year graduation rates against the rates for fall term admits. Students admitted in summer 2002 had a 37 percent six-year graduation rate when compared to a 46 percent rate for students admitted in fall 2002. We were able to raise both of these rates and narrow the gap for students admitted in summer and fall 2003. These rates were 45 percent and 49 percent respectively. The members of the fall 2003 cohort were the freshmen who walked onto UNF's campus at the beginning of my administration. Their 49 percent graduation rate is the same as the national average for competitive institutions. We will be tracking the six-year graduation rates closely for each of the subsequent cohorts, as they hit the six-year mark, to see if we have moved the needle on graduation rates commensurate with fall profiles. Our long range goal is to reach or exceed the national average graduation rate for universities in the "very competitive" classification.

In addition to shaping the profile of the entering freshmen, I have asked Academic Affairs to take other steps to improve student retention and graduation rates. In 2009-10, we were able to fully implement the Academic Roadmaps project in three of our colleges and are just short of full implementation in Arts and Sciences (90 percent) and Education and Human Services (80 percent). While we still await hard data on the effectiveness of the academic roadmaps, the anecdotal data are positive.

The various academic roadmaps provide students with critical and timely information, but they don't replace the personal contact that keeps a student engaged with the university. Recognizing the importance of this contact, I have supported other strategies to enhance student interactions with faculty and staff. As of fall 2009, each entering freshman has been assigned to a specific advisor who will work with that student throughout her or his lower division experience. In addition, students are now required to meet with their advisor at least two times in their first semester. We have also started a faculty-student contact program which enhances faculty and student interactions. Over the course of this current year, it is our intent to grow these efforts, in part, by lowering our student-advisor and student-faculty ratios, both of which climbed in 2009-10 as a result of frozen lines.

In fall 2008, when I intentionally lowered enrollments to 15,400 students, we saw a concomitant reduction in our student-faculty ratio (21-1) and in our student-advisor ratios (436-1 at the lower division and 424-1 at the upper division). The freshmen who entered in fall 2008 benefitted from these ratios. This class also had the highest average SAT score up to that point. When we followed this class into fall 2009, we found a remarkable increase in our sophomore retention rates, which climbed from 78.3 percent to 84.7 percent. While we can make no definitive statement about cause/effect relationship, we do know that while pursuing similar strategies, Florida State University found similar patterns. We will continue to track these numbers closely.

As I mentioned above, our student-faculty ratio climbed in fall 2009. However, we were able to mitigate this to some degree by hiring 15 visiting faculty members, using our first round of tuition differential dollars. We are using the 2010-11 tuition differential dollars to hire on 18

unfilled lines and to create two new lines. This will not bring us back to where we were in fall 2008, but it will help move us in that direction.

Two of the other strategies we have used to enhance students' personal connections to faculty, staff and peers have been a restructuring of our general education coursework and our student programming. This past year, the faculty undertook a redesign of general education courses, structuring opportunities for greater faculty-student interaction and a first-year seminar that will help students transition to the college experience. In striving for better student programming this past year, Student Affairs held the inaugural Student Summit on Personal Development. Several hundred students participated in the programs. The program was supported, in part, by the UNF Parents Association, a relatively new organization on our campus.

While we have been hesitant to move forward with new degrees without additional resources, our faculty has developed strategies to enhance some existing degree offerings. For example, in January we built on our Global MBA track by adding an Ibero-American MBA track. In this track, UNF students enroll in master's coursework at UNF and two other campuses – one in Argentina and one in Spain – alongside peers from these two countries. As a collaborative program, the faculty from our sister institutions provide the additional instruction required for this new track. Based on faculty planning that occurred last year, this fall UNF's School of Computing initiated a combined bachelor's and master's degree program. This particular track is designed to encourage graduate studies in the field. When more resources become available, there are several degree programs we will want to consider. But for the all too obvious reasons these must wait.

Each year UNF's graduation class continues to grow, with over 70 percent of these alums living in and contributing to the culture and economy of Northeast Florida. As a result, we are playing an increasingly important role in improving the educational level on the First Coast. In 2009-10 we awarded 3,585 degrees, a 3 percent increase over the year before. This was a little below our five-year average of 4 percent annual growth in the number of degrees awarded. Nine hundred and sixty-nine of these degrees were in science, mathematics, technology, engineering and health, accounting for 27 percent of UNF's 2009-10 graduates. Over the past five years, the number of degrees in these fields has increased 10 percent annually. One hundred and nine of these degrees were in engineering. This represents a 36 percent increase over the prior year. We are growing the number and percent of students who are graduating in science, technology, engineering, mathematics and medically related (STEMM) majors – a trend that should contribute to Northeast Florida's role in building the new Florida economy.

As a final note under this section, I would point to the fact that for the last three consecutive years, UNF has been named a Best Southeastern College by Princeton Review (2010, 2009 and 2008). This recognition speaks to the quality of the education we provide, compared to our regional peers.

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

We are made a better institution by having a diverse faculty, staff and student body. To achieve the benefits that come with diversity, we are committed to recruiting, retaining and supporting students, faculty and staff who come from underrepresented and underserved segments of our population. This goal begins with attention given to racial and ethnic minorities, and extends well beyond these categories. We are made a stronger university by enrolling and hiring women and men from across the age spectrum, as well as persons with varying disabilities, and from different regions of America and the world. We also benefit from having different political and religious perspectives on our campus and by supporting differences in sexual orientation and gender identity.

Students: In 2009-10, we were once again able to make progress in diversifying our student body. In fall 2009, 24.5 percent of the students in our freshmen class were ethnic/racial minorities. This was up from 23 percent in fall 2008. We also grew ethnic/racial minority representation among our associate of arts transfer students. In fall 2008, minorities accounted for 20.4 percent of the new transfer students. In fall 2009, they accounted for 25.4 percent of the AA transfers. In total, 23.5 percent of our students identified themselves as ethnic or racial minorities; this was a 1 percent increase over the prior year.

As we increased the number and percent of newly recruited minority students, we also improved our first-year retention rates among these students. The first-year retention rate for ethnic/racial minorities admitted in fall 2008 and returning in fall 2009 was 83.8 percent, with 88.1 percent of African-American students returning for their sophomore year. This was the highest rate for any group and was a 4.3 percent increase over the African-American cohort that was admitted the year before. Hispanic student retention rates also increased in 2009 to 80.3 percent, from 73.5 percent the year before.

The increased retention rate among minorities was, at least in part, a result of programming I supported in the development, formulation and signing of The Jacksonville Commitment. This includes dedicated mentors and academic advisors, a first-year survival seminar and other high-touch programs. Our challenge in moving forward is to secure the funding and the other resources needed to maintain and scale these programs up as we admit greater numbers of low-income students through The Jacksonville Commitment and other initiatives, such as our SWOOP scholarships.

As I mentioned earlier, diversity is defined by more than racial and ethnic differences. Understanding this, I have paid attention to a number of characteristics within our population, including disabilities. It is, of course, impossible to chart the number of disabled students on campus because identification requires self-disclosure; nonetheless, we can track the number of students who receive services through UNF's Disability Resource Center (DRC) as a less than perfect proxy for overall enrollment and as a measure of the quality of the services we provide to students with disabilities. The year I arrived on campus, I became aware that the DRC had some problems in meeting our students' needs. In response to these unmet needs, I asked for a

focus on the level of service we provided our students. As Student Affairs undertook this initiative, the most notable change was the identification of a nationally-recognized expert to head the center. As good fortune would have it, the expert happened to be one of our own Special Education faculty members. With our commitment and support, and under her leadership, the DRC provided services to 700 disabled students or 4 percent of the student body this past year. Seven of these students were disabled veterans. In contrast in 2004-05, the DRC provide services to 234 students or 1.5 percent of our student headcount. This increase in the number of students assisted by the DRC is most likely due to a combination of an increased number of disabled students electing to attend UNF and the changes to the accessibility and quality of the services we are now providing.

Over the past year, we also established a Military and Veterans Resource Center on campus, with particular attention being paid to readying our campus for disabled veterans. This new program is being funded through a combination of private support and our own budget. In 2010, UNF was twice recognized as a Military Friendly Campus. These recognitions come as a result of our new Military and Veterans Resource Center which includes services for disabled veterans.

As part of our focus on disabled students, UNF has continued to attract deaf college students from within the state. With our growing reputation, we provided interpreting services to more deaf students than any other four-year college or university in the state.

We also have been recognized nationally for a collaborative program we operate with The Arc Jacksonville, the On-Campus Transition program. This program provides an opportunity for 24 intellectually disabled young adults to audit select classes at UNF, interact with UNF students who serve as mentors, and work in on- and off-campus internships developing work skills. This past April, the University of Massachusetts Amherst came to Jacksonville to film the program as an example of a national model and in August, we were asked by the U.S. Department of Education to present this program as a national model in Washington D.C. I would also point out that the University of South Florida appropriated many of our materials, without attribution.

UNF is well on its way to setting the benchmark for providing services to disabled college students. And with the construction of the new Disability Resources Center, which was funded in this past legislative session, we will be able to expand on our current successes.

Serving students with the greatest financial need is another measure of our access and diversity. Our success in improving on these measures can be found in the percentage of students who are on need-based aid. Each of the past four years, this percentage has climbed from 27.7 percent in fall 2004 to 37.2 percent in fall 2009.

Faculty: In 2009-10, we grew the number and proportion of minorities among UNF's tenured faculty members. In 2008-09 there were 21 ethnic/racial minorities who were tenured (11 percent). In 2009-10 the number grew to 27, or 13 percent of the tenured faculty on

campus. Unfortunately in looking at faculty working toward tenure, we saw a decrease in the number of minorities. As a result of budget cuts, we lost and were unable to replace 25 tenure-seeking faculty members who moved to other institutions. Ten of these faculty members were minorities. While an increase in tenured minority faculty is a significant measure of our support and retention, I am committed to increasing the number and proportion of minorities among tenure-earning faculty members as we begin to hire on the newly opened lines you recently funded.

Over the year, the number of tenured female faculty members increased from 65 (35 percent) to 73 (36 percent). The overall number of women on tenured, tenure-earning or visiting lines remained 145, but because the size of the faculty decreased, women constituted 43 percent of the faculty in 2009-10, whereas they were 42 percent of the faculty the year before.

Goal 3: Support and recognize research, community-based inquiry, and creative endeavors

Research is and will remain an integral and expanding feature of life on the UNF campus. If we are to attract and retain the brightest of faculty, we must offer them the opportunity and resources to continue their academic scholarship. If we are to prepare our students to ask and answer tomorrow's questions, we must engage them in research and professionally linked creative activities. And, if UNF is to make significant contributions to our local economy, we must collaborate with industries in creating new technologies and building a knowledge-based economy. As I say this, I would point out that we are not seeking to join the ranks of the *Research I want-to-bes*, nor are we moving to fund graduate education on the backs of undergraduate students. Our commitment remains to providing a top-quality undergraduate experience. We are, however, acknowledging that research is an important activity in enhancing our students' education and in fulfilling our commitment to the region.

Recognizing the importance of research to our core mission— *At UNF, students and faculty engage together and individually in the discovery and application of knowledge*—over the course of the past three years, I have held harmless funding for faculty and student research, including faculty travel, summer grants for faculty and TLO (Transformational Learning Opportunity) funding for student research. This ongoing support has allowed us to make significant progress over the past year and bodes well for 2010-11.

Funded Research: In measuring our success, we look at several different variables; often cited is the dollar value of our contract and grants for the year. In 2008-09 we increased our grant portfolio from \$10.9 million to \$13.6 million. In 2009-10, we increased this portfolio to \$17 million.

Two of the largest of our grants, totaling \$6 million, were from the U.S. Department of Energy to continue our work on methanol fuel cells for computers to be used by the military. This past June, we received word that our federal funding for this project will be increased to \$9 million. This is the largest award we have received in UNF's history. As our faculty have been developing this technology, in collaboration with the U.S. Army, we acquired a majority share of PolyFuel, a

California-based engineering firm. The acquisition includes the rights to five of PolyFuel's patents. We have also filed papers on two additional inventions.

Another exciting area of research is the collaboration with Mayo physicians in which members of our faculty have started testing the use of implanted electrodes and brainwaves to activate an electronic communication board. If successful, this technology would provide severely motor-impaired individuals with the ability to expressively communicate with others. Members of our faculty also continue to press forward on our work with various sensing technologies and are exploring opportunities to commercialize these. Members of our faculty are also breaking new ground on semiconductors, optical properties of crystals and plasmons.

In addition to the research grants awarded directly to UNF, we have continued and expanded collaborative research relationships with the Universities of Florida, West Florida, and South Florida, as well as institutions outside of Florida such as the Colorado School of Mines, the University of Maryland, Clemson and Carnegie-Mellon.

The Range of Faculty and Student Research: This past year, members of faculty from across campus have been busy writing on topics that range from presidential detainment powers during times of conflict to strategies for peace education, and from the use of medical marijuana to treatment protocols for adolescents who have had relapses in the use of drugs or alcohol. Some of this scholarship addresses issues of national and international interest such as obesity control, public policy and evidence-based medicine, U.S. policy on immigration, and international business ethics. At other times, faculty members focus on regional issues often working with local companies. Examples of such research include a study on infant deaths in Jacksonville, improving pavement materials for road construction, research on the indigenous peoples of northeast Florida, establishing adequate vegetation buffers for the St. Johns River, working with Blue Cross/Blue Shield to develop a model for cost-volume-profit planning within the context of managed care, and using Landstar as a case study for particular business practices.

While pursuing their research, we encourage faculty to involve UNF's undergraduate and graduate students, providing UNF students with firsthand experiences on how to ask and answer the questions that will arise in their professional lives, and to create new technologies. In some cases, students work with faculty on their ongoing research agendas. In other cases faculty mentors work with students who come with student-generated research proposals. A third way we involve students in research is through courses that are specifically designed to engage students in individual or group research projects.

As a result of each of these methods, we have had students working on some remarkable new technologies, including each of the grants discussed above. In one of our courses which requires a research project, three UNF students designed and built BlueRay, a robotic submarine that won first prize at a regional competition and then went on to win fourth place in a national competition funded by the National Oceanic and Atmospheric Administration and the National Science Foundation. This submarine could be used to measure water quality in the Gulf. Other UNF students built a remote nanocrystalline gas sensing device that was sent into

space by NASA to measure the ozone profile in our atmosphere. This project was conducted in collaboration with students from the University of North Dakota.

In looking across many of the student research projects generated over the past year, we can see recurring themes. The nanocrystalline gas sensing device sent into space extended our faculty's research on remote sensing technologies. This research agenda also influenced the work of six other UNF students in selecting their faculty-mentored research projects: developing surface wind stress sensors and metal oxide gas sensors, using photoelectric sensing technologies to determine the presence of pollutant metals, constructing sensor arrays to detect viruses and bacteria, and exploring new materials for use in yet to be designed sensing technologies. There were also a number of student projects focused on environmental issues, including study of the St. Johns River, global reefs and the behavior of sharks in our local waters. On occasion the topics for student research focus on our own campus. One group of engineering and construction students engaged in developing a building program that details how the university could use LEED standards in remodeling the current biology building for future use when construction on the new building is complete.

Our student research isn't limited to the sciences and engineering. We have students engaged in research and other forms of scholarship across the campus. In 2009-10 UNF students examined how Jacksonville has responded to refugee resettlement, the stressors placed on military spouses when they take over the role of single parent, evaluating U.N. peacekeeping operations, pre-European settlement in St. Augustine, and how living in groups and living in monogamous relationships changed the dentition in our earliest ancestors. And yes, numbers of students interacted with numbers of mice in our animal lab. We now have some amazingly talented mice.

I can tell you that faculty and student research is alive and well on UNF's campus and much of this research is gaining national attention as demonstrated by the increase in media coverage, external funding, the numbers of published papers and student competitions. As we move forward we will continue to enhance this part of our mission. If our faculty is to remain relevant in the classroom, they need to focus on our students while staying active in scholarship. As we prepare our students for their future careers, they benefit from the hands-on experiences in working with faculty, and if we are to serve as a catalyst for local and state economic change, we must expand our partnerships with local industries and businesses.

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

University of North Florida students have a growing number of opportunities to use community settings as living laboratories, taking them beyond the walls of the classroom. We also recognize that as an institution we have a responsibility to serve as a resource to communities within Northeast Florida and beyond. Through our community outreach and our emphasis on community-based learning, UNF becomes a stronger and more relevant institution, our students are better prepared to enter their professional fields upon graduation, and we serve as a catalyst for social, cultural and economic development.

A major strategy in meeting this goal has been the adoption of Community-Based Transformational Learning as our institutional emphasis in our Quality Enhancement Plan, a requirement for SACS reaccreditation. During this, our first year of implementation, we established the UNF Center for Community-Based Learning (CCBL). Over the past year, the CCBL has worked with our faculty to incorporate an increased number of community-based learning activities within their courses. As part of this effort, the CCBL has identified six faculty members who are participating in the *JAX Lab* program; these faculty members will serve as ambassadors for community-based learning within their respective colleges.

One of the more notable of the community-based learning opportunities that occurred in 2009-10 was our students' work in assessing the progress of the Jacksonville Journey. A similar activity was our students' review of some of the current operational procedures at JAXPORT. In other more service-oriented community-based experiences, UNF music majors provided instrumental lessons to underserved middle school students. This work culminated in a concert at the end of the yearlong studies. Another group of students, enrolled in an English course on the literature on disabilities, engaged in volunteer work with disabled students and adults within our local community.

An example of a more instructionally focused program was an eight-day houseboat tour down the St. Johns River, which was the capstone experience for a course of study of the river and its connection to various academic majors. During the journey down river the students were joined by historians, engineers, biologists, artist and musicians, exploring the river and its relationship to the people of Florida. While on the river, these students also completed individual projects that they designed during their term of study.

These, as well as some of the research projects mentioned under Goal 3, are just some of the more than 100 community-based programs in which our students are now engaging. In our narrative explaining our goals for the UNF Quality Enhancement Plan we have pledged to have these types of experiences available to all students by 2014-15.

UNF's institutes and centers serve as another avenue of connection to Northeast Florida. In 2009-10, our Small Business Development Center (SBDC) individually counseled more than 1,900 potential and existing small business owners. The SBDC also sponsored 126 events attended by more than 2,500 business men and women. The economic impact generated by SBDC clients was substantial, even in a down economy. Clients reported more than 825 jobs created or retained; \$10.8 million in capital formation, and nearly \$15 million in increased sales.

Our Public Opinion Research Laboratory (PORL) provides other examples of UNF's community-based research, service and instructional activities. In collaboration with students from across the country, the PORL conducted an educational student-led national survey to gauge quality of life issues throughout the United States, exploring measures of happiness and perceptions of equity. In a more locally focused activity, the PORL's staff went into elementary school classrooms across the First Coast, providing these young students with interactive

presentations on public opinion polling. Throughout the year, the lab also continued to serve the broader Florida community through its research polls, most notably conducting a series of statewide surveys that addressed issues of safety on Florida's roads, under the auspices of the Florida Department of Transportation.

Building on its reputation for community outreach, the Florida Institute for Education, in collaboration with UNF's College of Education and Human Services and the Duval County Public Schools, kicked off Jacksonville's Next Generation Initiative. This program supports the public schools' Neighborhood Learning Networks (NLNs). These NLNs are designed to increase and strengthen learning opportunities for children and their families that occur outside of the classroom. The networks provide a single point of entry for local public libraries, community centers, and after-school neighborhood-based agencies.

In addition to going out into the community, we continued to invite the community to partake in a host of cultural, civic, athletic and educational events on the UNF campus. These included a Presidential Lecture by nationally acclaimed astrophysicist, Dr. Neil deGrasse Tyson – an event attended by more than 3,000 people from Northeast Florida. There were also 4,350 individuals who attended the speaker series we host in collaboration with the World Affairs Council. Our music department and our Fine Arts Series sponsored more than 60 concerts on UNF's campus during the past year. If you wanted to hear incredible music in almost any week of the year, all you had to do was drive onto UNF's campus. Our attendance at athletic events came close to doubling. This past year more than 3,800 people attended the UNF vs. JU basketball game on our campus and 1,982 of these attendees were students. More than 500 were supporters from the community.

Community members who were interested in lifelong learning also found invaluable resources at the university. We had more than 1,000 members in our highly acclaimed Osher Lifelong Learning Institute and more than 13,000 participants in our other Continuing Education programs. Many of the participants in these latter programs came to us through companies such as Sea Star Lines, Grimes Logistics, Landstar, Rail America, JAXPORT, ICS Logistics, Global Stevedoring, CEVA, Deutsche Bank, Miller Electric, Medtronics, RailAmerica, Kaman Aerospace, Shands, Kraft Foods, JTA and JEA.

I too have been fortunate to have had opportunities to connect our university with the local community through my involvement in a number of activities. These took many different forms, from helping to establish the new Jacksonville Civic Council, to hosting the annual Heart Ball for the American Heart Association, and from being a member of the executive committee and board of directors for the Chamber of Commerce, to speaking at Rotary Clubs across the city.

I also have continued my work with the Legislature and Governor's Office on behalf of the Board of Governors. These efforts have improved the reputation of the university system with both of these governmental entities, especially when compared to where we were at the time of the lawsuit. This work also resulted in support for the New Florida initiative. At the beginning

of this year, I was humbled and honored to be recognized by the Council of 100 and by the Florida Board of Governors for my efforts on the behalf of higher education in the state.

In 2009, our media coverage grew once again. News and human interest stories increased by 10.4 percent, with UNF in the news a total of 6,278 times, for an average of 17.2 times a day, every day. This coverage included national stories on CNN, FOX and ABC networks.

Recognizing our ongoing commitment to community-based learning and community engagement, several months ago we empanelled a task force which has been preparing the University of North Florida's application to be designated as a Community Engaged University. This is a nationally recognized classification and is awarded by the Carnegie Foundation. We will be submitting this application in September.

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

The past three years have certainly presented economic challenges for all of us. As I noted earlier, at UNF we had a decrease in the number of faculty at the same time that our enrollments climbed, leaving us with an increased student-to-faculty ratio. Faculty and staff went without raises for a third year in a row and we began the fiscal year with budget cuts across all of our divisions. UNF, as with so many other organizations, had to do more with fewer resources.

Responding to these challenges and the need to restructure Florida's economy, at the end of the 2008-09 academic-year and continuing throughout 2009-10, I played an active role in conceptualizing and advocating for New Florida, a plan designed to reshape Florida's future by investing in greater access to higher education and increased research and technology transfer. The message underpinning the plan is straightforward—for Florida to once again thrive we must invest in a knowledge-based economy. Both the message and the plan have resonated well across the state including in the media, the Governor's Office and the State Legislature. Although the Legislature was unable to make as large an investment as we had hoped for, the commitment to the New Florida plan can be seen in the budget they approved for fiscal 2011. The emphasis the State placed on funding for higher education meant that we will be able to move forward on needed raises and we will fill 23 empty faculty lines – both necessary if we are to improve educational opportunities for our students and make modest progress on the goals in our strategic plan.

Despite the cut in operating dollars that we experienced in 2009-10, funding for the past fiscal year did include capital outlay dollars which allowed us to continue our work on the physical plant. We completed Osprey Fountains, UNF's newest residential hall, which opened its doors in fall 2009. During the year we also completed major renovations to Founders Hall. And over the past two years, we have been able to bring online 11 new general purpose classrooms, eliminating the scheduling problems we were experiencing when I arrived on campus.

Through our lobbying efforts, we were also able to secure the final phase of funding for a new biology building and for an addition to the new College of Education and Human Services building. This addition will serve as the new home for our Disability Resource Center, UNF's Military and Veteran Resource Center, the Institute for Values, Community and Leadership and the On-Campus Transition program. The Legislature also passed a needed provision allowing us to begin construction on phase 1 of a new Student Wellness Center. The campus plant is well positioned to accommodate enrollment growth when our operating dollars allow.

With continued growth an inevitability, we also spent much of this year drafting a new Master Plan to guide our campus development over the next several years. The current draft, which we will be presenting to the Board in November, supports our Strategic Plan and stays true to our commitment to our students and our environment.

In fall 2009, we also kicked off the public phase of our \$110 million campaign. From June 2009 to June 2010, we went from \$62 million to \$72 million in gifts and commitments. The total value for our endowment was \$69.2 million on June 30, 2010, compared to \$66.4 million on June 30, 2009. Spending rates, gifts and appreciation factored into a net gain of \$ 2.1 million over the fiscal year during a time of high volatility in the financial markets. On June 30, 2010, our endowment was equal to \$6,700 per FTE. Over the course of the year, we were able to establish 14 new endowments, primarily for scholarships.

As I write this self-report, we are engaged in another set of exercises for Tallahassee. We are to submit different prospective budgets which address each of the following three scenarios: (A) What would we do if we had a 5 percent budget cut? (B) What would we do if we had a 15 percent budget cut? and, (C) What would we do if we had a 7 percent recurring increase to our budget? Responding to these types of scenarios is required from time to time in the State budgeting process. The hypothetical 5 percent budget cut, Scenario A, could be managed for one year using the reserves you set aside when you approved the 2010-11 budget at our second meeting in June. The hypothetical 7 percent increase, Scenario C, would allow us to make significant progress in funding the work plan you approved at our first full Board meeting in June. Scenario B, the 15 percent cut, would require significant cuts in both student enrollment and personnel (costs). Obviously, we want C to become our reality. But whichever way this plays out, which will most likely be different than any of these three "what ifs," we are prepared to handle the next year or two, in large part due to the planning we have done with you, the members of our Board of Trustees. And, as has been true over the last seven years, the actions that we take will be consistent with the University of North Florida's agreed upon vision and mission.

Closing Remarks

Exercises such as the one I mentioned above certainly make one wish for the days when state government and higher education were on more stable financial grounds. Nonetheless, when we compare ourselves to other institutions, we consider ourselves to be very fortunate. Our

position of comparative strength is, in large part, due to the direction you have set as a Board of Trustees and to the efforts of a remarkable staff and supportive faculty.

As a result, throughout this self-report, I have been able to speak to the actions we have taken which are consistent with UNF's vision and mission. I have also been able to demonstrate that we have been diligent in meeting the needs of UNF's current students, while ensuring the future strength of the institution. Our student profile has improved which means we are attracting and retaining some of Florida's brightest students. We have begun to see significant upticks in retention and graduation rates and are putting in place mechanisms to promote additional improvements in both sets of numbers.

While accomplishing each of the above, we have increased access and diversity rates at our different points of entry and we are retaining significantly greater numbers of these students. We are also tenuring increased numbers of women and a more diverse faculty.

UNF's faculty is actively engaged in scholarship as documented by a \$3.5 million increase in funded research over the prior year. It is also important to note that much of our research addresses regional needs and/or can easily be transferred into economic growth. As faculty scholarship has increased, UNF's undergraduate and graduate students have also become more involved in exciting and, at times, national award-winning research projects. UNF students aren't just reading research in their textbooks; some are adding to the knowledge base that will be used in the future editions of these same texts.

For UNF to become the best university it can be, we must continue to make greater use of the multitude of resources available to us in the local and regional communities. In turn, we also understand that the only way that greater Jacksonville can become the metropolitan area it aspires to be is for the University of North Florida to continue to grow its reputation and its course offerings. None of the major industries in this region can sustain or improve themselves without a cadre of well-educated citizens graduating from UNF each and every year. Both sides of the equation are of importance. Our students are out in the community and an increasing percentage of these students are graduating in fields needed for today and tomorrow's Northeast Florida economy.

Finally, I would point out that we have made remarkable progress in building a campus that better meets the needs of our current student population and we have a solid plan to continue the enhancements we will need as we seek funding to increase our enrollments.