

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
- mutual respect and civility.

John A. Delaney Annual Report July 2010 - June 2011

In our mission, we set the intellectual and cultural growth and the civic awareness of our students as our core objective. In fostering this growth and awareness, we seek to prepare our students to answer the questions of the future and to contribute to the communities in which they will work and live. In our vision, we assert our intentions to become a university of choice for a talented and diverse student body. We also declare that we strive to be a preeminent public institution with distinctive programs, thus serving this region at a level of national quality.

Over the past year, we made progress on each of these fronts. Yet, as we might expect, the degree of our progress has been limited to some extent by today's economic realities. These are the same realities that underline why it is absolutely incumbent on us to change the Northeast Florida educational landscape.

In this annual report, I offer a summary of our progress in fulfilling our mission and in moving forward on our vision. At the same time, I have provided a few comments about the steps we are prepared to take in 2011-2012. As in the past, I have used the framework of our five strategic goals to organize this discussion.

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

As is true with all organizations, universities inevitably change over time. This has certainly been true for the University of North Florida. During our relatively short history, UNF has gone through several significant transitions. Some of these changes were the result of the progression of time (e.g., the increase in the size of our student body), while others were seeded by shifts in our vision (e.g., extending our mission from an upper-division and master's-level university to a campus that serves the needs of students from freshman year through doctoral study). In reflecting on this history, I would suggest that UNF is currently in the stages of another such transformation — one based on a shift in vision.

When we first opened our doors, UNF provided educational opportunities for place-bound commuters, many of whom were coming from what was, at the time, Florida Junior College. For most of these first students, UNF was a school of convenience or a fall-back school. Today, consistent with our vision, that reputation is in the process of changing. We see a shift from being that school of convenience to becoming a university of first choice.

In working to bring about this transformation, we have thought long and hard about what it means to become an institution of choice. As demonstrated by our peer aspirants, there certainly is no single model, but there are some common markers. As a school of first choice (a) we must recruit and enroll students who will succeed on our campus and carry through to graduation, (b) we must offer both formal and informal learning experiences that transform student lives, (c) our curriculum must move beyond being “generally strong” to include programs of national note and (d) we must provide our students with experiences and individual relationships that connect them to the institution. We must also have a clear understanding of what differentiates us from other institutions and what makes us stand out as a preeminent public institution of higher learning.

Student Profile As I mentioned above, UNF in its early history was often thought of as a school for the place-bound student or as a “sure-bet.” Throughout the past seven years, in keeping with our change in vision, we have made significant progress in altering that reputation. We are now ranked among the more competitive universities within the state system and as “very competitive” in Barron’s national college guides. This shift has been brought about, in part, by our continued focus on enhancing the academic profile of our student body. This past fall, the average SAT score for an entering freshman climbed to 1204. Our average for students who matriculated in fall 2011 is 1208. When we compare these numbers to the 1151 average SAT score for fall 2003, we can see our progress in recruiting a more academically talented student body. We find a similar but even steeper trend of improvement among our summer admits — traditionally an access point of entry. In summer 2003, the average SAT score was 984. This summer, the average score climbed to 1083. The average high school GPA for students admitted this past fall was 3.79. For fall 2011, this climbed to 3.84. In summer 2011, the average high school GPA was 3.52. Each fall term, an academically stronger cohort of students walk onto UNF’s campus. This same trend has been true in summer terms.

Being acknowledged as a school with competitive admissions standards represents an important step in becoming a university of choice, but we know that UNF must go beyond higher GPAs and SAT scores. The quality of the learning we offer our students in and out of the classroom must keep pace with our selectivity. In addition, students must wear the Osprey colors proudly. This means we must find ways to build even stronger ties between students and the university and greater recognition for the institution as a whole.

The Classroom Experience With our focus on undergraduate learning, we seek to provide the most up-to-date curriculum in a manner that allows our students to benefit from maximum engagement with faculty mentors. To accomplish this, UNF’s faculty utilizes a continuous improvement process, finding better ways to present an ever-evolving curriculum. While the process begins with ensuring that our curriculum reflects the latest research and meets national professional standards, we go well beyond that. We are also working to ensure that our students know how to sort through, evaluate and critically analyze the information they are learning – skills that will be needed throughout their professional and personal lives. We also employ a variety of modes in the teaching-learning process (e.g., distance learning, hybrid learning, intensive group work, hands-on experiences outside the classroom).

On a rotating cycle, all our academic programs are subject to review by professional accrediting bodies or outside content experts. Throughout the course of the past year, all six of our undergraduate and graduate nursing programs and our building construction program went through reviews by professional accreditation bodies, ensuring they met or exceeded all national standards. We also assessed our students’ mastery of predetermined student outcomes in each of these reviews. In the same cycle, our English, philosophy and Spanish programs went through rigorous self-examination and an external review process. Our academic programs met and often exceeded the expected standards and we were applauded for our community-based programming in nursing and building construction. Outside reviewers also noted our successes in areas such as our undergraduate writing program. During this process, UNF’s Doctor of Nursing Practice (DNP) program

became the first such program to be accredited in the state. We also discovered areas where we can make even more progress.

In addition to these academic program reviews, we review the learning experiences we offer that cut across specific program boundaries. In our Board meetings this past year, we briefly discussed three such university-wide initiatives — our recently completed revision of the general education curriculum, our ongoing redesign of what are often referred to as gatekeeper courses and our institutional use of distance learning. As discussed at our March Board workshop, UNF's newly instituted Venture Studies program represents a major redesign of our general education offerings. This redesign places an emphasis on students' critical thinking and reflective judgment — two skills that transcend subject matter. The model used in this redesign was developed at the University of Michigan, but we added a UNF twist to it by including community-based learning throughout these courses. In the second initiative, faculty representatives from across the university are examining ways to take our gatekeeper courses — classes in which student success is often low — and change them into gateway courses — classes with considerably higher student success rates. These are often the math and science courses required to enter programs such as engineering and pre-med. In modifying these courses, we are utilizing intensive study-group exercises carried out in laboratories that are equipped with the latest learning technologies. In addition to improving student learning, these exercises develop the collaborative skills needed in today's workplace. This initiative is guided by the work that is coming out of the National Center for Academic Transformation. Several of us, including Chair Taylor and Trustee Korman, had the opportunity to see an example of this design in action in a chemistry course when we visited the University of Maryland – Baltimore County, one of our peer aspirants. It was quite an impressive demonstration.

A third mechanism we are using to meet student needs is the increased use of distance learning. At UNF we retain a strong commitment to building personal interactions between faculty and students. At the same time, we recognize that with a targeted and high-touch use of distance learning technologies we can offer greater flexibility in course scheduling while still maintaining meaningful contact with faculty. These technologies are also being employed to offer fully online graduate programs in particular content areas in which UNF has a unique advantage and capacity.

In 2005-2006, we offered 69 course sections in a distance-learning format. In 2009-2010, we grew this number to 195 course sections. This past year, we offered 288 course sections. At the master's degree level, we now offer two fully online master's degree programs. The first is a master's degree in educational technology. In 2010-2011, we added a second online master's degree in American Sign Language/English Interpreting, one of only two such programs in the nation. As we explore the best use of distance learning, we have discovered that if it is to work well on our campus, it requires intensive interaction between faculty members and their students.

These models serve as three examples of our ongoing commitment to improving the learning experiences we offer our students. Board members who have been with us for the past few years will also recount our earlier decisions to incorporate community-based learning and faculty-mentored research as university hallmarks.

Campus Life It has become increasingly clear that student life will play a pivotal role in achieving our vision. If we are to attract and retain top-quality students, we must provide campus experiences that contribute to their overall development and link them to the university. During the past year, we took significant steps in this direction. These were strongly supported and, at times, led by members of our student body.

In their desire to see UNF make even greater progress on this part of our vision, our students have worked with the administration to fund a new Student Wellness Complex and initiate a new Student Life and Services Fee. The new Student Wellness Complex, which broke ground this past January, will be up and running by the end of the spring term. By virtue of programming, location and architectural design, the Wellness Complex

will be an exciting complement to the Student Union. When you walk our campus on weekdays, you can't help but notice how much more alive the university setting has become. The Wellness Complex promises to bring even more high-energy activity to the campus. One of the goals we hold for ourselves is to see a similar increase in on-campus weekend activities. As a destination school, we need to support a more vibrant weekend community. The newly approved Student Life and Services Fee promises to be one source of funding to achieve this end.

When we took the Student Activity and Services Fee to the Board of Governors, the feature that appealed most to the governors was the fact that this was a student-driven initiative to enhance campus life and to build on our already successful transformational learning opportunity programs. Through this fee, students will have the resources needed to expand events such as the Student Leadership Summit and to add new activities, including several that could become all-important campus traditions. Revenues from this fee also will allow us to grow the number of students who have international travel experience. Currently, with 15 percent of our students engaged in study abroad, we rank among the highest among comprehensive universities across the country. Nonetheless, we would like to see this rate of participation grow to 25 percent or more of our student body, which would put us close to the top for our 10 peer aspirants.

In fall 2012, we will open a new state-of-the-art student dining facility, designed similarly to one we saw on our visit to the University of North Carolina-Charlotte, another of our peer aspirants. As we bring this and the new Student Wellness Complex online, we will also move to required on-campus housing for freshmen. We are taking this step in response to data that document a strong relationship between students who engage in traditional campus experiences and improved graduation rates. Having newly admitted students live in campus housing offers us an opportunity to enhance the freshman college experience. It also helps create a culture of completion, build support programs for first-in-family college students and create enhanced living/learning communities for target groups, such as honors students. To guide us in developing this programming, we have hired a dean for undergraduate studies. He will be working on these and similar initiatives, including improving our student advising efforts.

Strengthening Student and Faculty Relationships The literature and our own surveys of UNF graduates tell us that one of the most important variables in building strong ties to the institution is the connections our students build with faculty mentors. While students who attend large universities often find other ways to bond to the institution, students who attend institutions similar to ours most often report their relationships with faculty as a key contributor to their success and persistence to graduation.

In response to this, one of the measures we track closely is our student-faculty ratio. Using data from our peer aspirants, we set a long-term target of a 16-1 ratio. In fall 2007, we began to move this needle by increasing our total fulltime faculty to 572, bringing the ratio down to 22-1. In fall 2008, responding to a round of budget cuts which caused us to leave unfilled faculty lines, we dropped our enrollment. The corresponding drops in enrollment to corresponding cuts in fulltime faculty meant that we were still able to bring the student-to-faculty ratio to 21-1. In fall 2009, with a second year of budget cuts, we had to leave more faculty lines unfilled. At the same time, enrollment climbed. Our student-faculty ratio grew to 23-1. In fall 2010, using tuition differential funding, we were able to get our fulltime faculty to 559, and we dropped our enrollments slightly, bringing our student-faculty ratio back down to 21-1. In our strategic plan, we had hoped to get to 20-1 by fall 2010, but the economy didn't support that.

The lower student-faculty ratio is one variable that allows us to offer a number of smaller classes. It also allows us to offer our students other mentorship experiences, such as the ones I will describe when I talk about the importance of student research.

This past year, we also invested funds to hire eight additional advisers, bringing down our student-to-adviser ratio. In 2008, our upper division student-adviser ratio was 369:1. In fall 2009, this ratio had climbed to 443:1,

but we brought this down to 327:1 in fall 2010. In fall 2009, the student-adviser ratio at the lower division level was 457:1. In fall 2010, we brought that down to 306:1. Both of these actions — lowering student-faculty and student-adviser ratios — are intended to improve retention and six-year graduation rates, as well as strengthen our students' overall educational experiences.

Serving the Region In becoming a school of choice, we also commit ourselves to serving the region at a national level. One of the several ways we serve our region is by graduating increasing numbers of alumni who contribute to regional development. As the graduate numbers grow, we make even greater contributions to the economic strength and cultural resources within the region. This is particularly true when we recognize that 70 percent of our alumni will live in and contribute to the Northeast Florida community and UNF contributes more college graduates to the local economy than any other institution. In 2009-2010, we awarded 3,585 degrees. In 2010-2011, this number grew to 3,893 degrees, a 9 percent increase from the year before, which is a growth rate considerably higher than the 4 percent annual increase we had been experiencing over the past five years. Science, mathematics, technology, engineering and health accounted for 1,223 of these degrees, or 31 percent of UNF's total 2010-2011 graduates. Out of that total, 157 of these degrees were in engineering. In 2009-2010, we had 984 graduates in these fields, 109 of whom were in engineering. UNF is 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. At the same time, we are also graduating students who are improving other measures of the quality of life and adding to the cultural growth within the region.

National Quality In our vision statement, we assert that the university will serve the North Florida region at a level of national quality. In the last several of these narratives, I have been able to provide you with examples of how we are realizing this part of our vision. This year, allow me to report similar examples at both the university and college levels. For a fourth year in a row, the Coggin College of Business was named one of the most outstanding business schools in the country by *The Princeton Review*. In addition, the Transportation & Logistics flagship program was ranked as the 14th most productive program among colleges and universities for its research output with publications in seven internationally recognized logistics journals. This past year, UNF's School of Nursing, a flagship program, received the Stellar School Award from the National Student Nurses' Association. To date, we are one of only 10 universities in the nation to receive this recognition. And based on a review by the Academy of Criminal Justice Sciences, the UNF Department of Criminology and Criminal Justice offers one of the strongest criminal justice internship programs in the country.

In addition to these college and programmatic awards, the University of North Florida has been recognized at the university-wide level. Most recently, *Forbes Magazine* ranked UNF as one of its top 20 "Best Buy Colleges" in the country. A week earlier, *Forbes* also included UNF among its "America's Best Colleges" list for 2011, and *The Princeton Review* recognized UNF as one of the best colleges in the Southeast. Earlier in the year, *The Princeton Review* listed UNF among the Top 50 public colleges in the nation in terms of value. In its profile on UNF, *The Princeton Review* describes the university as "possessing all the aspects of a huge [university] with a much more laid back feel," where students "love to learn and are actively involved in making a real difference." In interviews, many students raved about their personal experience at UNF and said "small size and scholarship offers make me feel like I really matter," and "you're not a number, you're a person."

As our reputation for offering a quality education has grown, so has our coverage in the local, statewide, national and international media. In 2010, we had close to 8,000 media hits, a 26 percent increase over the prior year. These included coverage in *The New York Times* and *U.S.A. Today*. This year, we also were one of the institutions highlighted in *Leading Change: How Boards and Presidents Build Exceptional Academic*

Institutions, Terry MacTaggart's latest book which was just published by the Association for Governing Boards.

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

Our students, our community and our university all benefit when we recruit and retain a diverse faculty, staff and student body. We are made a more responsive and representative institution by hiring, enrolling and graduating racial and ethnic minorities, women and men from across the age spectrum, veterans and persons with varying disabilities. We also benefit from including people from different regions of America and the world and individuals with different political and religious perspectives. In addition, we benefit as a community by welcoming individuals with differences in sexual orientation and gender identity to fully participate in life on UNF's campus.

In achieving diversity, recruitment is a critical first step. But it is only a first step in supporting the success of individuals who come to UNF from different backgrounds. We must also offer these employees and students the programs that are needed to help bridge the gaps.

If we want low-income students to succeed, we need to provide specifically targeted academic and financial support/counseling programs. If we want disabled students to achieve their full potential, we must do more than merely admit these students. We must provide the needed interpreting, tutoring and note-taking services and prepare our faculty to meet these students' special needs. If veterans are to successfully transition into the college setting, many of them will require counseling and peer-support programs. As our institutional experience and research teach us, each of these support systems raises the cost of education but also greatly enhances the likelihood of student success.

During the past year, we have engaged in all of these actions and more. As a result, we can point to specific measures of progress. In setting the budget for the upcoming year, we have also committed resources to continuing these efforts.

In fall 2010, we saw a one percent increase in our ethnic/racial minority student enrollment, with 24 percent of our students coming from minority populations. At the same time, we experienced a one-year, one percent dip in minority enrollment among new freshmen. Because reporting categories for minorities changed this past year to include categories such as "two or more races/ethnicities," we are unable to determine in which categories the decline occurred. But we will be tracking this.

The increase in the overall rate of minority enrollments has been due, in part, to the cumulative success we have had in recruiting students into the Jacksonville Commitment Program. In 2009-2010, we enrolled 114 students in this program. In 2010-2011, 218 students attended UNF as part of this program. Each of the students in this and related programs receives specific support services tailored to their needs, including financial counseling and specially designed freshman seminars.

As a result of these efforts, we once again maintained strong 2nd year retention rates among our minority sophomores. In fall 2010, we retained 84.3 percent of the freshmen admitted in fall 2009. For this same period, our retention rate was 87.6 percent among African Americans and 81.6 percent among Hispanics. The White retention rate was 83.3 percent and the Asian/Pacific Island rate was 94.6 percent during the same period. We are also tracking an increase in the number of minorities among our graduating seniors. Out of last year's bachelor's degrees, ethnic/racial minorities accounted for 21 percent.

As I mentioned above, the success of the Jacksonville Commitment Program is, in large part, the result of the additional programming we offer these students. To maintain this level of service, we have budgeted to assume funding for three program counselors for this upcoming year.

With improved programming, we have greater numbers of disabled students and veterans on campus. As we would anticipate, we have also seen increases in their graduation rates and overall success on campus. In 2009-2010, the Disability Resource Center (DRC) provided services to 700 disabled students. In 2010-2011, the number of disabled students served climbed to 950. In 2004-2005, the DRC served 234 students. In fall 2009, our Military and Veterans Resource Center (MVRC) served 568 student-veterans. In fall 2010, this number climbed to 655 veterans.

The services we are providing these groups of students are making a difference in their success rates. In 2004-2005, 11 students registered with the DRC graduated from UNF with their bachelor's degrees. This number climbed to 72 graduates in 2009-2010 and 81 in 2010-2011. When we compare their graduating GPAs, we find that the disabled students' cumulative averages were higher than the overall bachelor's averages in summer and fall 2010 and just slightly below the overall average in spring 2011. Within its first year of operation, the MVRC saw 140 of its students graduate. Recognizing their growth and their successes, we have added additional staff to both of these centers in the 2011-2012 budget.

Our vision for a more diverse campus also includes greater diversity among our faculty and staff and the conversations we have across campus. Throughout the past four years, we have seen an increase in the percentage of minority faculty. In 2007, 13.1 percent of faculty members holding the rank of assistant, associate or full professor were ethnic minorities. Within the individual academic ranks, 13.1 percent of full professors, 12.4 percent of associate professors and 13.6 percent of assistant professors were minorities. In fall 2010, 14.1 percent of the faculty was ethnic/racial minorities. Among these faculty members, 15.7 percent of full professors were minority and 15.4 percent were assistant professors. These data indicate that we are making progress in providing a better balance in the diversity within our faculty while improving recruitment, tenure and promotion outcomes at the university.

We find a similar pattern among faculty based on gender. In fall 2006, 36 percent of the ranked faculty was female. This past fall, 41 percent of faculty at the assistant level or above was female. In 2006, 23 percent of full professors were women. This past fall, 29 percent were female. And 53 percent of assistant professors were women in fall 2010, compared to 43 percent in fall 2006.

To support continued growth in these pattern, we have developed an incentive plan in the 2011-2012 budget that will provide resources allowing academic units to hire faculty in underrepresented categories. To broaden the conversations on campus, we also provided funds in our 2011-2012 budget to recognize faculty and staff who are making the most significant contributions to on-campus diversity and to offer a symposium on race relations, human diversity and community reconciliation.

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

While UNF is not a Research I university, we make clear in our vision and mission statements the essential importance of research and creative endeavors in the life of the institution. In these statements, we ask that our faculty excel in scholarship and that they support and encourage our student body to develop a passion for discovery. We also commit to working collaboratively in addressing research needs within the community.

An effective and vital faculty must include a body of active scholars. To enrich the quality of our students' education, this faculty must also strive to involve students in research and other professional creative activities. Learning the facts that are presented in the textbooks helps set the foundation, but understanding how to answer the as-of-yet unasked questions will be even more important to our students' professional and personal growth. If UNF is to serve as a resource for development in Northeast Florida, we must also serve as regional hub for research.

In describing our efforts to achieve these goals, I would point to several metrics and individual accomplishments that document our success over the past year as well as to some of the commitments we have made to supporting scholarship in 2011-2012.

One of the standard measures of research productivity at universities is the number of federal research dollars expended in a given year. Using this metric, we see substantial growth during this past year. In 2009-2010, UNF expended \$8.3 million of federal funds in research. In 2010-2011, this number grew to \$10 million, a 20 percent increase. These funds came from several different federal agencies, including the U.S. Department of the Army, the U.S. Department of Education and the National Institute of Health. This funding underwrote research that crossed several different areas of interest. Our faculty used these and other externally funded dollars to continue research on fuel cell technology to power computers in field settings, to study the long-term ecological impacts of the Deep Water Horizon Oil Spill, to better predict school readiness, and to track the outcomes of ovariectomies. We also used external funding to continue our work on robotics and on remote-sensing technologies.

In assessing our current level of federally funded research, we find ourselves ahead of four of our peer aspirants on a dollar-per-FTE basis but below six others. To help close this gap, we have budgeted more than \$800,000 in faculty startup costs for the upcoming year. With the help of dollars from New Florida funding, we have also been able to hire Dr. Donald Resio, a national expert on oceanography and meteorology, to direct the Taylor Engineering Research Institute. Dr. Resio brings with him a significant research portfolio.

The need for research goes well beyond those areas funded by federal and state dollars. Recognizing this, we commit to supporting faculty research throughout the curriculum. We do this through providing time and some limited financial support for scholarship for each of our tenured and tenure-track faculty. One of the metrics we use in judging the success of these investments is an annual survey of faculty research/scholarly productivity. In this survey, we look at the quality and quantity of the scholarship that is being produced. While we are still collecting and compiling data for 2010-2011, numbers from 2009-2010 document a faculty that is engaged in active scholarship. For example, the College of Arts and Sciences faculty published seven books, 27 book chapters and 97 peer-reviewed journal articles. They also made more than 200 presentations at national and international conferences. Faculty in the arts also produced and presented more than 210 creative works. Proportionate numbers can be found throughout the other four colleges.

Another data set that documents the strength of our faculty's scholarship and how they link this scholarship to their teaching is the tenure and promotion dossiers that come to my office each year. As in the past, the 27 most recent promotion and tenure candidates distinguished themselves as strong teacher-scholars.

In his promotion and tenure dossier, Dr. Sanrabh Gupta's, a newly promoted associate professor in management information systems, included publications that document an active scholarly agenda focused on the use of technology in teaching and learning. These studies examine how culture and demography affect classroom participation and the use of e-textbooks. With an extremely strong research agenda that focuses on the use of technology in education and in training, it's not surprising that Sanrabh has himself has been recognized as an outstanding teacher at UNF and the University of Georgia.

Another example of how UNF's faculty blends research and teaching is Dr. Cliff Ross, a newly tenured and promoted member of the biology program. Over the past two years, Cliff was actively involved in seven funded research projects. While working on these projects, he was able to co-author six professional papers with his students.

In reviewing Dr. Lev Gasparov's promotion dossier, you find that since joining UNF's faculty he has had externally funded grants totaling \$1.2 million. These grants have been supported by the National Science Foundation and the Office of Naval Research. Reflecting his commitment to undergraduate research, Dr. Gasparov, a full professor in physics, has involved 15 student mentees in these various projects, co-authoring several papers with these mentees. It is no wonder that Lev has been nominated for both outstanding scholarship and outstanding teaching awards, winning the outstanding scholarship award in 2010.

While most faculty scholarship is measured by quality and quantity of the research that they publish, invited and juried creative works and performances are a common measure of scholarship used in the fine and performing arts. When we look at the faculty in these fields, we see the same commitment and balance in scholarship and teaching that we find in other fields across our campus. Dr. Krzysztof Biernacki, a newly promoted and tenured associate professor in our flagship music program, serves as one such example. Since joining UNF, Krzysztof has maintained a significant performance profile as a soloist, including invited recitals in his native Poland, Italy, Canada, the Czech Republic and Switzerland, as well as at Carnegie Hall. He has also been a featured singer in operas and orchestra concerts in Cleveland, Vancouver, London, Banff, Prague, Chicago and other cities across the globe. At the same time he has been engaged in his own performances, Dr. Biernacki has also been actively developing venues for UNF student performances. One such effort is establishing a European summer opera program in collaboration with the University of British Columbia, Canada and the European Music Academy in Teplice, Czech Republic. Under this program, UNF voice students have the opportunity to study and perform at venues across Europe each summer.

Student Scholarship As I have described above, the UNF faculty does more than just produce strong research — they also believe that UNF's success must involve engaging students in inquiry and discovery of new knowledge. This commitment to student research and creative production has meant that each year a number of UNF students actively participate in research and artistic endeavors. Some of these students work with faculty mentors on student-designed research projects, while others work alongside faculty on faculty-initiated projects. In many instances, student research results in national presentations and/or published works.

One of the several different mechanisms we use to support student research is our SMART grant program. We award these competitive grants to undergraduate students who are working with faculty mentors. Fifteen of the grants awarded in 2010-2011 funded research. Nine other grants helped students present their research findings at national forums.

Using funds from this program, one UNF anthropology student conducted an osteological analysis of a human skeleton recovered from an archaeological site in Chihuahua, Mexico. The skeleton dates to the 13th century. A second student analyzed data from several hundred prehistoric human burials that were excavated by archaeologists in Northern New Mexico. In addition to SMART grants, students use transformational learning opportunity funding to conduct their research. The engineering students who presented their work on counting cars in the UNF garages at the Board's Student Life and Facilities Committee provide one example of this support.

Still other students engage in research as part of the coursework required in their respective major. At the undergraduate level, some of these experiences occur in the Honors program, where more than 50 students completed undergraduate theses this past year. In one of our electrical engineering courses, undergraduate

students worked with a Philadelphia-based heart specialist to develop a prototype wrist watch that can detect heart rate variability signaling potential sudden death. The watch also has the capacity to alert medical personnel in such instances. In another class, athletic training students collected baseline research data that will lead to a better understanding of the risk factors in lower extremity injuries among high school athletes. In hopes of addressing the low reading achievement found among deaf students, UNF's deaf education majors have been investigating the use of phonological decoding among deaf students in oral/aural classrooms and in classrooms where sign language is used as the major communication mode. These provide just a few examples of the course-based research that occurs on campus.

As noted above, federal grants also help students engage in research as they work alongside the faculty mentors who hold these grants. Responding to the Deep Horizon Oil Spill, students in UNF's flagship program in coastal biology have been studying the effects of the oil and dispersants on marine life including tunas and sharks. At the same time, other biology students have been working under a National Institute of Health grant on aging and diet. Funded through a National Science Foundation grant, some of UNF's physics students have been working on the optical properties of standard substrates for thin film growth. This past year, a set of psychology students worked with a faculty mentor at Mayo Clinic on investigations in psychopharmacology and neural science.

As part of our emphasis on student research and scholarship, we also support student efforts to disseminate their research findings. As I pointed out above, each year we have several students who publish with their faculty mentors and present their results at national forums. One example is an undergraduate psychology major who was among 74 undergraduate researchers from across the country invited to present her study at the 15th annual Council on Undergraduate Research on Capitol Hill. Another example is the work done by a student who studied the relationship between preventable accidents and the number of operator driving hours among professional truck drivers. This past year, she was invited to present the results of this study at the Transportation Research Board's national meeting. A similar marker of the quality of our undergraduate research is the fact that six of the 66 presentations made at the national convention of the Student Nurses' Association were made by UNF students.

In March, UNF hosted the first annual statewide student research symposium. The conference was attended by 250 students and faculty mentors from 18 of Florida's higher educational institutions as well as eight other universities including Harvard, Emory, Ohio State and Union College. Through these types of events we are helping to tell the UNF story. At UNF, our undergraduate students often have greater opportunities to engage in research than do their peers at the Research I universities.

GOAL 4: Affirm the university's public responsibility through civic engagement and community-based learning and research

When we set civic engagement and community-based learning and research as major institutional hallmarks, achieving the Carnegie Foundation's classification as a Community-Engaged University became our single most important metric in judging our long-term success. The timeframe we set for earning this recognition was 2014. In January 2011 — three years ahead of schedule — we were notified by the Carnegie Foundation that we had been selected for this coveted distinction. This is a critical milestone for UNF, giving us a designation held by some of the nation's top colleges and universities. Recognition as a Community-Engaged University documents that we have reached significant thresholds in using community settings as a learning laboratory, in serving as a cultural resource to the region, and in working with agencies and businesses throughout Northeast Florida.

Student Involvement in the Community This past year, 68 percent of UNF's newest alums who responded to our annual survey reported that they had enrolled in community-based internships/practica during their UNF program of study. Sixty percent of these 885 graduating seniors also reported engaging in community-based

experiences beyond these internships. For 40 percent of these students, their experiences included a community-based research component.

Ninety-four percent of the students who worked in community-based settings told us that these activities had provided them with an opportunity to see the world from a different perspective, while 88 percent said they had gained a better insight into how the individual impacts the community. Another 93 percent said they had improved their ability to work in teams. Measures of participation demonstrate that we are well on our way to achieving our overall target of having at least 75 percent of our student body involved in community-based settings prior to their graduation. At the same time, our measures of change tell us that students who are participating are being transformed by these opportunities.

Our commitment to offer this many of our students the opportunity to take what they learn in the classroom and apply it in community-based settings differentiates a UNF education from that of many of our peers. Some of this past year's community-based research efforts include our criminal justice students' assessment of the Jacksonville Journey's success and our biology students' research on the Guana, Toloamato and Mantazas rivers. While many of our students are involved in community-based research, we also have a number of students who are providing educational, medical, interpreting and other community services across the region and beyond. Our nursing students' efforts in setting up a prescription assistance program at the Mission House won them a state-wide award.

Connecting the Community and the University As a community-engaged university, we strive to offer specialized programs for targeted segments of the community, serve as an active cultural center for Northeast Florida and provide new academic programs that respond to regional needs. Throughout the past year, we made contributions in each of these areas. I would offer four outreach programs that highlight the effort to serve different segments of the local population: UNF's Foundations for Local Government, our Small Business Development Center, the Osher Lifelong Learning Institute (OLLI) and the Florida Institute of Education (FIE). Through the Foundations for Local Government, UNF works with newly elected officials providing them with perspectives and context that will enhance their service to their constituencies.

As the Foundations for Local Government program worked with elected officials, our Small Business Development Center provided assistance to current and prospective small business owners. In 2010-2011, the SBDC served 1,809 individual clients and 3,587 persons who participated as groups in 168 different training events. This work with the small business owners helped bring about \$11.2 million in capital formation, \$16.9 million in sales growth and 104 business start-ups.

Over the past year, the Florida's Institute in Education, a UNF-based institute, was busy in providing improved educational opportunities for some of the region's youngest citizens. In working with the Early Learning Collation and with the United Way, FIE staff assessed 1,300 young children for school readiness and provided follow-up guidance and training for their pre-k teachers. In collaboration with the Duval County Public Schools, FIE provided training and support to 120 early-elementary grade teachers who are working with 2,346 students. FIE also took leadership in the College Reach-Out Programs at Eugene Butler and Paxon middle schools, helping more than 300 middle school students participate in academically focused after-school programs that will better position them for admission into college.

Looking at the other end of the age spectrum, OLLI had incredible success in providing educational programs for mature adults throughout Northeast Florida. More than 4,000 seats were filled in 235 courses offered through this lifelong learning program, making it one of the most successful such initiatives in the country and earning it more than \$2 million in funding from the Osher Foundation.

As an engaged campus, UNF also provides a number of different cultural, civic and athletic forums to the community. Our collaboration with the World Affairs Council supports some of the most thought-provoking and insightful presentations on the First Coast. The seven co-sponsored events that occurred in 2010-2011, with an average attendance of 675 local citizens, served as a major forum in developing civic discourse. At another point on the cultural continuum, with an average of 854 general admissions and 609 student admissions at home basketball games, our athletics program had another successful year of building a strong following in the community and among our students.

As one of our newest outreach efforts, this past year MOCA offered the community 19 different art exhibits that expanded and enriched the arts conversation in Northeast Florida. These exhibits included the highly acclaimed *Imagination Squared*, an exhibit of community artists that has found a permanent home in the downtown library and *Hyperbolic Nature: Plein Air Paintings* by Lilian Garcia-Roig, a winner of a prestigious Joan Mitchell Foundation grant award. This latter exhibit was curated in collaboration with the UNF art faculty who held a simultaneous show by the same artist on UNF's campus. *The Art of Seating*, one of the exhibits curated by the museum staff is now on a multi-year tour across the United States, carrying with it the name of the museum and the university. Each month, MOCA employees have an informal contest to see who can guess the number of visitors who will come in to see the current exhibits on Art Walk Wednesdays. Typically, their guesses start at 1,000 attendees and go upward. In July, the winning number was 2,800.

As MOCA was enlivening the visual arts in greater Jacksonville, our music program was filling the Lazzara Performance Hall and other venues with some of the region's best music. Our faculty and students participated in more than 80 major events and hosted 22 different guest artists. These events included student-produced operas and our well known and loved Great American Jazz Series, with performances by John Clayton, Jeff Clayton and Jeff Hamilton, Scotty Barnhart, John Pizzarelli and Richard Stoltzman. We also hosted the United States Air Force Academy Band in a sellout concert. At the same time, we took our music to other communities across the U.S. and the world. The UNF Opera Ensemble toured the Czech Republic to perform *The Marriage of Figaro 2011*. The UNF Chorale toured Atlanta and Chicago. And the Wind Symphony appeared at the famed Lincoln Center for the Performing Arts in New York.

If you are looking to entertain out-of-town guests or have an engaging night out, just look at our calendar.

The UNF Curriculum and the Community In working to maintain and strengthen relationships with the community and to further economic and cultural development, it's critical that we consider the alignment between our curriculum and community needs. As an institution, we have a well-established history of doing this, as demonstrated by the development of our physical therapy and our engineering programs, as well as the selection of logistics and transportation, community nursing, international business and coastal biology as flagship programs. Continuing this pattern of community collaboration, we recently entered into an agreement with the Mayo Clinic, Baptist and Shands hospitals to bring online a medical laboratory sciences program. We also recently announced our two newest flagship programs — nutrition and dietetics and music.

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

Throughout the past five years, in almost every one of our executive staff meetings, we have had one or more discussions on how we continue to fulfill our core mission with shifting and declining fiscal resources. In fall 2007, the University of North Florida received an additional \$3 million in revenues to support the growth in our student body. This was the last such allocation. In that same year, 70.7 percent of our E&G, or core operating budget, was funded through state tax and lottery dollars, with the other 29.3 percent funded by student tuition. In the upcoming year, 44.2 percent of UNF's E&G budget will be funded by student tuition

dollars. Even with the growth in tuition revenues, we will have \$3 million less in our 2011-2012 budget than we did in 2010-2011. And, as most of you already know, this most recent decrease in overall funding comes on the heels of several other budget cuts. Despite these problems, with careful budgeting in 2010-2011, we were able to give a 3 percent raise to UNF employees — the first such raise in four years. As you also know, starting with their July 1, 2011 paycheck, these employees are paying 3 percent of their salary toward their retirement, effectively eliminating their only raise in four years.

Our local, state and national economic struggles have had several impacts on managing our resources. We have had to control admissions, at times cutting back on the number of students we could enroll. We have also seen a significant shift in the percentage of our budget that has to be covered by tuition increases. And we have worked with students to create alternative fees to support improvements in student life and in funding on-campus technology. Florida's tuition and fees remain among the lowest in the nation, so there was room for us to do this without pricing ourselves beyond reason, as documented by the fact that we remain one of the nation's best buys in education — a recognition that speaks to our quality and our affordability.

Under your guidance, the university has used conservative budgeting and reserves to help us weather the cuts we have faced. We have also used centralized reviews of expenditures and requests for new and replacement hires to keep costs down. In addition, during the past year, we continued to implement a number of efficiencies to reduce costs.

These different efficiencies enabled us to keep utility increases to \$109,000, which is well below the \$350,000 increase that could have been expected based on rate hikes. To further decrease electric consumption, we are continuing our retro-commissioning program. During the year, we also reduced the rate of natural gas consumption by 3 percent and the actual expenditure on natural gas by 10 percent. And we were able to cut the cost of handling refuse by 9 percent. During the coming year, we will increase our efforts on reducing water consumption with hopes of reducing consumption by 25 percent. These serve as examples of the efficiencies we have and will continue to pursue.

Despite the challenges we had in budgeting with the increases in tuition and the various savings and cost-cutting measures, the university was able to decrease our student-faculty and student-adviser ratios. We were also able to meet the commitment we made to our accrediting body to grow our community-based transformational learning program. And, we were able to fund more than \$600,000 in startup costs for new faculty in the sciences and engineering. Each of these actions points to our overriding commitment to our core mission.

Capital Projects While our operating budget has been hit hard, we have had considerably more success in securing PECO dollars and other funding for capital projects. In 2010-2011, we broke ground on a new biological sciences building and an addition to the College of Education building. This new addition to the education building will be home to our Disability Resource Center, our Military and Veterans Resource Center, our On-Campus Transition program and the Student Institute for Values, Community and Leadership. We also began construction on our new Student Wellness Complex and a new student dining facility. When these buildings come online, they will add state-of-the-art teaching and laboratory space for a growing biology program and significantly more space for enhanced student programming. In total, these buildings account for an additional 940,789 square feet of space, increasing our campus inventory to 5,052,606 gross square feet. This will represent a 29 percent increase to the space inventory during the past year.

Throughout the last several years, we have made significant progress in expanding and changing the look of the UNF campus. Our classroom inventory is up and includes some incredible teaching spaces. Much needed student-life facilities are either up and running or will be by fall 2012. And the campus landscaping

demonstrates our commitment to the environment and makes UNF what I would consider to be the best-looking campus in the state.

Unfortunately, with revenue shortfalls and the Governor's veto of most state university PECO projects, we lack the funding needed to move ahead on several key projects in the coming year. If we are to renovate three academic buildings to add more classroom space and address the next set of new construction priorities, we will need to secure additional capital project dollars during the next legislative session. But this is likely to prove to be a difficult task.

Private Dollars With the changes in state funding, private dollars are becoming an ever-more critical resource. These dollars help to support some of our neediest students. They also allow us to recruit some of our brightest students and to underwrite the scholarly achievements of some of our most talented faculty. In addition, these dollars enable us to take strong academic programs and make them into national models.

While private giving has been down for the last few years at the national level, UNF has seen tremendous community support. As of June 30, 2011, we received \$98.8 million in donations and pledges toward our \$110 million Power of Transformation Capital Campaign. During the week of August 8, we crossed the \$100-million mark on our way to reaching our goal. Since July 2010, \$27.4 million of this has been pledged or collected to include 15 new endowments.

In 2010-2011, the percent of alumni who contributed to our annual fund grew to 9 percent. If we used alumni contribution rates from 2009-2010 for our peer-aspirants, this increase would move us from the middle of the pack to a virtual tie for 3rd place with the College of New Jersey and UNC-Wilmington, behind Miami of Ohio (17 percent) and Appalachian State (10 percent). But before we can lay claim to this position, we'll need to see how these other institutions did in 2010-2011. Either way, we made significant progress in encouraging alumni support and this is particularly true when you consider recent national trends.

Student Fees As we consider our successes in garnering needed resources over the past year, it seems appropriate that I once again mention the hard work and collaboration shown by Student Government and its leadership. The open and productive discussions on the tuition and tuition-differential increases, the agreement to the technology fee at the end of the 2010 fiscal year and the fact that Student Government took leadership in promoting the Student Life and Services Fee before the Board of Governors demonstrate the commitment that UNF students have to making this a better institution not only for themselves, but, even more importantly, for those that will follow behind them. I count myself as the most fortunate of presidents in the State University System when it comes to relationships with our student leadership.

A final note

When I look back on 2010-2011, it's incumbent on me to acknowledge the significant limitations that we have faced as a result of our budget. We had to once again limit enrollment and leave some faculty and staff positions unfilled. We were also unable to give faculty and staff the size of raises that they deserved, having gone without any increases for three years.

Nonetheless, when I step back and ask myself how we fared over the year given the fiscal constraints, I would still suggest that we did well. "Well" can be defined as — we lived within our means and we became a better institution at the same time.

I am fully aware that another person might look at the same set of circumstances and focus on what wasn't done because of the lack of resources. And I understand that this is certainly a way to judge the year. But by nature, I am a glass half-full person.

While several faculty positions were left vacant, we were able to hire 22 more full-time faculty members in fall 2010 than we had the year before, bringing the total number back up to 559. In fall 2010, we also saw an even more academically talented freshman class walk on to our campus.

The students who enrolled last year had more opportunities to engage in international travel and community-based learning. During the course of the year, we graduated more students than ever before, with an increasing percentage of these students receiving degrees in fields that bode well for regional economic development. In addition, we were able to begin construction on four new buildings that will support academic programs and greater student life and we had a successful year in raising private support. And, throughout the course of the year, some of our academic programs and the university as a whole were recognized nationally for the quality of the education we provide.

Had we been given unlimited resources who can tell what we might have accomplished. But considering the resources that we had to work with, I feel good about what we were able to do. In recounting our accomplishments I am indebted to you for your guidance as a Board and to the collective effort of our faculty, our staff and our students. Together, we moved UNF ahead on several fronts.