AGENDA

FLORIDA GULF COAST UNIVERSITY BOARD OF TRUSTEES

Tuesday, May 9, 2017  8:30 a.m. – (estimated) 10:30 a.m.

COHEN CENTER BALLROOM, ROOM # 203-B
FLORIDA GULF COAST UNIVERSITY

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 Board.

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8:30 a.m.  Call to Order, and Roll Call – Chair Dudley Goodlette

8:35 a.m.  Consent Agenda – Chair Dudley Goodlette
- Minutes of April 11, 2017 Meeting (TAB #1)

8:40 a.m.  Academic/Student/Faculty Affairs Committee (Includes Public Comment) – Committee Chair Christian Spilker

Action Item:
- FGCU 2017 Work Plan for Board of Governors – Provost and Vice President for Academic Affairs Ron Toll (TAB #2)

9:30 a.m.  Action Item:
- Response to Recommendations in Board of Governors’ Office of Inspector General and Director of Compliance Investigation Report OIGC No. 2017-25 – Chair Dudley Goodlette (TAB #3)

10:20 a.m.  Old Business – Chair Dudley Goodlette

10:25 a.m.  New Business – Chair Dudley Goodlette

10:30 a.m.  Chair’s Closing Remarks, & Meeting Adjournment – Chair Dudley Goodlette

(END)
Florida Gulf Coast University Board of Trustees
May 9, 2017

SUBJECT: Minutes of April 11, 2017 Meeting

PROPOSED BOARD ACTION

Approve minutes

BACKGROUND INFORMATION

The Florida Gulf Coast University Board of Trustees met on April 11, 2017. Minutes of the meeting were kept as statutorily required.

Supporting Documentation Included: Minutes of April 11, 2017 Meeting

Prepared by: Transcription Experts, and Assistant Director of Board Operations
Lauren Schuetz

Legal Review: N/A

Submitted by: Vice President and Chief of Staff Susan Evans
FLORIDA GULF COAST UNIVERSITY BOARD OF TRUSTEES

Tuesday, April 11, 2017

COHEN CENTER BALLROOM, ROOM # 203-B
Florida Gulf Coast University

Meeting Minutes

Members:
Present: Trustee Dudley Goodlett – Chair; Trustee Ken Smith – Vice Chair; Trustee Darleen Cors (at 8:40 a.m.); Trustee Shawn Felton; Trustee Joe Fogg III; Trustee Blake Gable; Trustee Leo Montgomery; Trustee Kevin Price; Trustee Russell Priddy; Trustee Robbie Roepstorff; Trustee Christian Spilker; and Trustee Jalisa White.

Others:
Foundation Board of Directors Chair David Call (by telephone); Staff Advisory Council (SAC) Vice President Lauren Strunk representing SAC President Nicole Catalfamo.

Staff: President Wilson Bradshaw; Provost and Vice President for Academic Affairs Ron Toll; Vice President for Administrative Services and Finance, and Executive Director of FGCU Financing Corporation Steve Magiera; Vice President for Student Affairs Mike Rollo; Vice President for University Advancement, and Executive Director of FGCU Foundation Chris Simoneau; Vice President and Chief of Staff Susan Evans; Vice President and General Counsel Vee Leonard; Chief Compliance and Ethics Officer Stacey Chados; Interim Director of Internal Audit Bill Foster; Assistant Director of Board Operations Lauren Schuetz; Project Manager Danielle O’Brien; Director of Media Relations Lillian Pagan; and Executive Assistant to the Vice President and Chief of Staff Tiffany Reynolds.

Item 1: Call to Order, Roll Call, and Opening Remarks
Chair Dudley Goodlette called the meeting to order at 8:30 a.m. Roll call was taken with 11 of 12 members present, thus meeting quorum requirements. Trustee Darleen Cors arrived at the meeting at 8:40 a.m., making the attendance 12. Chair Goodlette indicated there would be no Executive Session. He welcomed newly elected President of Student Government (and Trustee) Jalisa White, and Vice President of the Staff Advisory Council Lauren Strunk.

Item 2: Student Success Showcase
Chair Goodlette asked President Bradshaw to introduce the Student Success Showcase. President Bradshaw asked the two selected FGCU students, David Mercer
and Marie Ovinci, to talk about their successes at Florida Gulf Coast University. After their remarks, Chair Goodlette added his compliments to the two outstanding students.

**Item 3: Consent Agenda (See Tabs #1, 2, 3, 4, 5)**

Chair Goodlette called for a motion to approve the Consent Agenda, which included the following items: (1) Minutes of the January 10, 2017 Meeting, (2) Minutes of the February 24, 2017 Meeting, (3) Minutes of the February 28, 2017 Meeting, (4) Minutes of the March 14, 2017 Meeting, and (5) Resolution of Appreciation for Outgoing Trustee Thieldens Elneus.

Trustee Blake Gable made a motion to approve the Consent Agenda. Trustee Christian Spilker seconded the motion. There was no public comment or discussion. The vote was unanimous in favor of the motion.

**Item 4: Presentation of Resolution of Appreciation for Outgoing Trustee Thieldens Elneus**

President Bradshaw and Chair Goodlette presented the Resolution of Appreciation to Trustee Elneus, which was read into the record by Vice President and Chief of Staff Susan Evans:

> “Whereas, in 2001 there was created a new system of K-20 seamless education for the State of Florida, which included installation of the Florida Gulf Coast University Board of Trustees; and
> Whereas, the President of each state university’s Student Government is statutorily appointed as a trustee for his or her respective university; and
> Whereas, Thieldens Elneus was elected by his peers as President of the Florida Gulf Coast University Student Government in 2015 and 2016, thereby causing him to be appointed to the Florida Gulf Coast University Board of Trustees; and
> Whereas, Thieldens Elneus served with great distinction on the Florida Gulf Coast University Board of Trustees during 2015-2017 as a representative of the 15,000 students at Florida Gulf Coast University;
> Now, Therefore Be It Resolved that the Florida Gulf Coast University Board of Trustees wishes to express appreciation for Thieldens Elneus’ outstanding service, and wishes to recognize his commitment to Florida Gulf Coast University’s students of today and for generations to come.”

Mr. Elneus thanked the Board for its recognition.

**Item 5: Chair’s Report**

Chair Goodlette acknowledged the outstanding efforts of FGCU Day at the Capitol. He said it was great to have students participate, as well as members of the Board who traveled to Tallahassee, including Trustee Shawn Felton, Trustee Robbie Roepstorff,
Trustee Darleen Cors, Trustee Joe Fogg, and then-Trustee Thieldens Elneus. He commented that the students were very impressive speakers with the legislative delegation. He gave special thanks to Director of Government Relations Jennifer Goen, and Legislative Coordinator Susie Wentworth for planning and managing the event.

Chair Goodlette commented on the Inspector General’s Investigative Report and said this report would be discussed at the FGCU Board of Trustees meeting on May 9. He asked the administrative staff to go through each of the recommendations from the report and provide the Board with how they could respond to each recommendation. He said this would provide a framework for the Board’s discussion on May 9.

Chair Goodlette announced President-elect Mike Martin had signed the new employment contract. He said President-elect Mike Martin was very appreciative of the Board’s support with the revised contract and was excited about joining FGCU on July 1.

Item 6: President’s Report

President Bradshaw welcomed Trustee Jalisa White to the Board. He then called on Director of Government Relations Jennifer Goen to give the Legislative Session Status Report.

Ms. Goen stated the legislature was at the halfway point in its session and would adjourn on May 5. She said the House budget totaled $81.2 billion, and the Senate budget totaled $83.2 billion. As there was quite a difference between the two, much discussion would be needed for a final budget. She shared that the Senate had funded the FGCU Honors College at $1.5 million, and the Talent Gaps at $2,234,361; however, neither request was funded in the House budget.

Ms. Goen reported the House and Senate had made recurring reductions to university budgets; the House contained the largest system of recurring reductions, which totaled $171 million. The Senate and House recurring system reductions for Florida Gulf Coast University included $500,000 in the Senate, and $750,000 in the House. She said all were working diligently to make sure that FGCU did not have a recurring base budget reduction.

Ms. Goen reported the Senate had included a Public Education Capital Outlay (PECO) projects in its budget, and FGCU received $20 million toward the $44 million request for the School of Water Resources and Integrated Sciences building AB9. She said the House had not addressed PECO, but it did fund State University System (SUS) maintenance totaling $114 million.

Ms. Goen thanked FGCU’s sponsors for their leadership, Senator Lizbeth Benacquisto, Senator Kathleen Passidomo, and Representative Matt Caldwell. She said all would continue to work for the best possible outcome for FGCU, and she thanked everyone involved for their support.
President Bradshaw added his thanks to the legislative delegation and said they had been very supportive and provided good counsel to FGCU. He thanked Ms. Goen and her staff for their work in the logistics for planning and executing FGCU Days in Tallahassee.

President Bradshaw said FGCU had always worked with students to help them find ways to reduce, if not eliminate altogether, their need to borrow money for their education. He said the percentage of students graduating with no debt was 54 percent. He reported the preliminary figure for the FGCU student cohort default rate was 4.8 percent for fiscal year 2014. He added that this was an improvement from 2013’s 6.4 percent.

President Bradshaw said FGCU had many protocols and programs associated with processing loans and educating students on debt responsibility. He said students were required to sign a Promissory Note for any federal loan prior to disbursement, and this procedure included information on rights and responsibilities regarding repayment. He added students receiving federal loans were required to complete entrance and exit counseling through the federal student loan website and could not receive their loans until they completed entrance counseling. He said students were also provided with free account registration to IonTuition (an outside software company) to provide loan indebtedness and repayment options and payoff amounts for federal loans. He added this website provided a free downloadable app for all current FGCU students and alumni, and currently 2,535 FGCU students have registered IonTuition accounts. He noted FGCU’s financial aid website included a “Repayment Options” section which provided students with tools and links related to repayment information, repayment calculators, and access to the National Student Loan Data System (NSLDS) where students could view all outstanding federal student loan balances, services and guarantor information.

President Bradshaw thanked everyone who had supported and helped make the President’s Celebration possible over the years, including Margaret Antonier and Miromar Development Corporation as the lead sponsor this year.

**Item 7: Standing Report from FGCU Foundation Board of Directors**

Foundation Board of Directors Chair David Call reported it had been a very busy quarter for the Foundation, which had celebrated its largest single gift ever in late February, which was a $10 million endowment gift from Dr. Elaine Marieb. He said this gift would be transformational to the Marieb College of Health & Human Services, and it drew attention to Florida Gulf Coast University across the state and the nation. Dr. Marieb was pleased and proud of the recognition bestowed on her.

Chair Call commented on the President’s Celebration that all enjoyed and had been attended by over 375 participants. He said the event celebrated FGCU’s 20th Anniversary, President Bradshaw’s 10-year presidency, and the surpassing of the
campaign goal of $100 million. He reported the campaign had raised $123 million with three months remaining. He attributed this success to alumni, parents, friends, and businesses who believe in FGCU. He said on behalf of the Foundation, he was grateful to the 11,000 different donors who had made almost 28,000 gifts to the campaign.

Chair Call added that in the next quarter the Foundation would continue to pursue funding at the intersection of the campaign goals and the strategic plan for the University, especially for Student Success and Academic Excellence. He said the Foundation was assessing its assets to make sure that as much as possible was provided back to the University to help students and faculty reach their maximum potential. He stated the Foundation would bring on new members to the Board; nominate Board officers; and develop the fiscal year 2018 Budget.

Chair Call reported that the move to an outsourced CIO model for the endowment was working well. He said all land holdings were being assessed, and the donor base was being upgraded. He said the second FGCU Give Day would be launched on April 25.

Chair Call said the Foundation was closely monitoring the activities in Tallahassee that could have significant repercussions on Foundation activities in the future. He thanked and congratulated Vice President for University Advancement, and Executive Director of FGCU Foundation Chris Simoneau and his team for what was accomplished this year.

President Bradshaw added his thanks to Chris Simoneau and the entire Advancement staff for their accomplishments.

**Item 8: Standing Report from FGCU Financing Corporation Board of Directors**

Chair Goodlette said FGCU Financing Corporation Chair Jeff Fridkin was unable to attend today’s meeting and called on Financing Corporation Board Vice President Steve Magiera to report on Chair Fridkin’s behalf.

Mr. Magiera said at the Financing Corporation Board of Directors’ meeting on March 1, the Board had elected Doug St. Cerny to serve another term, and that Mr. St. Cerny had served the University for many years. He said also at the last meeting, the Financing Corporation Board directed staff to research the hiring of a financial advisor for the possibility of refinancing bonds, and this selection was in the final stages. He reported there were several bonds that had become callable in 2017. He said if they move forward with refinancing, then they would come to the FGCU Board of Trustees with a presentation for approval.

Mr. Magiera said on March 7 a ceremony was held to name the “Richard C. Ackert Community Center.” This was attended by more than 150 people, and he thanked the Trustees who attended. He reported the North Lake Village boardwalk and dining facility were ahead of schedule, with the boardwalk expected to be completed in late May and the dining facility to be completed in late October. He added these projects were critical in fending off competition in the housing market.
Chair Goodlette called for questions.

Trustee Priddy asked what the occupancy rate was in student housing. Mr. Magiera said the occupancy rate traditionally had been about 100 percent. This past fall it was 98 percent, and in the spring it dropped to about 95 percent. He said this occupancy rate was at one of the lowest percentages, and the competition was a concern. He said marketing efforts had been increased, and he added there was no danger of going below 1.2, the debt ratio. He said the concern was that rating agencies can be fickle and, therefore, it was important that the ratio not get too low.

Chair Goodlette reported at the FGCU Board of Trustees emergency meeting last week, he had asked Trustee Fogg to serve as the Chair of the Ethics and Compliance Committee. He said he wanted to be sure that there was not a conflict between Trustee Fogg chairing the Committee and serving as the Board’s liaison to the Financing Corporation. He stated he would ask another trustee to serve as liaison to the Financing Corporation, possibly Trustee Leo Montgomery, but first wanted to make sure there were no conflicts.

**Item 9: Finance, Facilities and Administration Committee Meeting** (See Tabs 6-9)

Finance, Facilities and Administration Committee Chair Blake Gable stated Mr. Magiera would report on the Information Item, which was the Finance and Budget update.

**Finance/Budget Update (Tab #6)**

Mr. Magiera reported overall the budget was in good shape and currently was $12 million revenues over expenditures.

**Florida Gulf Coast University Audited Financial Statements for Fiscal Year Ended June 30, 2016 (Tab #7)**

Mr. Magiera said this action item was the financial audit of the University done by the Auditor General. He stated the Summary Sheet was provided, and the most important item was the opinion, which stated the University was “clean.” He said also in the Audit Report on Internal Control and Compliance there were no instances of errors. He said the auditors did not present any recommendations for any changes or adjustments to the audit. He reminded the Board that this was a financial audit. He added the state also does operational audits, where more operational suggestions will be given. He suggested that the Board read the Management Discussion and Analysis section of the audit report.

Trustee Gable called for questions, and congratulated the Committee for a clean audit. Hearing no questions, he called for a motion to accept the Florida Gulf Coast University Audited Financial Statements for Fiscal Year Ended June 30, 2016.

Chair Goodlette made a motion to accept the Florida Gulf Coast University Audited Financial Statements for Fiscal Year Ended June 30, 2016. Trustee Priddy seconded
the motion. There was no public comment or discussion. The vote was 11-0 in favor of
the motion, with Trustee Spilker not present during the vote.

**Sixth Amendment to the Campus Development Agreement (Tab #8)**
Mr. Magiera explained that every five to ten years, a campus master plan was
completed and which required FGCU to negotiate a development agreement with Lee
County because the University did not pay impact fees. In the development agreement,
the University told the County what buildings were going to be built in the next five years
and in the next ten years and what impact this development would have on the County.
He said there are 173,000-square-feet of credits with the County, and the bottom line
was the County was in agreement with FGCU on the development. He stated the
University did not owe the County anything, except one item, which was every five
years the University pays the County $250,000, which gets passed on to the San Carlos
Fire District, located just outside the entrance to FGCU. He thanked Vice President and
General Counsel Vee Leonard for working with the County attorneys to get the
agreement in place.

Trustee Roepstorff asked what the “projected ridership” number would be for the County
to collaborate for mass transit with the University. Mr. Magiera said that would be up to
the County, and sufficient “ridership” had not been defined by the County. He said
much may change with transportation in the future when Miromar Corporation finishes
its University Village to the south, which will include housing. Trustee Roepstorff stated
the quality of life seemed to center around getting from one place to another, and she
was curious if those conversations had commenced.

Trustee Spilker made a motion to approve the Sixth Amendment to the Campus
Development Agreement. Trustee Smith seconded the motion. There was no public
comment or discussion. The vote was unanimous in favor of the motion.

**Flint Pen Strand Property (Tab #9)**
Mr. Magiera explained that in 1991, different counties in the area were vying to have the
University located in their county, and Lee County promised to give the University 320
acres that could be used as an environmental laboratory if the university were located in
Lee County. He said it was not buildable land. He said the Flint Pen Strand property
was about 160 acres appraised at $435,000. He said an environmental study was done
and there were no concerns. He said there were no costs involved to FGCU. Counsel
advised putting up “No Trespassing” signs, and someone needed to check monthly to
be sure nothing was being dumped on the property. He said there were two approvals
before the Board: First, to accept the 160 acres; if the first item was approved, the
second item was to accept the 160 acres in full satisfaction of the 320 acres promised.
He added the reason for this was the County did not have many large tracts of land that
were not in the Conservation 2020 district. He said many small tracts would not be
acceptable.

Trustee Priddy said he was in support of both items. He said he would be in agreement
with letting the County off the hook for the additional land because the University could
Mr. Magiera responded the County said currently it did not do any maintenance on the property. Trustee Priddy said FGCU needed to revisit the issue, and he said he would make himself available to look at the property and give suggestions on putting together a plan.

Trustee Roepstorff asked if this request to offer us the Flint Pen Strand property was coming from staff of the County. She asked if the commissioners were asking for this.

Mr. Magiera said the request came from the staff they met with, the county attorney and some of the land people. He said he assumed that the commissioners were on board with the request, but did not receive the request directly from the commissioners.

Trustee Roepstorff said she did not know the history, but remembered the day when the surrounding counties were vying for the University. She said she guessed this was a selling point that Lee County laid on the table. She said she would not want other counties to get upset with the University over this acreage reduction.

Mr. Magiera said he had some of the same questions, but from history, he believed that it was Mr. Griffin’s contribution of land and cash that probably drove the University here much more than the promised land from the County. He added that this agreement had been on the books since 1991, and the Finance Committee was just trying to close it out.

Trustee Priddy made a motion to accept the 160-acre Flint Pen Strand property as full satisfaction for the 320 acres originally promised by Lee County. Chair Goodlette seconded the motion. There was no public comment or discussion. The vote was 11-0 in favor of the motion, with Trustee Smith not present during the vote.

**Item 10: Audit and Compliance Committee** (See Tabs #10-12)

Chair Goodlette called on Audit and Compliance Committee Chair Joe Fogg to give the report, and again expressed appreciation for his willingness to serve in this capacity.

Trustee Fogg said he had spoken to President Bradshaw about some items related to the Audit and Compliance Committee. Trustee Fogg recommended that it function as a standalone committee instead of as a committee of the whole. He said if that was agreeable to the Board, the Bylaws state that Chair Goodlette would appoint the members of the Committee.

Chair Goodlette asked if he had the concurrence of the Board for this approach with a standalone committee. With the concurrence of the Board, he asked the following Trustees in addition to Trustee Fogg to serve on the Audit and Compliance Committee:
Trustee Leo Montgomery, Trustee Kevin Price, and Trustee Darleen Cors. Chair Goodlette thanked them for their willingness to serve. He reminded the Board that all members were invited to attend, and participate, but not vote, at Committee meetings. Chair Goodlette asked Ms. Evans to include the full Board on information regarding the Committee’s meetings and materials.

Trustee Fogg asked the members of the Audit and Compliance Committee to remain for a few minutes after the conclusion of the Board meeting to schedule a meeting.

Trustee Fogg said he had spoken to President Bradshaw about tabling the action item of the Proposed Charter for the Office of Compliance and Ethics (TAB #12). He said the charter would be one of the first things that the newly formed Committee would discuss. He said the Board would be receiving a revised version of this charter after recommendation from the Committee.

Chair Goodlette asked that item would be tabled and asked Trustee Fogg to continue with the other items on the agenda.

Trustee Fogg stated there were two action items, and he asked Interim Director of Internal Audit Bill Foster to present these items.

**Athletic Camps Audit (Tab #10)**

Mr. Foster introduced the Athletic Camps Audit, in which the objectives were to determine whether Athletic Camps of any type (institutional, independent or private) had been conducted in compliance with applicable state statutes, University policies and procedures and other guidelines; and to determine whether appropriate fees and revenues had been collected in accordance with University procedures and guidelines and sound business practices. He said there were nine observations in the report. These included (1) No Pre-approval/Compliance Form; (2) Internal Compensatory Time System; (3) Leave for Institutional Camp Employees; (4) Background Checks: Evidence of Completion for Independent Camps; (5) Insurance: Additional Insurance; (6) Institutional Camp Waivers; (7) Independent Camp Waivers; (8) Missing Outside Employment Forms; and (9) Controls Over Institutional Revenue Collection. Mr. Foster explained the first of these in detail and directed the Board to similar explanations in the report for the remaining eight observations.

Trustee Fogg said this was an action item and called for a motion.

Trustee Gable made a motion to accept the Athletic Camps Audit. Trustee Montgomery seconded the motion. There was no public comment or discussion. The vote was unanimous in favor of the motion.

**Accident Procedures Audit (Tab #11)**

Mr. Foster moved to the Accident and Procedures Audit. He said the objectives were to determine whether there were plans or procedures that addressed the risks associated with accidents at all sites where FGCU had a presence. The plans and procedures
should address workplace inspections, hazard identification and resolution, accident prevention and response, and safety training. He said the second objective was to determine whether the procedures in place had been reviewed in comparison to guidelines established by the federal government, the State of Florida and other related entities establishing appropriate best practices. He said the final objective was to determine if non-employee incident reports provided evidence of review, including identification of the incident’s root cause and measures to mitigate the hazard risk. Mr. Foster stated it was the opinion of the auditor that Environmental Health and Safety had documented procedures that it used effectively to manage the accident risk as well as other physical risk on the FGCU campus and its offsite locations. These procedures met the established guidelines and University regulations, policies and procedures. He added that in the course of the audit he had come across two items he was calling for management to consider, sidewalk safety and golf cart safety.

Hearing no questions, Trustee Fogg called for a motion.

Trustee Cors made a motion to accept the Accident Procedures Audit. Trustee Montgomery seconded the motion. There was no public comment or discussion. The vote was 11-0 in favor of the motion, with Trustee Price not present during the vote.

Item 11: Academic/Student/Faculty Affairs Committee (See Tabs #13-20)

Chair Goodlette called on Academic/Student/Faculty Affairs Committee Chair Christian Spilker to proceed with this item.

Degree Works Update (Tab #13)

Provost Toll introduced the first item, which was a new software program called Degree Works. Provost Toll introduced Associate Vice President for Academic and Curriculum Support Cathy Duff, who provided data on the program.

Dr. Duff said in 2011 her department was using a product called CAP, and finding it was not user friendly, selected a new program called Degree Works. She said the primary reason Degree Works had been chosen was for the Degree Audit function. She stated an audit displayed all the program requirements needed to graduate including what courses the student had taken, how those courses applied to the requirements, and what the student still needed to take. She said the audit portion of Degree Works was exceedingly efficient and user friendly. She said there was another module of Degree Works, the Student Educational Planner, which was a management tool that could be used as a one-on-one advising tool. She said in the presentation for this new module, there were some standard management reports which her department had hoped to begin using right away. She said the one-on-one advising tool would give the student valuable information but was dependent upon the student meeting with the advisor on a regular basis and completing the courses as planned with the grades necessary.

Dr. Duff reported the success and progress that had been achieved on the plans, which showed 75 percent of undergraduate degree-seeking students in the spring had Student
Educational Planner plans. She added that the 25 percent that did not have plans included 1,300 students who had applied for graduation, and it did not make sense for them to have plans. She said the 25 percent also included some students in the Whitaker College of Engineering, which has been using another self-created plan called Smart Plan. She commented that advisors need the help of the support staff to create these student plans.

Trustee Spilker asked about what would be necessary to ensure that every student would be mandated to have a review before they registered for classes. He said that this was “low hanging fruit” for improving graduation rates.

Dr. Duff responded that the administration recognized this and wanted to improve graduation rates. She said to implement mandatory advising for each student right now would be great, but it would be massive to require it. She said it would be reasonable initially to have mandatory advising for those students involved in Metric 4. She said there were many complexities to advising, and she did not wish to overwhelm their relatively small staff, who had done an outstanding job this year in fall planning. She said the catalog would be published next week. Dr. Duff stated during orientation for advising, students would get a template placed in each student’s file according to the student’s major so the student could be on the right track.

Trustee Spilker congratulated Dr. Duff and her staff for all they had done, and he said it was the role of the Trustees to provide the tools to help with this priority. Dr. Duff said she appreciated this support.

Trustee Smith commented that the timeline showed that in 19 days every student would be in the system. He asked if they were on schedule, and he suggested to delay that deadline 31 days if necessary. Dr. Duff responded a delay would help.

Trustee Smith said he would like to see the number of students updated to reflect which students were not included in the number. He also asked if not being able to reach the deadline was a resource issue. He said this information was a priority. Dr. Duff said that there were some resources the team could use to assist them.

Trustee Smith stated he agreed with Trustee Spilker concerning mandatory advisement prior to registration, and in his opinion, it was a mistake that Florida Gulf Coast University did not require advisement. He added he had read an article about the University of South Florida, which stated it had had the same issues, had corrected them, and catapulted its graduation rate.

President Bradshaw asked for what group of students was mandatory advising already required. Dr. Duff responded that it was done for first-year students, and some of the colleges in trying to develop milestones had instituted their own mandatory advising requirement. She emphasized that it was not across the board, and at this time, it was for smaller populations.
President Bradshaw asked if that would include students who were not making satisfactory academic progress. Dr. Duff responded affirmatively.

Provost Toll commented that a student who had only a few courses remaining to graduate would not need to be put into the system. He added that they had found in using this program, only selected personnel should enter the data in order to ensure that it was correct; and therefore, access had been given only to these individuals.

Chair Spilker thanked Dr. Duff for her presentation and asked Provost Toll to discuss the process for developing course schedules.

**Process for Developing Course Schedules (Tab #14)**

Provost Toll introduced University Registrar Susan Byars to present this information.

Ms. Byars began with the fall 2017 semester, for which planning started in fall 2016. She explained the dates and order of the planning process for a course schedule. She stated that one month prior to registration, the course schedule was viewable by the students. Following this, additional needs were identified by advisors, the students, and the Colleges; and adjustments and revisions continued to be made. She said the Colleges and the Office of the Registrar monitored enrollments for approximately two months before enrollment was open to all. She stated it was a very measured registration process so that seniors got first choice, and the selection proceeded based on class status. In orientation, where students do not register with advisors, the process continued and during this time additional sections were opened, additional seats were found in the courses and independent studies courses could be opened to meet individual student needs. She asked for questions.

Trustee Priddy commented the previous presentation on advisement seemed to help this area plan for how many courses would be needed. He asked how much concern there was for classroom space.

Ms. Byars said currently, available space looked okay for fall 2018, and if enrollments followed the current trend, the University should be okay for fall 2019. Beyond that, she stated it would be hard to project.

Trustee Smith asked if Ms. Byars’ department was using the data from Degree Works to make projections about course needs.

Provost Toll responded that was the plan, but there were additional mechanisms that were currently available. He said Friday was being used as a full day for classes, and more and more, Saturdays were being used, especially for laboratory space. He said the Office of the Registrar was good at solving the space problems, but the need was there.

Trustee Smith asked if the utilization rates were based on 12 months or the fall and spring semesters. Provost Toll responded that rates were based on fall and spring
semesters. Trustee Smith said the summer semesters would be an opportunity to offer more classes with labs.

Provost Toll stated with additional data there was better understanding in terms of the classes that needed to be offered during the summer. He added summer was a regular semester and part of the revenue model, and they did not use the buildings in the summer at the level that they did during the rest of the year. He said there were issues with offering the labs during summer as the semester was shorter and not suitable for all students. He also explained that students had found a loophole in the system, which was then fixed, and now made available a few more sections for students.

Trustee Smith asked if it would be fair to say the University could add capacity in the summer semester. The response was positive. He said it was important that this opportunity be pursued.

Trustee Felton suggested looking at the way the scheduling was prioritized to possibly ensure that students who were currently in the University got the classes they needed before the transfer students.

Trustee Roepstorff stated that First Time in College (FTIC) students and transfer students needed to have some priority because they needed to complete their degrees to improve the graduation rate.

Provost Toll said the purpose of the workshop of the afternoon was to inform the Work Plan for the next year. He said the University looked at students in a variety of ways, and one was that they bring in revenue. He said in terms of building a student base, if they looked at a transfer student in a program of strategic emphasis, the University benefited in the metric that dealt with number of degrees awarded. They would not benefit if that student did not continue in that program of strategic emphasis. He said the Board may wish to consider the question of who to accept at the University based on courses that could be offered.

Provost Toll shared that he had asked his deans and advisors to inform him of any students who were in situations where the courses they needed were not available; and in a year, there had been 17 students. He encouraged the Board to consider the proportionality of the problem. He added of those 17, the mistake was the University’s once, and it had been fixed.

Trustee Spilker said he would like to know what resources it would take for every student to be advised before registration. He said it did not need to be done right away, but how could FGCU make it happen. Provost Toll said he would provide the information.

**College of Education Overview (Tab #15)**

Provost Toll said College of Education Dean Eunsook (Eunny) Hyun provided a full report in the materials, and he said there was quite a bit of positive news about the
College of Education in terms of its performance and support of the metrics. He asked if there were any questions for Dean Hyun.

Trustee Spilker commented that the numbers in the report were highly impressive.

Trustee Roepstorff asked Dean Hyun what she needed from the Board to strengthen the program. She said the job market for graduating teachers was there, and she wanted the Board to do all it could for this department.

Dean Hyun stated the College of Education appreciated the Board’s recognition of how well they were doing. She said the mission of the College of Education was the cornerstone of the region’s economic development, the fundamental workforce development. She said the College of Education took this responsibility very seriously, and there were two areas where they would ask for assistance. First, their students must take three different, very costly, challenging state mandated tests in order to graduate in a timely manner. She said some financial assistance for these tests would be appreciated. Also, she pointed out it was generally considered that there was a mismatch between the profession of teaching and the nature of these tests. Secondly, students most often had to give up their jobs to fulfill the internship requirement during their final semester. She said the College hoped to receive more scholarships to support students during their internship program.

Trustee Priddy asked if the University should consider moving some of the education degrees into another STEM area. He suggested this would help another metric, and would also prepare the students to pass those tests to become teachers. He said some students would not need an education degree, but would still have the credentials to become employed as teachers.

Dean Hyun said there was a full spectrum teacher education program within the undergraduate program for all elementary teachers; STEM courses were not a subject matter. These students learned contemporary critical literacy. However, the secondary teacher program directly spoke to traditional STEM-related teacher preparation. She stated they now offered secondary teacher programs in biology, mathematics and social science, and the College was trying to add chemistry or integrated science.

Dean Hyun said another factor to consider was that community colleges in 2012 became state colleges, which offered teacher education programs. She stated that Florida SouthWestern State College was starting to phase out its teacher education programs, which would increase the number of students at Florida Gulf Coast University. In addition, she stated if a student in a STEM major became interested in being a teacher, there was a program to help these students get their credentials. She added that until a few years ago, this particular program received funding, but it was no longer funded. She said her department hoped to see this funding return due to the teacher shortage, especially for the STEM area.
Trustee Priddy added the University should encourage education majors to specialize in STEM areas.

Trustee Spilker stated this topic would be discussed more thoroughly in the workshop that afternoon.

Trustee Smith stated Florida SouthWestern State College (FSW) had discontinued some of its teacher programs that were STEM related. He said it was not because it did not want to continue with the programs; it was because there was low enrollment. He also suggested that the schools where students interned possibly could help financially by providing substituting jobs for students or something similar.

Trustee Roepstorff said that was an excellent suggestion and was a good question for Tom Grady who was on the State Board of Education.

Dean Hyun said most STEM majors and others could minor in education and increase their employability. She pointed out that the starting salary for teachers was around $41,000, which was competitive in the job market, and she hoped to see more education minors.

Reactivation of CIP 52.1201 at the Master's Level and Nomenclature Change to M.S. Information System and Analytics (Tab #16)

Provost Toll said the first item was a reactivation of CIP 52.1201 at the Master’s Level and Nomenclature Change for Master of Science in Information Systems and Analytics. He said this was an important degree that had been reviewed and would assist with the metrics.

Trustee Smith asked how many students would be affected by this change.

Trustee Spilker said this CIP had been suspended but not eliminated. He said the curriculum was being updated to match workforce demands.

Provost Toll said it had been taken off line to give the faculty an opportunity to look at it closely, and this retooled master’s degree would be much more attractive than the prior degree.

Trustee Fogg asked what the degree included.

Provost Toll explained it was the computer analytic side of managing huge amounts of information within a business environment, and was a growing field which required a great deal of expertise.

Trustee Gable made a motion to approve the reactivation of CIP 52.1201. Trustee Roepstorff seconded the motion. There was no public comment or discussion. The vote was unanimous in favor of the motion.
Regulation: FGCU-PR3.003 Textbook Adoption and Affordability (Tab #17)

Provost Toll stated there were changes that had been made at the state level with regard to House Bill 7019, and this adoption would bring FGCU into compliance with the changes.

Trustee Spilker called for questions, and hearing none, asked for a motion to be made.

Trustee Smith made a motion to approve FGCU-PR3.003 Textbook Adoption and Affordability. Trustee Gable seconded the motion. There was no public comment or discussion. The vote was unanimous in favor of the motion.

Regulation: FGCU-PR4.002 Student Code of Conduct and Student Conduct Review Process (Tab #18)

Dr. Rollo began by stating this was a living document, and as a result, it needed to be reformatted periodically. He said the University received input from court systems, legislatures, and the federal government, as well as its own faculty and staff. He said the Code has gone through a major review process and has been reformatted. He said basically his department has put the Code in a more streamlined format to be easier to read. He said there was some language that needed to be added to the Burden of Proof section of the document and to the instructions on how to digitally record more serious cases; but other than that, there had been no major changes in the Code.

Trustee Gable asked how often this document was updated. Dr. Rollo responded his department was required to regularly review it by the Board of Governors, and every year they did so.

Trustee Smith made a motion to approve FGCU-PR4.002 Student Code of Conduct and Student Conduct Review Process. Trustee Gable seconded the motion. There was no public comment or discussion. The vote was unanimous in favor of the motion.

Regulation: FGCU-PR9.002 Possession, Service or Consumption of Alcohol (Tab #19)

Dr. Rollo said they had reconfigured this item so that it reflected what a regulation should be. He said the reason for the regulation was to give information on how to acquire approval to use alcohol on the campus. He added the regulation outlined what would happen if approval was not given. He stated faculty, staff and students were heavily involved in drafting this item. He said his department would be drafting a policy to give specifics to the procedure of the regulation.

Trustee Smith made a motion to approve FGCU-PR9.002 Possession, Service or Consumption of Alcohol. Trustee Cors seconded the motion. There was no public comment or discussion. The vote was unanimous in favor of the motion.
**Operationalizing the ETI Report (Tab #20)**

President Bradshaw explained the process of revising this report and said the timeline and activities, which included an enhanced place for water management, entrepreneurship, and research and development were being presented. He said the report also included the number of funded grants and submitted grants for extra funding.

Provost Toll thanked President Bradshaw for the excellent introduction and asked Dean of the U.A. Whitaker College of Engineering Richard Behr, and Backe Chair and ETI Director Dr. John Woolschlager to give an overview of their report.

Dean Behr introduced Dr. Woolschlager to give an overview of the document, which had been developed as an action plan to implement the major objectives that were identified in the ETI Task Force Report.

Dr. Woolschlager said the first objective was to use the ETI to support educational programs, and he directed the Board to Table 1 in the report that showed different types of activities which would be supported at the ETI and the projected number of courses expected to be held at the ETI. He said with each objective, performance goals had been identified and connected to educational support. He stated the second objective was research and technology development support. He said criteria had been developed to determine how research and lab space would be allocated at the ETI, which included external funding, the amount of innovation and technology development, and the contribution to economic development. Dr. Woolschlager said the performance goals connected to this objective included externally funded research expenditures, the number of publications connected to the research, and the percent of laboratory utilization at the ETI. The third objective was supporting entrepreneurial activities. He said the ETI housed the Institute for Entrepreneurship and supported the Runway Program and the Veterans Florida Entrepreneurship Program. He stated as the Entrepreneurship Program grew, ETI wanted to support the Bachelor of Arts in Interdisciplinary Entrepreneurship and eventually as it developed, the College of Entrepreneurship. He stated the performance goals connected to this objective included enrollment of FGCU students in entrepreneurship programs and veterans.

Trustee Spilker asked if there were questions.

Dean Behr added Appendix A showed a significant amount of funded activity in place, proposals pending, and industry research partnerships that were flourishing. He commented he was very pleased with the amount of activity the ETI was able to put in place in a relatively short amount of time.

Trustee Smith said he was confused with what “water” meant. He said he knew what the legislative body would fund, but he was not sure what the ETI thought. He also asked if ETI was looking at the cluster hires which the Board of Governors had said could be a way to get additional money to add more faculty. Trustee Smith said when he thinks about “water,” he thinks about external funding.
Dr. Woolschlager responded that some of the projects the ETI was supporting included a water lab. He said he had worked with the Department of Marine and Environmental Sciences, and with its equipment and the equipment purchased with the residual money left from building, a first-rate water quality lab had been developed. He said this lab was focusing on nutrient pollution, like nitrogen and phosphorous; drinking water treatment projects; and storm water pollution control. He added this was mostly water, waste water treatment, and water quality control, which primarily was focused on inland waters and rivers. He said his department also was discussing looking at the Gulf of Mexico. He added that interdisciplinary teams consisting of all of their best experts were being put together to increase the research funding from wherever it might come.

Chair Goodlette stated there was a great deal of activity at the state and federal level on this subject of water and water pollution. He said he knew Tom Grady had been on the Task Force but he did not see the specificity in the ETI report that Mr. Grady had in some of his recommendations to the Task Force. Chair Goodlette asked if Dr. Woolschlager’s department intended to go as far as Mr. Grady outlined in the materials submitted to the Task Force.

Dr. Woolschlager responded this was meant to be a summary for the Board, and there were more detailed versions of the report. He added in the master’s program there were many courses that dealt with water, water treatment, and water quality, and from that perspective the topic was well-defined. He said the ETI was working with the Department of Marine and Environmental Sciences to pursue different types of water quality and quantity. However, he said when looking at research, he had found from past experience to not be too specific because sometimes the funding comes from an unexpected area. He added state and federal funding was being pursued, and he was making connections constantly with the appropriate groups.

President Bradshaw asked the Board to look at the current research that had been funded and the proposals that have been submitted to get an idea where the research was directed.

Trustee Smith commented Florida Gulf Coast University needed someone to focus on the issue of fresh water as the state would readily fund that research. He added he wondered if FGCU was missing the mark on a big opportunity to be renowned in this area.

Dr. Woolschlager responded he agreed completely with Trustee Smith and Mr. Grady, and this big opportunity was #1 on his agenda. He said he had participated in the Lake Okeechobee Watershed Task Force Meeting, which was his second meeting with that group. He added he has talked with the U.S. Army Corps of Engineers, and the Water Management Districts, and that he was forming relationships with other universities.

Trustee Spilker said Operationalizing the ETI Report was brought forth as an action item, and he asked what the Trustees would be approving. President Bradshaw responded the Board would be approving the timeline and activities that were proposed
as a result of the Task Force Report. President Bradshaw said they had wrestled with proposing it as an action item.

Trustee Spilker asked Trustee Smith if he was just encouraging the ETI or would he like to see something further. Trustee Smith responded he was encouraging the ETI and did not want it to lose sight of that window of opportunity. Trustee Smith said water was an issue being discussed everywhere, but especially in the five-county region. He encouraged the ETI to reach out to the appropriate individuals, and he mentioned several Trustees who could introduce Dr. Woolschlager to Water Management personnel.

Dr. Woolschlager indicated that his background was “water,” but the ETI was rightly still pursuing other areas. He said he was speaking with the Water Management District, Army Corps of Engineers, Civic leaders, community development organizers, and forming partnerships to deal with watershed issues. He added that if the Board could connect him with the legislators, he would be happy to talk to them.

Trustee Spilker asked President Bradshaw if he wanted the Board to consider this an action item or informational. President Bradshaw responded that informational would be fine, and he assured the Board that they were ready to move with the plan.

Trustee Spilker suggested a name change for ETI to incorporate the word “water” might add visibility.

Item 12: Standing Report from FGCU Faculty Senate

Chair Goodlette recognized FGCU Faculty Senate President Shawn Felton to give his report.

Trustee Felton said the Faculty Senate had been busy working with Library Services in approving a proposed FGCU Open Access Archiving policy within the FGCU Library. He said the Faculty Senate had approved a resolution in support of immigration and diversity in light of some of the recent executive orders on immigration and travel restrictions. He said the resolution stated that FGCU was a civil institution and would continue to be so. He said the Senate would be having its last meeting of the academic year where it would select a president from two nominees, Dr. Mike McDonald and Dr. Sandra Pavelka. He said the Board would be notified of the outcome. Trustee Felton said his term on the Board would expire in August, and he truly appreciated the experience.

Trustee Felton said the Senate Ad Hoc Team on Internationalization led by Dr. Mike McDonald was going well and had created a survey for 2017. He said this initiative has brought people on campus together.

Trustee Felton welcomed all Trustees to attend the Faculty Senate meetings. He suggested the Board consider a Faculty Showcase similar to the Student Showcase.
President Bradshaw asked Trustee Felton to expand on the Internationalization Initiative.

Trustee Felton said the Senate Ad Hoc Team had worked collaboratively with the Division of Academic Affairs to do an analysis of how different departments at the University could unite their synergies and move forward to do some local activities without travel in order to internationalize the campus.

**Item 13: Standing Report from FGCU Student Government**

Chair Goodlette recognized FGCU Student Government President Jalisa White for her report.

Ms. White said the Student Government had elected its officers for the coming year. She said the students who had attended FGCU Day in Tallahassee had enjoyed doing so, and she thanked those individuals who helped prepare the students for the day. She said Executive Cabinet applications were available, and a Chief of Staff and seven new directors soon would be appointed. She said Student Government would be traveling to the Florida Student Association meeting on April 22 at the University of South Florida.

**Item 14: Standing Report from FGCU Staff Advisory Council (SAC)**

Chair Goodlette introduced Vice President of FGCU Staff Advisory Council Lauren Strunk to give the report.

Ms. Strunk stated the first week of March the Council had hosted Soar into Spring to provide professional development for the staff, and it was well attended. She said the Annual Staff Picnic had been held, where money had been raised for the SAC scholarship and for the campus food pantry. She said the SAC Assembly would be Wednesday, April 26, at 2:30 p.m., which would give staff the opportunity to meet nominated staff members for next year’s Staff Advisory Council 2017-2019 term. She invited the Board to attend. She said that on March 17, SAC voted in support of the FGCU Faculty Senate’s resolution in support of immigration and diversity. She said at the Celebration of Excellence on April 21, SAC would present the Outstanding Staff award and the Professional Development Program award.

Chair Goodlette thanked Ms. Strunk for her report and called for a lunch recess at 11:32 a.m.

**Item 15: Academic/Student/Faculty Affairs Committee Workshop: Student Success and Performance Funding Metrics (Tab # 21)**

At 11:57 a.m. Chair Goodlette announced that the meeting would reconvene and progress to the Academic/Student/Faculty Affairs Committee Workshop. Chair Goodlette asked the Board to please note that discussion and direction were needed as
the staff continued to prepare the Work Plan that would come before them as an action item at the next FGCU Board of Trustees meeting on May 9. He called on Trustee Spilker to introduce the workshop.

Trustee Spilker emphasized the goal of the workshop was to inform decision making relative to the Work Plan, and he reminded the Trustees that this workshop was an outgrowth of asking what the outcome would be if FGCU drilled down into the metrics on the college level. He said they would hear from each of the presenters from the colleges, as it was not always easy to get their perspective while everyone was in the same place. He said he did not want to get “into the weeds” on this issue, and he encouraged the Board to keep its focus on the Work Plan.

Trustee Spilker asked President Bradshaw to begin with an introduction.

President Bradshaw reminded the Board of some preliminary work that had been done at its request. He said they would review the focus of the Strategic Plan for alignment of objectives and actions with greater student success. He said there would be a chart that would show their status on most action items in the Strategic Plan, and at the end, he hoped that discussion would inform the Work Plan. He asked the Trustees to make notes and comments that could be useful.

Provost Toll stated that the goal of the workshop was to have the members of the Board inform the Work Plan. He presented an overview of college performance funding metrics (handout). He said 7 of the 10 metrics were found suitable to drill down to the college level. He explained three had been eliminated from the presentation, Metrics 3, 5, and 7, because it was felt the individual colleges could not have an effect on them.

He pointed out some special conditions of the categories represented in the chart on page 4. He said they had divided Metric 4 into 4a, students who began and completed in one college, and 4b, students who began in one college but transferred and completed in a different college. He said the staff had suggested several strategies to specifically address these immediately. The first was a grassroots effort to reach out to high achieving students at the high school level with the individual academic units working more directly with Undergraduate Admissions. Another suggestion was a specific review of some curricula. The third suggestion was a direct connectivity of faculty advisors with first year advisors. The fourth suggestion was to provide enhanced experiential learning activities.

Provost Toll introduced College of Arts and Sciences Dean Robert Gregerson.

Dean Gregerson said he would talk about three initiatives. He said the first was a revisit of Degree Works and Student Educational Planning (SEP). He said in a survey that was done by Academic Affairs, students who did not graduate in four years were asked what the biggest factor to this circumstance was. He said their answer was they had changed their major. He said this was also the number one reason students graduated with excess hours. He said the SEPs would be critical in helping those students who
change majors to stay on track. He said milestones would be instituted which would be valuable.

Dean Gregerson added that curricular changes had been made in his College to allow for ease of progress and proper sequencing. He said also new majors had been added including Integrated Studies, which had graduated six students and now had over 120 students. He said this major was very important to the University strategically. He said the other new major was Forensic Science, which also was a program of strategic emphasis.

Provost Toll introduced Marieb College of Health & Human Services Dean Mitch Cordova.

Dean Cordova recognized that his College did not score well on Metric 4 and so many of their strategies focused on the four- and six-year graduation rates. First, he said the College has begun a process of establishing a mechanism of tracking each of its designated First Time in College (FTIC) majors or pre-majors by their University identification number. He said this would allow them to track the progress of each of these students and allow them to contact students who were not on track. He said the mechanism also would be able to determine if students are changing majors. He said the number of minorities that are enrolled across the programs, which connects to Metric 10, could be determined. He said secondly, his College could start admitting Marieb students that were FTIC and transfers as direct majors instead of pre-majors, which would allow students to have access to faculty advisors quickly. He said lastly, all students in the Marieb College who were designated as pre-majors would be designated as majors. He stated the College has implemented milestones for all the undergraduate degree programs. He said students now were required to declare a backup major, which would allow them to make sure their students were tracking on the curriculum maps. If students have backup majors within their college, the transition to a new major would be easier. He said if the backup major was not in the Marieb College, his College could still help with the transition. This was all to help students make progress toward a degree.

Dean Cordova received accolades for the College’s Physician Assistant Studies Program, which had been provisionally accredited.

Provost Toll introduced Lutgert College of Business Dean Robert Beatty.

Dean Beatty said some of the challenges his College faced were in the degrees of strategic emphasis. He said at both the graduate and undergraduate levels these degrees were difficult to manage. He said the degree of accounting made sense to them, but it got more difficult in the marketing and management fields. He said these fields were their largest majors and did not fall under one of the five categories that were in the degrees of strategic emphasis. He said the challenge was that those degrees were picked as high ranking degrees across the state and the nation. He gave an example of management, which has 355 majors, and was picked as the number four
most wanted occupation in Southwest Florida, the state, and the nation. Another challenge he said was salary in state, which did not capture if a student left the state or started his own business. He said based on a survey conducted in their courses, 20 percent of the students were leaving the state.

Dean Beatty pointed out that partnerships with local business were being formed to provide internships to help students get jobs locally. He said the College of Business was seeking re-accreditation from AACSB (Association to Advance Collegiate Schools of Business) next February. He said as part of that process his College had launched a number of initiatives to try and address any curricular or strategic planning concerns as they would be reviewed by this accrediting body. He said a review had been done of every degree offered by the College of Business to find bottlenecks and excess electives, and the process has been streamlined. He said one way students were encouraged to complete their degrees was through professional development activities which cause students to become more involved. He said 10 local businesses are brought on campus periodically for recruitment purposes, where students could get jobs and meet professionals in the local community. Also, students were provided with hands-on professional development training from how to write a resume to how to do cover letters. He said the goal was to improve the performance numbers.

Provost Toll introduced College of Education Dean Eunsook (Eunny) Hyun.

Dean Hyun said the College of Education was nationally accredited, which meant they had to demonstrate continuous improvement in all aspects, curriculum, service, faculty, teaching, alumni and even students. She said her College’s improvement plan was rigorously ongoing. She presented three points that directly related to the University’s strategic plan and the metrics. She said the College needed to improve the six-year graduation rate. She said when a student entered the College, if he or she did not have a certain kind of aptitude, they would not match with the degree as it was a rigorous and challenging profession, and students give up. In addition, as students advance, they must pass state required exams. She said these exams become roadblocks to students and so they either stay longer or leave the program. She said her department has instituted a self-administered aptitude exam at the entry point of the program. In addition, a state exam preparation program has been instituted where support was provided to help students pass the state exams. The third component had to do with financial support tied to internships. In response to this, she stated paid internships have been increased.

Provost Toll introduced U.A. Whitaker College of Engineering Dean Richard Behr.

Dean Behr said with regard to Metric 2, the College of Engineering had initiated a Career Fair for only the College of Engineering in 2016, and it was very successful for internships and permanent employment opportunities. He said they would continue to do this each November. He said with regard to Metric 4, the six-year graduation rate, a milestone program was in place. He said if students did not meet the milestones, which he called the “stick,” they would be counseled out of the engineering program. He said
a VIP Program has been initiated, which he called the “carrot,” which recruited blue chip
students who could succeed in a demanding engineering curriculum. He said he had
discovered that their program was the only engineering program in the region, and now
that he had raised the bar, more scholarship money would be needed. He said the
College of Engineering uses Smart Plan, which he felt was as good as or better than
Degree Works. He said it is initiated in the first year, and students must complete it
every semester in order to register. He said intrusive advising was used to catch
students who are slipping behind schedule. He added there were several initiatives in
place to maximize student success.

Trustee Spilke asked Dean Behr if he knew the reason for the placement rating of 50
percent, and Dean Behr responded he did not understand it as the College had done its
own self accounting and the placement rate was 94 percent. He said also the graduates
were making an average of $55,000, not $48,000.

Trustee Fogg said he could not believe this error, and the Engineering College should
be able to get to the bottom of this issue if they were being penalized with faulty data.
Trustee Fogg said they should go to the Board of Governors and compare data.

Trustee Smith said he would be curious to know if other universities had the same
concern.

Trustee Fogg said these were not anomalies; these were facts, and so somebody was
wrong.

Provost Toll suggested the difference in the two numbers may have to do with timing
and using different cohorts.

Trustee Spilker said to Trustee Fogg’s point, if the Board of Governors was not getting
the numbers right, what did the Trustees need to do to advocate for new numbers.

Provost Toll responded he would come back to him with an answer. He said FETPIP
data lags by a couple of years, and it was based on who was employed in the fourth
quarter of each calendar year and was an underrepresentation. He said he presumed it
affected all universities equally.

Trustee Spilker said if this was the wrong methodology, the Trustees needed to be
empowered to question it.

President Bradshaw said they might want to question the figures for the four-year
graduation rate for part-time students. He said that was a metric that made no sense.
He said each year FGCU was audited to make sure it was following the same algorithm
as all other institutions. He said other universities have raised these issues as well.

President Bradshaw said in summary that many of the initiatives the Colleges were
doing were essentially at no cost, and on the other end of the spectrum, some of the
initiatives needed funding. He said there was an issue with students getting paid to receive college credit, but the school internship could be solved by simply giving it as a scholarship.

Trustee Smith said he appreciated the work completed, and it was helpful. However, he said almost all of what they have mentioned had been ongoing. He asked how the data had been used to dive deeper to find out the granular issues that were problematic.

Provost Toll said Trustee Smith’s question had two components. He said it was important to recognize that these were things that were already going on and that indicated the Colleges were already attempting to fix these issues before the analyses had been done. He said at one of the BOT meetings, the question was asked if they should be chasing the numbers or student success. He said this was an intellectual dichotomy. He said they were effectively looking at a variety of different data, and sometimes the data was lagging rather than leading.

Provost Toll moved into the next section and used a PowerPoint presentation to show who were FGCU’s successful students. The data showed a steady increase since 2009 to the present of FTIC students who graduated in four years, and the high schools from which students had graduated that tended to produce successful students. The PowerPoint showed the number of these students with a 3.5 grade point average (GPA) or higher; who were female; and who came to college with greater than five credits completed; and the presentation showed successful students are those who withdraw from less than five classes. Also, 59 percent of these students graduate from within 10 majors. The presentation listed the top 10 high schools from which the students came to FGCU. The presentation further showed the majors and Colleges that these students selected. Provost Toll said this type of data had been collected before, and it produced pretty much the same results. He said the next steps were to focus on admissions and enrollment management, and that data analytics needed to continue to be developed.

President Bradshaw stated the University would use the metrics to inform recruitment. He said that would have another effect as there would be students who were admitted two years ago who simply would not be admitted presently because the University knew what the student looked like who had a higher probability of achieving. He said that also might shift some of the demographics of the institution.

President Bradshaw said he wanted the Board to look over a preliminary report from a Task Force on Student Success which had made some recommendations. He asked the Board to review these recommendations.

Provost Toll added that the three working groups of the Task Force on Student Success were set up with a steering committee. He said they were given fairly broad charges with overlap in the hope of covering all areas. He said they had produced this preliminary report in response to Trustee Price’s interest and to demonstrate that the President had been proactive. Provost Toll highlighted some of the information
contained in this preliminary report. He said the final report would be available in May, and that it could be brought to the June meeting of the FGCU Board of Trustees.

Provost Toll was asked if he saw the Dashboard tying into analytics at some point, and he said absolutely. He said the University wanted all of these items to tie in together and be robust, and be a dynamic database that was constantly changing and being updated. He said the downside to a dynamic database was that it changed frequently, but snapshots of data could be taken when needed.

Trustee Spilker introduced the next topic of Alignment with Performance Funding.

Provost Toll said the entire Strategic Plan provided for each of the four pillars an assessment of the current progress on each objective, and aligned it specifically with the 10 Performance Funding Metrics by individual metric. He explained the three colors: green light meant progress; yellow light meant plans had started; and red light meant plans had not started. In addition, he explained the columns of overall completion percentage and alignment with metrics. He said this was a data set to discuss at future meetings.

President Bradshaw introduced page 36 of 42 in the handouts and explained the FGCU Board of Trustees metric has been the number of degrees awarded to minorities. He said in the past they have had the autonomy to select that metric; however, he said for the upcoming year, the FGCU Board of Trustees would select three metrics and the Board of Governors would select one of the three for FGCU.

President Bradshaw asked Provost Toll if he knew the methodology the Board of Governors would use to select one for FGCU. Provost Toll responded he believed it would be reciprocal. The BOG would give FGCU three choices, and FGCU would choose one. President Bradshaw invited the Trustees to general discussion about the metrics. He said there had been a great deal of discussion about Metric 3, and he did not think it would be changed significantly. He suggested they go down the list of metrics and get the Board’s thoughts.

Provost Toll explained the Chart of Performance Based Funding Metrics Goals pointing out that in 2017, the actual performance was shown and the goal. He said for the years 2018, 2019, and 2020, the Board had already approved the numbers. He said those numbers could be revised. He said the entire right column for 2021 goals needed to be populated.

President Bradshaw added that the Board did not have to give an exact number, but merely indicate if the report was going in the right direction.

Trustee Priddy asked if there was data to explain the 34 percent of graduates who were unemployed in 2017.
Dr. Rollo said the problem at FGCU and across the country was that universities lose track of their graduates quickly. He said sometimes students don't look for a job until after they graduate and sometimes they don't look for a job for a while.

Trustee Priddy asked if losing track of graduates caused us to be 34 percent. He said if graduates could not be contacted, then were they considered unemployed.

Dr. Rollo responded they ended up not in the group because the data came from employment records from the fourth quarter. In addition, the self-employed do not end up as part of the data. He said the irony was they could have graduated an amazing individual but not get the credit.

Trustee Spilker said there was a deadline for the Work Plan, probably in May, and as they would be setting goals, he suggested they invite President-elect Mike Martin to the next Board meeting.

Chair Goodlette said he would be happy to extend the invitation.

Trustee Spilker asked when the Trustees set the goals if they could give a range.

President Bradshaw responded affirmatively but added that it needed to be a fixed number in the final document.

Trustee Roepstorff commented that in the first item, Percentage of Bachelor's Graduates Enrolled of Employed ($25,000+), the figure had been changed from the previous Work Plan. She asked if it would change again, and President Bradshaw responded that there had been no indication that it would change.

Provost Toll said the President was correct in the short term. In the longer term, he said he had indication that the figure of $25,000+ might go up.

Chair Goodlette added that item had been a conversation recently at the BOG.

Provost Toll stated that every university would be hit if that number went up. He said he thought FGCU would be hit harder because basically the wages in Southwest Florida were less than other places across the state. He said they had asked that demographics be taken into consideration when determining this figure.

Trustee Smith asked if FGCU maximized on the metrics, how much new money would they receive. Mr. Magiera responded approximately $3 million. Trustee Smith asked what percentage of the whole budget that would represent, and the response was 3 percent. Trustee Smith said it was important to remember how much money they were talking about; from an economic perspective, he's not sure how hard they should chase this.

Trustee Fogg said if it was true that a significant number of graduates were going into entrepreneurial activities, it would behoove FGCU to keep track of this and be able to
say to a legislator the percentage of graduates who had started their own businesses. He said why not keep FGCU’s own statistics to make a case when necessary.

Trustee Smith asked of students who will graduate in May, how many will become members of the Alumni Association over the first six months to a year. Mr. Simoneau responded that the University considered all alumni upon graduation to be members of the Alumni Association. He said to join as a lifetime member the cost was $600, and there were few who joined at that rate, maybe 2 percent. He said the challenge was that the young alumni population was extremely mobile.

President Bradshaw, in responding to Trustee Smith, said when they were trying to stay “in the money,” it was not how much FGCU was getting, it was how much FGCU was losing. He said if the University dropped two points, it would lose $8 million. He said FGCU had been limiting enrollment for the past few years and had been going after better and brighter students. He added that a balance must be found because there were debts to be paid and residence halls to fill, but if they get the graduation rate up, many of the other metrics would improve as well.

Trustee Spilker requested that at the next meeting, the Trustees return with the input necessary to revisit this section. He agreed with President Bradshaw that the graduation rate metric was the metric with the broadest impact.

Trustee Price said based on what the Trustees did with the contract and putting more at-risk versus the reward, he had increased expectations from the President-elect in terms of the outcome, and he would like to see more than just a gradual increase. He said their expectation as a Board needed to have increased expectations because of a significant bonus.

Chair Goodlette said he agreed with Trustee Price and that was another good reason to have President-elect Mike Martin at the next meeting as he was going to be judged on his performance based on the contract he had signed. As such, President-elect Mike Martin needed to be involved in this process.

Trustee Priddy asked if Mr. Simoneau could give comments to the Board concerning the College of Education. Mr. Simoneau said some of the STEM area ideas Trustee Priddy had referenced earlier were under way. He said there was a grant of over a million dollars to support STEM majors who are also education minors, encouraging them to pursue teaching STEM fields. He said money had also been given to fund STEM students who wanted to get a teaching certificate, STEM degree graduates who wanted to return and get a teaching certificate, and high school teachers who wanted to enroll in courses over the summer for instruction on how to bring STEM ideas into their classroom.

Item 16: Old Business

There was no old business for discussion.
Item 17: New Business

There was no new business for discussion.

Item 18: Chair's Closing Remarks & Meeting Adjournment

Chair Goodlette indicated the meeting on May 9 would include the Work Plan, and response to the recommendations of the Inspector General's report. He said Tuesday, June 13, was a regular meeting of the Board. He pointed out two other dates, April 21, the Celebration of Excellence, and Saturday, May 6, at 9:00 a.m., 1:00 p.m., and 5:00 p.m., for Commencement ceremonies.

Chair Goodlette adjourned the meeting at 1:51 p.m.

Minutes prepared by Transcription Experts, and reviewed by Lauren Schuetz, FGCU Assistant Director of Board Operations.

Agenda Items:
A. See Tabs
B. Handouts

Attachment:
A. Record of Votes
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### DATE: 4/11/2017

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### Agenda Items:
- **Accident Procedures Audit (Tab #11)**
  - 1- Cors
  - 2- Montgomery
- **Charter for the Office of Compliance and Ethics (Tab #12)**
  - TABLED
- **Reactivation of CIP 52.1201 at the Master’s Level and Nomenclature Change to M.S. Information System and Analytics (Tab #16)**
  - 1- Gable
  - 2- Roepstorff
- **Regulation: FGCU-PR3.003 Textbook Adoption and Affordability (Tab #17)**
  - 1- Smith
  - 2- Gable
- **Regulation: FGCU-PR4.002 Student Code of Conduct and Student Conduct Review Process - As Amended (Tab #18)**
  - 1- Smith
  - 2- Gable

### Absentees:
- Trustee Christian Spilker
- Trustee Jalisa White

### Presence:
- All present except for:
  - Trustee Christian Spilker
  - Trustee Jalisa White
# Record of Votes

**FGCU Board of Trustees**

**DATE:** 4/11/2017

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PROPOSED BOARD ACTION

Approve the Florida Gulf Coast University 2017 Work Plan for the Board of Governors.

BACKGROUND INFORMATION

Florida Board of Governors (BOG) “Regulation 2.002 University Work Plans and Annual Reports” requires all university boards of trustees to submit a work plan and annual updates.

Building upon Focus 2016-2021, FGCU’s Strategic Plan, the 2017 Work Plan update emphasizes student success. It lays out three Focus initiatives that will be at the heart of university improvement efforts over the next three years: 1) enrollment management 2) data analytics and 3) establishment of FGCU’s Honors College.

Some notes on the metrics (pages 8-10): blue numbers indicate that the metric is new this year; green metrics indicate that the goal was met or exceeded this year, necessitating adjusting upward out-year goals; red numbers indicate falling short of our goal this year with downward adjustment of out-year targets. Red numbers in the last column reflect the addition of an added year and a suggested goal target. Black numbers indicate no adjustment to the out-year targets from last year.

Due to delays related to the provision of this year’s template from BOG staff, the attached draft of the Work Plan is simultaneously being shared with BOG staff for feedback (as done in prior years). Any additional feedback received from BOG staff will be provided to the FGCU BOT at the May 9 meeting.

An FGCU-Board-Approved University Work Plan must be submitted to the BOG no later than May 23, 2017. The Board of Governors will consider FGCU’s 2017 Work Plan at its June 20-22, 2017 meeting.
Supporting Documentation Included: (1) BOG Regulation 2.002 University Work Plans and Annual Reports and (2) Florida Gulf Coast University 2017 Work Plan

Prepared by: President Wilson Bradshaw and President's Cabinet

Legal Review by: N/A

Submitted by: Provost and Vice President for Academic Affairs Ron Toll
2.002 University Work Plans and Annual Reports

(1) The Board of Governors shall institute a planning and performance monitoring system that includes the university submission of work plans and annual reports designed to inform strategic planning, budgeting, and other policy decisions for the State University System.

(2) Each university’s work plans and annual reports shall reflect the institution’s distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs.

(3) Each board of trustees shall prepare a work plan and submit updates on an annual basis for consideration by the Board of Governors. The work plan shall outline the university’s top priorities, strategic directions, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.

(4) Each university’s work plan shall include a copy of the following:
   (a) The university’s mission statement and vision for the next five to ten years;
   (b) A listing of new academic degree program proposals that the university plans to submit to its board of trustees within the next three years;
   (c) A tuition differential proposal, if applicable, as outlined in Board of Governors Regulation 7.001 (13);
   (d) University projected contributions on metrics related to specific System-wide strategic goals identified by the Board of Governors;
   (e) A minimum of three additional institution-specific goals on which university effort will be focused within the next three years, the proposed strategy for achieving each goal, the metrics by which success will be measured, and any assumptions, including financial, upon which the projected outcomes are predicated;
   (f) Unique opportunities that have presented themselves to the university but that have not been included in prior plans; and
   (g) Any other specific planning information requested by the Board of Governors in advance of the submission deadline.

(5) Each board of trustees shall submit to the Board of Governors a university annual report that describes progress against articulated goals and summarizes other key data, with accompanying narrative to highlight or explain information, when applicable.
(6) Each university’s annual report shall include, at a minimum, the following:
   (a) An executive summary that captures key performance data required by
       the Board of Governors;
   (b) The university’s mission and vision;
   (c) Summary information on budgets, enrollments, and other core
       resources;
   (d) Reports on undergraduate education, graduate education, and research
       and economic development, as appropriate to the university’s mission,
       including narrative to provide context and perspective on key goals, data
       trends, and university performance on metrics specified by the Board of
       Governors; and
   (e) Any other specific performance information requested by the Board of
       Governors in advance of the submission deadline.

(7) The Chancellor shall provide universities with submission deadlines, as well
     as with content and format specifications, for work plans and annual reports.

(8) The Board of Governors shall submit an annual report to the Governor, the
     President of the Senate, and the Speaker of the House of Representatives
     providing information on the State University System’s performance on quality
     and effectiveness indicators in the areas of instruction, research, and public
     service.

Authority: Section 7(d), Art. IX, Fla. Const. History: New 11-12-2009
INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System’s future.

1) The Board of Governors’ **2025 System Strategic Plan** is driven by goals and associated metrics that stake out where the System is headed;

2) The Board’s **Annual Accountability Report** provides yearly tracking for how the System is progressing toward its goals;

3) Institutional **Work Plans** connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System’s overall vision.

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System’s commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution’s respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2015-16 components. Longer-term components will inform future agendas of the Board’s Strategic Planning Committee. The Board’s acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.
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1. STRATEGY  
   a. Mission Statement  
   b. Vision Statement  
   c. Statement of Strategy  
   d. Strengths and Opportunities  
   e. Key Initiatives & Investments

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3. PREEMINENT RESEARCH UNIVERSITY METRICS

4. KEY PERFORMANCE INDICATORS  
   a. Teaching & Learning  
   b. Scholarship, Research and Innovation  
   c. Institution Specific Goals

5. ENROLLMENT PLANNING

6. ACADEMIC PROGRAM COORDINATION

7. UNIVERSITY REVENUES

8. TUITION, FEES AND HOUSING PROJECTIONS

9. DEFINITIONS
MISSION STATEMENT (What is your purpose?)

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.

VISION STATEMENT (What do you aspire to?)

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.
STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

FGCU is the only public comprehensive state university in South Florida. FGCU is a catalyst for regional economic growth and diversification, providing affordable higher education that leads to an educated workforce largely focused on the needs of the region and the state. The majority of FGCU’s graduates leave the university with no student loan debt and those FGCU graduates with debt have a loan default rate below the SUS average.

FGCU serves students that are increasingly diverse, seeking postsecondary instruction in a supportive environment characterized by relatively small classes, rigorous instruction, experiential learning, challenging scholarship, accessible information resources, entrepreneurship, and career focus. This combination not only ensures our students a competitive place in the job market, but also provides the skillset and attitude necessary to pursue advanced education and lifelong learning. FGCU students are second among the SUS in the percentage of graduates employed and/or continuing their education in Florida following graduation: a very important consideration in calculating the state’s return on investment.

Student success is at the core of FGCU’s mission and is the primary focus of everyone: trustees, administration, faculty, students, staff, alumni, and community. To further advance the core of our mission, FGCU is becoming more selective, restricting enrollment growth, increasing scholarship funds, incentivizing student performance, fostering scholarship, and encouraging and rewarding educational efficiency.
STRENGTHS AND OPPORTUNITIES (within 3 years)
What are your core capabilities, opportunities and challenges for improvement?

FGCU’s core capabilities are dedicated to student growth and development. What are these capabilities and how are they manifest? FGCU students are much more likely than their peers nationally to engage in an internship, work, or have a research experience with a full-time faculty member while enrolled at FGCU. Moreover, the relationship the university enjoys with its community is outstanding as seen in its service learning statistics, community fundraising, and contributions to the regional economy including workforce development, cultural and social programming, and economic research.

Among the challenges FGCU must confront now:

- low four-year and six-year graduation rates;
- high student attrition and student transfer-out rates;
- over utilized teaching labs;
- the need for improved data systems and analytics;
- more flexible course scheduling and delivery; and,
- limited fiscal resources that include institutionally supported student grants and scholarships.

Opportunities include:

- welcoming FGCU’s 4th president;
- a highly engaged board of trustees;
- implementation of an honors college;
- a focus on entrepreneurship;
- completion of a highly successful capital campaign;
- the prospect of PECO funds to address the growing science teaching lab shortage; and,
- a prosperous regional community that continues to increase and flourish.
KEY INITIATIVES & INVESTMENTS (within 3 years)

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

FGCU will explore creation of an enrollment management function to increase graduation rates, especially within four years or less. FGCU currently does not have integration of critical offices that support student success. Services provided by these offices (e.g., admissions, financial aid, student advising, registrar, academic support, career services) while largely in place, are spread among several divisions of the University.

To leverage the strengths of each of these offices to achieve significantly enhanced student success requires their integration into a cohesive unit that has direct input to the President. This unit will provide research on FGCU student success. Utilizing the results of this research, FGCU will address the following:

- admissions practices will be adjusted;
- financial support will be targeted to those students with the greatest potential for success;
- flexible scheduling will accommodate student needs;
- additional policies, programs, and services that keep students on track to graduation will be implemented;
- enhanced student success will be encouraged and incentivized;
- students transferring out will be reduced; and,
- graduates will secure well-paying jobs with opportunities for further education.

Advisors will intervene to ensure that students are engaged and making satisfactory progress.

University data systems and analytics will be significantly enhanced to accomplish the following:

1) identify and enroll students with the greatest potential for academic success
2) retain and graduate them in four years or less.

Student tracking, student engagement, and student success data (in completing degree requirements) are to be scrutinized routinely to inform policy decisions and goal attainment especially with regard to performance funding metrics.

An Honors College that attracts and graduates high-achieving students is being established. The plan is to grow student enrollment in the Honors College by 500 (roughly 80%) in the next five years. Honors students have much higher graduation rates than the student body as a whole. The Honors College offers generous student financial support, fosters student engagement, creates a challenging intellectual environment and enhances student-life programming. It is a vehicle for attracting and retaining the best and the brightest in an ever-more competitive environment and yields increased scholarship, student retention, and timely graduation.
PERFORMANCE BASED FUNDING METRICS (ACTUAL | GOALS)

1. Percent of Bachelor’s Graduates Enrolled or Employed ($25,000+) [within one-year, anywhere in the Nation]

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2. Median Wages of Bachelor’s Graduates Employed Full-time [within one-year, anywhere in the Nation]

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3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

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4. FTIC Six-Year Graduation Rate

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5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

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<td>68.3</td>
<td>69.6</td>
<td>71.7</td>
<td>73.5</td>
<td>72.9</td>
<td>75</td>
<td>76</td>
<td>77</td>
<td>80%</td>
</tr>
</tbody>
</table>

6. Percentage of Bachelor’s Degrees Awarded within Programs of Strategic Emphasis

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>42.4</td>
<td>43.8</td>
<td>45.2</td>
<td>44.7</td>
<td>47.9</td>
<td>49</td>
<td>50</td>
<td>51</td>
<td>52</td>
</tr>
</tbody>
</table>

7. University Access Rate [Percent of Undergraduates with a Pell grant]

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>34.0</td>
<td>35.4</td>
<td>35.0</td>
<td>34.2</td>
<td>31.9</td>
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8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>52.9</td>
<td>66.2</td>
<td>63.6</td>
<td>60.2</td>
<td>65.3</td>
<td>66</td>
<td>67</td>
<td>68</td>
<td>69</td>
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</table>

9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

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</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>69.5</td>
<td>71.9</td>
<td>72.3</td>
<td>75.9</td>
<td>75.6</td>
<td>77</td>
<td>78</td>
<td>79</td>
<td>80</td>
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</table>

10. BOT Choice: Bachelor’s Degrees Awarded to Minorities

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</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>307</td>
<td>427</td>
<td>452</td>
<td>504</td>
<td>549</td>
<td>569</td>
<td>589</td>
<td>609</td>
<td>629</td>
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</tbody>
</table>

Note: Metrics are defined in appendix. For more information about the PBF model visit: [http://www.flbog.edu/about/budget/performance_funding.php](http://www.flbog.edu/about/budget/performance_funding.php).
KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

1. Public University National Ranking [Top50 ranking based on BOG’s official list of publications]

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<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Rank</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

2. Percent of Freshmen in Top 10% of High School Class

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</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>Fall 2012</td>
<td>Fall 2013</td>
<td>Fall 2014</td>
<td>Fall 2015</td>
<td>Fall 2016</td>
<td>Fall 2017</td>
<td>Fall 2018</td>
<td>Fall 2019</td>
<td>Fall 2020</td>
</tr>
<tr>
<td>Rank</td>
<td>9</td>
<td>11</td>
<td>15</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>20</td>
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</table>

3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks

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</thead>
<tbody>
<tr>
<td>Rate</td>
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<td>2 of 2</td>
<td>2 of 2</td>
<td>1 of 2</td>
<td>2 of 2</td>
<td>2 of 2</td>
<td>2 of 2</td>
<td>2 of 2</td>
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</tbody>
</table>

4. Time to Degree for FTICs in 120hr programs

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<tbody>
<tr>
<td>Time</td>
<td>4.5</td>
<td>4.6</td>
<td>4.5</td>
<td>4.5</td>
<td>4.5</td>
<td>4.4</td>
<td>4.3</td>
<td>4.2</td>
<td>4.0</td>
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</table>

5. Four-Year FTIC Graduation Rates [full-time students only]

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</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>24</td>
<td>21</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>22</td>
<td>23</td>
<td>30</td>
<td>32</td>
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</table>

6. Bachelor’s Degrees Awarded [First Majors Only]

<table>
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<tr>
<th></th>
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<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>1,744</td>
<td>1,875</td>
<td>1,864</td>
<td>2,062</td>
<td>2,331</td>
<td>2,400</td>
<td>2,450</td>
<td>2,500</td>
<td>2,550</td>
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</table>

7. Graduate Degrees Awarded [First Majors Only]

<table>
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<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>397</td>
<td>385</td>
<td>368</td>
<td>339</td>
<td>300</td>
<td>325</td>
<td>350</td>
<td>375</td>
<td>400</td>
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8. Percentage of Bachelor’s Degrees Awarded to African-American & Hispanic Students

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<tbody>
<tr>
<td>Percent</td>
<td>18</td>
<td>23</td>
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<td>25</td>
<td>24</td>
<td>25</td>
<td>25</td>
<td>26</td>
<td>26</td>
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</table>


<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
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</thead>
<tbody>
<tr>
<td>Percent</td>
<td>14</td>
<td>13</td>
<td>13</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>13</td>
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</table>

10. Percent of Undergraduate FTE in Online Courses

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>15</td>
<td>15</td>
<td>16</td>
<td>18</td>
<td>21</td>
<td>23</td>
<td>25</td>
<td>27</td>
<td>30</td>
</tr>
</tbody>
</table>

11. Percent of Bachelor’s Degrees in STEM & Health

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>26</td>
<td>28</td>
<td>30</td>
<td>31</td>
<td>33</td>
<td>34</td>
<td>35</td>
<td>36</td>
<td>37</td>
</tr>
</tbody>
</table>

12. Percent of Graduate Degrees in STEM & Health

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>29</td>
<td>32</td>
<td>35</td>
<td>37</td>
<td>36</td>
<td>39</td>
<td>40</td>
<td>41</td>
<td>42</td>
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</table>
KEY PERFORMANCE INDICATORS (ACTUAL | GOALS)

Scholarship, Research and Innovation Metrics (additional metrics from the 2025 System Strategic Plan)

1. National Academy Memberships

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<tr>
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<tr>
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<td>0</td>
<td>0</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

2. Faculty Awards

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</table>

3. Total Research Expenditures ($M)

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$14</td>
<td>$15</td>
<td>$10</td>
<td>$9</td>
<td>$7</td>
<td>$8</td>
<td>$9</td>
<td>$10</td>
<td>$11</td>
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</table>

4. Percentage of Research Expenditures Funded from External Sources

<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>89</td>
<td>87</td>
<td>72</td>
<td>74</td>
<td>77</td>
<td>76</td>
<td>77</td>
<td>78</td>
<td>79</td>
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5. Utility Patents Awarded [from the USPTO]

<table>
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<tbody>
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<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
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6. Licenses/Options Executed

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<tr>
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<td>2</td>
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7. Number of Start-up Companies Created

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<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
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</table>

Institution Specific Goals (optional)

To further distinguish the university’s distinctive mission, the university may choose to provide additional metric goals that are based on the university’s own strategic plan.

<table>
<thead>
<tr>
<th>Metric #1</th>
<th>Undergraduate student publications and performances</th>
<th>2015 ACTUAL</th>
<th>2016 ACTUAL</th>
<th>2017 GOALS</th>
<th>2018 GOALS</th>
<th>2019 GOALS</th>
<th>2020 GOALS</th>
<th>2021 GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not collected</td>
<td>11</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric #2</th>
<th>Increase in Number of Students in Honors Program/College</th>
<th>2015 ACTUAL</th>
<th>2016 ACTUAL</th>
<th>2017 GOALS</th>
<th>2018 GOALS</th>
<th>2019 GOALS</th>
<th>2020 GOALS</th>
<th>2021 GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Collected</td>
<td>674</td>
<td>770</td>
<td>875</td>
<td>975</td>
<td>1035</td>
<td>1200</td>
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</table>
## Enrollment Planning (Actual | Plan)

### Planned Headcount Enrollment by Student Type (for all students at all campuses)

<table>
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<tbody>
<tr>
<td><strong>UNDERGRADUATE</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTIC (Regular Admit)</td>
<td>7,868</td>
<td>8,348</td>
<td>8,998</td>
<td>9,351</td>
<td>9,258</td>
<td>9,351</td>
<td>9,445</td>
<td>9,539</td>
<td>9,634</td>
</tr>
<tr>
<td>FTIC (Profile Admit)</td>
<td>330</td>
<td>377</td>
<td>353</td>
<td>301</td>
<td>282</td>
<td>285</td>
<td>288</td>
<td>291</td>
<td>294</td>
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<tr>
<td>FCS AA Transfers</td>
<td>1,659</td>
<td>1,710</td>
<td>1,656</td>
<td>1,640</td>
<td>1,606</td>
<td>1,622</td>
<td>1,638</td>
<td>1,654</td>
<td>1,671</td>
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<tr>
<td>Other AA Transfers</td>
<td>236</td>
<td>238</td>
<td>208</td>
<td>210</td>
<td>206</td>
<td>208</td>
<td>210</td>
<td>212</td>
<td>214</td>
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<tr>
<td>Post-Baccalaureates</td>
<td>0</td>
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<td>170</td>
<td>178</td>
<td>157</td>
<td>159</td>
<td>161</td>
<td>163</td>
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<tr>
<td>Other Undergraduates</td>
<td>1,941</td>
<td>2,081</td>
<td>1,816</td>
<td>1,896</td>
<td>2,035</td>
<td>2,055</td>
<td>2,076</td>
<td>2,097</td>
<td>2,118</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td>12,034</td>
<td>12,754</td>
<td>13,201</td>
<td>13,576</td>
<td>13,544</td>
<td>13,680</td>
<td>13,818</td>
<td>13,956</td>
<td>14,096</td>
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<tr>
<td>Master’s</td>
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<td>863</td>
<td>838</td>
<td>834</td>
<td>798</td>
<td>880</td>
<td>960</td>
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<td>1150</td>
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<tr>
<td>Research Doctoral</td>
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<td>48</td>
<td>64</td>
<td>52</td>
<td>72</td>
<td>73</td>
<td>74</td>
<td>75</td>
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</tr>
<tr>
<td>Professional Doctoral</td>
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<td>95</td>
<td>94</td>
<td>116</td>
<td>117</td>
<td>118</td>
<td>119</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td>1,048</td>
<td>987</td>
<td>997</td>
<td>980</td>
<td>986</td>
<td>1070</td>
<td>1152</td>
<td>1244</td>
<td>1346</td>
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<td><strong>UNCLASSIFIED</strong></td>
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<tr>
<td>H.S. Dual Enrolled</td>
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<td>98</td>
<td>99</td>
<td>100</td>
<td>101</td>
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<tr>
<td>Other¹</td>
<td>330</td>
<td>312</td>
<td>240</td>
<td>240</td>
<td>194</td>
<td>196</td>
<td>198</td>
<td>200</td>
<td>202</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>360</td>
<td>333</td>
<td>265</td>
<td>268</td>
<td>291</td>
<td>294</td>
<td>297</td>
<td>300</td>
<td>303</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>13,442</td>
<td>14,074</td>
<td>14,463</td>
<td>14,824</td>
<td>14,821</td>
<td>14,970</td>
<td>15,121</td>
<td>15,272</td>
<td>15,725</td>
</tr>
</tbody>
</table>

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2016 Data Administrator Workshop and matches the 2015-16 Accountability Report (Table 3A). The change improves how post-baccalaureate undergraduate students are counted. (¹) Other Unclassified students include Post-Baccalaureates who are not seeking a degree.

### Planned FTE Enrollment by Method of Instruction (for all students at all campuses)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>UNDERGRADUATE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance (80-100%)</td>
<td>1,485</td>
<td>1,597</td>
<td>1,774</td>
<td>2,055</td>
<td>2,428</td>
<td>2,450</td>
<td>2,946</td>
<td>3,600</td>
<td>3,636</td>
</tr>
<tr>
<td>Hybrid (50-79%)</td>
<td>263</td>
<td>215</td>
<td>138</td>
<td>87</td>
<td>120</td>
<td>56</td>
<td>57</td>
<td>58</td>
<td>59</td>
</tr>
<tr>
<td>Classroom (0-50%)</td>
<td>8,151</td>
<td>8,572</td>
<td>9,031</td>
<td>9,289</td>
<td>9,180</td>
<td>9378</td>
<td>9000</td>
<td>8464</td>
<td>8549</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>9,899</td>
<td>10,384</td>
<td>10,943</td>
<td>11,431</td>
<td>11,728</td>
<td>11,884</td>
<td>12,003</td>
<td>12,122</td>
<td>12,244</td>
</tr>
<tr>
<td><strong>GRADUATE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance (80-100%)</td>
<td>257</td>
<td>230</td>
<td>217</td>
<td>225</td>
<td>291</td>
<td>245</td>
<td>247</td>
<td>249</td>
<td>251</td>
</tr>
<tr>
<td>Hybrid (50-79%)</td>
<td>126</td>
<td>103</td>
<td>63</td>
<td>19</td>
<td>4</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Classroom (0-50%)</td>
<td>598</td>
<td>573</td>
<td>580</td>
<td>593</td>
<td>526</td>
<td>571</td>
<td>578</td>
<td>584</td>
<td>590</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>981</td>
<td>906</td>
<td>860</td>
<td>837</td>
<td>821</td>
<td>826</td>
<td>835</td>
<td>843</td>
<td>851</td>
</tr>
</tbody>
</table>

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Hybrid is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). Classroom/Traditional, is a course in which 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 (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element 2052.
ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Estimate</th>
<th>Plan</th>
<th>Plan</th>
<th>Plan</th>
<th>Plan</th>
<th>Plan</th>
<th>Plan</th>
<th>Growth Rate*</th>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>STATE FUNDABLE</strong></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>RESIDENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOWER</td>
<td>5,554</td>
<td>5,411</td>
<td>5,465</td>
<td>5,520</td>
<td>5,575</td>
<td>5,631</td>
<td>5,687</td>
<td>5,744</td>
<td>1%</td>
</tr>
<tr>
<td>UPPER</td>
<td>5,323</td>
<td>5,460</td>
<td>5,515</td>
<td>5,570</td>
<td>5,625</td>
<td>5,682</td>
<td>5,739</td>
<td>5,796</td>
<td>1%</td>
</tr>
<tr>
<td>GRAD I</td>
<td>629</td>
<td>582</td>
<td>588</td>
<td>594</td>
<td>600</td>
<td>606</td>
<td>612</td>
<td>618</td>
<td>1%</td>
</tr>
<tr>
<td>GRAD II</td>
<td>141</td>
<td>171</td>
<td>173</td>
<td>174</td>
<td>176</td>
<td>178</td>
<td>180</td>
<td>182</td>
<td>1%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>11,646</td>
<td>11,624</td>
<td>11,740</td>
<td>11,858</td>
<td>12,096</td>
<td>12,217</td>
<td>12,339</td>
<td>1%</td>
<td></td>
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<tr>
<td><strong>NON RESIDENT</strong></td>
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<td></td>
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<tr>
<td>LOWER</td>
<td>525</td>
<td>593</td>
<td>599</td>
<td>605</td>
<td>611</td>
<td>617</td>
<td>623</td>
<td>629</td>
<td>1%</td>
</tr>
<tr>
<td>UPPER</td>
<td>215</td>
<td>259</td>
<td>262</td>
<td>264</td>
<td>267</td>
<td>270</td>
<td>272</td>
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<tr>
<td>GRAD I</td>
<td>28</td>
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<td>35</td>
<td>36</td>
<td>36</td>
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<tr>
<td>GRAD II</td>
<td>15</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>1%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>782</td>
<td>906</td>
<td>915</td>
<td>924</td>
<td>933</td>
<td>943</td>
<td>952</td>
<td>962</td>
<td>1%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOWER</td>
<td>6,079</td>
<td>6,004</td>
<td>6,064</td>
<td>6,125</td>
<td>6,186</td>
<td>6,248</td>
<td>6,310</td>
<td>6,373</td>
<td>1%</td>
</tr>
<tr>
<td>UPPER</td>
<td>5,537</td>
<td>5,719</td>
<td>5,776</td>
<td>5,834</td>
<td>5,892</td>
<td>5,951</td>
<td>6,011</td>
<td>6,071</td>
<td>1%</td>
</tr>
<tr>
<td>GRAD I</td>
<td>657</td>
<td>617</td>
<td>623</td>
<td>629</td>
<td>636</td>
<td>642</td>
<td>648</td>
<td>655</td>
<td>1%</td>
</tr>
<tr>
<td>GRAD II</td>
<td>156</td>
<td>190</td>
<td>192</td>
<td>194</td>
<td>196</td>
<td>198</td>
<td>200</td>
<td>202</td>
<td>1%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12,429</td>
<td>12,530</td>
<td>12,655</td>
<td>12,782</td>
<td>12,910</td>
<td>13,039</td>
<td>13,169</td>
<td>13,301</td>
<td>1%</td>
</tr>
<tr>
<td><strong>NOT STATE FUNDABLE</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOWER</td>
<td>68</td>
<td>94</td>
<td>95</td>
<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
<td>100</td>
<td>1%</td>
</tr>
<tr>
<td>UPPER</td>
<td>45</td>
<td>65</td>
<td>66</td>
<td>66</td>
<td>67</td>
<td>68</td>
<td>68</td>
<td>69</td>
<td>1%</td>
</tr>
<tr>
<td>GRAD I</td>
<td>4</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>1%</td>
</tr>
<tr>
<td>GRAD II</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>122</td>
<td>180</td>
<td>182</td>
<td>184</td>
<td>185</td>
<td>187</td>
<td>189</td>
<td>191</td>
<td>1%</td>
</tr>
</tbody>
</table>

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, this data is used as a key factor in the calculation of facility space needs for university educational plant surveys. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2022-23 value divided by the 2017-18 value) to the (1/5) exponent minus one.
## ACADEMIC PROGRAM COORDINATION

### New Programs For Consideration by University in AY 2017-18

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2016 Work Plan list for programs under consideration for 2017-18.

<table>
<thead>
<tr>
<th>PROGRAM TITLES</th>
<th>CIP CODE 6-digit</th>
<th>AREA OF STRATEGIC EMPHASIS</th>
<th>OTHER UNIVERSITIES WITH SAME PROGRAM</th>
<th>OFFERED VIA DISTANCE LEARNING IN SYSTEM</th>
<th>PROJECTED ENROLLMENT IN 5th year</th>
<th>PROPOSED DATE OF SUBMISSION TO UBOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supply Chain Management</td>
<td>52.0203</td>
<td>STEM</td>
<td>FPU, UNF, UWF</td>
<td>No</td>
<td>30</td>
<td>4/2018</td>
</tr>
<tr>
<td>Business Analytics &amp; Informatics</td>
<td>11.0104</td>
<td>STEM</td>
<td>None</td>
<td>No</td>
<td>30</td>
<td>4/2018</td>
</tr>
<tr>
<td>Construction Management</td>
<td>15.1001</td>
<td>STEM</td>
<td>FAMU, FIU, UF, UNF</td>
<td>No</td>
<td>30</td>
<td>4/2018</td>
</tr>
<tr>
<td>Digital Media Design</td>
<td>50.0102</td>
<td>STEM</td>
<td>UF, UCF</td>
<td>No</td>
<td>75</td>
<td>4/2018</td>
</tr>
</tbody>
</table>

### MASTER’S, SPECIALIST AND OTHER ADVANCED MASTER’S PROGRAMS

<table>
<thead>
<tr>
<th>PROGRAM TITLES</th>
<th>CIP CODE 6-digit</th>
<th>AREA OF STRATEGIC EMPHASIS</th>
<th>OTHER UNIVERSITIES WITH SAME PROGRAM</th>
<th>OFFERED VIA DISTANCE LEARNING IN SYSTEM</th>
<th>PROJECTED ENROLLMENT IN 5th year</th>
<th>PROPOSED DATE OF SUBMISSION TO UBOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Administration</td>
<td>51.0701</td>
<td>HEALTH</td>
<td>FAMU, FAU, FIU, UF, UNF, USFT, UWF</td>
<td>Yes</td>
<td>75</td>
<td>4/2018</td>
</tr>
<tr>
<td>Athletic Training</td>
<td>51.0913</td>
<td>HEALTH</td>
<td>FIU, USFT</td>
<td>Yes</td>
<td>18</td>
<td>4/2018</td>
</tr>
</tbody>
</table>

### DOCTORAL PROGRAMS

<table>
<thead>
<tr>
<th>PROGRAM TITLES</th>
<th>CIP CODE 6-digit</th>
<th>AREA OF STRATEGIC EMPHASIS</th>
<th>OTHER UNIVERSITIES WITH SAME PROGRAM</th>
<th>OFFERED VIA DISTANCE LEARNING IN SYSTEM</th>
<th>PROJECTED ENROLLMENT IN 5th year</th>
<th>PROPOSED DATE OF SUBMISSION TO UBOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real Estate</td>
<td>52.1501</td>
<td>None</td>
<td>FAU, FIU, FSU, UCF, UF</td>
<td>No</td>
<td>75</td>
<td>4/2019</td>
</tr>
<tr>
<td>Professional Sales</td>
<td>52.1804</td>
<td>None</td>
<td>None</td>
<td>No</td>
<td>75</td>
<td>4/2019</td>
</tr>
<tr>
<td>Physics</td>
<td>40.0801</td>
<td>STEM</td>
<td>FAMU, FAU, FIU, FSU, UF, UCF, UF, UNF, USFT, UWF</td>
<td>No’</td>
<td>25</td>
<td>4/2019</td>
</tr>
<tr>
<td>Environmental Geology</td>
<td>40.0699</td>
<td>STEM</td>
<td>None</td>
<td>No</td>
<td>50</td>
<td>4/2019</td>
</tr>
</tbody>
</table>

### New Programs For Consideration by University in 2018-20

These programs will be used in the 2017 Work Plan list for programs under consideration for 2018-19.

<table>
<thead>
<tr>
<th>PROGRAM TITLES</th>
<th>CIP CODE 6-digit</th>
<th>AREA OF STRATEGIC EMPHASIS</th>
<th>OTHER UNIVERSITIES WITH SAME PROGRAM</th>
<th>OFFERED VIA DISTANCE LEARNING IN SYSTEM</th>
<th>PROJECTED ENROLLMENT IN 5th year</th>
<th>PROPOSED DATE OF SUBMISSION TO UBOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Technology</td>
<td>13.0501</td>
<td>STEM</td>
<td>FAU, FSU, UCF, UWF</td>
<td>Yes</td>
<td>50</td>
<td>4/2019</td>
</tr>
</tbody>
</table>
# UNIVERSITY REVENUES

**University Revenues** *(in Millions of Dollars)*

## EDUCATION & GENERAL

<table>
<thead>
<tr>
<th>Main Operations</th>
<th>2015-16 Actual</th>
<th>2016-17 Estimates</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Funds</td>
<td>$72.5</td>
<td>$76.0</td>
</tr>
<tr>
<td>Tuition</td>
<td>$59.7</td>
<td>$59.1</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>$132.2</strong></td>
<td><strong>$135.1</strong></td>
</tr>
</tbody>
</table>

**EDUCATION & GENERAL TOTAL REVENUES**

<table>
<thead>
<tr>
<th></th>
<th>2015-16 Actual</th>
<th>2016-17 Estimates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>$132.2</strong></td>
<td><strong>$135.1</strong></td>
</tr>
</tbody>
</table>

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report).

## OTHER BUDGET ENTITIES

<table>
<thead>
<tr>
<th></th>
<th>2015-16 Actual</th>
<th>2016-17 Estimates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auxiliary Enterprises</td>
<td>$47.8</td>
<td>$48.3</td>
</tr>
<tr>
<td>Contracts &amp; Grants</td>
<td>$12.5</td>
<td>$13.9</td>
</tr>
<tr>
<td>Local Funds</td>
<td>$40.5</td>
<td>$43.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$100.8</strong></td>
<td><strong>$105.6</strong></td>
</tr>
</tbody>
</table>
### UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

University:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Base Tuition - (0% inc. for 2016-17 to 2019-20)</td>
<td>$105.07</td>
<td>$105.07</td>
<td>$105.07</td>
<td>$105.07</td>
<td>$105.07</td>
<td>$105.07</td>
<td>$105.07</td>
</tr>
<tr>
<td>Tuition Differential</td>
<td>$36.38</td>
<td>$36.38</td>
<td>$36.38</td>
<td>$36.38</td>
<td>$36.38</td>
<td>$36.38</td>
<td>$36.38</td>
</tr>
<tr>
<td><strong>Total Base Tuition &amp; Differential per Credit Hour</strong></td>
<td>$141.45</td>
<td>$141.45</td>
<td>$141.45</td>
<td>$141.45</td>
<td>$141.45</td>
<td>$141.45</td>
<td>$141.45</td>
</tr>
<tr>
<td><strong>% Change</strong></td>
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<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Fees (per credit hour):</strong></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Student Financial Aid</td>
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<td>$5.25</td>
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1. can be no more than 5% of tuition.
2. can be no more than 5% of tuition and the out-of-state fee.
3. as approved by the Board of Governors.
4. combine the most popular housing and dining plans provided to students.
DEFINITIONS

**Performance Based Funding**

1. Percent of Bachelor's Graduates Enrolled or Employed ($25,000+)
   One Year After Graduation

   This metric is based on the percentage of a graduating class of bachelor’s degree recipients who are enrolled or employed (earning at least $25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O), State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

2. Median Wages of Bachelor's Graduates Employed Full-time
   One Year After Graduation

   This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor’s recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O), State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).

3. Cost to the Student
   Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours

   This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor’s degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: Accountability Report (Table 1D) – which, combines the Legislature’s annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS.

4. Six Year FTIC Graduation Rate

   This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).

5. Academic Progress Rate
   2nd Year Retention with GPA Above 2.0

   This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).

6. University Access Rate
   Percent of Undergraduates with a Pell-grant

   This metric is based on the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).
### 7. Bachelor's Degrees within Programs of Strategic Emphasis

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as ‘Programs of Strategic Emphasis’. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H).

### 8a. Graduate Degrees within Programs of Strategic Emphasis

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as ‘Programs of Strategic Emphasis’. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C).

### 8b. Freshmen in Top 10% of High School Class

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set (C10).

### BOG Choice Metrics

#### 9a. Percent of Bachelor's Degrees Without Excess Hours

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.

Note: It is important to note that the statutory provisions of the “Excess Hour Surcharge” (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers’ Training Corps (ROTC) program). Source: State University Database System (SUDS).

#### 9b. Number of Faculty Awards

This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual ‘Top American Research Universities’ report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).

#### 9c. National Ranking for University


### BOT Choice Metrics

#### 10a. Percent of R&D Expenditures Funded from External Sources

This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
10b. Bachelor's Degrees Awarded to Minorities  
FAU, FGCU, FIU  
This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code.  
Source: State University Database System (SUDS).

10c. National Rank Higher than Predicted by the Financial ResourcesRanking  
Based on U.S. and World News  
FSU  
This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count.  
Source: US News and World Report’s annual National University rankings.

10d. Percent of Undergraduate Seniors Participating in a Research Course  
NCF  
This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year.  
Source: New College of Florida.

10e. Number of Bachelor Degrees Awarded Annually  
UCF  
This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once.  
Source: State University Database System (SUDS).

10f. Number of Licenses/Options Executed Annually  
UF  
This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF’s rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida.

10g. Percent of Undergraduate FTE in Online Courses  
UNF  
This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: Accountability Report (Table 3C), State University Database System (SUDS).

Number of Postdoctoral Appointees  
USF  
This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar.  
Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

Percentage of Adult Undergraduates Enrolled  
UWF  
This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified.  
Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics

Average GPA and SAT Score  
An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
Public University National Ranking


Freshman Retention Rate (Full-time, FTIC)

Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board’s annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.

6-year Graduation Rate (Full-time, FTIC)

Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: [http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf](http://www.flbog.edu/about/budget/docs/performance_funding/PBF_GRADUATION_and_RETENTION_Methodology_FINAL.pdf).

National Academy Memberships

National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

Science & Engineering Research Expenditures ($M)

Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).

Non-Medical Science & Engineering Research Expenditures ($M)

Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.

National Ranking in S.T.E.M. Research Expenditures

The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.

Patents Awarded (3 calendar years)

Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:“(AN/"University Name" AND ISD/yyyymmdd-yyyymmdd AND APT/1)”.

Doctoral Degrees Awarded Annually

Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report.

Number of Post-Doctoral Appointees

The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
| Endowment Size (SM) | This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published. |
### Key Performance Indicators

#### Teaching & Learning Metrics

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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<tr>
<td><strong>Freshmen in Top 10% of HS Graduating Class</strong></td>
<td>Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10).</td>
</tr>
<tr>
<td><strong>Professional/Licensure Exam First-time Pass Rates</strong></td>
<td>The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.</td>
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<tr>
<td><strong>Average Time to Degree for FTIC in 120hr programs</strong></td>
<td>This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.</td>
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<tr>
<td><strong>FTIC Graduation Rates</strong></td>
<td>As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the same institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.</td>
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<tr>
<td><strong>Bachelor's Degrees Awarded</strong></td>
<td>This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).</td>
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<tr>
<td><strong>Graduate Degrees Awarded</strong></td>
<td>This is a count of graduate degrees awarded as reported in the Accountability Report (Table 4B).</td>
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<td><strong>Bachelor's Degrees Awarded To African-American and Hispanic Students</strong></td>
<td>Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.</td>
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<tr>
<td><strong>Adult (Aged 25+) Undergraduates Enrolled</strong></td>
<td>This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.</td>
</tr>
<tr>
<td><strong>Percent of Undergraduate FTE Enrolled in Online Courses</strong></td>
<td>Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.).</td>
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<tr>
<td><strong>Percent of Bachelor's Degrees in STEM &amp; Health</strong></td>
<td>The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H).</td>
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<tr>
<td><strong>Percent of Graduate Degrees in STEM &amp; Health</strong></td>
<td>The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C).</td>
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### Key Performance Indicators (continued)

#### Scholarship, Research & Innovation Metrics

**Faculty Awards**

**Total Research Expenditures ($M)**
Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).

**Percent of R&D Expenditures funded from External Sources**
This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).

**Licenses/Options Executed**
Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A).

**Number of Start-up Companies**
The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A).
PROPOSED BOARD ACTION

Approve response to recommendations in Board of Governors’ Investigation Report OIGC No. 2017-25

BACKGROUND INFORMATION

On March 28, 2017, Board of Governors Inspector General and Director of Compliance Joseph Maleszewski issued Report OIGC No. 2017-25, which was conducted as a Whistleblower investigation. The Report addressed eight allegations levied against Florida Gulf Coast University (FGCU) Board of Trustees members, as well as five ancillary issues that arose during the investigation.

The Board of Governors agreed with Mr. Maleszewski’s recommendation that the FGCU Board of Trustees would provide a written plan of corrective action to address the 12 recommendations contained in the Report.

On April 18, 2017, Mr. Maleszewski provided a template for the corrective action plan, and asked that it be submitted by the FGCU Board of Trustees to the Board of Governors no later than May 26, 2017. The Board of Governors indicated on the template certain actions already taken by the FGCU Board of Trustees.

The draft response (completed template with items highlighted in yellow) to recommendations in the Board of Governors’ Report is provided for the FGCU Board of Trustees’ consideration for approval on May 9, 2017. The approved response will be sent to the Board of Governors by the May 26, 2017 deadline.

Supporting Documentation Included: (1) Report Investigation Brief for OIGC No. 2017-25 from the Board of Governors; and (2) Draft FGCU Corrective Action Plan
Prepared by: President Wilson Bradshaw, Vice President and Chief of Staff Susan Evans, and Vice President and General Counsel Vee Leonard

Legal Review: N/A

Submitted by: FGCU Board of Trustees Chair Dudley Goodlette
Report of Investigation Brief

ALLEGATION 1: RETALIATION
Board of Trustees members retaliated against a senior administrator due to the Trustees’ belief that the senior administrator had reported issues related to senior officials’ employment contracts and space renovations to “Tallahassee” (e.g., the Executive Office of the Governor or the Florida Board of Governors). Not Investigated - The Florida Commission on Human Relations is the state agency charged with receiving and investigating complaints concerning alleged state employee whistle-blower retaliation.1

No recommendations.

ALLEGATION 2: HARASSMENT (DISCRIMINATION)
Board of Trustees members have participated in harassing behavior toward University employees as a form of religious and racial discrimination. Conclusion: Not Sustained.

No recommendations.

ALLEGATION 3: VICE CHAIR ELECTION
In January 2016, the Board of Trustees improperly elected its Vice Chair. Conclusion: Sustained.

RECOMMENDATIONS:

When the current term for the Board of Trustees Vice Chair expires on July 31, 2017, the Board of Trustees will need to conduct an election for the officer position. We recommend that the Board elect an officer from among their appointed members in accordance with Board of Governors Regulation 1.001; section 1001.71, Florida Statutes; and the Sixth Amendment and Restatement of the Florida Gulf Coast University Board of Trustees Bylaws.

Additionally, we recommend that the Board of Trustees update Section B of University Regulation FGCU-PR1.001 to make the language regarding Board composition consistent with the language in the Sixth Amendment and Restatement of the Florida Gulf Coast University Board of Trustees Bylaws, as well as with applicable provisions of the Florida Constitution, Board of Governors regulation, and Florida Statutes.

1 Section 112.31895, Florida Statutes
**ALLEGATION 4: EMPLOYMENT DECISIONS**

Board of Trustees members Richard Klaas, Russell Priddy, Robbie Roepstorff, and Ken Smith violated the *Florida Gulf Coast University Board of Trustees Policy: Ethics Policy of the Board of Trustees* by attempting to influence the employment of a senior administrator.

**Conclusion: Not Sustained – Policy Matter.**

**RECOMMENDATIONS:**

We recommend that the Board of Trustees clarify the language in Section V of the *Florida Gulf Coast University Board of Trustees Policy: Ethics Policy of the Board of Trustees* in order to resolve the potentially conflicting responsibilities communicated to Board of Trustees members as identified in the “Observations” section above. The Board of Trustees should ensure that amendments to the policy comply with applicable provisions of Board of Governors Regulation and guidance, SACSCOC accreditation standards, and AGB best practices, with regard to Trustees’ fiduciary responsibilities.

**ALLEGATION 5: DAY-TO-DAY OPERATIONS**

Board of Trustees members violated *Florida Gulf Coast University Board of Trustees Policy: Ethics Policy of the Board of Trustees* by not using proper channels when dealing with employees in relation to the development of the University’s strategic plan. Such activity interfered with administrations’ ability to manage the day-to-day operations of the University and could cause concern with Southern Association of Colleges and Schools Commission on Colleges accreditation. **Conclusion: Not Sustained.**

**RECOMMENDATIONS:**

We recommend that the Board of Trustees continue to work with the Board of Governors to address questions related to the Board of Trustees’ approved strategic plan and seek approval by the Board of Governors in accordance with Board of Governors Regulation 1.001(3)(c).

We further recommend that the Board of Trustees consult with SACSCOC staff regarding changes to the University’s mission, vision, and strategic plan and whether those changes modify or expand the scope of the institution or its programs and services. The purpose of this consultation should be to determine whether the University’s changes constitute a substantive change under SACSCOC Comprehensive Standards 3.12, and therefore, would trigger a SACSCOC substantive change review.

**ALLEGATION 6: SUNSHINE LAWS**

Board of Trustees Chair Goodlette and Vice Chair Felton met in violation of Florida’s Sunshine Law by participating in a meeting on July 7, 2016, with President Bradshaw and Provost Toll. **Conclusion: Sustained.** A referral was made to the Florida
Department of Law Enforcement (FDLE) in accordance with the Whistle-blower’s Act, and the FDLE declined to initiate a criminal investigation.

**RECOMMENDATION(S):**

We recommend that the Board of Trustees work with University administration to enhance new trustee orientation and to require periodic trustee training on laws affecting the University and its operations. We further recommend that the Board of Trustees retain documentation evidencing that such orientation and training occurred.

**ALLEGATION 7: DEGREE PROGRAM CONFLICTS OF INTEREST**

Board of Trustees members Kevin Price, Russell Priddy, Robbie Roepstorff, and Ken Smith violated *Florida Gulf Coast University Board of Trustees Policy: Ethics Policy of the Board of Trustees* by recommending degree programs related to their areas of expertise and/or field of employment that could give rise to a conflict of interest and shortcut the normal processes for evaluating new degree programs. **Conclusion: Not Sustained.**

**RECOMMENDATIONS:**

Should Trustee-recommended degree programs complete the required due diligence review for degree program feasibility, the Trustee should consider if having recommended the degree program would trigger disclosure requirements under section 112.3143, Florida Statutes, and *Florida Gulf Coast University Board of Trustees Policy: Ethics Policy of the Board of Trustees*. Trustees making such a disclosure should also consult with the Vice President and General Counsel regarding restraint on participation under *Florida Gulf Coast University Board of Trustees Policy: Ethics Policy of the Board of Trustees*.  

**ALLEGATION 8: UNILATERAL DECISION-MAKING**

Board of Trustees member Ken Smith unilaterally established a taskforce in violation of the *Florida Gulf Coast University Board of Trustees Policy: Ethics Policy of the Board of Trustees* related to authority of Board of Trustees members. **Conclusion: Not Sustained.**

No recommendations.
ANCILLARY ISSUES

1. Presidential Search
   During the course of this investigation, concerns were raised about the University’s presidential search process.

<table>
<thead>
<tr>
<th>Concern</th>
<th>Discussion</th>
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</thead>
<tbody>
<tr>
<td>1. Rumors that the presidential search was not legitimate as there was a pre-selected candidate.</td>
<td>The OIGC did not evaluate this concern as there was no specific actionable information.</td>
</tr>
<tr>
<td>2. An applicant made direct contact with a FGCU Presidential Search Advisory Committee member to discuss concerns expressed by the committee member at a FGCU Presidential Search Advisory Committee meeting.</td>
<td>The OIGC is not aware of any governing directive that would prohibit an applicant from contacting a search committee member.</td>
</tr>
<tr>
<td>3. A presidential applicant inappropriately (and unannounced) listened in on the February 6, 2017, FGCU Presidential Search Advisory Committee meeting telephonically with a FGCU Board of Trustees member (Chair Goodlette) who had called into the meeting.</td>
<td>OIGC obtained and reviewed the audio of the February 6, 2017, FGCU Presidential Search Advisory Committee meeting. Review of meeting audio could not confirm this concern. When asked, Chair Goodlette indicated that he was not with a presidential applicant when he called into the February 6, 2017, meeting.</td>
</tr>
<tr>
<td>4. The process used to consider presidential applicants at the November 10, 2016, FGCU Presidential Search Advisory Committee meeting included discussion and reconsideration that did not provide for a fair, transparent or equitable process.</td>
<td>OIGC obtained and reviewed the audio of the November 10, 2016, FGCU Presidential Search Advisory Committee meeting. This review revealed that applicants received consideration in a public meeting with an interactive and iterative process.</td>
</tr>
<tr>
<td>5. The process used to consider presidential applicants at the February 6, 2017, FGCU Presidential Search Advisory Committee meeting did not provide the same consideration for each applicant.</td>
<td>OIGC obtained and reviewed the audio of the February 6, 2017, FGCU Presidential Search Advisory Committee meeting. This review revealed that applicants received consideration in a public meeting with an interactive and iterative process.</td>
</tr>
<tr>
<td>6. A potential presidential applicant was discouraged from applying for the position by two Board of Governors members based on the rationale that there was a pre-selected candidate. The potential applicant did apply and was considered for the position.</td>
<td>The OIGC reviewed this concern under OIGC Case #2017-039 which was closed as the applicant clarified that the rumor of a pre-selected applicant had come from members of the FGCU community and not from Board of Governors members.</td>
</tr>
</tbody>
</table>
Our review determined that the FGCU Presidential Search process generally conforms to the best practices contained in the Board of Governors Regulation 1.002 Presidential Search and Selection.

No recommendations.

2. Presidential Search Advisory Committee Meetings Minutes

On December 8, 2016, the reporting individual expressed an additional concern that the FGCU Presidential Search Advisory Committee was not in compliance with the Florida Sunshine Law as they have not posted meeting materials and minutes for the November 10, 17, and 18, 2016, committee meetings.

It is unclear whether the requirements contained in section 1001.71, Florida Statutes, and Board of Governors Regulation 1.001(2)(j) apply to the FGCU Presidential Search Advisory Committee meetings. The minutes of the November 10, 17, and 18, 2016, meetings were approved and posted to the 2016-2017 Presidential Search website on February 6, 2017.²

We recommend that the Board of Trustees work with the Vice President and General Counsel to determine the applicability of section 1001.71, Florida Statutes, and Board of Governors Regulation 1.001(2)(j) to advisory committee meetings.

3. Meeting Notice – October 2016 BOT/BOG Workshop

On November 10, 2016, the reporting individual expressed an additional concern about improper notice of an October 27, 2016, Board of Governors Chair and Vice Chair Workshop with Florida Gulf Coast University Board of Trustees.

Section 286.011, Florida Statutes, and the Fifth Amendment and Restatement of Florida Gulf Coast University Board of Trustees Bylaws, both require reasonable notice of meetings including the time and location. The October 27, 2016, Board of Governors Chair and Vice Chair Workshop agenda posted at http://www.fgcu.edu/Trustees/agenda.asp contained the date, time, location and agenda topics.

No recommendations.

² The minutes were posted to the 2016-2017 Presidential Search website on February 6, 2017, as verified by the document properties which demonstrate that the PDF document was created and last modified on February 6, 2017.
4. Trustee Orientation/Training

During the conduct of this investigation, we learned about the FGCU Board of Trustees orientation process. We conclude that these processes could be improved by allotting additional time to prepare Trustees for Board service.

We recommend that FGCU Board of Trustees develop a more rigorous Trustee orientation and training program. We recommend that the Board consider including in such orientation and training program, the following relevant topics:

- Board of Trustees Powers and Duties (Board of Governors Regulation 1.001);
- Florida Higher Education Governance;
- Board of Governors-Board of Trustees Communications;
- Association of Governing Boards of Universities and Colleges (AGB) – Fiduciary Duties and Principles;
- Board of Governors – Governance Agreement;
- Florida’s Government-in-the-Sunshine Law (Chapter 286, Florida Statutes);
- Public Records Law (Chapter 119, Florida Statutes);
- Code of Ethics for Public Officers and Employees (Chapter 112, Part III, Florida Statutes and Section 8, Florida Constitution);
- FGCU Board of Trustees Bylaws;
- FGCU BOT Ethics Policy; and
- University Regulations.

5. Reporting of Allegations of Discrimination, Harassment, or Sexual Misconduct

FGCU employees who learned of allegations of possible discriminatory behaviors on the part Board of Trustees members did not report what they had learned to the Director of the Office of Institutional Equity and Compliance and Title IX Coordinator as required by University regulation.

In addition, the Director of the Office of Institutional Equity and Compliance and Title IX Coordinator did not discuss the reporting individual’s concerns about Trustees’ behaviors to his supervisor, Vice President and General Counsel Leonard even though he felt he lacked the necessary independence and authority to review or investigate such matters.

We recommend supervisory training on the reporting requirements contained in FGCU Regulation FGCU-PR1.003 Non-Discrimination, Anti-Harassment, and Sexual Misconduct Regulation.

We recommend that Vice President and General Counsel Leonard work closely with the new Director of the Office of Institutional Equity and Compliance and
Title IX Coordinator regarding policy and protocol for handling similarly reported matters.
**INSTRUCTIONS:** The following table contains the recommendations listed in the Report of Investigation OIGC No. 2017-025 as well as recommendations expressed by Board of Governors members during the March 30, 2017, Board of Governors meeting. Please complete the table below for each allegation containing a recommendation, indicating what corrective action(s) have been or will be taken and the anticipated completion date. The Board of Governors Office of Inspector General and Director of Compliance will follow-up on each item and provide the Board of Governors with a status report. Please also provide supporting documentation for the completion of corrective actions as they are taken.

<table>
<thead>
<tr>
<th>Allegation/Ancillary Issue</th>
<th>Conclusion</th>
<th>Recommendation, Corrective Actions Planned/Taken, and Anticipated Completion</th>
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<tbody>
<tr>
<td>Allegation 1: Retaliation</td>
<td>N/A</td>
<td>No Recommendations. Allegation referred to the Florida Commission on Human Relations.</td>
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<tr>
<td>Allegation 2: Harassment (Discrimination)</td>
<td>Not Sustained</td>
<td>No Recommendations.</td>
</tr>
<tr>
<td>Allegation 3: Vice Chair Election</td>
<td>Sustained</td>
<td>When the current term for the Board of Trustees Vice Chair expires on July 31, 2017, the Board of Trustees will need to conduct an election for the officer position. We recommend that the Board elect an officer from among their appointed members in accordance with Board of Governors Regulation 1.001; section 1001.71, Florida Statutes; and the Sixth Amendment and Restatement of the Florida Gulf Coast University Board of Trustees Bylaws.</td>
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<td><strong>Corrective Actions Planned/Taken:</strong> Shawn Felton resigned the Vice Chair position March 28, 2017. In the Board of Trustees special meeting held April 4, 2017, Trustee Ken Smith was selected as the Board of Trustees Vice Chair.</td>
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<td><strong>Anticipated Completion Date:</strong> Completed April 4, 2017</td>
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<tr>
<td>Allegation 3: Vice Chair Election (Con’t.)</td>
<td>Sustained</td>
<td>We recommend that the Board of Trustees update Section B of University Regulation FGCU-PR1.001 to make the language regarding Board composition consistent with the</td>
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<td>Allegation/Ancillary Issue</td>
<td>Conclusion</td>
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<td>Language in the <em>Sixth Amendment and Restatement of the Florida Gulf Coast University Board of Trustees Bylaws</em>, as well as with applicable provisions of the Florida Constitution, Board of Governors regulation, and Florida Statutes.</td>
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<td><strong>Corrective Actions Planned/Taken:</strong> Vice President and General Counsel Vee Leonard has updated Regulation FGCU-PR1.001, and will bring it for FGCU BOT approval at the June 13, 2017 meeting. The proposed update also includes language stating that the Chair and Vice Chair are elected from Trustees appointed by the Governor and the Board of Governors. <em>(See attached draft of FGCU-PR1.001) (LEONARD)</em></td>
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<td><strong>Anticipated Completion Date:</strong> June 13, 2017</td>
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<tr>
<td>Allegation 4: Employment Decisions</td>
<td>Not Sustained – Policy Matter</td>
<td>We recommend that the Board of Trustees clarify the language in Section V of the <em>Florida Gulf Coast University Board of Trustees Policy: Ethics Policy of the Board of Trustees</em> in order to resolve the potentially conflicting responsibilities communicated to Board of Trustees members as identified in the “Observations” section of the report. The Board of Trustees should ensure that amendments to the policy comply with applicable provisions of Board of Governors Regulation and guidance, SACSCOC accreditation standards, and AGB best practices, with regard to Trustees’ fiduciary responsibilities.</td>
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|                            |            | **Corrective Actions Planned/Taken:** I certainly respect the reasoning of the Inspector General related to the excerpt from Section V of the Ethics Policy referenced in the Report, however I disagree that the excerpt at issue communicated “conflicting responsibilities for the Board of Trustees members.” First, when a Trustee has been informed/made aware of “grievances or complaints . . . about employees, students or University matters,” it is possible that the information presented to the Trustee(s) would have been the University’s initial notice of the problem and would need to be communicated to the President. The Trustee has an obligation to make sure the...
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<td>University Administration receives information to enable it to respond promptly to the allegations. (The BOT Bylaws established a communication mechanism between the Board and the President.)</td>
<td>Additionally, while the passing on of a grievance or complaint is through a Trustee, it is not necessarily from the Trustee. Moreover, while the President’s decision-making may have been informed, to some extent, by the information received from a Trustee, the University has a formal process in place for addressing a grievance or a complaint, which involves a fact-finding aspect of the allegations presented. Notwithstanding, the Ethics Policy will be revised to more clearly indicate an anticipated level of involvement by the Trustees. (Note: The BOT’s Ethics Policy has not been revised since its inception in 2003. The University Chief Compliance Officer may, at some point in the future, address the Ethics Policy more holistically).</td>
<td>Anticipated Completion Date: TBD</td>
</tr>
<tr>
<td>Allegation 5: Day-to-day Operations</td>
<td>Not Sustained</td>
<td>We recommend that the Board of Trustees continue to work with the Board of Governors to address questions related to the Board of Trustees’ approved strategic plan and seek approval by the Board of Governors in accordance with Board of Governors Regulation 1.001(3)(c).</td>
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<tr>
<td>Corrective Actions Planned/Taken: The FGCU Board of Trustees will commence review and discussion with President-elect Dr. Michael Martin after his FGCU start date of July 1, 2017. (EVANS)</td>
<td>Anticipated Completion Date: After July 1, 2017</td>
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<tr>
<td>Allegation 5: Day-to-day Operations (Con’t.)</td>
<td>Not Sustained</td>
<td>We recommend that the Board of Trustees consult with SACSCOC staff regarding changes to the University’s mission, vision, and strategic plan and whether those</td>
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### Allegation/Ancillary Issue

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<tr>
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<td>changes modify or expand the scope of the institution or its programs and services. The purpose of this consultation should be to determine whether the University’s changes constitute a substantive change under SACSCOC Comprehensive Standards 3.12, and therefore, would trigger a SACSCOC substantive change review.</td>
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<td><strong>Corrective Actions Planned/Taken:</strong> On April 10, 2017, President Wilson Bradshaw and Senior Associate Provost Paul Snyder had a conference call meeting with SACSCOC Vice President Nuria Cuevas to discuss the BOG Inspector General investigation report. A copy of the BOG report was sent to Dr. Cuevas for SACSCOC review and comment. On April 17, 2017, SACSCOC President Belle Wheelan responded in a letter to President Bradshaw, noting the following: “During the course of the discussion, Dr. Cuevas agreed to review the report to determine whether any of the allegations or ancillary issues were related to the Principles of Accreditation. After reviewing the report in light of information shared during the conference call, we have determined that, at this time, there is no evidence of significant non-compliance with the Principles of Accreditation or with SACSCOC policies. For this reason, there will be no additional follow-up regarding the report.” (EVANS)</td>
</tr>
<tr>
<td>Allegation 6: Sunshine Laws</td>
<td>Sustained</td>
<td>We recommend that the Board of Trustees work with University administration to enhance new trustee orientation and to require periodic trustee training on laws affecting the University and its operations. We further recommend that the Board of Trustees retain documentation evidencing that such orientation and training occurred.</td>
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<td><strong>Corrective Actions Planned/Taken:</strong> (1) The University will enhance its new trustee orientation through longer orientation sessions, and thus providing more time devoted to the topics. Please see below for “Ancillary Issue 4” for additional</td>
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<td>Allegation/Ancillary Issue</td>
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<td>(2) In addition to the new trustee orientations, the University will hold a BOT-wide training session on the Sunshine Laws as related to public meetings and public records. It will be held annually at the June BOT meeting, and an outside presenter will be brought in to provide the training. (3) The University has documentation that each new Trustee received an orientation session and on what date. However, the University will enact a form for each new Trustee to sign indicating he/she participated in the FGCU BOT orientation and training, and the signed forms will be retained by the University. (EVANS)</td>
</tr>
<tr>
<td>Anticipated Completion Date:</td>
<td></td>
<td>(1) The enhanced new trustee orientation and training will take effect with the next appointment of a new Trustee to the FGCU BOT. (2) The annual BOT-wide training session on the Sunshine Laws will be implemented with the June 13, 2017 FGCU BOT meeting. (3) The form to be signed by each new trustee indicating he/she participated in the FGCU BOT orientation and training will take effect with the next appointment of a new Trustee.</td>
</tr>
<tr>
<td>Allegation 7: Degree Program Conflicts of Interest</td>
<td>Not Sustained</td>
<td>Should Trustee-recommended degree programs complete the required due diligence review for degree program feasibility, the Trustee should consider if having recommended the degree program would trigger disclosure requirements under section 112.3143, Florida Statutes, and Florida Gulf Coast University Board of Trustees Policy: Ethics Policy of the Board of Trustees. Trustees making such a disclosure should also consult with the Vice President and General Counsel regarding restraint on participation under Florida Gulf Coast University Board of Trustees Policy: Ethics Policy of the Board of Trustees.</td>
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<td><strong>Corrective Actions Planned/Taken:</strong> The FGCU BOT will be reminded of the disclosure requirement and the need to consult with the Vice President and General Counsel.</td>
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FGCU Corrective Action Plan  
Report of Investigation  
OIGC No. 2017-025

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<tr>
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</table>
| Allegation 8: Unilateral Decision-making | Not Sustained | Counsel. This will take place at the June 13, 2017 meeting of the FGCU BOT. It also will be emphasized further in the new trustee orientation and training sessions. *(EVANS)*  
**Anticipated Completion Date:** June 13, 2017 and Ongoing |
| Ancillary Issue 2: Presidential Search Advisory Committee Meetings Minutes | N/A | We recommend that the Board of Trustees work with the Vice President and General Counsel to determine the applicability of section 1001.71, Florida Statutes, and Board of Governors Regulation 1.001(2)(j) to advisory committee meetings.  
**Corrective Actions Planned/Taken:** Vice President and General Counsel’s legal opinion is attached. *(LEONARD)*  
**Anticipated Completion Date:** May 9, 2017 |
| Ancillary Issue 4: Trustee Orientation/Training | N/A | We recommend that FGCU Board of Trustees develop a more rigorous Trustee orientation and training program. We recommend that the Board consider including in such orientation and training program, the following relevant topics:  
• Board of Trustees Powers and Duties (Board of Governors Regulation 1.001);  
• Florida Higher Education Governance;  
• Board of Governors-Board of Trustees Communications;  
• Association of Governing Boards of Universities and Colleges (AGB) – Fiduciary Duties and Principles;  
• Board of Governors – Governance Agreement;  
• Florida’s Government-in-the-Sunshine Law (Chapter 286, Florida Statutes);  
• Public Records Law (Chapter 119, Florida Statutes);  

FGCU Board of Trustees - May 9, 2017
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<td>• Code of Ethics for Public Officers and Employees (Chapter 112, Part III, Florida Statutes and Section 8, Florida Constitution);</td>
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<td>• FGCU Board of Trustees Bylaws;</td>
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<td>• FGCU BOT Ethics Policy; and</td>
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<td>• University Regulations.</td>
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<tr>
<td>Corrective Actions Planned/Taken:</td>
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<td>As indicated above for “Allegation 6: Sunshine Laws,” the University will enhance the orientation and training session for new trustees. Historically, the new trustee orientation sessions at FGCU have included many of the items listed above as recommendations; specifically, these topics already included in new trustee orientations are “Florida Higher Education Governance;” “Florida’s Government-in-the-Sunshine Law (chapter 286, Florida Statutes);” “Public Records Law (Chapter 119, Florida Statutes);” “Code of Ethics for Public Officers (Chapter 112, Part III, Florida Statutes and Section 8, Florida Constitution);” “FGCU Board of Trustees Bylaws;” and “FGCU BOT Ethics Policy.” The new trustee orientation sessions will be lengthened so that additional time can be spent on the topics. Additionally, there will be annual BOT-wide training on the Sunshine Laws, and ethics laws for public officers held at the FGCU BOT’s June meeting each year. To ensure complete compliance, the University would appreciate receiving written information from the BOG as to specifically what it recommends the university boards of trustees receive in terms of training for the above indicated items of “Board of Governors-Board of Trustees Communications” and “Board of Governors-Governance Agreement.” (EVANS)</td>
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<tr>
<td>Anticipated Completion Date:</td>
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<td>The enhanced new trustee orientation and training will take effect with the next appointment of a new Trustee to the FGCU BOT. It will be</td>
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FGCU Board of Trustees - May 9, 2017
Allegation/Ancillary Issue | Conclusion | Recommendation, Corrective Actions Planned/Taken, and Anticipated Completion
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Ancillary Issue 5: Reporting Allegations of Discrimination, Harassment, or Sexual Misconduct | N/A | We recommend supervisory training on the reporting requirements contained in FGCU Regulation FGCU-PR1.003 Non-Discrimination, Anti-Harassment, and Sexual Misconduct Regulation.

**Corrective Actions Planned/Taken:** On June 5th and 6th, 2017 the University will be providing mandatory training to those employees classified as supervisors. This training will, among other things, address an employees’ duty to report allegations of discrimination, harassment, or sexual misconduct.

The University, through the Office of Institutional Equity and Compliance (OIEC), currently provides Responsible Employee training to all colleges (faculty) bi-annually, and to the University community twice per semester, which directly informs employees of their obligation to report allegations they become aware of related to the subject matter. In the off years, the OIEC circulates an OIEC newsletter which includes a link to the Responsible Employee Guide posted on the OIEC website. Additionally, the OIEC provides weekly and bi-weekly training related to recognizing and addressing allegations of sexual harassment. *(LEONARD)*

**Anticipated Completion Date:** June 5 & 6, 2017
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<tr>
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<tr>
<td>Ancillary Issue 5:</td>
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<td>We recommend that Vice President and General Counsel Leonard work closely with the</td>
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<tr>
<td>Reporting Allegations of</td>
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<td>new Director of the Office of Institutional Equity and Compliance and Title IX</td>
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<tr>
<td>Discrimination, Harassment, or Sexual Misconduct (Con’t.)</td>
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<td>Coordinator regarding policy and protocol for handling similarly reported matters.</td>
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<td>N/A</td>
<td><em>Corrective Actions Planned/Taken:</em> The Vice President and General Counsel, Vee</td>
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<td>Leonard, has had several conversations with the new Director of OIEC and Title IX</td>
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<td>Coordinator regarding the policy and protocol for handling similarly reported matters.</td>
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<td>Conversations will continue on an on-going basis. <em>(LEONARD)</em></td>
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<td><em>Anticipated Completion Date:</em> April 26, 2017</td>
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<tr>
<td>Additional BOG Recommendation: Audit and Compliance Committee Chair</td>
<td>N/A</td>
<td>The chair of a university board of trustees should not also serve as the audit committee chair.</td>
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<td><em>Corrective Actions Planned/Taken:</em> At the Board of Trustees special meeting held</td>
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<td>April 4, 2017, Chair Goodlette resigned from the position of Audit and Compliance</td>
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<td>Committee Chair, and he selected Joseph Fogg III as the new Audit and Compliance</td>
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<td>Committee Chair.</td>
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<td><em>Anticipated Completion Date:</em> Completed April 4, 2017</td>
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<tr>
<td>Additional BOG Recommendation: Autonomous Audit and Compliance Committee</td>
<td>N/A</td>
<td>Audit and compliance committees should be designated as autonomous committees to</td>
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<td>enhance independence and mitigate potential conflicts that may exist within joint</td>
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<td>committees.</td>
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<td><em>Corrective Actions Planned/Taken:</em> At its special meeting held April 4, 2017, the</td>
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<td>Board of Trustees selected Joseph Fogg III as its new Audit and Compliance</td>
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<tr>
<td>Allegation/Ancillary Issue</td>
<td>Conclusion</td>
<td>Recommendation, Corrective Actions Planned/Taken, and Anticipated Completion</td>
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<td>Committee Chair. Additionally, the Board approved the separation of its Audit and Compliance committee as a stand-alone committee from the full Board of Trustees. Chair Goodlette appointed the following Trustees as members of the Audit and Compliance Committee: Kevin Price, J. Leo Montgomery, and Darleen Cors.</td>
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**Anticipated Completion Date:** Completed April 4, 2017
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 are appointed by the Governor subject to confirmation by the Florida Senate; five members are appointed by the Board of Governors subject to confirmation by the Florida Senate; the two remaining members are 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 and the Vice-Chair, elected only from Trustees appointed by the Governor or the Board of Governors, and as well as 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. 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 Administrative Services and Finance, an Assistant Vice President for Business Technology Services, a University Controller, a Director of Financial Aid, a Director of Public Safety, 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. 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, 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 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. This position and his/her associated 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 Beach Volleyball, Women’s and Men’s Cross County, 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

Chief Compliance & Ethics Officer
The Director of Compliance and Risk Management, Chief Compliance & Ethics Officer, 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, Chief Compliance & Ethics Officer, 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.

l) Executive Director of the FGCU Financing Corporation

The Vice President for Administrative Services and Finance serves as the Executive Director of the FGCU Financing Corporation. The Executive Director 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, Ethics, Government Relations, Ombuds, 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 University Marketing and Communications, Development, Stewardship and Donor Relations, Alumni Relations, Advancement Services, Athletic Gifts, and Special Events.


E. COLLEGIAL 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: 02/23/2016

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

History of Regulation
New 09/17/13; Amended 04/15/14, 02/23/16

Effective Date of Regulation
02/23/2016
MEMORANDUM

To: Florida Gulf Coast University Board of Trustees  
From: Vee Leonard, Vice President and General Counsel  
Date: April 26, 2017  
Re: Minutes for the Presidential Search Advisory Committee Meetings

Issue: What is the applicability of Section 1001.71, Florida Statutes, and Board of Regulation 1.001(2)(j) to advisory committee meetings?

Rule: Advisory committees exercising a decision-making function in addition to fact-finding are subject to the Sunshine Law. "Wood v. Marston, 442 So. 2d 934, 938 (Fla. 1983)"

Analysis: The citations presented above state the following: “Each university board of trustees shall keep and, within 2 weeks after a board meeting, post prominently on the university’s website detailed meeting minutes for all meetings, including the vote history and attendance of each trustee.” §1001.71, F.S. and BOG Regulation 1.001(2)(j). My opinion is that this citation is applicable also to the advisory committee created by the Board Chair. As such, a committee cannot operate, be delegated decision-making authority, and not have it be subject to the same laws to which the Board, itself, is susceptible, unless, of course, the laws do not apply.

The Florida Supreme Court case from which the rule of law is taken, "Wood v. Marston", involved a search at the University of Florida. In that case, the President of the University was to receive from the search and screen committee a list of qualified applicants for the final selection of the law school dean. The issue in that case was whether the search and screen committee meetings were subject to sunshine requirements. In "Marston" the search and screen committee’s function included, among other things, rejecting applicants for further consideration, while advancing others. The Florida Supreme Court ultimately determined that because of the committee’s decision-making authority, the committee was subject to sunshine laws.

The primary issue to be addressed here are analogous to the issue in the "Marston" case. The subject advisory committee was the Presidential Search Advisory Committee for Florida Gulf Coast University. Its members were appointed by the Chair of the Florida Gulf Coast University Board of Trustees and charged with, among other things, screening applicants and with, ultimately recommending at least three (3) candidates for consideration as the next President of Florida Gulf Coast University.

While convened, the Presidential Search Advisory Committee’s meeting were noticed on the University’s website, its meetings were open to the public, and minutes of its meetings were created and retained. All of these actions are consistent with those of an entity subject to the sunshine laws.
Conclusion: I recognize that the statute and BOG Regulation at issue are not sunshine laws. Notwithstanding, it is my opinion that in order for the university board of trustees to comply with the statutory requirement and the Board of Governors Regulation, the minutes of the Presidential Search Advisory Committee would not only need to have been created and retained, but they would have had to have been posted to the University’s website within two (2) weeks of the Committee meeting. It is my opinion that, as a committee created by the Board Chair, who was so authorized, the committee would be subject to the same laws as the university board of trustees.