



# Town & Gown

Building Successful University—Community Collaborations  
Study • Spring 2004

A Report to the Citizens of Northeast Florida

---

# TOWN & GOWN

*Building Successful University-Community Collaborations*

---

## TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY</b>	<b>3</b>
<b>Why this Study?</b>	<b>4</b>
<b>A Short History of Higher Education Jacksonville, Florida</b>	<b>7</b>
<b>Higher Education and Community Needs</b>	<b>10</b>
<b>Teaching and learning</b>	<b>10</b>
Changing student demographics	10
Education programs for a new century	11
Knowledge sharing in a technological world	11
Higher education at all levels	12
Education choice-Education access	12
Lifelong learning	12
<b>Research</b>	<b>13</b>
Academic inquiry and research partnerships	13
Doctoral programs	14
Private research	15
<b>Service</b>	<b>15</b>
<b>Barriers that prevent university-community collaboration</b>	<b>17</b>
Communication and coordination	17
Funding	17
<b>What Other Communities Are Doing</b>	<b>18</b>
<b>Regional Collaborations</b>	<b>18</b>
The Florida High Tech Corridor	18
Research Triangle	18
<b>Higher Education Consortiums</b>	<b>19</b>
The Atlanta Regional Consortium for Higher Education	19
The Pittsburgh Council on Higher Education	19
<b>Urban Universities</b>	<b>19</b>
Northeastern University	19
Georgia State University	19
<b>CONCLUSIONS</b>	<b>21</b>
<b>RECOMMENDATIONS</b>	<b>22</b>
<b>APPENDICES</b>	<b>24</b>
<b>REFERENCES</b>	<b>27</b>
<b>RESOURCE SPEAKERS</b>	<b>28</b>
<b>COMMITTEE MEMBERS</b>	<b>29</b>

**Special thanks to the Edna Sproull Williams Foundation for sponsoring the study.**

# EXECUTIVE SUMMARY

Around the world, communities are working to take advantage of the technology revolution now propelling the global shift toward an information-based society, in which knowledge is the new capital and higher education is the new machine. Jacksonville, even with some of the necessary machinery in place, needs to build its intellectual infrastructure, which includes everything from improving high school graduation rates to attracting more research dollars into the local economy. Despite the recent rapid growth of the community and its higher education institutions, neither the community nor its colleges and universities have worked together in a strategic, comprehensive way to position Jacksonville for the future.

The Town and Gown study committee began by identifying current and potential roles for both the community and higher education institutions in building the intellectual capacity of Jacksonville. In doing this, the committee reviewed the historical growth of higher education in the community. The committee then examined how higher education institutions were meeting the needs of the local community, and whether the community was supporting those endeavors. Lastly, the study committee identified successful efforts in other communities where strategic collaborations between institutions of higher education and the community have produced tangible results.

The committee found that Jacksonville has reached a critical juncture in its history. Nothing less than the future of the community is in question. On the one hand, the future can be shaped through a deliberate, thoughtful, and intentional focus on building a community that recognizes knowledge and the acquisition of knowledge as a valuable local commodity beneficial to every resident's quality of life. On the other hand, the community (town) and its colleges and universities (gown) can continue growing along separate paths and Jacksonville may lose the opportunity to own its destiny in a world increasingly driven by intellect, ideas, and innovation.

To compete globally and improve its quality of life, the Jacksonville community has to work locally with its higher education institutions to:

- develop **sustained leadership** in every sector of the community, including government, business, and higher education, to work towards building Jacksonville's intellectual infrastructure;
- create and implement a **strategic vision** that improves the quality of life in all areas of the community by co-opting the teaching, research, and service roles of universities for the betterment of Jacksonville as a whole; and
- build **active collaborations** between higher education and community institutions to carry out that vision as well as prepare Jacksonville and its residents for meeting the opportunities and the challenges of the 21st century and beyond.

## Highlights

### ***Major Concerns***

- Strong, sustained, visionary leadership in developing and supporting higher education has been lacking within both the Jacksonville community and its higher education institutions.
- An inadequate emphasis on higher education places Jacksonville at a competitive disadvantage that challenges the progress of the community.
- Coordinated efforts among Jacksonville's higher education institutions and between the community and higher education are inadequate to build Jacksonville's intellectual infrastructure.

### ***Recommended Solutions***

- The Jacksonville community, in conjunction with the presidents of Jacksonville's colleges and universities, should develop and implement a vision for the future of Jacksonville and its higher education institutions.
- The Mayor should introduce and the City Council should pass an ordinance to create and fund the Jacksonville Higher Education Commission to strategically build the community's intellectual infrastructure and enhance higher education in Jacksonville.
- The Jacksonville Higher Education Commission, consisting of key leaders from local government, business, and higher education, should engage higher education institutions and the full community in working together to enhance Jacksonville's intellectual infrastructure.

# Findings

Findings represent the information received by the committee. They are derived from published materials, from facts reported by resource people, and from a consensus of the committee's understanding of the opinions of resource people.

## Why This Study?

**The purpose of this study is to determine how the Jacksonville community and its institutions of higher education can work together to take advantage of the opportunities and meet the challenges of the 21st century. Society's shift from an industrial society to an information and knowledge society is well underway—and Jacksonville is behind the curve.**

The 20th century was characterized by the shift from an agrarian society to an industrial society. The 21st Century has begun with a shift away from an industrial society (focused primarily on production and manufacturing), toward a knowledge-based society where success depends on being able to create, locate, analyze, and disseminate information. At the height of the industrial age, being able to read, write, and perform basic math was enough for the vast majority of workers to secure employment. As the 21st century progresses, such basic skills will not be enough. Society is moving towards an economy where knowledge is the primary capital that influences growth, productivity, and the quality of life.

### KNOWLEDGE-BASED SOCIETY

A society in which people interact with technology as an important part of life to exchange information on a global scale.

This shift to a knowledge-based society poses many challenges and opportunities for the Jacksonville community, including:

- competing effectively in a global, knowledge-based economy;
- providing multiple types of educational opportunities in a changing, technology-driven world where the nature of learning and what it means to be educated is changing; and
- seeking knowledge, research, and data to solve community problems.

Just as an industrial society needed physical infrastructure, knowledge-based societies need an intellectual infrastructure. The Florida Chamber Foundation defines intellectual infrastructure as the framework of knowledge and skills that support economic competitiveness and development. Its 2002 New Cornerstone report, *Preparing Florida's Intellectual Infrastructure for the 21st Century Economy*, identifies improving Florida's lagging intellectual performance as a critical priority for the state's future economic competitiveness. Jacksonville's measures of intellectual infrastructure, in most cases, fall below state averages.

### KNOWLEDGE-BASED ECONOMY

Knowledge and research play a defining role in the economy. Society's wealth is no longer solely created through the production of goods and services, but also by a qualified workforce composed of individuals who are experts in their field, and who are open to new technologies and lifelong learning.

According to the Florida Chamber Foundation, for a community to compete successfully in the new knowledge-based economy at least 40 percent of area residents should hold a bachelors degree. Locally, the 2000 Census reported that 21.9 percent of Duval County residents hold a bachelors degree or higher. The Census also reported that nearly half of Jacksonville's adults have never taken a college-level class. Among residents over the age of 25, 17 percent had not completed high school and an additional 29 percent had ended their education after high school. To compete successfully in the knowledge-based economy another 18 percent of Jacksonville's current adult population (90,337 people) would have to earn a bachelors degree. At the present rate of bachelor degree production by Jacksonville's traditional higher education institutions (University of North Florida, Jacksonville University, and Edward Waters College) it would take almost two generations to fulfill this goal.

Jacksonville's intellectual infrastructure is also built on the community's level of literacy, high school graduation rates, and the rate at which those high school graduates attend college, as well as the types of jobs available within the City. JCCI's 1999 study on *Improving Adult Literacy* estimated that 47 percent of local residents are functionally illiterate (reading at the ninth grade level or below). As of the 2002-2003 school year, 63.7 percent of high school seniors in Duval County's public schools graduated within four years. Of those graduating, 65.9 percent decided to pursue a college education. In addition, less than one-third of Jacksonville residents work in knowledge jobs, which include managerial, professional, or technical occupations.



## High School Graduation Ratio

Year	Duval County	Florida	United States
2002-2003	63.7%	69.0%	67.3%

Source: 2003 JCCI Quality of Life Progress Report

## College Continuation Rates

Percentage of public-school graduates who report continuing their education

Year	Duval County	Florida
2001-02	65.9%	68.1%

Source: 2003 JCCI Quality of Life Progress Report

## Degrees Awarded in 2002

	University of North Florida	Edward Waters College	Jacksonville University	Florida Community College	Florida Coastal School of Law	Totals
Vocational (AS/AAS)	<u>not offered</u>	<u>not offered</u>	<u>not offered</u>	646	<u>not offered</u>	<b>646</b>
Associates (AA)	<u>not offered</u>	<u>not offered</u>	<u>not offered</u>	1,803	<u>not offered</u>	<b>1,803</b>
Bachelors	2,021	133	402	<u>not offered</u>	<u>not offered</u>	<b>2,556</b>
Graduate (Masters/Doctorate)	524	<u>not offered</u>	90	<u>not offered</u>	138	<b>752</b>

Source: 2003 JCCI Quality of Life Progress Report

## 2000 Educational Attainment

Population 25 or older

High School <i>(includes equivalency)</i>	Atlanta Fulton County	Austin Travis County	Jacksonville Duval County	Raleigh-Durham Wake and Durham Counties	San Francisco San Francisco County	Seattle King County	United States Totals
	19.4%	17.3%	<b>29.1%</b>	18.1%	13.9%	19.2%	<b>33.1%</b>
Some College, or Associate's Degree	23.3%	26.7%	<b>31.7%</b>	26.6%	22.3%	31.1%	<b>25.4%</b>
Bachelor's Degree	26.7%	26.1%	<b>15.0%</b>	27.8%	28.6%	26.6%	<b>17.0%</b>
Masters, Professional and/or Doctorate Degree	14.7%	14.5%	<b>6.9%</b>	15.1%	16.4%	13.3%	<b>8.6%</b>
Total % Educated at the High School Level and Beyond	84.1%	84.6%	<b>82.7%</b>	<b>87.6%</b>	<b>81.2%</b>	<b>90.2%</b>	<b>84.1%</b>
Total % Bachelors Degree and Higher	41.4%	40.6%	<b>21.9%</b>	<b>42.9%</b>	<b>45.0%</b>	<b>39.9%</b>	<b>25.6%</b>

Source: 2000 United States Census

In 2001, the Progressive Policy Institute published the Metropolitan New Economy Index, which assessed the nation's 50 largest metropolitan areas' progress as they adapt to the New Economy. Measuring sixteen critical areas, the index ranked Jacksonville at or near the bottom in almost all categories. According to the index, Jacksonville has neither the knowledge jobs nor the knowledge workers it needs to compete effectively in the New Economy.

**NEW ECONOMY**  
 An economy in which information technology plays a significant role that enables producers of both the tangible (computers, shoes, etc.) and intangible (services, ideas, etc.) to compete efficiently in global markets.



The metropolitan areas that rank at the top of the New Economy index have the highest percentage of people employed in knowledge jobs. College level attainment in those communities is almost twice as high as Duval County levels. The Progressive Policy Institute states that "developing the New Economy is not an end in itself; it is the means to take advantage of new economic opportunities and higher living standards, more individual

choice and freedom, greater dignity and autonomy, stronger communities, and wider citizen participation in public life." Communities that are struggling to adapt to the demands of the knowledge-based society will not be able to take advantage of the opportunities nor face the challenges driven by information and technology.

<b>Knowledge Jobs</b> <i>(Population employed in managerial, professional and technical jobs)</i>					
Atlanta Fulton County	Austin Travis County	Jacksonville Duval County	Raleigh-Durham Wake and Durham Counties	San Francisco San Francisco County	Seattle King County
40%	46%	28%	44%	40%	44%

Source: *The Metropolitan New Economy Index* (<http://www.neweconomyindex.org>)

Critical Areas	Where Jacksonville Ranks out of the 50 Largest Metropolitan Cities	What Metropolitan Area Ranked Number One?
Knowledge Jobs	45	Washington D.C.
Managerial, Professional & Tech Jobs	48	Washington D.C.
Workforce Education	39	Atlanta, Georgia
High Tech Jobs	44	Austin, Texas
Degrees Granted in Science & Engineering	49	Raleigh-Durham, North Carolina
Patents	45	Rochester, New York
Academic Research & Development	50	Raleigh-Durham, North Carolina
Overall <i>(all 16 indicators)</i>	48	San Francisco, California

Source: *The Metropolitan New Economy Index* (<http://www.neweconomyindex.org>)

# A Short History of Higher Education Jacksonville, Florida

Higher education came late to Jacksonville and the State of Florida. The majority of the higher education institutions in the Jacksonville community were founded in the last half of the 20th century. The reasons are many, including an apparent need for higher education and a lack of leadership in facilitating that need.

Jacksonville began its life as a frontier town that transformed over time into the 14th largest city in the United States (according to the 2000 U.S. Census). After the City's founding in 1822, it took 61 years (1883) for the Jacksonville community to establish its first institution of higher education, Edward Waters College. It would take an additional 100 years (1982) before Jacksonville had a public four-year university, the University of North Florida.

Northeast Florida did not take part in the creation of higher education institutions spawned by religious and ethnic groups in the Northeastern United States beginning in the seventeenth century. The dominant industries in the Jacksonville community during the early to mid-20th century—shipping, manufacturing, and farming—did not require higher education. The majority of postsecondary institutions in Jacksonville throughout the early to mid-1900s offered specific training for teachers, theologians, or clerks. For example, Jones College has been offering business education in the local community since 1918. Jacksonville created those institutions that served the community's needs, but not necessarily the types of higher education institutions created elsewhere in the United States.

Jacksonville's late entry into higher education has been blamed on several causes. Some feel that Jacksonville has suffered from an anti-intellectual bias and lacked the vision to build higher education institutions. Others suggest Jacksonville simply failed to recognize the need for higher education until recently.

Through the end of the twentieth century, the Jacksonville community experienced strong growth in both population and



higher education institutions, especially private (nonprofit and for-profit) extension learning centers. At least fifteen higher education institutions were founded in or began offering programs in Jacksonville between 1900 and 1999. The list also includes various business, technical, religious, and vocational schools as well as a private-proprietary law school, Florida Coastal School of Law. In 2003, the three largest higher education institutions in Jacksonville, by full-time student enrollment, were Florida Community College at Jacksonville, the University of North Florida, and Jacksonville University.

In 2004, Jacksonville was home to one public university, one community college, two locally domiciled private institutions, one private-proprietary law school and at least 15 (private, public and proprietary) extension learning centers. At present the community lacks a shared vision for the future of these colleges and universities. Some would like to see higher education institutions, in particular the University of North Florida, become more focused on research and offering PhD programs. Others believe that local institutions should continue to focus on teaching and creating niche programs that attract students and industry in specialized fields.

**Public** colleges and universities are public corporations of the state operated by an appointed board of trustees and partially funded by taxpayer dollars. These institutions vary from two-year community colleges to large research universities.

**Independent or private** colleges and universities are postsecondary educational institutions, which are not operated or directly supported by the State, its political subdivisions, or the Federal Government. These institutions vary from small liberal arts colleges to large research universities with many graduate programs.

**Proprietary** colleges and universities are for-profit private postsecondary institutions operated by individuals or corporations. These institutions may offer bachelors, masters, and doctorate degrees, as well as, non-degree vocational training.

## From 1822 to present

Prior to 1822, the year Jacksonville was founded, the community was a frontier settlement simply known as "Cowford". This was a descriptive name that told the story of the community's origins—a place to ford the St. Johns River. The majority of the working population consisted of laborers, farmers, and merchants. When Jacksonville was founded land was set aside for public schools, but the parcels were routinely used for other purposes.

After failing to initiate racially-integrated schools in Jacksonville after the civil war, local African-Americans, the majority population at the time, purchased land from Ossian Hart in 1868 and petitioned the Freedmen's Bureau to build the community's first public school for blacks—Stanton School—in 1869. In 1875, Duval High School was established for whites only. Jacksonville's African-American community also founded the community's first postsecondary education institutions during the late 1800s: Edward Waters College, Bethune-Cookman College (now located in Daytona) and Florida Memorial College (now located in Miami). Edward Waters College is Jacksonville's only remaining black college. In 2001, Historically Black Colleges and Universities made up 3 percent of the nation's two- and four-year colleges, but were responsible for 28 percent of all bachelors degrees earned by African-Americans.

After World War II the education provisions of the 1944 Servicemen's Readjustment Act (the GI Bill) provided many returning service men and women the chance to attend college. During the peak year of 1947, veterans accounted for 49 percent of all college enrollees. Resource speakers indicated that the establishment of the four-year program at Jacksonville University in 1952 followed both the desire of World War II veterans to be educated and the development of the local banking and insurance industries in the 1950s, which demanded better-educated local workers. Until that time, many residents saw a college education as the privilege of those who had the resources to attend universities outside the Jacksonville community.

### SERVICEMEN'S READJUSTMENT ACT OF 1944 (GI BILL)

Honorably discharged veterans of World War II were entitled to 48 months of paid education or training covering tuition, books, fees, and other training costs. The Veterans Administration also paid the veteran an allowance during his or her training. The program for World War II veterans ended on July 25, 1956.

Founded by the State in 1966, Florida Community College at Jacksonville (FCCJ) was initially designed to provide students with the education needed to complete the first two years of the baccalaureate degree. Today, FCCJ provides associate-in-arts and associate-in-science degrees and almost 200 certificate programs. Florida's community college system is seen as a national model for its articulation agreement with the state's universities, which provides that all community college associate-in-arts degree graduates can enter a state university at the junior level. In the early 1990s, the Florida legislature also added economic development as a primary mission of the State's community colleges.

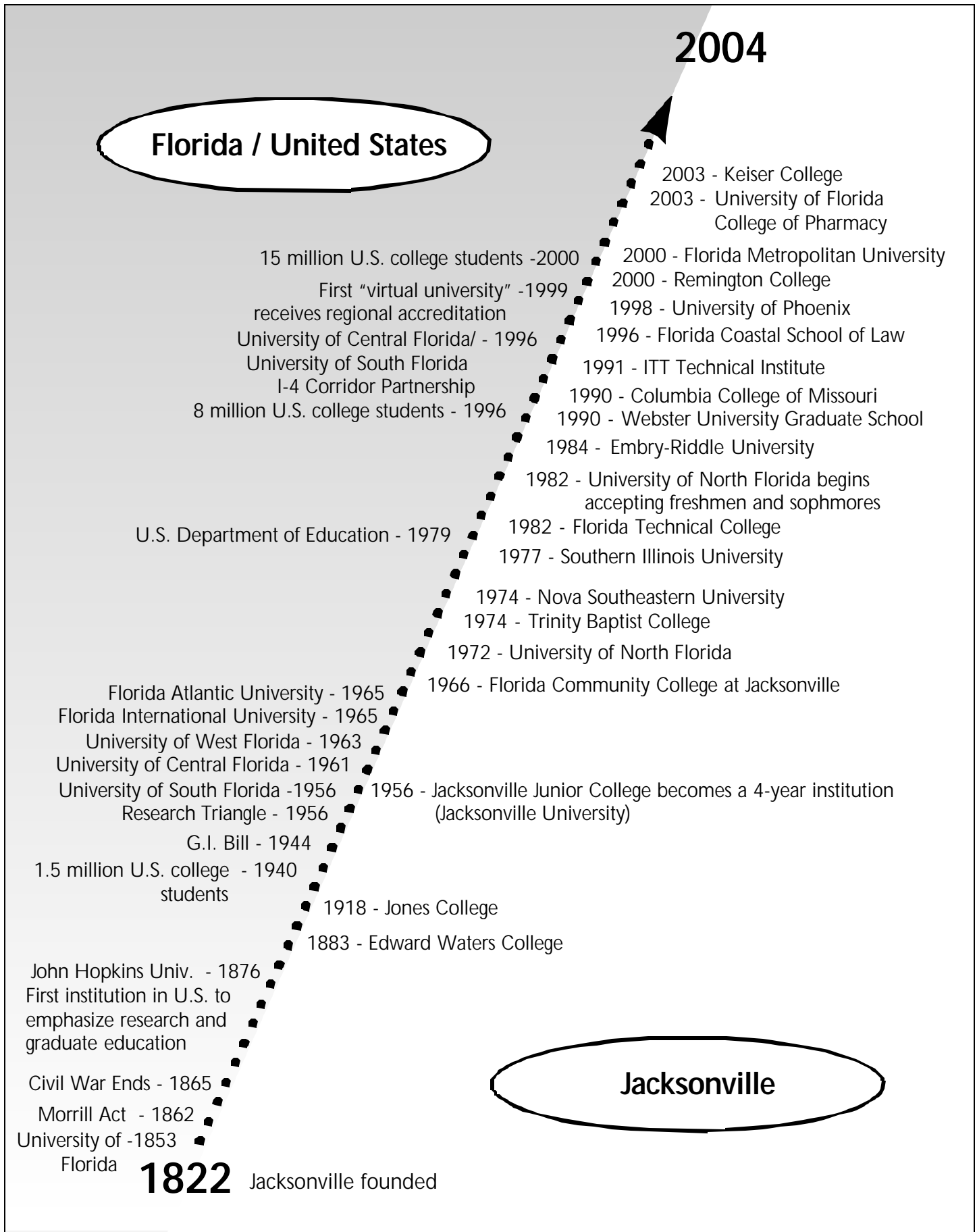
In 1972, when the University of North Florida was established (for juniors and seniors only), Jacksonville was the last large city in the country to house a public state university. It would take another ten years before the University of North Florida began accepting freshmen and sophomores, making Jacksonville the last large city in the country to house a public four-year university. Of the many institutions located in the Jacksonville community, the University of North Florida specifically describes itself (in its mission statement) as a "comprehensive public urban university." Urban (or metropolitan) higher education institutions utilize teaching, research, scholarship, and service as a means of enhancing the educational experiences available to students on campus and to provide enrichment for the entire community.

In 1974, Nova Southeastern University, whose main campus was located outside Jacksonville, began offering advanced degree programs to local residents. Jacksonville's Naval Air Station also began hosting extension degree programs in 1974 with the arrival of Southern Illinois University. The three largest extension campuses or learning centers in Jacksonville by full-time student enrollment are Webster University Graduate School, the University of Phoenix, and Florida Metropolitan University (the largest non-traditional university in Florida). Today, extension campuses and learning centers in Jacksonville outnumber locally domiciled public and private institutions (see Appendix A).





# An Illustrated History of Higher Education from a Jacksonville Perspective



## Higher Education & Community Needs

Colleges and universities have many roles, which include contributing to the intellectual development of a community; sustaining and transmitting culture; developing an informed citizenry; providing a skilled workforce; generating knowledge to build a vital community; and helping government, business, and community groups to use research to address local problems. Those roles can be summarized in terms of three functions: teaching, research, and service. In a knowledge-based community, what the public needs from higher education can outpace what these institutions can supply.

Knowledge-based communities depend on higher education institutions to work in collaboration with the community. The core university functions of teaching, research, and service, when engaged together with the community, can provide effective responses to community needs.

Local representatives from the arts, the environment, public education, healthcare, social services, government, and private enterprise shared similar expectations of higher education. In general, the community expects higher education institutions to:

### Teaching

- provide students with educational opportunities that focus on the needs of the Jacksonville community;
- provide the community with an educated workforce;

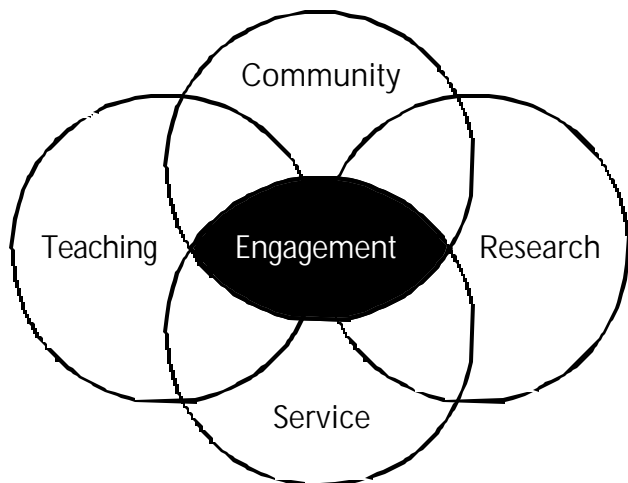
### Research

- seek knowledge and new information about community issues;
- partner with various community organizations to develop new ideas and improve the quality of life in Jacksonville;

### Service

- participate (faculty, administration, and students) in the life of the community; and
- apply knowledge and information gained through research to create community-based solutions to community issues.

## Communities and Universities Working Together



Source: *The Campus Compact*

## Teaching and learning

The core activity of Jacksonville's higher education institutions is teaching, especially at the associates, bachelors, and masters degree levels. Transmitting knowledge is an essential function in a knowledge-based society. The community needs a broad array of meaningful, useful, high quality learning experiences for all students regardless of background.

In a knowledge-based society an educated person is one who has mastered a required level of understanding or knowledge in a particular field and has the capacity to continue to learn over his or her lifetime. Learning is often measured by a college degree. Earning a bachelors degree or higher is one means of mastering a required level of understanding or knowledge; an associates degree in certain fields is another. Other means of certifying knowledge include industry or association-issued certifications that may or may not be offered through a higher education institution.

### Changing student demographics

Student demographics are changing. According to the National Center for Education Statistics (<http://nces.ed.gov>), in 1999-2000, only 27 percent of undergraduates met all of the criteria to be considered a traditional student. Thus, 73 percent of all undergraduates were in some way nontraditional. Similarly, 3 out of 4 Jacksonville students are nontraditional in some way.

Nontraditional students benefit from education programs that include educational access via accelerated classes, weekend studies, night classes, and distance education. In response to changing student demographics, Jacksonville University's Division of Continuing Studies offers an accelerated undergraduate degree program for adult learners. This program gives adult students an opportunity to complete a bachelors degree while maintaining family and career responsibilities.

NONTRADITIONAL STUDENTS (meets one or more of the criteria)	TRADITIONAL STUDENTS (meets all or most of the criteria)
<ul style="list-style-type: none"> <li>• 25 years of age or older</li> <li>• Work and family commitments</li> <li>• Not living near a college campus</li> <li>• Finishing a previously abandoned college degree program</li> <li>• Need to attend college part-time</li> <li>• Need retraining in current job</li> <li>• Need an advanced degree to receive a promotion</li> <li>• Completed high school GED or other completion certificate</li> <li>• Did not finish high school</li> </ul>	<ul style="list-style-type: none"> <li>• Earns a high school diploma</li> <li>• Enrolls full-time immediately after finishing high school</li> <li>• Depends on parents for financial support</li> <li>• Either does not work during the school year or works part-time</li> </ul>

Source: *National Center for Education Statistics* (<http://nces.ed.gov>)

Jacksonville's growing thirteen (for-profit and nonprofit) extension campuses and learning centers primarily serve the needs of non-traditional adult students by providing degree programs that are convenient and efficient. As of 2003, Webster University and the University of Phoenix (both private extension learning centers) were the 4th and 5th largest higher education institutions in Duval County by student enrollment.



*Education programs for a new century*

Workforce development is a systematic plan to bring together employers, jobs, employees, and education for the benefit of the community. The Jacksonville Regional Chamber of Commerce along with the City of Jacksonville is currently targeting eight industries to develop the economy of Northeast Florida: information technology; financial and insurance services; medical products, services and research; corporate headquarters; aviation and aerospace; distribution and logistics; specialized manufacturing; and electronics and semiconductors.

Of the eight targeted industries, at least four require workers with specialized education in science and engineering, which indicates a need for more workers trained in the hard sciences (i.e. biology, physics, math) and in applied technology fields such as engineering and computer science. The community will have to produce or attract more graduates in science, technology, and engineering to meet this need.

*Knowledge sharing in a technological world*

In pursuit of higher education, Jacksonville residents are not bound by geography. Local students have the option of bypassing local colleges and universities altogether to seek a college education from public and private institutions via the Internet and other electronic media. Technology makes learning possible at any time, any place, and for almost anybody. Distance learning, beginning with correspondence study, has been a part of the American postsecondary education tradition since the 1800s.

The diversity of the institutions offering alternatives to campus-based instruction is growing and changing the way learning takes place in higher education. In 2003, the National Center for Education Statistics reported that 56 percent (2,320) of all 2-year and 4-year degree-granting institutions offered distance education courses during 2000-2001. Nationally, 89 percent of public 4-year institutions offer some form of distance education courses.

**DISTANCE EDUCATION OR  
DISTANCE LEARNING**

Distance education is instruction that occurs when distance, time, or both, separate the instructor and student. Distance learning can occur by way of video, Internet, two-way TV, or via print media.

Most of Jacksonville's higher education institutions (public, private, and proprietary) offer distance and/or online education options. The State of Florida has also established a Distance Learning Consortium (<http://www.fldlc.org>) consisting of public and private colleges and universities domiciled in the State of Florida. The consortium consists of Florida's 28 community colleges, 11 state universities, and various independent universities. Local members of the consortium include Jacksonville University, the University of North Florida, Florida Community College at Jacksonville, and Nova Southeastern University.

<b>Select Colleges and Universities Offering Online Education Courses in 2002-2003</b>				
<b>University</b>	<b>Total Enrollment in Credit-Granting Courses<sup>1</sup></b>	<b>Number of Online Credit-Granting Courses</b>	<b>Total Degree Seeking Online Students<sup>1</sup></b>	<b>Number of Degree Programs Offered Online</b>
Florida State University	4,110	185	4,110	13
Florida Community College	11,352	490	5,523	7
Jacksonville University	432	24	422	1
Nova Southeastern University	3,586	954	1,480	11
University of Florida	7,405	325	4,995	10
University of Phoenix	72,215	536	72,215	39
University of North Florida <sup>2</sup>	629 <sup>2</sup>	29 <sup>2</sup>	None	None
Webster University	1,786	64	1,786	5

Source: U.S. News and World Report (<http://www.usnews.com/usnews/edu/elearning/elhome.htm/> and Florida Community College at Jacksonville. Notes: 1) Students "online" may not be located exclusively in Jacksonville, Florida. 2) Distance education courses only. UNF did not report offering any online courses in 2002-2003.

## Higher education at all levels

A high school diploma is insufficient to meet many of the labor demands of the 21st century. High paying jobs require technical, analytical, and problem-solving skills that go beyond basic proficiency in reading and mathematics. Advanced education is essential in the effort to get a high-paying job. In the workforce region that encompasses Duval, Baker, Clay, Nassau, Putnam, and St. Johns Counties almost all of the 20 highest paid professions require a bachelors degree or better.

According to the United States Department of Labor, in the period from 2000 to 2010 employment in occupations requiring at least a bachelors degree are expected to grow 22 percent, jobs requiring an associates degree will grow by 32 percent, and jobs requiring a postsecondary vocational certification will increase by 24 percent. In order for the State of Florida to stay competitive in the global market, the state needs to graduate an additional 14,000 bachelors degree-holding students per year—or the equivalent of almost five times the number of graduates receiving bachelors degrees at the University of North Florida in 2002.

Statistics indicate that Jacksonville has a large pool of potential candidates who might be eligible to further their education at a local college or university. As of 2000, the U.S. Census reports that 145,238 of Jacksonville's residents over the age of 25 have a high school diploma, but have never attended college, and another 158,215 are less than four years away from earning a bachelors degree (having earned some college credits or completed an associates degree).

## Education choice—Education access

Jacksonville is home to more than 25 postsecondary public, private, and proprietary institutions offering every level of higher education. In less than an hour local residents can also attend classes at many different types of regional institutions in Northeast Florida, including the University of Florida, St. Johns River Community College, Flagler College, and the University of St. Augustine for Health Sciences. For local residents this means more access and more opportunity for higher education. For the community this expands the opportunity for partnerships on a regional level in the effort to create a more educated populace.

Advanced education opportunities are also available through avenues outside of colleges and universities. Depending on the field of interest, adults can earn a certification in a variety of career fields. For example, software giants Microsoft, Cisco, and Novell offer certification for those who wish to become certified computer networking professionals. Other examples include the Society for Human Resources Professionals (SHRM), which certifies its members as human resources professionals and the National Association of Securities Dealers (NASD), which provides the employees of its member institutions with the opportunity to earn the licensure needed to work as sales and management professionals within the securities industry. Classes to prepare for these examinations may be taken at a college or university, but industry-based training, independent training centers, Internet-based tutorials, and self-study are the most prevalent options.

## Lifelong learning

In addition to obtaining college degrees, within a knowledge-based society individuals, employers, organizations, and entire communities are involved in learning throughout their lives. The changing nature of work requires individuals to adapt and upgrade their skills throughout their working lives in order to survive in the labor market. Employers are also attracted to high-skill communities where education, at all levels, is a priority. Lifelong learning will continue to grow in importance as the 21st century progresses due to developments in technology and the eventual predominance of knowledge workers, who by definition are required to improve their level of knowledge over time.

Colleges and universities provide students and other members of the community the opportunity to learn about the intricacies of important issues, including those related to government, industry, and the environment. Colleges and universities also help students build an appreciation for literature, art, music, and academic inquiry. In other words, higher education not only provides the actors, but the audience as well. In addition to degree programs and enrichment classes, higher education also provides a venue for performance and discussion.

During the course of this study, local universities sponsored a variety of educational events open to the public, including a "Philosophy Slam" (a facilitated discussion on a particular topic) sponsored by Florida Community College at Jacksonville, the University of North Florida, and Jacksonville University at a local coffeehouse. In addition, nationally known figures as diverse as Dr. Cornell West (Professor of Religion and African American Studies at Princeton University), Fareed Zakaria (editor of *Newsweek International*), and Dr. Jared Diamond (Pulitzer Prize winning author of *Guns, Germs, and Steel*) held public lectures at the University of North Florida.



The Jacksonville community also has some formal lifelong learning opportunities through local education institutions:

- **Duval County Public Schools**  
(<http://www.educationcentral.org/comed/>)  
Through its community education programs offered in area public schools, local residents can enroll in almost 350 personal improvement classes, such as 'creating web pages', 'advanced Italian', and 'painting for pleasure'.
- **Florida Community College at Jacksonville**  
(<http://www.fccj.edu>)  
In addition to a variety of degree and certification programs, Florida Community College also offers enrichment classes in business skills, computer design, personal finance, real estate, technology, and more through its Professional Development and Personal Enrichment programs.
- **University of North Florida**  
(<http://www.ce.unf.edu>)  
The mission of the Division of Continuing Education is to "provide leadership in designing, developing, promoting and delivering quality educational programs that meet the diverse needs of lifelong learners." Programs are offered throughout the year in areas that include accounting, computer information technology, finance, law, and project management.
- **Jacksonville University**  
(<http://www.ju.edu>)  
The College of Fine Arts offers an array of non-credit art classes in ceramics, glass art, and photography in addition to dance classes during the fall and spring semesters. An intensive summer dance program is also available. The Jacksonville University Academy of Music also offers private lessons for all musical instruments and music appreciation classes for adults and children.

The mission to improve Jacksonville's intellectual life is shared by many groups, individuals, and institutions. Creating an environment for a learning community requires an inclusive, comprehensive, and well-communicated effort.

#### **CHARACTERISTICS OF A LEARNING COMMUNITY**

Learning is accepted as a continuing activity throughout life.

Learners take responsibility for their own progress.

Assessment confirms progress rather than brands failure.

Everyone accepts some responsibility for the learning of others.

Men, women, the disabled and minority groups have equal access to learning opportunities.

Learning is seen as creative, rewarding and enjoyable.

Learning is outward-looking, mind-opening and promotes tolerance, respect, and understanding of other cultures, creeds, races and traditions.

Learning is frequently celebrated individually, in families, in the community and in the wider world.

Source: *Lifelong Learning: A pathway to social and economic cohesion*  
([www.swktodc.govt.nz](http://www.swktodc.govt.nz))

## **Research**

Knowledge-based societies depend on institutions (academic and otherwise) to discover knowledge through research and similar discovery activities. For students and faculty, research presents an opportunity for experimentation, testing theories, and discovering practical applications for these results. In the community, academic research can provide the data, processes, and evaluative techniques needed to eradicate the ills that affect social, civic, personal, and economic health. Communities generally create research capacity through academic inquiry and research partnerships, private research opportunities, and doctoral programs.

### *Academic inquiry and research partnerships*

The Jacksonville community is located near two extensive, Level I, doctoral granting research universities, the University of Florida in Gainesville (70 miles) and Florida State University in Tallahassee (168 miles). However, the University of Florida, Florida State University, and the other colleges and universities located in and around Duval County operate in distinct, separate silos. Existing partnerships are sporadic and are not based on any specific local or regional vision. Regionally inspired, institutional partnerships, such as the *Florida High Tech Corridor*, which partners the Universities of South and Central Florida, 11 community colleges, and 21 counties, required a coordinated strategic effort over a 200-mile radius.

#### **LEVEL I AND LEVEL II RESEARCH UNIVERSITIES**

Typically offer a wide range of baccalaureate programs and are committed to doctorate level graduate education. When last assessed by the Carnegie Foundation in 2000, Level I research universities awarded at least 50 doctorates over 15 or more disciplines, Level II research universities awarded at least ten doctoral degrees per year across three or more disciplines, or at least 20 doctoral degrees per year overall.

Though they are not classified as research institutions, Jacksonville's colleges and universities do engage in some research, but not at the level of a major research institution. For example, the University of North Florida received \$15.4 million in sponsored research and training funds during the 2002-2003 fiscal year. Comparatively, the University of Florida received over \$420 million in sponsored research and contract funds during the same period. At present, Jacksonville's colleges and universities have neither the resources nor the reputation to compete with the University of Florida for research funding.

However, Jacksonville's higher education institutions are uniquely positioned to collect, analyze, and evaluate data surrounding issues unique to the Jacksonville community, notably in areas that impact the community's quality of life. Currently local colleges and universities are conducting research in environmental issues, race relations, poverty, substance abuse, and fair housing. Such research carried out by local faculty benefits the institution by offering applied education experiences for students and by providing practical community-based solutions for local concerns.

Jacksonville faces challenges to grow into a major research center. According to one resource speaker, no university should participate in research programs unless it has the capacity to do research well. Besides adequate funding, this requires full and part-time academic staff as well as undergraduate and graduate students engaged in projects that meet the needs of funding agencies. The coordinated effort to enhance research in the community is also dependent on the will of different sectors in the community, including business, economic, civic, and social organizations.

Like other communities, Jacksonville has a tendency to view experts as individuals or groups who are not local. Jacksonville's local colleges and universities are capable of researching local issues, but are often bypassed in favor of national research consulting firms. Local college research initiatives range from individual projects that rely on faculty expertise to formalized research organizations such as The Florida Center for Public Policy and Leadership at the University of North Florida. Representatives from Jacksonville's colleges and universities noted that their institutional capacity for research is being underutilized. At the same time, local institutions lack research capacity in certain areas, such as housing certified labs for testing water quality. No local organization coordinates community research needs and research capacity in Jacksonville.

### Doctoral programs

While local colleges and universities offer many masters degree

programs, the number of doctoral programs is limited in Jacksonville. At present Nova Southeastern University's Jacksonville Education Center offers the majority of the area's doctoral programs—five in all. Florida Coastal School of Law offers a Juris Doctorate, and the University of North Florida offers a doctorate in Educational Leadership. Of the higher education institutions located in large metropolitan areas within the State of Florida (Miami, Orlando, Tampa and West Palm Beach-Boca Raton), Jacksonville's institutions are the only ones not offering a varied and significant number of doctoral programs.

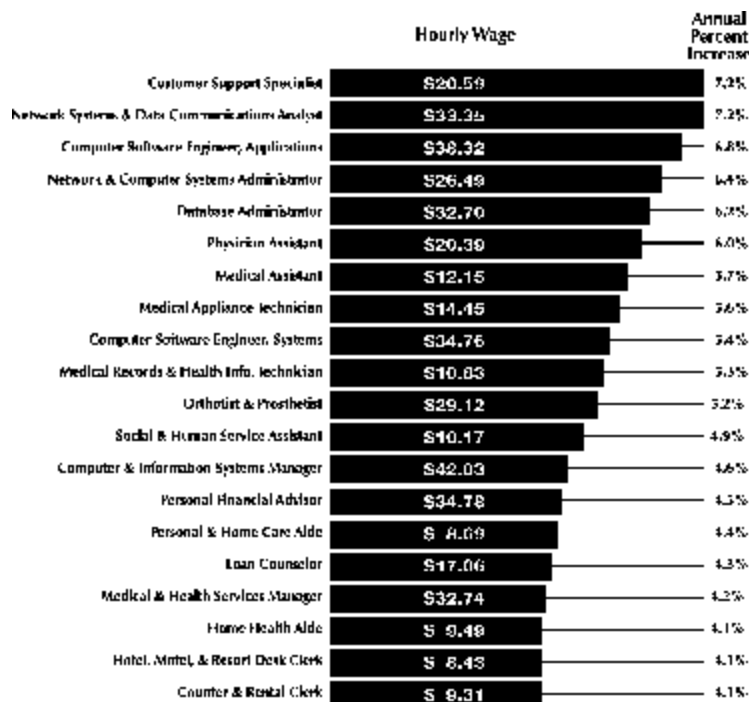
Doctoral programs require funding, a community need, and a built-in capacity to conduct practical research. Focusing doctoral programs on local targeted industries, high growth/high wage occupations, and/or unique aspects of the local economy are one way other communities have addressed both the stature of local higher education institutions and the community's quality of life. Such synergies also improve the possibility of community-university partnerships and funding.

Many feel that doctoral programs and research are essential in building a successful academic institution. The quality of life needs of the community can often be met by such endeavors as well. Other communities also use academic research and doctoral programs as a means to enhance economic development. However, Jacksonville colleges and universities are primarily teaching institutions focused on educating students.

## FASTEST-GROWING OCCUPATIONS WORKFORCE REGION 8

Seventy percent of the fastest-growing jobs in Region 8 have hourly wages of over \$12.00 per hour.

No single career field dominates the marketplace in Region 8



## OCCUPATIONS EARNING THE HIGHEST WAGES IN REGION 8

Almost all of the 20 occupations earning the highest wages require a bachelors or higher advanced degree.

Occupations from the medical and education fields dominate the list of top-paying occupations.



source: Workforce Region 8: Occupational Highlights.

2003 Edition Florida Agency for Workforce Innovation. Labor Market Statistics. Note: Region 8 includes Baker, Clay, Putnam, and St. Johns Counties.

## Private research

Private enterprises also engage in research across all business and technology sectors. As technological innovation has become more important, patents issued in the United States increased by 36 percent from 1984 to 1999. The majority of those patents were issued in areas with an above-average share of high-tech jobs, where there are either corporate headquarters or R&D labs. Of the Jacksonville Chamber's eight targeted industries several, including information technology, medicine, aerospace, manufacturing, and electronics, rely on the development of innovative new products and technologies. These industries are candidates for increased research and development opportunities in Jacksonville.

The personnel, products, and capital that research industries bring to a community can also affect the degree programs offered on college campuses, workforce development needs, and ultimately the direction of the programs being offered and the research being conducted on college campuses. A shift in local industry can change the capacity of local higher education; likewise a shift in higher education capacity may have some effect on the industries that decide to call Jacksonville home. Jacksonville ranks last among large metropolitan areas in the nation and in Florida in academic institutions that perform large amounts of research and development, particularly research and development that is funded by industry.

## Service

Colleges and universities serve the community through applying knowledge to community problems and working to meet

community needs. Service can be defined in terms of outreach, community work, or applying academic research to community issues. Service also includes the lectures, debates, and performances that improve Jacksonville's intellectual life by connecting the community to the world of ideas.

"Knowledge is advanced through service by tackling and solving large structural issues, not small isolated ones: not just building a house, but dealing with issues of homelessness; not just tutoring, but helping to transform the American school. Advancing knowledge through service means working to improve human welfare. Service which does not seek to deeply improve the quality of life in the local community can become a hollow activity failing to contribute to citizenship and offering communities false, unfulfilling promises." (*Dr. Ira Harkavy, Director, Center for Community Partnerships, University of Pennsylvania 1998, American Youth Policy Forum*)

Community service is the foundation for the partnerships that take place between higher education and the community and the resulting contributions that higher education makes to local and regional development. Service can take many forms, depending upon the resources of the institution and the needs of the community. Colleges and universities may engage the community through volunteerism and outreach, community-based research, community revitalization, forums focusing on community concerns, interactive artistic endeavors, and other types of cultural, political, intellectual, and social engagement.

### Patents Issued in Florida's Large Metropolitan Areas

Large Metropolitan Areas in Florida	Patents Issued Per 1,000 Workers	Rank in Patents Issued Among the 50 Largest Metro Areas
Orlando	.19	43
Miami	.27	36
Tampa	.23	38
West Palm Beach-Boca Raton	.70	9
Jacksonville	.18	45

Source: *The Metropolitan New Economy Index*

### Research & Development Investment in Florida's Large Metropolitan Areas

(Combined industry R&D at academic institutions and total academic R&D)

Large Metropolitan Areas in Florida	Rank in R&D Investment Among the 50 Largest Metro Areas	Rank in Area's Size Among the 50 Largest Metro Areas
Orlando	43	30
Miami	17	12
Tampa	24	21
West Palm Beach-Boca Raton	42	47
Jacksonville	50	44

Source: *The Metropolitan New Economy Index*

The "engaged campus" describes a community-university partnership model for higher education institutions to serve the community. On an "engaged campus", the roles of imparting and developing knowledge are not separate from the role of using that knowledge for public purposes. Service and research often overlap, especially when activities are aimed at issues such as poverty, intolerance, violence, illiteracy, hunger, or disease. The greatest barriers to a community of "engaged campuses" in Jacksonville are competition for resources, lack of coordination, and a lack of sustained leadership among academic, business, and government leaders.

**SELECT CHARACTERISTICS OF AN  
"ENGAGED CAMPUS"**

Institution's mission includes a commitment to the public purposes of higher education.

Leadership supports community involvement.

Faculty is rewarded for public scholarship.

Adequate resources are provided to establish and enhance community-based work.

Community voices are sought after and respected.

Easily accessible campus spaces facilitate creating community partnerships.

Community service activities include a variety of community engagement activities on campus.

Public dialogue includes multiple stakeholders in public problem-solving.

Teaching and learning incorporate a community-based, public problem-solving approach to education.

Source: *The Campus Compact*

Locally, many partnerships exist between higher education and the community.

*Arts and culture*

Florida Community College at Jacksonville Artists' Series brings both national and international touring companies to the Jacksonville community, the University of North Florida is home to a nationally recognized Jazz Studies program, and every year Edward Waters College hosts a pops concert with the Jacksonville Symphony Orchestra.

*Civic and social engagement*

The University of North Florida has established some working relationships with local and state government and human services agencies through The Florida Center for Public Policy and Leadership and the Institute of Government which interacts with the local community to provide data, research, and training.

*Economic development*

The University of North Florida's Center for Entrepreneurial Studies/Small Business Development Center, Edward Waters College's Community Development Corporation, and Florida Community College's Advanced Technology Center each promote economic, workforce, and community development.

*Protecting the environment*

Jacksonville University's Millar Wilson Research Laboratory serves the local community by researching the relationship between industry and natural resources and Florida Coastal School of Law's annual environmental summit and symposium brings public and private sector lawyers, environmentalists, law students, and interested persons from the community together to discuss environmental concerns.

*Public education*

Funded by a federal grant, Webster University and Jacksonville University, in partnership with The Schultz Center for Teaching and Leadership, have developed a classroom-based and an online Master of Arts in Educational Technology graduate program. Justina Elementary School, in partnership with Jacksonville University, offers a professional development magnet program where students benefit from the individual instruction provided by mentor teachers, teaching interns, and student volunteers.

*Healthy communities*

The University of North Florida's Center for Drug Prevention collaborates with local and regional hospitals and clinics, schools, businesses and worksites, colleges and universities, government agencies, public health entities, and social service agencies, to conduct prevention research projects. Both Jacksonville University's School of Nursing and its Advanced Specialty Education Program in Orthodontics and Dentofacial Orthopedics offer clinical services at reduced costs to underserved patients in the Jacksonville area.

Additionally, local higher education institutions cooperate in grant making activities, faculty members from different institutions work on cooperative projects, and trustees have informal networks within other institutions and throughout the community. Similarly, community groups, civic organizations, city government, local employers, and others partner with local colleges and universities to meet some of the community's needs, but the mechanism to fully and formally engage the community and all of its higher education institutions has not been completely developed.

The Jacksonville community depends on its higher education institutions through the services of its students, faculty, and provisions of its facilities.

*Students*

Student interns and volunteers are prized for both their "brains and brawn" by every sector of the community. Interns and volunteers are valuable as research, administrative, and operational support. Service to the community can help students to turn academic theory into practice and makes students active community participants. Internships and volunteer service also help to build continuity as a student leaves the university and contemplates remaining in Jacksonville. Local United Way agencies echoed a common concern heard among community organizations: many groups expressed a need for more interns and better methods of contacting local institutions to hire these students.



While most of Jacksonville's local institutions have a career services office that helps students identify internships and other paid job opportunities, Jacksonville University (JU) is the only local institution that has a mandatory community service component for all students. Students are invited to serve the local community through structured service-learning opportunities and community based research projects where they earn academic credit by engaging in a service or research activity that meets an identified need. However, Jacksonville lacks a consistent and coordinated effort to match community needs with student interns and volunteers. Most students who work with local organizations do so through individual faculty referrals.

### *Faculty*

Many of those who teach at Jacksonville's colleges and universities serve the community in both paid and volunteer capacities as either representatives of the institutions for which they work or as ordinary citizens. In either capacity they bring their skills as educators to the experience. Like the universities themselves, faculty members are also an under-utilized community resource. Many local faculty members have expert knowledge in their fields and are experts on Jacksonville issues. Faculty members are also a source for local (public and private) boards of directors. One resource speaker said every arts organization in Jacksonville should have a higher education faculty member on its board. While most colleges and universities have guides that outline faculty areas of expertise, most of the community is unaware of this information.

### *Facilities*

Many local organizations depend on the performance and meeting spaces provided by local higher education institutions. However, with the exception of Florida Community College and Edward Waters College, most of these facilities are located outside the city center. Community service can be enhanced through facility location. Edward Waters College's Schell-Sweet Community Resource Center provides needed health and human services in an urban residential setting, providing for significant community engagement.

## **Barriers that prevent university-community collaboration**

Efforts to enhance university-community partnerships face several challenges. Two key barriers to effective collaborations are communication and funding.

### *Communication and coordination*

By communicating to the community with one voice, university partners in several communities around the country have improved university-community partnerships through their coordinated communications efforts.

Locally, the general community is often unaware of the activities and programs on local campuses. Most outreach efforts seem designed to inform those who are already affiliated with the institution. Neither a coordinated inter-university communication strategy nor a formal mechanism for communicating community needs to the higher education institutions exists among local institutions.

Local campus websites are the community's most comprehensive source of information about the programs and events available at local colleges and universities for the Jacksonville community. While the marketing and public relations strategies in place at local colleges and universities try to reach out to the community, the general community usually finds out by accident that a public event is taking place or is being sponsored by a local higher education institution. Public relations efforts are intended to prompt interest, increase awareness, and build support for local institutions among a wider audience, but in many respects the Jacksonville community remains distant from its colleges and universities.

The local media also plays a role in informing the community about what's going on at local campuses. The media not only has the capacity to report on the events taking place, but can also tell those stories that raise the intellectual awareness of the community. While *The Florida Times-Union* has a reporter dedicated to writing stories on higher education, the lack of print, radio and television coverage of happenings at colleges and universities creates a barrier to building Jacksonville's intellectual infrastructure.

### *Funding*

Higher education is labor intensive and expensive. Tuition dollars generally make up only a portion of the costs of providing higher education. Funding limitations challenge efforts to increase Jacksonville's intellectual infrastructure. However, recent research indicates that investment in higher education infrastructure is a predictor for subsequent growth in the knowledge economy, much like investments in a community's physical infrastructure were a predictor of growth in the industrial economy.

Jacksonville's higher education institutions are big businesses, with large budgets. The current budgets of some local public and private institutions are as follows: Florida Community College—\$145.3 million; University of North Florida—\$83.3 million; Jacksonville University—\$39.7 million; Edward Waters College—\$17 million; Florida Coastal School of Law—\$10 million; and Jones College—\$4 million.

Limited local, state, and federal funding is a concern for all higher education institutions. The University of North Florida currently receives less than 35 percent of its funding from the State and only 13.5 percent of its budget from tuition dollars. During the 2003-2004 academic year, the State's per pupil funding at Florida Community College dropped by more than \$400 per student, forcing the college to turn away students in some of its programs.

The capital campaigns for both private (nonprofit) and public institutions often seek the same sources of local and regional funding. Edward Waters College is conducting a \$25 million capital campaign, and both the University of North Florida and Jacksonville University recently completed capital campaigns of \$78 million and \$60 million, respectively. Though these concurrent fundraising campaigns are successful and necessary, such activities breed competitiveness and can hamper cooperation between institutions, which also affects university-community relationships.

Many higher education institutions are also competing with other agencies and educational institutions for limited resources. Philanthropic giving is limited and higher education institutions raise money along with nonprofit agencies, private secondary schools, and others. The competitive fundraising environment does not support cooperation. On the other hand, in the quest for grant funds, grantors value applications that show partnerships among area institutions.

The study committee heard three promising practices used to overcome limited funding resources:

- **Cost sharing**—Civic, social and business interests can underwrite academic scholars at local universities to teach and to conduct community-based research. Jacksonville did not have a medical anthropologist, so the Duval County Health Department recruited a PhD with this specialty to teach at the University of North Florida and to do research for the health department. Both the university and the health department pay the salary for this university employee.
- **Endowed degree programs**—Business and industry can support the creation of degree programs that benefit the supporting entity as well as the community. For example, computer gaming giant Electronic Arts has recently donated funds to the University of Southern California to create a masters degree in computer game design and to expand the university's research in interactive media technology.
- **Matching funds**—Florida's state universities and community colleges receive matching funds for private donations that fund scholarships, endowed chairs, and research programs. Since the matching program began in 1979, the State has given universities an estimated \$400 million for scholarships, professorships, and other programs.

## What other communities are doing

**Communities around the nation recognize the strategic importance of university and community partnerships in a knowledge-based society. While every community has different needs, education partnerships have positively benefited communities and universities.**

## Regional Collaborations

The strategic collaboration between communities, higher education institutions, business, and government is a powerful tool for dynamic economic growth. Such growth is wholly dependent on valuing, recognizing, and acting to increase the intellectual capacity of a community. The result of deliberate investment in education and knowledge-based industries is a place populated by innovative people with bright ideas who have access to an enhanced quality of life.

### *The Florida High Tech Corridor*

(<http://www.floridahightech.com>)

Florida's High Tech Corridor Council was created in 1996. The Council is comprised of the Universities of South and

Central Florida, twenty high tech companies, 11 community colleges, and 12 economic development organizations whose goal is to attract, retain, and grow high technology industries. The council is targeting six specific industries specifically: aviation and aerospace; information technology; medical technologies; microelectronics; modeling, simulation and training; and optics and photonics.

The Florida High Tech Corridor also includes the 21 counties that make up the service areas of the University of Central Florida and the University of South Florida. The region stretches from Volusia County and Florida's Space Coast on the Atlantic through Metro Orlando and on to Tampa Bay. Over 4,000 high tech companies reside along the Corridor.

### *Research Triangle* (<http://www.researchtriangle.org>)

The Research Triangle Committee was first formed in 1956 to explore the idea of building a research park between Duke University in Durham, North Carolina State University in Raleigh, and the University of North Carolina at Chapel Hill. In 1959 leaders from business, academia, and industry created the Research Triangle Park, a public/private, planned research park. The Park grew slowly until the late 1960s. A growth spurt from 1969 to 1989 saw 66 companies move into the Park.

In the early 1990s community leaders from Raleigh, Durham, and Chapel Hill decided to market their communities together recognizing that a regional approach to marketing could leverage their collective assets and strengthen their individual community initiatives. As a result of the regional focus, more than 42 new companies established facilities in the Research Triangle Park from 1990 to 2000.

The Park encompasses 7,000 acres and has approximately 1,100 additional acres for development. It currently houses more than 100 research and development facilities, which employ over 38,500 residents. The combined annual salaries in Research Triangle Park amount to over \$1.2 billion dollars.



## Higher Education Consortiums

Higher education institutions that work in tandem are able to pool their resources to create multi-faceted, local higher education systems that work to make education a community value. Both the campuses and the community benefit from a rich, diversity of academic, social, and cultural offerings that are recognized and supported by a wide-range of colleges and universities.

### *The Atlanta Regional Consortium for Higher Education*

(<http://www.atlantahighered.org/index.asp>)

The Atlanta Regional Consortium for Higher Education comprises 20 public and private colleges, universities, and other higher education institutions, as well as five affiliated independent libraries, and 12 corporate and nonprofit community partners. The Consortium was founded in 1938 as the University Center in Georgia. The consortium represents a variety of institutions including liberal arts colleges, major research universities, comprehensive undergraduate/graduate universities, a school of medicine, an arts college, faith-related institutions, and historically black colleges and universities.

The Consortium's mission is threefold:

- expand educational opportunities, promote academic excellence, and foster cultural diversity for students, faculty and staff;
- provide collaborative opportunities to consortium members to develop new resources and realize cost savings in ways not available to members individually; and
- inform civic and business leaders, and the general public of the direct and indirect ways in which higher education benefits the community.

### *The Pittsburgh Council on Higher Education*

(<http://www.pchepa.org>)

The Pittsburgh Council on Higher Education is a voluntary, multi-purpose consortium of ten accredited colleges and universities in Allegheny County, Pennsylvania. Founded in 1966, the Council's mission is to provide a means for sharing resources, insights, and information among the member institutions; engage in joint or cooperative activities and projects; and offer a common voice on matters that affect all of the member institutions.

The Council also works to enhance the intellectual, cultural, and economic vitality of Pittsburgh. The Council pursues its goals through joint recruitment and admissions activities; public relations efforts on behalf of its member institutions; cross-registration of students; and conferences and workshops for faculty and staff. In addition, meetings among administrative counterparts from each institution provide a network of communication and cooperation.

## Urban Universities

Both the knowledge and the learned people produced by colleges and universities are community assets. Urban Universities tap into these intellectual resources to teach, research, and serve



within their communities via intentional actions that view the world off-campus as the true classroom. For example, such institutions challenge students to apply the lessons learned within their workplace or in their neighborhoods. In this manner, academically based problem-solving leads to community action and improvement.

### *Northeastern University*

(<http://www.northeastern.edu>)

Boston's Northeastern University has a reputation for aggressively pursuing community involvement. Northeastern is involved in a number of community partnerships that draw upon its academic strengths, facilitated by its Office of Community Partnerships and Service Learning. Northeastern also has an Urban Community Services Program at the School of Law, funded by the U.S. Department of Education and a Community Outreach Partnership Center supported by the United States Department of Housing and Urban Development. Nursing students receive training in community health centers; students from the law school represent victims of domestic violence, community development corporations, and groups working on poverty issues; and many students work in community organizations through paid service learning projects.

### *Georgia State University*

(<http://www.gsu.edu>)

Georgia State University is an urban university located in downtown Atlanta. The university has undergone both a physical and philosophical transformation to become more accessible to students and local residents. As an urban university, Georgia State addresses urban policy issues such as pollution, sprawl, employment, taxation, telecommunications, and health.

The university's public policy focus carries over into research and teaching specific to Atlanta's urban environment and beyond through alliances with government, business, and the community. Community service and volunteerism is the means by which students receive additional opportunities to research and learn. Volunteerism also serves as an opportunity for students, faculty, and staff to become more involved in the city at all levels, from sitting on civic, social, and governmental boards to cleaning city parks.

# Conclusions

Conclusions express the value judgements of the committee based on the findings.

1. Jacksonville's success in the 21st century hinges on comprehensively developing the community's intellectual capital. Without intentionally and strategically building the community's intellectual infrastructure, Jacksonville will stagnate as a "service town" in the new knowledge economy, much like the "mill towns" of the industrial economy.
2. Historically, Jacksonville has lagged behind other communities in developing institutions of higher education. Currently, local higher education institutions are growing, and Jacksonville has more opportunities than ever before for postsecondary education. However, even with this continued growth, Jacksonville remains behind.
3. Programs and opportunities already available at local colleges and universities are being underutilized. These include:
  - research to analyze and develop solutions to community issues;
  - cultural and arts events to enrich the intellectual and social life of the community;
  - athletic events to enhance pride in the community;
  - degree programs at all levels to increase individual educational attainment for improved work and life opportunities;
  - lifelong learning opportunities for personal and professional enrichment;
  - service learning opportunities that enhance a student's education and benefit local organization with needed physical and mental muscle;
  - community partnerships with business, government, and nonprofit organizations to enhance community capacity; and
  - partnerships with regional colleges and universities, such as the University of Florida and Flagler College to expand local teaching, research, and service opportunities.
4. Strong, sustained, visionary leadership in developing and supporting higher education has been lacking within both the Jacksonville community and its higher education institutions. Such leadership is essential in building the community's intellectual infrastructure if Jacksonville is to survive and thrive in today's knowledge-based society.
5. An inadequate emphasis on higher education places Jacksonville at a competitive disadvantage that will challenge the progress of the community unless deliberate and substantive steps are taken to make Jacksonville a city that values, supports, and rewards education at all levels, including K-12 and higher education.
6. Jacksonville has insufficient intellectual muscle to effectively tackle community problems, especially a strong capacity for community-based research and locally-specific doctoral programs.
7. Jacksonville's ability to grow a knowledge-based economy is limited by the lack of a wide variety of doctoral programs and academic research that result in science and technology innovation, patented discovery, and business investment in research and development.
8. Coordinated efforts among Jacksonville's higher education institutions and between the community and higher education interests are inconsistent, and current coordination and collaboration efforts are inadequate to build Jacksonville's intellectual infrastructure.
9. Inadequate funding for the community's intellectual infrastructure is harming the local economy and Jacksonville's future. In particular, both the state's funding and the community's financial support for higher education are insufficient to meet the community's needs.
10. Economic competitiveness in a global, knowledge-based society demands that the community produce more local graduates with bachelor degrees, particularly in key disciplines such as math, science, and engineering.
11. Neither the Jacksonville community nor its traditional higher education institutions have acted strategically to leverage the expanding presence of proprietary and other nontraditional higher education institutions to benefit the greater community.
12. Jacksonville has not made a concerted effort to learn from the many communities across the country that have acted collaboratively and intentionally to build their intellectual infrastructure and are already benefiting from that work, economically and in their quality of life.
13. Higher education institutions and the community share the collective responsibility to make Jacksonville a great place to live. The community's quality of life can significantly benefit from both the condition of its higher education institutions and the intellectual capacity of the community, while a failure to act deliberately jeopardizes the future of the Jacksonville community.

# Recommendations

Recommendations are the committee's specific suggestions for change, based on the findings and conclusions.

1. The Mayor should introduce and the City Council should pass an ordinance to create and fund the Jacksonville Higher Education Commission to strategically build the community's intellectual infrastructure and enhance higher education in Jacksonville. The mission of the Commission will be to:
    - develop a global vision for the future of Jacksonville and its higher education institutions;
    - develop a comprehensive strategic plan to reach that vision by leveraging mutually beneficial community-campus partnerships;
    - advocate for major investment in, development of, and community support for local higher education; and
    - ensure accountability for implementing the strategic plan by Jacksonville's higher education and community institutions.
  2. The Jacksonville Higher Education Commission should consist of key leaders from local government, business, and higher education. The commission's charter and committee structure should engage higher education institutions and the full community in working to enhance Jacksonville's intellectual infrastructure and meeting community challenges through specific actions such as:
    - advocating for the creation of more local doctoral programs and doctoral granting institutions within the community;
    - promoting and supporting community-based and scientific research at local higher education institutions while working to attract other public, private, and academic institutions to the Jacksonville community to support this aim;
    - sponsoring, staffing, and funding an annual higher education summit to report on the progress and refine the vision of higher education as a community asset;
    - studying other communities that benefit from strong campus-community relationships and bringing best practices to Jacksonville;
    - measuring the economic and quality of life impacts of improving and expanding the community's intellectual infrastructure; and
    - assisting local institutions in securing more public (local, state, and federal) and private funding to develop and sustain every area of intellectual life in the Jacksonville community.
  3. Presidents of Jacksonville's public, private, and proprietary higher education institutions should reinvigorate and formalize the President's Council, which should meet regularly to collaborate, cooperate, and maximize resources that benefit both the institutions and the general public.
- The President's Council should be charged with:
- developing a vision for the role of higher education in the Jacksonville community;
  - facilitating and developing joint programs,
  - promoting the cultural and intellectual offerings at their respective institutions;
  - collaborating with and supporting the Jacksonville Higher Education Commission;
  - sharing facilities where appropriate; and
  - communicating to the public as the voice of local higher education.
4. The Jacksonville Regional Chamber of Commerce should create a Higher Education Committee to bring attention and focus to the importance of education and lifelong learning within a knowledge-based society. The Higher Education Committee should:
    - work with local higher education institutions to offer degree programs, including those at the doctoral level, which support the targeted industries that will grow the Jacksonville economy;
    - assist in planning the 2005 annual chamber leadership development trip to focus on a community that has effectively and innovatively leveraged town and gown relationships (and help plan subsequent leadership development trips, using town and gown relationships as criteria for selection);
    - promote the best practices used in these communities to increase higher education partnerships and the role of higher education in the life of the local community; and
    - consult with the President's Council on Higher Education and the Jacksonville Higher Education Commission in building the intellectual infrastructure of the community.
  5. The Chamber's Higher Education Committee should also lead the creation of a joint information clearinghouse where local residents can access information and provide input about the educational, intellectual, and cultural resources available to the community through Jacksonville's colleges and universities. This clearinghouse should include information about:
    - student internship opportunities and needs;
    - faculty availability and community needs for the community;
    - cultural and social events available at higher education institutions, such as performing arts, lecture series, and continuing education, expanding on what is already available online through individual institutions and the Cultural Council of Greater Jacksonville.

6. The Jacksonville Economic Development Commission should have a designated seat for a local college or university representative in order to ensure that decisions include a discussion of the connections between higher education, intellectual infrastructure, and economic development within the local community.
7. Jacksonville's higher education institutions should use the 2002 Jacksonville Regional Chamber of Commerce's targeted industry study and the Florida Chamber Foundation's 2002 New Cornerstone report, *Preparing Florida's Intellectual Infrastructure for the 21st Century Economy*, as a mandate to recruit and produce more college graduates, especially those graduates majoring in math, science, or engineering.
8. The Boards of Trustees at higher education institutions should work to ensure that representatives from higher education sit on area boards of directors, commissions, and task forces in order to effectively use the talent and resources of higher education to benefit the community.
9. Duval County Public Schools should enhance its current efforts to improve high school graduation rates, college enrollment rates, and local high school graduate readiness for college, in collaboration with the Jacksonville community and its higher education institutions, because these three areas are the foundation on which the community's intellectual infrastructure is based.



## Appendix A: Selected colleges and universities in Jacksonville, Florida

### PUBLIC

#### Florida Community College at Jacksonville

Institution type: public  
Year established locally: 1966  
Local full-time students: 7,618  
Highest degree awarded: Associates  
Classification: Associate's Colleges  
Accrediting body: Southern Association of Colleges and Schools

#### \*\*Southern Illinois University

Institution type: public  
Year established locally: 1977  
Local full-time students: 250  
Highest degree awarded: Bachelors  
Classification: Master's Colleges and Universities I  
Accrediting body: North Central Association of Colleges and Schools

#### University of North Florida

Institution type: public  
Year established locally: 1972  
Local full-time students: 7,760  
Highest degree awarded: Doctorate  
Classification: Master's Colleges and Universities I  
Accrediting body: Southern Association of Colleges and Schools

#### University of Florida College of Pharmacy

Institution type: public  
Year established locally: 2003  
Local full-time students: 50  
Highest degree awarded: Doctorate in Pharmacy  
Classification: Doctoral/Research Universities—Extensive  
Accrediting body: Southern Association of Colleges and Schools

### PRIVATE

#### \*\*Columbia College of Missouri

Institution type: private nonprofit  
Year established locally: 1990  
Local full-time students: 422  
Highest degree awarded: Bachelors  
Classification: Baccalaureate Colleges—General  
Accrediting body: North Central Association of Colleges and Schools

#### Embry-Riddle University

Institution type: private nonprofit  
Year established locally: 1984  
Local full-time students: 513  
Highest degree awarded: Masters  
Classification: Master's Colleges and Universities I  
Accrediting body: Southern Association of Colleges and Schools

#### Edward Waters College

Institution type: private nonprofit  
Year established locally: 1883  
Local full-time students: 1,247  
Highest degree awarded: Bachelors  
Classification: Baccalaureate Colleges—General  
Accrediting body: Southern Association of Colleges and Schools

#### Jacksonville University

Institution type: private nonprofit  
Year established locally: 1932  
Local full-time students: 1,977  
Highest degree awarded: Masters  
Classification: Master's Colleges and Universities I  
Accrediting body: Southern Association of Colleges and Schools

#### Jones College

Institution type: private nonprofit  
Year established locally: 1918  
Local full-time students: 100  
Highest degree awarded: Bachelors  
Classification: Baccalaureate Colleges—General  
Accrediting body: Accrediting Council for Independent Colleges and Schools

#### Nova Southeastern University

Institution type: private nonprofit  
Year established locally: 1974  
Local full-time students: 600  
Highest degree awarded: Doctorate  
Classification: Doctoral/Research Universities—Intensive  
Accrediting body: Southern Association of Colleges and Schools

#### St. Leo University

Institution type: private nonprofit  
Year established locally: not available  
Local full-time students: not available  
Highest degree awarded: Masters  
Classification: Master's Colleges and Universities II  
Accrediting body: Southern Association of Colleges and Schools

#### Trinity Baptist College

Institution type: private nonprofit  
Year established locally: 1974  
Local full-time students: 300  
Highest degree awarded: Masters  
Classification: Baccalaureate Colleges—Liberal Arts  
Accrediting body: Transnational Association of Christian Colleges and Schools

#### \*\*Webster University Graduate School

Institution type: private nonprofit  
Year established locally: 1990  
Local full-time students: 1,860  
Highest degree awarded: Masters  
Classification: Master's Colleges and Universities  
Accrediting body: North Central Association of Colleges and Schools

### PRIVATE PROPRIETARY

#### Florida Metropolitan University

Institution type: private for-profit  
Year established locally: 2000  
Local full-time students: 693  
Highest degree awarded: Masters  
Classification: Master's Colleges and Universities II  
Accrediting body: Accrediting Council for Independent Colleges and Schools

#### Florida Coastal School of Law

Institution type: private for-profit  
Year established locally: 1996  
Local full-time students: 292  
Highest degree awarded: Juris Doctorate  
Classification: Specialized Institutions—Schools of Law  
Accrediting body: American Bar Association Council of the Section of Legal Education and Admissions to the Bar

#### Florida Technical College

Institution type: private for-profit  
Year established locally: 1982  
Local full-time students: 180  
Highest degree awarded: Associates  
Classification: Associate's Colleges  
Accrediting body: Council for Independent Colleges and Schools

#### \*\*ITT Technical Institute

Institution type: private for-profit  
Year established locally: 1991  
Local full-time students: 445  
Highest degree awarded: Bachelors  
Classification: Specialized Institutions—Schools of Engineering and Technology  
Accrediting body: The Accrediting Council for Independent Colleges and Schools

#### Keiser College (Ft Lauderdale, Florida)

Institution type: private for-profit  
Year established locally: 2003  
Local full-time students: 50  
Highest degree awarded: Associates  
Classification: Associate's Colleges  
Accrediting body: Southern Association of Colleges and Schools

#### \*\*Remington College

Institution type: private for-profit  
Year established locally: 2000  
Local full-time students: 430  
Highest degree awarded: Bachelors  
Classification: Associate's Colleges  
Accrediting body: Accrediting Commission of Career Schools and Colleges of Technology

#### \*\*University of Phoenix

Institution type: private for-profit  
Year established locally: 1998  
Local full-time students: 1,600  
Highest degree awarded: Masters  
Classification: Specialized Institutions—Schools of Business and Management  
Accrediting body: North Central Association of Colleges and Schools

Source: 2004 Jacksonville Business Journal Book of Lists, U.S. Department of Education; and the Princeton Review and various individual institutions.

Note: The regional and national accrediting agencies referenced above are recognized by the United States Secretary of Education as reliable authorities concerning the quality of education or training offered by the institutions of higher education or higher education programs they accredit.

\*\* Main Campus domiciled outside the State of Florida

## Appendix B: Community Contact Information

(Listing is by student population)

Higher Education Institution	Phone	Website
University of North Florida	(904) 620-2140	<a href="http://www.unf.edu">www.unf.edu</a>
Florida Community College at Jacksonville	(904) 632-3125	<a href="http://www.fccj.edu">www.fccj.edu</a>
Jacksonville University	(904) 744-7234	<a href="http://www.ju.edu">www.ju.edu</a>
Edward Waters College	(904) 470-8257	<a href="http://www.ewc.edu">www.ewc.edu</a>
Webster University Graduate School	(904) 268-3037	<a href="http://www.webster.edu/jack">www.webster.edu/jack</a>
University of Phoenix	(904) 636-6645	<a href="http://www.phoenix.edu">www.phoenix.edu</a>
Florida Metropolitan University	(904) 731-4949	<a href="http://www.fmu.edu">www.fmu.edu</a>
Nova Southeastern University	(904) 245-8910	<a href="http://www.nova.edu/cwis/ssc/jacksonville">www.nova.edu/cwis/ssc/jacksonville</a>
Embry-Riddle University	(904) 249-6700	<a href="http://www.embryriddle.edu">www.embryriddle.edu</a>
ITT Technical Institute	(904) 573-9100	<a href="http://www.itt-tech.edu">www.itt-tech.edu</a>
Remington College	(904) 296-3435	<a href="http://www.remingtoncollege.edu/jacksonville/">www.remingtoncollege.edu/jacksonville/</a>
Columbia College of Missouri	(904) 778-9769	<a href="http://www.ccis.edu">www.ccis.edu</a>
Trinity Baptist College	(904) 596-2400	<a href="http://www.tbc.edu">www.tbc.edu</a>
Florida Coastal School of Law	(904) 680-7758	<a href="http://www.fcsl.edu">www.fcsl.edu</a>
Southern Illinois University	(904) 771-4258	<a href="http://www.siu.edu">www.siu.edu</a>
Jones College	(904) 743-1122	<a href="http://www.jones.edu">www.jones.edu</a>
University of Florida College of Pharmacy	(904) 244-2960	<a href="http://www.cop.ufl.edu">www.cop.ufl.edu</a>
Florida Technical College	(904) 724-2229	<a href="http://www.flatech.edu">www.flatech.edu</a>
Keiser College	(904) 296-3440	<a href="http://www.keisercollege.edu">www.keisercollege.edu</a>
St. Leo University	(904) 249-0911	<a href="http://www.saintleo.edu">www.saintleo.edu</a>



The Carnegie Classification Higher Education Institutions is the leading typology of American colleges and universities. It is the framework in which institutional diversity in U.S. higher education is commonly described. Most of the Carnegie Foundation's higher education projects rely on the Classification to ensure a representative selection of participating individuals and institutions. *(Next update 2005)*

### **Associate's Colleges**

These institutions offer associates degree and certificate programs but, with few exceptions, award no baccalaureate degrees.

### **Baccalaureate Colleges–General**

These institutions are primarily undergraduate colleges with major emphasis on baccalaureate programs. They award less than half of their baccalaureate degrees in liberal arts fields.

### **Baccalaureate Colleges–Liberal Arts**

These institutions are primarily undergraduate colleges with major emphasis on baccalaureate programs. They award at least half of their baccalaureate degrees in liberal arts fields.

### **Doctoral/Research Universities–Intensive**

These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the doctorate. They award at least ten doctoral degrees per year across three or more disciplines, or at least 20 doctoral degrees per year overall.

### **Master's Colleges and Universities I**

These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the master's degree. They award 40 or more master's degrees per year across three or more disciplines.

### **Master's Colleges and Universities II**

These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the masters degree. During the period studied, they awarded 20 or more master's degrees per year.

### **Schools of Engineering and Technology**

These institutions award most of their bachelor's or graduate degrees in technical fields of study.

### **Schools of Business and Management**

These institutions award most of their bachelor's or graduate degrees in business or business-related programs.

### **Schools of Law**

These institutions award most of their degrees in law.

<http://www.carnegiefoundation.org/Classification/>

# References

The following written materials offered useful information related to the study issue.

2003 Florida State Statutes. **K-20 Education Code**. <http://www.flsenate.gov/statutes/>

Vicki Adin. **Lifelong Learning: A Pathway to Social and Economic Cohesion**. [http://www.swktdoc.govt.nz/downloads/Lifelong\\_Learning.pdf](http://www.swktdoc.govt.nz/downloads/Lifelong_Learning.pdf)

Philip G. Altbach. **The Costs and Benefits of World-Class Universities**. International Higher Education. 2003.

Jo Bryson. **Building a Knowledge-Based Economy and Society**. Australian Library and Information Association. <http://conferences.alia.org.au/alia2000/proceedings/jo.bryson.html>

**The Campus Compact**. <http://www.compact.org/>

Christine Canabou and Julie Piotroski. **The Business of Partnerships**. Fast Company. 1999. <http://www.fastcompany.com/articles/1999/11/partnerships.html>

James Carr. **It's Not Just academic: University-Community Partnerships are Rebuilding Neighborhoods**. 2000. U.S. Department of Housing and Urban Development Office of University Partnerships. [http://www.oup.org/news/08\\_2000\\_10.html](http://www.oup.org/news/08_2000_10.html)

Thomas Ehrlich. **Civic Responsibility and Higher Education**. 2000.

James Forest and Kevin Kinser. **Higher Education in the United States: An Encyclopedia**. 2002. [http://www.higher-ed.org/heus/Important\\_Events.pdf](http://www.higher-ed.org/heus/Important_Events.pdf)

The Florida Chamber Foundation. New Cornerstone report chapter three. **Preparing Florida's Intellectual Infrastructure for the 21st Century Economy**. 2003. [http://www.newcornerstoneonline.com/body\\_infrastructure.html](http://www.newcornerstoneonline.com/body_infrastructure.html)

Richard Florida. **The Rise of the Creative Class: And How It's Transforming Work, Leisure, Community and Everyday Life**. 2002.

David L. Jacobson. **A New Agenda for Education Partnerships: Stakeholder Learning Collaboratives**. Change. 2001. <http://www.aahe.org/change/Jacobson.pdf>

Arthur E. Levine. **The Future of Colleges: 9 Inevitable Changes**. The Chronicle of Higher Education. 2000. <http://chronicle.com/weekly/v47/i09/09b01001.htm>

**National Center for Education Statistics**. <http://nces.ed.gov>

Pew Partnership for Civic Change. **University + Community Research Partnerships: A New Approach**. 2003. [http://www.pew-partnership.org/pdf/UCRP\\_report.pdf](http://www.pew-partnership.org/pdf/UCRP_report.pdf)

The Progressive Policy Institute. **New Metropolitan New Economy Index**. 2001. <http://www.neweconomyindex.org/metro/>

**Townbuilders Collaborative**. <http://www.tbcollaborative.com/Intelligence.asp>

USIA: Basic Readings in United States Democracy. **The Morrill Act**. <http://usinfo.state.gov/usa/infousa/facts/democrac/demo.htm>

Steven Wallace. **Meeting the Needs of Information-Age Employers**. Community College Journal. 1999. <http://www.mntransfer.org/Educators/Resources/MeetingtheNeedsofInformation.html>

**Sarah Bailey**  
Environmental Activist

**Rodey Borg**  
Vice-Chair of the Faculty  
Jacksonville University

**Richard Bowers**  
President and CEO  
Richard Bowers and Associates

**Roger Breen**  
Faculty Senate President  
Florida Community College at  
Jacksonville

**Joan Carver**  
Dean and Professor of Political  
Science (retired)  
Jacksonville University

**George Corrick**  
Vice President (retired)  
University of North Florida

**Judy Cromartie**  
Acting Supervisor, District  
Guidance  
Duval County Public Schools

**Lad Daniels**  
President  
Jacksonville City Council

**John Delaney**  
President  
University of North Florida

**E. K. Fretwell**  
Chancellor (retired)  
University of North Carolina  
Charlotte

**Jeff Goldhagen**  
Director  
Duval County Health Department

**Hugh Greene**  
Chief Executive Officer  
Baptist Health

**David Harlow**  
Former President  
Jacksonville University

**Preston Haskell**  
Chairman and Founder  
The Haskell Company

**Ian Howard**  
Chair, Environmental Education  
NE FL Group of the Sierra Club

**Jonathan Lever**  
Executive Director  
Nonprofit Center of NEFL

**Don Lively**  
Chancellor and Professor of Law  
Florida Coastal School of Law

**Jerry Mallot**  
Executive Vice President  
Jax Regional Chamber of  
Commerce Cornerstone Regional  
Development Partnership

**Douglas Milne**  
Board of Trustees Co-Chair  
Edward Waters College

**Joan Monsky**  
Founder  
Jacksonville Film Festival

**Lynn Mulherin**  
Vice President/Director, Florida  
Campuses, University of Phoenix

**Melanie Patz**  
Director of Resource  
Management  
United Way of Northeast Florida

**Ed Pratt-Dannals**  
Associate Superintendent,  
Curriculum & Instructional Services  
Duval County Public Schools

**Katherine Sandusky**  
Director  
Nova Southern University

**Allen Sheppard**  
Vice President of Academic  
Affairs  
Edward Waters College

**Nancy Stepina-Robison**  
Principal  
MGT of America

**Suanne Thamm**  
Chair, Board of Trustees  
Florida Community College at  
Jacksonville

**Carol Thompson**  
Chair, Board of Trustees  
University of North Florida

**Paul Thompson**  
Faculty Senate President  
Edward Waters College

**Steven Wallace**  
President  
Florida Community College at  
Jacksonville

**Kirk Wendland**  
Executive Director  
JEDC

**Quinton White**  
Dean of Arts and Sciences  
Jacksonville University

### Board of Directors Officers

President, John Cobb  
 President-elect, Jerry Weedon  
 Secretary/Treasurer, Bill Bishop

### Vice Presidents

Annual Fund, Ron Autry  
*Forward* Founder, Oliver Barakat  
*Forward*, Michael T. Boylan  
 Strategic Planning, Allan T. Geiger  
 Board Development, Helen Jackson  
 Special Projects, Susan Siegmund  
 Stewards/Grants, Mary Ellen Smith

### Directors

Judge Henry Adams  
 Chris Arab  
 David Boree  
 Joy Burgess  
 Bucky Clarkson  
 John Daigle  
 John Edwards  
 Randy Evans  
 Ronnie Ferguson  
 David Foster  
 Rep. Audrey Gibson  
 Harriett Howe  
 Eric Holshouser  
 Wally Lee  
 Carla Marlier  
 Guy Marlow  
 Sam Mousa  
 Sheriff John Rutherford  
 Glenda Washington  
 Mary Lou Zievis

J.J. Daniel  
 Jack H. Chambers  
 Yank D. Coble, Jr.  
 Robert D. Davis  
 George W. Corrick  
 Howard R. Greenstein  
 Jacquelyn D. Bates  
 David M. Hicks  
 James C. Rinaman  
 Kenneth W. Eilermann  
 J. Shepard Bryan, Jr.  
 Juliette Woodruff Mason  
 Lucy D. Hadi  
 Charles P. Hayes, Jr.  
 Steve Pajcic  
 Tracey I. Arpen, Jr.  
 Guy Marvin III  
 Luther Quarles III  
 W.O. Birchfield  
 Michael J. Korn  
 William E. Scheu  
 Afesa Adams  
 William D. Brinton  
 Sherry Burns  
 Sue K. Butts  
 Edgar Mathis  
 David M. Foster

Committee members met together 26 times from October through May. In addition, the management team met many times to provide guidance and direction for the study. The committee received information from 32 knowledgeable resource people and additional written materials researched by JCCI staff.



**Audrey McKibbin Moran**  
 Study Chair

Audrey McKibbin Moran, Pierre Allaire, Dick Bowers, Steve Busey, Win Gartner, Sherry Magill, Rick Mullaney, Marsha Oliver, David Swain, Hastings Williams

## STUDY COMMITTEE

Peg Chassman, Jeff Clements, John Cobb, Gary Corbitt, John Daigle, Bill Hartmann, Barbara Hobbs, Deborah Kaye, Kirk Lewis, Margarita Cabral-Maly, Glori White Peters, Harvey Pies, Marvin Reese, Paul Riel, Katherine Sandusky, Kaye Schmitz, Mike Stuck, Theodore Stumm, Caroline Swain, Quinton White, Rose Zurawski

## JCCI Staff

**Lois Chepenik**  
 Executive Director (through 3/31/04)

**Ben Warner\***  
 Associate Director

**Cheryl Murphy**  
 Development Director

**Jennifer Parsons**  
 Communications Director

**Clanzenetta "Mickey" Brown\***  
 Community Planner

**Laura Lane**  
 Community Planner

**Anne-Marie Logrippo**  
 JCCI *Forward* Planner

**Lashun Stephens**  
 HSC Planner

**Michelle Simkulet**  
 Controller/HSC Assistant

**Earlene Hostutler**  
 Office Manager

**Chandra Mitchell**  
 Administrative Assistant

**Tess Mork\***  
 Administrative Assistant

# Previous JCCI Studies

## STUDY

1977 Local Government Finance  
 1977 Housing  
 1977 Public Education (K-12)  
 1978 Public Authorities  
 1978 Strengthening the Family  
 1979 Citizen Participation in the Schools  
 1979 Youth Unemployment  
 1979 Theatre Jacksonville  
 1979 Civil Service  
 1979 Planning in Local Government  
 1980 Capital Improvements for Recreation  
 1980 But Not In My Neighborhood  
 1980 The Energy Efficient City  
 1981 Coordination of Human Services  
 1981 Higher Education  
 1982 Disaster Preparedness  
 1982 Teenage Pregnancy  
 1982 Downtown Derelicts  
 1983 Mass Transit  
 1983 Indigent Health Care  
 1984 Jacksonville's Jail  
 1984 Growth Management  
 1985 Visual Pollution  
 1985 Minority Business  
 1986 Private Delivery of Public Services  
 1986 Mental Health and Drug Abuse  
 Services for Children and Youth  
 1987 Child Day-Care Services  
 1987 Infrastructure  
 1988 Local Election Process  
 1988 School Dropout Prevention  
 1989 Reducing the Garbage Burden  
 1989 Independent Living for the Elderly  
 1990 Future Workforce Needs  
 1990 Philanthropy in Jacksonville  
 1991 Adequate Water Supply  
 1991 Positive Development of  
 Jacksonville's Children

## CHAIR

Robert Davis  
 Thomas Carpenter  
 Robert W. Schellenberg  
 Howard Greenstein  
 Jacquelyn Bates  
 Susan Black  
 Roy G. Green  
 Richard Bizot  
 Max K. Morris  
 I. M. Sulzbacher  
 Ted Pappas  
 Pamela Y. Paul  
 Roderick M. Nicol  
 Pat Hannan  
 R. P. T. Young  
 Walter Williams Jr.  
 Mari Terbruggen  
 Earle Traynham  
 David Hastings  
 Linda McDintock  
 Eleanor Gay  
 Curtis L. McCray  
 Doug Milne  
 Jack Gaillard  
 George Fisher  
 Flo Nell Ozel  
 George W. Corrick  
 Joan Carver  
 Jim Rinnan  
 Gene Parks  
 Jack F. Milne &  
 James L. Whittle  
 Roseanne Hartvell  
 Yank D. Coble Jr.  
 Juliette Mason  
 Russell B. Newton Jr.  
 Henry H. "Tip" Graham

## STUDY

1992 Long-Term Financial  
 Health of the City of Jacksonville  
 1992 Young Black Males  
 1993 Planning for Northeast Florida's  
 Uncertain Military Future  
 1993 Public Education: The Cost of Quality  
 1994 Reducing Violence in  
 Jacksonville Schools  
 1994 Jacksonville Public Services:  
 Meeting Neighborhood Needs  
 1995 Teenage Single Parents  
 and their Families  
 1995 JAXPORT: Improvement and Expansion  
 1996 Creating a Community Agenda:  
 Indicators for Health & Human Services  
 1996 Leadership: Meeting Community Needs  
 1997 Improving Public Dialogue  
 1997 Transportation for the Disadvantaged  
 1997 Children with Special Needs  
 1998 The Role of Nonprofit Organizations  
 1998 Incentives for Economic Development  
 1999 Improving Adult Literacy  
 1999 Arts, Recreation and Culture  
 in Jacksonville  
 2000 Affordable Housing  
 2000 Improving Regional Cooperation  
 2001 Services for Ex-Offenders  
 2001 Growth Management Revisited  
 2002 Making Jacksonville a Clean City  
 2002 Beyond the Talk:  
 Improving Race Relations  
 2003 Neighborhoods at the Tipping Point  
 2003 Public Education Reform:  
 Phase One: Assessing Progress  
 2004 Town & Gown: Building Successful  
 University-Community Collaborations

## CHAIR

Mary Alice Phelan  
 Chester A. Aikens &  
 William E. Scheu  
 David L. Williams  
 Royce Lyles  
 Dale Gifford  
 Michael Korn  
 Afesa Adams  
 Jim Adee  
 Bruce Demps  
 Bill Brinton  
 Jim Crooks  
 Cathy Winterfield  
 Virginia Borrck  
 Sherry Magill  
 Henry Thomas  
 Edythe Abdallah  
 Ed Hearle  
 Bill Bishop  
 Jim Rinnan  
 Dana Ferrell Brchfeld  
 Allan T. Geiger  
 Brenna Durden  
 Bruce Barcelo  
 Brian Davis  
 Randy Evans  
 J.F. Bryan IV  
 Audrey McKibbin Moran

## Mission Statement

JCCI is a nonpartisan civic organization that engages diverse citizens in open dialogue, research, consensus building, and leadership development to improve the quality of life and build a better community in Northeast Florida and beyond.



*Citizens building  
a better community*

JCCI Named a Solution for America  
by the Pew Partnership for Civic Change



United Way

2434 Atlantic Blvd., Jacksonville, Florida 32207

Phone: (904) 396-3052 • Fax: (904) 398-1469

[www.jcci.org](http://www.jcci.org)

