AGENDA

FLORIDA GULF COAST UNIVERSITY BOARD OF TRUSTEES

Special Committee on FGCU Strategic Plan 2016-2021

Wednesday August 17, 2016 1 to 4 p.m.
Cohen Center, Room #213
Florida Gulf Coast University

Committee Members:
- Trustee Shawn Felton – Chair
- Trustee Darleen Cors
- Trustee Russell Priddy
- Trustee Robbie Roepstorff
- Trustee Ken Smith
- Trustee Christian Spilker

NOTE: Indicated times within the agenda are approximate and are subject to change. Agenda items may be taken out of order at the call of the Chair and with the concurrence of the Committee.

1 p.m. Call to Order, and Roll Call – Chair Shawn Felton

1:05 p.m. Opening Remarks – Chair Shawn Felton

1:20 p.m. Draft Action Items for FGCU Strategic Plan 2016-2021:
Discussion for Recommendation to FGCU Board of Trustees on September 13, 2016

Action Item (Includes Public Comment):
- Draft Action Items for FGCU Strategic Plan 2016-2021 – Chair Shawn Felton (TAB #1)

(continued)
3:30 p.m. **Emergent Technologies Institute/Innovation Hub (ETI/I-HUB) Taskforce**

**Information Only:**
- **Update** – ETI/I-HUB Taskforce Chair Mitch Cordova, Dean of College of Health Professions and Social Work

3:50 p.m. **Old Business** – Chair Shawn Felton

3:55 p.m. **New Business** – Chair Shawn Felton

4 p.m. **Closing Remarks, and Adjournment** – Chair Shawn Felton

(END)
SUBJECT: Draft Action Items for FGCU Strategic Plan 2016-2021: Discussion for Recommendation to FGCU Board of Trustees on September 13, 2016

PROPOSED COMMITTEE ACTION

Discuss draft Action Items, and approve a recommended set for the FGCU Board of Trustees

BACKGROUND INFORMATION

The FGCU Board of Trustees on June 7, 2016 approved the Pillars and Objectives of the FGCU Strategic Plan 2016-2021. The Special Committee on FGCU Strategic Plan 2016-2021 was asked to next bring forward for the Board’s consideration a set of Action Items to complete the Plan.

Committee Chair Shawn Felton worked with the University Administration, including President Bradshaw, the Office of Planning and Institutional Performance, and the Deans in developing the draft Action Items. Trustee Felton is providing the draft Action Items for the Committee’s review and discussion on August 17, including consideration of the highlighted items.

Supporting Documentation Included: FGCU Strategic Plan 2016-2021 with Draft Action Items

Prepared by: Special Committee on FGCU Strategic Plan 2016-2021 Chair Shawn Felton

Legal Review by: N/A

Submitted by: Special Committee on FGCU Strategic Plan 2016-2021 Chair Shawn Felton
Florida Gulf Coast University
Focus 2016-2021
Mission:

Florida Gulf Coast University, a 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 distinction 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 and practices 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.

Approved by the FGCU Board of Trustees May 10, 2016.

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.

Approved by the FGCU Board of Trustees September 8, 2015.
Guiding Principles:

The founding of Florida Gulf Coast University at the advent of a new century is a signal event. It comes at a moment in history when the conditions that formed and sustained American higher education are fundamentally changing, and at a time when rapid shifts wrought by technology and social complexities are altering the very nature of work, knowledge, and human relationships. As a public institution, Florida Gulf Coast University eagerly accepts the leadership opportunity and obligation to adapt to these changes and to meet the educational needs of Southwest Florida. To do so, it will collaborate with its various constituencies, listen to the calls for change, build on the intellectual heritage of the past, plan its evolution systematically for the twenty-first century, and be guided by the following principles:

Student success is at the center of all University endeavors. The University is dedicated to the highest quality education that develops the whole person for success in life and work. Learner needs, rather than institutional preferences, determine priorities for academic planning, policies, and programs. Acceleration methods and assessment of prior and current learning are used to reduce time to degree. Quality teaching is demanded, recognized, and rewarded.

Academic freedom is the foundation for the transmission and advancement of knowledge. The University vigorously protects freedom of inquiry and expression and categorically expects civility and mutual respect to be practiced in all deliberations.

Diversity is a source of renewal and vitality. The University is committed to developing capacities for living together in a democracy whose hallmark is individual, social, cultural, and intellectual diversity. It fosters a climate and models a condition of openness in which students, faculty, and staff engage multiplicity and difference with tolerance and equity.

Informed and engaged citizens are essential to the creation of a civil and sustainable society. The University values the development of the responsible self grounded in honesty, courage, and compassion, and committed to advancing democratic ideals. Through service learning requirements, the University engages students in community involvement with time for formal reflection on their experiences. Integral to the University’s philosophy is instilling in students an environmental consciousness that balances their economic and social aspirations with the imperative for ecological sustainability.

Service to Southwest Florida, including access to the University, is a public trust. The University is committed to forging partnerships and being responsive to its region. It strives to make available its knowledge resources, services, and educational offerings at times, places, in forms and by methods that will meet the needs of all its constituents. Access means not only admittance to buildings and programs, but also entrance into the spirit of intellectual and cultural community.
that the University creates and nourishes. 

**Technology is a fundamental tool in achieving educational quality, efficiency, and distribution.** The University employs information technology in creative, experimental, and practical ways for delivery of instruction, for administrative and information management, and for student access and support. It promotes and provides distance and time free learning. It requires and cultivates technological literacy in its students and employees.

**Connected knowing and collaborative learning are basic to being well educated.** The University structures interdisciplinary learning experiences throughout the curriculum to endow students with the ability to think in whole systems and to understand the interrelatedness of knowledge across disciplines. Emphasis is placed on the development of teamwork skills through collaborative opportunities. Overall, the University practices the art of collective learning and collaboration in governance, operations, and planning.

**Assessment of all functions is necessary for improvement and continual renewal.** The University is committed to accounting for its effectiveness through the use of comprehensive and systematic assessment. Tradition is challenged; the status-quo is questioned; change is implemented. 

*Approved by the Deans Council June 18, 1996*

**Essential Activities:**

**FOCUS 2016-2021** builds on Florida Gulf Coast University’s existing areas of strengths such as the focus on teaching and learning, expansion of community and civic engagement, emphasizes on critical thinking skills grounded in the liberal arts and humanities. However, this plan specifically focuses our energies and resources and provides for special emphasis on the most immediate issues that FGCU is positioned to address. **FOCUS 2016-2021** encourages a multidimensional approach, connecting disciplines and colleges in ways that did not previously exist in achieving goals outlined in four critical areas, or “pillars” guiding the institution to address the critical needs of our region, the State, nation and globally.

The four pillars will work synergistically to position the institution as a destination institution for students, faculty and staff preparing its students for common goals of ensuring success in **four years** and achieving a high paying-job or placement into an advanced degree program. The four “Pillars” are:

1. **Academic Excellence**
2. **Entrepreneurship**
3. **Health Sciences**
4. **Emerging Pre-eminence**
Academic Excellence:

Defined: We define Academic Excellence as the quality of success of an institution’s graduates, defined by several metrics (e.g. time to graduation, career placement, success on licensure exams), quality of programs offered and quality of scholarship and research produced. Furthermore excellence is achieved when individuals are held accountable for ensuring high standards for success.

Objective 1: FOCUS on the creation of Honors College

Action 1.1: Utilize existing information from the completed Feasibility Study to identify costs associated with an Honors College, state and national benchmarks for the Honors College, and future curricular enhancements.

Timeline 1.1: Fall 2016-2021
   Performance Outcome Measure 1.1.1: Submit feasibility study for an Honors College by fall 2016.
   Performance Outcome Measure 1.1.2: Beginning immediately, seek private funding as appropriate to support program development for the Honors College by working with the FGCU Foundation.
   Performance Outcome Measure 1.1.3: Facilitate faculty planning of the Honors College curriculum by bringing members of a national advisory group to campus in Spring 2017.
   Performance Outcome Measure 1.1.4: Enroll students in the Honors College and increase the number of Honors students from 674, Fall 2016 to 1,200 by Fall 2021.

Objective 2: FOCUS on expanding Internship opportunities and doubling the number of co-op educational and practicum experiences.

Action 2.1: The academic colleges will solicit funds to support undergraduate internships and graduate research assistantships that align with emergent technologies, STEM, and entrepreneurship.

Timeline 2.1: Start immediately to solicit funds and hire students as funding is obtained.

   Performance Outcome Measure 2.1: Increase the number of funded student work hours throughout the timeframe of this strategic plan, doubling the total number by 2021.

Action 2.2: The colleges will collaborate to increase the number of students’ experiential learning experiences in state government agencies and in the private sector.

Timeline 2.2: Start immediately to seek new partnerships and student placements, increasing the number of placements incrementally per year of the plan.

   Performance Outcome Measure 2.2:
2017: Achieve a 10% total increase in the number of placements.
2018: Achieve a 30% total increase in the number of placements.
2019: Achieve a 60% total increase in the number of placements.
2020: Achieve a 75% total increase in the number of placements.
2021: Achieve twice as many total placements as those of 2016.

**Action 2.3:** The Office of Undergraduate Scholarship will partner with the academic colleges to create and increase the number of undergraduate research-oriented internship experiences.

**Timeline 2.3:** Start immediately to seek new research-oriented placements, increasing the number of placements incrementally per year of the plan.

**Performance Outcome Measure 2.3:**
- 2017: Achieve a 10% total increase in the number of research-oriented placements
- 2018: Achieve a 30% total increase in the number of research-oriented placements
- 2019: Achieve a 60% total increase in the number of research-oriented placements
- 2020: Achieve a 75% total increase in the number of research-oriented placements
- 2021: Achieve twice as many research-oriented placements as those of 2016.

**Objective 3: FOCUS** on creating new and/or refine existing programs that lead to high-wage-high-demand jobs.

**Action 3.1:** Develop new academic programs of strategic emphasis across all academic colleges and collaborative programs that lead to high-wage-high-demand jobs.

**Timeline 3.1:**
- **B.S. in Forensic Science:** Approval 2016-17; Admit students by spring 2017.
- **M.S. in Biology:** Plan 2017-18; Approval 2018-19; Admit students by fall 2020.
- **B.S. in Informatics major** (LCOB & CHPSW): Submit proposal in Fall 2016 and get approval in Spring 2017.
- **M.S. in Health Administration degree:** Submit proposal Fall 2017 with approval in Spring 2018.
- **MSAT degree in Athletic Training:** Submit proposal in Fall 2017 with approval in Spring 2018.
- **Transitional doctorate degree in Occupational Therapy:** Submit proposal in Fall 2018 with approval in Spring 2019.
B.S. in Construction Management (WCE and LCOB): Request funding for 2017-2018; launch program in Fall 2018.

M.A. in Educational Media & Instructional Technology (COE): Submit proposal in Fall 2016 and get approval in Spring 2017 for 2017-2018 implementation.

**Performance Outcome Measure 3.1.1**: Programs are implemented in the timeframes outlined above.

**Performance Outcome Measure 3.1.2**: BOT, BOG and SACSCOC approvals.

**Performance Outcome Measure 3.1.3**: Admission and enrollment of students.

BS in Informatics (with CHP&SW; STEM): Plan 2016-17; admit students by fall 2018.

BS in Supply Chain Management (STEM): Plan 2017-18; admit students by fall 2019.

BS in Real Estate (with FAU & FIU): Plan 2017-18; admit students by fall 2019 (not currently a program of strategic emphasis).

BS in Professional Sales (with CAS): Plan 2017-18; admit students by fall 2019 (not currently a program of strategic emphasis).

Explore global business studies minor/program with CAS starting now and continuing.

**Performance Outcome Measure 3.2.1**: Program BOT & BOG approval and funding.

**Performance Outcome Measure 3.2.2**: SACSCOC approvals, if determined as necessary.

**Performance Outcome Measure 3.2.3**: Admission of students.

M.S. in Engineering: Plan and prepare in AY 2016-17; admit students by fall 2017. Expand MSE to include Biomedical, Civil and Software Engineering over the next five years.

**Performance Outcome Measure 3.3.1**: BOG and SACSCOC approvals.

**Performance Outcome Measure 3.3.2**: Admission and enrollment of students.

**Action 3.2**: Explore creating the following inter-disciplinary PhD programs in Rehabilitation Sciences and Behavioral Health through the College of Health Professions and Social Work.

**Timeline 3.2**: Feasibility plan for PhD program in Rehabilitation Sciences and Behavioral Health created by Spring 2018; decision to submit approval to plan to the BOG in Fall 2019.

**Performance Outcome Measure 3.2**: Feasibility studies for each program are completed by Spring 2018; decision to submit approval to plan to the BOG made by Fall 2019.

**Action 3.3**: Collaborate across academic colleges; with the Office of Internships and Cooperative Learning, the Center for Academic Achievement, the Writing Center, and the Quality Enhancement Plan (QEP);
and with regional employers and community partners to create student-focused workshops and success programs that will enhance academic progress rates among participating students.

**Timeline 3.3** Annual assessments to occur throughout the Strategic Plan, 2016-2021.

**Performance Outcome Measure 3.3:**
- 2017: Revise courses across academic colleges to engage students more often in activities designed to improve their skills, such as critical thinking and communication abilities, that are desired by regional employers.
- 2018: Achieve a 3% increase in annual assessment scores of critical thinking and of written and oral communication among students who enroll in designated workshops and in revised courses.
- 2019: Achieve a 5% increase in participating students’ critical thinking and communication assessment scores.
- 2020: Achieve a 7% increase in participating students’ targeted assessment scores.
- 2021: Achieve a 10% increase in participating students’ targeted assessment scores.

**Objective 4:** **FOCUS** on increased accountability on the BOG Performance Metrics

**Action 4.1:** Establish a college-centric system of accountability that mirrors the performance-based funding metrics employed by the Board of Governors.

**Timeline 4.1:** run pilot of system during 2016-2017; inaugurate system with scoring in 2017-2018.

**Performance Outcome Measure 4.1:** Colleges use system to benchmark improvement on metrics such as graduation rate, academic progress rate, degrees awarded in areas of strategic emphasis, post-graduation employment, etc. beginning in 2017-2018 academic year.

**Action 4.2:** Institute Presidential Task Force on Student Success that focuses on issues of enrollment management, including: advising, course scheduling, marketing and recruiting, data analytics, use of financial aid, and policies and practices to promote student success.

**Timeline 4.2:** 2016-2017

**Performance Outcome Measure 4.2:** Report with recommendations to improve student success by June 2017.

**Action 4.3:** Monitor implementation of Soar in Four to ensure eligible students are enrolled and making progress.

**Timeline 4.3:** Ongoing 2016-2021
**Performance Outcome Measure 4.3**: Report of students enrolled and percentage making progress beginning September 2017 and every year thereafter.

**Action 4.4**: Implement new incentive program for all undergraduates (FGCU First Time in College and transfer students from SUS and Florida College System) whereby successful completion of a bachelor's degree within 4 years of matriculation will entitle them to pursue a master's program at FGCU that they can be admitted to and upon successful full-time completion of the first year of the program, receive a tuition waiver to complete their final year of full-time masters study at FGCU.

**Timeline 4.4**: Work out details of the program 2016-2017; begin marketing and implement in fall 2017.

**Performance Outcome Measure 4.4**: Once the program is implemented improved 4 and 6 year graduation rates, improved degree production, improved graduate degree production, reduced costs to students.

**Action 4.5**: Create dashboard of BOG-performance funding metrics that features each of the metrics and shows by student cohort (when applicable) progress on the metrics to monitor student success.

**Timeline 4.5**: In place 2016-2017.

**Performance Outcome Measure 4.5**: dashboard available 2016-2017.

**Action 4.6**: Demonstrate improved performance in metrics within the College of Arts and Sciences.

**Timeline 4.6**: Starting immediately, monitor and dashboard select performance metric outcomes in the College of Arts and Sciences.

**Performance Outcome Measure 4.6**: Demonstrate annual improvements in metrics.
Entrepreneurship

Defined: The Kauffman Foundation panel has identified Entrepreneurship as a process of fundamental transformation from innovative idea to enterprise and from enterprise to value. It further allows individuals to bring new ideas into being for the benefit of themselves and others.

Objective 1: FOCUS on creating an Institute of Entrepreneurship that would serve as the nucleus of all campus-wide entrepreneurial initiatives, which will be further expanded into a College.

Action 1.1: Develop and conduct competitions, seminars, lecture series and other events to promote an entrepreneurial spirit across the university community.

Timeline 1.1: Throughout AY 2016-2021
Performance Outcome Measure 1.1.1: Number of events held during each academic year.
Performance Outcome Measure 1.1.2: Number of FGCU educational units that partner with the IE.
Performance Outcome Measure 1.1.3: Number of event attendees.

Action 1.2: Collaborate with colleges and institutes to create university educational programs with an entrepreneurial focus.

Timeline 1.2: Starting immediately and ongoing as activities develop.
Performance Outcome Measure 1.2.1: Program(s) approved and funded.
Performance Outcome Measure 1.2.2: Number of entrepreneurship program(s) and courses.
Performance Outcome Measure 1.2.3: Number of students completing program(s) and courses that focus on entrepreneurship.

Objective 2: FOCUS on creating Entrepreneurial mindset throughout the University Community

Action 2.1: Collaboration between colleges in the university to infuse entrepreneurship into graduate and undergraduate degree programs.

Timeline 2.1: Throughout AY 2016-2021
Performance Outcome Measure 2.1.1: Number of instances where entrepreneurship topics or courses are integrated into new or existing educational programs across the university.
Performance Outcome Measure 2.1.2: Number of students taking topics or courses in entrepreneurship.
Performance Outcome Measure 2.1.3: Creation of an innovative Live-Learn Community (LLC) in Entrepreneurship.
**Objective 3:** *FOCUS* on FGCU becoming the catalyst of Entrepreneurship within Southwest Florida and the State.

**Action 3.1:** Collaborate with entrepreneurs and entrepreneurship entities to grow and expand entrepreneurship in Southwest Florida in close partnership with the Emergent Technologies Institute (ETI/iHUB).

**Timeline 3.1:** Starting immediately and ongoing as activities develop.

**Performance Outcome Measure 3.1.1:** Number of entrepreneurial ventures in SWFL that receive planning and development support from the Small Business Development Center (SBDC) and the Institute of Entrepreneurship.

**Performance Outcome Measure 3.1.2:** Number of educational entrepreneurship programs offered to the community through Institute of Entrepreneurship.

**Performance Outcome Measure 3.1.3:** Number of individuals receiving entrepreneurship education.

**Performance Outcome Measure 3.1.4:** Participation in local, regional, statewide, and national events and competitions.

**Performance Outcome Measure 3.1.5:** Number of individuals participating in local, regional, statewide, and national events and competitions.

**Performance Outcome Measure 3.1.6:** Number of project teams using the ETI to support entrepreneurship efforts.

**Performance Outcome Measure 3.1.7:** External funding to support entrepreneurship programs and student contact hours in entrepreneurship programs conducted within the ETI/iHUB.

**Performance Outcome Measure 3.1.8:** Economic impact of research, innovation, and entrepreneurship activities within the ETI/iHUB, including local job creation.

**Objective 4:** *FOCUS* on International development of faculty, staff, students, colleges, centers and programs to leverage business opportunities.

**Action 4.1:** Establish and maintain educational partnerships and collaborations with universities and business enterprises outside the United States to increase student participation in international study abroad programs and exchange experiences.

**Timeline 4.1:** Throughout AY 2016-2021.

**Performance Outcome Measure 4.1.1:** Number of partnership/collaborations with international colleges and universities.

**Performance Outcome Measure 4.1.2:** Number of collaborations with international business enterprises.

**Performance Outcome Measure 4.1.3:** Number of students
participating in international experiences.

**Action 4.2:** The Emergent Technologies Institute (ETI), working with the U.A. Whitaker College of Engineering and other colleges, will work to create international relationships with university and industry partners.

**Timeline 4.2:** The ETI Director has already established relationships with university and industry partners in Spain, Germany, and France and will continue to develop those relationships to leverage international research and business opportunities, along with possible graduate student exchange programs with the goal of establishing initial partnerships within 2 years.

**Performance Outcome Measure 4.2:** External research funds that involve the ETI and international partners.
Health Sciences

Defined: We must leverage the widely recognized strengths in preparing students for health related professions and develop and implement distinctive and prominent new programs that offer effective solutions to healthcare problems.

Objective 1: FOCUS on all clinically-oriented disciplines within healthcare and further establish the CHPSW in the region, state, and beyond as the state of Florida’s University for preparing students for all careers within healthcare except allopathic and osteopathic medicine.

Action 1.1: Fully implement the Doctor of Nursing Practice – Nurse Practitioner Program graduating the first cohort of students.
  Timeline 1.1: First cohort of BSN to DNP students will graduate by Spring 2019.
    Performance Outcome Measure 1.1: > 90% of all full-time students graduate from program.

Action 1.2: Fully implement the Masters of Physician Assistant Studies (MPAS) program graduating the first cohort of students.
  Timeline 1.2: First cohort of MPAS students will graduate by December 2019
    Performance Outcome Measure 1.2: > 90% of all students graduate from program.

Action 1.3: Fully implement the Bachelor of Science in Public Health (BSPH) program graduating the first cohort of students.
  Timeline 1.3: First cohort of BSPH students will graduate by December 2019
    Performance Outcome Measure 1.3: > 90% or more of all students graduate from program.

Action 1.4: Develop post-professional clinical doctoral degree program in Occupational Therapy (OTD)
  Timeline 1.4: Submit proposal for OTD degree in Occupational Therapy in Fall 2018 with approval in Spring 2019; SACSCOC level change approval by Fall 2019; first cohort enrolled by Fall 2019.
    Performance Outcome Measure 1.4.1: University BOT and BOG approvals received.
    Performance Outcome Measure 1.4.2: SACSCOC level change approval.
    Performance Outcome Measure 1.4.3: Students enrolled.

Action 1.5: Develop clinical doctoral degree program in Nurse Anesthesia within existing Doctor of Nursing Practice degree (DNP- Nurse Anesthesia).
  Timeline 1.5: DNP-Nurse Anesthesia curriculum proposal approved in Spring 2018, State approval received Summer 2018; first cohort
enrolled by Spring 2019.

**Performance Outcome Measure 1.5.1**: University BOT and BOG approvals received.

**Performance Outcome Measure 1.5.2**: Students enrolled.

**Action 1.6**: Create Masters in Athletic Training (MSAT) degree program from existing BSAT degree.

**Timeline 1.6**: MSAT curriculum proposal submitted in Fall 2017, approval achieved by Spring 2018; first cohort enrolled by Fall 2018.

**Performance Outcome Measure 1.6**: University BOT approval received; students enrolled.

**Action 1.7**: Plan for post-Masters certificate in Marriage & Family Therapy.

**Timeline 1.7**: Plan for post-Masters certificate completed by end of Fall 2016; decision to submit approval to plan in Fall 2019.

**Performance Outcome Measure 1.7**: Plan is created and Certificate program is implemented by Fall 2017.

**Objective 2: FOCUS** on developing health focus areas in other degree programs external to College of Health Professions and Social Work (CHPSW) (i.e. Medical Humanities, Medical Sales Force), and expanding Inter-professional education interaction and research collaborations

**Action 2.1**: Explore creating BA in Medical Humanities program.

**Timeline 2.1**: Feasibility plan for BA program in Medical Humanities program created by Spring 2017; decision to submit approval to plan in Summer 2017; if decision is yes, approval to plan is submitted to State in Fall 2017; curriculum proposal created and approved during 2018-2019 academic year; students enrolled Fall 2019.

**Performance Outcome Measure 2.1.1**: Feasibility study for program is completed by Spring 2017.

**Performance Outcome Measure 2.1.2**: decision to submit approval to plan is made by Summer 2017.

**Performance Outcome Measure 2.1.3**: approval to plan is submitted by Fall 2017 (if decision to move forward by FGCU is made).

**Performance Outcome Measure 2.1.4**: curriculum proposal submitted and approved by Spring 2019.

**Performance Outcome Measure 2.1.5**: students enrolled by Fall 2019.

**Action 2.2**: Explore creating a Medical Sales Force track within the Professional Sales program.

**Timeline 2.2**: Feasibility plan for BS in Medical Sales Force program created by Spring 2017; decision to submit approval to plan in Summer 2017; if decision is yes, approval to plan is submitted to FGCU Board of Trustees - August 17, 2016
State in Fall 2017; curriculum proposal created and approved during 2018-2019 academic year; students enrolled Fall 2019.

Performance Outcome Measure 2.2.1: Feasibility study for program is completed by Spring 2017.
Performance Outcome Measure 2.2.2: decision to submit approval to plan is made by Summer 2017.
Performance Outcome Measure 2.2.3: approval to plan is submitted by Fall 2017 (if decision to move forward by FGCU is made).
Performance Outcome Measure 2.2.4: curriculum proposal submitted and approved by Spring 2019.
Performance Outcome Measure 2.2.5: students enrolled Fall 2019.

Objective 3: FOCUS on establishing on-campus and off-campus faculty-led practice clinics in health professions (e.g., primary care, rehabilitation, and wellness) generating alternative revenue streams to support student and faculty success.

Action 3.1: Develop on-campus faculty practice clinic in Behavioral Health.
Timeline 3.1: Develop plan to renovate existing space in Merwin Hall by June 2017; develop business plan & revenue model by December 2017; begin seeing clients February 2018.
Performance Outcome Measure 3.1: Plan is executed by timeline established.

Action 3.2: Develop on-campus faculty practice clinic in Rehabilitation Sciences (Physical Therapy, Occupational Therapy, Athletic Training), and Primary Care (Nurse Practitioner, Physician Assistant).
Timeline 3.2: Develop business plan and revenue model for on-campus clinics in Griffin Hall and Marieb Hall by December 2016; gain University approvals by August 2017; begin treating FGCU faculty & staff by September 2017.
Performance Outcome Measure 3.2: Business plan and model is created and executed by timeline established.

Action 3.3: Develop off-campus integrated care clinic faculty practice clinic led by FGCU in (Physical Therapy, Occupational Therapy, Exercise Science), and Primary Care (Nurse Practitioner, Physician Assistant) at Babcock Ranch.
Timeline 3.3: Develop business plan and revenue model for off-campus clinic by December 2016; gain University approvals by August 2017; begin treating patients by September 2017.
Performance Outcome Measure 3.3: Business plan and model is created and executed by timeline established.
Objective 4: **FOCUS** on creating School of Dental Medicine and a School of Pharmacy that seamlessly integrates with the existing CHPSW.

**Action 4.1:** Creation of a School of Dental Medicine.

**Timeline 4.1:** Develop task force and hire consultant to perform feasibility study Fall 2016 – Spring 2017; Seek approval from FGCU UBOT, FL BOG, The Commission on Dental Accreditation to plan programs from Fall 2017 – Spring 2018; upon gaining planning approvals, establish necessary curriculum proposals from Spring 2018 – Spring 2020; seek funding from State and private sources Fall 2016 – Spring 2021; hire faculty & staff Fall 2019; begin construction Fall 2020, finish construction Fall 2021; obtain accreditation Spring 2022; enroll students Fall 2022.

**Performance Outcome Measure 4.1.1:** Approvals received by established deadline.

**Performance Outcome Measure 4.1.2:** Funding is secured, faculty & staff are hired, facilities completed by established deadlines.

**Performance Outcome Measure 4.1.3:** Accreditation received by established deadline.

**Performance Outcome Measure 4.1.4:** Students enrolled by established deadline.

**Action 4.2:** Creation of a School of Pharmacy.

**Timeline 4.2:** Develop task force and hire consultant to perform feasibility study Fall 2016 – Spring 2017; Seek approval from FGCU UBOT, FL BOG, Accreditation Council for Pharmacy Education to plan programs from Fall 2017 – Spring 2018; upon gaining planning approvals, establish necessary curriculum proposals from Spring 2018 – Spring 2020; seek funding from State and private sources Fall 2016 – Spring 2021; hire faculty & staff Fall 2019; begin construction Fall 2020, finish construction Fall 2021; obtain accreditation Spring 2022; enroll students Fall 2022.

**Performance Outcome Measure 4.2.1:** Approvals received by established deadline.

**Performance Outcome Measure 4.2.2:** Funding is secured, faculty & staff are hired, facilities completed by established deadlines.

**Performance Outcome Measure 4.2.3:** Accreditation received by established deadline.

**Performance Outcome Measure 4.2.4:** Students enrolled by established deadline.
Emerging Pre-eminence

Defined: Emerging Pre-eminence is designed to elevate the academic standards and research productivity at Florida State Universities. This is an aspirational pillar for long-term success of FGCU and initial focus will be those metrics related to student success.

Objective 1: FOCUS on metrics (e.g. 4-yr graduation rate, freshman retention rate, enrollment of better academically prepared students) related to student success.

**Action 1.1**: Achieve improvement on the 4-year and 6-year graduation rates through improved advising, student tracking, and incentive programs such as Soar in 4.

**Timeline 1.1**: Ongoing from 2016-2021

**Performance Outcome Measure 1.1**: Achieve an increase of 9 percentage points (i.e., 30%) in the 4-year graduation rate for the class of 2015 by 2020 and an overall improvement of 10% points for the 6-yr graduation rate (i.e., 53%) for the class of 2013 by 2020.

**Action 1.2**: Increase freshman retention rate of Full-time First-time in College students by recruiting better qualified students, enhanced advising, and early warning systems.

**Timeline 1.2**: Ongoing 2016-2021

**Performance Outcome Measure 1.2**: Increase by 7% percentage points so that the cohort of students who enroll at FGCU in fall 2019 demonstrate a second year retention rate of 86%.

**Action 1.3**: Improve the Average GPA and SAT Scores for incoming freshmen in the fall semester through implementation of an honors college and significantly enhanced institutionally and state-based grant/scholarship support.

**Timeline 1.3**: Ongoing 2016-2021

**Performance Outcome Measure 1.3**: The entering student profile GPA will increase from 3.8 currently to 3.9 and the SAT from 1583 to 1700 or its equivalent.

**Action 1.4**: Increase the university endowment to $100 million in the next five years through ever greater annual giving and more successful portfolio management to provide greater scholarship and academic support.

**Timeline 1.4**: Ongoing 2016-2021

**Performance Outcome Measure 1.4**: Increase endowment by at least $5 million per year.

**Action 1.5**: The College of Education will explore and increase degrees awarded in CIP-defined disciplines, that other surrounding higher education
institutions are not offering (e.g., Health Teacher Education, Art Teacher Education, Business Teacher Education, Physical Education Teaching and Coaching, Education/Teaching of the Gifted and Talented, Education/Teaching of Individuals with Emotional Disturbances, Education/Teaching of Individuals with Mental Retardation, Education/Teaching of Individuals with Autism, Education/Teaching of Individuals with Specific Learning Disabilities, Education/Teaching of Individuals with Hearing Impairments Including Deafness, Education/Teaching of Individuals with Vision Impairments Including Blindness, etc.)

**Timeline 1.5**: Incrementally over the next 5 year period. COE will add up to three (3) different much needed CIP-defined disciplines for programs of offer. The Department Chair of Teacher Education and faculty in the department will work collaboratively with the other colleges’ content specific faculty members to coordinate and articulate knowledge, skills and dispositions to be incorporated into the preparation programs.

**Performance Outcome Measure 1.5**: Completion of the program development by spring 2019 and enrollment increase by 10% each year, using fall 2019 as a baseline.

**Objective 2**: *FOCUS* on expanding enrollments and number of degrees awarded in selected Graduate (Master) Programs.

- **Action 2.1**: Increase graduate degrees awarded within programs of strategic emphasis, especially those in STEM.
  
  **Timeline 2.1**: The WCE/ETI will launch the MS in Engineering program with a limited scope in fall 2017, and will broaden the number of engineering disciplines included in the program as resources for new faculty lines become available in forthcoming years.

  **Performance Outcome Measure 2.1**: Number of graduate degrees awarded annually from programs of strategic emphasis supported by the WCE/ETI.

- **Action 2.2**: Engaged in promoting graduate degree programs and recruiting graduate students.
  
  **Timeline 2.2**: Continuous for the next five years.

  **Performance Outcome Measure 2.2.1**: Increase of the number of applications, admissions, and enrollment in selected graduate programs.

  **Performance Outcome Measure 2.2.2**: Number of students enrolled through the Soar Some More program.

- **Action 2.3**: Develop new graduate Master and Doctoral degree programs in the BOG identified strategic areas.

Performance Outcome Measure 2.3: Establishment of new master and doctoral degree programs per year.

Action 2.4: To support the expansion of graduate and professional programs in such areas as Science, Engineering, Nursing, Health Sciences, Rehabilitation Sciences, Dental Medicine and Pharmacy, develop plans for a Science library that includes spaces for students, faculty and researchers to access scholarly information resources and interact with subject specialist librarians.

Timeline 2.4: Plans for the Science Library will be developed in accordance with the program planning timeline set by the Colleges.

Performance Outcome Measure 2.4: Feasibility plan / study for Library expansion to support these graduate programs gets created.

Objective 3: FOCUS on recruitment and retention of high quality faculty.

Action 3.1: Develop Ph.D. program in marine/environmental sciences.

Timeline 3.1: 2016-17 decision on proceeding, planning; 2017-18 approval; 2018-2019 implementation.

Performance Outcome Measure 3.1:

Objective 4: FOCUS on increasing Research Expenditures by 100% in next 5 years.

Action 4.1: Act on strategic hiring of faculty in BOG identified strategic areas as well as to strengthen current research areas at FGCU. It is anticipated that the research faculty will be recruited at the Full Professor or Associate Professor levels with outstanding track records of securing extramurally funded research grants as well as publishing in high impact journals.

Timeline 4.1: Continuous for the next five years.

Performance Outcome Measure 4.1.1: The number of research faculty recruited per year.

Performance Outcome Measure 4.1.2: The increase of total research funding and expenditures.

Action 4.2: The WCE/ETI will support emergent technologies research in areas such as sustainable energy, sustainable waste and water treatment, other emergent technologies, entrepreneurship, and STEM education.
Timeline 4.2: The ETI is currently supporting funded research and proposals and this support will continue.

Performance Outcome Measure 4.2: External research proposals, external research funding, scholarly publications and number of student research assistant work hours funded from ETI support.

Action 4.3: Create inter-disciplinary research focus area between faculty in bioengineering and rehabilitation sciences that leads to the dissemination of research and collaborative grant submissions and extramural funding.

Timeline 4.3: Establish formal research team in Fall 2016; develop focused research agenda by end of Spring 2017; submit IRB protocols supporting new research agenda by end of Spring 2017; solicit internal grant award(s) to support preliminary data; begin data collection on projects during Fall 2017; complete data collection disseminate results through presentations, manuscript submissions, and publications by Fall 2018; submit Federal grant proposals (e.g. NSF, NIH, DOD, etc.) by Fall 2018; receive grant award(s) by Spring 2019 or Fall 2019.

Performance Outcome Measure 4.3.1: Research team(s) established within timeline.
Performance Outcome Measure 4.3.2: Research agenda(s) established within timeline.
Performance Outcome Measure 4.3.3: IRB protocols approved within timeline.
Performance Outcome Measure 4.3.4: Data collection commences and is on-going within timeline.
Performance Outcome Measure 4.3.5: New research findings disseminated within timeline.
Performance Outcome Measure 4.3.6: Grant proposals submitted to Federal agencies within timeline.
Performance Outcome Measure 4.3.7: Federal grant(s) awarded within timeline.

Action 4.4: Increase the number of doctoral degree programs in both basic and applied/interdisciplinary areas, mainly programs of Doctor of Philosophy.

Timeline 4.4: Continuous for the next five years. 2016-17 decision on proceeding, 2017-18 planning; 2018-19 approval, 2019-20 implementation.

Performance Outcome Measure 4.4: Establishment of doctoral degree programs per year.

Action 4.5: Establish biotechnology ventures and research partnerships at the Emergent Technologies Institute that lead to the discovery of new knowledge and technologies that can be commercialized.

Timeline 4.5: Establish biotechnology venture during Spring 2017 term; develop research partnership by Summer 2017; submit IRB
protocols supporting new research agenda by Fall 2017 and begin patent application(s) for new technologies throughout Fall 2017 and Spring 2018 terms; begin data collection on projects during Fall 2017 and Spring 2018; complete data collection and disseminate results through presentations, manuscript submissions, and publications by Spring 2019; submit Federal grant proposals (e.g., NSF, NIH, DOD, etc.) by Spring 2019; receive grant award(s) by Spring 2021; new patent(s) awarded by Fall 2021.

**Performance Outcome Measure 4.5.1**: Biotechnology ventures and research partnerships within timeline.
**Performance Outcome Measure 4.5.2**: Research agenda(s) established within timeline.
**Performance Outcome Measure 4.5.3**: IRB protocols approved within timeline.
**Performance Outcome Measure 4.5.4**: Patent applications started within timeline.
**Performance Outcome Measure 4.5.5**: Data collection commences and is on-going within timeline.
**Performance Outcome Measure 4.5.6**: New research findings disseminated within timeline.
**Performance Outcome Measure 4.5.7**: Grant proposals submitted to Federal agencies within timeline.
**Performance Outcome Measure 4.5.8**: Federal grant(s) procured within timeline.
**Performance Outcome Measure 4.5.9**: New patent(s) awarded within timeline.

**Objective 5:** *FOCUS* on resources and structures to foster faculty research and scholarships while also expanding opportunities for undergraduate and graduate student research.

**Action 5.1:** Create School of Integrated Coastal and Watershed Studies.
**Timeline 5.1:** within 3 years; Plan is developed 2016-17, School is created by 2018-19.
**Performance Outcome Measure 5.1:** Develop Ph.D. program in marine/environmental sciences.

**Action 5.2:** Increase the depth and breadth of the Library’s collections to support greater emphasis on research. Subject specialist librarians will work with program faculty to assess collections and identify gaps.
**Timeline 5.2:** As the FGCU research agenda is defined, the collections supporting those efforts will be assessed.
**Performance Outcome Measure 5.2:** Faculty and students will have ready access to the library materials and resources they need to successfully complete grant proposals and research.
Action 5.3: The Whittaker College of Engineering in collaboration with the ETI will support emergent technologies research and development in areas such as sustainable energy, sustainable waste and water treatment, entrepreneurship, and sustainability/STEM education.

Timeline 5.3: The ETI is currently submitting proposals and conducting externally funded research; these activities will continue and expand.

Performance Outcome Measure 5.3: External research proposals, external research funding, scholarly publications and number of student research assistant work hours funded from ETI support.

Action 5.4: Provide start-up funds, course release, research lab space, support for graduate and undergraduate student research and teaching assistants, etc. to both newly recruited research professors and current FGCU in-unit faculty active in research.

Timeline 5.4: Continuous funding for the next five years and beyond.

Performance Outcome Measure 5.4: Increase in resources to support research per year.

Action 5.5: Establish the E&G funded Research Foundation Fund (RFF) in support of research. The RFF exists at other SUS campuses and is additional to the Sponsored Research Trust Fund (SRTF) established by the revenues generated by the Facilities & Administrative (F&A) costs (a.k.a. indirect costs).

Timeline 5.5: FY 2017–2018.

Performance Outcome Measure 5.5: Establishment of the Research Foundation Fund.

Action 5.6: Provide E&G funds for patent/IP application fees, annual patent/IP maintenance fees, fees for research compliance training and certification (e.g., membership, certificate, training modules, etc.).

Timeline 5.6: Continuous funding for the next five years and beyond.

Performance Outcome Measure 5.6: The number of patent/IP applications and commercialization agreements.

Action 5.7: Support faculty-mentored undergraduate research across all colleges and the library.

Timeline 5.7: 2016-2020

Performance Outcome Measure 5.871: Provide Undergraduate Student Scholarship Support Award (USSSA) mini-grants to support student-faculty collaborative research through collaboration with the Office of Undergraduate Scholarship and Office of Research and Graduate Studies.

Performance Outcome Measure 5.7.2: Analyze graduation rates among awarded students, seeking to improve FGCU’s performance on this metric.
**Action 5.8:** Allocate funds and faculty and students’ time to support undergraduate student research publications.

**Timeline 5.8:** 2016-2021

**Performance Outcome Measure 5.8:** Increase faculty and financial support for the publication of two student scholarly journals: Mangrove Review (which disseminates creative works) and Aquila (which publishes academic papers).

**Action 5.9:** Support multiple symposiums for students to present results of their scholarly activities.

**Timeline 5.9:** 2016-2021

**Performance Outcome Measure 5.9:** Increase the number of forums in which undergraduate students present the results of their scholarly activities.

**Action 5.10:** Increase the number of opportunities for authentic class-based research experiences in traditional classrooms.

**Timeline 5.10:** 2016-2021

**Performance Outcome Measure 5.10.1:** Create a Gulfline designation to recognize courses that integrate authentic class-based research experiences.

**Performance Outcome Measure 5.10.2:** Using the Lucas Center and other resources, provide at least one workshop per semester for faculty learning on how to engage undergraduate scholars.

**Action 5.11:** Create a competency-based “Scholarly” minor that recognizes undergraduate students that engage in meaningful, long-term research experiences.

**Timeline 5.11:** 2019-2020

**Performance Outcome Measure 5.11:** UGS, the academic colleges, and other units will collaborate to implement the new “Scholarly” minor to recognize students who engage in significant discipline-specific research experiences.

**Action 5.12:** Support and maintain the College of Education’s leadership roles in creating *The Journal of Formative Design in Learning* including collaboration with Springer Publication and Association for Educational Communications and Technology (AECT).

**Timeline 5.12:** Starting AY2016- 2017 and continuous initiative.

**Performance Outcome Measure 5.12:** The COE Program in Educational Technology will achieve AECT recognition by fall 2017 and journal circulation will increase by 10% each year, using fall 2016 as a baseline.
New Academic Program deemed important but not currently addressed in BOG Work plan

**B.S. in Digital Media Design**: Plan 2016-17; Approval 2017-18; Admit students by fall 2019.
**B.S. in Global Studies** (with LCOB): Plan 2016-17; Approval 2017-18; Admit students by fall 2019.
**M.A. Environmental Studies**: Re-Design 2016-17; Admit students by 2017-18.