Preparing this annual report provides me an opportunity to step back from the day-to-day operation of the institution and consider how the University of North Florida has and continues to change. In speaking about certain periods of change on the UNF campus, I will frequently use what has become today’s most common synonym for positive change: transformation.

When you plug in the words “transformation” and “university” into a Google search you get 169 million hits. That equates to a lot of changing at a lot of higher education institutions. This isn’t that surprising when you consider the exponential growth in knowledge and technology, as well as the impact of the economy and the growing recognition of the importance of higher education in resetting the new normal.

When I apply this term to the University of North Florida, I am talking about two very specific periods of metamorphosis when significant characteristics of the institution have changed, while we have maintained the best of our core values. As I have mentioned in other forums, from my reading of the history of this university, I believe we are currently in the second of these two periods of transformation, with the first of these periods running from 1984 to 1990. This is the time frame when the university moved from being an upper-division university to an institution that included freshmen and sophomores, and then moved to add doctoral programs.

In this second period of transformation, the University of North Florida is moving from being a regional commuter campus to a destination school that will serve its students and the region at a level of national distinction. In working toward this vision, we have been improving our student profile and the quality of our academic programs, as well as the facilities in which these programs are offered. We have also taken action to improve the quality of campus life and have begun requiring freshmen to live in campus housing. As a 40-year-old university, we have a clear perspective on where our strengths lie and where we need to focus to reach our vision.

In reporting on our progress throughout the past year, I can, without hesitation, state that we stayed true to our vision and mission and we placed significant energy and resources on the goals we have set for ourselves within our strategic plan. Taking
these steps has certainly been made more difficult as a result of the economy and has been slower than we might have wished. But we continued on course in 2011-2012 and are committed to doing so in 2012-2013.

We can point to national recognition we have received this past year and our leadership role in the state as evidence of our accomplishments. Throughout this report, I provide specific examples that document our successes and our ongoing challenges.

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

As a comprehensive, public, regional institution, the University of North Florida’s most important tasks include (a) preparing UNF students for their own professional success and for lifelong learning, and (b) educating graduates who will contribute to their civic and professional communities. This means we must provide programming for our native students, who begin their freshman year on our campus, and transfer students, who come to us from the state college system or other institutions. And, we must offer master and doctoral degree programs that respond to current and anticipated regional growth. In fulfilling each of these tasks, we strive to achieve a level of preeminence that will add to the economic and cultural growth of the region.

Pursuing these goals requires the university to recruit and admit some of the brightest high school graduates from northeast Florida and to attract other comparably talented students from elsewhere in Florida and beyond. To accomplish this, throughout the past eight years we have ratcheted up the academic profile of our entering freshmen. Accomplishing our goals also means that we must make sure that we are adding value to the academic and future professional lives of all of our students. In addition, it means that upon graduation, UNF students should understand their relationship to the communities in which they work and live.

Student Profile In fall 2011, freshmen had an average SAT score of 1209, up from 1204 the year before. Eight years ago when we began this effort, our fall 2004 class entered with an SAT score of 1145. Students entering this fall have an average score of 1212 on the verbal and quantitative tests combined. (See Figure 1 on the next page.) We have seen a similar growth in the SAT scores for freshmen entering UNF in the summer term, which provides access to different segments of the community.

We have seen the same pattern in high school GPAs. This past fall, the average entering GPA was 3.84. The prior year it was 3.79 and eight years ago it was 3.60. This past year, 22 percent of our entering freshmen were in the top 10 percent of their high school graduating class. Our stated goal for 2014-2015 is to grow this number to 30 percent.

Institutional Outcomes While these indicators point to a stronger and more talented freshman class, attracting a brighter entering class is only the first part of the equation. We must also be focused on how these students perform when they reach UNF, the value we add to the quality of their education and their completion rates.

When we measure how these students perform upon entry and upon graduation, we find significant markers of success. As I have reported to you earlier in the year, the most recent Educational Testing Services Proficiency Profile documents that in 2010-2011 UNF students’ learning gains (from first year to senior year) were “well above expected” (the highest possible score) for critical thinking, and “above
expected” for writing. The learning gains in both critical thinking and writing were also higher than those of 90 percent of our Carnegie peers who participated in the test. This coming year, we will once again administer this test as one method of tracking value added.

Figure 1: Average SAT Scores for Entering Freshmen 2004-2012

Another of the measures we use to track success is our retention and graduation rates. In 2008-2009, our second year retention rate was 78 percent. This past year, our freshman to sophomore retention rate was 81.4 percent, down from 82 percent the year before. In 2008-2009, our third year retention rate was 64 percent. In 2011-2012 we had a 70.2 percent third year retention rate, up from 70 percent the year before.

One of the most recognized measures of institutional success is graduation rates. These rates have received laser attention from governing boards and dominated much of the media focus on higher education. In these discussions, there are numbers of variables that are mentioned and other indicators that are not as widely reported. You will read about six-year and four-year graduation rates, with six-year rates being the more common comparisons used across institutions within the professional literature. The six-year rate is most often used within this literature because of the increasing number of students who (a) go to college part-time, (b) slow down their fulltime enrollment from 15 credit hours to 12 hours per term to offset the need to work part-time, or (c) enroll in majors that require more than 120 credit hours to graduate. When looking at six-year graduation rates, an institution may also examine the percent of its entering freshman who graduate from that particular institution and the percent that graduate from that institution and/or any other institution. Tables 1 and 2, shown on the following page, provide these data for UNF and its sister institutions.

In Table 1, we find that of the freshmen who entered UNF in the summer or fall of 2000, 45 percent graduated from UNF within six years. For freshmen who entered UNF in the 2005 cohort, 50.4 percent graduated from UNF within six years.
When we expand our definition to include graduating from UNF or any other institution in the Florida State University System, we find that 54.4 percent of freshmen who entered UNF in summer or fall of 2000 graduated within six years. And that number grew to 56 percent for freshmen entering in the 2005 cohort. If we include UNF freshmen who graduated from institutions across the country reporting data to the National Clearing House, we find that 65 percent of UNF’s 2005 cohort graduated in six years. An additional 18 percent of this cohort is still actively taking classes at UNF or another institution. This means that 83 percent of the 2005 cohort have graduated at UNF or another institution or are still working toward that goal.

When we compare ourselves to our sister institutions we can see that UNF’s freshman graduation rates fall in the middle of the list. When we extend the definition to graduating from any of the state universities we move ahead of USF. When we compare where we are in these rankings to the percent of students who attend on a fulltime basis, we exceed where you might expect us to fall.

Our graduation rates are improving, but they still are not where we would like them to be. We have more students transferring to other institutions than we might like and our students are taking longer to complete their degrees than we would hope for. We recognize these issues and are taking proactive steps, which are described below, to address them.

As six-year graduation rates are improving, the number of degrees we are producing each year is also climbing. In 2011-2012, UNF awarded 3,731 degrees, a 4 percent increase over the prior year. Twenty-three percent, or 869, of these degrees were awarded in the STEMM areas, up from 859 in 2010-2011.

And in disciplines which require licensure or certification exams after graduation, these UNF graduates are performing well. In education fields 100 percent of the graduates pass the tests for teacher certification. (This is actually a requirement to maintain state approval.) Nurse anesthetists and physical therapy students both achieved the same 100 percent pass rate. Ninety-four percent of nurse practitioners, 88 percent of baccalaureate nurses and 83 percent of athletic trainers passed their exams on the first time – all higher than the national pass rates.

Improving Academic Programs If we are to improve our outcomes, it’s critical that we examine our instructional delivery. As I have reported during several Board meetings, during the past year at the institutional level we have focused attention on three major efforts to improve and expand the options for student learning. At the last meeting of the 2011-2012 academic year, we spent some time talking about our distance-learning offerings and the direction UNF is taking with these technologies. While we don’t see ourselves as becoming an online university, we do see UNF offering increasing numbers of online courses to current students, affording them greater flexibility in scheduling and accessing courses. We also see UNF offering particular fully online degree or certification programs in niche areas where we have unique strengths.

With the Board’s approval of a per-credit-hour fee charged to students enrolled in distance-learning courses, we have been able to fund the infrastructure and corresponding faculty training, and to hire support staff to enhance and grow our online offerings. In some programs, such as nutrition, the entire faculty has been trained to infuse distance learning throughout their graduate offerings. In other programs, faculty have adopted a blended learning model in which some class sessions are offered on
TABLE 1: SUS Graduation Rates from Entering Universities

<table>
<thead>
<tr>
<th>Entering Institution</th>
<th>% Fulltime Undergrad Enrollment in Fall 2011</th>
<th>FTIC Six-Year Graduation Rate (Degree Granted by Entering University)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Florida</td>
<td>93%</td>
<td>79</td>
</tr>
<tr>
<td>Florida State University</td>
<td>90%</td>
<td>68</td>
</tr>
<tr>
<td>New College of Florida</td>
<td>100%</td>
<td>n/a</td>
</tr>
<tr>
<td>University of Central Florida</td>
<td>75%</td>
<td>58</td>
</tr>
<tr>
<td>University of South Florida</td>
<td>77%</td>
<td>49</td>
</tr>
<tr>
<td>University of North Florida</td>
<td>73%</td>
<td>45</td>
</tr>
<tr>
<td>University of West Florida</td>
<td>72%</td>
<td>42</td>
</tr>
<tr>
<td>Florida Gulf Coast University</td>
<td>81%</td>
<td>35</td>
</tr>
<tr>
<td>Florida Atlantic University</td>
<td>62%</td>
<td>37</td>
</tr>
<tr>
<td>Florida International University</td>
<td>65%</td>
<td>48</td>
</tr>
<tr>
<td>Florida A&amp;M University</td>
<td>91%</td>
<td>42</td>
</tr>
</tbody>
</table>

Data from the Integrated Postsecondary Education Data System (IPEDS)

TABLE 2: SUS Graduation Rates for Other Universities

<table>
<thead>
<tr>
<th>Entering Institution</th>
<th>% Fulltime Undergrad Enrollment in Fall 2011</th>
<th>FTIC Six-Year Graduation Rate for Degrees Granted by ANY SUS University¹</th>
<th>Universities reporting to National Clearinghouse²</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Florida</td>
<td>93%</td>
<td>82.4</td>
<td>83.7</td>
</tr>
<tr>
<td>Florida State University</td>
<td>90%</td>
<td>73.2</td>
<td>74.1</td>
</tr>
<tr>
<td>New College of Florida</td>
<td>100%</td>
<td>n/a</td>
<td>68.7</td>
</tr>
<tr>
<td>University of Central Florida</td>
<td>75%</td>
<td>62.5</td>
<td>64.3</td>
</tr>
<tr>
<td>University of North Florida</td>
<td>73%</td>
<td>54.4</td>
<td>54.3</td>
</tr>
<tr>
<td>University of South Florida</td>
<td>77%</td>
<td>50.9</td>
<td>50.7</td>
</tr>
<tr>
<td>Florida Gulf Coast University</td>
<td>72%</td>
<td>41.5</td>
<td>40.5</td>
</tr>
<tr>
<td>University of West Florida</td>
<td>81%</td>
<td>46.3</td>
<td>52.9</td>
</tr>
<tr>
<td>Florida Atlantic University</td>
<td>62%</td>
<td>42.4</td>
<td>42.8</td>
</tr>
<tr>
<td>Florida International University</td>
<td>65%</td>
<td>49.1</td>
<td>51.6</td>
</tr>
<tr>
<td>Florida A&amp;M University</td>
<td>91%</td>
<td>44.1</td>
<td>41.2</td>
</tr>
</tbody>
</table>

Data from the State University System of Florida¹ and National Clearing House²
campus and some are offered online. In this blended model, students and faculty interact both in-person and online. In other programs we have faculty offering distance-learning sections of a course that is also being taught on campus, affording students choices of how they complete these requirements. And in still other fields, we have new programs designed to be offered solely through distance learning. One such program is our graduate program for individuals who are learning to train sign language interpreters.

As a result of these various efforts, we saw a 35 percent increase in the number of distance learning courses we offered in 2011-2012 compared to 2010-2011. In 2010-2011, 5 percent of our courses were offered completely online or using a blended model. We project that by 2014-2015 we will offer 12 percent of our course sections through some form of distance learning. As we move more sections to distance learning, we are committed to monitoring the quality of the instruction and the rigor of the material offered. We don’t believe these courses will be less expensive. In fact, at least at the start, they will cost more. Likewise, they aren’t meant to be the equivalent of the large lecture hall course offered at some institutions. But these courses do provide our students with options and enhanced educational opportunities.

During the past year, we also focused significant attention on redesigning UNF’s freshman year experience. As we change from a commuter campus to becoming a freshman residential campus, it is critical that we ramp up the activities in which our first-year students will be involved. Recognizing the importance of this transformation, we pulled together a team from across campus to work on this redesign. Their primary objectives were to (a) program for the transitional needs of new college students, (b) develop courses that connect freshmen to the faculty within their majors, (c) build living-learning communities, (d) engage students in a range of social and cultural events on the campus, and (e) provide the rigor that high-achieving students need if they are to realize their full potential. In other words, we want our freshmen to proudly identify themselves as Ospreys and to receive a high-quality education.

We will, of course, continue the other initiatives we began in prior years, such as UNF Reads! This past year the book Outcasts United: An American Town, A Refugee Team and One Woman’s Quest to Make a Difference sparked a number of successful events on campus, including a visit to campus by author Warren St. John, a soccer tournament for local refugees sponsored by the Sports Management and Honors programs, a panel discussion led by members of the Jacksonville refugee community, mentoring led by Honors students that served more than 90 area refugee children and other related events.

The third university-wide effort to improve our educational delivery systems is our ongoing work with the National Center for Academic Transformation (NCAT). Through this initiative, we are changing gatekeeper courses in math, science and engineering into gateway courses.

In addition to these university-wide efforts, individual programs are also engaged in self-reflection, evaluation and change within their own curriculum. This ongoing process typically follows the program review cycle which includes conducting a self-study, followed by an outside evaluation by an accrediting agency or an outside consultant who comes to campus, and a plan for improvement based on the accrediting team or outside consultant’s final report. Over the course of this past year Mathematics and Statistics, Communications, Building Construction, Physics and all of the College of Education’s teacher preparation programs have completed these reviews.
**Student Success** A part of the story is told by our students’ graduation rates and their passing rates on licensure exams, as well as the changes we’re making in course delivery and in transforming UNF from a part-time commuter campus to a more fulltime residential campus. But the story of UNF’s success is also written in our students’ individual accomplishments. Allow me to highlight some examples. We point with great pride to Joe Potts, a third semester BSN student, who was elected as president of the National Student Nurses Association. He is the second UNF student to serve in this position during the past five years. Kaitlin Devi Ramirez, a sophomore in economics, was selected to be a Fulbright Summer Institute participant at Newcastle University in England, where she studied international politics and contemporary global change. Cody Ayers, Thomas Kroning and Owais Saulat, students in UNF’s School of Computing, won first place in the national computer programming contest in graphics communication, awarded by the Association of Information Technology Professionals.

Micah Bethea, a UNF Jazz Studies major, was named as having written the "Best Jazz Arrangement" of the year by DownBeat magazine. At the same time that Micha was arranging music, Stephen Emerson was co-writing “EDDIX – a database of ionisation double differential cross sections” and publishing the article in Radiation Protection Dosimetry, a professional refereed journal. In the College of Education, Marina Martelo had her research on innovative techniques for literature reviews published in Research in Schools, a highly regarded journal in education.

As a last example, let me point to Rachel Levanger, who had about as good of a year as any undergraduate student might expect. Having been honored by her mentors in the College of Arts and Sciences with the Ash Award the year before, Ms. Leanger was recognized as the outstanding major in mathematics in 2011-2012. She also won the student speaker award for her presentation at MathFest 2011 in Lexington Kentucky. But the accolades don’t stop there, her oil painting Digital Protesters (Occupy Wall Street) won the top honors in UNF’s Student Juried Art Show. And with all of this success, it’s not surprising that Rachel received a $25,000 per year fellowship from Rutgers University to complete her doctoral degree in mathematics.

Certainly all of our students don’t reach this level of achievement while at UNF, but increasing numbers do. And, as we have become a mature institution we find a growing number of community leaders who proudly hang their UNF diplomas in some of the best offices in the region.

**Faculty Honored** Our faculty members are also being widely recognized for their accomplishments. For example, the Academy of Nutrition and Dietetics recognized Jacqueline Shank, a UNF faculty member, as the Outstanding Dietetics Educator for 2012. This past year, Catherine Christie, associate dean in the College of Health, was named a fellow by the Preventive Cardiovascular Nursing Association. Cary Clark, a faculty member in Public Health, received the Georgia Lyme Disease Association Honorary Award of Appreciation in recognition of scientific contributions in the study of tick-borne disease pathogens and for dedication to protecting public health. And Tammie Johnson, also in Public Health, was invited to be a member of the CDC Expert Review Committee for the Division of Diabetes Translation which reviews and ranks proposed national diabetes prevention and control strategies.

Debra Murphy, chair of Fine and Graphic Arts, served as president of the Southeastern College Art Conference. Pam Zeiser, a faculty member in Political Science, serves as a Member of the Executive Committee for the Active Learning in International Affairs. Several of our faculty members also serve as editors of the journals within their professional organizations. Sanjay Ahuja, Computing Sciences, was selected to be associate editor of the International Journal of Wireless Networks and Broadband.
Technologies. Sherry Shaw, Deaf Education, was appointed as a member of the editorial board of the journal Undergraduate Research in Interpreting.

Members of our faculty are also being recognized by their own alma maters. Constanza López was invited to deliver the Annual Alumni Lecture by the Graduate Center of the City University of New York and the incomparable Bunky Green, Music Department, received the 2012 Alumni Award from Northwestern University.

University Recognitions I take great pride in being able to lead a university that is of the caliber of the University of North Florida. As the faculty, our students and this administration have worked together under your guidance, we have been able to develop a stronger institution and one where overall markers are moving in the right direction. As I reported throughout the past year, this movement has led to UNF developing a national reputation as one of the best buys in education. These lists require high-quality academic programs balanced with affordability. For the fifth time in my tenure, we were named among the nation’s “Best Value” public colleges and universities by The Princeton Review. Forbes and Kiplinger also ranked us among their top picks. Princeton Review also ranks UNF among the best colleges in the Southeast and Forbes put us on their list of best colleges in America. Individual programs and colleges also continue to receive national recognition. Coggin College was once again recognized among the best business schools in the U.S. by the Princeton Review and UNF’s School of Nursing received the Stellar Award for its programs. The American Society of Transportation & Logistics recognized UNF’s Transportation and Logistics Program as the top among approved academic programs offering Certification in Transportation & Logistics (CTL) for the period of 2008–2012.

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

At the University of North Florida, we recognize the many advantages we and our students accrue by having a diverse student body and a diverse faculty and staff. To achieve these benefits my administration and I 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 to racial and ethnic minorities, but 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 beliefs represented on our campus. And we are committed to serving the unique needs of faculty, staff and students of differing sexual orientations and gender identities.

Ethnic/Racial Minorities This past year we saw just greater than a 1 percent increase in our minority student population. In 2010, 24.4 percent of the students who enrolled in the fall term identified themselves as ethnic/racial minorities. In fall 2011 this number grew to 25.5 percent. This is the fifth year in a row that this percentage has grown. In part, this resulted from an increase in the number of Jacksonville Commitment students who enrolled. In fall 2010 we enrolled 218 students in this program. In fall 2011 there were 276 students in the program. Our other scholarship and recruitment programs also assisted us in increasing minority representation.

But as I have often said, our goal is not just getting students to enroll; our goal is to retain and graduate these students. Once again, our first-year retention rates remained high among minority students: 87.6 percent for Blacks and 81.6 percent for Hispanics, compared to an overall rate of 83.4 percent. This was a second record-breaking year. When we track the percentage of degrees awarded to minority
students, we find that in 2010-2011, 23.3 percent of our U.S. graduates were ethnic minorities. In 2011-2012, there was an uptick to 23.5 percent. These percentages reflect the numbers of students being admitted in the prior years. We certainly have room for growth in the number of U.S. resident minorities on campus, but we are heading in the right direction. And we are retaining and graduating these students.

In fall 2010 the percentage of minority faculty was 15.8 percent, up from 13.9 percent the year before. In fall 2011 this number stayed virtually the same at 15.6 percent. We saw the same pattern in overall minority employment. In fall 2009, 24.4 percent of our employees identified as ethnic/racial minorities. In 2010 this number climbed to 25.7 percent. And this past fall, 25.2 percent identified as ethnic/racial minorities. We will continue to track these numbers and I am committed to identifying ways to improve our recruitment and retention programs for faculty and staff.

**Disabled Students** Last year, we saw a dip in the number of disabled students who registered with our Disability Resource Center (DRC). In 2009-2010 the DRC served 659 students, this number climbed to 820 in 2010-2011. In 2011-2012, the number of registered students dropped to 750. Even with this decline, we still can point to one of the most active student disability support systems in the State University System and we are well ahead of where we were when this administration placed a focus on this segment of our population. In 2004-2005, the DRC provided services to 234 students or 1.5 percent of our student headcount. One particular point of pride is the fact that we serve more deaf students on our campus than any of our sister institutions. The number of students with disabilities who are graduating is increasing each year. In 2009-2010, 72 students from the program graduated, in 2010-2011 there were 81 students graduating and in 2011-2012, 96 students who registered with the DRC graduated.

In addition to the successes we have achieved in serving fully matriculated UNF students with disabilities, our On-Campus Transition program is providing invaluable experiences for young men and women with intellectual impairments. This program continues to serve as a national model. As such programs begin to appear on more and more campuses, these colleges and universities are contacting UNF to help guide their development.

**Veterans** UNF serves and graduating an increasing number of veterans. In 2010-2011, 190 veterans served by UNF’s Military and Veterans Service Center graduated from UNF. In 2011-2012, 228 of the veterans served by the center walked across the stage to receive their diplomas. As we have noted in other literature, for a third year in a row UNF has been selected as one of the most military friendly campuses in the country by *G.I. Jobs* magazine. We are committed to continuing this reputation with the work we do at the Military Veterans Service Center and in supporting our Army and collaborative Naval ROTC programs.

**Gender** Across America, there is an imbalance in gender among the ranks of students and the ranks of faculty. In the case of students, there is an underrepresentation of males. Among faculty the pattern is reversed. Throughout the past five years, UNF has seen some modest shifts in both sets of numbers. In fall 2007, 43 percent of our undergraduate students and 35.3 percent of our graduate students were male. In fall 2011 we saw these numbers shift to 44.2 percent and 39.7 percent, respectively. As is true at most universities, the shift toward a gender balanced enrollment has been slow.
During the past five years, we have seen an increase in female representation on the faculty. Forty-two percent of the faculty was female in fall 2007. This increased to 45 percent in fall 2011. The most significant increases within ranked faculty occurred among assistant professors, going from 46 percent to 52 percent female. At the full professor level the growth was more modest: 26 percent to 28 percent. These patterns, while encouraging in many ways including the fact that there are more female faculty in the pipeline, also indicate that we must support female faculty as they work toward promotion and tenure.

New Diversity Efforts During the 2011-2012 academic year, we took a number of steps to show our commitment to diversity across campus. Among these, we offered our first internally funded grant exclusively focused on diversity issues. This past year, we also gave out our first awards for individual and departmental contributions to diversity on the UNF campus. Not surprisingly, the unit that received the group recognition was the Disability Resource Center. The individual award went to Mellissa Hirschman, a faculty member in Psychology who brought the I Am Equal campaign to UNF’s campus. This international program is capturing the stories of persons who are celebrating their differences and the barriers they have overcome. The I Am Equal campaign provided a focal point for UNF’s first Week of One: a campus-wide celebration of diversity.

In the upcoming year, the President’s Commission on Diversity and Inclusion will continue many of the programs already started. We will also be working with other institutions across the city, including MOSH and the public libraries, to support community-wide collaborations. I am also looking forward to our new relationship with OneJax and the new proposal for Project Breakthrough 2.0, an initiative that works with groups across the community to better understand structural racism.

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

The University of North Florida is not a research university. Nonetheless this administration and the faculty fully appreciate the importance research and scholarship play in serving our students and contributing to the northeast Florida economy and culture. For us to achieve preeminence as a comprehensive, regional university, research must be a central feature of life on the UNF campus.

Students’ participation in research provides them with critical tools for future success. With the exponential growth in knowledge and the rapidly changing demands in our society, today’s student must be prepared to address today’s unanswered and the as-of-yet unasked questions of tomorrow. If we are to attract and retain faculty members who can walk into a physical or cyberspace classroom with high enthusiasm and capacity for generating new knowledge and who are prepared to model inquiry, we must provide these faculty members opportunities to continue their own lines of academic scholarship. And, if we are to make significant contributions to our local economy, we must collaborate with ongoing and new business enterprises in discovering new technologies and creating a knowledge-based economy. Recognizing all of this, I have advocated for level funding for faculty research within our budget.

Sponsored Research A university’s research productivity is often measured by the amount of sponsored research which occurs in a given year—either dollars expended or awards received. The first, dollars expended, is considered the more accurate of the measures.

This past year, we went down on both measures. In 2011-2012 we expended $12.3 million, down from $13.9 million in 2010-2011. When we look at new grants awarded, we find an even sharper decline:
$8 million in 2011-2012, down from $13.9 million in 2010-2011. The larger decline in awards received is, in part, an artifact of being given multiyear funding for some projects in 2010-2011. But even with this explanation, it is apparent that we had a bad year with regard to this measure. The economy may have played a role in this decline, but we suspect that there are other contributing factors.

In response to this downturn in sponsored research, Academic Affairs commissioned the Society of Research Administrators (SRA) to review the structure and operations of the Office of Research and Sponsored Programs. SRA completed their review in August, at which time Mark Workman empaneled a task force to review the report with a close eye on the recommendations offered. The task force is charged with developing a plan for responding to the report.

We may never have the sponsored research portfolio that many of our sister institutions in Florida or some of our peer aspirants have, but the drop in funding does raise questions about how we could improve our own level of performance in this area. I will keep you apprised on how we are doing in pursuing this.

**Student Research** We expect experiential learning across the campus, but we recognize that the proportion of this that will be research-based will vary from department to department. Students in the sciences and engineering are more likely to participate in research than their peers in some of the humanities or business fields. Using the annual graduating student survey, we found that 70 percent of electrical engineering students reported being engaged in faculty-mentored research programs. In biology 48 percent of the respondents said that they had been engaged in faculty-supported research. These numbers are starkly different from the 13 percent of communications majors and the 0 percent of business management majors who said they had engaged in faculty sponsored research.

Students in nursing are among those most likely to participate in research. At the undergraduate level, 30 percent of graduating seniors report having been involved in research with faculty members. Fifty percent of nursing practitioner students had manuscripts accepted for publication in peer reviewed, evidence-based professional journals by time they received their master’s degrees.

For example, Michael Cleghorn, a BSN student, presented at the American Society of Microbiology general meeting in San Francisco. Five other undergraduate nursing students had presentations at the National Student Nurses Association Convention. Heath Farmer, Carol Wilkinson and Larissa Galante, nurse anesthetist master’s degree students, presented to the anesthesia faculty and staff at Amsterdam Medical University. Heath Farmer was also UNF’s first student invited to present his research at the Cherry Blossom’s Anesthesia Safety Conference in Washington, D.C.

As would be expected, the types of research in which our students are involved vary across the campus. Last year, this research included students studying the effects of the BP oil spill on coral reefs. Others were working with techniques used in discovering new antibiotics taken from marine microorganisms, and still others were engaging in anthropological research on the Gullah/Geechee culture in Southeastern U.S. In one project, we had students from different majors involved in cross-disciplinary studies of the St. Johns River. And in some instances, the research was focused on our own campus community: a study of health patterns practiced among UNF students including diet, use of illicit drugs and mental health.

**Faculty Research** When comparing faculty research productivity in these annual reports, we lag one year behind in the data. We still don’t have a complete accounting for the number of articles, books and
presentations for 2011-2012. But when we examine 2010-2011 data and compare it to the prior three years, we find that faculty research productivity has stayed at about the same level. On average, our faculty members are publishing one refereed article per year. They are also averaging one presentation at a national or international conference each year. According to the latest available data, faculty members also published 22 books in the course of the year. These numbers indicate that they remain actively involved in scholarship, albeit not at the same level you would find at a Research I institution.

The numbers given above provide a thumbnail sketch of faculty scholarship, but there are better ways to gage the quality of the work. Probably the best of these is to examine the body of work produced by an individual faculty member as she or he applies for promotion to the rank of associate or full professor. This is something that Mark Workman and I get the opportunity to do every year. Each year there are some faculty members who fail to hit the standards we expect at the University of North Florida, but many more exceed these standards.

Let’s take Dr. Catherine Christie as a first example. Many of you may remember Catherine from her presentation on distance learning to the Academic Affairs Committee. If you look at her curriculum vita, you will notice a listing of grants, publications and presentations that fills 10 single spaced pages – an extremely impressive number of entries. Among these entries you’ll find seven published books that include texts for professionals in her field – Manual for Medical Nutrition Therapy, as well as books for the lay public – Fat is not your Fate. You will also see a listing of 11 book chapters with titles such as “Dietary intake and lung cancer,” “Chocolate flavonoids in the prevention of arterial disease,” “The role of flavonoids in fruits and vegetables related to breast cancer prevention,” and “Chocolate polyphenols in heart disease.” In addition, you’ll see that some of her journal articles carry titles such as “Transdisciplinary assignments in graduate health education as a model for future collaboration” and “Facilitating transdisciplinary teamwork in dietetics education – a case study.”

Reviewing Dr. Christie’s total body of work demonstrates that she is prolific in her writing. But it also demonstrates that she writes about the science of her field, as well as the pedagogy she uses in teaching. You also learn that she can write for the professional and the popular press. At some institutions the only works that would count toward promotion would be those that focus on the science or scholarship in the field of study. But at UNF, we encourage, and many of our faculty members pursue, examining the efficacy of the different methods of teaching within a discipline. Articles such as “Assessment of client satisfaction in six urban WIC clinics” also tell us that Catherine, as is true for many of her peers, focuses some of her research on local issues, helping to answer questions about what we are doing in this region of Florida.

Dr. Andrés Alberto Gallo provides a somewhat different example of our faculty’s scholarship. An economist, Andrés is also a prolific writer and presenter. But as a member of faculty in the Coggin College, we see an international focus within his scholarship. This occurs both in some of the topics on which he writes – “Argentina’s abandonment of the rule of law and its aftermath” and “Micro lending and poverty in Haiti,” as well as in the journals in which some of his works appear – Revista de Economia Mundial and Revista de Historia Economica. But as with Dr. Christie, Dr. Gallo’s work focuses on the hot topics within his field – “Financial depth and economic growth in Latin America and North Africa,” and on other occasions on pedagogy – “Teaching Real-World Political Economy: Simulating a WTO Negotiation” and “The use of the ETS major field test for assurance of business content learning: assurance of waste?” Andrés also writes for different audiences. But in Andrés case, his second audience is attorneys and other individuals who read law reviews including the Carolina Law Review, the
Dr. Michele Johnson Moore, a faculty member in public health, provides a third example of a successful candidate for promotion to professor. Again, the volume of her work is certainly impressive: 33 published journal articles and six more accepted or in progress. Two book chapters, 9 published abstracts and 14 funded grants. And this is rounded out by 89 national presentations. With a closer examination of Michele’s research, we discover that Michele is not only an active researcher, but also has an extremely targeted research agenda and most of her work is conducted with a well-defined research team.

In her early work and still continuing today, Michele has studied adolescents’ substance abuse behaviors and different treatment models used to address these behaviors, with close attention given to what is referred to as brief-intervention and brief-therapy models. She came to work at UNF with the intent of being part of a research team that was exploring these issues. This is not an unusual path in many disciplines at Research I institutions. When the lead researcher was wooed from UNF to UF, Dr. Moore chose to stay at UNF, but continued her research with the team at UF. More recently, Michele’s research has also included a second topic. One that actually served as the basis for her doctoral dissertation: adolescent sexuality and sex education. Dr. Moore’s targeted focus on one or two specific research topics is not unique on UNF’s campus. We have another public health faculty who studies Lyme disease, a biologist who researches sharks and another who has spent his career on tortoises. We also have a mechanical engineering faculty member who focuses all of his work on fuel cell technology. These and the several other faculty members who maintain a targeted research agenda will often become nationally and internationally recognized experts in their respective fields.

I could provide you with a number of other interesting highlights about the research work being conducted by the faculty who were promoted this past March: the fact that many of them are being published in some of the most prestigious and widely read journals in their field – Dr. Bobby Waldrup has several articles in the CPA Journal with a readership of more than 40,000 professional accountants, and others, including Dr. Moore, are writing articles which are being cited by numerous other experts in the field. But as our last example of the work completed by individuals promoted this year, I would like to use a faculty member who teaches sculpture.

Unless they are historians, the scholarship for faculty in music or art and design typically consists of the body of their creative works. Ms. Jenny Hager is one of three of these faculty members who were promoted to associate professor and tenured this past year. Since joining our faculty as an adjunct instructor in sculpture and design, Jenny has shown her work at 36 different juried and nine non-juried art exhibitions. While some of these exhibitions have been local, the preponderance of them have been displayed across the country and beyond. Her work has been shown in Knoxville, Tennessee at the 2012 Art in Public Places, Dogwood Arts Festival, at the Works Gallery in San Jose, California and at the International Conference on Contemporary Cast Iron in Kidwelly, Wales. In some cases, she has not only shown her own work but has also helped to curate the exhibition itself such as Wolfbats Beseech the Great Bear of Oso Bay, a performance piece held at Texas A&M University in Corpus Christi. This performance piece is exemplary of much of much of her work: contemporary and bold.
In addition to producing a significant body of work, Ms. Hager also writes about contemporary art – *Cast Iron Handbook for Artists*, and travels presenting at national and international conferences. As we would expect, she also engages her students in producing their own works. These include five different outdoor pieces which are currently displayed across UNF’s campus.

Our primary mission is on teaching, but our faculty understands that their teaching is enhanced and kept fresh by their own scholarship and creative endeavors. Faculty members also understand that their students leave better prepared for their own careers if they are engaged in active learning, which often means research and other forms of scholarship.

**Sculpture by Philip Kager**
**Student of Jenny Hager**

Moving Forward As we consider our commitment to research and the value it adds to the life of the campus, we have to recognize that it takes an investment of time and resources to maintain and grow. UNF’s Thomas Carpenter Library has taken several steps in supporting our research productivity. This past year the library implemented UNF Digital Commons, providing a digital repository for faculty and student scholarship and a showcase for unique material in the library’s special collections and archives. The library worked with the UNF Graduate School on establishing a process for electronic submission of new theses and dissertations and began digitizing retrospective works. The Digital Commons is also used to publish the *Journal of Interpretation* as an e-journal, collaborating with co-editors who are members of the UNF faculty. During 2011-2012 the library initiated *One Search*, a web-scale discovery service that allows the user to search across multiple databases and catalogs. User downloads of articles have increased significantly as a result of this service.

To improve our research capacity, we will be implementing many of the recommendations from outside consultant. We have also set aside $675,000 in startup costs for new faculty research and $120,000 in for research in the UNF Environmental Center. This includes funding for summer research internships for students. And, we have funded two faculty positions for the Coastal Engineering Center.

**Goal 4: Affirm the University’s public responsibility through civic and community engagement**

As stated in our mission, one of the hallmarks of the University of North Florida is our civic and community engagement. Northeast Florida serves as a living laboratory of our students’ education. In turn, as a regional institution, we play an important part in the life of the First Coast community. In addition, we are committed to developing a sense of civic responsibility within our students and modeling that behavior through institutional and individual actions.
Student Engagement Four years ago, when we were preparing for our accreditation review, we were required to select an area where we would invest additional time and resources to improve the educational opportunities we provide our students. The proposal that was selected was titled Community-Based Transformational Learning. As part of this proposal, UNF would expand existing and create new opportunities for our students to engage in community settings, putting into practice the knowledge and skills they were learning in the classroom. This engagement might take the form of community-based research, structured community service, internships or other similar forms. The community settings in which our students would work could extend from local to international communities. But wherever the setting was, the students had to be engaged in work that could transform their ability to function in their chosen profession or their sense of what it means to engage with a community.

With our Community-Based Transformational-Learning program, we have continued to support our ongoing, and expand the range of community-based and other transformational learning opportunities. And, 2011-2012 was no exception. Students in Information Systems developed web-based databases for several nonprofit organizations in Jacksonville. This included working with United Way, River Region Human Services, Helping Hands Neighborhood NetworkCenter and the Emergency Services and Homeless Coalition. Every course in the Pre-K/Early Learning Program engages with one of eight different community organizations, including Early Head Start, Jewish Community Alliance, Woodland Acres Elementary and Duval County Schools. Each student in these courses completed 45 hours, engaged in working with children. During the past year, 104 UNF students provided more than 1,650 hours of direct service as part of their academic course work.

Students in Brooks College’s Nutrition program partnered with Comfort Keepers in the Stop Senior Hunger Food Drive – a program which ultimately resulted in donations of close to 2,200 pounds of food. From Coggin College, students in Dr. Johnson’s special topics course on the Economics of Poverty participated in a research project studying the economic and social impacts of the Clara White Mission’s proposed economic development project. Also in the Coggin College, a team of students, under the direction of Dr. Paul Mason, continued to measure the vitality of our local economy using the Leading Economic Indicator Project (LEIP). The resulting reports are featured in The Florida Times-Union and other media outlets in the region.

In addition to these course based opportunities, the university awarded 29 undergraduate and seven graduate Transformational Learning Opportunity (TLO) grants during 2011-2012. Over 400 students participated in these grants. International TLOs placed UNF students in Asia, Africa, Europe, the Middle East and Latin America.

UNF engineering students helped build this school in the Philippines. This year, College of Education students traveled to the school to model teaching strategies.
More than one-third of these TLO projects were defined as community-based transformational learning experiences.

In addition to these types of TLOs, students also become engaged in professional internships prior to receiving their UNF diploma. In our survey of students who graduated in the 2011-2012 academic year, 64 percent of graduating seniors reported having one or more such experience. These experiences, along with faculty-mentored research, have been rated among the most influential experiences in our students’ work at UNF, just behind the personal relationship they made with specific faculty members.

**Institutes and Centers** UNF’s institutes and centers serve as another avenue by which we connect to and serve Northeast Florida. In the fiscal year 2011-2012, our Small Business Development Center provided individual counseling for more than 1,700 small business owners in its 18-county service area. The center also sponsored 136 events attended by nearly 2,800 participants. The economic impact generated by SBDC clients was substantial. Clients reported more than 1,265 jobs created or retained, $11.8 million in capital formation and more than $81 million in increased sales. New programs funded in 2011-2012 included Growth Acceleration Services, a federally funded project focused on job creation; Business 180 Turnaround, a federally funded project to assist SBA borrowers; and International Trade Export Market Planning, a partnership with Enterprise Florida to encourage small business exports.

Another of our centers, The Center for Community Initiatives (CCI), has a distinguished history of working with nonprofit organizations from across the region, helping evaluate existing and design new programmatic offerings. For the last 13 years, UNF’s CCI has partnered with the Magnolia Project, a Healthy Start of North Florida intervention effort to reduce infant mortality in the African American community. Recently, the center also began to work with Second Harvest of North Florida on a project to “Put a Face on Hunger.” CCI assessed the needs of the clients served and evaluated the effectiveness of 26 different food pantries in the region. CCI is also working with Florida March of Dimes in evaluating projects that focus on women who have children in the neonatal intensive care units in the region. CCI also continues to coordinate the annual regional homeless census.

UNF’s Florida Institute for Education (FIE) has a statewide mandate to work with Pre-K through 12 grade students, with particular focus on high-needs children and adolescents. In one of this year’s projects, FIE researchers developed and disseminated more than 3,000 Summer Learning Backpacks to Pre-K children living in low-income neighborhoods. The backpacks were created to help offset the learning loss that often occurs over the summer months. The project was conducted in collaboration with the Early Learning Coalition of Duval, the Duval County Public Schools, the Jacksonville Urban League Head Start Program and the Crawford Early Childhood Research and Education Fund at UNF.

Working with these same partners, FIE researchers also authored and published 30 informational children’s books for use by parents, teachers and young children in community sponsored child care programs. At the same time FIE developed 18 instructional units specifically for use in family child care homes. Throughout Florida there are about 5,100 such facilities providing care and early learning services to young children in private home settings. Children who participated in these instructional units demonstrated significant achievement gains in the areas of school readiness and early literacy.

Toward the other end of the age spectrum, FIE’s Pre-Collegiate Connections: College Reach Out Program (CROP) continues to support low-income middle school students and help them plan for postsecondary education. Our CROP partners include the United Way, 100 Black Men of Jacksonville and the Jacksonville Commitment Program.
Continuing Education

In addition to the work of centers and institutes, our Division of Continuing Education (CE) provides a strong outreach to the First Coast community. Through this division we are able to address the needs of different segments of the population and specific industries in our surrounding areas. This past year we had more than 1,300 members participating in our Osher Lifelong Learning Institute (OLLI). As a result of OLLI’s incredibly strong success in providing educational opportunities for mature adults, the Osher Foundation awarded UNF a second $1 million endowment to support this ongoing and growing program.

Continuing Education has been preparing individuals to rejoin the workforce with new skill sets. During 2011-2012, CE received $600,000 in funding from Workforce Florida to operate the Banner Center for Creative Industries and the Banner Center for Financial and Professional Studies. These centers have been providing much needed job training for participants. In another project, Continuing Education began working with Prudential and Workforce Opportunity Services to provide a training program for veterans, who will be placed in positions with Prudential, upon completion of their program of study and on the job internship.

In recognition of their work in the field of logistics, in 2012 Continuing Education was given the Outstanding Training Award for having the most graduates receive their Certificate in Transportation and Logistics, upon completing the Global Logistics Resource Training Network.

Civic Engagement, The Arts and Sports

UNF serves as a place where the community comes to think, explore the arts and follow the Ospreys. One of our most successful connections with the community is our partnership with the World Affairs Council. In collaboration with the council, we are able to bring some of the most thought-provoking speakers to engage us in conversations on the critical issues of the day. This past year, these men and women attracted 700 or more members of the community, faculty, staff and students to each of the seven lectures. Among our speakers were notable figures such as the Honorable John Brennan, chief counter terrorist adviser to President Obama, and Fouad Ajami, a MacArthur award recipient and a fellow at the Hoover Institute.

While numbers of people from the community were filling the University Center to participate in the lecture series, others were being treated to some of the best music in the city at our Fine Arts Center. From September to May, our students and faculty performed in 57 different public musical performances. Some of the concerts included guest artists such as Avery Fisher, award-winning pianist; Benjamin Hochman, renowned jazz pianist; Cyrus Chestnut, opera baritone; Theodore Baerg; and jazz vocalist, Carmen Bradford.

The campus and the community were also able to indulge their passions for the visual arts through the 23 exhibits offered at MOCA and our two on-campus galleries. Shared Vision, one of this year’s featured exhibitions, was curated by MOCA from photographs included in one of the top 10 photographic collections in the country. And it is the second exhibition curated by MOCA to become a multiyear traveling exhibition, carrying the museum and university’s name with it.

When UNF moved to NCAA Division I, we knew it would take us a few years to get our footing. I think this past year we began to turn the corner and the Ospreys are beginning to fly high once again. Our 10 – 5 win over No. 1 ranked Florida certainly turned up the spotlight on our baseball program. And with UNF’s 13 – 7 win over Jacksonville University, the annual River City Rumble is something the city is bound to enjoy more and more each year. Our overall third-place slot in the competition for the Athletic Sun’s All-Sports Trophy demonstrates that UNF has indeed become one of the better overall...
programs in the conference. When it comes to men’s golf, UNF is now routinely being ranked nationally. Plus, our women’s tennis team reached the NCAA tournament for the second time this year. And UNF’s facilities took center stage when we hosted the NCAA Outdoor Track and Field Preliminary in May.

Our wins have been climbing and we proudly point to the academic success of our student athletes, with 53 percent of our student athletes maintaining 3.0 or higher GPAs and 118 of them named to the Atlantic Sun Honor Roll. There is a growing buzz on the campus about our athletics programs and we anticipate that, with most freshmen living on campus, the buzz will grow even louder this year.

**Working in the Community** Today’s college president is as much an outside ambassador for the university as an on-campus leader. A critical part of my role as president of the University of North Florida is to represent UNF within the northeast Florida community and beyond, as well as to actively engage in public policy issues that affect UNF, higher education and the greater Jacksonville community. This part of my job has certainly kept me busy locally and in Tallahassee.

I serve on several local boards which run the gamut, from the Boards of Directors of the YMCA’s Tiger Academy and Teach for America, to the Chamber of Commerce and the Jacksonville Civic Council. In addition, I am actively involved in UNF’s community outreach and donor cultivation. With a history of serving as a mayor and as the acting chancellor for the university system, I have also been able to play an active and, at times, leadership role in Tallahassee on public policy and legislative issues – advocating for higher education, the system and UNF. In addition to convening many of the SUS presidents’ meetings and lobbying both the Board of Governors and the state legislature, recently I was appointed by the Governor to the Blue Ribbon Task Force on Higher Education. While higher education has not garnered all of the resources we need in this economy, we have been able to shape policy and help the legislature understand the vital role we must play in Florida’s future growth. It will, of course, take some time to get higher education completely back on the right track. But as I have discussed in our meetings, we have avoided some significant potential crashes.

**Public Recognition** In 2010-2011 our commitment to, and interface with, the community led to the University of North Florida being recognized as a Community Engaged University under the auspices of the Carnegie Foundation for the Advancement of Teaching. This past year, our commitment to community engagement placed us on the President’s Higher Education Community Service Honor Roll. This honor reflects UNF’s work in community settings, student volunteerism and philanthropic efforts, as well as academic programs that include forms of community-based learning.

One of the measures we use in determining how we are doing is the number of media hits we have throughout the year. In fiscal year 2010-2011, we had 8,023 media hits. In fiscal year 2011-2012, we’ve had 11,308 media hits – a 41 percent increase this fiscal year over last fiscal year. In January of this year, we had more than 1,900 media hits alone, which is a 220 percent increase over what the university normally sees in an average month. Obviously, hosting the CNN debate yielded more positive media coverage than we would have gotten under almost any other circumstance. Now, if we could score one of the presidential debates, we could once again show our campus and our students nationally.

**Going Forward** Heading into the new academic year, we have strong signs of continued and growing community engagement. Our commitment to student engagement in the community is as strong as ever. We also remain committed to engagement across the campus. Two examples of this growth are the College of Education’s newly formed Center for Urban Education and Policy, funded through the
Shultz distinguished professor funds and the Coggin College’s Center for Sustainable Business Practices. Having OneJax as a UNF institute also provides us with significant opportunities to take part in important community conversations.

**Goal 5: Secure fiscal, physical and technological resources aligned with the University’s mission and values**

State cuts in fiscal resources once again presented the largest challenge to our operations. Yet, the year has not been without some significant accomplishments.

We began 2011-2012 with $127 million in the Education and General (E&G) budget; the budget that keeps the lights on, faculty in front of the classrooms and allows us to fulfill our core mission. This budget was $3 million less than in 2010-2011, and we had our third largest student body on campus. Student tuition funded 44 percent of this budget. [NOTE: In 2012–2013, tuition will account for 49.7 percent of the total E&G Budget.]

**Efficiencies** With a $3 million cut in resources, we continued to look for even more efficiencies while maintaining the commitments we have voiced in our mission and vision statements. This led us to eliminate 20 staff lines and move another seven lines to our auxiliary overhead budget, two positions to the Student Life Fee and one position to the English Language Program budget – a program that serves individuals who attend noncredit courses designed to prepare them for further educational opportunities. We also suspended two academic programs with low enrollments.

In 2010-2011, I reported that we were able to reduce electrical consumption. In 2011-2012, we continued to cut energy use, reducing our use of natural gas by 3 percent, resulting in a 10 percent reduction in cost. We also reduced our water usage by 15 million gallons, with a 25 percent reduction in the associated costs. These and other measures led to a 6 percent increase in our Energy Performance Index.

Through outsourcing, we were able to save $100,000 in postal services and $105,000 in printing costs. And through centralized sourcing, we saved $840,000 in contracts and purchases throughout the past two years. We have also shifted a number of paper-and-pencil administrative functions to online formats, cutting down on the time and costs required in dealing with personnel matters, inventory, processing travel and other functions.

The above mentioned efficiencies and changes in budget allocations allowed us to grow our faculty from 559 to 567 lines. This number still falls below our high of 572 fulltime faculty members. It also includes more visiting faculty than we might like, but it does allow us to offer the courses needed during the academic year. Forty-eight of these faculty positions were funded using tuition differential dollars.

One other staffing change we should note is a reassignment of one of our associate vice presidents to a newly created position of compliance officer for the university. With the growth in compliance requirements across the campus, we felt that it was time to have one individual responsible for coordination and oversight of these various functions. In her role as compliance officer Dr. Campbell reports to my office.

**Capital Projects** Despite the major cuts in the E&G budget, other funding sources allowed us to make progress in targeted areas. With a decrease in Public Education Capital Outlay (PECO) dollars there is
likely to be a gap in capital projects in next year’s report. That fact notwithstanding, as a result of funds authorized in prior allocations, in 2011-2012 we saw the completion of two significant building projects and we were able to complete two others in time for the beginning of the fall term.

Several programs that have become hallmarks for the university now have a permanent home. The addition to the College of Education Building provided ideal space for our Military and Veterans Resource Center, the Institute for Values, Community and Leadership, the ARC-UNF On-Campus Transition program and the UNF Disability Resource Center. As I noted earlier, thanks to these programs UNF has become a model in service delivery to persons with disabilities and to our veterans. We are proud of the accomplishments of these various units, and with their new facilities, you can expect even more noteworthy accomplishments. The Institute for Values, Community and Leadership has proven to be a successful joint venture between Student and Academic Affairs, helping build student leadership skills.

Having personally toured the new biology building, you already know that we have come a long way from the 1970s facilities that housed our natural sciences programs. When we opened the Science and Engineering building, our chemistry and physics faculty felt as if they had reached nirvana. Well, who knew that nirvana could get better, as if evidenced by the looks on the faces of our biology faculty and students, it certainly can. This state-of-the-art facility will help us to grow an already strong department into one that is nationally recognized for many things, including their work in Coastal Biology.

The two buildings which opened for the fall term are student-life focused. Our new Student Wellness Complex promises to be the best such facility in this region. And the new dining facility has already made that freshman year experience a lot more palatable (double entendre intended).

Student Life and Distance Learning Fees This administration’s ability to work hand-in-hand with Student Government has been extremely important in any number of ways, including resource development. The student life fee that you approved, with student support, at the end of the 2010-2011 year and the distance learning fee you approved the prior year had a significant impact on our operations this past year and promise to do even more as we move forward. Our ability to expand and improve our distance
learning offerings, as discussed earlier, is a direct result of the funding provided through the distance learning fees. The student life and services fee has enabled us to increase student programing, a key component to enhancing the first-year experience and in building stronger attachment between students and the university.

**Private Donations** With state funding on the decline and student tuition and fees offsetting the disappearing state dollars, private dollars are becoming an ever more important part of our operation. Fortunately, private support has been strong. In 2011-2012 we raised $8.3 million, a very respectable number considering the economic times. Pledges for the year totaled $6.6 million. This brings the total for fundraising productivity to just less than $15 million for the year.

While donations are holding their own, the economy continues to impact our endowment. June 30, 2012 the value of our endowment was $74.9 million. The prior year it closed at $77 million. A part of this decline in dollars is due to the expenditures we made toward scholarships and other endowed programs. But obviously, the fluctuations in the market have also affected the bottom line.

Our campaign numbers climbed from $98.8 million to $109.2 million or a $10.4 million increase during the last academic year. We exceeded the public goal of $110 million for the campaign July 16. We’re working to hit $125 million by December 31, 2012, when the campaign concludes. These gifts will enable us to fund a number of critical projects including need-based, first generation and merit scholarships. We are extremely fortunate to have strong community supporters.

**Going Forward** As we put together the budget for this upcoming year, we recognized that we would once again take a cut and that we would have inertia costs (e.g. raises for faculty who were promoted in 2011-2012). It was also apparent that we would need to reduce our reserves below the state mandate. Responding to these variables, we asked each unit to reduce its budget for 2012-2013. You saw these reductions totaling more than $700,000 in the budget you ratified in June. We will continue to put a soft freeze on hiring, as individuals leave different units across the campus.

In addition, throughout the upcoming year we will be paying close attention to two other issues that could affect our 2012-2013 and future budgets. Legislative action in 2010-2012 required employees to pay 3 percent of their salary into their individual defined benefit plan or their defined contribution plan beginning in July 2011. A lawsuit has been filed and the appeal to overturn this requirement is with the Florida Supreme Court. If the decision is upheld, this 3 percent would need to be repaid to our employees. If the university is required to repay the monies to our employees, and we do not receive funding from the state, the cost would at this point be approximately $2.1 million and growing. Another 2 percent reduction in contribution for ORP and Investment Plan participants was legislated for the current fiscal year. Our budget was reduced by $1 million based on this change. Court decisions on both of these actions could force us to use reserves to pay back employees if the state doesn’t compensate us for the fact that they took these dollars from our budget. We are, of course, watching this closely.

**Recognitions for Stewardship** Even in the midst of all of this economic chaos, 2011-2012 gave us opportunities to pause and reflect on what we are accomplishing, as a result of our stewardship, and how we are handling growth. UNF was listed in the 2012 Guide to 322 Green Colleges, a comprehensive guidebook profiling institutions of higher education that demonstrate a notable commitment to sustainability in their academic offerings, campus infrastructure, activities and career preparation. As you know, earlier in the year UNF was named one of the 100 “Coolest Schools” by Sierra magazine.
As we protect our natural environment, we are working to maintain our reputation as the most attractive campus in the state. One marker of these efforts is the fact that UNF’s Student Union was recognized by the Florida Chapter of The American Institute of Architects (AIA Florida) as the best educational building and named the TOP building in the state based on votes from Florida architects.

It sure would be nice to have the resources we need to reach our full potential, and I am confident that will happen. But at this point, we can take pride in the way we are managing the resources that are available to us.

A Final Note

In closing, I want to thank you, the Board of Trustees, for your guidance and support. Having been on dozens of corporate and non-profit boards, it is a pleasure to work with one that functions so well with the right level of governance. UNF is making a difference in the lives of the 3,500 students who graduate each year. And we are making a difference in both the region and the state.

In particular, I am proud of the progress, and the pace of that progress, over the past 9 years. To use one of our and so many institutions’ favorite words, the campus and its statewide and national reputation have been and will continue to be transformed over the next few years.