

ANNUAL REPORT
JOHN A. DELANEY

**July 2015 -
June 2016**

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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.

John A. Delaney Self-Report to the UNF Board of Trustees July 2015 – June 2016

As the first step in the annual presidential evaluation process, this Self-Report is meant to give you an overview of the current health of the campus by reviewing the successes we have had and the challenges we have faced in the prior year. At the same time, I will often point out areas of focus and aspirations for the upcoming year.

This year I'll begin with the core of our mission: the success of the UNF student. The report will address UNF faculty, funding and marketing and media. Throughout you will also read about our many community connections.

During the past year, as has been typical for the past several years, UNF received recognition for the quality and affordability of our education in national rankings of colleges and academic programs. We have been noted for the students we admit and graduate; the beauty of our campus and our sensitivity to its ecology; as well as our unwavering support for diversity among our students, faculty and staff. And, as you will see later in this document, these acknowledgements for our successes are offered by noteworthy publications and organizations such as the *U.S. News and World Report*, *Kiplinger's Personal Finance*, *College Factual*, *The Princeton Review* and Florida's chapter of the America Institute of Architects.

Many of these accolades are documented by our ratings on each of the criteria measured on the U.S. Department of Education's most recent College Scorecard. On this national ranking, UNF was higher than the national average for graduation and retention rates.^[1] We also had higher than average admission test scores, the average cost of a UNF education was well below the norm for public universities. And 10 years after graduation, UNF alums were earning more than their peers nationally.

In just about every national survey, UNF is in the top quarter of the schools surveyed, at worst. For a school that has only enrolled freshmen for about 30 years, that is simply an amazing accomplishment.

There is no doubt that these accomplishments are the result of the hard work of many members of the incredible UNF

^[1] Using the most recent data, UNF had a 54 percent graduation rate, compared to a 44 percent average graduation rate for our national peers.

family, including our board. While I certainly hope that my leadership played a role in some of these achievements, the greatness of this institution is rooted in a collective effort.

In stark contrast, when I look at negative outcomes, my temperament is such that they weigh heavily on me personally. My first response is to examine what I could have done to yield different results, wherever possible. It goes without saying that the news that we ranked in the “bottom three schools” in the Florida system kept me awake for several nights. My team and I analyzed all of the numbers again and again, looking for possible and relevant changes that we need to make on UNF’s campus. As you well know, throughout these analyses we found that, when UNF is measured by excellence points, we were nowhere near the bottom. However, we failed to gain points on the improvement scales, and this is what did us in — we are strong but we didn’t move up.

It is hard to take comfort in the plight of New College. It is a perennial Top 10 School in every national survey. This year, it ranks Number 4 in the US News ranking, and is perpetually a “best value school” among other rankings. It has been mired in the “bottom three” schools for 4 years. But it is not the University of Florida and has no aspiration to do so.

This is certainly not the forum for a blow-by-blow analysis on the results of this year’s Board of Governors (BOG) scorecard, but it does seem an appropriate place to delineate four challenges we face going forward. First, we must continue our efforts to address the BOG’s performance-funding system and work to improve our rankings. At the same time, we must stay true to our mission to serve our students with small class sizes and active engagement in the greater Jacksonville community. Our students should graduate with the skills they need to become productive citizens who give back to their community, wherever that may be. We must provide this region with a well-educated workforce that contributes to the economic, cultural and civic successes of the area. Our third challenge is to tell the complete and compelling UNF story in a way that conveys the many strengths and accomplishments of the University of North Florida. This community, our students, faculty, staff and you, our board, have many reasons to be proud to be aligned with this university and we must make this the clarion message, at all times. A fourth challenge is to work closely with the new leadership in the legislature to ensure that new funding doesn’t come in the form of a one-year bonus, but rather allows us to make permanent investments in an even more robust University of North Florida.

The UNF Board has consistently insisted that this university remain true to its core mission. My job is to do that, and to continue to rack up other “wins” for the school.

A University Recognized for Student Success on the Move

Over the past several academic years, the university can look to a host of accomplishments that we point to with pride: the increasing academic quality of our student body, the depth of our faculty, our improving graduation rates, our flagship programs, the increase in student research and international travel, and the growing number of internship programs, to name but a few. This past year, we have also been focused on specific strategies to increase the reputation of our graduate and undergraduate educational offerings, taking time to evaluate next steps for future growth.

Admissions Profile This past year, UNF was the third most selective university in the state system, with University of Florida and Florida State University ahead of us. We were in this position a result of our focus on improving admissions standards over the past several years. Our first-time-in college

students (FTICs)^[2] had an average SAT score of 1218 (combined math and verbal scores) and an average high school grade point average of 4.02.

While we certainly take pride in this academic profile and our ranking in Florida, over the past year we held several in-depth reviews of the SAT scores we have been using for admitting students. Up to now, our admissions requirements have intentionally focused on improving the SAT scores for two different reasons: nationally and institutionally conducted studies have shown that SAT scores are among the better predictors of overall university graduation rates. Secondly, the average fall SAT profile is often used as one criterion in establishing an institution's national ranking, which helps guide families as they select their institutions of choice.

Our review led us to engage in additional data analytics. What we determined is that, while high average SAT scores predicted institutional graduation rates, the entering high school grade point average was a significantly better preadmission-predictor of the individual student's likelihood to graduate from UNF. Hence we adjusted our analogue to more heavily weigh grades over test scores in the admission process. We targeted an average SAT of 1205, and a GPA of 4.0.

While we don't have final numbers, our best estimates put our fall 2016 average SAT at 1206 and our average entering GPA is estimated to be 4.15, compared to 4.02 last year. With this change in fall admissions criteria and an increase in summer admits, we'll move FTIC admissions from 1,623 headcount in fall 2015 to 2,020 in fall 2016.^[3] The benefit will be some extra tuition dollars, as well as other added revenue (rent, meal plan, vending machines, student fees, etc.)

We will be tracking the impact of these shifts in admissions criteria over the next several years. My sense is that we will need to continue to tweak our summer admission standards as we move forward to find what we consider the ideal balance.

Minority Profile One of the other variables we have tracked closely in recent years is our minority student enrollment. As shown in Table 1, we once again had a one-percent increase in minority enrollments for U.S. citizens and documented residents. This represents a 19 percent increase in the past 11 years, with steady growth among our Hispanic students and our students who identify with two or more races. The percent of African-American and Asian-American students has remained constant. We would, of course, like to see increases in each of these under-represented categories.

Table 1: Percent of Minority Enrollment in Fall Term

Fall Term	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Percent of Minority Enrollment	26%	27%	28%	29%	30%

^[2] First-time-in-college students (FTICs) refer to students who are taking their first college courses after graduating from high school. With dual enrollment programs, many high school students are taking college-level courses while completing their high school diplomas. Because of the age and maturity levels of these students, even if they have completed a full associate of arts degree before graduating from high school, they are considered FTICs when they walk onto UNF's campus. They are given full credit for their college credits and, at the same time, treated as entering college students, subject to regulations and policies that all new college students must fulfill. This means that they are strongly encouraged to live on campus during their first year on campus.

^[3] In staying true to our commitment to under-served students, we have admitted students who fell somewhat below the fall admissions criteria into the summer term, giving these students an opportunity to acclimate to the college setting, preparing them for the increased rigor they will experience in the fall term.

A Change in New Student Orientation Assuring student success goes beyond picking the right students; it requires providing support systems needed for academic success. Until the class of fall 2015, UNF's orientation was similar to a number of other institutions. But often this format became a running set of talking heads and the students would disengage and weren't able to absorb and retain the majority of the information provided.

After watching segments of the old orientation, I charged a team of administrators and a newly organized admissions team to redesign this introduction to UNF, with an emphasis on two clear messages: the importance of degree completion and the path to degree completion.

In this newly designed program, small groups of students engage in a somewhat shortened classroom lecture offered by one of several faculty members, followed by a writing assignment which is reviewed later in the day with an instructor from the UNF Writing Center. This writing sample is not ranked as one of their favorite exercises, but students do report it as one of their more illuminating experiences. They also take an online math placement test. Once they complete these assessments, the students are given access to an online math program that can help them progress from where they started to where they will need to be to achieve success in their chosen field of study.

We also have counselors working with students on potential majors. The students and counselors spend time looking at career possibilities, as well as the employment and earning opportunities. Our team also talks to them about financial fitness (literacy), UNF's learning expectations and the roadblocks students experience in achieving these expectations, as well as strategies to overcome those roadblocks. FTICs also learn about living-learning-communities (LLC) where students with common interests live together in a residence hall, and the advantages (10 percent higher retention rates and .5 or higher grade point averages) that accrue from these campus living arrangements.

With all of this and more crammed into the two days, time is still set aside for students to kick back and enjoy interpersonal bonding. The college experience is a time for growth and friendships, and we want to encourage that. Of course, it isn't a true college experience until the student walks across the stage and is handed a UNF diploma — that remains the focus.

Changing the Advisor's Role When you explore ways to build a more productive and successful college experience, the literature provides clear evidence that advisors play a critical role in the academic success of the undergraduate college student. The successful advisor doesn't wait for the student to call to set up an appointment. Instead, this advisor tracks the student's progress and will contact the student whenever there is a disturbing blip on the radar screen. This advisor is also looking to faculty to alert them that a given student isn't performing up to expectations. When this happens, the advisor checks in with the student and prescribes a course of action to address the problem, following up on the student's participation in the recommended activities.

While we have more work to do with advising, in spring 2016 our new advising plan led to a decrease in the number of FTIC students who were in jeopardy of suspension. In spring 2015, without this plan, 270 students found themselves meeting the criteria for suspension. In a year, the number was reduced to 177. In addition, 34 percent more students were referred by faculty through UNF's Early Alert System. Those students who were referred by their professors were 42 percent less likely to receive a D or F in the course, based on advisor and faculty interventions.

In our new system, entering FTIC students also learn that they are more likely to be retained and receive better grades when they enroll in 15 credit hours, as opposed to 12. (See Table 2.)

**Table 2: Second-Year Retention Rates for FTIC Students,
Based on Hours Enrolled**

Hours enrolled in during an FTIC student's first fall semester	Hours attempted	Grouped by Entering SAT Scores				
		1300+	1250 – 1290	1200 – 1240	1150 – 1190	1100 – 1140
	15 Hours	92%	91%	86%	92%	90%
12 Hours	88%	85%	88%	84%	82%	

Career Planning and Placement When we look at employment rates and salaries for new UNF graduates, we find that we rank high among our sister institutions, as we have for the past several years. (See Tables 3 and 4.)

When we look even more closely, we find some remarkable examples among pockets of our students. For example, according to *PayScales*, UNF was ranked at 39 out of 962 other schools for the best return on investment (ROI) for graduates with technology degrees. UNF's ROI for technology degree holders was 12.2 percent.

Table 3: Percent of Bachelor's Graduates Employed and/or Continuing Their Education During Their First Year after Graduation*

NCF 52.8%	FSU 67.9%	FAMU 70.1%	UWF 70.2%	UF 72.1%	UCF 74.8%	USF 75.4%	UNF 75.4%	FGCU 75.7%	FIU 75.7%	FAU 75.8%
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*When we look at the data in Table 3, it is important to remember that not all states collaborate on this database. Graduates who have relocated to some states such as New York and California are not included in these numbers.

Table 4: Median Average Full-time Wages of Undergraduates Employed One Year after Graduation

NCF \$24,800	FAMU \$31,100	FSU \$32,700	UWF \$34,900	UF \$35,200	FGCU \$35,200	UNF \$35,900*	UCF \$36,200	USF \$36,300	FAU \$36,500	FIU \$36,900
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*The year prior to the data shown in Table 4, our students' average first-year income was \$34,700. The increase to \$35,900 is a 3.5 percent increase, which exceeds the 3.1 percent increase in U.S. wages during the same period of time.

We can also point to our newly graduated finance students who had 100 percent employment rate, with an average starting salary of \$64,466 dollars; the high was \$101,500. Students who participated in the

Osprey Financial Group, a student-run investment fund that holds over \$1 million dollars in assets, often end up on Wall Street for their first jobs.

Despite these and other marks of success, the data show that there are other areas where our students aren't as quick to be employed or as highly paid as we might desire. This is particularly true for some liberal arts majors. Based on these data, an outside consultant was hired to address career counseling and placement.

When the consultant finished his report, Provost Traynham, Vice President Gonzalez and I came to consensus on a new organizational structure for our career placement and advising services. While we had been operating with a predominantly centralized model, we realized that if career advisors were placed directly in the colleges, as they were in the Coggin College of Business, these advisors would have greater access to students and could build internship and other pipelines specific to the students the advisor was serving. This was especially true for liberal arts majors, who were likely to have greater difficulty in gaining internship experiences and first jobs, in contrast to healthcare, education, engineering, computing and accounting majors. Recognizing this fact, we determined that we needed to place more career advisors within the college.

Our reorganization of career advising occurred at the end of the 2015-2016 academic year which means we will need to closely monitor the progress during the 2016-2017 academic year and forward.

Building a Curriculum As a comprehensive, regional university that is interested in its students' future roles in society, there are different variables we must consider in building the UNF curricula. The nature of a comprehensive university is to offer a substantial array of courses and majors to our students. Obviously, we can't offer every field of study a student might want, but we need to ensure that we offer breadth and depth in our curricula. For us this means music, art, history and philosophy will be a part of the UNF course offerings and among our majors. Few jazz musicians will graduate and find a full-time job making \$45,000 or more in their first year. But when you come to hear a UNF jazz concert or when you follow the careers of UNF alumni, Noel Friedline, or recent Grammy award winner, Paul Sikivie, you'll understand why our School of Music is one of UNF's six flagship programs. Serving as a comprehensive institution also means that we need to keep our eyes open for emerging fields.

But a comprehensive curriculum is not our sole goal. With Jacksonville as our home, it is only fitting that we are responsive to regional needs. Through three of our flagship programs, we invest in our nationally recognized nursing programs, support a growing coastal biology program and have hired a highly recognized and often cited transportation and logistics faculty. And as Jacksonville's economy continues to grow and diversify, we must be ready to support this growth.

Our new Advanced Manufacturing and Materials Innovation (AMMI) center is one such initiative. Funded by what is hopefully a first installment from the state, as well as funds from industry, the advanced manufacturing project goes to the heart of who we are as a regional university that responds to business and industry in Northeast Florida. As we begin this program, we will be approaching you for approval of the degrees to fully operationalize this effort.

Another example is your approval last year of a Master of Science in business administration. This degree provides an entryway into business or management for individuals who don't have the traditional undergraduate course of study.

Serving the region doesn't always mean supporting the somewhat more glamorous careers. This past year we approved a Master of Social Work. (See Figure 1.) This is not one of the degrees on the state's

list of Areas of Strategic Emphasis. However, when you survey social service agencies throughout the region, you will find there is major need for individuals with these credentials.

Figure 1: New Degrees Approved in 2015-2016

BACHELOR'S PROGRAMS	
BAE in Deaf Education	
MASTER'S PROGRAMS	
MS in Business Management	MS in Communication Management
Master of Social Work	
DOCTORAL PROGRAMS	
Doctoral of Nursing Practice for Nurse Anesthetist	

With limited resources, we have to be very deliberative as we expand our curricular offerings. This means that not every program recommended by faculty will pass the vetting process, which includes a

Figure 2: New Degrees to be considered from 2016-2019

BACHELOR'S PROGRAMS	
BS in Coastal and Port Engineering	BS in Behavioral Neurosciences
BS in Coastal Environmental Science	<i>BS in Information Technology^[4]</i>
BS in Manufacturing Engineering	<i>BS in Information Systems</i>
BS in Biomedical Engineering	<i>BS in Information Science</i>
BS in Medical Lab Science	<i>BS in Computer Science</i>
BS in Business Analytics	BS in Exercise Physiology
BS in Materials Engineering	BS in Medical Lab Sciences
BAE in Early Childhood Education	BS in Disabilities and Society
BFA in Graphic Design and Digital Media	BA in Communication Studies
MASTER'S PROGRAMS	
MS in Business Analytics	MS in Construction Management
MA in Deaf Education	Masters of Physician Assistant
MLSCM in Logistics & Supply Chain Management	MS in Athletic Training
MS in Higher Education Administration	MA in Sport Management
MS in Applied Behavior Analysis	MEd in Teaching English to Speakers of Other Languages
EdS in Educational Leadership	
DOCTORAL PROGRAM	
DHA Doctor in Health Administration	

^[4] Each of these computer programs is currently a track under one major. We will be seeking to differentiate these as separate majors to provide better credentialing for our graduates.

study of the regional need for the degree, likely enrollments and associated costs. In looking through the mix on the previous page, you note that there is a focus on community needs, which includes an emphasis in STEM-related fields.

Transformational Learning Opportunities Since arriving on campus, I have stressed the importance of taking students out of the classroom and putting them in the local community and beyond, and UNF has invested in this priority. Now more than ever our students are engaged in faculty-mentored research, service learning, international study, internships and a host of other Transformational Learning Opportunities (TLOs). These activities enrich the students' college experiences and frequently make the difference when our graduates are applying for graduate school or their first professional positions. The percent of students participating in these programs and the breadth of these programs has continued to grow since the TLOs inception, becoming a hallmark of the university. (See Table 5.) Our student TLOs and other community outreach programs have earned us the Carnegie Foundation classification as a Community Engaged University and we were similarly recognized by the White House.

As is true with internships, as discussed above, faculty-mentored research is another part of the overall program we are working to expand, especially in STEM areas of the curriculum. This past year, we saw examples of this expansion in fields such as biochemistry and biomedical research, coastal biology and engineering, material sciences and 3-D printing. In our move to increase research, this year we have funded 30 four-year presidential research scholarships for the most distinguished 2016 FTICs, allowing each of these students to pair up with a faculty mentor of their choice and develop an ongoing research agenda they can follow throughout their undergraduate studies at UNF.

Table 5: Percent of Students Engaged in Transformational Learning Opportunities

Year	2013-14	2014-15	2015-16	Goal 2016-17
Percent of students engaged in TLOs	34%	37%	38%	39%

The research opportunities we afford our students often lead to other outside-funded opportunities. For example, Matthew Morse, an undergraduate student majoring in chemistry, was selected to receive the prestigious National Institute of Standards and Technology's Summer Undergraduate Research Fellowship, providing him the opportunity to work at the national Material Measurement Laboratory at NIST's Gaithersburg campus in Washington D.C.

In other cases, our undergraduate student research leads to co-authored publications with faculty, such as the four articles in leading journals authored by Associate Professor Terri Ellis and five undergraduate and two graduate students. Such research also leads to presentations at national conferences such as *Big Data Prediction and Analysis: Conference on Statistical Practices*, sponsored by the American Statistical Association where two UNF students presented under the direction of Professor Pali Sen.

TLO opportunities extend across the curriculum. I am hoping that several of you have had or will take the opportunity to view the UNF student-produced sculptures that are currently installed at the beach. With the support of MountainStar Capital and the Lazzara Family Foundation, this year-long public art

installation focuses on five UNF student sculptors. As part of our TLO projects, you can also find the sculptures from some of these students and their peers dotting the UNF landscape.

We also encourage students to travel and study internationally. Part of the international study program has positioned UNF as one of the leading institutions in the United States for short-term international study programs. We also offer longer programs such as the Global MBA program in which a cadre of students from UNF, the University of Cologne, the University of Warsaw and Dongbei University in China study together for a calendar year on each other's campus.

In another international TLO program, UNF students, under the direction of former UN Ambassador and Washington advisor Nancy Soderberg, engage in what often becomes a two-stage TLO. All of the students are enrolled in a course where they study the development and impact of foreign policy. But the class also moves off campus to Washington D.C. for conversations with current and former United Nations, State Department and National Security personnel as well as ambassadors at various foreign embassies. Some of the brightest of these students end up with internships in the U.S. and abroad working for U.S. agencies, foreign embassies and non-governmental organizations (NGOs). These internships can and often do open doors for our graduates.

Small Class Sizes One of the bragging points for many schools is the student-to-faculty ratio. You will often hear numbers like 20:1 or lower offered as proof of connections between faculty and students. That may be the ratio of all-faculty-to-all-students, but when many of the faculty are sitting in research labs and only talking to their three doctoral students, the number becomes an unsatisfactory gage of faculty-to-student interaction.

Table 6: Average Course Enrollment by Student Level

Average Class Size			
Academic Year	Lower Division	Upper Division	Graduate
2011-2012	33.8	24.4	14.0
2012-2013	33.2	25.2	13.2
2013-2014	31.4	24.5	12.3
2014-2015	33.6	25.0	11.1
2015-2016	31.9	23.9	11.4

This past year, UNF had a student-to-faculty ratio of 18:1. But more importantly, in looking at the size of our on-campus sections, we find that we offer some of the smallest sections in the State University System and this is an accomplishment in which we take great pride. However, we are also working to build greater efficiency into our enrollments through better scheduling. When we have three sections of the same course offered during the day and none of them completely fills, we need to examine the ramifications of culling this down to two sections. If one of the sections is offered in the evening to meet the needs of working students, the approach we take is different. As we work to become more efficient in our scheduling through new technologies such as Scheduler^[5], we are hesitant to open too many large sections to more than 100 students, unless it's appropriate for content and manageable in workload.

^[5] With Scheduler, students can now enter the courses they need and their work hours into a system which will develop alternate schedules that fit their course needs with their time constraints.

Other Strategies in Play We certainly have much to be proud of, but that doesn't mean we stop taking steps to make the quality of the UNF experience even better. One of these steps is an increased use of Supplemental Instruction (SI), turning gatekeeper courses into gateway courses. Supplemental Instruction is an academic assistance program that uses regularly scheduled peer-guided study sessions as review periods where students in some of the most difficult courses on campus compare notes, discuss readings, develop organizational tools and even predict test items. In 2014-2015, we ran seven sections of these sessions. Based on the pilot-test results, we scaled up to having SI sessions tied to 62 courses. Forty-three percent of the students who used SI earned an A or B in these courses. In contrast, 42 percent of students who didn't participate in SI sessions got a D or F, or withdrew from the class. We'll be expanding this and similar programs (individualized tutoring) over the upcoming year.

On a somewhat different note, faculty members from each college have been employing data analytics to answer two ongoing sets of questions: (A) Who is leaving UNF because of a lack of academic success and what are the contributing factors? and (B) Who is transferring out to complete degrees elsewhere and why? Or stated a little more graphically: Why do we have students failing out and why do we have students bailing out?

We have long known that we lose students after their first year and after their second year. The largest number of students who leave after their first year have academic or other problems that make continuing difficult. Are we admitting students who lack some basic set of skills or are we failing to provide the material in a manner where it can be understood and is engaging? It might also be financial strains and the need to work that makes it too difficult to continue. Why are these students failing and/or are we failing these students? There is probably no single answer, but if we can find a way to identify individual problems we're one step closer to finding personal solutions.

The students who leave after their second year are often transferring to other institutions. They are capable students but they're moving to some other institution to complete their degree. Does this occur because we don't have the right major, is campus life not engaging enough, do they want a school with a better known reputation, or have we put some other roadblock in their way?

In his analyses of the data, Professor and Trustee Chip Klostermeyer discovered partial answers for each of the two questions we have asked. When looking at newly admitted students, Chip discovered a significant breakdown in basic communications. Our advisors were allowing newly admitted students to declare themselves as computing or engineering majors even though they had SAT scores in math that were lower than the minimum levels achieved by successful graduates. We were placing students in majors that were setting students up for frustration and failure. We obviously needed to train our advisors to check these scores and work with the students who fall below the minimum SAT math score to help them find alternative majors from day one.

Nursing provided an example as to why some students were transferring at the end of their sophomore year. Up to this point, students couldn't officially declare a major in nursing, or several other fields, until their junior year — a well-intended tradition the university started with when it first opened its doors. This meant we had a large number of first- and second-year students who had their hearts set on becoming nurses. But when it came time to apply for the nursing program, we exceeded the number of students we could serve. What makes it even more troubling is that most of the students we were turning down were certainly capable of entering the program. Many transfer to JU or FSCJ's programs that have lower admission standards. In fact, the daughter of my next door neighbor did exactly that after failing to be admitted to our program. This commitment to academic excellence hurts our graduation rate.

What do we do at UNF to remedy this? There is a limit on the number of nursing students we can admit because of practicum placements, availability of nursing faculty and other related variables. One option we need to consider is admitting students in their freshman year to the nursing program at a scale commensurate with the number of students we'll be able to educate at the upper-division level, accounting for some degree of attrition. This is one tactic to better retention and graduation rates.

As I have stated before, our data analytics won't uncover a single or simple solution. But we can develop multiple solutions for several of the problems we uncover. And we are seriously engaged in the hunt for these answers.

The UNF Faculty

In setting our budgets, we have continued to support national searches to replace faculty who have left and to fill new lines where demand is particularly heavy. In fall 2015, 61 teacher-scholars joined the UNF faculty. Some of these "new hires" with a track record of success, who interviewed for and secured tenure-earning lines were actually formerly UNF visiting faculty. These 61 new hires included Dr. Mark Dawkins, the new dean of the Coggin College of Business. We begin the year with our new dean in the College of Education and Human Services, Dr. Diane Yendol-Hoppey.

Table 7: Distribution of UNF Faculty over the Past Five Years

Rank	Tenure Status	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Professor	Tenured	109	113	128	135	147
	Tenure Earning	2	2	2	1	1
	Non-Tenure Earning	1	1	1		
Associate Professor	Tenured	158	152	155	161	160
	Tenure Earning	6	6	7	6	4
	Non-Tenure Earning	1	1	2	1	1
Assistant Professor	Tenured	1				
	Tenure Earning	145	148	128	129	135
	Non-Tenure Earning	27	21	23	15	10
Instructor	Non-Tenure Earning	106	102	103	103	105
Lecturer	Non-Tenure Earning	19	19	20	18	20
Grand Total		575	565	569	569	583

Because of the number of new hires, resulting from a shift of visiting to permanent faculty, retirements, faculty accepting positions at other institutions and faculty being encouraged to seek other positions before likely unsuccessful tenure reviews, the 61 new hires expanded the overall size of the UNF faculty by 14. In looking at the overall composition of the faculty, we see fewer visiting faculty and an increase in new assistant professors. Through the tenure and promotion process, our ranks among full professor increased. However, even with the 26 promotions to associate professor, we ended up with slightly fewer faculty members holding this academic rank. With a reasonably stable student body, it makes sense that our faculty numbers would reflect the relative same level of stability. But these hires have

allowed for some reallocation of positions and a different makeup in the composition within the academic ranks of faculty.

Of the 61 members joining the faculty in fall 2015, 15 were in STEM fields including five physicists, three chemists, three biologists, two computer scientists, one engineer and one mathematician. Not surprisingly, the College of Arts and Sciences, the largest college in the university, had 27 new positions, the largest number of hires. The College of Education and Human Services had 13 new hires. Twelve of the new hires were in the Brooks College of Health, with 10 of these in the School of Nursing. The Coggin College of Business added six new faculty, including Dean Dawkins. The College of Computing, Engineering and Construction added three new faculty members. At the time of this report, final numbers were not available for fall 2016.

Quality of Faculty As mandated by the BOG and university policy, faculty members are evaluated by students enrolled in their courses every term and annually by their department chairs. There are also points in an academic career when a faculty member's teaching, scholarship and service are closely scrutinized by (a) peers within their department, (b) an external expert in their specific area of study, (c) a panel of faculty from across the university, and (d) four levels of university administration. In these reviews, there is a reexamination of every annual review received, all of the faculty member's publications or other works of scholarship, the faculty member's record of service to the institution and professional communities, and complete documentation on the faculty member's work in formulating and teaching courses, including the entire collection of student ratings while at UNF.

The first of these reviews occurs when an assistant professor applies for tenure and promotion to the rank of associate professor. Faculty members have one opportunity to go through this review. Should they fail to meet the expected standards, they are put on a one-year terminal contract. The second major review occurs when an associate professor seeks promotion to the rank of professor. If faculty members fail to meet the required criteria for this promotion, they may seek to have follow-up reviews when they feel their dossiers better meet the detailed criteria. These rites of passage are taken very seriously by the academic community.

In March 2016, upon the provost's and my recommendation, you awarded tenure to 26 faculty members. A 27th candidate was denied tenure by the university committee, a decision that was upheld by the provost and me. This rate of passing the tenure review is not surprising. First, we are careful in our hiring practices. Secondly, when faculty are struggling with the quality of their teaching or with beginning a scholarly agenda, they are given ample warning and may choose to leave the institution before they get close to the tenure decision period.

When we look at the question of teaching, we use multiple measures, including a standardized assessment instrument completed by students each term. The average rating over several years for the faculty across the university is 4.26 on a 5.0 scale. The average rating for the faculty members who were promoted to the rank of associate professor was 4.42 over the past two terms. The two highest ratings for this group were 4.85 and 4.83. The lowest rating was 3.85. In addition to these student ratings, it is worthwhile reporting that several of the faculty promoted had received Outstanding Teaching Awards in prior years.

Among the newly promoted associate professors, we find a group of faculty members who have demonstrated their ability to publish quality research and scholarly articles. As you would expect, the topics of this research span the academic spectrum: *Exploring the relationship between [public school] students understanding of conventional time and geologic time; The differential effects of initiatives and*

voter referenda and voter turnout in the United States; Power and character in Plato's Hippas Minor; Streptococcal Protein G enhances antibody binding to platinum surfaces; Challenging the status quo on the front lines of Title IX; North Florida in the Cuban literary canon: Contact zone, chronotope, and liminal space; Homo and heterometallic manganese triangles: New single molecule magnets and probes of magnetic interactions an spin frustration effects. (*coauthored with UNF students)*

Some of these young professionals are off to a strong start on building a national reputation for themselves. Several are also actively involving their students in their publications and national presentations.

In the case of music and art faculty, they are appearing in exhibits or concerts as soloists across the United States: The Heart Gallery of Alabama, Lyda Rose Gallery – Birmingham, Alabama; Low Gallery – San Diego, California; Kauffman Center of Performing Arts – Kansas City, Missouri; Kingwood Summer Opera Company – Kingwood Texas.

In March, the university approved eight faculty members for promotion to professor, one candidate was turned down. Three members of the Thomas G. Carpenter Library staff were also promoted to university librarian, the equivalent of professor.

If you look at faculty members who have already gone through the tenure and promotion process achieving the rank of associate professor or professor, you will continue to see markers of success. For example, Dr. Debra Murphy, chair of the Fine Arts Department, won the award for excellence in teaching from the Southeastern College Art Conference. Dr. Jim Gelsleichter, director of the University of North Florida's Shark Biology Program and associate professor of biology, has been recognized nationally for his work with sharks. He has appeared on national television, and was re-elected to another five-year term on the Board of Directors of the American Elamobranh Society. Dr. Gelsleichter has also been awarded five federal research grants. Dr. Judith Rodriguez, chair of and professor in the Department of Nutrition and Dietetics, was given the Medallion Award from the Academy of Nutrition and Dietetics. These are but three examples of many noteworthy accomplishments of our faculty.

Faculty Work Assignments We have a strong and committed faculty. Some are incredible teachers in the classroom; some are strong in involving students in community-based learning. And some are noteworthy researchers. And many demonstrate strengths across each area.

One of the things we have started to do is to ensure we are using these talents to our students' and our institutions' greatest advantage. Our strongest teachers need to be recognized as such and placed in the classrooms where they can make the biggest difference. These faculty members need to be used in lower-division classes, helping students experience success as they start their college careers. Our strongest teachers should also be teaching the gatekeeper classes, helping convert them into gateway classes. These same individuals need to be rewarded and supported for their skill in teaching as much as our strongest researchers. Their annual assignment and evaluations and their road to achieving the rank of professor needs to reflect their talents and their contributions to this institution. At the same time, the strong researcher's skills should play a part in their annual assignments and evaluations, as well as how they connect to our students. There is no doubt that we can do a better job of putting the right people into the right seats on the bus. However, this will challenge some long-standing traditions and will require faculty buy in.

As we work on this issue, we also need to increase our efforts to recruit a more diverse faculty.

UNF Funding

As the members of the board know all too well, funding for higher education since the 2008 Recession has not been positive.

At \$155,364,836, our recurring allocation was better than we anticipated, due to \$1.5 million we picked up as a result of the in-state to out-of-state mix among our student body and the \$855,000 we received in new base funding to support the Advanced Manufacturing and Materials Innovation initiative.

Realizing the mercurial nature of the performance-based funding formula, we had planned for the possibility of losing this yearly “bonus” by setting aside past performance-based funding dollars in reserves, committing none of these to recurring expenses. These precautionary steps, our ability to save \$2.2 million as a result of strategic sourcing of contracts, and savings of \$200,000 in energy costs allowed us to build a solid, albeit not ideal, budget for the upcoming year.

The news was considerably better when we look at the \$11 million Public Education Capital Outlay (PECO) funding to fully fund the \$30 million needed to renovate Skinner Jones Hall. At first, this and some other university projects were cut to balance the overall PECO budget. With strong lobbying, we were able to restore these funds. In working with the Governor’s office on other issues, we were also able to position ourselves to avoid a veto of this line item. I think we can count this as a significant win in both allowing us to move ahead with a much-needed capital project and in working well with the legislature and the Governor’s office. We remain one of the few universities never to face a gubernatorial veto under Governor’s Bush, Crist and Scott.

The funding to establish the Advanced Manufacturing and Materials Innovation (AMMI) initiative also came as the result of walking the halls of the Florida Legislature and building the case for the impact UNF could have on local industry. While we will need additional state funding to get this up and fully operational, we see the \$855,000 as a significant down payment to this partnership among the state, the university and private industry: Johnson & Johnson (3D printing lab); TESCAN (a manufacturer of state-of-the-art electron microscopes); and Shimadzu (a manufacturer of testing and research equipment used in materials testing and quality control across science and manufacturing disciplines.)

In addition, we have been overwhelmed by the letters of support and programmatic links from entities such as Boeing, Crowley, Saft Battery, Goodrich and many others, where our students are receiving invaluable on-the-job experience.

Members of the faculty, Vice President Janet Owen and I have been working long and hard to move this potentially game-changing project forward.

Sponsored Research While the AMMI initiative is a major project in seeking sponsored research dollars, it is certainly not the only one. Over the past three years, we have seen grant awards increase. At the same time, there has been a trend in increasing grant expenditures. From 2013-2014 to 2015-2016, awards increased by \$2.5 million and expenditures by \$2.9 million.

While improving, these latest numbers still remain small compared to major Research I institutions. But they point to the fact that there is a place for sponsored research at an institution such as UNF.

Table 8: Grant Awards and Expenditures

	2013-2014	2014-2015	2015-2016
Awards	\$9,153,230	\$10,777,658	\$11,676,001
Expenditures	\$6,552,490	\$8,127,107	\$9,411,885

One of the questions we need to focus on as we expand our research program is how do we optimally tie it to student and regional needs, as we are doing with the AMMI initiative. A second question we need to grapple with is how large do we want this part of our enterprise to grow. One number we have been kicking around in some initial planning sessions sets a target of \$30 million in annual awards. Getting to a number such as this will demand working more closely with the State Legislature and others. It also demands that we consider the alternate faculty assignments I alluded to earlier in this document.

As one example of the awards we received this year, I would point to a recent National Science Foundation (NSF) award to Drs. Matt Gilg and Jim Gelsleichter, UNF biology faculty. The NSF grant was given to continue an intensive summer research internship for undergraduate students to study coastal ecosystems.

Drs. Daniel Santavicca and Karl Berggren, researchers in the Departments of Physics at the University of North Florida and the Massachusetts Institute of Technology, were awarded a three-year collaborative research grant by the NSF to better understand and improve a type of ultra-sensitive, ultra-fast light detector. This detector is based on a superconducting wire with a nanometer-scale cross section. These detectors have important applications in fields such as space communication, molecular sensing and quantum cryptography.

Dr. David Courtwright from UNF's history department, was awarded a National Endowment for the Humanities grant designed to bring humanities scholarship to the general population. Dr. Courtwright's award, which supports a book project explaining the worldwide increase in addictive behaviors, was among the first made under NEH's new Public Scholar Program, which was created in 2014 as part of "The Common Good: The Humanities in the Public Square," an agency-wide initiative that seeks to bring humanities into the public square and foster innovative ways to make scholarship relevant to contemporary life.

Dr. Bill Dally, a UNF associate professor of civil engineering and member of the Taylor Engineering Research Institute, was awarded an NSF grant to develop an amphibious, remotely operated vehicle (ROV) for coastal research and education.

These grants point to the facts that some of our faculty members have a student focus in their research, some are working in collaboration with other larger institutions, our institutes and centers are also capturing major funders' attention, and some are being funded beyond the STEM areas.

UNF Foundation One of the other sources of funding the university relies on is the UNF Foundation. In working with invested community volunteers and a professional staff, the UNF Foundation seeks to raise

money to support a number of different endeavors, including several scholarship programs that support students with high financial needs and students with high academic potential.

In 2015-2016, \$2.3 million in scholarships was provided to UNF students through the Foundation, a \$215,108 increase over the prior year. Another \$172,893 was provided as fellowships.

Also in 2015-16, the First Generation Matching Grant Program awarded \$446,726 through 313 scholarships to students who were the first in their family to attend college. A number of Florida universities have not been able to meet their private fundraising match; UNF has hit its quota every year.

The largest single investment for the year was \$5 million from Ann and David Hicks, which has been added to a prior \$2 million gift to fund the creation of the Hicks Honors College. This gift, along with additional resources dedicated to the Hicks Honors College, can change the face of the university by attracting high-performing students to a college that offers them incredible opportunities to work with like-minded students, engaged in a rigorous curriculum.

Table 9: Past Two Years of Foundation Reportable Giving

	2015-2016	2014-2015
Cash – Endowment	\$6,260,375	\$4,095,536
Cash – Non-Endowment	\$7,141,432	\$5,593,225
Documented Pledges	\$4,465,618	\$4,181,205
Planned/Deferred Gifts	\$3,878,998	\$3,175,310
Grants	\$667,378	\$337,068
Non-Gift Revenue	\$227,502	\$433,509
Total	\$22,641,303	\$17,815,853

As can be seen in Table 9, this past year we experienced a growth in every gift category, except non-gift revenue. Until recently, I used to target the need to raise privately about \$1 million every month. In fiscal 2015, that approached \$1.5 million per month. For Fiscal 2016, that nears \$2 million per month. We are off to a good start for Fiscal 2017 already with an approximately \$5 million gift to MOCA.

Future Funding In addition to sponsored research and private investments, to develop and grow the University of North Florida and to meet the educational needs of our students and this region, it is imperative that we have a stable source of recurring funding. Our recent conversations with Senator Negrón and our desire to work more closely with Governor Scott and the Board of Governors, as they examine models for future allocations, provide us reason to be hopeful that future funding from the State Legislature will be recurring dollars in areas where we have need. The pendulum will eventually swing back.

While we have and will continue to put in place those strategies that will move our metric scores in the right direction, as long as there remains a bottom three in the current performance model, few schools in the state system can rely on performance-based funding as a source of recurring dollars and must budget these revenues as non-recurring income. It is recurring dollars that are needed to build the sustainable programs necessary for enrollment growth and sustainable program improvements, and other than UF and FSU, there essentially has been no new recurring funding for the other state universities for most of the past 8 years.

Telling the UNF Story

In our current drafts of a proposed strategic plan, we point to the importance of telling the UNF story to various stakeholders, including perspective, current and former students, our own campus community, the regional community we serve, and the broader educational community. There is no question that we have a compelling narrative to share with each of these groups.

Over the last year, the University of North Florida has continually been recognized by significant and well-respected organizations and is showing up on nearly every national college ranking. Increasingly, based on these college ratings, UNF has been proving to be a high-caliber education destination and a great place to study, live and thrive. During this past fiscal year, UNF had approximately 10,000 media hits. Some of the top media outlets included the *Today* show, *Good Morning America*, Forbes, POLITICO, MSNBC, BBC Scotland Radio's *Newsdrive*, ABC News, CBS News and the Associated Press, to name a few.

But spreading the full story can be difficult when the general public compares Regional Comprehensives against Research I institutions, without a complete understanding of the different missions and the different student bodies attending these institutions. This is, of course, exacerbated by news articles about being among the bottom three institutions on a state performance rating system. As I pointed out above, New College is particularly hurt. But it is a reality with which we live. And it leads us to two courses of action: We must continue to broadcast loud and clear a factual recounting of our many successes. We must also work diligently to fully apply best practices to move our numbers up, while making sure that the public knows it's not our graduation or retention rates that place us at the bottom, but rather our inability to make annual increases to what are considered nationally to be robust graduation rates for regional comprehensive universities located in major cities. Our numbers compared to peer schools simply put us toward the top in about every category.

As we think of our internal and external narratives, we must make clear the value of a University of North Florida degree, employability and income. We must also help students understand the quality of education they will receive on UNF's campus – small classes, life-changing TLOs, and one-on-one contact with their professors. As I well know from my former political life, UNF is known by every successful political figure, UNF has the responsibility of defining itself and ensuring that the definition we use is backed up by solid data.

Eight Recent Rankings that Help Tell the UNF Story

- The university has been named to *Kiplinger's Personal Finance's* list of the Top 300 Best College Values of 2016, which highlight public schools, private universities and private liberal arts colleges that combine outstanding academics with affordable cost. UNF earned spots on the magazine's list of best values in public colleges for in-state and out-of-state students. This is the fifth consecutive year the university has been recognized by Kiplinger for its public college value.
- The Coggin College of Business is one of the nation's most outstanding business schools, according to *The Princeton Review*. The company features UNF's Coggin College of Business in the new 2016 edition of its annual guidebook, "The Best 295 Business Schools." This is the ninth consecutive year the Coggin College of Business has earned this recognition.

- For the fifth consecutive year, *U.S. News & World Report* named UNF a “Best Regional” university in its 2016 edition of “Best Colleges,” which includes rankings and data of more than 1,370 schools nationwide.
- The U.S. Department of Education released its College Scorecard system, with the university rating above average on annual cost, graduation rate and salary after attending. The impressive College Scorecard news came as UNF welcomed its fall 2015 class, boasting an average high school GPA of 4.02 and an average SAT score of 1218.
- UNF has ranked among the best colleges across the country in a new ranking published in *USA Today* by College Factual, a trusted online resource that uses customizable tools and outcomes-based rankings systems to guide students through the college selection process. The university is ranked as one of the best colleges in Florida for the money and among the best colleges in the state. UNF was ranked No. 7 statewide, up three spots from last year, as one of the 2016 “Best Colleges for the Money.” And new this year, the university was listed as one of the 2016 “Overall Best Colleges” in the state.
- For the seventh consecutive year, UNF is one of the best colleges in the Southeast, according to *The Princeton Review*. The nationally known education services company recommends UNF in its “Best in the Southeast” list for 2016. Only 140 colleges and universities in 12 Southeastern states made the “Best in the Southeast” list for 2016. The list is part of the company’s website feature, “2016 Best Colleges: Region by Region.”
- Affordable Colleges Foundation, a leading resource for online learning and college affordability information, published its ranking of 2015’s Best Online Nursing Schools, charting the University of North Florida No. 3 in the country. UNF is the only public university in Florida to make the list.
- The University of North Florida was named to *Kiplinger’s Personal Finance’s* 2015 list of 100 best values in public colleges for the fourth consecutive year. The ranking cites four-year schools that combine outstanding academics with affordable cost.

A Closing Note

The academic calendar provides me with a number of traditional opportunities to pause and reflect on what this institution has accomplished over the year. The first of these events is convocation when we welcome the newest members of the UNF faculty and honor current faculty who have been identified for their outstanding teaching skills, their service to the community and their research and other forms of scholarship. We also stop to thank members of the UNF community who have made significant contributions to international study and building a more diverse campus. Each year, I also get to award more than 3,500 diplomas to students who have earned a UNF degree and are heading into the workforce or onto further graduate-level study. In the spring term, we also pause to honor first-generation college students and graduates who have changed their lives and often the lives of those who will follow after. These and similar activities are always noteworthy moments in the life of a college president.

These, of course, are but a few of the many activities that fill up the year. Well before the legislative session began this year, Vice President Owen and I were on the road meeting with key legislators in their home districts, building support for UNF initiatives and, at times, discussing legislation that could hurt

higher education and our own institution. As part of this effort we spent time with members of the Northeast Florida delegation discussing how we could work together to support the university and the region in the upcoming session.

During session, we also spent a great deal of time walking the halls of the Florida Legislature, discussing issues with the House and Senate presiding officers, budget chiefs, chairs of key committees and our own local delegation. In Tallahassee, I also had opportunities to meet with Governor Scott and his key budget and educational staff, as well as Cabinet members. Throughout the year I kept in personal contact with Chancellor Criser and members of the BOG leadership. As part of this entire process, I took definitive steps to build better communication with the Governor and strengthen my friendships with the Chancellor and members of the Board of Governors.

At the end of the session, Vice President Owen and I began to talk with Senator Negrón, Senate President-Elect. As any of you who lobby on behalf of your organization know, that communication with key legislators must begin before and continue during their ascendancy. An open and affirming dialogue is necessary before any progress is to be made.

One of my other key roles, this and every other year was to foster ongoing connections with prior donors and build new links with prospective investors in UNF. As the numbers discussed earlier in this document, we have been successful in increasing our Foundation revenues. What those numbers don't indicate is that the increase in dollars translates into a larger donor base: 10,051 in 2014-2015 and 11,376 in 2015-2016.

Working with major investors understandably takes a great deal of time: building trust, developing an understanding of what UNF means to our students and the community, and finding a project that joins the donor's interest with the needs of the university. Our work with Ann and David Hicks on funding an honors college began by building on strong, existing ties nurtured over my years as president and before. It also involved significant effort over the past year for both Ann and David Hicks and members of our leadership team, including myself. The time we spent together was rewarding and helped us to more clearly define how this gift will be used to change the university. Donor cultivation plays an important part in my role as president. Ann has now traveled with several Vice Presidents and me to visit two highly ranked Honor's Colleges, to develop the best model for UNF. We are scheduling a third visit next month.

Relationships with the regional and statewide communities also bring significant benefits to the university. That is why I willingly took on the role of chair of the Chamber of Commerce and the President of the Florida Association of Colleges and Universities. It is also why I served as moderator in the One Jax, WJCT and Human Rights Commission Civil Discourse series and as a member of the Jacksonville Civic Council Board. In each of these and the other civic roles I hold, I am able to position the University of North Florida in a community leadership role and help impact important local and statewide policies.

When there is bad news on the campus, if at all possible, I must be the spokesperson who ensures that the story is told completely and that supports those who have been most impacted. When there is a victory, I get the joy of being the institution's number one booster.

When major decisions go well, it is my responsibility to shine the spotlight on the entire team that contributed to following the course we chose. When other decisions don't work out as planned, I have the inevitable responsibility of determining what went wrong and taking corrective action.

At the end of the day as I consider the hours worked, the crises that occasionally come to pass, the many accolades that are rightfully given to UNF, the lives that we help mold and our many contributions to northeast Florida and beyond, I count myself very fortunate to hold the position with which you have entrusted me.

Throughout all of these different roles, I am well served by an executive staff that knows their individual roles and will come to me when the significant decisions have to be made. I need to trust in their skills; encourage their willingness to challenge me; and be certain of their loyalty to the institution, our common-held mission and this administration.

Ultimately, to be effective in carrying out each of these roles, I must also rely on a solid working relationship with you, our Board of Trustees. If we're not working well together, we cannot move this institution forward.

In closing, just a few weeks ago I gave a fifth degree to a member of my family. My youngest daughter is now a nurse. When I include the degrees given to the children of close friends and some of my godchildren, it is clear that I have complete faith in what this institution is and what it does.