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Higher Education study

A Report to the Citizens of Jacksonville • Fall 1981

SCOPE OF THE STUDY

The purpose of this study is to analyze forms of cooperation among institutions and make recommendations to increase the efficiency and effectiveness of Jacksonville's higher educational institutions.

The study begins with an overview of the post-secondary academic offerings in Jacksonville. The first section provides historical background, discusses existing institutions and describes aspects of higher education including:

- A profile of graduating high school seniors
- A profile of present student bodies
- A projection of future enrollments
- Degrees and programs available
- Goals of education in Jacksonville

After providing this framework for understanding the status of higher education, the study investigates examples of cooperation found in other communities and the extent to which local colleges cooperate. Cooperation includes any joint activities undertaken among institutions or the coordination of individual activities.

For the purpose of this study, higher education encompasses post-secondary education in an accredited institution designed to provide educational opportunities which lead to a bachelor's, master's or doctoral degree. Additionally, higher education should provide educational and cultural opportunities for individuals to acquire a higher level of knowledge and specialization in their chosen area of interest. Only those local institutions accredited by the Southern Association of Colleges and Schools and those programs consisting of or leading to a traditional four year or graduate degree are included in this report.

By the preceding definition this study will detail information from: The University of North Florida (UNF), Jacksonville University (JU), Edward Waters College (EWC), and the Associate of Arts Program at Florida Junior College (FJC).

There are a variety of other post-secondary programs offered in Jacksonville that do not fall within this scope. For example, Jones College, accredited by the Association of Independent Colleges and Schools, offers both four year and two year degree programs in business related areas. There are several smaller schools in the Jacksonville area, offering training and learning. In addition, FJC has one and two-year programs which train people to perform specific, job related functions rather than point them toward a traditional four-year baccalaureate degree. Some FJC programs, such as the Associate in Science and Credit Certificate, entail college credit courses which may be transferred and used toward a baccalaureate degree. However, they are not specifically designed for transfer.

HIGHLIGHTS

MAJOR PROBLEMS

- Inadequate organized cooperation among local institutions of higher education and a reluctance to increase cooperation.
- Lack of a mechanism for determining higher educational needs related to personal enrichment and quality of life.

RECOMMENDED SOLUTIONS

Establish a higher education steering committee composed of community and educational leaders which will establish appropriate task forces to:

- Begin specific cooperative programs,
- Develop additional undergraduate and graduate programs,
- Improve communication and marketing of educational opportunities, and
- Commission a study on higher educational needs related to quality of life and personal enrichment.

FINDINGS

Findings represent the data base of the committee. They are derived from the published materials listed in the references, facts reported by resource persons or from a consensus of committee understanding as reported by the resource persons.

HIGHER EDUCATION OVERVIEW

HISTORICAL REVIEW

In the past, limited opportunities for higher education may have contributed to the low rate of college completion. As recently as 1953, Jacksonville contained only two institutions of higher learning: Jacksonville Junior College (now Jacksonville University) and Edward Waters College. Both of these were privately operated junior colleges with limited courses and enrollments.

Jacksonville has ranked poorly in educational attainment when compared to that of other urban communities in Florida. Only 8.9 percent of the population over 25 years of age in Duval County had completed four years of college according to the 1970 Census, while the median number of school years completed was 12.0.

The table below provides a comparison of Jacksonville's educational attainment with that of other Florida metropolitan areas.

EDUCATIONAL ATTAINMENT IN JACKSONVILLE

Standard Metropolitan Statistical Area	Population Over 25 With 4 yrs. of College	Median of School Years Completed
Ft. Lauderdale -Hollywood	9.7	12.2
Gainesville	23.1	12.4
Jacksonville	8.9	12.0
Miami	10.8	12.1
Orlando	11.2	12.2
Pensacola	9.3	12.0
Tallahassee	24.1	12.6
Tampa -St. Petersburg	9.4	12.0
West Palm Beach	11.9	12.2

Source: 1970 Census (latest data available)

The increase in opportunities represented by the present four institutions may have significantly altered the low rate of college completion, but the 1980 census data are not yet available.

Edward Waters College, a private religiously affiliated school, is the oldest of the local institutions. EWC is Florida's first institution of higher learning for blacks. Originally known as Brown Theological Institute, the school was founded in 1866 by the African Methodist Episcopal Church. EWC opened in Live Oak, Florida, but moved to Jacksonville in the late 1800's. The present 20-acre site on Kings Road was acquired in 1904. In 1958 Edward Waters College expanded its course offerings to include senior college work. The College received accreditation as a four year college by the Southern Association of Colleges and Schools on December 11, 1979. About 42 percent of EWC's 39 full-time faculty members hold doctorates. The student/faculty ratio for EWC was 20-1 in the fall of 1980.

Jacksonville University, founded in 1934 as an evening business college, was the second institute for higher learning established in Jacksonville. JU established its first baccalaureate four year program in 1956, and changed its name from Jacksonville Junior College to Jacksonville University.

JU is a private, independent institution offering Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Sciences and Masters Programs. JU has a full-time faculty of 128 with approximately 70 percent holding doctorates. The full time equivalency (FTE) student faculty ratio is about 17 to 1.

Florida Junior College was authorized by the Florida Legislature in 1963 to provide educational services, primarily for the people of Duval and Nassau Counties, as part of the state community college system. The college offers Associate of Arts Degrees (AA) in numerous areas of study providing the first two years of a traditional four year degree and enabling its students to obtain higher degrees at upper level institutions. Although total FJC enrollment in 1980 was over 77,000, only 9,348 students were enrolled in the AA program. The AA degree is given only for the completion of specific baccalaureate track courses and not for technical training programs.

FJC has an open door admissions policy that admits anyone with a high school diploma, or the equivalent, to most of its programs. FJC has a total of 331 college credit faculty of which 19.6 percent have Ph.D's or have completed the highest level of education in their field. The student faculty ratio for credit non-occupational programs is 34.2 to 1.

Florida Junior College at Jacksonville has four major campuses which offer a variety of different programs.

The University of North Florida is the newest institution of higher learning established in Jacksonville. Authorized by the 1965 Florida Legislature, the school opened its doors in 1972. The intensive study by the Board of Regents prior to the establishment of UNF concluded that an upper level university offering third and fourth year undergraduate and graduate level programs could best meet the needs of northeast Florida.

UNF has a full-time faculty of 176 with 86.4 percent holding doctoral degrees. The Board of Regents computed a ratio of weighted FTE per academic positions for UNF of 21.4 to 1.

TRENDS IN ENROLLMENT

Enrollment in college has increased dramatically in Jacksonville since 1960. In 1960 those attending college comprised 0.49 percent of the population or 2,224 students. By 1980 the number had increased to about 17,407 students or 3.05 percent. The majority of these students, 9,348, attended classess at Florida Junior College. The charts on the following page entitled, "Yearly Enrollment in Local Instiions" and "Percent of Population Attending Local institutions" provide enrollment figures for the local institutions from 1960-1980 and compare the population of Jacksonville to the percentage of population attending school.

An analysis of the enrollment trends of the various colleges indicates that the creation of FJC and the opening of UNF in 1972 may have had adverse impacts on the Jacksonville University and EWC enrollments.

FJC and UNF have exhibited relatively steady growth during their short histories. However, the University of North Florida has failed to meet its projected enrollment over the last four years. This can be attributed partially to the fact that Duval County has not met its population expectations and partially to the fact that the Board of Regents substantially modified its original plan and did not permit UNF to fully expand its upper division programs and graduate programs. It can also be attributed to the declining number of AA degree recipients graduating from FJC (see next section).

To determine a hypothetical capacity for local institutions, the highest number of students enrolled at one time in each of the four institutions was selected and totaled. The most students enrolled in one year in JU was 3,137 (1970); in EWC, 1,026 (1969); in FJC's AA program, 9,846 (1974); and in UNF, 4,745 (1980); for a total of 18,754. However, taken together the largest number of students enrolled in any one year in all of the institutions was 17,407 in 1980. In other words, the local institutions have approximately 1,300 students fewer than their past peak enrollments.

NUMBER OF DEGREES GRANTED

A better indication of the extent of traditional academic higher education in Jacksonville can be attained by a look at the number of degrees granted at the local institutions. Table 1 indicates the number of degrees granted at each of the local colleges from 1976 to 1980. The number of degrees in traditional academic programs decreased steadily in Jacksonville from 1976 to 1979 and increased slightly in 1980.

TABLE 1
NUMBER OF DEGREES GRANTED AT LOCAL INSTITUTIONS 1976-1980

YEAR	EWC*	UNF*	JU*	FJC**	TOTAL
1976	116	1,027	372	1,388	2,903
1977	105	1,103	453	1,227	2,888
1978	108	1,100	300	1,231	2,836
1979	79	1,077	334	1,186	2,676
1980	88	1,144	327	1,149	2,708

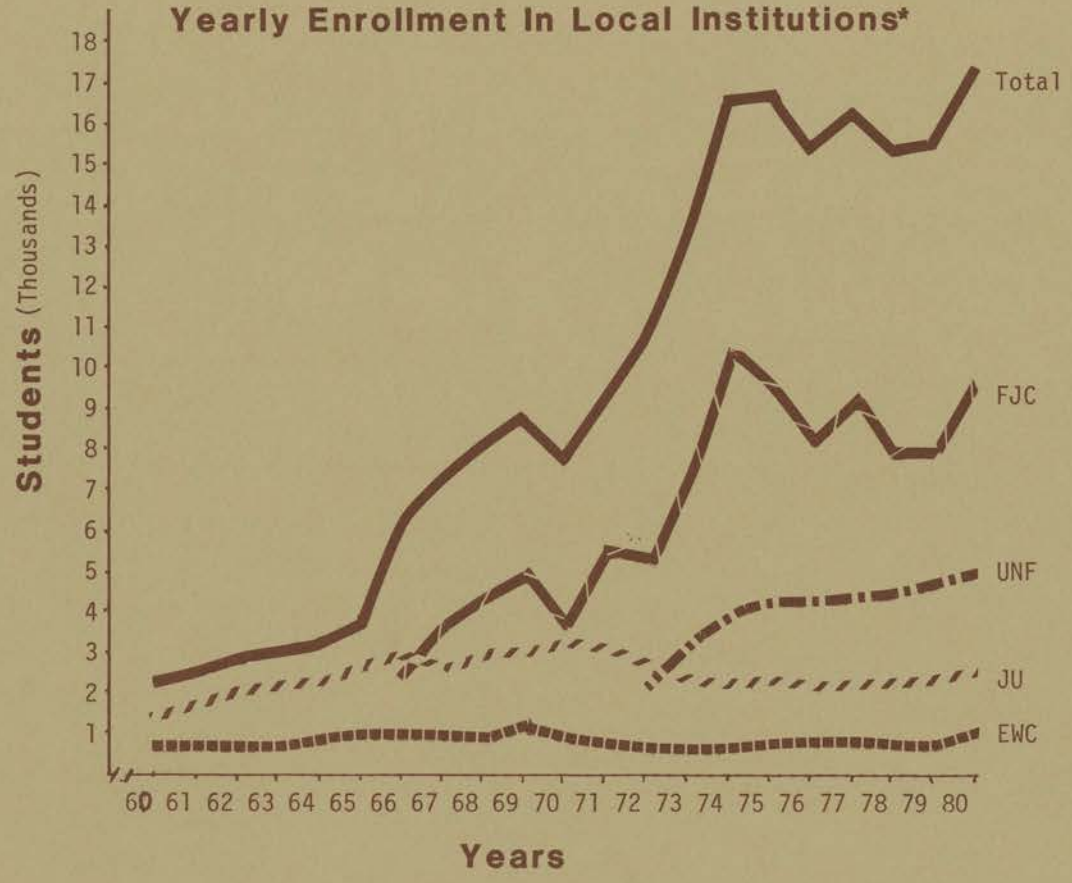
*Baccalaureate and graduate degrees
**Associate of Arts Degrees

PUBLIC FUNDING

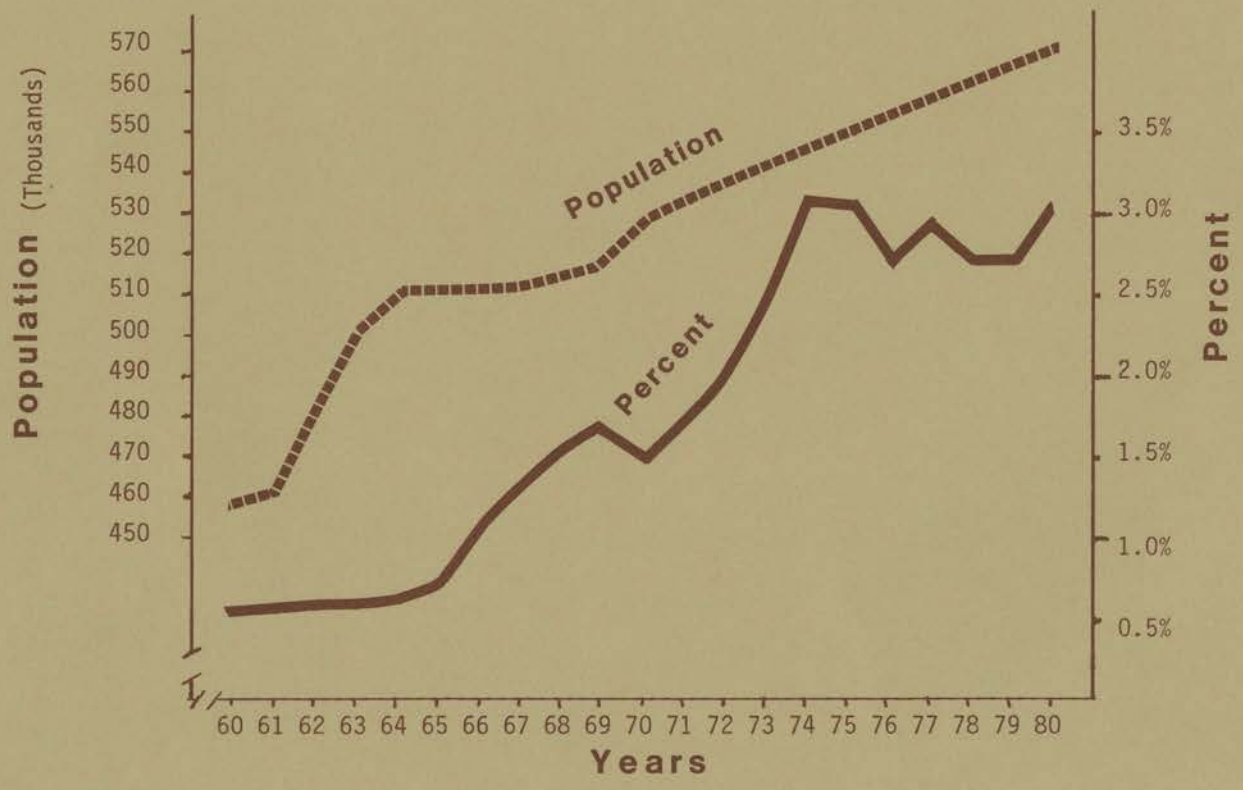
All of the local colleges receive public support to some extent. The two largest institutions, FJC and UNF, are publicly funded. FJC had a total budget for expenditures last year of $36,949,000 of which about $5,704,674 was directed to the college credit programs. The largest portion, about 79 percent, of FJC's funding comes from the state. UNF had a budget last year of $19,856,210 with a state share of $14,269,173. The remainder of the funding for both institutions came from various miscellaneous sources such as grants.

The two private institutions also receive some public funds. They each receive $25,000 from the City of Jacksonville in payment for training programs. They also receive state funds for certain students under the Tuition Voucher Plan. Under this plan a $750 tuition supplement is paid by Florida for qualifying residents who attend Florida's private institutions of higher education. In the fall of 1980, Jacksonville University had 409 students receiving state funds under this plan. During the last school

Yearly Enrollment In Local Institutions*



Percent of Population Attending Local Institutions*



*See Appendix B for actual numbers.

year 497 students at EWC took advantage of the Tuition Voucher Plan. In addition, various federal grants are obtained by private institutions for specific projects or programs.

The above figures indicate that the annual public investment for higher education in Jacksonville, excluding capital funding, is more than $57,500,000, of which about $30,000,000 is directed towards baccalaureate track programs.

STUDENT COMPOSITION

HIGH SCHOOL SENIORS

In 1980 the Duval County high schools, public and private, graduated slightly over 7,000 students. Recent high school graduates usually comprise the majority of students entering institutes of higher education each year. The Duval County Public School system surveys its graduating seniors yearly and conducts follow-up surveys a year later to determine their post-secondary activity.

The most recent data available at this writing were from the 1979 graduating senior class. When surveyed a year after graduation, of the 2,703 who responded, 59.1 percent were attending some type of post-secondary institution. Of that number, 43.1 percent indicated they were attending FJC or some other public two year program, 24.2 percent were attending four year public colleges or universities, 12.9 percent were attending private four year institutions, and the remainder attended some other type of school. Comparable statewide statistics indicate that slightly over 52 percent of the 1979 graduating seniors attended some type of post-secondary institution. Statewide, 47.2 percent were attending two year public institutions, 24.0 percent were attending public four year colleges or universities, 5.1 percent were attending private four year institutions and the remainder were in some other type of program. No information was available to indicate the number of students who intend to work toward a baccalaureate degree or who plan to attend community colleges seeking other college credit or directly job related programs.

To obtain information on how the educational preparation of college bound high school seniors in Duval County ranks in relation to college bound seniors nationwide, the scores from Scholastic Aptitude Tests (SAT) of the admissions testing program of the College Board were analyzed. Data were obtained and compiled from the public school system as well as selected private schools.

The aggregate SAT scores for the 3,142 Duval County students who took the test in 1980 were compiled and compared with the national average. Local high school students, on an average, are between the 40th and 57th percentile on the verbal test and between the 44th and 59th percentile on the mathematical test. The percentile indicates the percentage of students nationwide who ranked below that score. The comparison shows that the college bound seniors taking this test are similarly prepared to other college bound seniors across the nation.

PROFILE OF PRESENT LOCAL ENROLLMENT

A profile of the students enrolled in the colleges in Jacksonville indicates that, for the most part, they do not fit the image of a traditional student attending four years of college following high school. A great number of students in Jacksonville are older than traditional students and a large percentage are attending part-time. Table 2 was created to present a composite of the students enrolled in Duval County's colleges. The following observations can be made about this profile:

- The majority of the students in Jacksonville attend school part-time.
- JU and EWC have primarily full-time students. UNF and FJC have a higher percentage of part-time students.
- The majority of the students in Jacksonville are female.
- JU's student body is the most traditional in nature with an average age of 21.5.

LOCAL ENROLLMENT PROJECTIONS

Florida's total population is projected to grow at a relatively high rate. However, the Jacksonville metropolitan area is projected to grow at a slower rate than any of the other metropolitan areas in Florida. The Bureau of Economic and Business Research at the University of Florida projected that the Jacksonville Standard Metropolitan Statistical Area *(SMSA) will grow by 6.6 percent between 1979 and 1985 while the state is projected to grow 16.9 percent. During this same five years, the number of high school graduates in the SMSA is projected to decline.

According to state projections, the number of high school seniors in the Jacksonville SMSA will decline 6.2 percent between 1981 and 1986.

**Consists of Duval County, Nassau County, St. Johns County, Clay County and Baker County.*

TABLE 2

JACKSONVILLE POST-SECONDARY COMPOSITE STUDENT PROFILE (1980-1981)

	UNF	%	JU	%	EWC	%	FJC	%	TOTAL	%
FULL TIME	1,451	30.5	2,023	81.6	725	87	3,940	42.1	8,139	46.7
PART TIME	3,294	69.4	455	18.4	111	13	5,408	57.8	9,268	53.2
DAY	-	53	2,325	93.8	697	80	5,329	57	8,351	47.9
NIGHT	-	47	153	6.2	139	20	4,019	43	4,311	24.7
MALE	2,172	45.7	1,323	53.4	271	36	4,132	44.8	7,898	45.3
FEMALE	2,573	54.2	1,155	46.6	536	64	5,216	55.2	9,480	54.4
BLACK	384	8.1	114	4.6	807	96	1,729	18.5	3,034	17.4
WHITE	4,223	88.9	1,761	71.6	28	3.3	7,619	76.4	13,631	78.3
AVERAGE AGE	30		21.5		-		27.3			
LOCAL	4,261*	89.7	1,017	41	738	88	7,581	81.1	13,597	78.1
STATE	310	6.5	338	13.6	48	6	1,402	15.0	2,098	12.0
OUT OF STATE	174	3.7	1,123	46	50	6	365	3.9	1,712	9.8
TOTAL	4,745		2,478		836		9,348		17,407	

*Includes Duval, Clay, Nassau, St. Johns & Baker County

This represents about 450 fewer seniors who are potential college freshmen.

Despite this decreasing pool of traditional students, the local colleges are projecting increased enrollments. Part of this increase is expected to come from enrolling more persons who formerly would have attended college in another community and part from increased numbers of nontraditional, older students.

EWC is confident that enrollments will increase. Projections call for 1,068 students or an increase of 28 percent by 1985.

JU enrollment projections call for an increase of 7.8 percent to 2,453 students by 1985. Major revisions may be made in these estimates if UNF is permitted to establish a lower division.

At FJC the number of students enrolled in AA programs has declined over the last few years. The five year projection calls for approximately the same number of AA degree seeking students as presently enrolled.

UNF projections, based on the establishment of a lower division, call for an enrollment of 6,455 in 1985 or an increase of 36 percent. Without the lower division the estimated increase would be around 19 percent.

PROGRAMS AND ORGANIZATION

A complete list of the programs offered in Jacksonville leading to a bachelor's, master's or doctoral degree are listed in Appendix C. In the Jacksonville area it is possible to get a bachelor's degree in approximately 70 program areas, a master's degree in approximately 22 program areas and a doctorate (in cooperation with the University of Florida) in three program areas.

Edward Waters College is organized into five academic divisions offering 14 major courses of study. The college has a Division of Humanities and Fine Arts, a Division of Social and Behavioral Sciences, a Division of Science and Mathematics, a Division of Business Administration, and a Divison of Education. A general physical science degree is offered in cooperation with Howard University.

Jacksonville University has three colleges - the College of Arts and Science, the College of Fine Arts, and the College of Business Administration. Bachelor degrees are offered in more than 40 areas of the liberal arts, fine arts, sciences, education, business, pre-medicine, pre-dentistry, pre-law and physical education. JU has combined degree programs in Applied Science and Engineering with Columbia University, Georgia Institute of Technology, the University of Florida, and the Florida Institute

of Technology. Under these arrangements students spend three years at JU and two more years at one of the cooperating institutions. Each of these students receives a bachelor's degree from JU and the appropriate engineering degree from the other institution.

Academic programs of the University of North Florida are coordinated through three colleges: the College of Arts and Sciences, the College of Business Administration and the College of Education. There are also three divisions in the institution: the Division of Technologies, the Division of Nursing, and the Division of Continuing Education in External Programs. The Colleges at UNF are divided into 21 departments offering seven undergraduate degrees and seven master's degrees. Cooperative degree programs leading to Master of Arts in History, Specialist in Education and Doctorate of Education Degrees are available through UNF in conjunction with the University of Florida.

One of the major functions of Florida's community colleges is to provide curricula through which students may prepare themselves for entry into upper division universities. The Associate in Arts Degree requires a student to meet a 2.0 or "C" grade point average and to complete 62 semester hours of college credit including specific courses in social science, humanities, mathematics-natural science, and communications.

Florida Junior College offers a wide variety of vocational training, Associate Degrees, and Credit Certificates. In this study, dealing only with programs which lead to a bachelor's, master's or doctoral degree, the only program addressed at FJC is the Associate in Arts Degree, usually referred to as the transfer or University Parallel Program. This Program is designed for students who plan to complete two years of college work at FJC and then transfer as juniors to upper level institutions of their choice.

FJC conducts follow-up surveys yearly on the previous graduating classes. The survey of the Associate of Arts graduates from 1979-80 had a response rate of 84 percent (918 students). Of these students, 65.3 percent (599) indicated that they had transferred to another institution and were working to complete a bachelor's degree, 31.3 percent (287 students) indicated that they were employed, while the remainder were in the military, unemployed, or other activity.

About 60 percent of former FJC students who attend a state university in Florida attend the University of North Florida; 13.7 percent attend Florida State University; 16.9 percent attend the University of Florida; and the remaining 9 percent attend the other six universities.

NEED FOR ADDITIONAL PROGRAMS

The presidents of UNF, JU, and FJC all believe there is a great need in Jacksonville for new graduate programs. The President of FJC supports expanding the upper level and graduate programs at UNF in order to increase opportunities for students graduating from FJC's AA program. The president of JU supports increasing graduate study programs at UNF, particularly programs which would be impractical to start at JU due to high cost.

Originally the Board of Regents intended that the upper level universities such as UNF would have extensive upper level and graduate programs. However, they have modified the original plan and have not approved the extensive programs originally envisioned.

GOALS OF EDUCATION

The task of determining the community and educational needs which should be addressed by the local colleges is complex and subjective. According to the policy guidelines published by the Board of Regents of the State of Florida there are three primary functions of universities: instruction, research, and public service. These interdependent and mutually supportive functions should exist at each university. Although these policy guidelines are developed by the State University System and apply locally only to the University of North Florida, they can be applied generally to other institutions of higher education.

The major function, requiring the greatest commitment of time and resources, is that of instruction. Florida has sought to make instruction both accessible and of high quality. Research supports instruction and contributes to the fostering of scholarship and the advancement of the frontiers of knowledge. Locally, research plays a major part at UNF and JU; FJC and EWC stress instruction.

The public service function of universities depends a great deal on the perception of those analyzing it. On one hand, there is the traditional synthesis and dissemination of knowledge to assist in improving social, economic, political and cultural conditions. Conversely there are vocational/occupational programs which provide public service by working towards employment/economic development goals for both individuals and the community.

A significant amount of disagreement is apparent when discussing the needs and goals of higher education locally. One question is whether needs related to personal enrichment and quality of life are being given adequate consideration in educational planning.

MGT Needs Assessment: To establish higher education needs as related to the economic development of Jacksonville, the City of Jacksonville's Economic Development Council awarded a contract to MGT of America, Inc., a research and consulting group from Tallahassee, for a "Northeast Florida Education Needs Assessment." The MGT study focuses on the current and projected needs for highly trained manpower as well as the indications that individuals are willing to enroll in proposed programs.

According to the contract, the objectives for this project include:

1. Identify academic programs and discipline areas not regularly offered by higher education institutions in the five county area. Particular emphasis is placed on those programs and disciplines that enhance the economic development and the upward mobility of the business interests in the area.

2. Collect and analyze relevant information from business interests, the general population and the high school students concerning unmet higher education needs.

3. Ascertain the level of student migration from the five county area to other areas that provide programs that are not available locally.

4. Compare the availability of higher education programs in northeast Florida to similar regions in the United States, emphasizing programs that contribute to the economic development and upward mobility of business interests in the area.

This study was presented to the Mayor and his Economic Development Council on May 15, 1981. The Mayor's Economic Development Council has made the data available to the local colleges. No provision for a comparable assessment of other more general cultural and non-vocational needs now exists.

EXISTING FORMS OF COOPERATION

TYPES OF COOPERATION

Cooperation among institutions of higher education can take many forms. Colleges may associate with one another for mutual benefits on short or long term projects. These informal arrangements can be conducted through communication among faculty or administrators in specific areas. For example, library document staffs may communicate to share resources and to avoid duplication or the chairmen of music departments may coordinate the scheduling of events. These numerous, daily occurrences are the most common and rudimentary forms of cooperation.

A more permanent, formal arrangement developed for a specific purpose (i.e. cross registration) may be called a consortium. Various types of special purpose arrangements or consortia exist throughout the country. These special purpose consortia fulfill specific needs but do not try to address cooperation in a comprehensive fashion.

Another type of cooperative mechanism is the general purpose consortium, designed to accommodate a number of both special projects and ongoing programs rather than one project at a time. Usually such consortia are voluntary, formal organizations, include two or more member institutions, are administered by a professional director, and receive continuing membership support.

Some consortia, both special purpose and general purpose, are state mandated. Increasingly, states are seeing the advantages of cooperation. Florida has been working toward increased cooperation among public colleges for a number of years and has accomplished a common course numbering system, an articulation agreement and the establishment of a common school calendar on the semester system. In the 1980 higher education bill (vetoed for other reasons), the Legislature required the establishment of regional advisory consortia.

VOLUNTARY CONSORTIA BACKGROUND

Interinstitutional cooperation among colleges has occurred for many years. The first consortium was The Claremont Colleges, founded in 1925. There are now 133 voluntary consortia listed in the Consortium Directory published by the Council for Interinstitutional Leadership (CIL). The criteria for inclusion in this directory are that each institution:

1. Is a voluntary formal organization;
2. Includes two or more member institutions;
3. Has more than one program (multi-purpose);
4. Is administered by a professional director, and
5. Receives continuing member support.

CIL is a nonprofit, tax-exempt, educational organization comprised primarily of academic consortia across the country. It was formed to respond to the need to coordinate all of the cooperative activities and to provide mutual assistance. CIL holds national meetings on cooperation, publishes a newsletter, and undertakes special projects such as the recent study on the cost effectiveness of cooperative efforts.

The Council for Interinstitutional Leadership, with the aid of a two year grant from the Carnegie Corporation of New York, conducted 37 case studies regarding the costs and benefits of cooperative programs. These investigations document that voluntary interinstitutional cooperation, in addition to providing other advantages, is cost effective.

The majority of consortia have emerged over the last two decades. They are voluntary, formal, professionally administered organizations, differing from other educational associations in that their missions are related, functionally and directly, to the member institutions' goals and needs. Academic consortia are designed to ensure efficiency and effectiveness by assisting the institutional members to more fully utilize their own resources. This is done through programs, projects and services growing from cooperative planning and shared resources, and by maintaining a formal organization which facilitates joint endeavors.

Voluntary consortia across the country are engaged, collectively, in almost all of the types of services and programs that can be found at a major individual institution. The number and types of programs offered through individual consortia vary immensely. They range from those involved in very preliminary communication and coordination between participating institutions to those actually offering courses and administering numerous interinstitutional programs. Some of the major areas of cooperation commonly found in academic consortia are:

Cross registration
Shared purchasing
Library and media cooperation
Interinstitutional programs
Academic and career counseling
Transportation
Joint faculty appointments
Shared laboratory facilities
Combined cultural events
Shared classrooms

GEOGRAPHICAL SCOPE OF COOPERATION

The majority of consortia are located in the Northeast and Midwest. Consortia in the Southeast have not been as strong. Geographical areas covered by cooperative agreement vary a great deal. Some consortia cover institutions from Maine to California, others involve colleges located side by side. Most consortia involve institutions in a region, metropolitan community or a single city.

CONSORTIA FUNDING

Most consortia are funded in some measure by membership fees. Many have acquired some type of foundation support. In some cases local industry and business have appropriated funds to establish an academic consortium. Less formal types of cooperation do not require staff or funding.

ADMINISTRATION OF A CONSORTIA

There is no model that can be brought from the outside to determine the structure of a local consortium. Each consortium is built on the basis of local needs, resources and circumstances. Administratively and structurally, consortia can be established by the involved institutions, funded by these institutions, and directly responsible to them. At the other extreme, there are examples of consortia developed by independent citizens' councils with representatives from business and industry, and citizens-at-large. The consortium can determine what the community desires from the higher education institutions and where it would like the services delivered. Through economic and political pressure it is then possible to request institutional cooperation or seek the desired programs elsewhere. The most common form of consortium administration and structure is a combination of the two extremes. Consortia governing bodies consisting of academic and community leaders can determine how best to meet the higher educational needs of the community.

COOPERATION IN JACKSONVILLE

The administrators of local colleges have publicly indicated that they support and encourage increased cooperation among the institutions. Specific instances of cooperation occur when the cooperation is perceived as mutually beneficial and does not require a great deal of planning, coordination and administration. However, most institutions apparently fear that their individual roles and goals might be endangered and have resisted areas of cooperation which might be considered an intrusion on their turf. As an example, in two separate fields, music and business, a new program was started at a second institution when a local program already existed.

EXTENT OF LOCAL COOPERATION

Edward Waters College is the smallest local college. It serves primarily blacks, has an open admission policy and is proud of its general educational program. EWC has indicated that it is serving a group that is not served by other institutions and is not threatened by the activities of these institutions. As a result, it strongly favors cooperation and encourages students to take advantage of the resources available at other local institutions.

Examples of cooperative programs and activities undertaken by EWC include:

- A physical education degree offered in cooperation with UNF.
- A general physical sciences degree offered in cooperation with Howard University.
- Use of professors from other local institutions to teach classes at EWC.
- Communications among campuses about various cultural events at other institutions (though there are very seldom joint programs).
- A joint transportation program with UNF.

JU also has examples of cooperative programs with other institutions. Engineering programs are offered in cooperation with Columbia University, Georgia Institute of Technology, Florida Institute of Technology and the University of Florida. JU has developed a recommended sequence for students wishing to earn an Associate of Arts degree at Florida Junior College and then completing requirements for a bachelor's degree at JU. The suggested courses for a variety of programs developed jointly by FJC and JU allow students to make the transition between colleges with minimal difficulties.

Students attending JU and UNF have registered for specific courses at the other institution. This cross registration was not easy due to the difference in calendars (quarter and semester) and the lack of any formal arrangements. Students have had to register, pay tuition, and transfer credits to their home institution without further assistance from their institutions.

Florida Junior College has also indicated a willingness to cooperate and has called for greater cooperation among the local institutions. The south campus of FJC has taken advantage of bus service provided to the UNF students. Many FJC staff have taught as adjuncts on their own time at the University of North Florida. A major area of cooperation has been in the counseling of students to provide coordinated programs for the transfer of credit from FJC to both UNF and JU. Representatives of UNF and FJC meet jointly with high school counselors to present the degree opportunities available through the two institutions.

The Northeast Florida Educational Consortium for the Hearing Impaired and Deaf was organized in 1977 to utilize the combined professional expertise to serve the field of education for the hearing impaired and deaf. The participating institutions now include the Duval County School Board, Flagler College, the Florida School for the Deaf and the Blind, Florida Junior College and the University of North Florida.

All four local colleges participate in the Jacksonville College and University Women's Public Leadership Consortium. The purpose of the consortium is to provide innovative programming for public leadership development and to encourage women to assume public leadership roles.

ARTICULATION

The development of a 2 + 2 program providing maximum communication and coordination between the two publicly supported institutions, FJC and UNF, was mandated by the articulation agreement between state universities and public junior colleges of Florida in March of 1971. The Division of Universities and the Division of Community Colleges jointly adopted this articulation agreement to:

1. Recommend specific areas of agreement between community colleges and state universities.
2. Set forth criteria for the awarding of the Associate in Arts Degree.
3. Define the Associate in Arts Degree as a component of a baccalaureate degree.
4. Provide for a continuous evaluation and review of programs, policies, procedures, and relationships affecting the transfer of students.
5. Recommend such revisions as are needed to promote the success and general well-being of the transfer student.

Basically, the articulation agreement requires that a community college's Associate in Arts Degree be accepted at face value by any state upper level institution. This does not guarantee that students will be admitted to a specific program.

MEETINGS OF LOCAL PRESIDENTS

In an effort to increase communication and thus coordination and cooperation, the presidents of the four local colleges, as well as Flagler College and St. John's River College, began meeting in September of 1980. These informal meetings of the presidents, held monthly until January of 1981, were felt by some presidents to be a step toward further cooperation. However, no results were announced from these meetings. The meetings were discontinued, apparently because of the conflicts arising from the proposal for a lower division at UNF.

SCOPE OF LOCAL COOPERATION

Two levels of cooperation have been discussed. The first level includes only Jacksonville, dealing only with the four local colleges. However, a regional consortium could include, among others, the University of Florida.

CASE STUDY: THE LIBRARIES

COOPERATION IN OTHER AREAS

Examples of library cooperation in other areas of the country indicate that numerous financial and other benefits can be obtained by increased cooperation among libraries. In many communities around the nation, formal consortia which include library cooperation have been developed among universities. A 1975 national study identified 38 program areas in which academic library consortia have participated. Some examples of cooperative programs developed among libraries in a consortium include:

- Student and staff use of any library by showing appropriate identification.
- Free library shuttle service permitting the delivery and return of material within 24 hours.
- The development of a central educational film collection and service which purchases films and extends the collection to each of the participating consortia members.
- The development of a central periodicals collection for specialized material.
- Centralized acquisition and purchasing.
- Shared staff, workshops and recruitment programs.

These are but a few of the programs found to be feasible in cooperative arrangements across the country. Each library can be expected to meet the normal demands of its undergraduate and graduate students. However, studies conducted nationally indicate that a considerable savings as well as increased benefit to the library users can be realized through cooperative efforts.

LOCAL COOPERATION

The presidents of the local institutions indicated that their libraries are presently doing a great deal of cooperation. Library cooperation was chosen as a case study because it had high potential and was the easiest to investigate. Directors of the college libraries supplied information on local cooperation.

One form of library cooperation used locally is in-library use of materials. The libraries at EWC, UNF, and FJC are open to all for in-library use. With the exception of the documents section, the JU library is officially closed to all other students except for certain special circumstances.

Faculty are extended full library privileges between most of the institutions. The libraries at FJC, UNF and EWC allow full library privileges among their faculties. Jacksonville University's library gives full library privileges to UNF and EWC faculties and these libraries reciprocate to JU faculty.

Another area of cooperation undertaken by the libraries is the elimination of duplication in certain specialized collections. For example, UNF library documents include extensive material on environmental concerns and transportation, and Jacksonville University has a specialized collection of documents on hearing. In addition, the latest library to be established, that of UNF, did not try to accumulate a special Floridian section because of the availability of this material at the public library and at Jacksonville University.

Like most colleges in the U.S., local institutions participate in the interlibrary loan arrangement. Interlibrary loans are designed to make materials from other libraries available through the borrower's library. Local libraries are part of a national network which follows a National Interlibrary Loan Code. An interlibrary loan is made by one library to another, not to an individual requester. The lending library has the right to impose restrictions on the use of its materials.

Libraries prefer interlibrary loans to individual loans as it allows them to hold another library accountable for materials. Libraries do not have a method of holding individuals accountable.

The advantages of the interlibrary loan system include the extensive national system and the ability to hold a borrowing library accountable. The disadvantages of this system in local transaction are primarily to the borrowers, not the libraries. Though local loans can take place between one and two days if the students hand carry the forms, students must allow one to four weeks to receive any material.

The EWC library does not have a computerized system. This makes it more difficult to participate in interlibrary loans.

The directors of the local libraries indicated that the preceding steps taken toward cooperation are as much as can be expected. Limited

staff and facilities, as well as the difficulty in holding an individual accountable, prevent them from extending privileges to additional individuals. Further, both the University of North Florida and Jacksonville University librarians indicated that they do not see the need for students to seek additional material elsewhere as the majority of the material that students need is available in their well-balanced collections and other material could be obtained through interlibrary loans. The exception would be special needs such as the use of the medical library and the law library.

BARRIERS TO COOPERATION

One barrier to increased cooperation among the colleges in Jacksonville currently is the question of the expansion of the University of North Florida to include a lower division. Attention to this issue has clouded many of the efforts that have been made recently to increase cooperation. Apprehensions of boards of trustees, faculty and students may make it extremely difficult for additional cooperative efforts to occur in the future. Appendix A gives a brief description of the lower division proposal and the conflicts that have arisen.

A second barrier to cooperation among the local colleges is competition. Because of enrollment-based funding in both the public and private sectors, institutions are fearful of losing students. This competition makes it unlikely in many cases that an institution will send a student to another institution for courses, library facilities, or other resources.

A third barrier to increased cooperation among local institutions is the attitude of top level administrators. Though each school indicated a desire to cooperate and a need for future cooperation, most pointed out the difficulty and improbability of increased cooperation in specific areas. Much of this apparent lack of initiative and vision on the part of top-level administrators could be the result of the UNF lower division proposal. Nevertheless, though progress has been made in many specialized cases, there is an apparent lack of top-level desire to increase cooperation. Of the college presidents, the president of Edward Waters College is the only one who expressed no reservations about increased cooperation.

A fourth major barrier to cooperation through the creation of a consortium is the possibility that a consortium itself would become self-serving and a drain on economic resources.

CONCLUSIONS

Conclusions express the value judgments of the committee, based on the findings.

Historically, Jacksonville has rated low in the percentage of population having completed college. However, the five-fold increase in enrollment since 1960 may have improved this.

Peak enrollment in baccalaureate-track college programs in the past indicate that at least 1,300 more students can be served today.

The programs offered by Jacksonville's institutions of higher education constitute a significant community resource and represent a large investment of tax dollars in direct funding to public institutions and tuition voucher payments to private institutions. However, the range of opportunities, at all levels, particularly at the graduate level, is limited.

Another community asset is the EWC and FJC open admissions policy which provides higher education opportunities for those holding high school diplomas or the equivalent.

The educational skill level of college bound students of Duval County, as measured by SAT scores, compares favorably to the national average.

EWC and JU serve predominantly full-time students while FJC and UNF attract predominantly older part-time students.

Although current efforts are being made in Jacksonville to determine needs for higher education as related to economic development there is no formal mechanism to determine higher educational needs related to personal enrichment and quality of life.

Although the local institutions of higher educatin profess to be cooperating, there seems to be little real commitment and very few organized efforts. This will make it difficult to create a favorable atmosphere in Jacksonville for greater cooperation.

The local college libraries were cited by the institutions as the best example of cooperation. Their cooperation was limited, however, to efforts generally practiced by both public and private libraries.

A consortium of higher education institutions seems to be a successful tool for formal cooperation in many areas throughout the

country. The principal values of cooperation are cost effectiveness and better utilization of each institution's resources.

The undetermined status of the proposal to establish a lower division at UNF hampered the possibility of evaluating and accurately projecting in this study the prospect of increased cooperative relationships.

Areas which are considered barriers to increased cooperation among the colleges in Jacksonville include:

. The lower division proposal at UNF.

. The fear of losing students through competition because of the enrollment-based funding in both private and public institutions.

. The lack of a strong commitment to the concept of cooperation by top level administrators of local institutions.

. The fear that a consortium itself would become self-serving and a drain on local economic resources.

RECOMMENDATIONS

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

The following goals were identified for improvement in higher education:

The four institutions of higher education in Jacksonville should increase cooperation and communication.

A needs assessment study for higher educational programs of personal enrichment and quality of life should be provided to complement the efforts directed toward programs dealing with employment/economic needs.

Community awareness of higher education programs and communication between institutions of higher education and the community should be improved.

The local institutions of higher education should develop additional undergraduate and graduate programs. It is encouraged that these be developed in cooperation among colleges.

The following specific mechanism is recommended to fulfill the above:

The establishment of a community higher education steering committee to encourage and implement cooperation among the public and private colleges of Jacksonville. This committee will include:

. Chairperson of the Duval Delegation or designee to act as chair
. Chairperson of the Committee of 100 or designee
. Presidents of the four local colleges
. Chairperson of the Arts Assembly
. Two at-large members selected by the Chairperson of the Duval Delegation.

The steering committee should appoint appropriate task forces to address the following tasks:

. To realize the best use of the nearly 30 million dollars in public funds expended annually for higher education in Jacksonville, methods should be sought to increase or establish cooperation among local institutions in the following areas:

  library cooperation
  cross registration
  shared purchasing
  interinstitutional programs
  academic and career counseling
  transportation
  joint faculty appointments
  shared laboratory facilities
  combined cultural events
  shared classrooms

. Additional undergraduate and graduate programs which have been identified should be developed with special emphasis on cooperative arrangements.

. A community-based cooperative effort to improve communication about and marketing of educational opportunities available in Jacksonville should be undertaken.

. A study should be undertaken to establish higher educational needs related to the quality of life and personal enrichment after identification of an appropriate funding source.

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APPENDIX A

LOWER DIVISION ISSUE:

Should UNF expand its programs to include the first two years?

Background

The University of North Florida was the last of four upper division universities created by the Board of Regents in Florida. The Board of Regents, in the spring of 1979, decided to study the role of the upper division universities and the possibility of developing lower division programs. A group of consultants was hired to review this concept and make recommendations about policy issues and alternatives. The resulting study was entitled, "Analysis of the Upper Division Universities in Florida," September 21, 1979 by John Folger, Robert Altman, S. V. Martorana and Bevington Reed and is called the Folger Report.

This study recommended: that the State continue to support the articulation agreement; that community college lower division programs be available on upper division campuses; that more faculty interchange and joint use of faculty be developed; that formal consortia for planning and implementing joint programs be considered. However, the primary recommendations stemming from this report were that the Board of Regents consider the development of limited special emphasis programs at the lower division level in the upper division universities. It further recommended that detailed proposals be developed and evaluated against the goal of improving the quality of undergraduate education.

As a result of the Folger Report, three of the four upper level institutions in the state proposed to the Board of Regents that they be allowed to develop lower divisions. The Board of Regents presented these requests to the State Legislature in 1980. Legislation passed by both houses in support of these proposals was vetoed by the Governor because of the lack of an adequate master plan to guide higher education.

After rejecting the legislation creating lower divisions, the Governor established a commission to make long range plans for Florida's higher education. The Post-Secondary Education Planning Commission (PEPC) began working on a statewide master plan to be submitted to the

Legislature in 1982. Realizing the need for a comprehensive look at the lower division issue, in 1981 PEPC prepared a preliminary document.

The Board of Regents reviewed the four year proposals of each institution and held public forums to elicit community response. In January of 1981, the Board of Regents voted to approve a four year status for UNF and submitted a budget to the Legislature via the Governor. Also in January of 1981, the Post-Secondary Education Planning Commission released its recommendations calling for delay and further study before additional lower divisions could be justified.

UNF's Proposal

UNF proposed to the Board of Regents a lower division with limited enrollment and selective admission policies. This proposal calls for a beginning freshman class of 250 students in 1982 which would reach a maximum of 800 lower division students within six years. These students would be required to have a B average in high school and 1,000 minimum on SAT scores (with a 20% exception for special students). (FJC and EWC, as previously mentioned, have open admissions; any high school graduate is admitted. JU has indicated that it requires around 800 on SAT scores except under special circumstances.) The curriculum proposed would be highly structured, emphasizing university level mastery of basic knowledge in the humanities, social sciences, math, natural sciences and foreign languages.

This proposal was met with enthusiasm and endorsed by the Jacksonville City Council, the Mayor, eight area school superintendents, the UNF Foundation, faculty, students and alumni of UNF, and many community leaders. The proposal was met with stiff opposition by their counterparts at Florida Junior College, Jacksonville University, Flagler College, St. John's River Community College, and many other community leaders.

Those favoring the establishment of a lower division at UNF cited the following justification for the proposal:

- Jacksonville is virtually unique among major cities in not having a four year public university.
- Jacksonville taxpayers are paying for a public four year option in other Florida cities, but have none at home.
- The lack of a four year public university could represent a disadvantage in competition with other areas for new business and industry.
- The lower division would add "educational strength" and improve quality at low public cost.

Those opposed to the proposal cited the following reasons for not establishing lower divisions:

- The addition of a new lower division at UNF would unnecessarily duplicate programs existing at JU and FJC.
- There was not an adequate feasibility study conducted to determine the need for a lower division.
- The demographic projections indicate a declining college age population.
- The lower division would be unnecessarily expensive.
- Increased cooperation and coordination of area colleges and universities and the expansion of upper division and graduate offerings should be sought in lieu of the lower division.

The disagreement between opponents and the supporters of creating a specialized lower division at UNF has clouded most other higher education issues over the last year. The state legislature did not establish a lower division at UNF in the 1981 session.

APPENDIX B

YEARLY ENROLLMENT IN LOCAL INSTITUTIONS
1960-1980

YEAR	A J.U.	A EWC	B FJC	A UNF	TOTAL	C Jacksonville Population	% of Population in Higher Education
1960-61	1,526	698			2,224	457,100	.49
1961-62	1,733	743			2,476	460,900	.54
1962-63	2,100	798			2,898	482,600	.60
1963-64	2,210	726			2,936	503,700	.58
1964-65	2,311	841			3,152	510,800	.62
1965-66	2,694	908			3,602	511,500	.70
1966-67	2,666	967	2,499		6,132	511,600	1.19
1967-68	2,627	952	3,677		7,256	512,600	1.41
1968-69	2,915	906	4,218		8,039	515,100	1.56
1969-70	2,963	1,026	4,778		8,767	517,000	1.69
1970-71	3,137	915	3,738		7,790	528,865	1.47
1971-72	3,067	803	5,491		9,361	533,123	1.76
1972-73	2,584	639	5,255	1,997	10,475	537,381	1.95
1973-74	2,306	552	7,185	3,176	13,219	541,639	2.44
1974-75	2,259	562	9,846	3,919	16,586	545,897	3.03
1975-76	2,308	633	9,479	4,371	16,791	550,155	3.05
1976-77	2,165	743	8,197	4,260	15,365	554,413	2.77
1977-78	2,166	807	9,046	4,302	16,321	558,671	2.92
1978-79	2,104	660	7,949	4,395	15,108	562,929	2.68
1979-80	2,217	615	7,925	4,558	15,315	567,187	2.70
1980-81	2,478	836	9,348	4,745	17,407	571,441	3.05

A - Fall Enrollment
B - Total head count of students enrolled in Associate of Arts Program,(AA)
C - Estimates supplied by the Jacksonville Area Planning Board (1960-1969); 1970 Census; JCCI estimates derived by interpolating between 1970 and 1980 Census figures; and 1980 Census.

APPENDIX C

DEGREE PROGRAMS OFFERED WITHIN THE LOCAL INSTITUTIONS
(Spring, 1981)

Accounting - U(B-M), J(B)
Applied Mathematics - U(M)
Applied Music - J(B)
Art - U(B), J(B)
Art Education - U(B-M), J(B-M)
Art History and Appreciation - J(B)
Banking & Finance U(B-M)
Bilingual Studies/Elementary Education - J(B)
Biology, Education - U(B), J(B)
Biology, General - U(B), J(B), E(B)
Biological & Physical Science - U(B)
Business & Commerce, General - U(M), J(B)
Business, Commerce & Dist. Education - U(B)
Business Economics - U(B), J(B)
Business Mgt. & Adm. - U(B), J(B-M), E(B)
Chemistry, General - U(B), J(B), E(B)
Church Music - J(B)
Commercial Art - J(B)
Communications - J(B)
Community Services, General - U(M)
Computer & Informational Sciences,
General - U(B), J(B*)
Criminal Justice - E(B)
Curriculum & Instruction - U(S-D****)
Dance - J(B)
Dramatic Arts - J(B)
Economics - U(B), J(B)
Educational Administration - U(M-S-D****)
Educational Psychology - U(B)
Electric, Electronic & Comm. Engr. - J(B*)
Elementary Education,
General - U(B-M), J(B-M), E(B)
Elementary Education (Special) - E(B)
Engineering Technologies - U(B)
English Education - J(M),
English, General - J(B), E(B)
Foreign Languages Education - J(B),
French - J(B)
General Liberal Arts & Sciences - U(B)
Geography - J(B)
German - J(B)
Health Education - E(B)
Health Professions, General - U(B-M)
History - U(B-M), J(B)
Human Resource Administration - E(B)
Humanities Education - J(B)
Industrial Arts, Voc. & Tech. Ed. - U(B-M)
Instrumental Music - J(B)
Insurance - U(B)
International Relations - J(B)
Law Enforcement & Correction - U(B)
Literature, English - U(B)
Marine Science - J(B)
Marketing & Purchasing - U(B), J(B)
Mathematics Education - U(B-M), J(B-M), E(B)
Mathematics, General - U(B), J(B), E(B)
Mechanical Engineering - J(B*)
Medical Laboratory Technology - J(B)
Music - Business - J(B)
Music Composition - J(B)
Music Education - U(B-M), J(B-M)
Music, Perform, Compose, Theory - U(B), J(B)
Music - Theatre - J(B)
Music Theory - J(B)
Nursing - U(B)
Oceanography - J(B)
Opera Production - J(B)
Other Business - U(B)
Other Education - U(B)
Other Fine & Applied Arts - U(B), J(B)
Other Interdisciplinary Studies - J(B)
Other Social Science - U(B)
Personnel Management - U(M)
Philosophy - J(B)
Photography - J(B)
Physical Education - U(B-M), J(B-M), E(B**)
Physics, General - J(B), E(B***)
Physical Sciences, General - J(B)
Political Science & Government - U(B), J(B)
Psychology for Counseling - U(M)
Psychology, General - U(B), J(B), E(B)
Public Administration - U(M), J(B), E(B)
Reading Education - J(B)
Real Estate - U(B)
Religion and Philosophy, E(B)
Science Education - U(B-M)
Secondary Education - U(B-M), J(B)
Social Sciences, General - J(B), E(B)
Social Studies Education - J(B-M), E(B)
Sociology - U(B), J(B), E(B)
Sociology/Social Work - E(B)
Spanish - J(B)
Special Education, General - U(B-M), J(B)
Special Learning Disabilities - J(B)
Speech - Theatre - J(B)
Statistics, Math & Theory - U(B)
Student Personnel - U(M-S-D****)
Studio Art - J(B)
Transportation and Public Utility - U(B)
Urban Studies - J(B)

CODE
J - Indicates Jacksonville University U - Indicates University of North Florida E - Indicates Edward Waters College
B - Bachelor's Degree M - Master's Degree S - Specialist Degree D - Doctoral Degree * - Joint Program (see text) ** - In consortium with UNF *** - Cooperative degree Howard University **** - Cooperative program with University of Florida

RESOURCE PERSONS TO THE COMMITTEE

The JCCI study process relies upon information supplied by knowledgeable resource persons, in addition to published reference materials. We wish to thank the following resource persons for their very valuable contributions to this report.

Cecil W. Cone, Ph. D., President,
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Bill Dodd, Ph.D., Art Superintendent,
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These students met with committee members during visits at five local campuses: Florida Junior College Downtown Campus, Florida Junior College South Campus, Jacksonville University, Edward Waters College and University of North Florida.

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Suzanne Jenniker
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Carrie Setzer
Esmond Shakespeare
Ann Smith
Tim Spearman
William Spiers
Bernadette Spruill
Mamie Terry
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Joan Whitlock

COMMITTEE MEMBERSHIP AND WORK
R. P. T. Young, Chairman

The committee met weekly from December through the middle of June, hearing from a variety of knowledgeable resource persons and receiving additional written materials researched by JCCI staff. The conclusions and recommendations were discussed in May and June.

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THE JACKSONVILLE COMMUNITY COUNCIL, INC.

The Jacksonville Community Council, Inc. (JCCI) was formed to anticipate, identify and address the complex issues of urban life. JCCI is a community-based nonpartisan, nonprofit organization providing the vehicle for in-depth, objective, citizen analysis of community problems and issues. It seeks broader community awareness and understanding of the issues and provides Jacksonville a diverse citizen forum reaching across the traditional dividing lines of a complex and diverse urban community.

The primary goal of JCCI is a better quality of life in Jacksonville through positive change. It has a short but impressive record for the quality, objectivity, clarity, and practicality of its studies of community problems, and its advocacy for the solutions it develops. Jacksonville has experienced the benefits of numerous improvements growing from these citizen studies.

Other JCCI goals grow largely from its focus on positive change. High on the list are the education and dialogue the studies themselves provide to participants. The work of JCCI strengthens citizen competence and awareness, provides for ongoing dialogue among diverse elements of the community, and serves as a catalyst for bringing together decision-makers.

JCCI is founded on a deep faith in the ability of citizens to set aside their differences and join together to learn and reason about problems of mutual concern. Its growth and success offer renewed hope for this basic democratic concept as a means of addressing the complex issues of modern urban communities.

JCCI receives funding from the United Way of Jacksonville, the City of Jacksonville, corporations, and individual members. Occasional grants have been obtained for specific projects or conferences.

The JCCI membership now exceeds 450 citizens representative of all parts of the Jacksonville community.

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Coordination of Human Services	Pat Hannan

*Copies no longer available for distribution.

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A JCCI Study: Coordination of Higher Education