

The University of North Florida

Vision:

The University of North Florida aspires to be a preeminent public institution of higher learning that will serve the North Florida region at a level of national quality. The institution of choice for a diverse and talented student body, UNF will provide distinctive programs in the arts and sciences and professional fields. UNF faculty will excel in teaching and scholarship, sharing with students their passion for discovery. Students, faculty, staff, alumni, and visitors will enjoy a campus noteworthy for its communal spirit, cultural richness, and environmental beauty.

Mission:

The University of North Florida fosters the intellectual and cultural growth and civic awareness of its students, preparing them to make significant contributions to their communities in the region and beyond. At UNF, students and faculty engage together and individually in the discovery and application of knowledge. UNF faculty and staff maintain an unreserved commitment to student success within a diverse, supportive campus culture.

Institutional Values:

- the pursuit of truth and knowledge carried out in the spirit of intellectual and artistic freedom;
- ethical conduct;
- community engagement;
- diversity;
- responsibility to the natural environment; and
- mutual respect and civility.

Annual Report July 2012 – June 2013 John A. Delaney

How would I characterize this past year? That's not necessarily an easy question.

If asked, many students are likely to mention a campus which came alive with more student-centered activities, spurred on by having mandatory on-campus housing for first-year students. And others are likely to complain about the rising cost of tuition and fees. And some will mention both sides of the coin in the same conversation.

If asked for their analyses, members of the university community are likely to offer many different perspectives on the 2013 fiscal year. Faculty and staff who went without salary increases for six years might rightfully express a high level of frustration. And yet, despite this frustration, these faculty and staff members continued to fulfill their roles in a highly professional and caring manner, displaying resiliency and loyalty to this institution, our mission and our students. There are also pockets of faculty members, such as the biology faculty, located in a state-of-the-art facility, who have referred to the past year as exciting and exhilarating.

As you read through my annual report for 2012-2013, you will find conflicts. There has been much to celebrate and there have been many challenges which remain unresolved. As usual, I will use the five goals contained in our current strategic plan as the framework for telling UNF's 2012-2013 story.

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

The University of North Florida began as a commuter campus, serving place-bound students who completed their first two years at local community colleges. Today, as Jacksonville and the surrounding communities seek to attract high-wage industries and as community colleges morph into four-year state colleges, UNF is asked to fulfill a very different mission. We are transforming into a more traditional campus for high-performing students who graduate from local area high schools as well as a destination school for high-profile students from other areas of the state and beyond. After

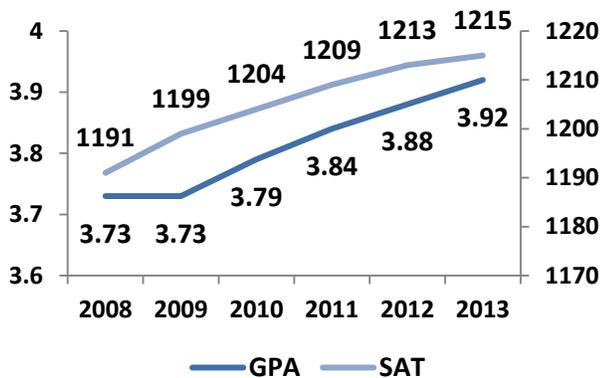
graduation, large numbers of these students begin their careers in northeast Florida. UNF is now an essential pillar if this region is to become a place for new startup companies and for corporations looking to relocate or expand. In this role, we must offer quality graduate programs that respond to the needs of local industry and the women and men who are employed in these industries. It is this path that will allow us to work with the community, including state colleges, to extend and enhance educational opportunities and, in turn, the regional workforce. At the same time, we maintain our commitment to each of our students to enrich their lives, preparing them for a better future.

To accomplish these elements in our evolving mission, UNF has specific goals we must pursue: (1) recruit and admit talented students, (2) encourage and enable UNF students to build solid connections with the university so they remain with us throughout their educational careers, (3) provide our students with an education which challenges, changes and enriches their lives, (4) create a culture in which greater numbers and percentages of our students graduate in a timely fashion, (5) incentivize and support an increasing number of students who will graduate in critical need areas, (6) offer top-quality graduate programs that respond to community needs, and (7) track how our alums perform after graduation.

In this section of my annual report, I would like to offer both metrics and narrative to demonstrate how we are addressing each of these goals.

Student Profile

Figure 1.a. Average SAT and GPA for Fall Admits

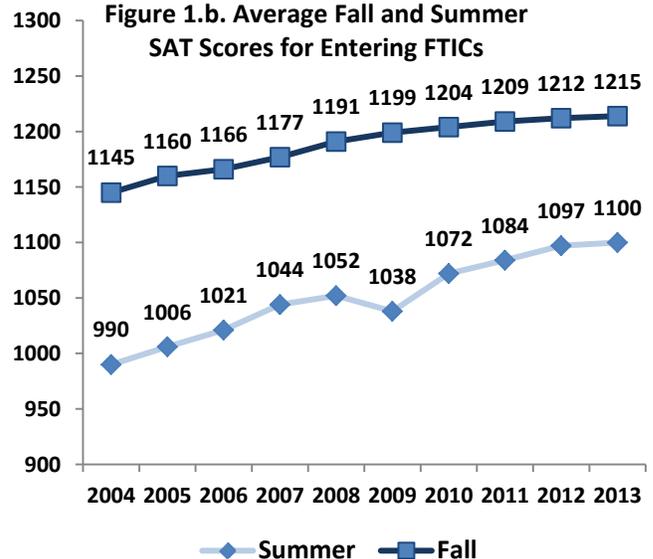


While developing a reputation as a top-level university, I have maintained our focus on recruiting a strong student body at the undergraduate level. This is one of the goals I have been working toward since arriving on campus. As seen in Figure 1.a., we were able to improve the profile for our fall admits in 2012 and in 2013. These numbers put us among the most selective schools in Florida and ahead of many of our national peers.

In summers, we provide access to students who don't meet our regular admission standards, giving opportunities to students who may need time to accustom themselves to the pace and rigor of college work and giving students who are on the bubble time to acclimate to college life. As we raise our fall admission standards, our summer standards have also been increasing.

As shown in Figure 1.b., as our fall standards have been increasing, so have our summer standards. In fact, they have increased at a faster rate than our fall standards.

Figure 1.b. Average Fall and Summer SAT Scores for Entering FTICs



When we first opened our doors, we were using state minimums as our admission standards. The admission criteria for freshmen have certainly changed. UNF is now classified as highly selective. This move to higher admission standards has caused the freshman class to shrink in size. Over the course of the year, we are going to need to examine current practices to determine what changes in marketing and student financial support will be needed to recruit greater numbers of top-performing students from the area and beyond. This will involve a close look at our out-of-state tuition and fees.

In examining student performance at a more granular level, preliminary data suggest that community college transfers are not performing at the same rate as our native students. Over the upcoming year we will study this more thoroughly to determine if we need to set more rigorous admission standards for transfer students in some of our more difficult majors. Moving in this direction has several different implications. Once again, the size of our student body is likely to shrink for a short period if we undertake raising junior-level admission standards for specific majors or finding other ways to help these transfer students succeed. Whichever route we take, the quality of UNF's graduates will climb. Either way, this puts UNF in a better position to attract higher-performing students going forward. I will need to work with you, our Board of Trustees, as we consider any moves in this direction.

Connecting to the University

Historically, commuter campuses have a different ethos than more traditional campuses. On commuter campuses the idea of part-time attendance, dropping in and out of school, transferring to other colleges, and placing a lower priority on completion of the degree are all common parts of the cultural milieu. Students at more traditional campuses see themselves as part of the class of 20XX and are working to graduate with their cohort. These students are also more likely to live on campus or in surrounding apartment complexes with their peers. This encourages them to become involved in campus life and utilize on-campus support systems. It also means more conversations with peers, conversations which often, albeit not always, focus on the college experience and the coursework they are taking at the time, in contrast to the domestic issues the commuter student will talk about at the dinner table with family. Certainly many students on commuter campuses get an adequate education and graduate. But the greater the separation from faculty members, peers and on-campus services, the higher the likelihood of dropping out. Even those few students who commute to a non-commuter campus fare better than their peers who attend commuter campuses.

Recognizing the differences between these two campuses, it behooves UNF to work toward becoming a more traditional campus – a campus where most students will live in residence halls at least during the first year of their college experience, a campus where students are actively involved in campus life and are taking full advantage of support services, a campus that supports and accommodates fulltime enrollment.

To change the nature of UNF means a reengineering of the campus experience. Prior to Florida State College of Jacksonville and St. Johns River State College, this reengineering of our campus would have been impossible: where would the place-bound student go to complete her or his college experience? But today, we have begun to look at how we move toward a more traditional university which still focuses on the undergraduate students and regional needs. With the region needing to add 50,000 more baccalaureate-educated students each year to grow economically, there is work for all of us.

We began reengineering the undergraduate experience a few years ago with the start of living-learning communities (LLC), transformational learning opportunities and programs such as the Taylor Leadership

Institute. Two years ago, with the student, BOT and BOG approval of the Student Life and Services Fee, we were able to speed the process up. While we have not reached our ultimate goal, we have taken great strides.

This past year, we moved the needle by expanding or implementing a variety of different activities. For example, in 2012-2013 there were six different living-learning communities in our residence halls. Four of these were new: the Brooks College of Health, the Coggin College of Business, UNF's PreMed program and Healthy Osprey. These LLCs are in areas of our residence halls where students in specific majors or with particular interests live together. Throughout the year, these communities set up study groups and other activities in which the residents engage. For instance, the students in last year's Brooks LLC traveled together where they provided health-related services and toured the CDC. On another occasion, they went through UNF's Ropes Course as a team building exercise. Classes also offered in the residence halls.

In fall 2012, 39 percent of the LLC population received GPAs of 3.50 or better, compared to 19 percent of the overall residential population. In spring 2013, 40 percent of the LLC population received GPAs of 3.50 or better, compared to 17 percent of the residential population. This fall, we have seven LLCs up and running.

In addition to our living-learning communities, we also began a required first-year student philosophy course which emphasized critical thinking. We also opened Osprey Advantage courses to introduce freshmen to their major field of study and engage them in working with faculty within their discipline. For some students, it means becoming actively involved in outside class activities with peers who are further along in their programs of study. For others, it helps them determine if this is really the major they want to pursue. Not all students who start as PreMed students are destined for medical school, but they may find another field in biology or in healthcare that is a better fit with their profile. Connecting students with their major in their freshman year can go a long way in bonding these students to the university.

If we want to keep students connected to campus, we also need facilities for activities and dynamic programs. Recently, some of these facilities and activities have been criticized by politicians, some parents and several pundits. From their perspective, these facilities and activities are unnecessary and too costly. Yet, as business consultants will attest, if you want people to work their hardest, you need to build a culture of connection and collaboration – look at the campuses of major high-tech industries. Also look at the campus life at higher-education institutions and student and graduate success – the benefits that accrue become quickly apparent.

At UNF, we must continue to build a sense of community, strongly linked to a culture of completion. To this end, this past year, we opened the new Student Wellness Center and the UNF Ropes Course. Both of these have proven to be big hits with the student body. We have also expanded the number of programmed activities for students. Osprey Productions, our student-run and student-financed programming board, held 90 events on campus, some of which were multiday activities: Campus Movie Fest, Light Up the Lake. This is compared to 58 such events the year before. And while we don't have that often-asked-about football team, we have started tailgating before basketball games. And our students are attending Jaguar home games together.

At the same time that we are increasing these types of activities, we have contracted with a national agency to provide afterhours counseling services. We have increased services for disabled students with

new programming for high-functioning autistic students who are entering colleges at increasing numbers. Student Affairs and Academic Affairs have joined together to work on a restructuring of our first-year experience.

Mandatory Housing

As indicated earlier, the studies point to the fact that students who live on campus are likely to more fully engage with campus life and with the ancillary programs connected to their major field of study. They are also more likely to graduate and to earn their degree in a timely manner. When you live with family, you're not likely to come back for an evening lecture or stay late at the library or in a laboratory.

Recognizing the impact that living on campus can have on a student's college career, we took a bold move in requiring first-year students to live in a residence hall, a controversial step in the maturation of our campus. We believe that to become a stronger institution for northeast Florida, and one which will serve our students better, we are going to need to shed the reputation of a commuter campus, even with a large portion of our students coming from the region. And the first-year experience and living on campus are two critical steps to beginning a culture of completion on our campus.

Figure 1.c. Initial Follow-Up on FTICs Enrolled in Mandatory Housing

FTICs Entering Fall 2012	On-Campus Housing	Off-Campus Housing
Percent of Students in On- and Off-Campus Housing	89.8%	10.2%
Average Grade Point Average	2.95	2.85
Average Number of Hours Attempted	27.2	25.9
Average Hours Successfully Completed	24.5	22.6
Percent of Students Retained in Fall 2013	84.3%	80.8%

Preliminary data on these efforts look promising, as shown Figure 1.c. The students who lived on campus had a higher GPA, enrolled in and successfully completed more credit hours. Their fall 2013 retention rate was also 3.5 percent higher than those who lived off campus

In putting the mandatory housing policy in place, we made provisions for housing scholarships to allow access. We also allowed for exemptions to

the policy for certain groups (e.g. married students, single parents, students who were 17 or younger, or 21 or older) and on a case-by-case basis. I will be tracking the results of these efforts closely and reporting back to you in this report next year.

Value Added

We ask ourselves about the changes we are making in our students' lives. This question can be looked at from two different vantage points. (1) Have our graduates seen tangible and intangible improvements in their lives upon exiting UNF? (2) Have our students developed the professional and core skills within their educational programs that prepare them for the future? We know the degrees that UNF students earn upon graduation increase their likelihood of being employed and increase the incomes they will earn over their lifetime. Later in this report, I will speak to two metrics that help document these outcomes. But first, do our academic programs improve students' professional and core skills? And, are these gains in skills comparable to students graduating from peer institutions. We have, over the past few years, taken significant steps to improve our assessment of these outcomes.

As a member of the national Voluntary System of Assessment (VSA), UNF administers the Educational Testing Service – Proficiency Profile (ETS-PP). Administered on a triennial basis, we test a sample of UNF freshmen and seniors to measure their performance in critical thinking and reading, in written communication, and in mathematics. In each of these categories, there are three levels of difficulty. Level 3 mathematics tests for high-order mathematical skills. Level 1 tests for the more basic mathematical skills. The resulting scores allow us to measure, (a) how well we are doing compared to peer-institutions from across the country, and (b) the difference in the skill levels between our freshmen and our seniors. This year’s results were very similar to those of two years ago.

Figure 1.d. Percent of Freshmen and Seniors Who Score at the Top Proficiency Level

Skill Being Assessed	National Sample of Freshmen at Master’s Universities		National Sample of Seniors at Master’s Universities	
	UNF Freshmen	UNF Seniors	UNF Freshmen	UNF Seniors
Critical Thinking	6	2	13	7
Reading Level 2	35	22	51	40
Reading Level 1	62	49	76	69
Writing Level 3	9	4	8	9
Writing Level 2	22	12	28	21
Writing Level 1	70	48	71	66
Mathematics Level 3	9	4	19	8
Mathematics Level 2	38	18	47	31
Mathematics Level 1	66	39	72	57

The data in Figure 1.d. show the percent of UNF students and the percentage of students from other master’s-level universities, from across the nation, that reach the proficient, at each of the three levels of difficulty, in each of the three skill categories. As these results indicate, UNF student performance exceeds the performance of students at peer institutions at all three levels of the three subtests, with the exception UNF seniors’ performance on Level 3 (most difficult) in writing. Here, UNF seniors fell slightly below UNF freshman and were below the national average. In general, the results also document that our students show significant growth as they move from their freshmen to their senior year.

To better understand the results for our seniors, we divided them into three groups (1) native UNF students, (2) students who came to UNF after completing an AA at a community/state college, and (3) students who transferred to UNF without the AA. (See Figure 1.e.) We also compared our students to the national sample for research universities. In looking at this break down, we find that seniors who completed their freshman and sophomore years at UNF performed better than any of the other groups in their writing skills, including those from research universities. See Figure 1.e. It is during the first two years that UNF focuses on developing writing skills. So the fact that students transferring into UNF after, or in the middle of these first two years, perform worse than native UNF students is not surprising.

Figure 1.e. Percent of UNF Seniors Scoring at the Top Proficiency Level by Transfer Status

Skill Being Assessed	Sample from Master's Universities	Sample from Research Universities	Native UNF Seniors	UNF AA Transfers	Other UNF Transfers	Total UNF Seniors
Critical Thinking	7	11	<i>16</i>	12	7	13
Reading Level 2	40	47	<i>52</i>	48	55	51
Reading Level 1	69	73	<i>79</i>	73	80	76
Writing Level 3	9	12	11	8	2	8
Writing Level 2	21	26	<i>33</i>	26	25	28
Writing Level 1	66	70	<i>73</i>	67	73	71
Mathematics Level 3	8	15	<i>21</i>	18	15	19
Mathematics Level 2	31	42	<i>51</i>	44	46	47
Mathematics Level 3	57	66	<i>76</i>	69	73	72

**Italics indicates group with the highest average*

When we engaged in a complete analysis of the ETS-PP data, we found that UNF native students come into school better prepared than do students from a national sample of master's institutions. We also find that, by their senior year, UNF students have made significant gains in core skills and these gains are greater than the gains found among students from master's or research institutions, except in Level 3 Writing. This exception disappears when we adjust for the fact that freshmen entered with higher SAT scores. With these results, we can easily claim that UNF adds value to the development of our students' core skill levels.

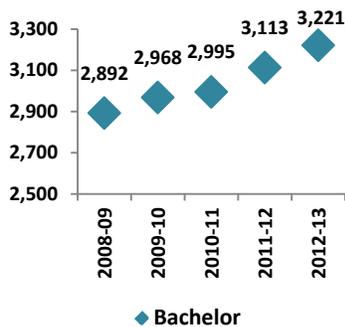
What is not surprising is that seniors in different colleges perform differently on some skills. As a case in point, students in the College of Computing, Engineering, and Construction set the bar for the percent (39 percent) of students who scored proficient in higher-order mathematics. At the same time, a greater percentage (28 percent) of students in the College of Arts and Sciences scored proficient in critical thinking.

While the ETS-PP documents our students' performance in core skills, we use a different set of metrics to assess how well we are doing in preparing UNF graduates in the specific skills and knowledge required in their major field of study. UNF has designed, and made public, an Academic Learning Compact (ALC) for each of our undergraduate degree programs. By state policy, these ALCs must define the learning outcomes for program graduates. These outcomes must address, at a minimum discipline-specific knowledge and skills, communication skills appropriate to the discipline, and critical thinking skills. The ALCs must also provide a plan for assessing and using student performance in gauging program quality. Instead of using the ALC as a way of judging individual student success, we use the results to grade the quality of the programs we are offering our students. The data collected serve to inform and document changes in curriculum and pedagogical methodologies. Examples of these ALCs can be seen at <http://www.unf.edu/oira/assessment/Exemplars.aspx>. Each year we continue to refine our ALCs and make appropriate course corrections within the programs.

Graduation Rates

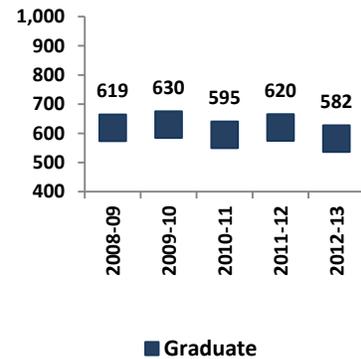
The different metrics we use in measuring college graduation rates have appropriately drawn increasing public scrutiny. The various metrics used (total degrees granted, number of degrees in specific fields, percent of students who earn their degrees, average time to degree) provide a somewhat different perspective on a university’s return on investment: How successful are UNF students in obtaining their undergraduate degrees? Are UNF graduates prepared to enter high-need and high-paid positions in the workforce? How is UNF doing in adding to the general education level in the community at large?

Figure 1.f. Number of UNF Diplomas Awarded (Bachelors)



In Figure 1.f., we can see that over the last five years, UNF has continued to grow the numbers of college graduates who are entering the local work force. Data have shown that UNF accounts for more college graduates in the northeast Florida region than UF and FSU combined. The current increase in numbers of graduates is particularly noteworthy when you consider that we reduced enrollments in response to state budget cuts, yet the total number

Figure 1.g. Number of UNF Diplomas Awarded (Graduate)

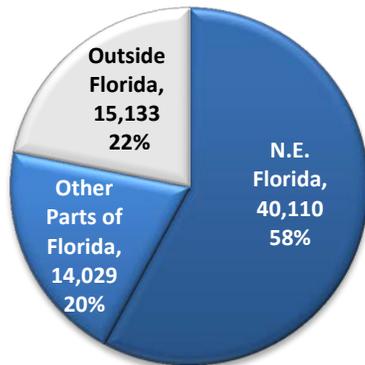


of degrees continued to climb. So while the number of students we admit have held steady or fallen, the overall numbers of degrees we have awarded has grown. This is particularly true at the undergraduate level. Unfortunately, our numbers in graduate degree production have followed current national trends where graduate degrees are on the decline – an issue America must address. (Figure 1.g.)

In looking at the numbers of degrees awarded, we also track the disciplines in which these degrees are awarded. At the undergraduate level, 32 percent of the degrees awarded have been in areas of strategic importance to the local economy over the past two years. This category includes health sciences and STEM degrees. At the graduate level in 2011-2012, 27 percent of the degrees were in these strategic areas. In 2012-2013, this number climbed to 34 percent. When we focus on just STEM degrees, we find that STEM degrees only accounted for 12 percent of undergraduate and 9 percent of graduate degrees. Our greatest gains in strategic areas were found in health professions. When looking at the distribution of the economic growth in northeast Florida, this makes sense. Interestingly, many of the STEM positions opened in this region require associates degrees or lower, as opposed to the bachelor’s degree or higher.

Even with that being true, in listening to conversations about the visions for the region that are proposed in different public forums, we may need to make a concerted effort to target the STEM fields of study in our recruitment and academic programming processes. Recognizing this, we began a special initiative this summer – The STEM Jumpstart Experience. This is a program for new students who want to major in engineering. In the intensive sessions, these students become immersed in the necessary prerequisites for engineering, helping them for the rigor of the curriculum.

Figure 1.h. Where UNF Alums Work and Live



In addition to looking at graduation rates in these terms, number of graduates, and their particular contributions to regional growth, there is another set of numbers that the state has been looking at more closely: FETPIP data on the numbers of graduates who are employed in Florida after graduation and their average salaries. (Figure 1.h.) As I have mentioned in the past, there are limitations with FETPIP numbers, because they are unable to track data from other states or for employees of the U.S. military, in or out of Florida.

But when the data are used to determine which universities have a greater percentage of their first-year alums employed in Florida, one year after graduation, the University of North Florida has been among the leading schools for the last several years. With 73 percent of recent graduates working in Florida, we had the highest percentage in the state. UNF graduates are also among the three highest wage earners in their first year after graduation. This fact is validated by (a) the fact that 58 percent of our alumni continue to live in northeast Florida and an additional 20 percent live in other parts of the state, (see Figure 1.h.) and by (b) an award we recently won as a “Best Return on Investment” college. This is an award that calculates cost of education and salary earned at time of graduation (Affordable CollegesOnline).

Building a Culture of Completion

The most commonly reported assessment of graduation rates is calculated by following a cohort of students from admission to an expected graduation date (four years, five years, or six years after entering the institution) to determine what percent of a university’s students graduate within the allotted period of time. Because so many students are nontraditional and hold down jobs requiring 20 or more hours of work per week, the six-year rate has become the most often reported rate and the most commonly used for comparisons. For students who are transferring into a four-year university from a school that awards associate of arts degrees, there is an ancillary graduation rate in which students are tracked for four years after they enter the university with the AA degree in hand. Again, because many of these transfer students work fulltime, it isn’t expected that they will graduate within four years of entering a university with their AA degrees in hand.

In using these methods, many institutions that serve the needs of nontraditional students have suggested that these students, who often enter one university in their freshman year and then transfer to graduate from another institution, shouldn’t be excluded from the first institution’s count. The student didn’t fail to graduate, the student elected to graduate from another school for many reasons, which may have nothing to do with the first admitting institution: family moves, seeking a major not offered at the first institution. People who raise this issue state clearly that the ultimate measure is that the student graduates, not that she or he graduates from the first institution they entered.

Responding to these discussions, an increasing number of universities provide a set of graduation rate percentages. In Florida, many of the state universities are tracking the percent of students who entered as freshmen and graduate from their institution within six years. In addition, they will report a second figure: the percent of students who entered their university and then went on to graduate from any

Florida public university. Those Florida schools that participate in the Voluntary System of Accountability also report the number of students who enter as freshmen and graduate within the six-year time frame from any collaborating school in the United States. These data are being used in presenting the College Portrait developed by VSA universities. Figure 1.i. provides these data for UNF over the past five years.

As you can see in Figure 1.i., UNF’s six-year graduation rates have been fairly consistent over the last five-year span. We have a mid-to-upper 40 percent graduation rate when we count those students who entered and graduated from UNF. When we expand our final count to include students who graduated from any Florida public university, the results jump to 54 percent or better. If we include students who left UNF and went on to graduate from any university across the country, the percentage of UNF FTICs six-year graduation rate climbs, ranging from 61 to 65 percent.

Figure 1.i. University of North Florida FTIC Graduation Rates

6-Year UNF FTIC Graduation Rates					
FTIC Entry Year 6 Years Later	2002-2003 2007-2008	2003-2004 2008-2009	2004-2005 2009-2010	2005-2006 2010-2011	2006-2007 2011-2012
Graduated from UNF	45%	49%	46%	49%	47%
<i>UNF’s Rank Among SUS</i>	<i>6th</i>	<i>5th</i>	<i>6th (tied)</i>	<i>6th</i>	<i>6th (tied)</i>
Graduated from an SUS Institution	54%	57%	54%	56%	55%
<i>UNF’s Rank Among SUS</i>	<i>5th</i>	<i>5th</i>	<i>5th</i>	<i>5th</i>	<i>6th</i>
Graduated from a U.S. Institution*	61%	65%	62%	65%	64%

When you compare UNF’s rate of graduation for students who enter and graduate from UNF to students entering and graduating from their admitting school throughout the system, over the past five years, UNF ranks in fifth or sixth place. (Figure 1.i.) When you look at students entering UNF who later graduate from any school in the Florida system, we rank in fifth place.

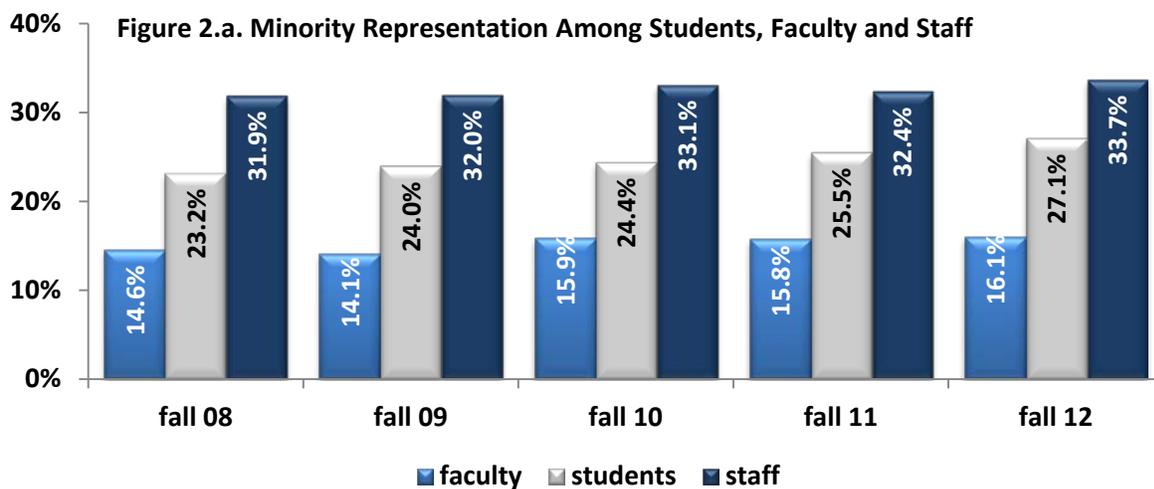
Examining the graduation rate for students who transfer to UNF with their AA degrees, we find a 69 percent four-year graduation rate. This puts UNF in third place among Florida’s public universities on this particular metric. While each of these figures helps to provide a more complete portrait of UNF, they fall short of the picture we hold for ourselves.

We can point to pride in many areas. Our students come in brighter each year. We are helping them make significant gains in their core skills and in their professional preparation. And upon graduation, these alums are being employed and paid reasonable wages. But now is not the time to stop taking bold moves in changing the trajectory of the institution. We have no desire to become another research-want-to-be. We want to fulfill our own destiny – that of a strong and well-recognized comprehensive university which attracts greater numbers of bright freshmen and sophomores who will add to the economic and cultural growth of this region upon graduation. We also have a goal of becoming a university that offers graduate degrees that address the real issues of local industries and their employees.

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

As the pundits made clear in their analyses of our most recent elections, the racial and ethnic demographics of the U.S., Florida and Jacksonville are shifting, with minority and disabled populations making up an increasing percentage of our citizenry. If we, as an institution, are to serve this region well, we must work to reflect this diversity throughout the campus and we must provide all of our students with the skills they will need to understand the individuals of all backgrounds.

Since coming to UNF, I have made diversity a major priority through programs like the Jacksonville Commitment, opportunity hiring packages, the establishment of the President’s Commission on Diversity, strengthening the Disability Resource Center and establishing the LGBT Resource Center. Each of these has made a difference on our campus.



*Faculty are tenure or tenure earning

In 2003, my first year on campus, we enrolled 21.1 percent racial/ethnic minorities in our student body. Each and every year since then, we have grown that representation, with 27.1 percent in fall 2012. As shown in Figure 2.a., minority representation is growing in the three major categories. While UNF isn’t where we might want to be based on national college enrollment and local workforce data, we can point to progress. Based on the *Chronicle of Higher Education* article published in December 2011, minority representation among faculty slightly exceeds new doctoral degrees awarded to U.S. minority graduate students, suggesting that we are matching the pipeline. Of course, we, along with all higher education institutions, have a responsibility to improve the number of available faculty members in the pipeline.

Measures of representation do not necessarily equate with measures of success. It’s important how many minorities study and work on campus, but are they attaining the goals that they held for themselves when they arrived? To answer this question for students, we look at two different sets of numbers: retention rates and percent of graduates.

As Figure 2.b. documents, there is a general pattern of increased retention among UNF’s Black undergraduate students, with some year-to-year variation in the trend. Unfortunately, we are not seeing the same trend among Hispanic students.

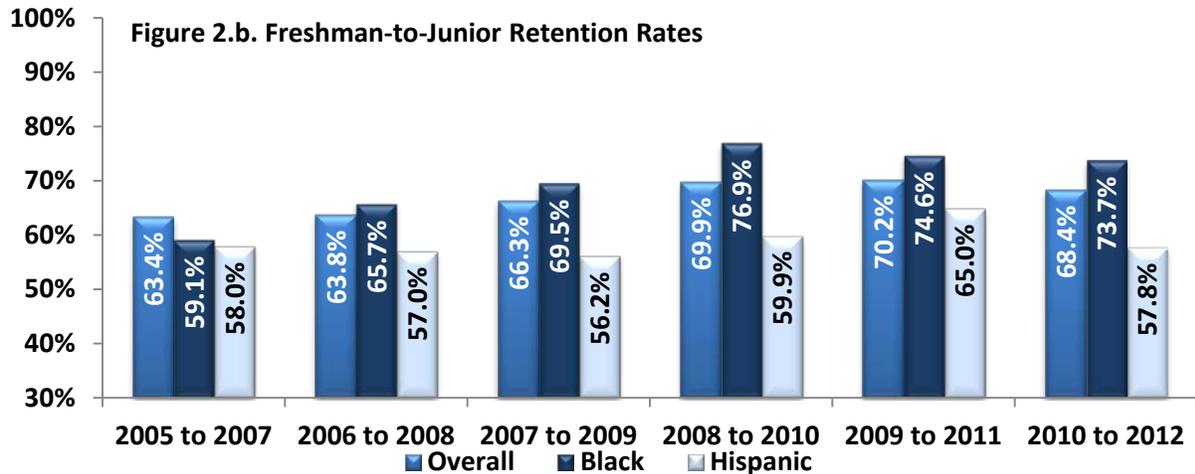
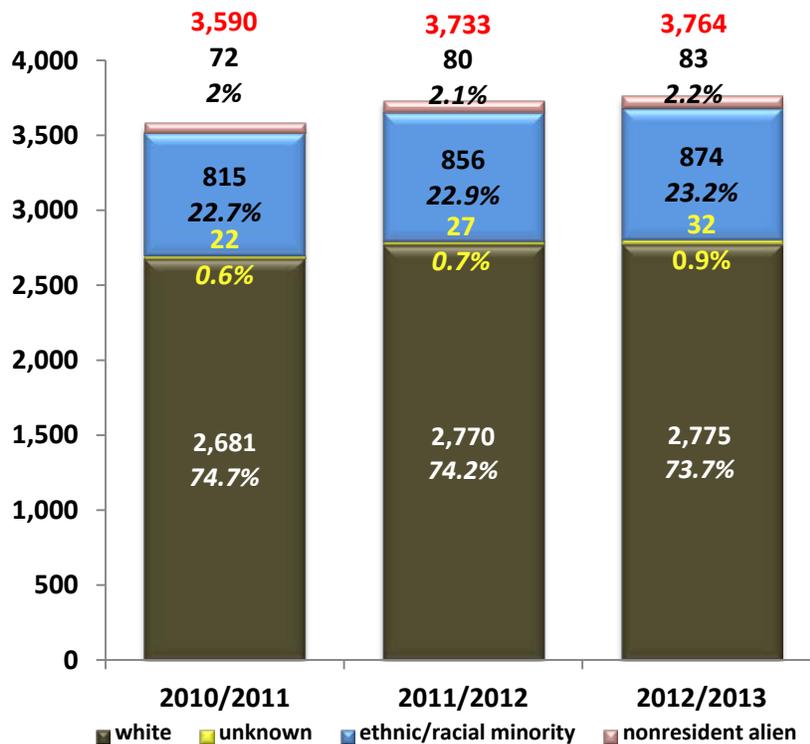


Figure 2.c. Degrees Awarded in the Past 3 Years

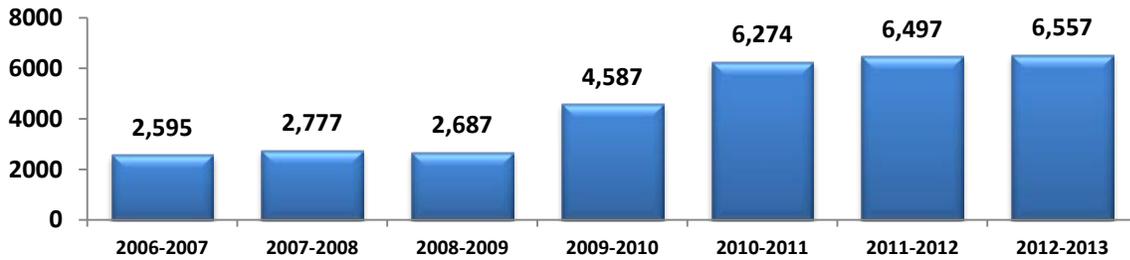


When we look at the minority representation among students receiving their degrees, we see progress over the last several years. (Figure 2.c.) In 2010-2011, 23.3 percent of the degrees awarded to U.S. residents were earned by minority students. In 2011-2012 minorities received 23.6 percent of the 3,626 degrees awarded to U.S. residents, and in 2012-2013 minority representation climbed to 24 percent. As our minority enrollments are growing, so are the numbers of minority students who are successfully completing their programs of study and earning their college degrees. The trend is moving in the direction we would want, but we still have work to do on getting the numbers higher.

Students with Disabilities

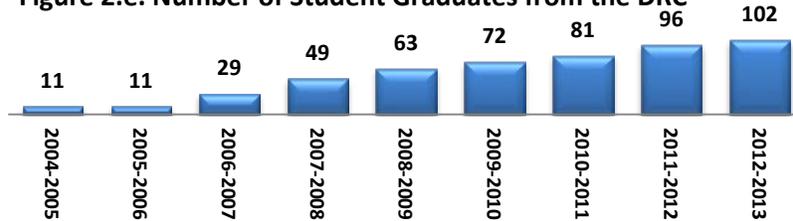
In encouraging diversity, we pay close attention to UNF's students with disabilities and our support for these students. While there is no mandate that students disclose their status as disabled or nondisabled, we use different proxies to help gauge if we are seen as a welcoming and supportive campus. Below I present three tables that help to tell the story of UNF's successes in serving this population of college students. In Figure 2.d., you can see the number of service visits to the Student Disability Resource Center (DRC).

Figure 2.d. Number of Support Services Provided by UNF's DRC



The numbers in Figure 2.d. paint a picture of an institution that made a strong commitment to improving its services to disabled students in 2008; a commitment that changed the face of the campus. Those students who were already on campus started receiving more and better services. In addition, more disabled students were selecting UNF as their campus of choice because of the welcoming atmosphere and the support they would receive while in school.

Figure 2.e. Number of Student Graduates from the DRC



With more students attending and receiving the accommodations they needed at the university, graduation rates began to climb (Figure 2.e.).

Figure 2.f. Average GPA for Undergraduates Receiving Their Diplomas

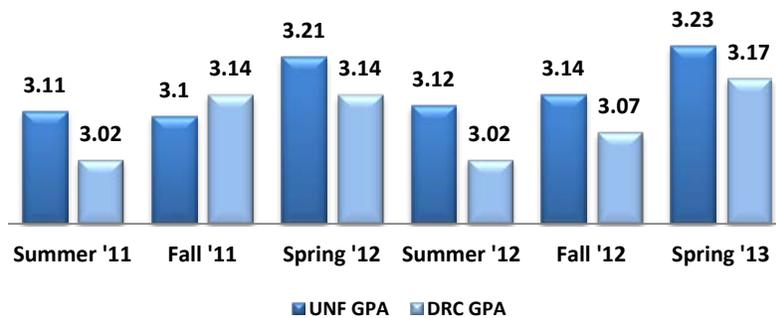


Figure 2.f. also shows that our disabled students are performing at about the same level as their peers.

Today, UNF stands as a state and national model for our work with persons with disabilities. This is a result of our efforts with matriculated students served through our Disability Resource Center and our efforts with higher functioning students with intellectual disabilities in the On-Campus Transition Program, operated in collaboration with Arc Jacksonville.

Veterans of Campus

In today's society, diversity on campus includes serving the unique needs of the U.S. veteran. This is why we are proud to have been selected as a "Military-Friendly School" by *G.I. Jobs* and *Military Advanced Education* for five consecutive years (2010-2014). With an active and vibrant Military Veterans Resource Center, UNF enrolled 1,100 U.S. veterans this past year. This center helps our veterans with their transition to campus life and to working in a variety of fields upon graduation. Sixty-five of these veterans sit in our freshmen classes and nine are enrolled in our three doctoral programs.

In some cases, these women and men come to campus needing special support services and in other cases, they just enjoy the camaraderie of fellow vets who understand their story.

Religious Diversity

In supporting diversity of faith traditions across campus, the Interfaith Center at University of North Florida, and its affiliated student group, Better Together @ UNF, were recently recognized by the Interfaith Youth Core (IFYC), a national non-profit organization. IFYC profiled the UNF Interfaith Center in a case study video released September 16, 2013. The video is intended as a training tool to help other public universities develop best practices for interfaith cooperation.

The link to the University of North Florida Case Study: <http://www.youtube.com/watch?v=aaKvmKBYc-s>

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

As you look at the numbers in the following three tables, they provide examples of a faculty that has been given the resources and the incentives to maintain active scholarly agendas that exceed the levels found at many peer institutions, albeit not at the same level as would be expected at Research I universities. These numbers haven't shifted dramatically from year to year.

Table 3.c. Two-Year Comparison in Research Productivity for the Department of History¹

Department of History	2010-2011	2011-2012
Faculty reporting	12	11
Books	3	1
Book chapters and refereed articles	5	11
Book reviews	6	6
Encyclopedia entries	3	10
International, national and regional presentations	18	31
Contracts and grants	0	4

¹ Due to the data collection cycle for faculty research, the numbers in these reports lag a year behind most of the other data provided in this report.

What the data do show is evidence of a faculty that understands the importance of research in a university focused on teaching and learning, as well as a faculty that models the discovery and application of knowledge for its student. There are, however, some places where we might expect a level of growth in sponsored research, such as engineering, biology, chemistry and physics.

Even during the economic downturn, we continued to provide resources to support the faculty's research and scholarship because I believe the university cannot and should not be reduced to a trade

Table 3.a. Two-Year Comparison in Research Productivity for the Coggin College of Business¹

Coggin College of Business	2010-2011	2011-2012
Faculty reporting	48	45
Books	9	6
Book chapters and refereed articles	76	72
International, national and regional presentations	29	32

school or a community college. It must be engaged in generating new knowledge, which encourages our students to go beyond learning the current facts as we know them today; new knowledge which seeds social and economic growth. Research and other forms of scholarship must inspire our students to answer the as-of-yet unasked questions and to apply existing knowledge in new and innovated ways. That's what will continue to give the UNF student a competitive advantage.

Table 3.b. Two-Year Comparison in Research Productivity for the College of Computing, Engineering and Construction¹

College of Computing, Engineering and Construction	2010-2011	2011-2012
Faculty reporting	30	34
Book chapters and refereed articles	72	128
International, national and regional presentations	41	45
Contracts and grants	31	51
Patents	1	1

But to fully appreciate the quality of the UNF faculty, we need to look beyond aggregate numbers and examine the productivity of individual faculty members who model the discovery and application of new knowledge for our students. To this end, I have chosen to highlight the accomplishments of five faculty members who were promoted this past year – four were promoted to professor and one was promoted to associate professor.

In March 2013, Dr. Michelle Boling, Athletic Training, was promoted from assistant to associate professor. Over the past six years, Michelle has authored or coauthored 14 different research articles on the prevention and treatment for knee injuries. This many publications over the past six years, with others soon to be published, is certainly setting a high mark for colleagues who will follow her. But it isn't just the volume of her work that I would point to; the quality of her research is also something she and this institution should take pride in. This faculty member is publishing in the lead journals in her field and her work is frequently cited by others in her profession. One of her articles has been cited in over 51 other research studies in the field. Another piece she wrote has been cited by 23 other authors over the past three years. For an assistant professor to publish this prolifically, and to be cited by her peers in their research, documents an impressive body of work in size and in quality. In addition to her writing, Michelle has also had more than \$145,000 in funded research, with one study supported through the National Institutes of Health. Of course, research is not the only measure we use in judging candidates for tenure. Michelle's students frequently assist in her research, learning skills that are not taught in the standard textbooks and she has been honored with an outstanding undergraduate teaching award.

In 2012, two faculty members in Biology were promoted to the rank of professor – Dr. Daniel Moon and Dr. John Hatle. At the time of their promotion, Dan had 36 professional research articles in print and John had published 39 articles in refereed journals. In both cases, several of the pieces of research appeared in the top journals in their respective fields. John and his colleagues, working on grasshoppers and flesh flies, are studying particular areas of the aging process. Dan, on the other hand, focuses much of his work on ecology with a special interest in coastal ecology and biology, which is one of our flagship programs. Both of these faculty members have presented extensively in regional, national and international conferences. Dan was twice awarded a Visiting Science Fellowship by the Smithsonian Institution. John's work on aging points to the fact that, at least in insects, being underweight and not giving birth may both extend lifespan. With four children and a few extra pounds, maybe I should have read Dr. Hatle's research much earlier in my life.

In conducting their research, both John and Dan actively involve undergraduate and graduate students. Thirteen of John and Dan's published studies include undergraduate and graduate students as coauthors, with the students listed as lead authors in some cases. These two professors also supervise numerous master's theses and other forms of student research. You can find their students in biology labs throughout the day and late into the evening. Not surprisingly, John and Dan have also been recognized for their teaching.

When we move from the sciences, we continue to see faculty members who are active scholars. Dr. Keith Cartwright, who was promoted to the rank of professor in English in March, is a strong example of this. Keith's two academic books have been published by the University of Georgia Press and the University Press of Kentucky. His second work, *Reading Africa into American Literature*, was selected by *Choice* as one of the "Outstanding Academic Titles" in 2003 and has been favorably reviewed in 12 scholarly journals, including *American Literature*.

In addition to his two books, Keith has also published nine chapters in books of collected works; one of these chapters was coauthored by his student. He has also written pieces for eight scholarly journals and has translated two other pieces for republication.

But Keith doesn't stop at writing scholarly explorations into the historic literature of the southeastern U.S. and the Caribbean. He is also a well-published poet with works in anthologies and poetic journals. The quality of his work has led to him being invited to deliver scholarly talks at Clare College, Cambridge University, University of Michigan, Emory, National Museum of American History, the University of Guyana and a host of professional association conferences.

In reviewing his dossier for promotion to professor, Dr. Ruth Salvaggio from UNC Chapel Hill wrote about the strength and depth of Keith's work and its influence on other scholars. She also said that his work would clearly qualify him for promotion at UNC Chapel Hill. With each of the pieces he writes and each of the national and international presentations he makes, there is no doubt that Keith Cartwright enriches his field of study and the reputation of this university.

In 1990, Ernest Boyer, an American educator, helped to redefine and classify academic scholarship. In his work, Boyer talked about scholarship of discovery. John Hatle's work on aging would fit into this category. Next, Boyer proposed what he called the scholarship of integration, bringing together information from different sources to understand relationships and develop an overall picture of some phenomena. Keith Cartwright's work on exploring the development of the historic literature throughout the southeastern U.S. provides an example of this style of inquiry. Michelle Boling's work on prevention

of knee injuries is a clear example of Boyer's third category – the scholarship of application. And, Dr. Sherry Shaw, the last faculty member I point to in talking about the quality of the research being done by UNF faculty, offers an example of Boyer's last category – the scholarship of pedagogy or building an understanding of how we teach and learn.

Dr. Sherry Shaw came to UNF in 2007 as an associate professor in American Sign Language and was also promoted to the rank of professor in March. When you cull through Sherry's vita, you find published work that defines what the curriculum for an interpreter training program should look like. There are studies on the characteristics of what makes a good sign language interpreter and the similarities and differences among sign language and oral language interpreters. There are also writings on the value of service learning in training sign language interpreters. And you find works that explore the professionalization of the field of sign language interpreting. In this instance, the faculty member is defining and documenting the best practices in the field. An Oscar Munoz Presidential Professor, Sherry has become recognized as a national expert in her field by providing leadership in setting the standards for the profession.

In selecting these five individuals, my intent was to help the Board understand the breadth and depth of the scholarship that occurs on UNF's campus. There are certainly faculty members who may not rise to the level of productivity and quality of these five individuals, but these members of the faculty are not being promoted. With some exceptions, these other faculty members bring strong instructional skills into the classroom. But the five individuals I described above bring those same instructional skills and more into the teaching-learning paradigm at UNF. These five men and women bring an appreciation for the importance of understanding past knowledge and using that as a launching pad in creating new ways to understand the world around us.

The commitment to involving students in research can be seen across campus. We have a number of biology students who are tracking the changes caused by the deep horizon spill, as noted above. At the same time, we have students studying the problems facing adolescent parents and looking for ways to ameliorate the negative impacts on parent and child. We also have students who are working on models for creating greater independence for disabled youth approaching adulthood.

Chemistry and physics students continue to be active participants in research on chemical sensor technologies, while their peers in biology are spending their research time investigating reproduction patterns in sharks, and still others are examining children's attachment to security blankets. A number of our undergraduate nursing students in the Brooks College of Health are engaged in research of Type I and Type II diabetes in children and adults. Working across international borders, undergraduate economics students in the Coggin College of Business are investigating unconventional monetary policy and bank risk.

Several of the students involved in these and other research efforts are working in tandem with peers and professionals from other universities and organizations. These include Vanderbilt, Florida State, University of South Florida, Mayo Clinic, the Florida Fish and Wildlife Conservation Commission and the South Carolina and Georgia Departments of Natural Resources.

As I have discussed in our meetings, while UNF faculty and students have been active in research, we have seen a decline in our sponsored research. In response to this trend, I directed Academic Affairs to bring in an external consultant. This consultant suggested a number changes in our Office of Sponsored Research Programs. Toward the end of this past year, a faculty committee met and developed a plan to

implement these recommendations. We also conducted a national search for a new assistant vice president to oversee this office and put the planned reforms into action. The search led to the hire of Dr. John Kantner, from the School for Advanced Research in Santé Fe, New Mexico.

Despite the decline in sponsored research dollars, we continue to engage in some impressive funded projects. Dr. Jim Fletcher continues to work with the U.S. Army on fuel cell technologies and Dr. Don Resio is working with the Department of Naval Research on the physics of deep-water wave generation. The National Oceanic and Atmospheric Administration is supporting Dr. James Gelsleichter, a national shark expert, on his research. And Dr. Heather Truelove is being supported by the National Science Foundation in her work with paddy farmers in Sri Lanka.

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

When we set civic engagement and community-based learning as major institutional hallmarks, it was a choice built on our past record and one that could be claimed as *met* when we attained the Carnegie Foundation's classification as a Community-Engaged University. Albeit, even when we met this standard, we wanted and needed to stretch even further.

As many of our inaugural faculty will recount in telling their personal narratives, when they told people they were members of the university faculty, they were often asked what they taught at Jacksonville University. And when Ellis White, the then dean of education, sent his chairs out to look for internship sites for the college's students, they were assured there would be some slots open once the school had placed their Jacksonville University and University of Florida interns. UNF was barely a blimp on the radar screen.

To prosper, we had to take the initiative to get our name out, open the doors for our students and invite the city to the campus. But this wasn't necessarily easy. We had to find time and resources and we had to overcome inertia. But it did occur over time, and as change occurred, we recognized the benefits that accrued to the university and how these changes helped fulfill our responsibility as a regional university. Our laboratory workbench began to expand across the city and, in turn, pockets of the city were benefitting because we were there. Our computer science majors, our accounting students, and our healthcare professionals had internships that gave them experiences we could never provide on the campus. We could now create accurate local economic indicators, there was more music to be heard in the city and there were professors and students helping the city understand and document its poor and homeless. We would be hard pressed to measure whether the university or the city was benefitting more. But we learned that the more these interactions grew, the better off we were as a community and as a community within the larger community.

It wasn't surprising that when we went to look for a topic on which to base our quality enhancement plan for reaccreditation, we would select community-based transformational learning (CB TL). Nor was it surprising that the 2014 timeframe we set for earning the Carnegie recognition as a Community-Engaged University actually occurred in January 2011. It also came as an honor, but not a surprise, when we were identified by the White House among universities giving back to their communities for the past two years in a row. This Honor Roll and the Carnegie recognition place us among the best institutions in the nation.

Tracking Student Accomplishment

We track student accomplishments in working with the community in a number of different ways. As many of you who have studied UNF’s Work Plan know, three of the goals we selected as UNF-specific measures include our graduate students’ increase in community internships and the percentage of both undergraduate and graduate degrees we award in areas of high community need.

Figure 4.a. UNF Work Plan Goals Abstracted

	5 –Year Trend (2006-2007 to 2011-2012)	2011-2012 Actual	2012-2013 Estimates	2013-2014 Goals	3-Year Goals (2015-2016)
Goal 1. Continued growth in graduate enrollments, as a result of support and promotion of “constellation” programs in the areas of health and biomedical science; commerce; and coastal science and engineering.					
Graduate Degrees in Areas of Strategic Emphasis	8.60%	27.58%	33.76%	34.34%	35.52%
Bachelor’s Degrees in Areas of Strategic Emphasis	0.26%	32.39%	32.63%	32.65%	32.68%
Goal 2. Strengthen support and participation in those experiential activities proven to be both transformational and preparatory for students.					
Percentage of students engaged in experiential learning activities that traditionally enhance post-graduate employment and/or graduate study opportunities (e.g.: Coops, internships, research, community, national, and international service)	3.23%	21.77%	29.9%	30.55%	31.84%

As shown in Figure 4.a., in addition to actively engaging students in CB TL, we are also sensitive to ensuring that our curriculum is responsive to community needs. Three of the most recent degree programs you approved have a direct response to the community, and in two cases are being operated in collaboration with healthcare partners: The undergraduate degree in social work has long been needed in the northeast Florida area. The requests to begin baccalaureate programs in radiology technology and medical laboratory sciences are collaborative programs in response to and with support of healthcare leaders from the region.

Next year we will be preparing a five-year report to the Southern Association of Colleges and Schools (SACS), which will detail our Community-Based Transformational Learning initiatives. The preparation of this report will be critical in maintaining our SACS accreditation.

Centers and Institutes

On campus, we have a number of centers that serve students, faculty and staff needs. At the same time, we also have centers and institutes that address community needs. For the most part, these centers/institutes are funded through the rare special state appropriation or through contracts and fees.

One of these centers is UNF’s Northeast Florida Center for Community Initiatives (CCI). This center provides research capacity to nonprofit organizations that have a need for an external review of their

programs or other data collection. This past year, CCI completed a major needs and assets study for Second Harvest of North Florida. The center also coordinated the Annual Homeless Census and Survey in collaboration with The Emergency Services and Homeless Coalition of Jacksonville. This project included CCI staff and approximately 60 UNF faculty, staff and student volunteers. Another project CCI worked on was a three-site evaluation for the March of Dimes, Florida, examining programs working with women in neonatal intensive care units (NICU). The data from this study were presented at the American Sociological Association meetings in New York. CCI also continues to be the evaluation partner with the Magnolia Project, a program to reduce infant mortality in the minority community in Jacksonville (a Healthy Start Coalition Program). These agencies would never be able to find the strength of research found at CCI if they were looking at an open contract market.

Another stellar example of our work through centers serving public need is UNF's Small Business Development Center (SBDC). In the fiscal year 2012-13, our Small Business Development Center individually counseled nearly 1,700 small business owners in its 18-county service area. The center also sponsored 148 events attended by nearly 3,000 individuals. The economic impact generated by SBDC clients was substantial. Clients reported more than 1,100 jobs created or retained, \$45.2 million in capital formation, and more than \$50 million in increased sales. Several Coggin College of Business faculty members incorporated 15 SBDC clients into their curriculum as live case studies during the year. These entrepreneurs received more than 2,100 hours of consulting assistance from graduate and undergraduate students, providing the business owners with state-of-the-art marketing and management assistance and offering students a chance to apply what they have learned in class in a real-world setting. The SBDC attracted substantial contracts and grants to the university this fiscal year and was recognized by the Office of Research and Special Programs with its S.T.A.R. award for surpassing the \$1 million mark for research and sponsored activities. The Florida SBDC Network was also recognized by the State Legislature and awarded \$4 million in recurring state funding to expand assistance efforts in international trade, government procurement and growth acceleration. The SBDC at UNF will receive approximately 15 percent of this funding in fiscal year 2013-2014.

The work of the Florida Institute in Education is an example of a university entity serving a statewide mandate to improve early literacy materials and skills. This particular center has been in operation for 30 years, providing millions of dollars of services to children in early learning centers and in school districts across the state. The history of FIE contrasts with the nascent relationship UNF has with OneJax, a long-standing interfaith community organization. Together, OneJax Institute and other sectors of UNF are joining forces to address issues of structural racism and in developing models for civil discourse in our community.

The University of North Florida also serves to enrich the culture of the community we serve. With 50 concerts and recitals this past year, there were only two weeks when you couldn't come to campus to hear world-class music. Whether you were on campus or in downtown Jacksonville, all you had to do was pop your head in the door at MOCA, the Lufrano Gallery, or the UNF Art Gallery to treat yourself to works of beauty and some that would challenge many of our social constructs. If you didn't happen to see the Michael Aurbach exhibits at UNF and MOCA, you missed a chance to see this Vanderbilt artist take on higher education administration in some large and evocative sculptures. Or you could spend an evening on UNF's campus listening to some of the leading writers and pundits of our time: John C. Inglis, *Cyber Security: Global Threats – The Next 20 Years*; George W. Grayson, *Mexico: Narco-Violence and a Failed State*; Burt Rutan: *Inspiration for Innovation and the New Race for Space*; or Doris Kearns Goodwin. UNF is the place the community comes to think.

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

As I consider our fiscal resources, I am reminded of the reoccurring sound bites coming from politicians, pundits and parents: “Tuition rates continue to climb faster than inflation,” “What are students and their parents getting for their increased investment,” “With skyrocketing tuition rates come higher debt levels at graduation time.” Federal and state leaders have told us, in no uncertain terms, that we need to reign in our seemingly insatiable desire for more money. Of course, we haven’t been getting more money. While we have been collecting more tuition, these dollars barely keep up with the decline in state support.

Figure 5.a. Increased Student Tuition Balanced Against a Decrease in UNF's State Support

Academic Year	General Revenue \$ per FTE	Lottery \$ per FTE	Tuition \$ per FTE	Federal Stimulus \$ per FTE	Total \$ Allocated per FTE	Growth/Decline in \$ per FTE
2006-2007	\$5,966	\$604	\$3,184	\$0	\$9,754	16%
2007-2008	\$5,907	\$563	\$3,188	\$0	\$9,658	-1%
2008-2009	\$5,598	\$748	\$3,549	\$0	\$9,896	2%
2009-2010	\$4,713	\$644	\$3,721	\$421	\$9,499 ¹	-4%
2010-2011	\$4,795	\$729	\$4,108	\$404	\$10,036 ^{1,2}	6%
2011-2012	\$4,340	\$806	\$4,584	\$0	\$9,730 ²	-3%
2012-2013	\$4,063	\$605	\$4,835	\$0	\$9,502 ²	-2%

¹Without federal stimulus funds, the amount allocated per FTE was \$9,078 in 2009-2010 and \$9,632 in 2010-2011.

²Each time tuition differential increases, 30 percent of the dollars collected goes to special funding for additional need-based aid. This means that in 2010-2011, \$161 of the per-FTE tuition increase went to need-based aid. In 2011-2012, \$269 of the tuition increase went to need-based aid and in 2012-2013, this figure grew to \$505.

Yet, from the perspective of the average parent and student, it certainly seems as if we should be providing more services for our students – services equivalent to the increase in tuition dollars paid. But as seen in Figure 5.a., the increase in tuition for the last several years was used to supplant the decreases in state revenue. In fact, while a student taking a full FTE load paid \$1,651 more in tuition and tuition differential in 2012-2013 compared to 2006-2007, the university saw a \$252 decrease in overall per-FTE funding during the same time period. And if you deduct the amount of money that is earmarked for need-based aid, the university had \$757 less to spend on the education of each fulltime student in 2012-2013 than we had in 2006-2007.

The dollars expended on educating a student haven’t increased for the past six years. What has changed is the percentage of the cost paid by the student. The 13 percent increase in 2012-2013 tuition differential allowed us to retain 27 faculty positions that would have been cut as a result of declining state revenues. At the same time, 30 percent of tuition differential dollars went to funding an additional 424 need-based scholarships for low income students, making the total scholarships funded by tuition differential dollars 900 and the average award \$3,151.

Recognizing the increase in student tuition that was offsetting cuts in state funding, this past year Janet Owen, vice president of Governmental Relations, Carlo Fassi, member, UNF Board of Trustees, and I joined and, at times, led our sister institutions in lobbying the Florida Legislature for greater state funding. Through these multiple trips to Tallahassee, we were able to secure a \$7.2 million increase in state funding for UNF. We also gained an additional \$700,000 through a 1.7 percent increase in base

tuition. But as you all know, this increase in tuition put us in the middle of a disagreement between the Office of the Governor and the Florida Legislature. With your concurrence and guidance, we accepted the legislatively mandated increase, without a comparable reduction in another student fee.

This was a difficult decision. But the manner in which our Board deliberated and voted on the topic, including the fact that it was not a unanimous vote, gave me pause to appreciate the quality of our Board of Trustees.

While these increased dollars don't make us totally whole, they do make the prospects for the upcoming year more promising. This includes funding for an average two percent raise for faculty and staff that you approved in the 2013-2014 budget.

Financial Stewardship

We need more money, and most likely a rebalance as to how much is paid by our different funding streams, to more fully carry out our mission. To make the best use of our current resources, we must practice cautious stewardship. As over the past several years, in 2012-2013, one of the ways we made do with less was to find greater efficiencies wherever we could. For example, by using university-issued P-Cards in purchasing \$1.3 million of materials and supplies, we saw a 33 percent increase in the rebate revenues from Regions Bank, the bank that manages this program for us. In addition to these increased rebates, we saw more than \$500,000 in savings as a result of our Purchasing Department's use of state contracts and sourcing procedures.

Following up on our move to outsource specific services when it provides an economic advantage, this year we outsourced student email storage which led to \$100,000 in savings. And we saw \$110,000 in savings on water and sewage charges, in large part attributable to a new water softening system for our cooling towers.

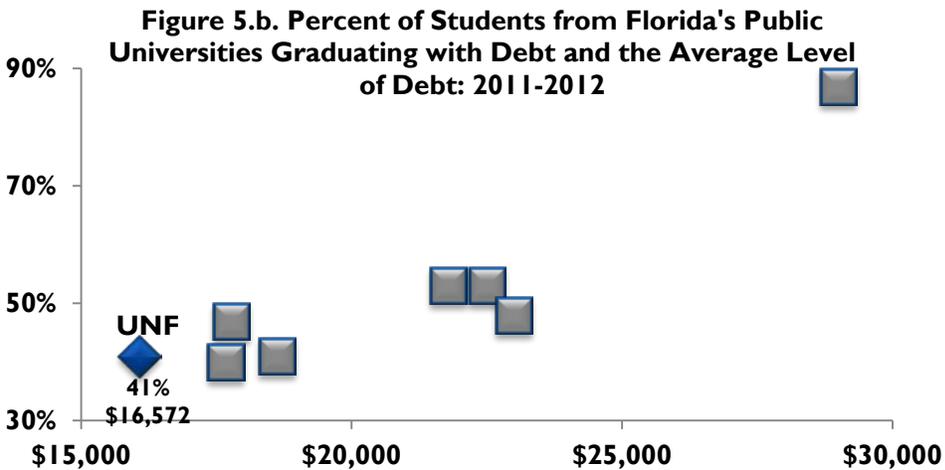
While each of the above provides an example of university-wide efficiencies, individual units found ways to reallocate resources to improve their operations. For example, Development and Alumni Affairs eliminated a director of donor communications, allowing us to hire a staff photographer. We had been outsourcing these services at a greater expense to the budget. Administration and Finance reallocated a position in property control to provide an additional security position. Administration and Finance also moved three positions from Financial Systems to Information Technology Services to create a much-needed Project Management office, and deleted a position in the Controller's office to upgrade other positions to a professional level. Academic Affairs reallocated \$200,000 from other colleges to Brooks College of Health to support increased enrollment in the college. Academic Affairs also reallocated \$84,000 of summer school monies to Brooks College of Health to bring in an extra cohort of students.

Each of these moves has saved the institution revenues and/or allowed us to use funds more wisely. They also represent a constant monitoring of personnel and expenses.

Student Loans

Prompted by you, as members of our Board, and by national conversations, we have begun to track student debt more closely. With one of the lowest in-state undergraduate tuition rates in the U.S., it could be expected that Florida undergraduates would leave college with some of the lowest debt levels in the country. This certainly is true for UNF students, as documented by the fact that in 2010-2011 only

39 percent of UNF students had loans at the time of graduation and these loans averaged \$16,572. Two years earlier, in 2008, 62 percent of undergraduates in public universities left school with student loans; for private non-profits and for-profits the figures were 72 percent and 96 percent of students left with loans respectively. The average dollar amounts for these loans were \$20,000 for public institutions, \$27,650 for non-profit colleges and \$33,050 for for-profits.



While Florida in-state undergraduate tuition rates have climbed, they still remain among the lowest in the country, as do most of the institution's average loan rates. And in this system, UNF distinguishes itself as the second lowest in the percent of students with loans and as the lowest in the average dollar amount of the loan, as shown in Figure 5.b.

With mandatory housing, our staff has worked diligently to mitigate the increased costs for need-based students and others to find alternative funding sources. While we are well positioned compared to peers across the country and in the state, we need to be diligent in helping students address their fiscal needs.

A Second Successful Campaign

Despite the financial difficulties we have had, we have also had successes. When we began our second major capital campaign, there were many people in the community who questioned the wisdom of this action. Going out to raise \$110 million dollars in a bad economy, and not that far after we had a successful \$100 million plus campaign that broke all records for northeast Florida, seemed like a risky venture to many. But to the Foundation's leadership, it was a leap of faith. Our past success indicated that the community knew the value of investing in two of northeast Florida's most important assets: a university with a reputation for quality and the graduates who would leave UNF to assume increasingly more important roles in the vitality of this community.

On December 31, 2012, we proved the wisdom of the campaign leadership's decision to move forward, despite the obstacles that challenged the campaign. On that day, we closed our campaign with \$130,425,638 raised, exceeding our original goal by \$20.4 million. The success of this campaign affirmed the community's commitment to the University of North Florida and the work we are doing.

The investments we received during this campaign will impact UNF in many ways: \$43 million in need- and merit-based scholarships for undergraduate students, allowing us to attract some of the brightest young women and men to UNF and maintain our accessibility to student's significant financial needs; \$6 million to provide much-needed fellowships for graduate students who will make significant contributions to our community; \$48 million to enhance specific academic programs and centers that are already well recognized, helping them achieve the next level; \$19 million to support faculty who have ambitious scholarly and academic agendas; and \$14 million to support additional capital projects on this campus. Each and every one of these endeavors is bound to help our campus serve as a national model in higher education.

Capital Projects

In addition to our successful campaign, we were also able to bring some needed and exciting facilities on line over the course of the year. Most notably, these include the new University Commons which houses our new student dining hall, our Faculty Association Offices and the Talon Room. The Osprey Café was inspired by a visit to the University of North Carolina-Charlotte and the Talon Room was inspired by the John Hopkins Club. These facilities have once again moved us forward in becoming a non-commuter campus with a culture of completion.

As we build UNF, we are not creating a campus for students to drive through and pick up a few classes that lead to a diploma. Instead, we are building an institution that has, and will continue to shape the northeast Florida community. And as communities change, so must we. But the changes we make must not be led by the fad of the day, although we must keep up with the technology of tomorrow. Our plan must look beyond five years or even 25 years. It must prepare our city and our citizens for decades and yes, even for centuries to come. We will look different then and that is as it should be, but our standards must never be lower. Quite the opposite, they must become more rigorous if we are to fulfill our destiny.

Moving Forward

We have, and will always have much to do to ensure that our future reflects our basic principles and builds on the past. As noted throughout this document, we have challenges ahead of us that we know about and we have made some incredible accomplishments.

After signing my contract extension, I realized that I had several years to continue guiding this university. The timeframe isn't long enough to get everything done, but it is sufficient to make some significant changes to who we are as an institution and how we serve our students and our community. With you providing leadership and governance, I am excited about these possibilities.

In keeping with our conversation at the Board retreat, I have a set of goals for the upcoming year. These goals provide indicators of where we will be spending time in guiding the university, but they are certainly not exhaustive.

Goals for 2013-2014

- Over the course of the upcoming legislative session, Janet Owen, vice president for Governmental Relations, and I will be working with the BOG, the legislature and the Governor's office to secure PECO funding for two different projects. As we move programs out of Skinner-Jones Hall, one of our biggest priorities in capital projects becomes renovating these facilities, allowing us to expand and enhance our STEM programs. In addition, we will continue our effort to secure funding for purchase of the tech park land.
- With promising results from the first-year of mandatory housing, I have directed a thorough examination of the available data sets for use in developing a new recruitment and retention plan for freshmen. This examination will look at out-of-state recruitment, an in depth study of causes attrition, and a plan for addressing these barriers to improved retention.

During the year, we will be tracking our new freshman cohort to see if at least 84 percent of our on campus students within this cohort continue with us into their sophomore year, matching or exceeding our first students to enroll under mandatory housing. Our eventual goal would be to have over 85 percent of our overall freshman class continue into their sophomore year.

We will also be tracking the 2012 freshmen to see if 75 percent of more of the students who lived in on campus housing are enrolled in fall 2014. This is our eventual goal for all entering freshmen and should lead to a significant increase in our graduation rates.

- While Edythe Abdullah, special advisor, is with us, I have asked her to work with me on development of a more detailed and active plan for recruiting minority faculty. Elements of this plan will be tested in this year's faculty recruitment process.

One of the added strategies will be more active participation with national organizations for minority faculty and institutions which have been funded to support doctoral level training for underrepresented minorities, including Southern Regional Education Board; Penn State, Cornell University and Georgia Tech funded by the Alfred Sloan foundation; and the Ford Foundation Fellowship program.

Our long term goal is to have UNF's tenure and tenure earning faculty reflect the percentages of underrepresented faculty earning academic PhDs. In 2010-2011, 7.5% of PhDs were earned by Blacks and 6% earned by Hispanics. Currently, Blacks constitute 3.6% and Hispanics make up 4.1% of UNF's tenured and tenure earning faculty. We also have 1.6% of our faculty who identify as multiracial.

- As we expand distance learning courses offered with the involvement of Academic Partnerships, Provost Traynham and I will be monitoring the challenges and successes, of this project. At the same time, we will continue to expand our fully online and hybrid distance learning offerings for UNF's matriculated students enrolled in on campus courses.
- The executive staff and I will be meeting throughout the year to define the target or ideal UNF student body. What should the academic profile and demographics of this student body be? What should (a) the mix between in-state v. out-of state students; (b) the ratios of lower to upper division to graduate students; and (c) the ratio of native to transfer students be? In the

process we will also consider initial strategies for reaching the goals we set for the university. As we work to this end, we will be guided by the principles set forth by the original Board of Trustees: focus, excellence, relevance, and accountability.

Next year I hope to report that all of these and more have been accomplished. But life will happen and we will see where we end up at that time. Most importantly, I hope I can say we are a better institution on that day than we are now. In all candor, thanks to your guidance and the work of our faculty, staff and students, this statement is true for this past year.