Good morning. Deans Banks, Beatty, Behr, Cordova and Gregerson, please see the below email from Trustee Ken Smith regarding your College presentations at the January BOT workshop on the strategic plan. Dean Yih, although your presentation will be on Graduate Studies I wanted you to see the email. Thanks –

Susan

Susan Evans
Vice President and Chief of Staff
Florida Gulf Coast University
10501 FGCU Boulevard South
Fort Myers, FL 33965-6565
Telephone: (239) 590-1057
Fax: (239) 590-1066
Email Address: sevans@fgcu.edu

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From: kenibc1@gmail.com
Sent: Friday, December 18, 2015 9:03 AM
To: Evans, Susan
Subject: Follow up on my request from the Deans for the next BOT meeting

Susan:

I would like for you to pass this email on to the Deans so that I can clarify what I am hoping to learn from their presentations during the next BOT meeting.

1. I am looking for short term, medium term and long term ideas/strategy that can move their colleges forward and ultimately result in better student outcomes. I define outcomes as follows:
   a. More students getting jobs and or going on to further their education in post graduate studies immediately upon graduation from FGCU
   b. Higher salaries for our graduates upon entering the workforce post graduation
c. Recognition in the market that our students are the best prepared for entrance into the work place and or for continued graduate studies.

2. The governor has asked all of us on the BOT what FGCU is known for. My expectation is that we will clearly articulate this to the governor via this strategic plan. With this in mind I want you to specifically address what programs you currently have that should be labeled “centers of excellence”. Please include any and all resources you need to accomplish this. Do not let funding needs dictate this discussion.

3. Please articulate what programs/degrees you feel we may need to consider going forward. Do not let funding needs dictate this discussion.

4. How do we increase (where appropriate) the use of technology to increase the efficiency in your college and the university?

5. Do you have potential areas in your college based on faculty/resources currently available to start research and or graduate programs that we currently do not offer?

6. Are there graduate programs you view as cutting edge/hole in the market opportunities that FGCU is uniquely situated to provide excellence in?

This is a rough outline and I am sure I have probably missed something. The key to my request is that all of you have been given a platform to articulate “your” colleges view on the strategic plan of this university. My view on strategic plans is that it should be derived 100% from the business units (Colleges) and the Administration should tweak that work. I am in town during the holidays and am available if you have questions or comments. My cell phone number is 863-559-7742 and my email is Kenibc1@gmail.com.

I hope all of you have a Merry Christmas and a Happy New Years.

Ken Smith, Ph.D.

Sent from Mail for Windows 10
Hi, Mary and Pat – please see the below email from Trustee Ken Smith regarding the January BOT workshop on the strategic plan – thanks –

Susan

Susan Evans
Vice President and Chief of Staff
Florida Gulf Coast University
10501 FGCU Boulevard South
Fort Myers, FL 33965-6565
Telephone: (239) 590-1057
Fax: (239) 590-1066
Email Address: sevans@fgcu.edu

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From: kenibc1@gmail.com
Sent: Friday, December 18, 2015 10:21 AM
To: Evans, Susan
Subject: Follow up on my request from the IT groups for the next BOT meeting

Susan:

Could you please forward this email to the IT leadership concerning my request that they present to us during the Strategic Planning Workshop during the next BOT meeting.

I have made this request because I have not heard directly from the people who manage the IT infrastructure at FGCU and I am curious about our capabilities. I do not have a hidden agenda behind this request. Technology drives a tremendous amount of our everyday life not only from a personal perspective but also from a business perspective, and as a trustee I think it is a very important part of our strategic planning process. Below are some of my thoughts/questions that I think might be helpful to the BOT:

1. I am looking for short, medium and longer term needs for the IT enterprise at FGCU. These needs should be focused on:
   a. The expected increase in students over the next 10 years
b. The need for business decision support technologies which will lead to more efficiency in the business processes at FGCU.

c. The need to support increased distance learning and internet classes going forward. We should be a leader in this area across the SUS.

d. Support for data and research activities that maybe needed to support faculty/centers/institutes in the future.

2. What is the relationship we have with USF and what all do they provide to the FGCU IT enterprise? What does this cost FGCU? Is this relationship still needed?

3. How is the IT enterprise structured in your area of responsibility in terms of reporting and decision making?

4. How does our IT enterprise compare to those at FIU, FAU, North Florida, Polytech, UWF and other universities our size?

5. What limitations for the academic functions and business decision process do we have with the current infrastructure?

6. Please articulate what changes to our IT enterprise infrastructure you feel we may need to consider going forward. **Do not let funding needs dictate this discussion.**

7. What ideas do you have for increasing efficiency at FGCU via technology?

8. What ideas do you have for using technology to increase the efficiency in the academic enterprise that we currently are not using?

This is a rough outline and I am sure I have probably missed something. The key to my request is that you have been given a platform to articulate “your” views on the strategic plan of this university as it relates to the IT enterprise. My view on strategic plans is that it should be derived 100% from the business units at FGCU and the Administration should tweak that work. I am in town during the holidays and am available if you have questions or comments. My cell phone number is 863-559-7742 and my email is Kenibc1@gmail.com.

I hope all of you have a Merry Christmas and a Happy New Years.

Ken Smith, Ph.D.
PURPOSE OF THE WORKSHOP

To provide a brief overview of the current strategic planning process including its timeline and solicit feedback to inform the remaining steps in the process.
Established by President Bradshaw in 2009 to coordinate and advise on planning, budgeting, and institutional improvement efforts, the PBC reports directly to the President’s Cabinet through the Chair and Vice Chair.

Chair is the Provost and VPAA, Dr. Ronald Toll and Vice Chair is VP for Administrative Services and Finance, Steve Magiera.

There are 21 other members representing all major campus constituencies including the academic deans, faculty senate, student government, the staff advisory council, athletics, advancement, and student affairs.

Together about 90 people are directly involved in updating the strategic plan representing students, faculty, and staff from across the University.

The council carries out its work as a committee of the whole but also comprises 6 constituent committees:

- Budget
- Enrollment/Retention Management
- Environment Sustainability
- Information Resources
- Safety and Facilities
- Strategic Planning and Institutional Effectiveness
<table>
<thead>
<tr>
<th>September</th>
<th>November - December</th>
<th>December - January</th>
<th>February – March</th>
<th>April – May</th>
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<tbody>
<tr>
<td>Mission-Vision Statement Approval</td>
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<td>Begin to Draft Strategic Plan</td>
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<td>Strategic Plan UBOT Workshop (Jan. 2016)</td>
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<td>Strategic Plan Completed</td>
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MISSION AND VISION

Mission
Florida Gulf Coast University, a regional comprehensive institution of higher education, offers undergraduate and graduate degree programs of strategic importance to Southwest Florida and beyond. FGCU seeks academic excellence in the development of selected programs and centers of excellence in science, technology, engineering and mathematics (STEM) disciplines, health professions, business, and marine and environmental sciences. Outstanding faculty and staff supported by a strong community of advisors prepare students for gainful employment and successful lives as responsible, productive and engaged citizens. FGCU emphasizes innovative, student-centered teaching and learning, promotes environmental sustainability, embraces diversity, nurtures community partnerships, values public service, encourages civic responsibility, and cultivates habits of lifelong learning and the discovery of new knowledge.

Vision
Florida Gulf Coast University will achieve national prominence in offering exceptional value in high-quality educational programs that address regional and statewide needs. Our programs, firmly grounded in the liberal arts and sciences, will employ emerging instructional technologies. Possessing an entrepreneurial spirit, graduates will be well prepared for productive lives as civically engaged and environmentally conscious citizens with successful careers, ready to pursue further education.
ENVIRONMENTAL SCANS

Purpose
To provide a context for the further development of strategic plan goals and strategies for their attainment

Internal Scan
- http://www.fgcu.edu/Provost/files/InternalScanWord.pdf
- Focuses on the state of readiness of the institution to continue to meet its mission and realize its vision, including areas such as:
  - Faculty and staff
  - Physical plant
  - Academic support
  - Student life
  - Advancement
  - Budget
  - Technology

External Scan
- Involves a look at a number issues/areas that can impact our ability to carry out our plans, including the following:
  - Social issues
  - Demographics
  - Governance
  - Local, state, and federal
  - Economic diversification
  - Funding
  - Competition in the education environment
INTERNAL SCAN RESULTS: PART 1

Strengths

• Faculty and staff
• Physical plant
• Quality of programs
• Student outcomes
• Technology infrastructure
• Information resources
• Community engagement
• Clear sense of purpose
• Academic support
• Cultural programming
• Athletics
• Environmental sustainability

Weaknesses

• Need for additional physical facilities
• Anticipated lack of funding for capital projects
Opportunities

- Online learning
- Development of new academic programs that meet regional and state needs
- Marketing to enhance FGCU’s national visibility
- QEP implementation promoting student learning and persistence
- Major capital campaign is underway

Challenges

- Enhance selectivity
- Decline in graduate and transfer enrollment
- Growing enrollment is placing a strain on existing facilities
- Funding from the State is unpredictable and competitive
- Sponsored research is under threat at the national level
- Technology staffing
Strengths

- Growing reputation in the community
- Recognition for quality
- Strong student athletic programs
- Variety of programs and degrees
- Responsiveness to regional workforce needs
- Commitment to community engagement and the environment
- Economic development support

Weaknesses

- Adjusting to pressure of growth
- A relatively small endowment and alumni base
- Lack of new capital expenditures to support growth
- Entry-level student preparedness
- Identity is still being established
- Slower University growth reduces the economic impact on Southwest Florida
Opportunities

- Regional and college-age population increase
- Higher education increasingly viewed as the accepted standard for employment
- Performance-based state funding
- Research park development
- Expanding partnerships with businesses
- Positioned to pursue graduate programs
- Offers bachelor’s degrees in disciplines aligned with highest growth occupations
- Partnerships within the region
- Addressing needs of non-traditional and part-time students
- Development of new delivery methods

Challenges

- Perception of affordability
- Cost of new technology and facilities
- Competition from other colleges and universities
- More regulation, reporting requirements, and oversight by state and federal government
- Limited state funding for capital projects
- Larger numbers of working students
- Continued recovery of the region from a deep recession
Participate in Q&A with College Deans, Dean of Graduate Studies, and IT Leadership

Engage in discussion with regard to relevant aspects of the strategic plan

Provide feedback to inform development of final draft of strategic plan

Develop a timeline for plan completion and implementation
Business Technology Services

- **Infrastructure Services**
  - Wired, Wireless Network Support and VOIP Services
  - Server Support and Backups
  - Faculty, Staff and Student Email
  - Security Planning
  - Internet Connections and Florida Lambda Hub

- **Business Applications**
  - Enterprise Systems
  - Document Imaging
  - System Integration, Implementation and Development
  - Operational Data Store and Reporting

- **Helpdesk**
  - Faculty, Staff, and Student PC support and PC Training
Academic Technology

- **Academic Network**
  - Administration of FGCU Student Domain
  - Canvas Learning Management System
  - Administration of FGCU website and database servers
  - Academic software applications used in all courses
  - Academic web applications and development

- **Classroom Technology**
  - Student and faculty computers in classrooms and labs
  - Integrated teaching podium systems
  - Virtual student computer labs
  - “Immediate Response” classroom technology assistance

- **Special Events**
  - Planning, setup and moderation of computer, sound and video equipment and services for all FGCU events, on and off campus
Academic Technology

- **Online Education**
  - Online technology support and integration
  - Online software and technology training
  - Instructional design
  - Video development, support and training
  - Online teaching professional development and coaching

- **Research Technology**
  - Support of all operating system platforms including Windows, Linux, Mac; support of all currently installed research and specialized servers
FGCU Technology and the IRC

- Information Resource Committee – a sub-committee of the FGCU Planning & Budget Committee
  - Business Technology Services
  - Academic Technology Services
  - Library Technology Services
  - Planning Institutional Performance
  - Student Government Representative
  - Faculty Representative
  - Dean’s Council Representative
  - Staff Advisory Council Representative
Strategic Plan for Technology 2015–2020

**Strengths**
- Collaboration
- Reliability
- Dedicated staff
- Skillful workforce

**Opportunities**
- Cloud computing
- Shared services
- Technology fee
- Mobile communications

**Weaknesses**
- Outdated Job Classifications
- Staff levels
- Budgetary limits
- Mobile device support

**Threats**
- Disasters & breaches
- Loss of talented staff
- Technological changes
- State Mandates
2015–2020 Strategic Plan for Technology Summary

- Deliver new technologies that will enhance business processes
- Streamline existing business processes
- Expand and enhance IT infrastructure capacity in response to increasing demand
- Protect the ability of the University to conduct business, education and research
- Retain outstanding technology staff
2015–2020 Strategic Plan for Technology Summary

- Replace functionally obsolete technology
- Support advanced technology solutions in research, scholarly endeavors and creative activity
- Assess academic technology services to identify trends and monitor needs
- Deliver new academic technologies that will enhance teaching and learning
Online Education Initiatives

- SUS Online Education Strategic Plan
  - Focuses on three primary elements: access, quality, and affordability
  - Each university’s contribution to the system’s plan will be determined by the university’s vision and mission, and is expected to be reflected in the university’s annual work plan
Online Education

2025 Strategic Plan

November 5, 2015
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INTRODUCTION

Online education allows the State University System (SUS) of Florida to expand its portfolio of offerings to meet the needs of its diverse constituent base. Increased and convenient access to higher education, regardless of where students may live or their family or work obligations, helps to create a strong workforce and to attract businesses that provide high-skill, high-wage jobs that drive today’s economy.

The state of Florida is already a national leader in terms of its breadth of online offerings. In 2013-2014, 12% of all the course sections taught in the State University System were offered via distance learning,¹ and 54% of all students took at least one distance learning course. Nine percent of students were enrolled only in distance learning courses. In terms of overall instructional effort as measured by student credit hours, 20% of all instructional activity occurred via distance learning. In comparison with other states, Florida ranked second (behind Texas) in the total number of students who took at least one distance-learning course.

Due in part to this increased interest in online education, the Board of Governors established the Innovation and Online Committee in January 2014, charging the Committee to investigate policies and best practices for transformative and innovative approaches to the delivery of higher education. The Committee was further charged to explore initiatives that will result in system-wide cost efficiencies and effectiveness for university programs and services and that will meet workforce needs through online education. To help guide the future development of online education in the SUS, the Committee directed the creation of a system-wide task force to propose a Strategic Plan for Online Education.

CONTEXT

The Innovation and Online Committee assembled the Task Force for Strategic Planning for Online Education in December 2014 and charged the Task Force to draft, for the Committee’s consideration, the SUS 2025 Strategic Plan for Online Education. The objective of the Strategic Plan for Online Education is to identify additional goals for the State University System and strategies for reaching those goals. While recognizing that technology will continue to change, the Strategic Plan for Online Education will guide the development and implementation of system policies and legislative budget requests related to online education with a focus on three primary elements:

- Quality
- Access
- Affordability

The Task Force established workgroups in alignment with these elements and tasked them to develop strategies for advancing online education in Florida along these dimensions. The reports compiled by the three workgroups served as the foundation for the 2025 Strategic Plan for Online Education proposed by the Task Force. While the Strategic Plan includes goals, strategies, tactics, and performance indicators for each element, there are themes that are woven throughout the plan. These themes

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¹ Online education is one type of distance learning and is the focus of this strategic plan. Because distance learning encompasses other modalities when instructor and student are separated by time and/or distance, such as correspondence courses and courses broadcast over television networks, the term is found in this plan when appropriate.
include: the need for quality in all aspects of online education; cost-efficient and effective support services for students, faculty, and staff; a sound technical infrastructure; a policy environment that encourages innovation and thoughtful growth; and an overall program of online education that is affordable to both students and institutions.

Each university's contribution to the system’s plan will be determined by the university’s vision and mission and is expected to be reflected in the university’s annual work plan.

**QUALITY**

One of the barriers to the adoption and growth of online education is concerns about quality. In this area, strategic goals focus on quality practices, encouraging universities to adopt these practices, and the rigorous assessment of online student success and persistence.

Issues have surrounded quality in distance learning since its inception in the 1800s with the delivery of paper-based instruction through the pony express. These first attempts at distance learning were isolating experiences. The paper-based delivery provided delayed interactions with long timespans between the delivery of coursework and feedback. Later, with radio and television, the delivery created passive rather than active learning, with the student listening to or watching the instructor—again with delayed or no feedback.

The advancement of the internet has been key to increasing the availability, popularity, and capabilities of online education. In the online environment, interactions between students and instructors are faster and more effective. Mobile devices facilitate this communication by increasing the ability to connect teachers and students at any time from any place. With improved technology, instructors are better able to incorporate the social dynamics of learning into online courses.

However, the “quality” of online education can be complex and difficult to define. In fact, different organizations define quality in a variety of ways, including the number of students that are successfully completing courses, comparison to face-to-face instruction, the number of support services, or students’ assessments. Various organizations are also recognized as curating best practices, distributing those best practices, and developing guidelines for evaluating those practices based upon their organization’s viewpoint of quality. Each organization differs slightly in its definition of “quality.”

Based on a thorough review of the various definitions of quality, a quality online education framework should focus on the instructor, individual courses, support services, and the program. The framework should be viewed as best practices focused on the three aspects of online education in promoting student success. These are briefly described below:

- **Instructor** – Best practices emphasize quality in the design, development, and delivery of the courses and the professional development of the instructor
- **Program** – Best practices foster high student success rates, low withdrawal rates, and high student and faculty satisfaction levels
- **Institution** – Best practices address the technology infrastructure, resources for course design and delivery, student support services, and ongoing assessment

Together, the three levels lead to a learning environment in which faculty members, leadership, support staff, and academic departments are working together to create high-quality programs. The State's
responsibility is to ensure each institution has the necessary tools to create, sustain, and evaluate high-quality online courses and programs.

**ACCESS**

Through this plan, the Board of Governors has assumed that the system will continue its rapid growth in online education and has established aggressive enrollment targets for 2025, along with strategies for reaching those targets. Separate enrollment targets for the number of student credit hours in distance learning, their corresponding full-time equivalent (FTE), and the percentage of total student credit hours delivered via distance learning have been established at the graduate and undergraduate levels.

The student credit hours funded from state appropriations and their corresponding FTE targets appear in the graphs below:
In order to meet these enrollment targets, enrollment in online courses will need to come from both on- or near-campus students who blend online and on-ground coursework as well as distant students who may enroll exclusively in online courses. It is critical that students have access to a breadth of fully online degree programs across diverse disciplines. It is also important that online degree programs be offered in areas of strategic emphasis, as described in the updated 2012-2025 SUS Strategic Plan.

The Board of Governors recognizes individual institutions’ contributions toward meeting these enrollment targets will vary. Each university’s level of engagement in online education is reflected below for student FTE funded from state appropriations:
AFFORDABILITY

Strategies are outlined for reducing costs to students and for achieving efficiencies that will reduce costs to institutions and the system, but not impair quality. These efficiencies include collaborative ventures among institutions, such as resource sharing and joint development of online programs.

Some institutions have made significant investments and are studying new ways to support students online, through reducing or eliminating fees, making more efficient use of valuable classroom space by blending face-to-face and online formats, using academic and success coaching to go to scale, or
attempting alternative models such as competency-based education or adaptive learning. However, the underlying goal of achieving positive learning outcomes for students while reducing up-front program development and delivery costs has not been achieved. Technological interventions coupled with business process redesign at the system level will be needed to support meaningful impact on overall cost to institutions and price to students. Current empirical research in the area of affordability in online education is limited, but examples are in progress in higher education systems in Florida and around the country.

The Board of Governors has identified four key areas of focus to help reduce the costs of online education. These are briefly described below:

- **Shared Services** – Through sharing digital technologies, digital content, and measures of quality, individual institutions can leverage existing services while maintaining their own curricula and programs. Academic libraries in Florida have already benefitted from this model through sharing academic electronic resources across the system, having a common integrated library system, and sharing other common tools for search and storage of digital archives. The Georgia Board of Regents led the development effort for “eCore” and “eMajor,” which provide a central point of master course development and operations that individual universities can choose to use. While some sharing of infrastructure, programs, and services exists in Florida through efforts such as the Florida Virtual Campus (FLVC) and Complete Florida, there are more opportunities to provide consistent and affordable services to students taking online courses.

- **Educational Content** – As a system, Florida needs to develop, purchase, and reuse high quality and affordable content available for students across platforms. Some progress has been made in this area, such as the Florida Orange Grove, a federated repository that pulls educational learning content objects from federated repositories all over the world. The University of Florida has tested open educational textbooks. Other large institutions outside of Florida, such as Indiana University and the University of Minnesota, have saved significantly through joint agreements with textbook publishers. In addition to providing written content, Florida should take additional steps to take advantage of these digital environments to offer students full motion video, documentaries, and interactive simulations.

- **Instructional Innovations and Efficiencies** - In education, radically new ways of thinking about teaching and learning have emerged, but typically outside of the confines of academic institutions. For example, the Khan Academy has changed the tutoring model, Coursera and other Massive Open Online Course (MOOC) providers have changed how we think about open courses, adaptive learning has the potential to personalize instruction that creates guided learning outcomes for the student, and competency-based education is making great strides in areas around the country. It is imperative in Florida that we recognize the need to adopt these innovative instructional models in order to create instructional efficiencies.

- **Understanding the True Costs of Online Education** - As the number of students participating in online education in Florida continues to grow, a better understanding of the actual cost of online education is needed. Most institutions in the state have implemented a distance learning course fee to support the additional costs of developing and delivering quality online courses and programs, leading to a realization that providing quality online education has a cost structure that differs from the face-to-face environment.
VISION FOR ONLINE EDUCATION

In 1990, the United States was ranked first in the world in attainment of four-year degrees among the 25 to 34-year-old segment of the population. Today, the U.S. ranks 12th. Florida, the third most productive state in baccalaureate degree production, ranks 38th among states in the percentage of population with at least a bachelor’s degree. The Obama administration’s College Completion Goal has charged the nation to attain a 60% college completion rate—the highest in the world—by 2020. Reaching this goal will require 10 million more Americans to obtain an associate or baccalaureate degree. The Lumina Foundation, the Bill and Melinda Gates Foundation, and others are pursuing similar attainment goals.

The state of Florida is doing its part. *The State University System 2025 System Strategic Plan* has established a system goal to produce 90,000 baccalaureate degrees per year by 2025, half of which will be in areas of strategic emphasis—goals that are nearly a third higher than current annual degree production. Although the SUS is nearly on pace to meet these goals, obstacles to future success include uneven regional distribution of student growth patterns, shortages of classroom and other instructional spaces at some institutions, and reductions in the availability of Public Education Capital Outlay (PECO) funds to expand instructional plant capacity.

Online education, taken to scale across the SUS, affords the system a means to address future capacity requirements while also stimulating innovative teaching and learning practices and greater convenience and flexibility for students. From a social perspective, attainment of an academic credential translates into increased lifetime earnings potential, lower unemployment rates, healthier lifestyles and reduced health care costs, increased tax revenues to support governmental programs, and increased civic participation.

To receive an education, students have traditionally been required to be in a specific place at a specific time. The affordances of online education bring educational opportunities to the student, at any time or at any location. The convenience and flexibility of anytime, anywhere education permits individuals with family or work obligations with many options for extending or completing their education. For campus-based students, online education allows them to arrange their schedules to more deeply engage co-curricular activities or accelerate the completion of their degree.

A blend of talented, well-prepared faculty members, modern learning technologies, and well-designed online courses and programs creates opportunities to improve pedagogies, engage faculty in the scholarship of teaching and learning, increase student academic success, and accelerate time-to-degree. At scale, online education provides colleges and universities the means to significantly expand access to education far beyond the capacity and geographic limits of their brick-and-mortar infrastructure. These all combine to reduce barriers of opportunity and capacity, lowering the overall cost of delivering a quality education to all who may wish to receive it.

This *2025 SUS Strategic Plan for Online Education* outlines goals and strategies that, when successfully pursued, will result in improved instruction and increased educational opportunities, leading to a greater number of Florida citizens holding valuable academic credentials and more efficient use of existing campuses while expanding access far beyond their borders. Increased online education will also help make our institutions more sustainable by limiting energy consumption, and the time and fuel students would expend driving to and from class.
This Plan provides a framework around which to unite the collective talents and resources of our institutions toward a common purpose: more Florida citizens with educational credentials that will improve their lives, lead to new discoveries, and advance Florida’s economy.
## 2025 Strategic Goals for Online Education

Included below are the formal elements of the strategic plan, presented as a series of goals, strategies, tactics, and performance indicators organized around the primary elements of Quality, Access, and Affordability. The Board of Governors will work with universities and other stakeholders to ensure they are implemented.

### Quality

**Goal 1. The State University System will create a culture of quality for online education.**

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<tr>
<th>Strategy 1.1</th>
<th>Recognize the development of high quality online education statewide.</th>
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<tr>
<td><strong>1.1.1</strong></td>
<td>In conjunction with the Florida College System (FCS), create a statewide award system for exceptional online courses. System-level awards for online courses may be based on jointly developed or selected rubrics, such as the Quality Scorecard (QS), an expanded Quality Matters (QM) rubric, and/or similar rubrics. The first level will be a President’s Award given at the university level. The second level, the Florida Quality Award, will be a state-level award given by a statewide evaluation committee on quality. The third level will be a Chancellor’s Quality Award that represents the best of breed throughout the state.</td>
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<td><strong>1.1.2</strong></td>
<td>Create a coding system in the Florida Virtual Campus course catalog that allows the identification of QM- or QS-certified, President’s Award, Florida’s Quality Award, and Chancellor’s Quality Award courses.</td>
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<td><strong>1.1.3</strong></td>
<td>Ensure implementation of Quality Scorecard, Quality Matters Course Rubric, and/or course certification processes for all universities offering online education.</td>
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<td><strong>1.1.4</strong></td>
<td>Annually compare the success of students enrolled in online courses with the success of students in primarily classroom courses.</td>
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<tr>
<th>Strategy 1.2</th>
<th>Expand support for professional development.</th>
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<tr>
<td><strong>1.2.1</strong></td>
<td>Create a statewide professional development network for instructional designers in order to share best practices and provide guidance in designing and developing online education.</td>
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<td><strong>1.2.2</strong></td>
<td>Enhance professional development opportunities offered by FLVC for institutional leaders in online education.</td>
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<tr>
<td><strong>1.2.3</strong></td>
<td>Provide an online toolkit and annual workshops for institutional staff who are responsible for professional development activities for faculty who teach online courses. The content will include, but not be limited to, designing courses that will comply with the American Disabilities Act.</td>
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<tr>
<td><strong>1.2.4</strong></td>
<td>Integrate the Quality Matters Course Rubric, the Online Learning Consortium Quality Scorecard, and/or similar rubrics into the professional development processes for instructional designers, professional development staff, and faculty who teach online courses.</td>
</tr>
<tr>
<td><strong>1.2.5</strong></td>
<td>Encourage faculty participation in professional development before teaching online. Consider certifying faculty to teach online.</td>
</tr>
</tbody>
</table>
### Goal 2. The State University System will provide a foundation for quality online education.

<table>
<thead>
<tr>
<th>Strategy 2.1</th>
<th>Conduct and share research about online education to improve quality.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tactics</td>
<td>2.1.1 Create a statewide online education research consortium with members from Florida institutions interested in sharing and presenting research, determining research needs in online education, and identifying collaborative research projects.</td>
</tr>
<tr>
<td></td>
<td>2.1.2 Develop a process to share research-based best practices that are occurring across the different institutions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy 2.2</th>
<th>Provide the infrastructure needed to support the development and delivery of online education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tactics</td>
<td>2.2.1 Using Quality Scorecard or a similar process, ensure that each institution has the technology needed to provide quality online education.</td>
</tr>
<tr>
<td></td>
<td>2.2.2 Develop a structure to facilitate collaboration system-wide in evaluating, recommending, and purchasing software to ensure cost efficiencies and effectiveness.</td>
</tr>
<tr>
<td></td>
<td>2.2.3 Using Quality Scorecard or a similar process, ensure universities review their infrastructure to confirm that students, including students with disabilities, can easily access their online instruction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy 2.3</th>
<th>Ensure support services that promote student success are available for online students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tactics</td>
<td>2.3.1 Ensure that universities use Quality Scorecard or a similar process to confirm that online students, including online students with disabilities, have access to services equivalent to those used by campus-based students.</td>
</tr>
</tbody>
</table>

### ACCESS

### Goal 1. The State University System will increase access to and participation in online education.

<table>
<thead>
<tr>
<th>Strategy 1.1</th>
<th>Increase enrollments in online education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tactics</td>
<td>1.1.1 Establish and maintain an inventory of SUS fully online and primarily online programs, as well as online courses. Ensure consistency of the FLVC distance learning catalog with the Board of Governors Inventory of Online Programs.</td>
</tr>
</tbody>
</table>
## Tactics

| 1.1.2 | Offer a broad range of fully online degree programs in most Classification of Instructional Programs (CIP) codes reflected in the Board of Governors Approved Academic Program Inventory. Appoint a workgroup to review current offerings of fully online degree programs by CIP codes and make recommendations to the Council of Academic Vice Presidents to address gaps in providing a broad range of degree programs online. |
| 1.1.3 | Increase 2 + 2 collaborations between SUS institutions and institutions in the Florida College System. Increase strategic collaborations between SUS institutions, as well as between SUS institutions and other universities, to meet the statewide goals for providing access to online instruction. |
| 1.1.4 | Support the development and delivery of affordable, high quality, fully online baccalaureate degree programs by UF Online in accordance with section 1001.7065, Florida Statutes. |
| 1.1.5 | Provide a statewide marketing campaign to build awareness for fully online degree programs and courses offered throughout the state by the SUS and the Florida College System. |
| 1.1.6 | Retain fully online students by implementing best practice strategies such as academic coaches, success coaches, analytics, and early alert interventions. |
| 1.1.7 | Provide multiple, accelerated terms to allow students to begin and finish their online programs in a more timely manner. Address technology, workflow, and financial aid processes to allow implementation of these models. |
| 1.1.8 | Provide a robust set of student support services to support the delivery of multiple, accelerated models. |

### Goal 2. The State University System will create an environment favorable to the growth of online education.

#### Strategy 2.1 Secure the funding necessary to continue expansion of online education.

<table>
<thead>
<tr>
<th>Tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1</td>
</tr>
<tr>
<td>2.1.2</td>
</tr>
<tr>
<td>2.1.3</td>
</tr>
<tr>
<td>2.1.4</td>
</tr>
</tbody>
</table>

#### Strategy 2.2 Pursue changes to the regulatory environment to enable continued growth in online education.

<table>
<thead>
<tr>
<th>Tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.1</td>
</tr>
<tr>
<td>2.2.2</td>
</tr>
</tbody>
</table>
2.2.3 Provide flexibility for universities to eliminate the non-resident fee for online students who live out of state.

2.2.4 Review and modify as necessary regulations related to instructional materials fees that limit the ability to adopt new approaches to providing digital educational materials to students.

Goal 3. The State University System will harness the power of online education to help meet the economic development needs of the state.

<table>
<thead>
<tr>
<th>Strategy 3.1</th>
<th>In collaboration with the Florida College System, meet the educational needs of employers in the state.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Tactics</th>
<th>Encourage universities to work with employers in their respective regions to identify unmet continuing education needs that could be addressed through online opportunities and collaborate with colleges to develop those opportunities in an efficient and effective manner.</th>
</tr>
</thead>
</table>

| 3.1.2 | Ensure universities are using need and demand data when considering programs for online delivery. |

AFFORDABILITY

Goal 1. The State University System will enhance shared services to support online program development and delivery costs.

<table>
<thead>
<tr>
<th>Strategy 1.1</th>
<th>Enhance shared support services for online students.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Tactics</th>
<th>Expand the online marketplace to enhance current shared services using statewide buying power and building economy-of-scale drivers. Develop Florida SHINEs as a point of contact for students at all levels, including students with disabilities, to gain access to vital services, including financial aid, scholarships, and library resources.</th>
</tr>
</thead>
</table>

| 1.1.2 | Explore additional items for potential sharing to expand the quality of the student online learning experience while reducing costs through efficiency, such as a Proctoring Network, Tutoring Network, and expansion of Florida Orange Grove shared resources. |

<table>
<thead>
<tr>
<th>Strategy 1.2</th>
<th>Develop a common toolset for online course design and delivery to minimize the cost of online education without reducing quality of the instructional experience.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Tactics</th>
<th>Either co-develop a rubric to measure course quality or invest in state-level licensing agreements for Quality Matters, Quality Scorecard, or a similar quality rubric to measure course quality for the system. Using the same quality rubric(s) will enable identification of best-in-class courses, programs, faculty, etc. for incentives and recognitions. Based on the quality metric selected, identifying the model to measure, including the selection of a statewide review team, will reduce costs of quality measures such as Quality Matters, the Quality Scorecard, or similar rubrics.</th>
</tr>
</thead>
</table>
### Goal 2. The State University System will reduce the costs of educational materials for students.

**Strategy 2.1**  
**Develop a statewide model for the use of eTextbooks and other open educational resources to reduce costs for students in Florida.**

<table>
<thead>
<tr>
<th>Tactics</th>
</tr>
</thead>
</table>
| **2.1.1** | Determine and promote methods to increase the use of open-access textbooks and educational resources to reduce costs to students.  
| **2.1.2** | Reduce the costs of eTextbooks for students through mechanisms that could include negotiating lower pricing with vendors and providing an enhanced repository for educational materials. Contracts negotiated with vendors should ensure that such materials are accessible to students with disabilities. |

### Goal 3. The State University System will adopt innovative instructional models to create instructional efficiencies.

**Strategy 3.1**  
**Implement innovative instructional models.**

<table>
<thead>
<tr>
<th>Tactics</th>
</tr>
</thead>
</table>
| **3.1.1** | Develop or co-develop shared programs that would be available, but not required, for use in areas of high demand while maintaining quality and increasing efficiencies through an innovative, shared model.  
| **3.1.2** | Develop or co-develop competency-based and adaptive learning programs that would be available, but not required, for use in appropriate areas of high demand, primarily around adults and workforce needs, while maintaining quality and increasing efficiencies through an innovative, shared model.  
| **3.1.3** | Implement a model to assess prior learning for the award of academic credit.  
| **3.1.4** | Develop a series of experimental incubation pilot projects to support new and emerging online education innovations through institutional partnerships, lead institution, or other methods to support collaboration with the purpose of building affordable, innovative approaches and models that work. |
Goal 4. The State University System will determine the costs of online education campus-by-campus.

<table>
<thead>
<tr>
<th>Strategy 4.1</th>
<th>Update system-wide definitions of online education terms, including, but not limited to, fully online programs and primarily online programs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tactics 4.1.1</td>
<td>Review and recommend revisions to current system-wide terms and definitions related to online education to ensure consistency and relevancy of data collection.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy 4.2</th>
<th>Develop a model that captures each institution’s online education revenues and expenditures directly related to both the distance learning fee, specifically, and online education in general.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tactics 4.2.1</td>
<td>Determine and define the elements that should be captured for the model. Obtain and analyze data from institutions.</td>
</tr>
<tr>
<td>4.2.2</td>
<td>Develop models to achieve cost savings and cost avoidances in the development and delivery of online education.</td>
</tr>
</tbody>
</table>
PERFORMANCE INDICATORS

The performance indicators below will assist the Board of Governors in monitoring the System’s progress toward achieving the Board’s goals for online education. Each university’s contribution toward these goals will depend on its mission, its strategic plan, and its vision for online education. The Board will periodically evaluate these performance indicators and their corresponding 2025 goals.

### Quality

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>2025 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of annual SUS Chancellor Awards for high-quality courses</td>
<td>8 Chancellor Awards presented annually at the state level</td>
</tr>
<tr>
<td>Percent of SUS courses bearing a “high-quality” rating in the FLVC online catalog</td>
<td>90% of SUS courses in the FLVC catalog rated high quality</td>
</tr>
<tr>
<td>Percentage of faculty participating in professional development</td>
<td>15% of faculty from SUS institutions offering online education participate in yearly professional development activities</td>
</tr>
<tr>
<td>Number of institutions sharing research in online education</td>
<td>75% of SUS institutions participate in the online education research consortium</td>
</tr>
<tr>
<td>Online student success (receiving a course grade of A, B, or C)</td>
<td>Online student success rate equals or exceeds the rate for comparable face-to-face courses</td>
</tr>
<tr>
<td>Online student withdrawal rate</td>
<td>Online student course withdrawal rate is no higher than for comparable face-to-face courses</td>
</tr>
<tr>
<td>Student satisfaction with online education</td>
<td>Student satisfaction levels for online courses equal or exceed satisfaction levels for comparable face-to-face courses</td>
</tr>
</tbody>
</table>

### Access

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>2025 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of undergraduate student credit hours in online education</td>
<td>3.48 million</td>
</tr>
<tr>
<td>Number of undergraduate FTE enrolled in online courses</td>
<td>86,900</td>
</tr>
<tr>
<td>Number of graduate student credit hours in online education</td>
<td>616,000</td>
</tr>
<tr>
<td>Number of graduate FTE enrolled in online courses</td>
<td>19,250</td>
</tr>
<tr>
<td>Percentage of SUS undergraduate students enrolling in one or more online course each year</td>
<td>75%</td>
</tr>
</tbody>
</table>
### Percentage of SUS graduate students enrolling in one or more online course each year

50%

### Percentage of academic degree programs in the Board of Governors Academic Program Inventory that have at least one major offered fully online.

60%

## Affordability

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>2025 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of reduced cost electronic textbooks or accepted open educational resources (OERs)</td>
<td>Annual increase in the percentage of online courses using electronic textbooks or open educational resources</td>
</tr>
<tr>
<td>SUS and FCS institutions collaborate on course design and development</td>
<td>50% of SUS institutions are working collaboratively with institutions in the Florida College System to share online course development tasks and resources</td>
</tr>
<tr>
<td>SUS institutions collaborate on course design and development</td>
<td>50% of SUS institutions are working collaboratively with each other and/or with other universities to share online course development tasks and resources</td>
</tr>
<tr>
<td>Competency-based and adaptive learning approaches reduce time-to-degree and associated cost</td>
<td>50% of SUS institutions offer competency-based or adaptive learning courses that accelerate student time-to-degree</td>
</tr>
</tbody>
</table>
APPENDIX A - DEFINITIONS

For the purposes of this strategic plan, the following definitions are used.

<table>
<thead>
<tr>
<th>Metric</th>
<th>Courses - definition</th>
<th>Metric</th>
<th>Programs - definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully Distance Learning Course</td>
<td>100% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space, or both. All special course components (exams, internships, practica, clinicals, labs, etc.) that cannot be completed online can be completed off-campus.</td>
<td>Fully Online Program</td>
<td>100% of the direct instruction of the program is available using some form of technology when the student and instructor are separated by time, space, or both. All program requirements that cannot be completed online can be completed off-campus.</td>
</tr>
<tr>
<td>Primarily Distance Learning Course</td>
<td>80-99% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space, or both. There is a requirement for the student to attend campus or another explicit geographic location for a portion of the course.</td>
<td>Primarily Online Program</td>
<td>80-99% of the direct instruction of the program is available using some form of technology when the student and instructor are separated by time, space, or both. There is a requirement for the student to attend campus or another explicit geographic location for a portion of the program.</td>
</tr>
<tr>
<td>Hybrid Course</td>
<td>50-79% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space, or both. There is a requirement for the student to attend campus or another explicit geographic location for a portion of the course.</td>
<td>Hybrid Program</td>
<td>50-79% of the direct instruction of the program is available using some form of technology when the student and instructor are separated by time, space, or both. There is a requirement for the student to attend campus or another explicit geographic location for a portion of the program.</td>
</tr>
<tr>
<td>Primarily Classroom Course</td>
<td>Less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space, or both. This designation can include activities that do not occur in a classroom (i.e., labs, internships, practica, clinicals, labs, etc.).</td>
<td>Primarily Classroom Program</td>
<td>Less than 50% of the direct instruction of the program is available using some form of technology when the student and instructor are separated by time, space, or both. There is a requirement for the student to attend campus or another explicit geographic location for a portion of the program.</td>
</tr>
</tbody>
</table>
APPENDIX B - TASK FORCE MEMBERSHIP

Following is a list of the members of the Task Force for Strategic Planning for Online Education.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. John Hitt, Chair</td>
<td>President, University of Central Florida</td>
</tr>
<tr>
<td>Dr. Judith Bense</td>
<td>President, University of West Florida</td>
</tr>
<tr>
<td>Marcella David, J.D.</td>
<td>Provost, Florida A &amp; M University</td>
</tr>
<tr>
<td>Harrison DuBosar</td>
<td>Student, Florida State University</td>
</tr>
<tr>
<td>Dr. Shawn Felton</td>
<td>Assistant Professor, Florida Gulf Coast University</td>
</tr>
<tr>
<td></td>
<td>President, FGCU Faculty Senate</td>
</tr>
<tr>
<td></td>
<td>Trustee, FGCU Board of Trustees</td>
</tr>
<tr>
<td>Dr. Kent Fuchs</td>
<td>President, University of Florida</td>
</tr>
<tr>
<td>Dr. Judy Genshaft</td>
<td>President, University of South Florida</td>
</tr>
<tr>
<td>Dr. Jim Henningsen</td>
<td>President, College of Central Florida</td>
</tr>
<tr>
<td>Dr. Sally McRorie</td>
<td>Interim Provost, Florida State University</td>
</tr>
<tr>
<td>Dr. Pam Northrup</td>
<td>Associate Provost, Academic Innovation</td>
</tr>
<tr>
<td></td>
<td>Exec. Dir, Florida Virtual Campus and Complete Florida</td>
</tr>
<tr>
<td></td>
<td>University of West Florida</td>
</tr>
<tr>
<td>Dr. Gary Perry</td>
<td>Provost, Florida Atlantic University</td>
</tr>
<tr>
<td>Dr. Mark Rosenberg</td>
<td>President, Florida International University</td>
</tr>
<tr>
<td>Dr. Earle Traynham</td>
<td>Interim Provost, University of North Florida</td>
</tr>
</tbody>
</table>

The Task Force wishes to thank all institutional staff who provided assistance during the drafting of the Strategic Plan, giving special acknowledgement to Dr. Victoria Brown, Florida Atlantic University; Dr. Joyce Elam, Florida International University; Dr. Susan Clemmons, Florida International University; Dr. Joel Hartman, University of Central Florida; and Dr. Cynthia DeLuca, University of South Florida.
## APPENDIX C - DISTANCE LEARNING ENROLLMENT TARGETS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate (percentage)</td>
<td>26%</td>
<td>28%</td>
<td>30%</td>
<td>32%</td>
<td>34%</td>
<td>36%</td>
<td>38%</td>
<td>40%</td>
</tr>
<tr>
<td>Graduate (percentage)</td>
<td>25%</td>
<td>27%</td>
<td>28%</td>
<td>29%</td>
<td>31%</td>
<td>32%</td>
<td>33%</td>
<td>34%</td>
</tr>
<tr>
<td>Undergraduate (in millions of Student Credit Hours)</td>
<td>2.02</td>
<td>2.21</td>
<td>2.42</td>
<td>2.62</td>
<td>2.80</td>
<td>3.02</td>
<td>3.25</td>
<td>3.48</td>
</tr>
<tr>
<td>Graduate (in thousands of Student Credit Hours)</td>
<td>420</td>
<td>444</td>
<td>476</td>
<td>500</td>
<td>524</td>
<td>556</td>
<td>584</td>
<td>616</td>
</tr>
<tr>
<td>Undergraduate FTE</td>
<td>50,400</td>
<td>55,300</td>
<td>60,600</td>
<td>65,600</td>
<td>70,100</td>
<td>75,500</td>
<td>81,200</td>
<td>86,900</td>
</tr>
<tr>
<td>Graduate FTE</td>
<td>13,125</td>
<td>13,875</td>
<td>14,875</td>
<td>15,625</td>
<td>16,375</td>
<td>17,375</td>
<td>18,250</td>
<td>19,250</td>
</tr>
</tbody>
</table>

The annual increase in enrollment is based on the 2010-14 trend [Undergraduate = 2%; Graduate = 1.3%].
## APPENDIX D - STUDENT CHARACTERISTICS

### 2013-2014 DISTANCE LEARNING UNDERGRADUATE HEADCOUNT ENROLLMENT

<table>
<thead>
<tr>
<th>FAMILY INCOME</th>
<th>UNDERGRADUATES THAT TOOK AT LEAST ONE DL COURSE</th>
<th>UNDERGRADUATES THAT ONLY TOOK DL COURSES</th>
<th>ALL UNDERGRADUATES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>PCT</td>
<td>N</td>
</tr>
<tr>
<td>Below $40,000</td>
<td>54,052</td>
<td>35%</td>
<td>5,616</td>
</tr>
<tr>
<td>$40,000 TO $59,999</td>
<td>14,391</td>
<td>9%</td>
<td>1,334</td>
</tr>
<tr>
<td>$60,000 TO $79,999</td>
<td>10,600</td>
<td>7%</td>
<td>741</td>
</tr>
<tr>
<td>$80,000 TO $99,999</td>
<td>13,192</td>
<td>8%</td>
<td>459</td>
</tr>
<tr>
<td>$100,000 Above</td>
<td>25,445</td>
<td>16%</td>
<td>591</td>
</tr>
<tr>
<td>Not Reported</td>
<td>38,802</td>
<td>25%</td>
<td>11,874</td>
</tr>
<tr>
<td>TOTAL</td>
<td>156,482</td>
<td>100%</td>
<td>20,615</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RACE/ETHNICITY</th>
<th>N</th>
<th>PCT</th>
<th>N</th>
<th>PCT</th>
<th>N</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>80,855</td>
<td>52%</td>
<td>10,773</td>
<td>52%</td>
<td>92,476</td>
<td>52%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>40,547</td>
<td>26%</td>
<td>5,154</td>
<td>25%</td>
<td>45,980</td>
<td>26%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>17,375</td>
<td>11%</td>
<td>2,891</td>
<td>14%</td>
<td>20,410</td>
<td>11%</td>
</tr>
<tr>
<td>Asian</td>
<td>7,270</td>
<td>5%</td>
<td>656</td>
<td>3%</td>
<td>8,005</td>
<td>4%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>4,392</td>
<td>3%</td>
<td>422</td>
<td>2%</td>
<td>4,814</td>
<td>3%</td>
</tr>
<tr>
<td>Nonresident alien</td>
<td>3,069</td>
<td>2%</td>
<td>205</td>
<td>1%</td>
<td>3,308</td>
<td>2%</td>
</tr>
<tr>
<td>Race and ethnicity unknown</td>
<td>2,157</td>
<td>1%</td>
<td>382</td>
<td>2%</td>
<td>2,548</td>
<td>1%</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>456</td>
<td>0%</td>
<td>67</td>
<td>0%</td>
<td>527</td>
<td>0%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>361</td>
<td>0%</td>
<td>65</td>
<td>0%</td>
<td>427</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENDER</th>
<th>N</th>
<th>PCT</th>
<th>N</th>
<th>PCT</th>
<th>N</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>91,167</td>
<td>58%</td>
<td>13,512</td>
<td>66%</td>
<td>105,249</td>
<td>59%</td>
</tr>
<tr>
<td>Male</td>
<td>65,290</td>
<td>42%</td>
<td>7,097</td>
<td>34%</td>
<td>73,242</td>
<td>41%</td>
</tr>
<tr>
<td>MISSING</td>
<td>25</td>
<td>0%</td>
<td>6</td>
<td>0%</td>
<td>31</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AGE GROUP</th>
<th>N</th>
<th>PCT</th>
<th>N</th>
<th>PCT</th>
<th>N</th>
<th>PCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 25 years of age</td>
<td>128,680</td>
<td>82%</td>
<td>8,844</td>
<td>43%</td>
<td>138,628</td>
<td>78%</td>
</tr>
<tr>
<td>25 or older</td>
<td>27,802</td>
<td>18%</td>
<td>11,771</td>
<td>57%</td>
<td>39,894</td>
<td>22%</td>
</tr>
<tr>
<td>RESIDENCY</td>
<td>UNDERGRADUATES THAT TOOK AT LEAST ONE DL COURSE</td>
<td>UNDERGRADUATES THAT ONLY TOOK DL COURSES</td>
<td>ALL UNDERGRADUATES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------</td>
<td>----------------------------------------</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>PCT</td>
<td>N</td>
<td>PCT</td>
<td>N</td>
<td>PCT</td>
</tr>
<tr>
<td>Florida</td>
<td>148,543</td>
<td>95%</td>
<td>19,386</td>
<td>94%</td>
<td>169,296</td>
<td>95%</td>
</tr>
<tr>
<td>Non-Florida</td>
<td>7,939</td>
<td>5%</td>
<td>1,229</td>
<td>6%</td>
<td>9,226</td>
<td>5%</td>
</tr>
</tbody>
</table>

Source: Board of Governors staff analysis of the State University Database System (SUDS) from Courses Taken, Enrollment, and Financial Aid datamarts; extracted 2015-07-06. Undergraduate is defined as Student Class Level = Lower or Upper Division (unclassified students are not included).
A. GENERAL INFORMATION

Florida Gulf Coast University is a comprehensive public university located in Fort Myers, Florida, awarding associate degrees, bachelor degrees, master degrees, and doctoral degrees. The University’s functions are to educate students, to perform scholarship and research, and to render service to society. The principal office of the University is located at 10501 FGCU Blvd. South, Fort Myers, Florida, 33965-6565, (239) 590-1000. If you are hearing- or speech-impaired, call the appropriate FGCU office via the Florida Relay at 711 (TTY, VCO, HCO, ASCII, or Speech-to-Speech). The University’s website is located on the Internet at http://www.fgcu.edu. The University’s administrative offices are open from 8:00 AM to 5:00 PM, Monday through Friday, except during University holidays.

B. THE FLORIDA GULF COAST UNIVERSITY BOARD OF TRUSTEES

The Florida Gulf Coast University Board of Trustees (“Board of Trustees”) is the governing body of the University and is vested with the authority to administer the University in accordance with Art. IX, § 7, Fla. Const., the Florida Education Code, Sections 1001-1013, Fla. Stat., and delegation of the Florida Board of Governors. The Board of Trustees is a public body corporate with all of the powers of a corporation, including the power to adopt a corporate seal, to contract and be contracted with, to sue and be sued, to plead and be impleaded in all courts of law or equity, and to give and receive donations. Pursuant to Section 768.28(2), Florida Statutes, and for purposes of sovereign immunity, the Board of Trustees acts primarily as an instrumentality of the State of Florida.

The Board of Trustees consists of thirteen members appointed as follows: six members appointed by the Governor subject to confirmation by the Florida Senate; five members appointed by the Board of Governors subject to confirmation by the Florida Senate; the president of the Florida Gulf Coast University Faculty Senate; and the president of the Florida Gulf Coast University Student Government. The corporate officers are the Chair, the Vice-Chair and the University President (“President”) who serves as the Chief Executive Officer of the University and Corporate Secretary of the Board. The Board of Trustees conducts its business in accordance with the Florida Gulf Coast University Board of Trustees Bylaws and Florida Law.

The Board of Trustees has oversight responsibilities for the University’s direct support organizations (“DSO”), which are the Florida Gulf Coast University Foundation, Inc. and the Florida Gulf Coast University Financing Corporation. Florida Law requires that the Board of Directors for each DSO operate the entity in a manner consistent with the goals of the University and in the best interests of the State of Florida, as determined by the Board of
Trustees and the President. The DSOs are formed as not for profit corporations under the Florida Not For Profit Corporation Act, Chapter 617, Florida Statutes. The Internal Revenue Service has recognized the DSOs as tax-exempt charitable organizations under Section 501(c)(3) of the Internal Revenue Code.

C. THE UNIVERSITY PRESIDENT

The President, as the Chief Executive Officer of the University and Corporate Secretary of the Board, is responsible for the operation and administration of the University and for setting Board meeting agendas, in consultation with the Board Chair. The President is appointed by the Board of Trustees and serves at its pleasure.

In the absence of the President, the order of succession to the administrative authority and responsibility of the President shall be as follows, pending action by the Board of Trustees:

1. Provost and Vice President for Academic Affairs;
2. Vice President for Administrative Services and Finance;
3. Vice President for Student Affairs;
4. Vice President for University Advancement;
5. Vice President and Chief of Staff; and
6. Vice President and General Counsel.

In an exigent, University emergency, the inability to contact an officer within three hours is adequate justification for the exercise of authority by the next designated officer to assume the authority and responsibility of the President until the Board of Trustees takes further action.

The President exercises his ability to delegate executive authority via delegation memoranda and the approval of official University policies.

D. ADMINISTRATIVE ORGANIZATION OF THE UNIVERSITY

1. President’s Cabinet

Chaired by the President, the President’s Cabinet consists of the following senior administrators who are, individually and collectively, responsible to guide a shared vision and lead institutional operations for the advancement of the University: Provost and Vice President for Academic Affairs; Vice President for Administrative Services and Finance; Vice President for Student Affairs; Vice President for University Advancement; Vice President and Chief of Staff; and Vice President and General Counsel.
2. President’s Direct Reports

a) Provost and Vice President for Academic Affairs

The Provost and Vice President for Academic Affairs (VPAA) is the chief academic officer of the University and advises the President on academic matters. The Provost assists the President and exercises the functions of the President in the President's absence. The Provost also serves as the President’s liaison to the Faculty Senate. The Associate Provosts/Associate Vice Presidents all share the duties and responsibilities of the Provost, and may be delegated authority to act as the Provost’s designee in his or her absence. The VPAA is assisted in his/her work by two associate provosts: one responsible for faculty affairs and one responsible for planning and institutional performance. In addition, the Director of Budgets and Management Services provides budgeting and accounting experience as well as administrative support concerning operations of the Division of Academic Affairs. The Director of Strategic Initiatives acts as an external liaison for the Provost. Additionally, there is an Associate Vice President for Academic and Curriculum Support. A number of key academic support functions report directly to the Provost and VPAA as well. These include the Deans of the five colleges and their associated offices, the Dean of Library Services, the Associate Vice President for Research and Dean of Graduate Studies, the University Registrar, and the Dean of Undergraduate Studies. The General Manager of the University’s public television and radio stations also reports directly to the Provost, as well as the deans of the five colleges. All of these positions and their associated offices (as they appear in the University’s Summary of Organization Chart) assist in the development of policies and ongoing operations in the Vice President’s area of responsibility.

b) Vice President for Administrative Services and Finance

The Vice President for Administrative Services and Finance is the chief fiscal and business officer of the University and is advisor to the President on all fiscal and business matters pertaining to the University. The Vice President is also responsible for the University’s enrollment management program. To assist the Vice President for Administrative Services and Finance in his/her responsibilities are an Associate Vice President for Business Administrative Services and Finance, an Assistant Vice President for Administrative Services and Controller, an Assistant Vice President for Business Technology Services, a University Controller, a Director of Student Financial Services, Financial Aid, a Director of Public Safety, a Director of Network Services and Help Desk, a Director of Finance and Accounting, a Director of Procurement Services, a Director of Business Operations, a Director of Campus Reservations and Records Management, a Director of Telecommunications, a Director of University Budgets, a Director of Physical Plant, a Director of Facilities Planning, a Director of Undergraduate Admissions, and a Director of Operations, and a Director of Environmental Health and Safety. These positions and their associated offices (as they appear in the University’s Summary of Organization Chart) assist in
the development of policies and ongoing operations in the Vice President’s area of responsibility.

c)  Vice President for Student Affairs

The Vice President for Student Affairs is responsible for, and directs the operations and services associated with students, their physical and mental health, student conduct, campus residences, recreation, career development, student governance, and student clubs and organizations. To assist the Vice President for Student Affairs in his/her responsibilities are: a Dean of Students, a Director of Counseling and Health Services, a Director of Housing and Residence Life, a Director of New Student Programs, a Director of Campus Recreation, and a Director of Career Development Services. These positions and their associated offices (as they appear in the University’s Summary of Organization Chart) assist in the development of policies and ongoing operations in the Vice President’s area of responsibility.

d)  Vice President for University Advancement and Executive Director of the FGCU Foundation

The Vice President for University Advancement also serves as Executive Director of the FGCU Foundation. He/She is responsible for, as well as directs and coordinates, the operations associated with the raising, receipt, management, investment and administration of gifts and other resources generated for the benefit of the University by the Florida Gulf Coast University Foundation, Inc. The Vice President and Executive Director of the FGCU Foundation is also responsible for increasing the involvement and support of alumni, donors and other interested individuals, corporations and foundations in Florida Gulf Coast University and its programs. In support of the work of University Advancement and the FGCU Foundation, the Vice President for University Advancement’s direct reports include two Senior Directors of Advancement (Development and Stewardship), a Director of Alumni Relations, an Associate Vice President for University Marketing and Communications, an Assistant Vice President for Community Relations and Marketing, a Director of Major Gifts, a Director of Planned Giving, a Director of Athletic Advancement, a Director of Special Events, and an Assistant Vice President and Chief Financial Officer for the Foundation. These positions and their associated offices (as they appear in the University’s Summary of Organization Chart) assist in the development of policies and ongoing operations in the Vice President’s area of responsibility.

e)  Vice President and Chief of Staff

The Vice President and Chief of Staff serves as the University’s Spokesperson, communicating to the media and others the University’s official position on matters of importance. The person in this position is also the University’s designated responder for public records requests made by the public and media. In addition, the Vice President and Chief of Staff has been delegated the responsibilities of addressing
those of the University Corporate Secretary in matters related to the FGCU Board of Trustees, and provides in the Chief of Staff capacity support to the University President, as directed, in a wide range of duties, including coordination of the President’s Cabinet for meetings, materials, and communications. Reporting to the Vice President and Chief of Staff is a Director of Media Relations and a Director of Board Operations, and Special Projects. This position and his/her associated office (as they appear in the University’s Summary of Organization Chart) assist in the development of policies and ongoing operations in the Vice President’s area of responsibility.

f) Vice President and General Counsel

The Vice President and General Counsel serves as the University’s chief legal officer and provides legal advice, counsel, and representation necessary to the University. As such, s/he reports directly to the President, and also maintains a dotted line to the Board of Trustees. The Vice President and General Counsel manages the promulgation of University policies and regulations and provides advice on governance matters. The Vice President and General Counsel is also responsible for hiring outside legal counsel for all units of the University. The University’s Vice President and General Counsel also serves as General Counsel to the University’s direct support organizations. To assist the Vice President and General Counsel in his/her work is one Assistant General Counsel and one Associate General Counsel within the Office of the General Counsel. Also reporting to the Vice President and General Counsel is a Director for Institutional Equity and Compliance, and the Assistant Vice President and Director of Human Resources also reports to the Vice President and General Counsel. This position and his/her associated Human Resources offices (as it appears in the University’s Summary of Organization Chart) assist in the development of policies and ongoing operations in the Vice President’s area of responsibility.

g) Director of Intercollegiate Athletics

The Director of Intercollegiate Athletics is responsible for maintaining a quality athletic program that fits within the mission of the University. The Director of Intercollegiate Athletics oversees fifteen (15) NCAA Division I sports and is responsible for a number of areas including, but not limited to: budgeting and business operations, fund raising, academic and athletic compliance, sports medicine, strength and conditioning, personnel, facilities and operations, and sports information/public relations. Florida Gulf Coast University’s intercollegiate athletic programs include: Men’s Baseball, Women’s Softball, Women’s Volleyball, Women’s Swimming & Diving, Women’s Sand Volleyball, Women’s and Men’s Cross Country, Women’s and Men’s Basketball, Women’s and Men’s Golf, Women’s and Men’s Tennis, and Women’s and Men’s Soccer. The Director also oversees the University’s Cheerleading Program.

h) Director of Internal Audit
The Director of Internal Audit serves as the University’s chief audit executive. As such, s/he reports directly to the President, and also maintains a dotted line to the Board of Trustees. The Director of Internal Audit evaluates the adequacy and effectiveness of the University’s system of internal controls over University funds and assets with the purpose of improving operations and accountability.

i) Director of Compliance and Risk Management

The Director of Compliance and Risk Management serves as the University’s chief compliance officer. As such, s/he reports directly to the President, and also maintains a dotted line to the Board of Trustees. The Director of Compliance and Risk Management oversees the University’s compliance and ethics program and works with all departments across the University to address compliance with federal and state regulations, as well as industry standards.

j) Director of Government Relations

The Director of Government Relations is responsible for advocating the University’s government relations agenda at the local, state, and federal governmental levels, and successfully securing financial and substantive support for the University.

k) Assistant to the President and University Ombuds

The Assistant to the President and University Ombuds provides an avenue for informal, impartial and non-adversarial alternatives for the resolution of problems and conflicts when the parties so request. The Assistant to the President and University Ombuds also handles informal resolution and formal grievances regarding student access to courses and credit toward degree.

a) Director of Equity and Diversity

The Director of Equity and Diversity is responsible for maintaining compliance for a diverse and harmonious educational and work environment that is representative of various communities and constituent groups. The Director of Equity and Diversity also receives and investigates complaints of discrimination and harassment from members of the University community.

k) Executive Director of the FGCU Financing Corporation

The Executive Director of the FGCU Financing Corporation is responsible to the President for the operational management of the Financing Corporation. This includes, but is not limited to, oversight of student housing planning, financing, construction, and managing the University’s general debt service and other payments as they relate to bonds held in the name of the Financing Corporation.

3. University Divisions
The University is divided into the following components:

a) The division of the Office of the President – comprised of the Office of the Vice President and Chief of Staff, Intercollegiate Athletics, Internal Audit, Compliance and Risk Management, Government Relations, Ombuds, Equity and Diversity, and the Financing Corporation.

b) The division of Academic Affairs – comprised of Planning and Institutional Performance, Academic and Curricular Support, Research and Graduate Studies, Undergraduate Studies, Continuing Education and Off-Campus Programs, International Services, WGCU Public Media, University Registrar, Library Services, as well as the five colleges, their constituent departments, schools and various interdisciplinary centers and institutes.


d) The division of Student Affairs – comprised of the Office of the Dean of Students, Counseling and Health Services, New Student Programs, Office of Housing and Residence Life, Campus Recreation, and Career Development Services.

e) The division of University Advancement – comprised of Community Relations and University Marketing and Communications, Major Gifts Development, Stewardship and Donor Relations, Alumni Relations, Advancement Services, Planned Giving, Athletic Gifts, and Special Events.


E. COLLEGIATE GOVERNANCE

The University endorses a collegial system of governance, based on a concept of authority and responsibility shared among colleagues. The University’s representative governance bodies are as follows:

1. The Faculty Senate

Faculty governance at Florida Gulf Coast University provides a structure and process for the faculty to promote a supportive and quality-oriented learning environment for students, staff,
community, faculty, and administration, in furtherance of the mission and guiding principles of the University. The faculty governance structure facilitates faculty input to the complementary administrative units of the organizational structure. The Faculty Senate is an autonomous body representing the collective opinion of the faculty of the University to the administration and to the community. Pursuant to Florida Statute, the president of the Faculty Senate is a member of the Board of Trustees. The Provost and Vice President for Academic Affairs serves as the administrative liaison to the Faculty Senate.

2. The Student Government

The Student Government fosters an intellectual, social, and cultural environment that maximizes student potential and enhances student success. The purpose of the Student Government is to provide equal representation for all students at Florida Gulf Coast University by maintaining high levels of communication between the student body, faculty, staff, and the community. Pursuant to Florida Statute, the president of the Student Government serves as a member of the Board of Trustees. The Dean of Student Affairs serves as the administrative liaison to Student Government.

3. The Staff Advisory Council

The Staff Advisory Council (“SAC”) facilitates effective communication between the staff and University administration. SAC also provides a forum to address the issues and concerns of the staff at Florida Gulf Coast University and to ensure a campus climate that reflects a strong, enthusiastic, and positive quality work life. The SAC consists of twenty-four elected members, twelve SP employees, and twelve A&P employees. The Vice President for Student Affairs serves as the administrative liaison to SAC.

4. Colleges

A College is a unit of the University organized to conduct curricula of study, scholarship/research, and service both public and internal to the university. The faculty and college administration establishes requirements of the college for entrance, graduation, and degrees to be conferred. The faculty determines the arrangement and content of the curricula and recommends to the President, by at least a two-thirds vote, the granting of degrees to those students who have complied with the college’s requirements for degrees.

The dean is the chief administrative officer of a college. A school is a unit subordinate to a college organized for a special program of studies. The administrative officer of a school is the director. The colleges and schools of Florida Gulf Coast University are the following: College of Arts and Sciences and its Bower School of Music and the Arts, Lutgert College of Business and its School of Resort and Hospitality Management, College of Education, U.A. Whitaker College of Engineering, College of Health Professions and Social Work and its School of Nursing. Assistant and/or associate deans
share administrative responsibilities for such matters as assessment, faculty affairs, and budgetary management at the direction of their respective dean.

A department is the fundamental unit of collegiate academic and administrative organization. Academic departments may be found in colleges and schools or they may exist independently and report to the VPAA through an associate vice president or administrative dean. The administrative officers of academic departments in a college are chairs. Directors are the administrative officers for units other than academic departments.

Chairs and directors have the authority and responsibility for the administration and supervision of activities of the department or unit. Chairs and directors are responsible to their deans.

5. Planning and Budget Council

The Planning and Budget Council (PBC) is a university-wide group chaired by the Provost and Vice President for Academic Affairs charged with updating of the University Strategic Plan. The PBC serves "as the University’s coordinating body for organized efforts, including Continuous Improvement teams, to implement the Florida Gulf Coast University’s Strategic Plan.” The Continuous Improvement teams are the six standing committees of the PBC, which includes enrollment and retention management (ERMC); budget; information resources; safety and facilities (SFC); environmental sustainability; and strategic planning and institutional effectiveness (SPIEC). The PBC and its six standing committees are comprised of representatives of all University constituencies including senior administration, faculty, staff, and students.

Action by Florida Gulf Coast University Board of Trustees:
Approved: 04/15/2014

Specific Authority:
Article IX of the Florida Constitution, Section 1001.706, Fla. Stat., Board of Governors Regulation 1.001

History of Rule:
New: 3/19/04

History of Regulation:
New: 09/17/2013; Amended 04/15/2014

Effective Date of Regulation:
04/15/2014
University Marketing & Communications
Update and Brand Campaign Preview

Presented by Deborah Wiltrout
Associate Vice President,
University Marketing and
Communications
January 12, 2016
Meet University Marketing & Communications
On the communications front, we’ve created the Campus Communicators Network, launched FGCU360, are integrating social media into everything we do, and are in the process of redesigning our fgcu.edu website.
ASPIRING TEACHERS SHARE LITERACY MESSAGE

Read More

December 30, 2015
5 minutes read

Alum finds recipe for success with cookies

DC baker has created confections for John Legend and for corporate clients including Anthropologie and UNICEF.

Read More
On the branding front, we’ve made progress as well.

We introduced The FGCU Effect to campus this past Fall.
WHAT EFFECT COULD FGCU HAVE ON YOU?

To have the chance to make a difference

To find out how to change the world.

To inspire others

To find friends that will last a lifetime

To build myself in a diverse university

The opportunity to become the best version of myself

The opportunity to get involved in what interests me.

To go...
What’s next?

- Integrate, integrate, integrate!
- New FGCU TV spot
- External media buy beginning in February
WE EXPLORE FRONTIERS AND SPARK CAREERS

INSPIRING THOSE WHO INSPIRE OTHERS
That's THE FGCU EFFECT
BRING MINDS AWAKE, AND GIVE BACK MORE THAN WE TAKE

INSPIRING THOSE WHO INSPIRE OTHERS

That’s THE FGCU EFFECT

fgcu.edu
BUILDING A SCHOOL OF WONDERS, WHERE COMMUNITIES CONNECT

INSPIRING THOSE WHO INSPIRE OTHERS
That’s THE FGCU EFFECT
Questions? Comments? Thoughts?

Thank you.

For more information, visit thefgcueffect.com