ANNUAL REPORT

JOHN A. DELANEY

July 2017

May 2018

Executive Summary
2017-2018 Annual Goals
for
John A. Delaney

Starting on page iii, you will see a table that summarizes the 13 targets I set for this year. In this table you will find (a) the annual target, (b) the source(s) from which I drew that particular target – the current UNF Strategic Plan or the Board of Governors Performance Based Funding Metrics. Next you will find (c) the criteria set for this target and, (d) the results on whether the target was met or not met. Eleven of the targets were met or exceeded the goal.

Meeting the goal on Annual Target 12 is an ongoing process which requires final ratification of the faculty's collective bargaining agreement.   On Annual Target 11 we failed to meet my goal of increasing research expenditures by 5 percent. In the nine month comparison period, contract and grant expenditures increased by 1 percent. While there is a rush to spend money in the last two months of the fiscal year, it is doubtful that we will hit the 5 percent mark at the end of the fiscal year. But we certainly did well and exceeded our expectations on the other markers.

Following the table of accomplishments is a narrative on the performance in each area measured. Yet, even with these short explanations, the report leaves out important and telling details that would demand a fuller narrative. For example, while we continued to increase the ethnic/racial diversity among our students, I am proud that we have done so for every year since I arrived on campus. Yet there is so much more to the story about diversity on this campus that I would like to share with you – the accomplishments and the challenges. The same is true about our student profile and for each of the other targets. Numbers are certainly an efficient way to communicate, but they can't tell the full story of the complex operations of the university – a story well worth exploring.

While I feel good about the management of the annual targets and am happy to present the results, I feel as if I have failed to give you an overview of what this year has been like. What I can tell you is that many of the literally hundreds of numbers we use to look at ourselves are good and speak to a university on its way to meeting its overall mission. And I can tell you that I find the narrative of the year even more intriguing.

In late April, I was giving a presentation to the Executive Class for Leadership Jacksonville at White Oak Plantation. White Oak was owned by a New York paper magnate who turned the vast property into his own private and magnificent zoo. I was contacted by a 20 year White Oak researcher who wondered that since I would be there, if I would be willing to visit her lab there. Her doctorate is from London and she consults with zoos internationally while based at White Oak. On the drive across the preserve she told me of the depth of the partnership and White Oak has with our Biology department. White Oak actually has a lab on our campus. Much of the work done in both labs is actually done by UNF student interns and volunteers. This next part was news to me: rather than drawing blood from the animals, scientists actually can test the animal feces or dung and get the same markers that blood does without the intrusiveness

of a blood draw. I asked her on the way if she liked the quality and preparation of the UNF students. "Oh my gosh, Yes!! And for all twenty years!" was her reply. She then introduced me to some of the interns and they were indeed impressive. In just the past year, three have gone on to Vet school—Vet schools are the most difficult programs to get into nationally. Data tells part of the story; stories provide the color illustration.

In closing these remarks, I need to thank you the board for your support over this past and prior years and express my unbounded appreciation for a staff that has helped move the University of North Florida forward over the past fifteen years. When I first stepped into the Office of the Presidency I was looking forward to the opportunities ahead of me. But I don't think I fully understood how complex, challenging and truly gratifying this experience would be. I came in to the position with orange and blue running through my veins; I leave with blue and gray in every organ of my body. As I leave my office I carry with me a heartfelt commitment to support the University of North Florida in any and every way that I can.

Strategic Plan Goals 2017-2016 Targets	Source of Target (UNF Strategic Plan, BOG Metrics)	Criteria Set	Results
Goal I: UNF will attract, retain, and graduate academically talented students who will succeed in contributing to their communities.			
2017/2018 Target 1: The number of FTIC admits in 2017/2018 will exceed 2016/2017 by 10 percent or more	UNF Metric I.1.i	10 percent increase in FTIC enrollment	There was a 16 percent increase in FTIC enrollment **Met and exceeded**
2017/2018 Target 2: The fall 2017 FTIC high school profile will improve over the prior year.	UNF Strategy 1	Fall GPA 2016 = 4.17 Fall GPA 2017 = 4.27 Fall SAT 2016 = 1,208 Fall SAT 2017 = 1,241	There was a .10 increase in GPA 13 point increase on fall SAT scores **Met and exceeded**
UNF 2017/2018 Target 3: UNF will realize a 0.5 percent increase in racial/ethnic students within its student body.	UNF Metric I.2.i.	0.5 percent increase in minority enrollments	0.7 percent increase in racial/ethnic minority enrollment. **Met and exceeded**
UNF 2017/2018 Target 4: There will be a 20 percent or greater increase in the number of distinct courses in which Supplemental Instruction will be offered in 2017/2018 over 2016/2017.	UNF Metric I.2.i	20 percent increase in number of distinct courses with SI instruction	Distinct courses went from 25 to 39. A 56 percent increase. There was also a 12 percent in the number of total sections. **Met and exceeded**
UNF 2017/2018 Target 5: UNF will realize an increase in the percentage of students receiving C or better in courses where SI sessions are offered.	UNF Metric I.2.i	Increase in passing rate for students engage in SI	Passing rates for students engaged in SI went from 83.2 percent to 88.4 percent. **Met and exceeded** Number of students engaged in 5 or more SI sessions went from 21% to 44% **Met and exceeded**
UNF 2017/2018 Target 6: Over 77 percent of UNF FTIC students entering in 2016/2017 will be retained for their second year at UNF (progress to achieving five-year goal).	UNF Metric I.2.iii BOT Metric 5	77 percent second year retention rate with a 2.0 or above GPA	In fall 2016 UNF had a 75.4 percent second year retention rate. In fall 2017 this climber to 77.5 percent. **Met and exceeded**

Strategic Plan Goals 2017-2016 Targets	Source of Target (UNF Strategic Plan, BOG Metrics)	Criteria Set	Results
UNF 2017/2018 Target 7: UNF will have 69 percent or more of its graduates working for $25,000 a year or more, or in graduate school, one year after graduation	BOG Metric 1	69 percent of UNF of UNF graduates will be employed at or above $25,000 the first year after graduation	The year earlier 68.7 percent of UNF's first year graduates were employed at or above $25,000. In the most recent data this number has grown to 69.1 percent. At this writing we don't have data on other SUS institutions. **Met and exceeded**
UNF 2017/2018 Target 8: UNF graduates will have a medium annual wage of $37,500.	BOG Metric 2	First year graduates will have a medium income of $37,500.	The most recently released numbers show UNF graduates at a $38,000 medium income, up from $37,000 the prior year. Again, we won't have comparative SUS data until June. **Met and exceeded**
UNF 2017/2018 Target 9: UNF will increase the percent of full-time equivalent (FTE) earned in distance learning (DL) classes by 2 percent or more over the prior year.	BOG Metric 10	Last year, 16.2 percent of UNF's FTE was enrolled in distance learning courses.	As of this spring term 18.7 percent of our FTE came from distance learning courses. This is a 2.5 percent increase. **Met and exceeded**
Goal II: UNF will strategically align our programs to better serve the needs of our students and community.			
UNF 2017/2018 Target 10: UNF will increase the percent of undergraduate degrees in Strategic Areas of Emphasis to 51 percent	BOG Metric 6	In the prior year 48.7 percent of UNF's undergraduates earned their degrees in areas of strategic emphasis. Our target was to increase this to 51 percent	Our most recent data shows that 51.8 percent of our undergraduates completed their degrees in an area of strategic emphasis. **Met and exceeded**
Goal III: UNF will attract and retain a diverse and talented faculty and staff who will foster student success and excel at scholarly and creative endeavors.			
UNF 2017/2018 Target 11: UNF will increase its externally funded research expenditures by five percent.	UNF Metric III.1.ii	Increase externally funded research expenditures by 5 percent over the prior year.	In the past 9 months UNF failed to meet this target. Research expenditures climbed by 1 percent over the same period last year. When the fiscal year is completed it is unlikely that we will reach a 5 percent expenditure increase. **Not met**

Strategic Plan Goals 2017-2016 Targets	Source of Target (UNF Strategic Plan, BOG Metrics)	Criteria Set	Results
UNF 2017/2018 Target 12: UNF will establish a statement of shared governance to be included in its constitution.	UNF Metric III.1.ii	Establish a statement of shared governance.	The Offices of the President and the Provost developed a draft statement of shared governance. However, progress toward a final version was halted because the faculty union introduced a more prescriptive and narrow version at the bargaining table. Until it's decided what will happen with that statement we are unable to work with the full university community to revise the draft we are proposing. **In progress**
Goal IV: UNF will expand and strengthen our relationships with partners and stakeholders to enhance the university and the larger community. Goal IV: UNF will expand and strengthen our relationships with partners and stakeholders to enhance the university and the larger community.			
UNF 2017/2018 Target 13: Increase students enrollment in courses with community-based learning (CBTL components	UNF Metric IV.2.iii.	An increase in student enrollment in CBTL courses	There was 36 percent increase in student enrollment numbers from fall 2016 to fall 2017. **Met and exceeded**

2017-2018 Annual Goals
for
John A. Delaney

In keeping with your recommendation made last October, I established 13 targets for my 2017-2018 annual evaluation from the UNF strategic plan, selecting one or more of the targets from each of the four goals included in the plan. I used this as the framework for my annual objectives because the Board of Trustees hadn't yet developed the Six Areas of Strategic Focus.

The four goals in the UNF strategic plan are as follows:

> *Goal I: UNF will attract, retain, and graduate academically talented students who will succeed in contributing to their communities.*

> *Goal II: UNF will strategically align our programs to better serve the needs of our students and community.*

> *Goal III: UNF will attract and retain a diverse and talented faculty and staff who will foster student success and excel at scholarly and creative endeavors.*

> *Goal IV: UNF will expand and strengthen our relationships with partners and stakeholders to enhance the university and the larger community.*

Organization of the 14, 2017/2018 Targets for this Annual Report

Nine of the 2017/2018 targets focused on Goal I of the UNF Strategic Plan – increasing enrollment, measures of our first-time-in-college (FTIC) admissions' profile, the diversity of our student body, our support for students during their educational career, student retention rates, and student performance after graduation. Five of these objectives reflect particular metrics used in the Board of Governors (BOG) Performance-Based Funding Model.

One of the 2017/2018 targets falls under Goal II (*the alignment between curriculum/degrees awarded and community needs*) and is also on the BOG's list of 10 metrics.

Two of the 2017/2018 targets are drawn from Goal III (*the strength of our faculty*). The final 2017/2018 target comes from Goal IV (*connecting the university to the community*). This target focuses on student involvement in community-based learning. It is particularly significant as we prepare to apply for renewal as a Carnegie Foundation Community Engaged University.

In the pages that follow, you will see (a) one of the four goals from our strategic plan, (b) each of the 2017/2018 targets I submitted under that goal, (c) one or more UNF metrics or strategies from which the target was developed and, where appropriate, the BOG metric that corresponds to the UNF metric, and (d) the data that shows UNF's performance toward meeting or exceeding the established 2017/2018 target.

UNF Strategic Plan Goal I: UNF will attract, retain and graduate academically talented students who will succeed in contributing to their communities.

> **2017/2018 Target 1: The number of FTIC admits in 2017/2018 will exceed 2016/2017 by 10 percent or more.**
>
> UNF Metric I.1.i: UNF will admit 2,500 or more talented and diverse students each academic year.
> BOG Metric: N/A

Figure 1: Number of New FTICs Enrolled Each Term
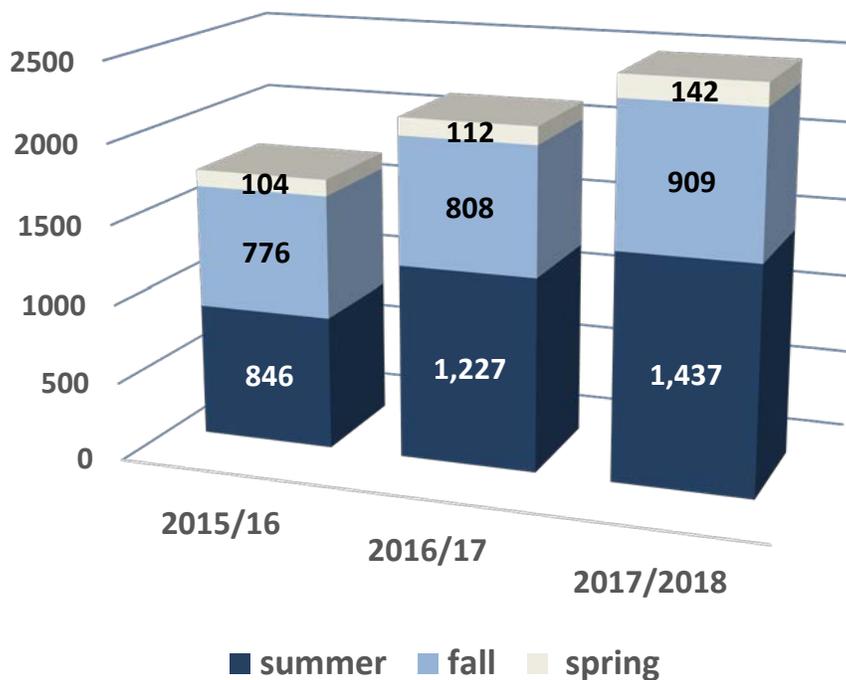
As shown in Figure 1, the university had a 16 percent increase in FTIC enrollments, exceeding the 10 percent or greater target. Our enrollments are growing as we intended. However, going forward, the university will be better served if we decrease the ratio of summer admits to fall admits in achieving our enrollment targets, yielding a class that will perform better academically. This will mandate a different approach to recruitment and admissions.

> **2017/2018 Target 2: The fall 2017 FTIC high school profile will improve over the prior year.**
>
> UNF Strategy I.1 Utilize characteristics of successfully retained and graduated students to refine pool of students to recruit.
> BOG Metric: N/A

As seen in Figure 1, the two major entry points for FTIC students are fall and summer terms. Fall term admissions reflect the standard student profile UNF is pursuing. Summer term admissions are used for students who have fallen short of the fall term profile. This term is used to provide greater access for students who should benefit from a specialized summer program with intensive follow-up along the way. But these students do remain at risk.

In prior years, more weight was placed on SAT scores. For the past three years, high school grade point averages (GPAs) have been weighted more heavily in our admission decisions.

Figure 2: Summer & Fall FTIC GPAs
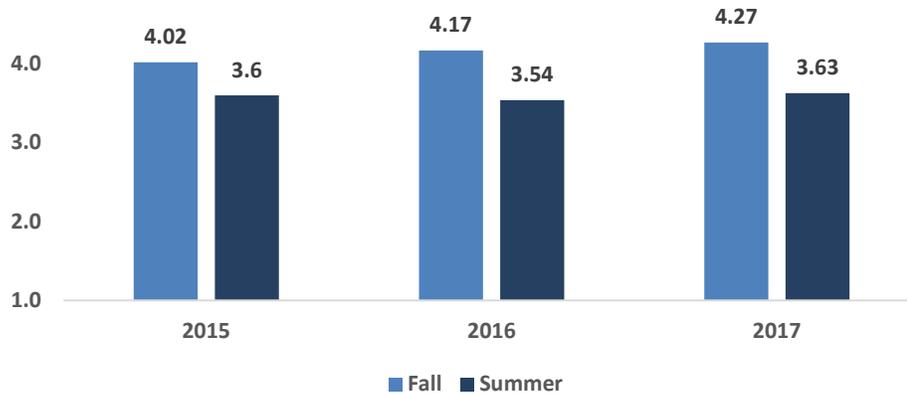
As shown in the above figure, we have improved our average fall GPAs each year, from 2015 through 2017, meeting this year's target on student profile. We also marginally improved the summer 2017 GPA over the summer 2016 GPA, moving our overall profile somewhat closer to where we need to be.

Figure 3, which appears on the following page, provides a picture of how UNF has done recruiting bright students, as measured by the SAT, over the past three years. SAT scores took a dip in 2016, the year we changed the weight given to GPAs. **However, the SAT average improved in 2017 for both the old version of the SAT and the revised version of the test (rSAT).**

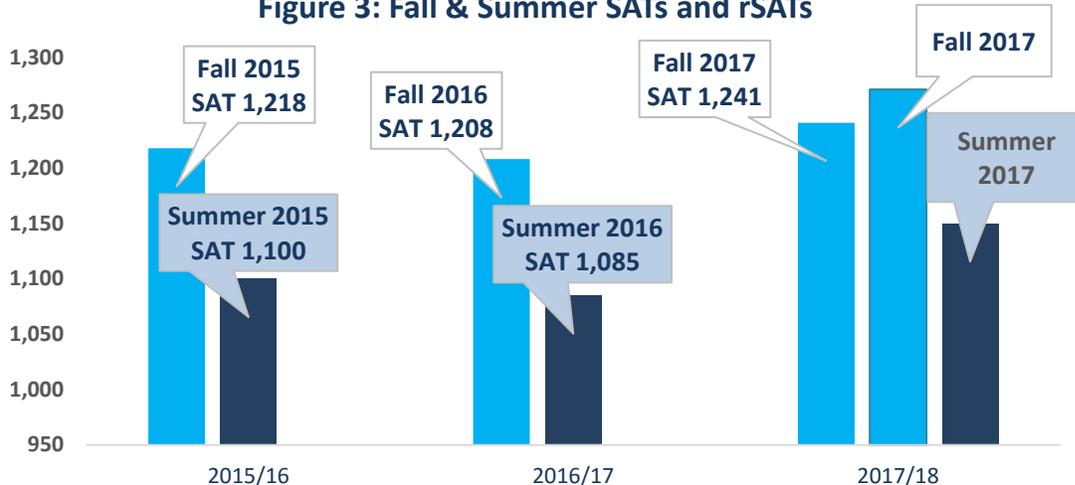**Figure 3: Fall & Summer SATs and rSATs**

Figure 4 tracks both the high school GPA and the SAT for fall-term students over the past 14 years. This climb places UNF as the third highest fall-term profile in the state system.

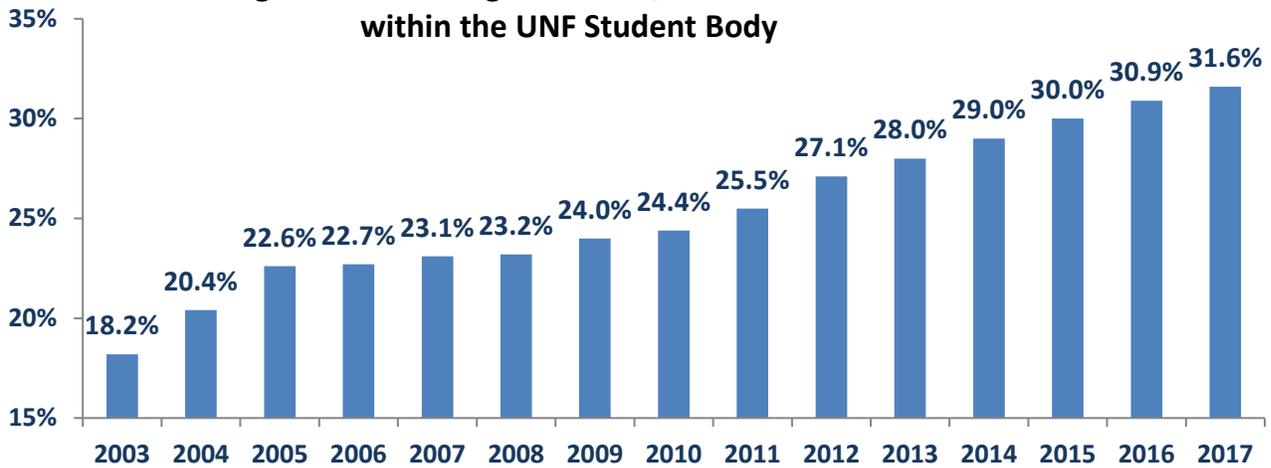**Figure 4: Fall Term SAT Scores and GPAs Over the Past 14 Years**

UNF 2017/2018 Target 3: UNF will realize a 0.5 percent increase in racial/ethnic students within its student body.

Metric I.1.ii. There will be an increase in student diversity as measured by racial/ethnic background.
BOG Metric: N/A

In my first year on campus, only 18.2 percent of UNF's U.S. student body consisted of ethnic/racial minorities. This fall, 31.6 percent of our U.S. students were ethnic/racial minorities – **a 0.7 percent increase over the prior year, exceeding the 0.5 percent target.** During my tenure as president, we have seen a 17 percent overall increase, close to doubling ethnic/racial minorities on our campus.

This increase in admitted students who are ethnic/racial minorities is one indicator of the diversity on our campus. The growing number of students who are being served by our Disability Resource Center, our Military Veterans Resource Center and our LGBT Resource Center provide other indicators as to our commitment to diversity. This past year, the university was also recognized as one of 27 National Diversity Champions.

Figure 5: Percentage of Ethnic/Racial Minorities within the UNF Student Body

| Year	Percentage
2003	18.2%
2004	20.4%
2005	22.6%
2006	22.7%
2007	23.1%
2008	23.2%
2009	24.0%
2010	24.4%
2011	25.5%
2012	27.1%
2013	28.0%
2014	29.0%
2015	30.0%
2016	30.9%
2017	31.6%

UNF 2017/2018 Target 4: There will be a 20 percent or greater increase in the number of distinct courses in which Supplemental Instruction will be offered in 2017/2018 over 2016/2017.

Metric I.2.i. UNF will increase the percentage of students successfully completing (C or better) selected gatekeeper/gateway courses.

Between 2016-2017 and 2017-2018, UNF **increased the number of distinctly different courses available with Supplement Instruction from 25 to 39 – a 56 percent increase**. These additional courses included college algebra, a course which many entering students find difficult, and a course titled thermodynamics and statistical mechanics. While there were business and accounting courses in areas of strategic emphasis among the 14 new course titles, the majority

Figure 6: Number of Distinct Courses with Supplemental Instruction

Year	Number of Courses
2016-17	25
2017-18	39
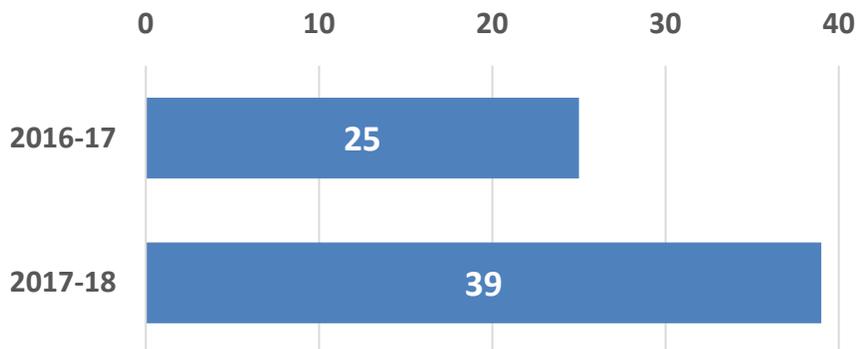
gy.

of courses came out of STEM fields in particular: mathematics, physics, chemistry, engineering, and biology. Adding these new course titles and greater faculty buy-in led to an increase in the number of course sections offered between these two academic years, with 167 sections in 2016-2017 and 187 sections in 2017-2018. The rate of growth in sections (12 percent) was below the increase in distinctly different courses. While UNF might offer 11 sections of general biology in a given year, we are most likely to be offering only one section of calculus-based physics in that same year.

> **UNF 2017/2018 Target 5: UNF will realize an increase in the percentage of students receiving C or better in courses where SI sessions are offered.**
>
> Metric I.2.i. UNF will increase the percentage of students successfully completing (C or better) selected gatekeeper/gateway courses.
> BOG Metric: N/A

When we analyze the data for fall 2016 compared to fall 2017, we find that with the increase in course offerings with Supplemental Instruction, more students enrolled in SI sections in these courses. We also find that a higher percentage and a greater number of students attended at least some of the SI sessions. These students were also more were likely to attend a greater number of SI sessions, suggesting that the benefits of Supplemental Instruction are becoming known across campus. We also see that greater participation in the program yields the expected improved results.

Forty-five percent of the students in these courses attended SI session and 88 percent who attended five or more sessions successfully completed the course. This compares to 37 percent of the students in the prior year attending SI sessions and 83 percent of those students successfully completing the course.

Table 1: Student Progress in Supplemental Instruction

Criteria	Fall 2016	Fall 2017
Students enrolled in SI courses	3,173	3,440
Number of students who attended SI	1,181	1,563
Percent of students who attended SI	37%	45%
Attended 50 percent or more of the sessions	21%	44%
Number of student visits	5,392	8,530
Percent of students who attended five sessions or more had a higher likelihood of successfully completing the course	83.2%	88.4%

here are greater numbers of courses with SI sessions attached to them and a greater percentage of students are availing themselves of the SI sessions. This translates into a greater percentage of students successfully completing these courses.

> **UNF 2017/2018 Target 6: Over 77 percent of UNF FTIC students entering in 2016/2017 will be retained for their second year at UNF (progress to achieving five-year goal).**
>
> Metric 1.2.iii. Second-year retention rates for FTIC students with 2.0 or better GPAs will be 82 percent or higher (five-Year goal).
> BOG Metric 5: Second-year retention with GPA above 2.0.

The university had a 77.5 percent second-year retention rate (2.0 or higher GPA) for FTIC students who entered in 2016/2017. This constituted a 2.1 percent increase over the prior year. This is a second year of improvement on this metric and provides an indicator of improving four- and six-year graduation rates in 2020 and 2022, respectively.

> **UNF 2017/2018 Target 7: UNF will have 69 percent or more of its graduates working for $25,000 a year or more, or in graduate school, one year after graduation.**
>
> BOG Metric 1. Percent of graduates employed and/or continuing their education.

> **UNF 2017/2018 Target 8: UNF graduates will have a medium annual wage of $37,500.**
>
> BOG Metric 2: Median average full-time wages of undergraduates.

As seen in Table 2 on the following page, last year the BOG reported that UNF had 68.7 percent of UNF's first-year graduates were working and earning $25,000 a year or more. This placed us in fourth place in the system. The table also shows that UNF's first-year graduates had a median income of $37,000.

Based on the BOG's calculation, both of these numbers have increased. UNF's first-year employment rate climbed to 69.1 percent and the median income for these graduates during their first year of work climbed to $38,000 (2.7 percent higher than the prior year). As is true for the past several years, UNF has improved its scores on both of the measurements of first-year graduate success. In addition to the rankings, UNF continues to employ a higher percentage of its first-year graduates within the state, contributing to the health of the state and local economies.

Table 2: Results for UNF Targets 7 and 8 (BOG Metrics 1 and 2)

1. Percent of graduates employed and/or continuing their education	UF 69.4%	FIU 69.0%	USF 69.0%	UNF ~~68.7%~~ 69.1%	UWF 67.6%	FAU 67.5%	UCF 66.2%	FGCU 65.8%	FAMU 64.6%	FSU 63.7%	NCF 41.8%
2. Median average full-time wages of undergraduates one year after graduation	UF $40,700	FIU $38,800	FAU $38,700	UCF $38,600	USF $38,000	UNF ~~$37,000~~ $38,000	UWF $36,700	FGCU $36,300	FSU $35,700	FAMU $32,700	NCF $26,500

At the time of this writing, we do not have data for any of the other State University System (SUS) institutions.

> **UNF 2017/2018 Target 9: UNF will increase the percent of full-time equivalent (FTE) earned in distance learning (DL) classes by 2 percent or more over the prior year.**
>
> BOG Metric 10. UNF will increase the percent of undergraduate FTE earned in DL courses.

The final 2017/2018 target under Goal I of the UNF strategic plan is an increase in the percentage of student credit hours earned through distance learning. While UNF has not sought to become a university with high credit-hour generation through distance learning, it does recognize the value of having some undergraduate courses and a limited number of graduate degrees that are taught through these technologies.

As the figure below documents, we have met or exceeded our goal for increasing the percent of student credit hours earned through distance-learning classes each of the years under the performance-based funding formula, **with a 2.5 percent increase this year.** While all SUS institutions have earned 10 points on the metric selected by their local boards of trustees, in several cases this meant maintaining the same level of performance or, at times, wobbling within a pre-described range.

UNF, however, has demonstrated a consistent growth in the credit hours earned through distance learning. Not only have we increased our distance-learning offerings, the quality of these offerings has also been recognized nationally. Building on prior recognitions, during this academic year, SR Education Group ranked UNF among the 2018 Top Most Affordable Online

Colleges. Affordable Colleges also recognized UNF for Distance Learning Excellence and U.S. News & World Report names UNF 'Best Online Bachelor's Program in the nation.

**Figure 7: Percent Increase in FTE Earned in DL courses**
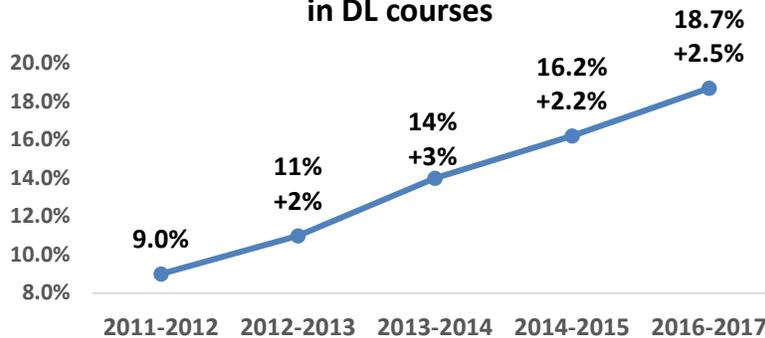
UNF Strategic Plan Goal II: UNF will strategically align its programs to better serve the needs of our students and community.

> **UNF 2017/2018 Target 10: UNF will increase the percent of undergraduate degrees in Strategic Areas of Emphasis to 51 percent.**
>
> BOT Metric 6. Bachelor's degrees in areas of strategic emphasis.

One of UNF's four goals in our strategic plan is to align our curriculum with student and community needs. One target we are using to judge our success is to track what percent of our students have graduated in areas of strategic emphasis, as defined by the Board of Governors.

Figure 8: Percent of UNF Undergraduate Degrees in Areas of Strategic Emphasis
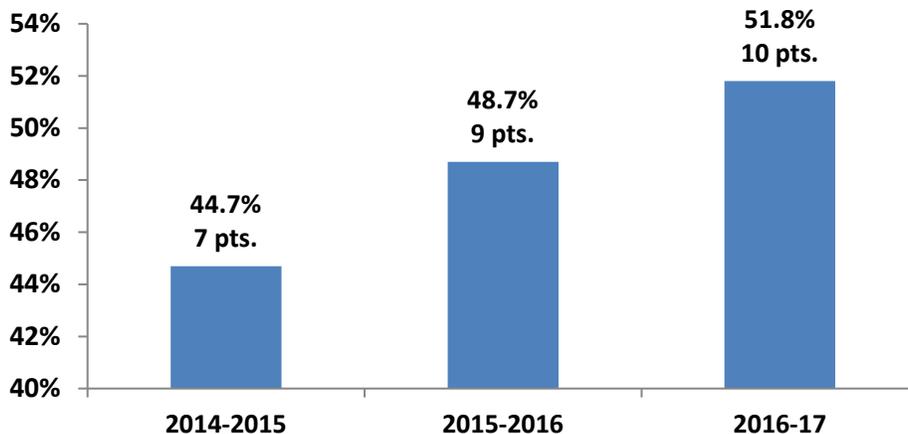
When we look at these percentages for our undergraduate students (Figure 8), we see a steady increase in students graduating with degrees in these areas. Our climb has placed us among the top schools in the State University System. We won't know our exact ranking until June 2018.

This past summer, we also had an opportunity to respond to a series of questions Governor Scott asked of each of Florida's universities. In doing our research on these questions, we came up with answers that put us in good stead, compared to our sister institutions. For example, while 17 percent of the degrees the state system produced addressed the Governor's high-need areas, 22 percent of our degrees addressed these areas of growth. Five percent of our graduates entered nursing fields, compared to four percent for the rest of the state. Three percent of our graduates were in computer fields, compared to one percent of graduates of other institutions in the state. At the same time, four percent of our graduates finished in health administration and health science, compared to two percent from the other state universities schools.

Not only are our students enrolled in high-demand majors at a higher rate than our sister institutions, more UNF graduates stay in the state as champions of Florida's economy. When it comes to accounting graduates, 81 percent of UNF alumni work in Florida. And a full 90 percent of our nursing students are supporting the state and region's growing health care systems.

It is safe to say that UNF is working hard to fulfill critical state and local needs. And in doing so, we are making major contributions to the quality of life of northeast Florida, and beyond.

UNF Strategic Plan Goal III: UNF will attract and retain a diverse and talented faculty and staff who will foster student success and excel at scholarly and creative endeavors.

> **UNF 2017/2018 Target 11: UNF will increase its externally funded research expenditures by five percent.**
>
> UNF Metric III.1.ii. Increase faculty participation in interdisciplinary and externally funded research.

Because we don't have final figures for 2017-2018 contract and grant expenditures, we compared expenditures from July 1, 2016 figures through March 31, 2017 ($4,774,928) against expenditures from July 1, 2017 through March 31, 2018 ($4,819,953). **While there was an increase of $45,025 between these two nine-month periods, the growth rate fell short of the five percent predicted growth rate and came to one percent.** We were moving in the right direction but not at the right speed.

> **UNF 2017/2018 Target 12: UNF will establish a statement of shared governance to be included in its constitution.**
>
> UNF Metric III.3.i. Develop and publish a clear statement of the role of administration, faculty and staff in shared governance.

Based on our strategic plan and strong recommendations from members of the UNF Faculty Association, I committed to drafting a statement on shared governance. **(See Appendix A.)** This statement was to serve as a basis for conversations with the faculty and the Board of Trustees in writing a final statement for the University of North Florida.

When Provost Chally took the first draft to the Faculty Association leadership, they were appropriately reticent about working on the draft until the university reached a conclusion on our collective bargaining agreement (CBA) with the United Faculty of Florida. The University of North Florida chapter of the United Faculty of Florida is currently attempting to have a different version of a statement of shared governance put into the collective bargaining agreement. We oppose placing any such statement into the contract in lieu of the UNF Constitution for several reasons.

Parallel to these negotiations, the Advisory Council of Faculty Senates is also meeting to discuss this same topic. (See Appendix B) Before the university moves ahead on this topic, it will need to see where this ends up in contract negotiations and in the Advisory Council of Faculty Senates.

The current draft of the University of North Florida's Statement on Shared Governance reflects the basic principles established in the 1966 Statement on Government of Colleges and Universities developed by the American Association of University Professors (AAUP), the American Council on Education (ACE) and the Association of Governing Boards of Universities and Colleges (AGB). It also provides a detailed restatement of Article I, the Preamble of the University North Florida (UNF) Constitution which speaks to UNF's commitment to this form of governance.

UNF Strategic Plan Goal IV: UNF will expand and strengthen relationships with partners and stakeholders to enhance the university and larger community.

> **UNF 2017/2018 Target 13:   Increase students enrollment in courses with community-based learning components**
>
> Metric IV.2.iii. UNF will Increase the number of students involved in off-campus activities, including in internships and other similar university-sanctioned activities.

The University of North Florida is one of 397 higher education institutions that is recognized as a Community Engaged University as designated by the Carnegie Foundation. It received this and related honors based on a number of criteria; one of which is the number of students who are enrolled in courses that have off campus components such as internships, community-based research and several other transformational learning opportunities (TLOs).

As the university examines its readiness for reaffirmation of this select designation, we have been working to increase our students' participation in these experiences which have proven to prepare them for the workplace or graduate school as well as stronger community involvement

after graduation. These student TLOs are also designed to provide opportunities for the campus to play a greater role in making the region a better place to live. Upon graduation students will often point to their TLOs as one of the highlights of the educational experience.

Having been at UNF when we started this initiative, I selected as one of my targets to increase faculty and student involvement in these courses.

As you will see in Figure 9 on the next page, we have hit a home run on this one. When we look at the growth in unduplicated headcount of students who participated in at least one of these experiences we see that there was **a 36 percent increase in student numbers from fall 2016 to fall 2017.** We also find that 28 percent of the students who were enrolled in fall 2017 took advantage of at least one such experience.

With 28 percent of our students enrolling in one of the eight, semesters they would ideally spend on UNF's campus, we believe we are hitting our goal of having 75 percent or more of our students engaging in at least one such experience during their education career at UNF.

Duplicated and Unduplicated Headcount of Students Enrolled in Classes with Off Campus Activities, including Internships
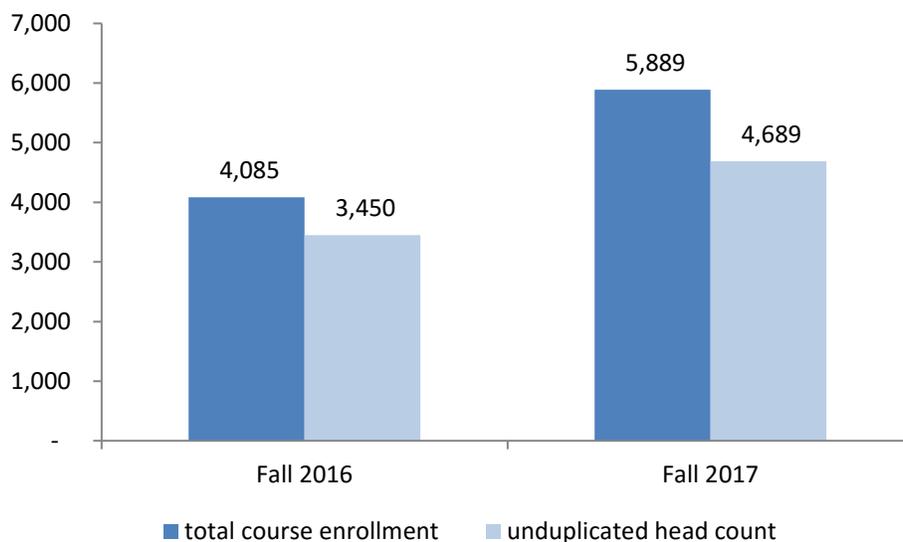
When we compare the numbers using the duplicated and unduplicated headcount we can also see that greater number of students are engaging in two or more community-based learning experiences in fall 2017 than in 2016; yet one more indicator of the strength of this initiative.

APPENDIX A

The University of North Florida's

Statement on Shared Governance

Introduction

The University of North Florida's Statement on Shared Governance reflects the basic principles established in the 1966 *Statement on Government of Colleges and Universities* developed by the American Association of University Professors (AAUP), the American Council on Education (ACE) and the Association of Governing Boards of Universities and Colleges (AGB). It also provides a detailed restatement of Article I, the Preamble of the University North Florida (UNF) Constitution which speaks to UNF's commitment to this form of governance:

> We, the faculty, staff and students of the University of North Florida, establish this compact to guide our participation in the governance of the University. We recognize that the authority for decision within the University resides by law in the Office of the University President and with the University Board of Trustees. Yet no institution of higher learning can achieve its mission in the absence of the direct participation of its members in the decisions that affect their work. This Constitution recognizes and protects the right of all members of the University community to participate at appropriate levels in University decisions without fear of sanction. Nothing contained in this document shall limit the legal authority of the President or the University Board of Trustees nor limit the legal rights of other members of the University community. Portions of this Constitution that conflict with the laws, rules, and regulations of competent higher authority and applicable collective bargaining agreements are null and void.

In development of UNF's Statement on Shared Governance, the faculty, staff and students, the President and UNF's Board of Trustees clearly recognize that one of UNF's major strengths is the collective knowledge and experience found within constituent groups and in the active and ongoing engagement of members from across administrative divisions and the campus as a whole.

Structures Used in Decision Making

To achieve the above goals in the most effective way possible, the University of North Florida uses various existing structures. Decisions which effect particular classifications of employees often involve one or more of the institution's four self-governing constituent associations which are described in the UNF Constitution: (a) the University Support Personnel Association, (b) the Faculty Association, (c) Student Government, and (d) the Administrative and Professional Association.

For other issues, the university may involve recognized academic structures (e.g. colleges, academic departments, the Council of Chairs and the Council of Deans). Or the institution may call upon campus-wide committees that provide broad-based input (e.g. the Title IX Committee, the UNF Intercollegiate Athletic Committee, UNF's Space Committee). The bylaws for many of these latter committees require faculty and student membership, as well as staff from critical operational divisions within the institution.

The academic units, constituency groups, and the cross-campus committee structures enable representation of all interested parties in major university decisions. If, at any point in time, a university constituency or constituent feels that they have no voice in the governance process, they may freely express this to the President of the university, who will consider the validity of the complaint and work toward a resolution.

Decision-Making Process

The university operates with a commitment to shared governance in which all concerned parties are encouraged to openly provide their considered and often divergent ideas on decisions affecting the institution.

These differences in perspectives and opinions make it imperative that UNF's use of shared governance is transparent, providing a clear understanding of how the decision is to be made and how best to offer input to those persons who are serving in an advisory role (e.g. a search committee that will offer the hiring officer with a slate of acceptable candidates) and/or the individuals who have responsibility for the final decision (e.g. the designated hiring officer). It is also critical that the institution closes the loop after a decision is made, offering all interested parties with an explanation on what led to the specific outcome.

Paramount to the process of shared governance, all judgments must be made in the best interest of the university, as a whole, within the constraints of available resources, without consideration to internal or external vested interests. In the process of decision making, members of the UNF community, its administration, and its Board must be cognizant of the influence of internal special interest groups, as well as outside agencies and individuals. While valuing and paying close attention to these voices, the University of North Florida must act in accord with its mission and its particular circumstances, and not based on any internal or external prompts which are incongruent with the institution's unique mission.

In cases where clear guidelines for decision making already exist (e.g. establishing new university policies or regulations, the hiring of new faculty members or academic leaders, and establishing new programs or degrees),they will be followed except under compelling circumstances, which should be disclosed as early as possible. When these specified procedures for decision making intrude on or limit the intent of shared governance, the processes should be examined carefully.

When there are no predetermined guidelines, the process for coming to a decision and the various roles of different groups in the process will need to be established before entering into a process.

While there are clear cases where students, staff or faculty have major input on a decision, in a number of these instances, the authority for a final judgment rests with the President or the Board of Trustees. In such cases, the perspectives and wisdom shared by faculty, students or staff representation will be given all due deference, particularly where members of these constituencies have a strong background in the area under discussion. By its very nature, a university has a depth and breadth of resources which should inform the governance of the institution.

Areas Covered by Shared Governance

There are numerous decisions and plans where shared governance is vital to selecting the best course of action and to ensure that members of the UNF community feel that they have been a part of the process, strengthening support across the campus. Setting the institutional mission is certainly one of these, as is the development of a strategic plan which will serve as a foundation in establishing budget priorities. Similarly, the enactment of any university-wide policy or regulation needs to allow for campus-wide input. The UNF community should also have opportunities for offering advice in searching for and hiring key institutional administrators.

Faculty should provide leadership when it comes to curriculum, course development and instructional practices. Support staff members are likely to provide leadership in policies and practices that affect campus life, counseling services, housing, institutional technology, and plant operations. By state law, students must have a voice when it comes to establishing the Student Government budgets and in setting tuition and related fees. These are only a few examples of topics that require shared governance.

APPENDIX B

Advisory Council of Faculty Senates (ACFS) Statement of Shared Governance
Endorsed by ACFS October 7, 2011

This document is a suggested template for SUS institutions interested in developing a Statement of Shared Governance for their own institution.
Definition of Shared Governance:

Shared Governance is the participation of faculty, staff and students as applicable, administrators, the president and board of trustees (herein after referred to as stakeholders) in the decision and policy-making process to promote the institutional vision and mission, academic integrity and sustainability of the dynamic academic environment while retaining public accountability.

Statement of the Purpose of Shared Governance:

The purpose of shared governance in an institution of higher education is to provide shared responsibility among stakeholders for quality improvement and productivity through the creation of a partnership based on mutual respect and collaboration. Such shared responsibility entails working toward mutual goals to embrace a unified vision established by a fully enfranchised intellectual community. Shared governance involves collaborative efforts to fulfill and fully execute the institutional mission by participating in matters including:

a) the identification of priorities;
b) the development of policy;
c) defining responsibility for ethical leadership;
d) the enhancement of community partnerships, and
e) the governance of the academic institution as a whole.

Statement of Necessary Components of Shared Governance:

1) Stakeholders: Shared governance requires shared responsibilities among stakeholders whose roles or involvement include shaping, executing, and realizing the vision and mission of the academic institution, preserving academic freedom, academic integrity, students successes and public accountability for the institution. Therefore, shared governance in an academic institution requires engaging faculty, staff, and academic administrators including the provost, deans, associate deans, directors, chairs, the president, the board of trustees, and students as applicable, or any combination of these entities.

2) Initiation of Shared Governance Actions: Initiation of ideas and academic needs evolve from various stakeholders; as such, the decision-making authority varies based on the topic being addressed. Leaders must involve other stakeholders to assure that the institutional need and mission are met without jeopardizing any aspect of institutional services or responsibilities.

3)   Responsible Parties and Decision Ownership: Stakeholder contributions and roles vary based on the charge and party responsible for implementing resolutions. Stakeholders make decisions, share decision-making, provide recommendations, or make endorsements based on their ownership in the situation. Roles of responsible parties and stakeholders are defined as determination, recommendation, or consultation:

   a)   Determination: whereby all stakeholders will recognize that delegation of authority to determine certain matters is best handled by a specific stakeholder.
   b)   Recommendation: whereby appropriate stakeholder(s) recommend to the President, the administration or their designee, certain policy and procedures. Recommendation involves reaching joint decisions.
   c)   Consultation: whereby stakeholder(s) have input into the decision-making process, and are informed of the nature and rationale for decisions prior to implementation.

4)   Process of Shared Governance: Activities evolve through various stakeholders. Timeliness, efficiency, clarity in communication and appropriate dissemination of information are significant features of shared governance.
An effective process of shared governance is characterized by:

   a)   collegiality, mutual trust, and democracy – stakeholders openly voice support for shared governance, commit resources, convene meetings and set the agenda and priorities;
   b)   seeking and incorporating views from stakeholders who have relevant information, expertise, and/or may be impacted by decisions;
   c)   transparency and accountability to stakeholders throughout the process;
   d)   ongoing monitoring, mutual review and assessment that result in recommendations that further the efficacy of Shared Governance, and
   e)   clarity of roles and guidelines for stakeholders with respect to academic activities, administrative activities, strategic planning, faculty status, selection and review of academic administrators and policy making related to academic welfare, rules of due process and resolution:

      i)   Academic activities are areas for which the faculty holds primary responsibility; therefore, faculty will determine academic policy, scholastic policy and academic ethics. Academic policy includes programmatic accreditation, evaluation of students, authorization and direction of curricula; courses, program and degree offerings. Scholastic policy includes standards for admission, grading, continuation, graduation, and honors. Academic Ethics include development of policies and procedures as well as research and scholarship.
      ii)   Administrative activities are areas for which the administration holds primary responsibility. Therefore, the administration will determine policy implementation, budget reports, compliance and resources.
      iii)   Strategic planning involves multiple stakeholders. These areas include faculty positions, research space, finance allocation, and restructuring or making

organizational changes. Administration will require recommendation from faculty. Staff recommendation is also required for finance allocation.

iv)   Faculty status including appointment, retention, promotion and tenure criteria and evaluation, and professional development are areas that require faculty acting jointly with the administration. Reward systems, discipline and termination are areas that require administration acting jointly with the faculty, particularly those related to areas of faculty positions and faculty quality, welfare, planning, budget, resource allocation, academic facilities and infrastructure.

v)   Selection and review of academic administrators as well as making policy concerning the general academic welfare of the university requires faculty acting jointly with the administration. Faculty recommendations are therefore required. Staff and student consultations are also expected.

vi)   Rules for due process and resolution of issues and responsibilities are required of the faculty governance body and the administration. Determination is based on the area to which such rules and resolution apply.

An example chart for shared governance for the University of Florida can be seen on this link: http://www.senate.ufl.edu/archives/committees/governanceTaskForce/report13.pdf

5)   Implementation of the Shared Governance Process: Universities utilize a formal implementation of the Shared Governance Process through integration of these principles in the constitution or bylaws and through written documents such as memorandum of understanding between the faculty governance entity and the administration, and other applicable constituent associations. A Board of Trustees resolution endorsing shared governance establishes the commitment of shared governance at the highest level. An example is the 2003 resolution from the UF BOT supporting shared governance (see http://www.trustees.ufl.edu/resolutions/r03_14.pdf).

Ultimately, all stakeholders – including but not limited to administration, colleges, schools, and departments – must rely on the structures, principles, and processes of Shared Governance to make decisions at all levels. Decisions emerging from the Shared Governance process shall not be overturned without further deliberation among and action by all relevant stakeholders.

Endorsed at the ACFS Fall Retreat in Orlando, FL, October 7, 2011