

Founded in 1971, National University is an independent, non-profit institution of higher education. Since its establishment, the University has democratized higher education by offering learning opportunities to working adults that accommodate their complicated lives and crowded schedules. As National University charts its course for the next century, it will continue to be guided by its unique mission to serve adult learners:

National University is dedicated to making lifelong learning opportunities accessible, challenging and relevant to a diverse population of adult learners. Its aim is to facilitate educational access and academic excellence through innovative delivery systems and relevant programs that are learner-centered, success-oriented and responsive to technology. National University's central purpose is to promote continuous learning by offering diverse instructional approaches, by encouraging scholarship, by engaging in collaborative community service, and by empowering its constituents to become responsible citizens in an interdependent, pluralistic, global community.





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**DECENNIAL REPORT
1989 - 1999**



LETTER FROM

I have witnessed the extraordinary results born of the dedication, hard work and talents of the members of our University family.”

THE PRESIDENT

I am pleased to present National University's *Decennial* a review of the University's accomplishments over the last 10 years. Since joining National University in 1989, I have witnessed the extraordinary results born of the dedication, hard work and talents of the members of our University family. The data set forth in this document best illustrates how their commitment has caused this institution to flourish.

With diligent adherence to our mission, combined with a university-wide focus on expanded access to adult learning, continuous improvement in academic quality and student

University has undergone a remarkable invigoration during the last decade, as reflected in the following milestones:

Academic Rigor

In 1989, National was accredited by the Western Association of Schools and Colleges (WASC) and approved by the California Commission Teacher Credentialing (CCTC). Today, the University is accredited by five higher education accrediting bodies and continues to seek additional specialized accreditation to further enhance the rigor and quality of its degrees.



Educational Leadership

The full-time faculty has grown from 17 members in 1989 to more than 200 full-time and associate members today.

Diversity

The number of minority student graduates has grown from 16.8 percent in 1989 to 41.6 percent in 1999.

Technological Leadership

In 1993, the University launched its innovative distance education program, linking classrooms in San Diego and Sacramento through video teleconferencing. Major learning centers are now linked by teleconferencing centers throughout the state. National has also established global educational agreements with universities in 13 countries and has developed 11 degree programs for online delivery.

Strategic Initiatives

The University has met nearly every goal described in its strategic plan, *NU 2000* and has developed an even bolder, more ambitious plan, *NU 2005*, which will chart the path for the University as it enters the 21st century.

Financial Stability

Ten years ago, the University was faced with a \$9.8 million operating deficit. Today, National's annual operating budget is \$106 million, with endowment funds of more than \$120 million.

Campuses

In 1996, the University relocated its academic and administrative functions to a new facility in La Jolla. This year, the University will dedicate five additional learning centers in California, and construct a new central library in San Diego.

Community

During the last decade, National University has extended its core values to include a commitment to community through a number of projects and services. The University has come to be recognized as a leader in its efforts to end domestic violence and has received national and local awards.

Clearly, National University has faced and overcome a number of challenges in the last 10 years and is a stronger institution as a result. The milestones achieved during the last decade will provide the foundation for even greater educational advances as we move into the 21st century and into a new era of educational delivery.

Moving into the 21st Century

The last decade will be remembered as the dawn of the Knowledge Age with the advent of the Internet, and the World Wide Web, email communication and electronic commerce. The upcoming decade will witness a new era in educational delivery. By incorporating new technologies, as they emerge, into the development of its programs and curriculum, National University has been and will remain a leader in the development of online educational delivery.

National University's strategic plan for the next five years, *NU2005*, recognizes the importance of technology as it relates to and supports the University's core values of access, relevance, accelerated pace, affordability and community. We recognize that the preferred learning environments of students in the next century will be virtual classrooms in homes or offices, providing real-time access to higher education never before possible, or imaginable.

The University understands that as new technology makes new methods of information delivery possible, traditional methods of teaching and learning will change dramatically. Education is more than a professor providing information and a student completing term papers and passing exams by rote. It involves community and exchange—interaction between teachers, students, and classmates—to stimulate ideas, discussion and analytical thought. Our challenge in the 21st century is to develop methods that actively engage adult students in the learning process, to marry technologically sophisticated delivery systems with the sense of community that stimulates ideas and facilitates learning. Our goal is not simply to recognize the changes occurring, but to be the leader in defining the future of higher education for the adult learner.

As we begin the first decade of the new century, we will continually renew our mission—to provide the highest quality education to adult learners by applying our values of access, relevance, accelerated pace, affordability and community. We look forward to surpassing the achievements of the last decade as we continue to fulfill our mission in the next.

Sincerely,



Jerry C. Lee

FINANCIAL

"In 1989, the University ledgers showed a \$9.8 million deficit... now, it has an annual operating budget of \$106 million."

INFORMATION

During the last 10 years, National University has undergone a profound financial transformation. In 1989, the University ledgers showed a \$9.8 million deficit. Through strategic planning and sound fiscal leadership, the University now has an annual operating budget of \$106 million, and more than \$120 million in endowment funds. In 1998, Moody's Investment Service gave National an A3 rating in recognition

of the University's powerful strategic advantages, resulting from "high student demand and competitive success in the non-traditional student market; very strong operating performance; and a rapidly improving unrestricted financial resource base providing a satisfactory cushion to both debt and operations."



The National University Endowment

In February 1999, *The Chronicle of Higher Education* reported the results of the annual endowment study by the National Association of College and University Business Officers (NACUBO), in which 506 colleges and universities were polled.

The NACUBO study reported each institution's investment return rate. *The Chronicle* compared total dollar endowments with their respective percentages of increase from June 30, 1997 through June 30, 1998 and featured this figure along with the NACUBO ranking. National reported a \$50 million endowment as of June 30, 1997 with an increase to \$92.4 million one year later. National's 84.7 percent increase was the largest percentage increase of all 506 colleges and universities in the NACUBO ranking as reported by *The Chronicle*.

Since the report appeared in February, National's endowment has grown to \$120 million, an increase of nearly 30 percent since the June 1998 figure was reported.

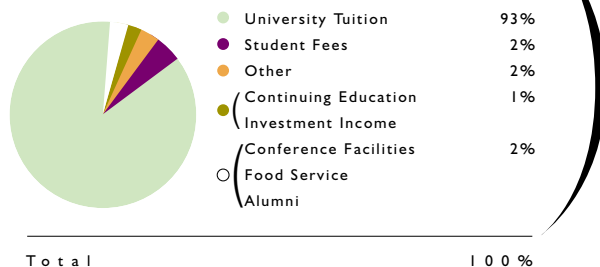
Current Fund

The current fund provides the resources used for the current operations of the University in meeting its goals of providing quality higher education, scholarships and public service.

Income

The current fund group is divided into two subgroups: unrestricted funds, which are available for any University designated purpose, and restricted funds, which have been designated for a specific purpose by an outside agency or donor. The University accounts for certain revenues, such as tuition and student fees, in the unrestricted funds subgroup. Restricted funds include contracts, gifts and grants that are designated for specific purposes such as scholarships and research.

1999 Current Fund Income Sources

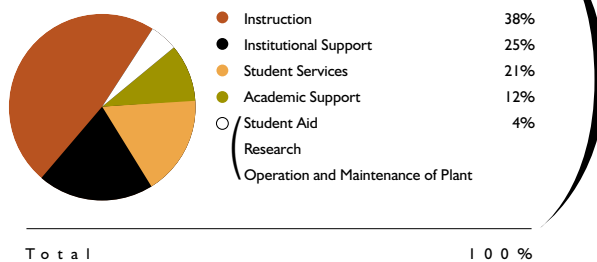


Because National was founded less than 30 years ago, its endowment is a young one, and the University is heavily dependent on tuition income to fund its academic programs and provide for administrative overhead. Student tuition is the largest provider of current fund revenues. Over the past five years, excesses of income over expenses have been used to increase instructional and academic support and to upgrade students services. In addition, the University has decreased its long-term indebtedness.

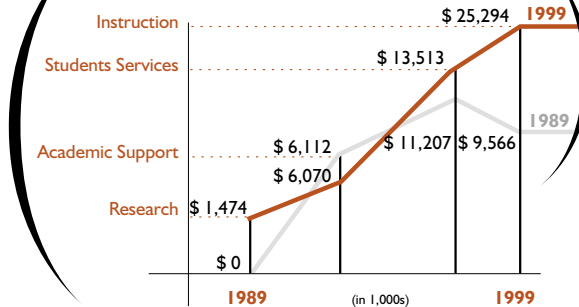
Expenses

For the year ended June 30, 1999, current fund expenses reached \$61.8 million. Expenses for the instruction and research programs of the University accounted for \$25.9 million, or 41.9 percent of the University's operating expenses. Activities that directly support these programs such as academic support, student services, and student aid accounted for \$20.9 million, or 33.8 percent. Operation of plant and institutional support accounted for \$15 million, or 24.3 percent of remaining expenses.

1999 Current Fund Expenses by Function



Current Fund Expenditures by Function

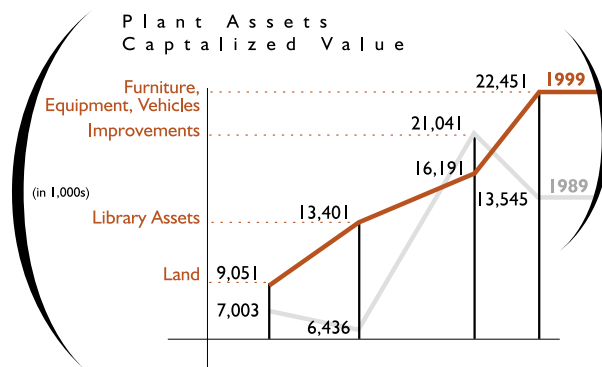


Plant Fund

The plant fund includes three subgroups: unexpended plant funds, retirement of indebtedness funds, and investment-in-plant funds.

Unexpended plant funds are designated to finance the acquisition, construction and renovation of capital assets. Funds come from several sources, including transfers from the current fund and external financing. Funds available during fiscal year 1999 totaled \$13 million with \$27 million available at year-end.

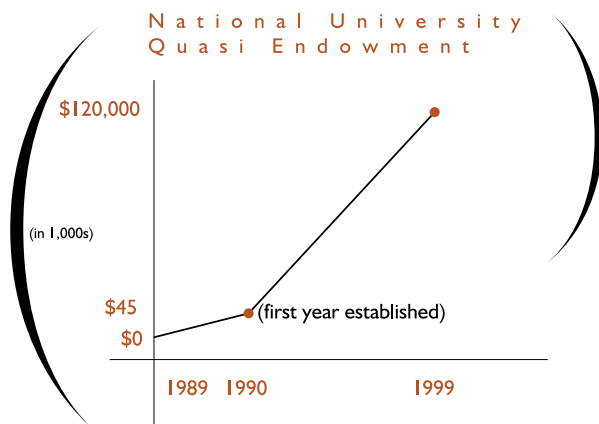
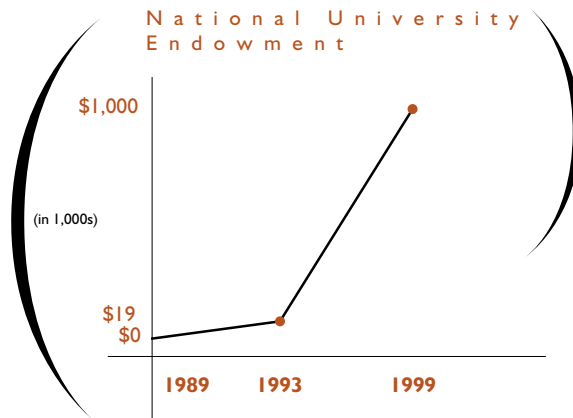
As projects are completed and capitalized, the capitalized portion and any related liabilities are transferred to the investment-in-plant subgroup. Assets in the investment-in-plant subgroup totaled \$61 million as of June 30, 1999.



Retirement of indebtedness funds have been established to accumulate monies for the retirement of specific outstanding loans, bonds and certificates of participation. At year end, retirement funds totaled \$3.4 million.

Endowment Fund

The National University endowment consists of endowments and funds functioning as endowments. Endowment funds are invested in perpetuity and only the income is used in accordance with conditions, if any, stipulated by the donor. National's endowment has now exceeded \$1 million. National University's quasi-endowment funds, generated through the University's operating surpluses, have a value in excess of \$120 million.



Loan Funds

Loan funds consist of monies designated for loans to students. Student loan funds are provided from federal student loan programs, University funds and private donations. As of June 30, 1999, outstanding loans totaled \$5.2 million.

Long-Term Indebtedness

National's long term indebtedness now approximates \$38 million of which \$32.8 million represents bond obligations. The remainder consists of long term mortgages on real property. National's net assets as of 6/99 were \$152 million; more than four times debt.

Schedule of Long-Term Indebtedness

	Interest Rate	Maturity Year(s)	Outstanding
Note payable on Vista property	9%	-	\$ 4,254
CEFA Revenue bonds (series 1994)	5.1% - 6.2%	00-21	\$ 33,580
Total	(\$ in 1,000s)		\$ 37,834





ACADEMIC RIGOR

“National University’s aim to facilitate academic excellence”

& EXCELLENCE

Academic Excellence

In 1989, National University was accredited by the Western Association of Schools and Colleges (WASC) and approved by the California Commission Teacher Credentialing (CCTC). By 1992, National received reaffirmation of its regional accreditation by the Western Association of Schools and Colleges (WASC), and its teacher credential programs were re-approved by the California Commission on Teacher Credentialing (CCTC). Today, National University is accredited by WASC, CCTC, the National League of Nursing Accrediting Commission (NLNAC) and the International Assembly for Collegiate Business Education (IACBE). The University has received preliminary approval from the Commission on Collegiate Nursing Education (CCNE). National continually evaluates its academic courses and programs to maintain and enhance academic rigor and quality.

Faculty Governance and Welfare

Since 1989, National’s faculty structure has undergone a complete transformation. At that time, the faculty bylaws, policies and system of governance had become ineffective in providing a solid foundation for faculty. The University’s leadership recognized immediately that without a strong

faculty and faculty structure system in place, the future of the University would be limited.

In 1991, a four-tiered faculty model was developed to promote a larger, more stable and fully integrated faculty. In addition, a Graduate Council, comprised of senior graduate faculty members, was established, and Graduate Academic Policies and Procedures were developed. A Faculty Senate was established and a system of governance was implemented which, for the first time in the University’s history, gave faculty a voice in developing academic policies and bylaws.

A faculty ranking system and faculty assessment procedures were established. Today, the faculty salary system is reviewed annually with a goal of providing salaries in the top 5 percent among similar institutions in California.

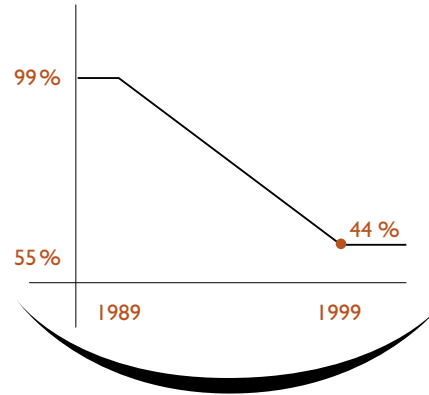
Since 1989, the number of faculty members has grown from 17 to more than 200 full-time and associate faculty members today. Ninety percent of NU’s full-time faculty hold doctorate degrees, and more courses are taught by full-time and associate faculty. The quality of faculty contributions to academia through conference presentations, participation and service with professional boards and societies and the publication of scholarly works has increased substantially in the last decade.

Assessment

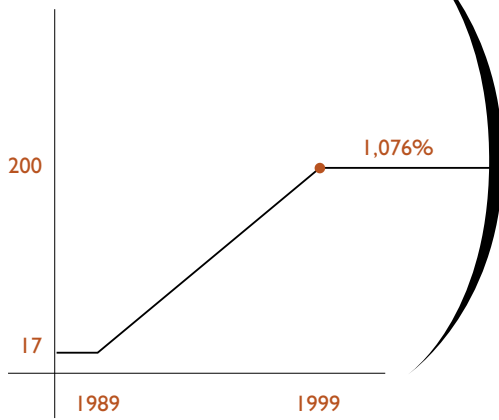
Ten years ago, there were few systems in place to measure the relevance of curriculum or the level of student progress. Today, curricula are continually reviewed and revised, learning outcomes for each program have been developed and implemented, and student readiness for learning is now evaluated using the ACT/COMPASS placement and diagnosis assessment programs.

Annually, vice presidents, deans, department chairs, faculty and staff gather for a two-day seminar to share program and department outcome results as well as to discuss additional assessment measures for the upcoming year.

Courses Taught by Adjunct Faculty



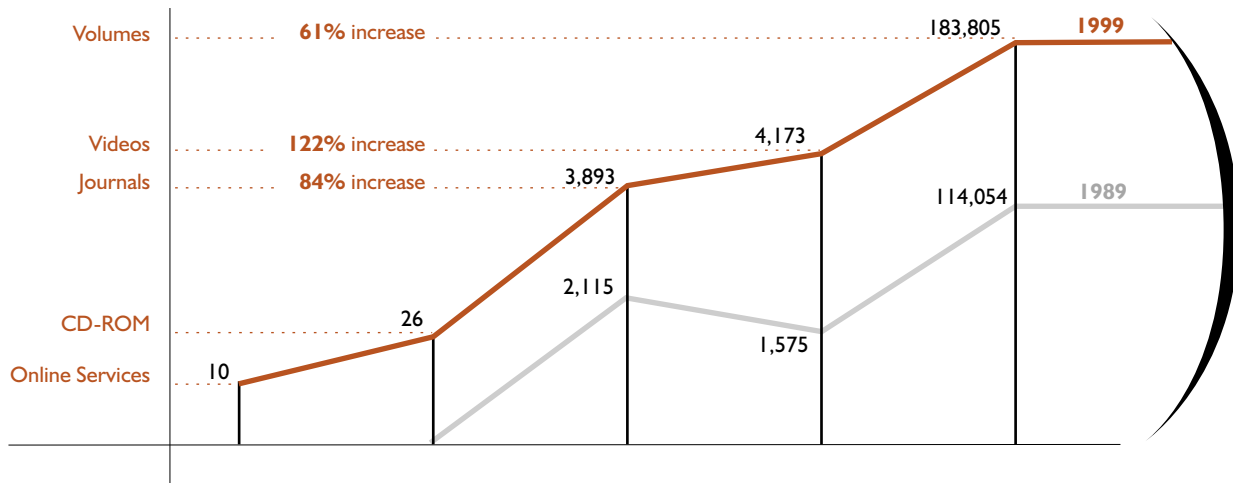
Faculty Growth



Library Services

National University's library contributes to the academic rigor of the University community by facilitating access to knowledge and by providing an environment rich with information resources. Since 1989, library holdings have grown by more than 60 percent, with nearly 185,000 volumes, active and archived journals, and videos. Students have access to more than 10 online services to conduct research, as well as a CD-ROM collection. This year, the University will begin construction of a 40,000 square-foot library at the new San Diego campus.

Growth in Library Resources



STUDENT SERVICES

“National University is dedicated to making lifelong learning opportunities accessible, challenging and relevant to a diverse population of adult learners.”

& DIVERSITY

Student Services

During the last decade, National has remained focused on its mission to serve the needs of adult learners through an unwavering commitment to the University’s core values of access, relevance, accelerated pace, affordability and community. Nowhere is this better illustrated than in the quality of services to students.

National’s one-course-per-month format accommodates busy schedules, with classes held in the evening and on an occasional Saturday. Academic offerings are relevant and challenging, with a mix of full-time and a adjunct faculty providing the theoretical component to curriculum as well as a real-world perspective in each subject.

National University fosters an environment where students are able to achieve their educational objectives and has been consistently recognized for its efforts.

Since 1994, *U.S. News & World Report* has ranked National University among the best colleges and universities in the western U.S. The University has been recognized by *Money* magazine as one of America’s best college buys, and has been consistently rated among the best universities in *Hispanic Outlook in Higher Education* magazine.

Today, National is the third-largest private university in California. The student population at National has grown from 7,000 full-time students in 1989 to more than 12,200 today, and 68 percent of National’s students are pursuing master’s degrees. More than 60,000 graduates have earned degrees from National. By 2005, student enrollment is projected to be more than 20,000 full-time students.

In 1989, 600 classes were offered at NU campuses, and the average class size was fewer than 12 students. Today, nearly 450 classes are taught at National University each month, with an average class size of fewer than 20 students. This decrease in classes and increase in students per class reflects

the University’s ongoing efforts to provide the most relevant curriculum and to allocate its resources most efficiently.

Today, students may choose from among more than 47 graduate and undergraduate degree programs and 17 teacher credential programs, with 11 accredited academic programs available online.

System-wide, the University has more than 45 computer labs equipped with 1,200 PCs. Internet email and research on the World Wide Web are an integral part of classroom instruction and communication at National, and all students are provided with Internet accounts at no charge.

In 1998, the President’s Commission on Improving the Quality of Student Life was established to explore the most effective ways to give National students a quality, learner-centered environment. The Commission completed its work in June 1999, and has forwarded its recommendations to President Lee regarding such opportunities as online student orientation, an online information center, a student assistance hotline and computer systems that will allow students to transact admissions, financial aid, and other student services online. The Commission also recommended exploring new methods of creating lifelong, mutually beneficial relationships between the University and its graduates through an Alumni Services Program.

Scholarships

Each year, the University awards scholarships to students who demonstrate outstanding scholastic achievement, exceptional leadership or superior job performance. The University also awards scholarships to economically disadvantaged students, handicapped students and single-parent students with demonstrated financial need. The University’s goal is to attract and retain quality students by providing scholarships that are based upon merit and financial need.

Diversity

At National University, understanding human and cultural diversity is a precondition of academic quality that contributes to the completeness of an individual's higher education.

One of National's central purposes is to empower its constituents to become responsible citizens in an interdependent, pluralistic, global community.

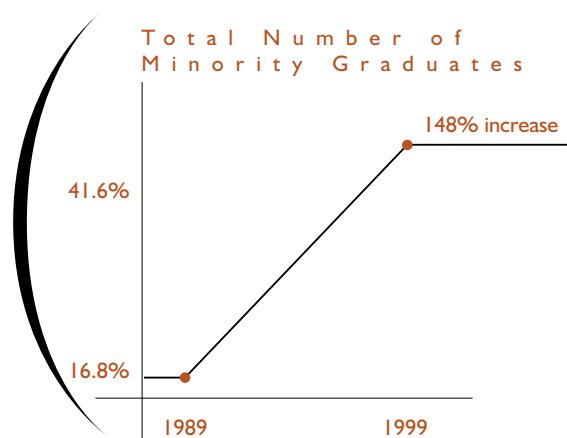
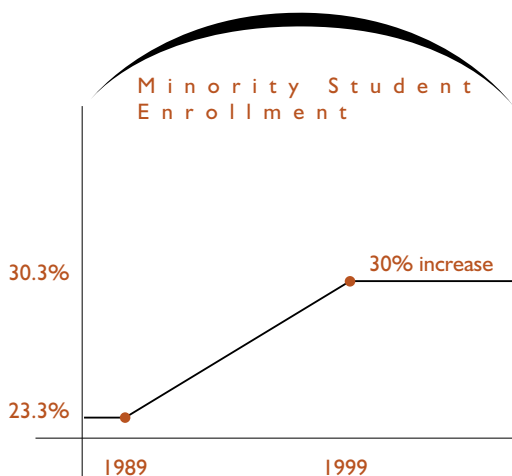
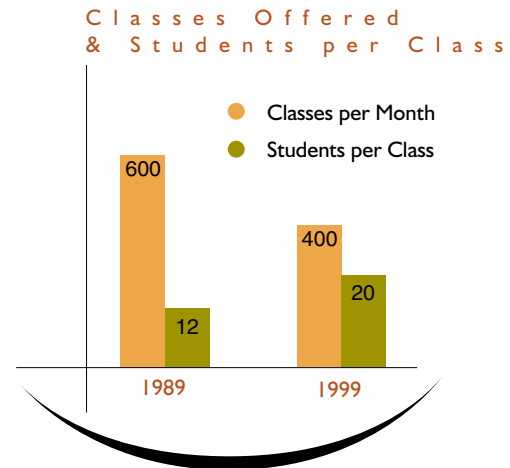
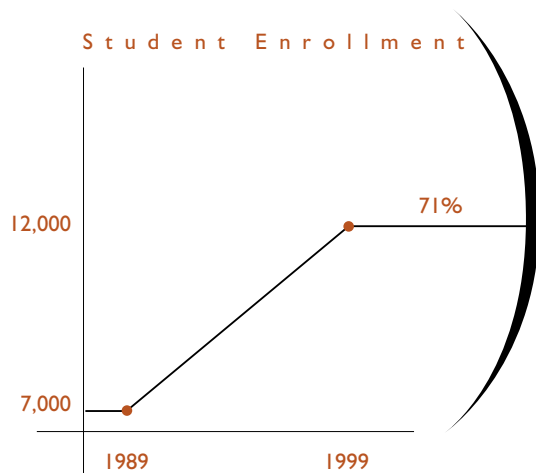
National University defines diversity in terms of inclusiveness, openness and mutual respect and goes beyond achieving numerical diversity to value interactive diversity as an institutional norm. The University also envisions its continuous diversity enhancement process as a way of building a mutually supportive learning community and fostering the spirit of citizenship in an interdependent, global civil society.

In the past 10 years, the number of minority students who have graduated from National has grown dramatically, from 16.8 percent to 41.6 percent.

According to the U.S. Department of Education's 1999 *Integrated Postsecondary Education Data System Survey*, National University is ranked in the Top 100 schools in the United States in the number of graduate degrees awarded to minority students.

In April 1999, the *Hispanic Outlook in Higher Education* ranked National University 26th among universities in the United States in awarding master's degrees to Hispanic students in all disciplines.

Overall, the University ranks 26th nationally among more than 3,000 institutions of higher learning in awarding master's degrees to African-American, Asian, Hispanic and Native American students.



ONLINE EDUCATION

“National University’s aim is to facilitate educational access through innovative delivery systems and relevant programs that are learner-centered, success-oriented and responsive to technology.”

& TECHNOLOGY

National University is a leader in online education, which will become the new standard in educational delivery in the next century. With its inventory of technology and technological services and its considerable experience in distance education, National University is poised to expand its online educational programs and services to become the leader in distributive learning education.

National recognizes that computer technology has made the home and the workplace the most convenient sites for education. This same technology provides the University with a fresh means for fulfilling its core value of access. National’s goal is to become a university without walls, a university located in time and place but unhampered by the constraints of either in the fulfillment of its mission.

Incorporating the latest advances in technology, the University provides a dynamic, interactive learning environment with access to the highest quality education via the Internet through its online programs.

National’s online programs are available 24 hours a day, seven days a week. These programs feature email links between students and professors, audio and video lectures and online discussion sessions to provide multiple opportunities for information exchange and active learning.

National’s History of Leadership in Educational Technologies

During the last decade, the University’s online capabilities for educational delivery have evolved rapidly. National launched its distance education program in 1993, incorporating two-way audio and video technology that linked the San Diego campus with classrooms in Sacramento. The distance education program continues to grow, with a bachelor’s degree in Business Administration (BBA) and the bachelor of science in Nursing (BSN) degree provided via video teleconferencing to students across the State.

In 1995, the University established its first global educational agreement for online delivery of the Global Master’s in Business Administration program. The University now has global educational agreements in 13 countries throughout Europe, South and Central America and Asia. In 1999, the University began offering a new dimension to the Global MBA through the addition of a specialization in Space Commerce, the first of its kind in the world.

In 1999, more than 11 online programs joined National’s academic offerings, including teacher credential programs, the bachelor of arts degree in Global Studies and the bachelor of science degree in Nursing. The master’s degree in Electronic Commerce, the first degree of its kind offered in the United States, and the bachelor’s degree in Business Administration are scheduled to begin in 1999.

The Department of Technology & Information Systems

The Department of Technology, established in 1997, in the School of Business and Technology, conducts research and develops curriculum to provide National University students with the most current and advanced technology programs. In 1998, the Department launched the master of science in Electronic Engineering and the master of science in Electronic Commerce. This year, the Department developed the master of science in Space Commerce.

The University’s Endowed Chair in Technology

In 1997, the University’s first endowed chair—the Dr. Jerry C. Lee Endowed Chair for Technology and the Adult Learner in the School of Education—was established to foster research and scholarly pursuit in the area of technology.

EDUCATIONAL LEADERSHIP

“National University’s central purpose is to promote continuous learning.”

& TEACHER CREDENTIALING



In keeping with its core values of access, relevance, accelerated pace, affordability and community, National has developed partnerships with businesses and organizations throughout California to provide employees with off-site degree programs, adding extra measures of access and convenience for working adult students. National has collaborated with organizations such as Children's Hospital Los Angeles, McDonald's, the San Diego Chargers, Banco Nacional de México, the U.S. Border Patrol, the U.S. Department of Defense, and numerous California school districts among others.

To maintain the highest standards in all academic programs, the President's Commission to Extend Excellence in Student Learning was formed in 1997 to establish long-term goals and develop guidelines for academic rigor and quality with a focus on excellence in teaching and learning. The Committee defines excellence in teaching as "the ability to catalyze student learning—to magnify, accelerate, inspire and develop increased capacities for and commitment to learning." This philosophy, along with theoretical and practical recommendations for its implementation, is described in the Commission's comprehensive report, *Contagious Excellence: Blueprint for a Culture of Continuous Learning At National University*.

The Center for the Improvement of Teaching Effectiveness

The Center for the Improvement of Teaching Effectiveness (CITE) provides each of the National University faculty tiers

with workshops and services about the unique needs of adult learners. CITE regularly conducts faculty seminars dealing with the most current advances in classroom theory, teaching and innovative technologies.

Teacher Education & Credentialing

Over the past decade, National University has prepared over 10,800 teachers for initial licensing and is one of the foremost educators of kindergarten through grade 12 teachers in California. Between 1989 and 1997, National produced over 7 percent of all new teachers. National has also prepared hundreds of administrators and educational specialists for leadership positions in California's elementary and secondary schools. In 1998, National once again recommended more teachers for credentials than any other individual institution in the state. The University now offers 17 credential programs. It also offers most of these programs online.

In 1999, the results of a two-year, statewide evaluation of National's teacher education program were completed and included responses from 2,588 school district master teachers. When asked if they would recommend their National University students as teachers, 96 percent responded positively, and 95 percent said they would request a National University student as their next student teacher. This year, three of the four Teacher of the Year award winners in San Diego county were National graduates or students.

COMMUNITY

“National University’s central purpose is to promote continuous learning by engaging in collaborative community service.”

ECONOMIC IMPACT

National University strives to create an atmosphere characterized by mutual respect, openness, honesty, attentiveness and care. In the last 10 years, the University has made significant progress in developing a strong sense of community among students, faculty and staff, and in recent years, has turned its attention to directing the talent of the University and its resources to community causes.

The President’s Commission on Community established the Center for Community-Based Research, Evaluation and Training (CCRET) to develop and coordinate community

building initiatives and civic engagement with partners throughout California and the nation. CCRET serves as an institutional point of community contact to initiate and facilitate community based research, evaluation and training. CCRET is the community outreach resource for a number of community programs, including the NU Partners Program, the NU/Stanford Service Learning 2000 Partnership Program, student placements, internships and faculty mentorships in education, health and human services and community economic development.



National University's Domestic Violence Initiatives

In 1997, National University's 25th Anniversary Scholarship program was established to provide scholarships to victims of domestic violence across California so that they could begin or further their education. This exceptional program was awarded a 1998 Community Relations Silver Medal from the Council for the Advancement and Support of Higher Education (CASE). In May 1999, the first graduates of the program received their degrees.

National has continued to devote significant resources to survivors of domestic violence and to domestic violence prevention. In 1997, National was a primary sponsor of the Liberty Walk, a fundraiser providing proceeds to domestic violence shelters countywide, and supported the Liberty Walk again in 1999. In July 1998, when the exhaustion of funding threatened to close the San Diego YWCA Domestic Violence Hotline, the University provided a grant to maintain the operation of the Hotline for the remainder of the fiscal year. In 1998, National sponsored the Fourth International Conference on Children Exposed to Family Violence. This year, the University sponsored the California Hospital Medical Center Foundation "Heart of the City" walk/run to raise funds for domestic violence triage units in Los Angeles hospitals.

In 1999, the University provided a \$32,000 grant and computer equipment to the San Diego Volunteer Lawyer Program (SDVLP) for Project Next Step, a legal assistance program for victims of domestic violence. This grant provides funds for the expansion of the SDVLP's court-based El Cajon Domestic Violence Prevention Project to provide family law assistance in seeking dissolution of marriage, restraining orders, child custody, and support.

In June 1999, National received the Guardian Angel Award from the San Diego Domestic Violence Coalition (SDDVC) for the University's continued support in its fight to end domestic violence. The SDDVC, a volunteer task force comprised of 800 members, voted unanimously to confer the Guardian Angel Award to National as the only educational institution in the county with educational and legal programs for victims of domestic violence.

National University in the Community

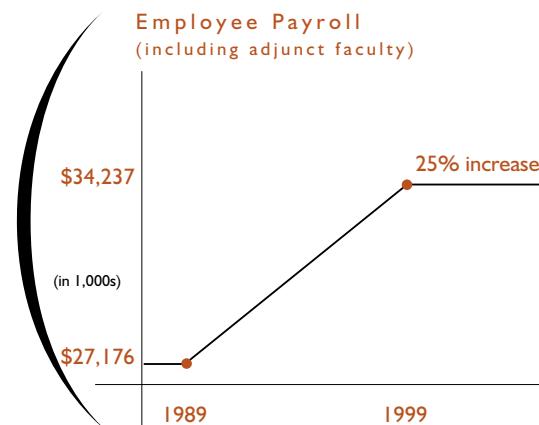
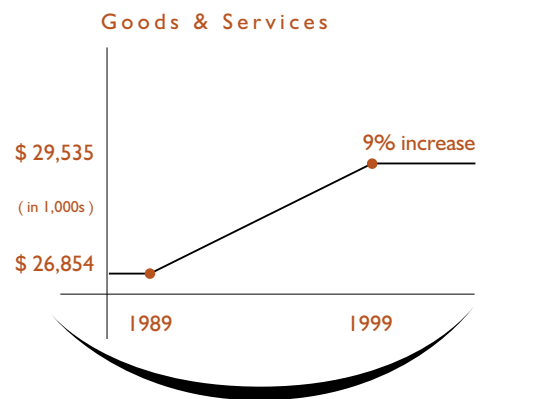
The University continues its commitment to community through a unique program established in 1997 to foster greater personal involvement in community projects by encouraging participation through a leave program for those employees who volunteer. University employees have volunteered thousands of hours of community service through this distinctive program.

The University, through a grant with Stanford University, has developed the Service Learning Project, a program in which National University students receive academic credit while participating in community service projects.

Each year, National University sponsors San Diego's annual Multicultural Heritage Awards and the Leadership Alliance Multiculturalism and Diversity Conference.

Economic Impact

National University's teaching and community service profoundly benefit the people and economy of California and beyond. The University's presence, with 25 learning centers throughout the state, generates revenues and contributes to the fiscal soundness of 11 major metropolitan areas in California.



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Dean
School of Education

Alice Flores, Ed.D.
Associate Northern Region Dean

Byung Hong, D.B.A.
Associate Southern Region Dean

Judy Mantle, Ph.D.
Special Assistant to the Dean
School of Education

Mason Niblack, Ed.D.
Northern Region Dean

P. Jeffrey Prinster, D.B.A. (cand.)
Southern Region Dean

Claudia Sersland, Ph.D.
Associate Northern Region Dean

Mary Elizabeth Shutler, Ph.D.
Dean
School of Arts and Sciences

Douglas Slawson, Ph.D.
Registrar

FACILITIES

National reduced the number of campus locations for more efficient operations from more than 35 in 1989 to 25 today. At the same time, while keeping an eye on costs, National has renovated and improved remaining campus locations during the last 10 years to provide environments that are conducive to student learning.

In 1996, NU relocated its academic and administrative functions from Mission Valley to a new facility in La Jolla.

NU opened a new campus location in San Bernardino the first half of 1999 and dedicated new facilities in Redding, Bakersfield and La Mesa in the fall. More than 10,000 square feet was added to the Los Angeles academic center and a new facility is under construction in Fresno, scheduled for completion in June 2000.

The University is also planning construction of a 63,000 square-foot academic facility at the Spectrum Business Park in San Diego that will include faculty offices and additional classroom and lab space. In addition, the University will construct a 40,000 square foot high-technology library. Both facilities are scheduled for completion in August 2000. Opportunities for naming rooms and buildings at the new location will be available through the Office of Development and Alumni Relations.

